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LITERACY AND ADULT
BASIC EDUCATION (LBE)

MEETING THE FAMILY EDUCATION NEED

2020/2021 Annual Report

 @labeuganda

 Literacy and Adult Basic Education

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Looking ahead, What's next



Meet Barbra and Prossy

Classmates Acaa Barbra and Aber Prossy were 11 and 12 years old when they started facilitating home learning

An initiative to support their younger preschool peers to get ready for school.

Their role as Young Facilitators includes complementing the Parent Educators by leading songs during circle time, supporting the 5- to 6-year-olds using fun play-based activities and games either at Baraminy Home Learning Centre or at home, doing home visits to follow up children with disabilities and encouraging fellow pupils that education is still important. Barbra is happy with her role as a Young Facilitator.

“When I see the children singing along with me, I feel so proud, because it makes me feel like a small teacher.”

When Barbra and Prossy were identified as Young Facilitators, they were shy at first. However, during the COVID lockdowns which cut off all learning for every child in their community, the two decided to act. Prossy saw benefits in it for herself.

“I saw that helping the children to learn, I will also be learning.” With the support of the Parent Educators, the girls who were initially shaky have become confident and comfortable in their role as small teachers like Barbra refers to herself. Where there is no teacher, Barbra and Prossy have done a good job, filling in the gap.



Meet Safina

38-year-old Safina Asara is a Parent Educator at Yambura Home Learning Centre in Koboko district.

Until just recently, Safina regarded Home Based ECD to be lower in status compared with formal nursery ECD. Thus, she thought she was a second-rate ECD facilitator, not comparable to the more professional nursery teachers.

It was only after receiving the Home Based ECD Toolkit at the beginning of 2021 that Safina started to view her ECD role differently. She was completely converted to Home Based ECD after attending a national level workshop to review the ECD Learning Framework

“... when I was comfortably working on the task using sample materials from LABE’s ECD toolkit, I was very surprised to see that this lady with a computer did not know how to relate competences to learning areas!”

When the workshop lead Professor disagreed with some groups’ presentations, arguing that nursery centres were teaching more academic-oriented primary one work, yet ECD is supposed to be play-based, Safina realised something.

“After our group presentation, I saw that what we were doing with LABE is the right thing! We are ahead of the nursery centres. They have gone ahead with doing ECD the wrong way! We have the things to use as Parent Educators and yet we are reluctant.”

Safina appreciates the LABE ECD kit and training materials from which she used to single-handedly generate a theme on wild birds and develop learning competences for it. Now a transformed Safina is ready to defend Home Based ECD to fellow Parent Educators.

“I want to spread this good news to my fellow Parent Educators, by showing them that what we are doing is the right thing, we must match forward.”

A message from our Executive Director



Our mission is to promote literacy practices, increase access and utilization of information, particularly amongst women and children in local communities, to effectively demand and protect their individual and wider rights.

As we look back at the year 2020/2021, we recognize it was one where the relevance of LABE was most felt country wide. It is the period that had all the education institutions countrywide closed for nearly two years. While this unpleasant

occurrence affected the education journey of all children, LABE's home based learning became more relevant and ensured children's continuity of learning in Home Learning Centres (HLCs) and homes.

In this year, through our affordable and inclusive home based ECD projects, we reached 2,649 preschool children (1,295M, 1,354F) including 29 (20M, 9F) children with disabilities in 53 HLCs. We also prepared 789 (376M, 413F) 5 - 6-year-old learners to enrol in nearby primary schools. We have continued to increase parents' involvement in the education of their children through parenting sessions, home learning centre savings activities, construction of learning shelters and HLC feeding.

With dedicated staff, we created a simplified home based ECD toolkit derived from the Complementary Learning Framework approved by the National Curriculum Development Centre in 2018. We are happy to have evolved the delivery of ECD by bringing on board older primary school children as Young Facilitators, who complement the efforts of the care givers in the 53 HLCs. We also kept these Young Facilitators educationally motivated and engaged during the lockdown.

In 2020/2021, we interested three national and international model adopters. They are using the ECD tool kit and training services for their caregivers. This ensured continuity of learning during lockdown. We have participated in pre-school children focused national policy review, and will continue to engage in national policy dialogue in the coming year.

We are grateful for the continued funding support from our donors; Comic Relief, ELMA Foundation and Open Society Initiative for East Africa. Without your support, it would not be possible for LABE to realize the 2020/2021 plans. I would also like to thank our Board and the staff for their continued commitment.

On behalf of Literacy and Adult Basic Education (LABE) management, I am pleased to present to you our 2020/2021 Annual Report.

Tumwebaze K. Stellah
Executive Director, LABE.

A MESSAGE FROM OUR BOARD CHAIRPERSON



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

Dear Esteemed Partners, Stakeholders, Donors and Beneficiaries,

Once again it gives me great pleasure to welcome you to read and appreciate our 2020/2021 Annual Report - an account of what we achieved in the year together with all of you.

