



Annual Report 2024

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2024

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Cover pagr photo: Aloyo Innocent is a Young Facilitatorfrom Nwoya District

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We innovate and promote literacy practices.

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» Welcome to LABE!



Franka Lamaro

I am Franka Lamaro, a Young Facilitator at Gok A Home Learning Centre (HLC) in Nwoya District. I am in P.5 at Alokolum Primary School thanks to LABE’s Young Facilitator Program.

When my sister got pregnant in secondary school, my father refused to pay my school fees saying educating girls was a waste of money. This was the end of my dream of becoming a journalist.

Then, I heard about the Young Facilitators training program by LABE at GoK A Home Learning Centre (HLC) which I joined since I was just sitting home. During the training, I learnt new skills, like how to make play materials for the young children and how to teach them.

After the training, we were given pens, books, and a school bag. My father was so happy about this that he decided to pay my school fees since he did not have to buy the school materials.

The support and training I received from LABE helped me improve my confidence and my performance at school. I put in more effort in my studies and I learnt how to speak in public which enabled me to get selected to represent my school at the district level debate competitions. I also use my speaking skills during school assembly when we as Young Facilitators stage skits about important issues like inclusion of children with disabilities and girls education. This experience has given me hope that I can reach my dream of becoming a journalist.

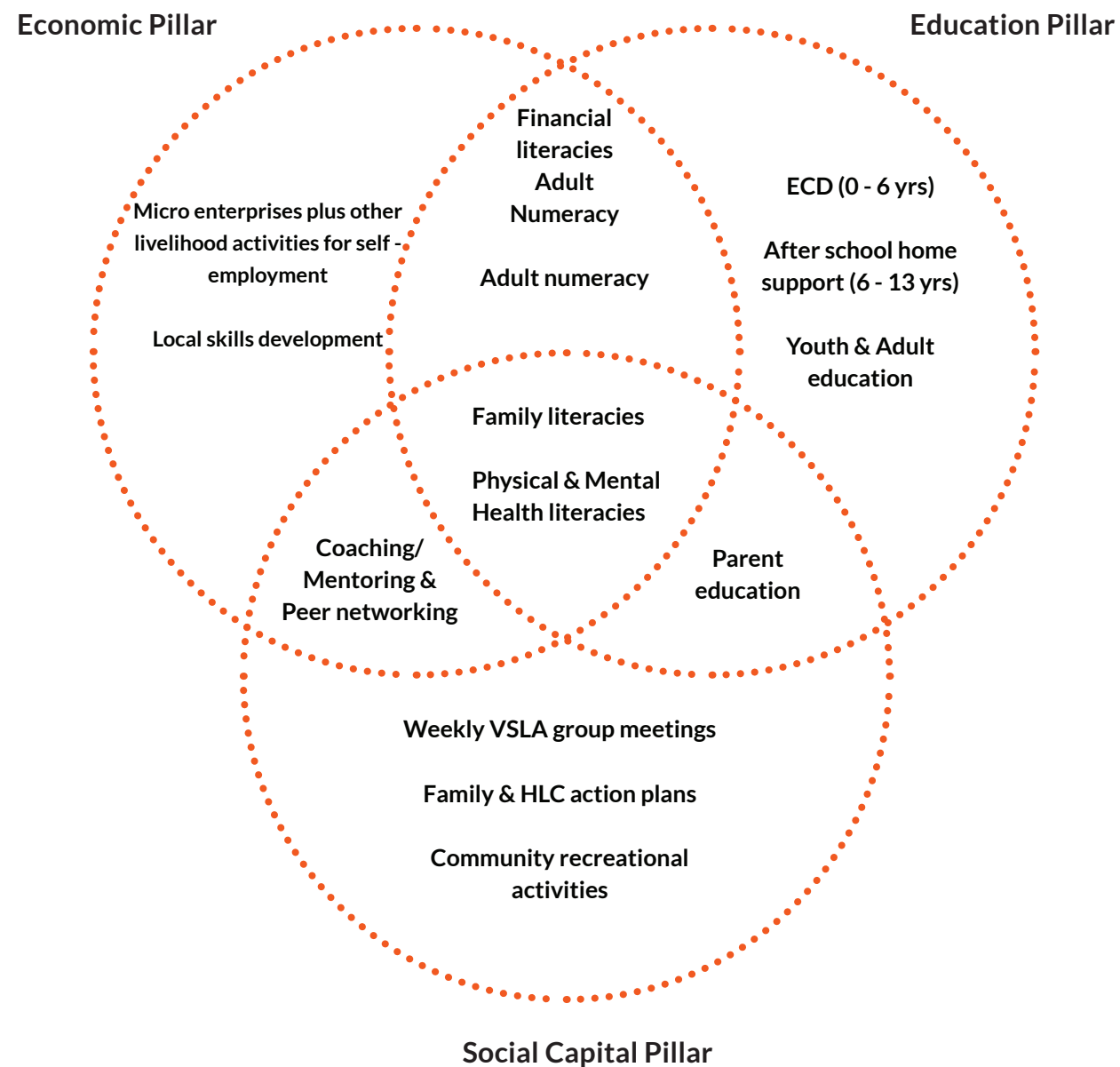
Becoming a Young Facilitator gave me back my dream.