We cannot ignore C19 when it comes to this report whose effects shaped and gave our interventions new meaning and direction. The reporting period is still the period of lockdown for our

Ugandan schools which steered our work within the communities. LABE found the learners in their homes and provided them an opportunity to continue learning. This was made possible with learning materials developed and packaged for easy use, the commitment of Parent Educators, the host families and the Young Facilitators who supported their younger siblings to learn.

LABE's interventions continue to be the most popular and appreciated as it addresses our contemporary challenges at unprecedented times.

I would like to convey our heart felt gratitude to our Donors, Stakeholders and all the communities that we work with in Northern Uganda and West Nile region. Together we have continued to contribute towards building a literate and well informed society.

Agoi Rosie

Board of Directors Chairperson

LABE's interventions continue to be the most popular and appreciated as it addresses our contemporary challenges at unprecedented times.

WITH YOUR SUPPORT

IMPACT

Literacy and Adult Basic Education (LBE) is helping children access education through home-based learning so they can reach their full potential.



Thanks to Our Funders and Supporters...

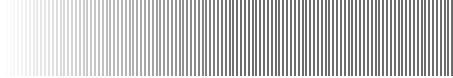
We would like to say a big thank you to all our donors, partners and supporters:



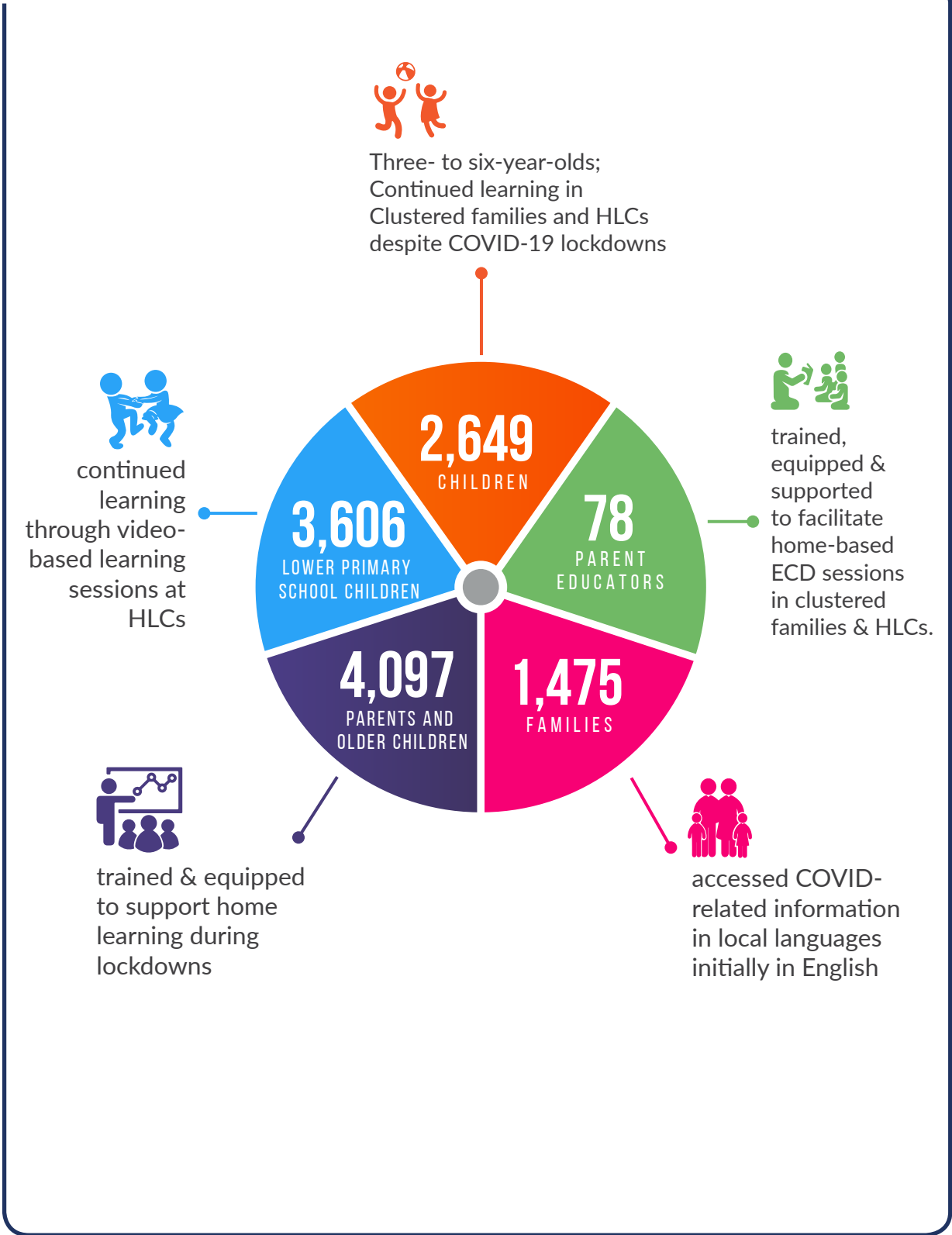
DEPARTMENT OF EDUCATION
STANDARDS



- KOBOKO DISTRICT
- OBONGI DISTRICT
- GULU DISTRICT
- NWOYA DISTRICT
- MBARARA DISTRICT



LABE reached



WITH YOUR SUPPORT



Making ECD Accessible, Inclusive & Sustainable for ALL

In pursuance of our 2020 – 2025 Strategic Plan objective 1 *[To promote the adoption of LABE-initiated education programmes and services that strengthen literacy and numeracy practices for different learners in families, in primary schools or at their work places]*, we implemented 4 projects. **i)** Building And Strengthening Integrated Community Support (BASICS); **ii)** Strengthening Access, Retention and Transition (StART); **iii)** Scaling Up school Readiness and Retention (SURE); **iv)** Disability Inclusive ECD in Refugee Hosting Communities project.

We have continued to use our Family Basic Education (FABE) approach in implementing all our projects. It is a whole family approach to education with a goal of developing dynamic intergenerational aspects of learning in families to enable regular engagement of parents and all children in enriched social and cognitive development activities. Like other intergenerational approaches to learning, FABE creates inclusive and accessible learning opportunities for all age groups, and ensures that family members are involved in one another's learning activities, offering opportunities to engage in lifelong learning. It also leads to improvement in social-emotional support and enhancement in adult-child interactions which are key factors in promoting early literacy behaviors. FABE recognizes that parents care about



WITH YOUR SUPPORT

the education of their children and by providing access to the skills and knowledge they need in ways that are respectful and culturally relevant, parents can be empowered to help their children learn. FABLE includes all children, takes into account children's home experiences, and develops bonds with children's families. Learning activities take place in homes and Home Learning Centres for easy access, to ensure inclusiveness, involvement of family members in one another's learning and sustainability. Through FABLE, families actively engage children in enjoyable, play-based literacy activities, which ultimately

helps in building a family's readiness to learn and interest in developing knowledge and skills to transform the lives of individual family members, the family as a whole and the wider community.

We use the **community self-help** strategy to implement our programs with an overall goal of building **community ownership**. This concept is founded on the logic that;

To promote the adoption of LABE-initiated education programmes and services that strengthen literacy and numeracy practices for different learners in families, in primary schools or at their work places], We implemented 4 projects.

- All communities have their own assets in form of skills, knowledge, networks, monetary and non-monetary resources, which when pooled together can build community power and voice.
- By contributing their own resources and assets, people transform from traditional 'beneficiaries' and start to feel like co-investors with a stake in their own development.
- When people feel they have something at stake, they care more about the outcomes and act in ways that advance and protect their collective interests.
- When local resources are mobilised, newer open forms of accountability emerge based on trust and transparency.

Building community ownership of the education interventions we undertake is transforming parents and other community members from traditional resource 'beneficiaries' into 'co-investors' in their own development process. It is a form of and a force for building local assets, capacities and trust so that local people have greater control over their own destiny.

WITH YOUR SUPPORT
GOING BACK TO BASICS



Building And Strengthening Integrated Community Support (BASICS Project) for Home-based ECD with funding from Comic Relief

The 2-year (April 2020 to March 2022) Building And Strengthening Integrated Community Support (BASICS) project is implemented in Koboko, Obongi, Gulu and Nwoya districts in West Nile and Northern Uganda respectively. It aims to provide holistic ECD for 2,750 learners, build the capacity of parent educators and sensitize HLCMCs, parents, government officials at local and national levels to support inclusive access to quality nonformal ECD in Uganda.

“

“For the first time in my life, I had the opportunity to attend training on parents’ roles in their children’s growing and education.”

Parent in Adugule, Koboko district.

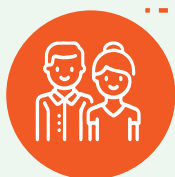
”

BASICS main achievements this year;



2,649

Preschool children **1,354** females & **1,295** males reached through home visits even during COVID lockdowns



1,328

Parents reached and given parenting calendars to track improvements in their parenting practices



331

HLCMC members members trained and given logistical support to manage the 40 HLCs



78

Parent Educators trained and equipped with the Home - Based ECD Toolkit



42

HLCs attracted extra support from local government and agencies like Church of Uganda, ZOA, UNICEF, Save the Children, NURI, CAFA



34

HLCs with active VSLAs and 9 started microenterprises



3

Model adopters (Uganda Society for Disabled Children, Rutooma Modern Primary School and Cheshire Services Uganda) reaching **800+** Pre-school children.