LABE's Approach

Since 1989, Literacy and Adult Basic Education (LABE) has been promoting literacy practices to increase access and utilization of information particularly amongst women and children in marginalized communities.

LABE's approach is a whole Family 2- Generation Model that enables synergies between childcare, early childhood development, life-skills development and livelihood-based adult learning to ensure inclusive, equitable quality education and better life opportunities for all. We nurture community growth from the inside out using the Asset Based Community-driven (Self-Help) approach.



» Review of the year

BOD Chairperson's Review of 2024

It is with great pleasure that I share LABE's annual report, reflecting on a year of strategic growth and impact. The Board has played a pivotal role in shaping LABE's direction, ensuring alignment with our core values and objectives. We have focused on strengthening governance, enhancing organizational resilience, and driving innovation to amplify our reach and effectiveness.

I am proud of LABE's presence on both national and international stages, where we have established ourselves as a trusted and influential voice in education and child development. Our strategic partnerships with governments, international organizations, and civil society have enabled us to leverage resources, expertise, and networks, ultimately enhancing our impact.

Most importantly, I would like to acknowledge the profound difference LABE has made in the lives of countless children. Through our programs, we have provided opportunities for education, growth, and development, empowering them to break cycles of poverty and realize their full potential.

I would like to express our deepest gratitude to our national and international partners, as well as our valued donors, whose support has been instrumental in enabling LABE to make this meaningful difference.

Sincerely,
Dr Rosie Agoi
Board Chairperson, LABE



Dr Rosie Agoi



Executive Director's review of 2024



Stellah K. Tumwebaze

In 2024, LBE made significant strides in advancing literacy, inclusive learning, and early childhood development across six districts of Gulu and Nwoya (Northern Uganda) and Koboko, Obongi, Terego, and Yumbe (West Nile region). This progress was made possible through collaboration with various stakeholders to expand the impact of our interventions.

Thanks to the support from Echidna Giving, LBE's senior management team completed two transformational trainings - a gender training facilitated by the Feminist School, strengthening our capacity to undertake gender-responsive programming and leadership training by the Collective Rising Leadership Institute (Kenya), guiding us to shape a leadership

culture grounded in empathy, clarity, and accountability. This year, LBE continued to build new partnerships alongside strengthening existing ones. In addition to our ongoing collaboration with the Ministry of Education and Sports, we formalized a new partnership with the Ministry of Gender, Labour, and Social Development, further aligning our work on adult education and community development with national priorities. We also deepened our collaboration with the Kulea Watoto Consortium, providing valuable collective learning and innovation to support early childhood care, livelihoods, and education.

LBE's home-based ECD model remained central in enabling children to access quality early learning 4,950 (2,483 girl/2,464 boy) children aged 3-5 attended Home Learning Centres, and 1,144 (571 boy/573 girl) children aged 5-6 successfully transitioned to Primary One. Through our partnership with Liliane Fonds and disability-focused organizations/institutions, 154 (3.1%) children with disabilities across the six districts gained access to rehabilitation services, inclusive learning materials and community-based support—affirming our commitment to a rights-based, inclusive education approach.

At international level, LBE participated in the Africa Early Childhood Network (AfCEN) Conference in Dar es Salaam, showcasing our innovative home-based ECD model. We also joined the Moving Minds Alliance - becoming the first and only Ugandan local organisation in this global coalition, amplifying the voices of marginalized communities on international platforms.

In addition, our new collaboration with Tiny Totos Kenya (TTK) - a social enterprise known for its market-based childcare model, is enhancing our programming for children under three. TTK's market-based childcare model brings on board practical tools for early stimulation, caregiver engagement, and accountability, supporting the sustainability of our home-based ECD approach.

To wrap up the year, we had the honour of hosting delegations from Echidna Giving, UNICEF and the Ministry of Gender Labour and Social Development, whose feedback affirmed the value of LBE's work and community-led methodology.

Our home-based ECD model continues to gain national and regional recognition as a flexible, community-driven alternative to traditional early childhood centres. Its success lies in the active participation of caregivers, the use of local resources, and strong community ownership.

Looking ahead, LBE remains committed to deepening its impact and strengthening

the community systems that sustain learning, inclusion, and resilience.

A huge thank you to our Board of Directors, partners, donors, and stakeholders—your trust and support is what keeps us pursuing our mission. Together, we are continuing to transform lives.

With gratitude and hope,
Executive Director, LBE

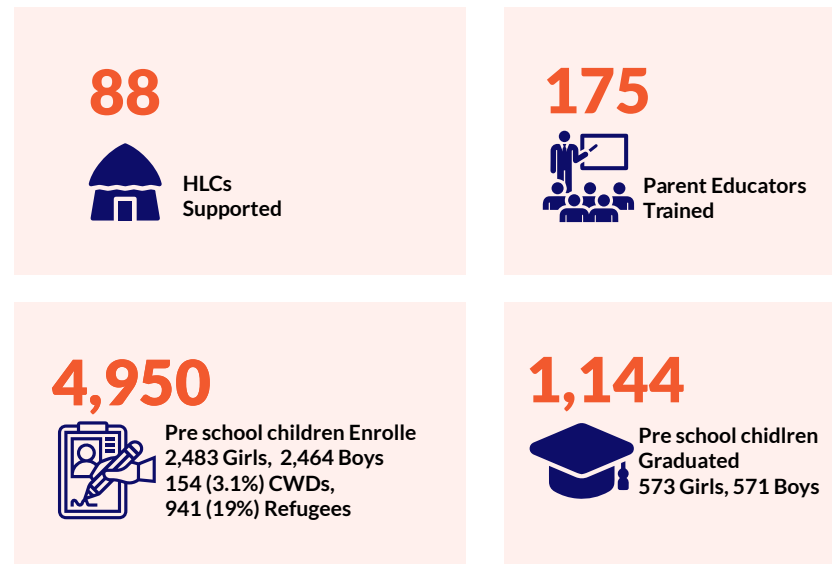


» 2024 Highlights

This year, LABE remained committed to innovating sustainable literacy practices, championing community participation and fostering an inclusive environment where collaboration thrived to expand impact and create lasting change.

Key statistics

Preschool children accessed quality Home Based ECD sessions



Young Facilitators (YFs) demonstrated improved educational performance, facilitation and leadership skills



Increased household financial literacy and access to capital to meet family needs



Literate, safe environments and effective literacy and caregiving practices boosted in homes through HLCs



Advocacy for home-based ECD recognition and wider scale-up



Organizational Development



» Collaborate



“Two ants do not fail to pull one grasshopper.”
Somali proverb

Even small collaborators can achieve great things together.