WITH YOUR SUPPORT
START WITH A STRONG FOUNDATION

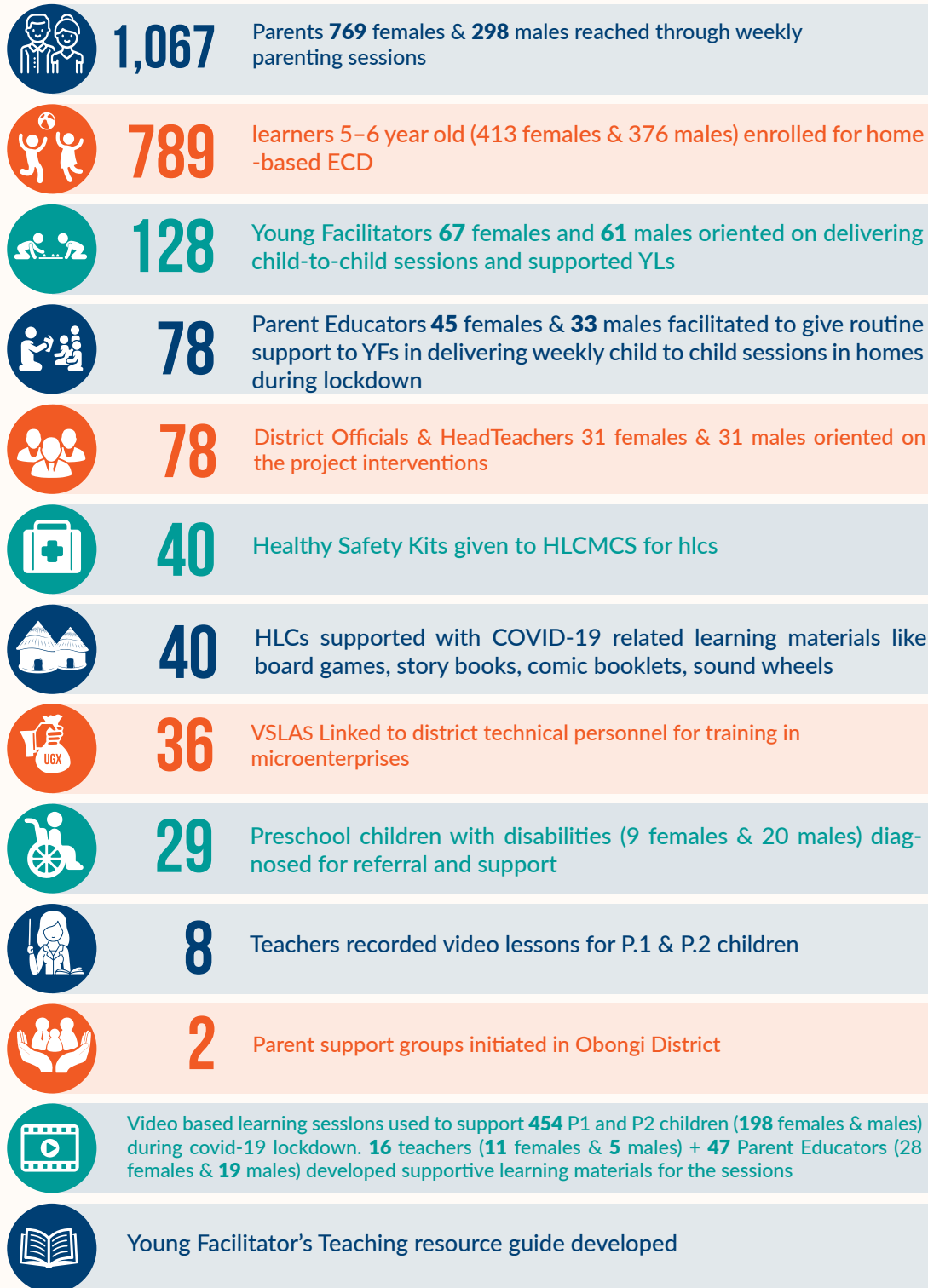


Strengthening Access, Resources, and Transition (StART project) using Peer-assisted Support with funding from Comic Relief

The Strengthening Access, Resources and Transition (StART) project is a 3-year (July 2020 to June 2023) intervention that recognizes 'child-to-child power' to promote ECD. We work with older primary children (Young Facilitators - YFs) as readily available community resources to provide short sessions in early literacy, language and numeracy to 5 – 6-year-old children using play, songs and games. As Young Facilitators interact with young learners (Ys), they intellectually strengthen their reading, writing and numeracy skills while at the same time learn to relate better and more easily with

their peers and teachers. The StART project also improves the quality of early years education that children receive by supporting teachers to adopt child-centred, play-based teaching pedagogies endorsed by the National Curriculum Development Centre. In this project, LBE works with parents, community members and education officials to break attitudinal barriers and negative beliefs towards inclusion of children with disabilities (CwDs) in ECD through community sensitisation and dialogue on exploring solutions within the society.

StART main achievements this year;





WITH YOUR SUPPORT
SCALING UP SURE SUCCESS

Scaling Up School Readiness and Retention (SURE Project) with funding from ELMA foundation

This project contributes to an overall objective of improved learning outcomes of preschool children at home learning centres through; production of National Curriculum Development Centre (NCDC) approved teaching resources for caregivers in local languages, supporting professional training of caregivers and working with Kyambogo University to consider home based ECD in their caregivers' career path plans. These ELMA funded interventions complement Comic Relief project activities in Koboko and Moyo districts. Thus, we continue with strategies which involve; collaboration and advocacy with Government ECD policy implementers, increasing community/parental support for informal ECD to complement existing formal provisions and capacity building of community level caregivers.

SURE main achievements this year;



2,012 Preschool children **1,009** females & **1,003** males enrolled at **33** HLCs



1,645 Preschool children continued learning regularly even during the COVID-19 lockdowns



1,329 Parents **988** females & **341** males attending parenting sessions



69 Caregivers **37** females & **32** males supported to deliver quality ECD sessions integrated with COVID-19 information



17 HLCs meet the STAR-HLC criteria - with trained personnel, a variety of outdoor play materials, a learning shelter that meets set standards, parenting /VSLA activities



A survey of adopted child nurturing and care practices done with **273** parents (**187** females & **86** males)



Video observation assessment of 32 Care givers (**20** females & **12** males) done



Project Caregivers earmarked by the Koboko district education office to receive training and support from UNICEF's continued ECD learning project



NCDC made model materials Presented to the Kyambogo University ECD technical committee for review

WITH YOUR SUPPORT
LEAVING NO ONE BEHIND



LABE & USDC Join Hands on Disability Inclusive ECD in Refugee Hosting Communities with funding from OSIEA

To address the challenge of no or very limited access to ECD and pre-primary education for 3 - 6-year-old children with disabilities from marginalised poverty-stricken families from Obongi and Adjumani districts, LABE quickly reached out to engage partners. For 12 months (from 1st October 2020 to 30th September 2021), we worked in partnership with Uganda Society for Disabled Children (USDC) to promote holistic non-formal ECD for children with disabilities (CwDs) and development delays. This was done through building the capacity of Parent Educators and upper primary school pupils to sensitize parents and community members about inclusion of ALL children in education.

Project main achievements this year;



69

Parent Educators /Caregivers (10 females & 6 males) and 20 Upper primary school children (8 females & 12 males) trained



60

Bilingual calendars with messages on inclusive education for CwDs produced and distributed



18

LABE & USDC staff (4 females & 14 males) oriented on inclusive learning and Family Basic Education



18

Children with Disabilities (6 females & 12 males) enrolled for Home-Based ECD



4

Parent Support Groups with 44 members (30 females & 12 males) set up



2

Diagnostic camps were held



A team of 34 HLCMCs, HLC managers, Parent Support Group members and VHTs oriented to do community mobilization/sensitisation



A team of Parent Educators/Caregivers, VHTs and teachers oriented in early diagnosis & identification of CwDs



consultative meetings on inclusive learning with national level stakeholders held



Shared experiences and learning from the Home-Based ECD model in National level fora including the Ministry of Education Basic working group meetings, articles in National newspapers and TV talk shows



A photograph of a traditional thatched-roof hut with children in the foreground. The hut has a thick, layered roof of dried grass or straw. A piece of light green fabric is draped over the roof. The walls are made of mud or clay. In the foreground, several children are visible, including one in a yellow shirt and another in a pink and white floral shirt. The ground is dirt.

WITH YOUR SUPPORT

2020/2021 HIGHLIGHTS AND MILESTONES

We braved the storm and continued to reach those in low-resource communities.

What we have been upto

Home Based ECD Publicity Campaign

At the end of May 2020, the first COVID-19 lockdown was lifted. We continued to aggressively share the benefits of Home Based ECD using experiences of how we used our Home Learning Centre-Home Based ECD Model to reach children in disadvantaged communities during the lockdown. We published articles in the National dailies, MoES Basic Education Newsletter, on social media platforms and held regional and national Radio/TV talk shows.



Safety First

To ensure the safety of beneficiaries and staff, we purchased COVID safety kits for staff and distributed first aid kits to all the Home Learning Centres (HLCs). We continued to emphasize use of the tippy taps constructed during the lockdown at HLCs and in homes.



JULY
2020

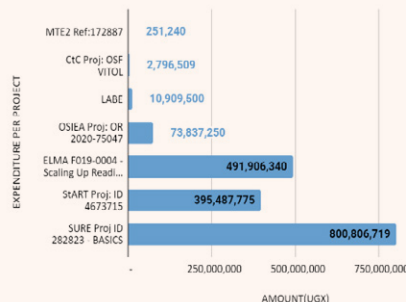
AUGUST

SEPTEMBER

Finances Check

Completed our
2019/2020
Financial Audit

EXPENDITURE PER PROJECT



Video-Based Learning at HLCs

Even after the lifting of the lockdown, ECD centres and lower Primary School classes (P.1-P.3) remained closed. We started using video-based learning with the support of teachers & Young Facilitators (older siblings) to reach lower primary school children at the HLCs.

Reflection for growth

We had a staff retreat to reflect on the state of funds, national and community level work in relation to our LABE goals of; building community ownership of the education interventions, integration in national systems, adoption & adaption by others and improved learning outcomes for children.



Keeping Teachers Engaged

We worked with 10 teachers to compile local language folklore (stories, riddles, songs and rhymes) in three languages of Acoli, Kakwa & Ma'di to enrich the Home Based ECD toolkit.

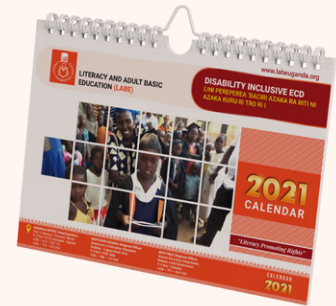


OCTOBER

NOVEMBER

IEC Materials Production

We developed and widely shared parenting booklets & calendars on children's development & disabilities to create awareness, counter stigma and support improvement of parenting practices.