Inspire

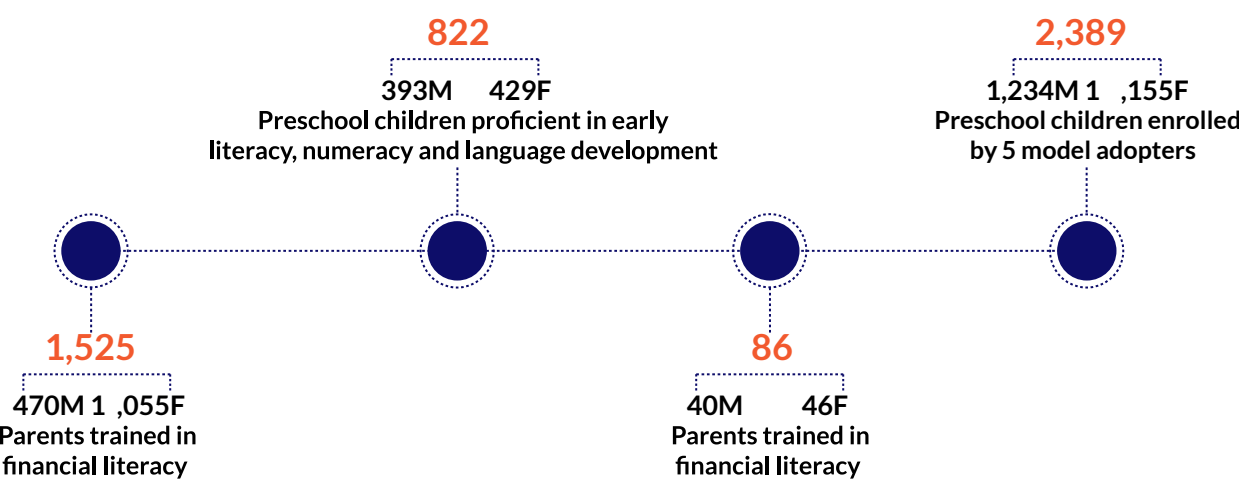
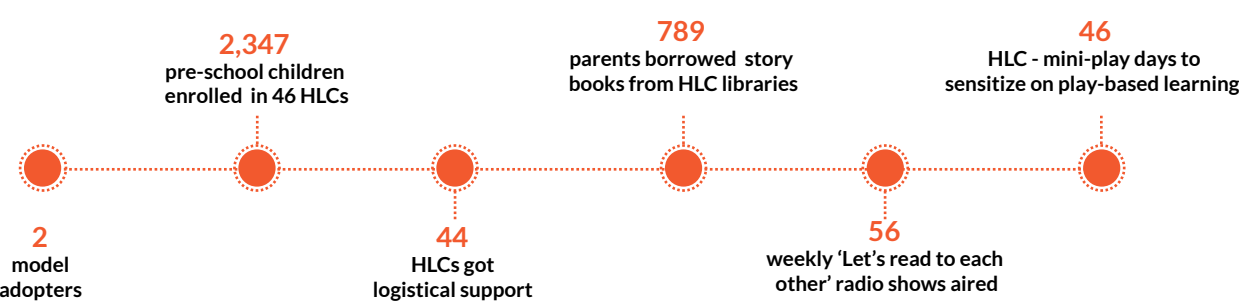
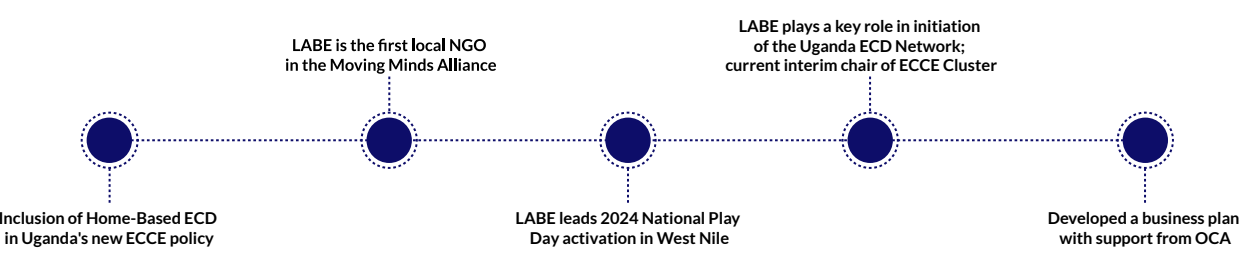
Project

The Integrated Support for Parenting, Inclusive Readiness and Early-learning (InSPIRE) is a three-year (1st January 2023 – 31st December 2025) intervention funded by Conrad N. Hilton Foundation, that aims to enhance equitable access to quality home-based ECD for marginalized children aged 3 to 5 years unreached by formal ECD services. The intervention combines addressing household outcomes like financial literacy, access to capital, a literate home environment, effective caregiving practices and child school readiness outcomes.

In 2024, LBE made significant progress in promoting its Home-Based Early Childhood Development (ECD) model at national and international levels. These efforts have led to growing recognition from government agencies, ECD partners, and development organizations for the model's dual role in ensuring access to early learning and supporting improvements in the socio-economic status of households, particularly for marginalized communities.