DECEMBER

New Project on Board

We initiated the StART project and held district and sub county level project inception meetings. The Strengthening Access, Resources and Transition (StART) project aims to provide a low-cost child - to - child model, working with older primary school children to offer pre-school education through fun, play based activities.



Planning Ahead

We finalized the new LABE 5 year (2021 - 2025) Strategic Plan



Staff Development

2 of the 4 LABE field-based staff who enrolled for the 2-year Early Childhood Care and Education Certificate of Kyambogo University successfully completed the course. These Staff achievements will be celebrated at their graduation.



**JANUARY
2021**

FEBRUARY

MARCH

APRIL

Training Mobilisers

11 LABE staff and 25 other participants including Parent Educators, Young Facilitators, Parent Support Group members, Home Learning Centre Management Committee members were trained in disability inclusive education practices and community mobilization for inclusion of CwDs in education by USDC & NUDIPU



A year of Collaboration to make Home Based ECD Accessible to Children in Need

The pandemic deprived millions of children of their right to an education, leaving them falling further behind without access to school or remote learning resources.

LABE is proud to work alongside our partners to reach as many children.

We started a partnership with Cotton On Foundation to work with parents in Rakai and Lwengo districts to take on the parent-led Home Based ECD so they could support their pre-school children's learning at home.

The Rutooma Modern Primary School Community in Mbarara district adopted the model and it was launched by the former Deputy IGP (Major Sabiti). In attendance were Uganda Revenue Authority, Bank of Uganda, Immigration officers together with other district high profile senior citizens including the DEO and Area Mayor. We trained 12 Parent Educators and they enrolled 56 pre-school children.

We also hosted Cheshire Services Uganda in Koboko for a learning visit to HLCs, to see how the model could be adapted for the children with disabilities they reach.

LABE and the Ministry of Education (MoES)

LABE had the privileged opportunity to present the SURE project report findings during the MoES Special Early Childhood Care and Education Technical Working Group Meeting. These events have helped LABE build a solid partnership with the MoES and meet others sharing similar aspirations.



Home Based ECD KAP Study

We finalized a KAP study to assess awareness of Home Based ECD to inform the model's marketing strategies

MAY

The Home Based ECD Toolkit

We finalized production of the first set of materials for the Home Based ECD toolkit. This did not only simplify the work of the Parent Educators but also made adoption and scale up of the model easier.



JUNE

First phase of Parent Educator Training Completed

In this year, we were able to train 78 Parent Educators in using the Home Based ECD toolkit to provide quality home based ECD sessions to 2,649 children.

Family Cluster Sessions

128 Young Facilitators and 63 Parent Educators took on the Family Cluster sessions to ensure continuity of children's learning & positive engagement in education after the second COVID-19 lock down in June 2021 forced Government of Uganda to continue schools' closure.

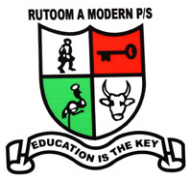


PARTNERSHIPS

Partners like you keep LABE's mission alive. Because of your commitment, children in rural communities were able to continue learning.

Activating a Nation-wide Response to Keep Children Positively Engaged and Learning During COVID-19 School Closure: A Close-Up on Three Partnerships

LABE works with and through partnerships. This report shows those vital partnerships without which our impact would not be possible. Below is a close-up of three additional partnerships through which children in resource-poor communities were kept positively engaged and learning during the school closures due to COVID-19.



Rutooma Modern Primary School in Mbarara district had a nursery section affiliate and was supporting pre-primary children before the COVID-19 lockdowns. The schools' closure left these children wandering in the communities without any learning. We shared our Home - Based ECD experiences with Mbarara district and Rutooma, who also adopted the model. LABE trained



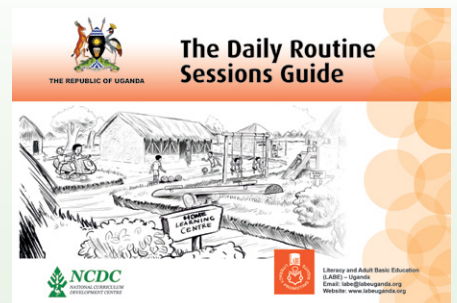
10 caregivers to continue engaging the children in 10 Home Learning Centres under Rutooma Modern Primary School during the lockdown.



Amidst the COVID-19 lockdown LABE virtually trained 40 caregivers supported by Cheshire Services Uganda in Home Based ECD to reach children with disabilities in Amolatar district



Able Child Africa, UK and USDC were looking to develop an inclusive curriculum and teachers guide to ensure an inclusive educational experience for children in their Inclusive Early Childhood Education 4 Me intervention. We provided the NCDC approved Home Based ECD materials which were adapted to improve their inclusivity, enabling both children without and with disabilities to benefit from the pre-primary education and early childhood development support of the intervention.





OUR FINANCIALS

For every USD that LBE receives, we spend less than 8 cents on our administrative & running costs, which is significantly lower than other comparable organizations of our six in the country. We are able to keep our running costs so because of our grassroots community approach & partnership models.

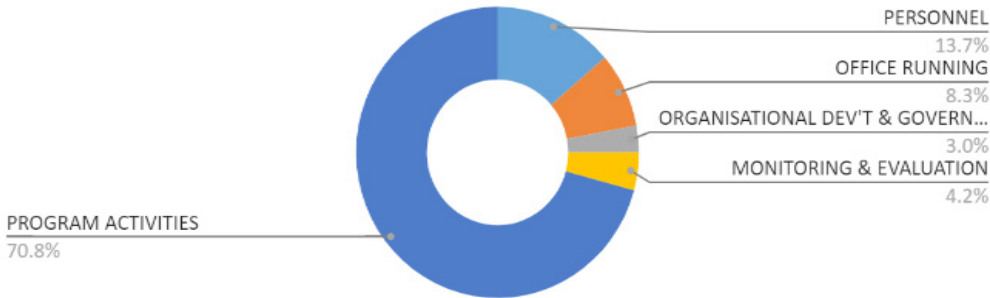


How We Use Our Money

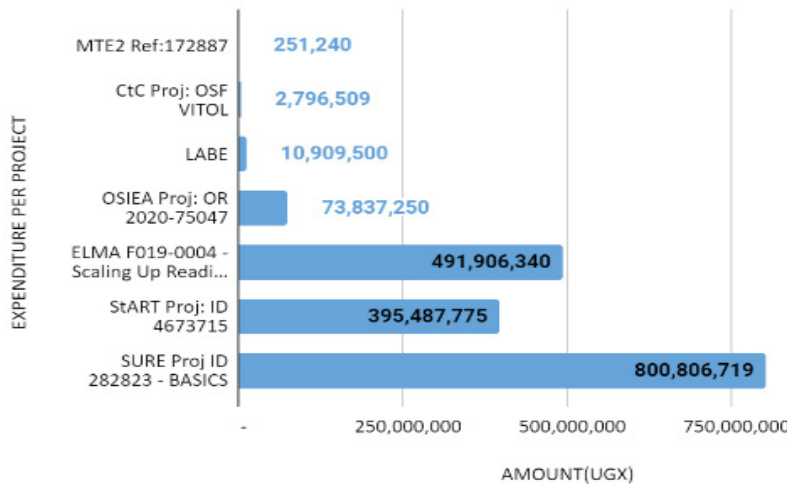
How much do we spend on admin/running costs?

Income & Expenditure Schedule:

BUDGET LINES



EXPENDITURE PER PROJECT



We operate modestly in the districts where we work and through home learning structures. We employ Program Officers from the communities where we work.

Our field staff are indigenous community members. Our foot soldiers - the Parent Educators - are volunteers, paid a nominal stipend by their respective Learning Centre Management Committees to whom they are answerable.

We prefer to place local Program Officers in our communities & facilitate them with motorcycles to enable them reach the areas of operation.

This keeps the operational costs low, yet being able to penetrate the normally hard to reach areas, even in the hardest of seasons. We avoid buying expensive vehicles which require a lot of maintenance. Our partnership approach of working with and through others is great value for money and is one of the keys to our success.

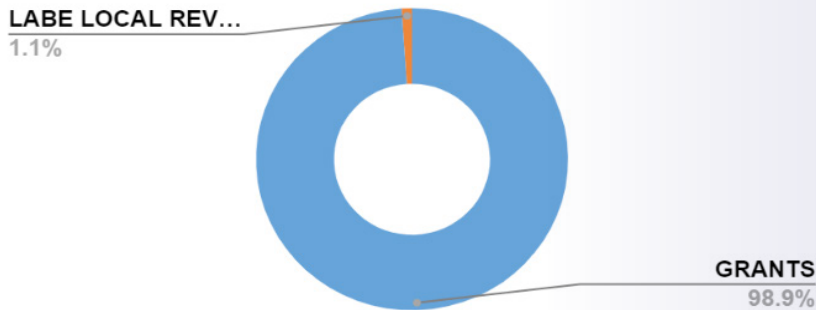
LABE is committed to maintaining low running costs, often also increasing our visibility and outreach in the regions we work, scaling up replication and expansion of our work country wide.



Where do we get our income from?

The majority of funds for LABE's work come from its long-term donors Comic Relief, the ELMA Foundation and other institutional donors like OSIEA. LABE also generates a portion of its revenue from offering services through consultancies and sale of materials.

REVENUE 2020/21



Our ability to meet their high standards of accountability, transparency as well as deliver results has enabled LABE have multi-year relationships with these donors, some dating back to 12 years of direct funding from Comic Relief and 4 years from ELMA Foundation.

FINANCIAL SNAPSHOT

However, fundraising efforts based on small projects provide an equally important source of funding that allows LABE to stay innovative, creative in designing new projects and enable us have flexibility within the geographical scope where we work.

As part of our: accountability to our partners as enshrined in our value systems for the work undertaken, **the annual accounts** and operations for the year ended 30th June 2021 were examined by external auditors, **M/S Lawrie Prophet & Company;** and a clean bill of health issued. LABE is on course towards implementing its Strategic Plan 2020-2024..

We are particularly grateful to all our donors and partners that have made contributions and enabled it make the achievements as highlighted in this annual report.

scan to see our latest Annual Account Statements to see our detailed financial information from our website.