Inspire



We have established and strengthened strategic partnerships and systems at various levels to promote holistic, inclusive learning and sustain Home Learning Centre (HLC) activities beyond the project's lifespan. These include collaborations with government line ministries, disability-focused institutions such as Katalemwa Cheshire Home, AVSI, regional referral hospitals in Arua and Gulu, like-minded NGOs such as Early Years Count and APRI for research and documentation, and FINCA for financial literacy and services in project communities.



Kulea Watoto

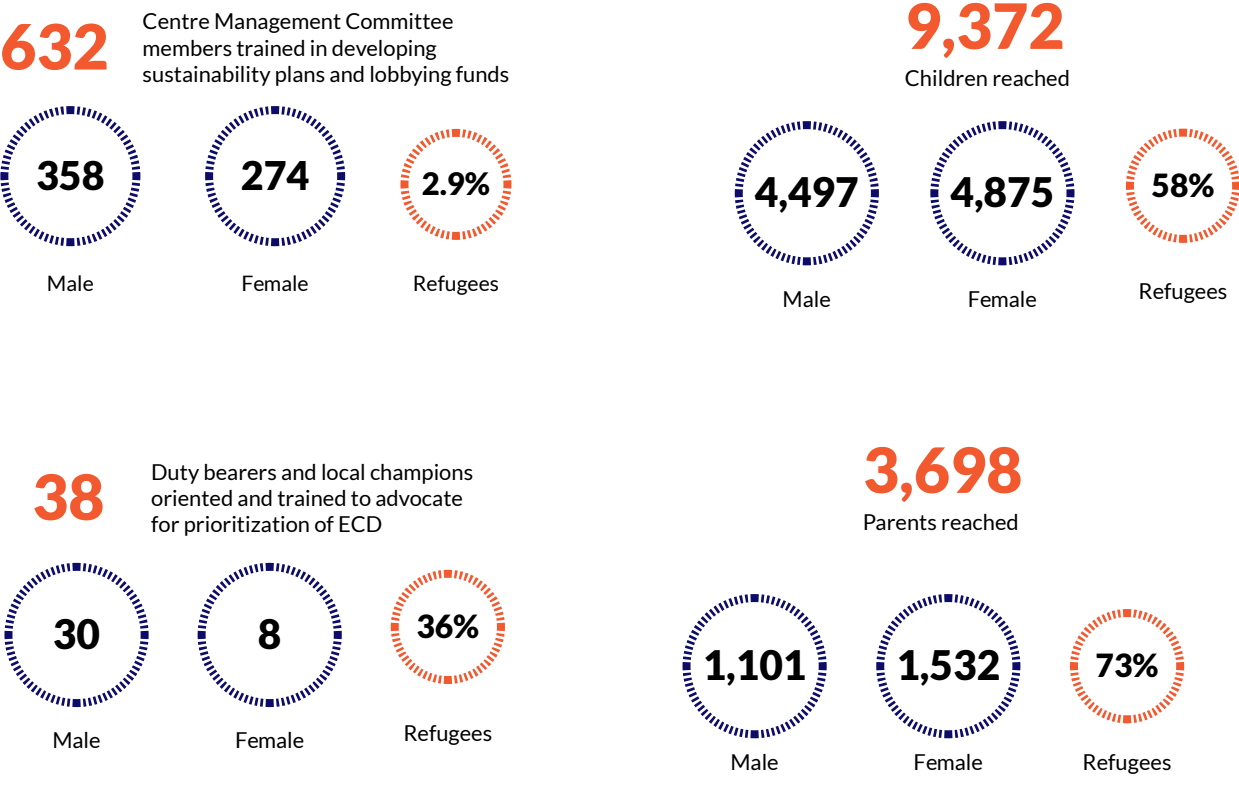
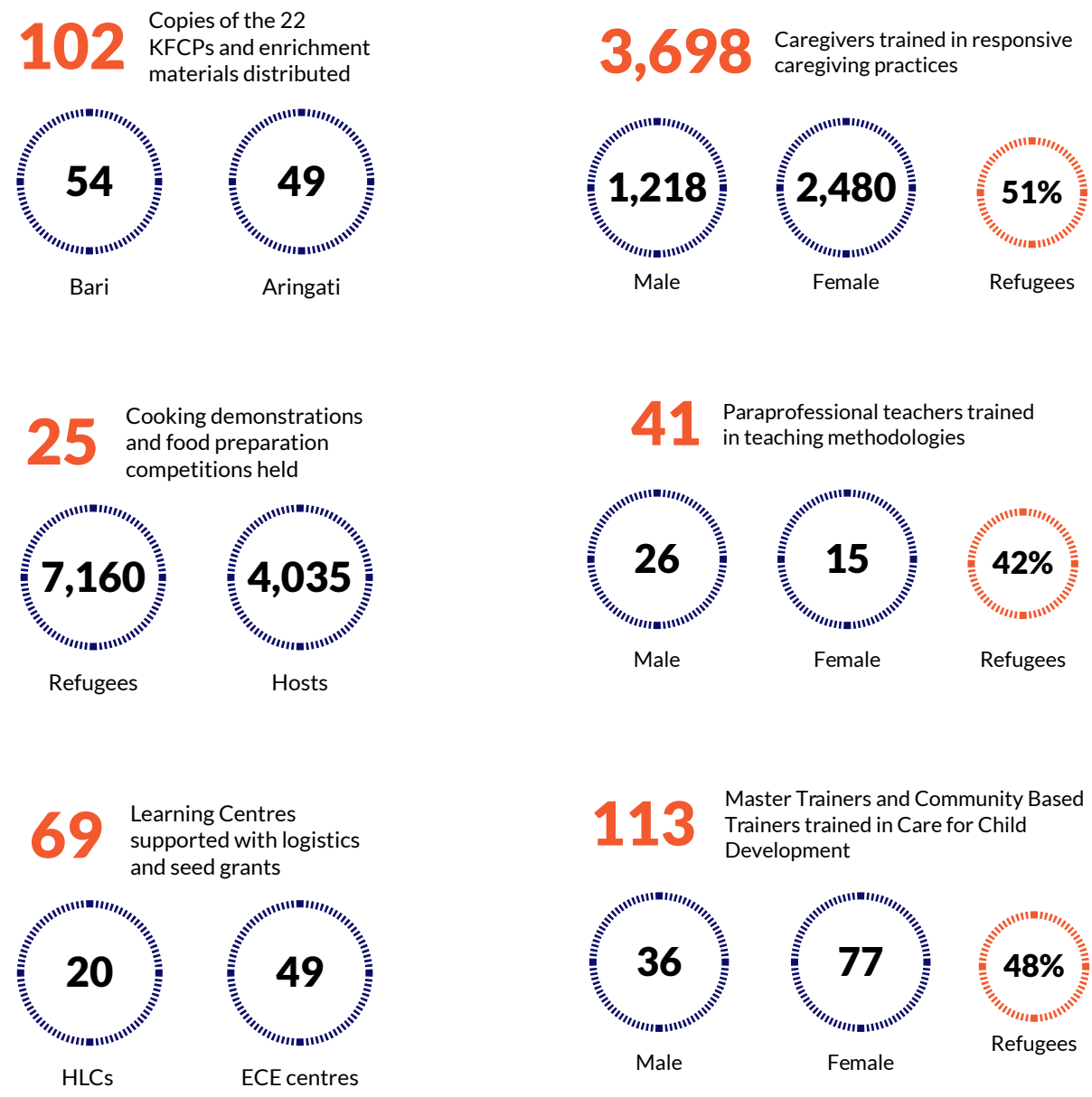
Project

An initiative that uses a two-generation approach to improve early childhood development and transform the livelihoods of refugees and host communities in Uganda. The project funded by Conrad N. Hilton Foundation and implemented in the districts of Yumbe, Kyegegwa and Kampala provides nurturing care and early childhood learning opportunities for young children under five years of age and supports their caregivers to build skills to generate income for their families. Kulea Watoto is being implemented in partnership with – Literacy and Adult Basic Education (LAGE), Madrasa Early Childhood Program, Kabarole Research and Resource Centre (KRC), the AfriChild Centre and IRC.



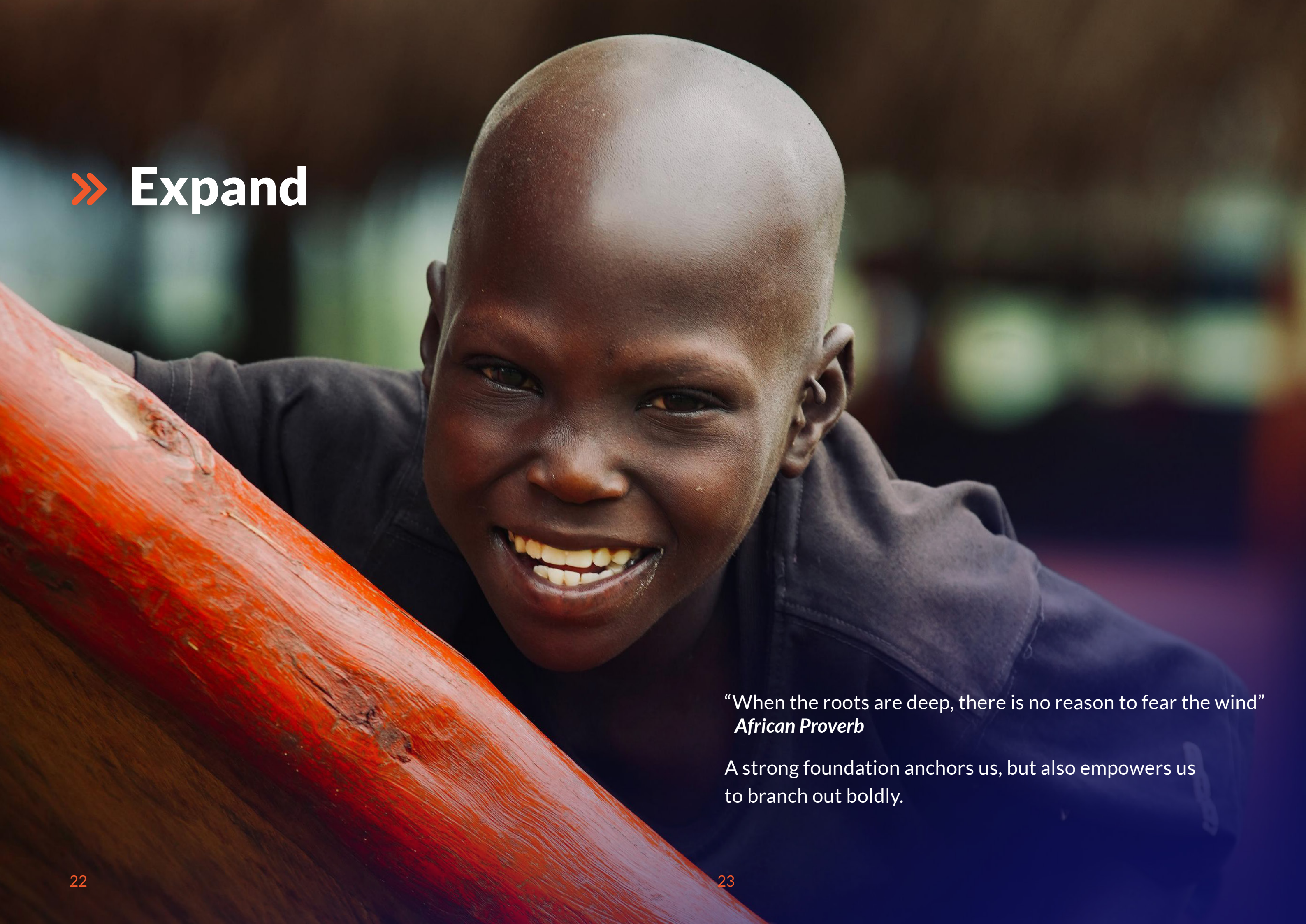
Kulea Watoto

In the second year of the Kulea Watoto project, LBE collaborated with stakeholders to support caregivers get access to Early Childhood Care and Development (ECCD) services—such as education, health, WASH, and nutrition, strengthen the capacity of Parent Educators and Paraprofessional Teachers, improve learning environments through infrastructure support, and promote the 2-generation approach at community, district, and national levels.



By engaging local stakeholders and leveraging local resources and expertise, Kulea Watoto improved partnerships that reinforced community agency and strengthened the relevance and sustainability of interventions.