Kaaya Joseph
Head of Finance



LABE LEADERSHIP AND STAFF

With support from our leaders and dedicated staff, LABE is reaching a growing number of families and children and helping them to have their right to education



BOARD OF DIRECTORS

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Secretary General
UNATCOM

Rose Nabukenya
Treasurer LABE BOD
Principal Examinations Officer
UNEB

David Kaweesa
Credit Supervisor, Community
Banking Pride Microfinance

John Eremu
Editor
New Vision

Grace Alupo
Assistant Lecturer, Adult,
Community and Lifelong Learning
Kyambogo University

Sarah Ali
Grass root representative
of the Region

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Sentumbwe Godfrey:	Head Of Programs
Kamya Edmund Kisenyi:	Monitoring and Evaluation Officer
Arwai Francis:	Administrator
Nairuba Joyce:	Communications Manager
Aluju Jackline:	Assistant Administrator
Candiru Joyce:	Office Assistant
Bridge Sam:	Driver

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Opio Richard:	Team Leader
Ojul Herbert:	Program Officer, Gulu
Okello Haron:	Assistant Monitoring & Evaluation Officer
Lukwiya Solomon:	Program Officer, Nwoya

WESTNILE STAFF

Drani Vick:	Team Leader
Anebo Patrick:	Program Officer, Koboko
Andama David:	Program Officer, Koboko
Alumai Ambaku James:	Program Officer, Obongi
Nyakuni Robert:	Program Officer, Obongi

TRIBUTE TO FALLEN COLLEAGUES

The Late Salongo Yiga Isidol: Head Auditor (30th October 2020)
The Late Ddumba Lawrence: Driver (5th June 2021)
May your souls rest in peace

NEXT



What's Next for LABE?

The next year will see us continue with our family Basic Education for inclusive demand-driven lifelong and life-wide literacies for all through the LABE 2020 – 2025 Strategic Plan. We will focus on:

Promoting Adoption of LABE - initiated Education Programmes and Services By;


1. Facilitating a new peer-to-peer learning initiative to strengthen home-school transition and school retention with older primary children supporting their pre-school peers.

We will implement two projects; **the Strengthening Access, Resources and Transition (StART)** and **the Girls Leading Initiatives to Support Transition, Early-learning and Retention in School (GLISTERS)** projects, using peer – to – peer learning to address marginalization due to disabilities and gender to ensure inclusive learning for all children.

The StART project will focus on;



- Training of Young Facilitators (YFs), Teachers and Parent Educators (PEs)
- Production of early literacy, language and numeracy materials which address issues of Special Education Needs and Disabilities for inclusion
- Setting up HLC libraries and working with Teachers, YFs, PEs and Parents to write locally contextualized books and other materials to stock the HLC libraries
- Formation of school-based child – to – child clubs to address stigma of Children with Disabilities
- Diagnostic camps for early detection of, and response to Special Education Needs and Disabilities
- Launching a campaign on ECD and CwDs in communities
- Strengthening the HLCs through their Home Learning Centre Management Committees (HLCMCs), Village Savings and Loaning Associations (VSLAs) and technical support from the district/sub county officers



**While the
GLISTERS project
will focus on;**

- Development of linguistically stimulating early learning resources like educational games, children's oral literature, picture story books
- Supporting YFs to deliver weekly child - to - child sessions
- Provision of psycho-social support and counselling through child - to - child clubs
- Developing parenting education resources and supporting PEs to deliver weekly parenting sessions
- Working with teachers to support YFs manage child - to - child clubs in schools and organize gender awareness sessions

2. Facilitating independent studies on the impact of home-based ECD

- a) **Longitudinal Study:** We will be commissioning this study to assess the impact of home-based ECD in the 4 LABE focus districts. This will start with;
- Assessment of treatment and control children and,
 - Holding interviews with district officials, parents and P1 teachers.
- b) **Partnership to generate evidence for scaling up inclusive child - to - child learning approach:** We will also be entering into a partnership with Kyambogo University in Uganda, University of Gondar in Ethiopia and Chancellor College University of Malawi, to generate and mobilize evidence on how to adapt and scale inclusive child - to - child learning approach that uses inclusive play-based learning to ease smooth transition to primary school.

We will start on the implementation of a research-based child - to - child project in the three countries whose goal is to develop scaling strategies that can be used by partner countries to scale their own child - to - child programs to promote better transition from preprimary to early grades of primary school.

Strengthening Partnerships at National, District and Community Levels



We will work with the:

1. Ministry of Education and Sports to achieve the set objectives in our 2019 signed MoU. In fulfillment of our MoU, we will;
 - Share our progress in meetings with the Ministry
 - Consult with them while developing new projects
 - Have joint monitoring in the project areas and feedback sessions
-
2. Ministry of Gender Labour and Social Development to deliver community-driven initiatives focusing on VSLAs for improved livelihoods.

We will;

- Work with the district community development departments to get the HLCs and VSLA groups registered in readiness for the Integrated Community Learning for Wealth creation (ICOLEW) programme, and to fit in the Ministry of Local Government Parish Development Model.

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Literacy and Adult Basic Education