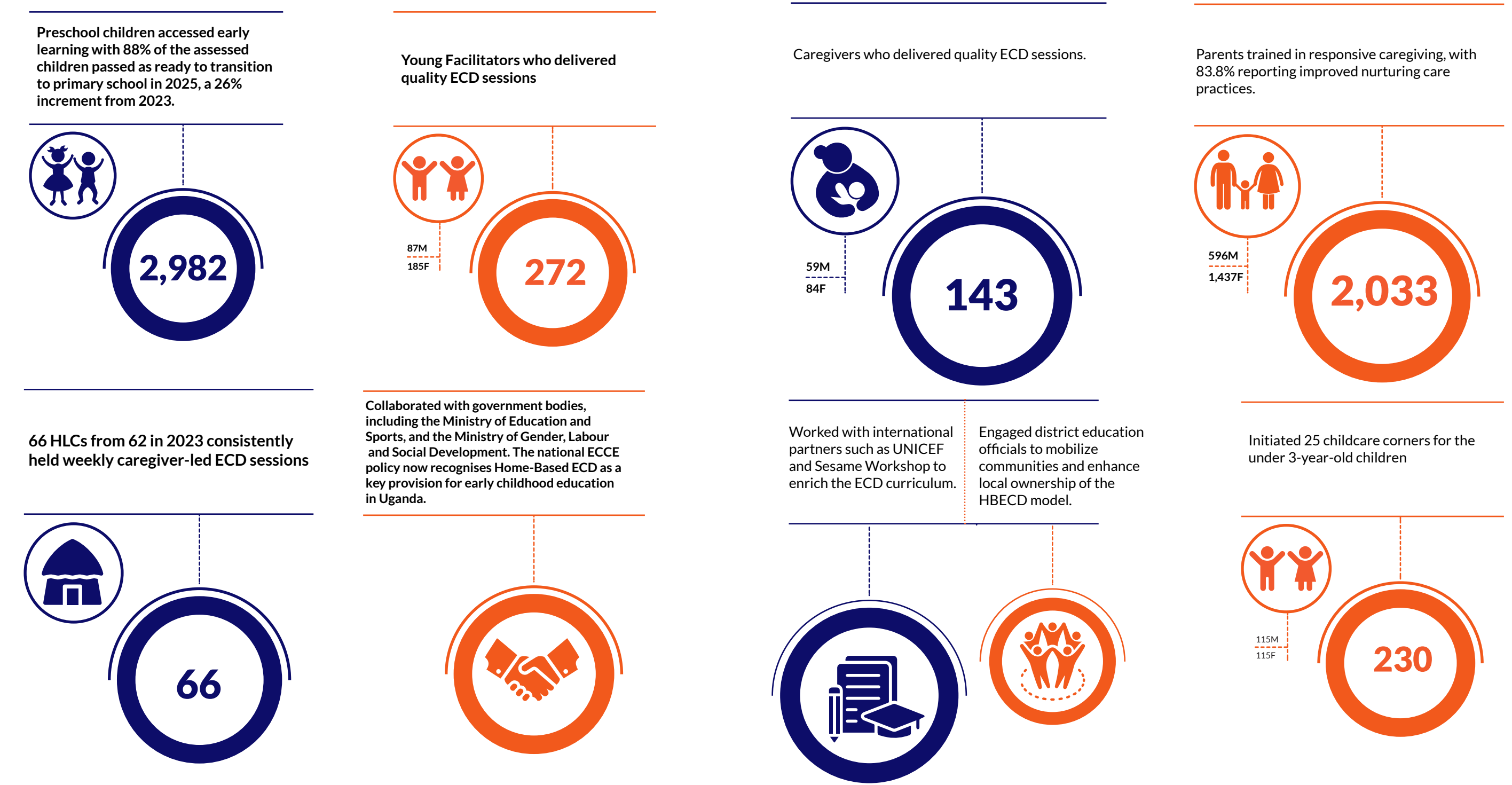
» Expand

“When the roots are deep, there is no reason to fear the wind”
African Proverb

A strong foundation anchors us, but also empowers us
to branch out boldly.

Strengthening Home-Based Early Childhood Development (HBECD) Model

In 2024, with the support of ELMA Foundation and Comic Relief, we made remarkable progress in strengthening the Home-Based Early Childhood Development (HBECD) model, enhancing its effectiveness, and laying the groundwork for further scalability and sustainable program growth. We did this through widening its reach, expansion of activities and strengthening partnerships with various stakeholders.



Glisters

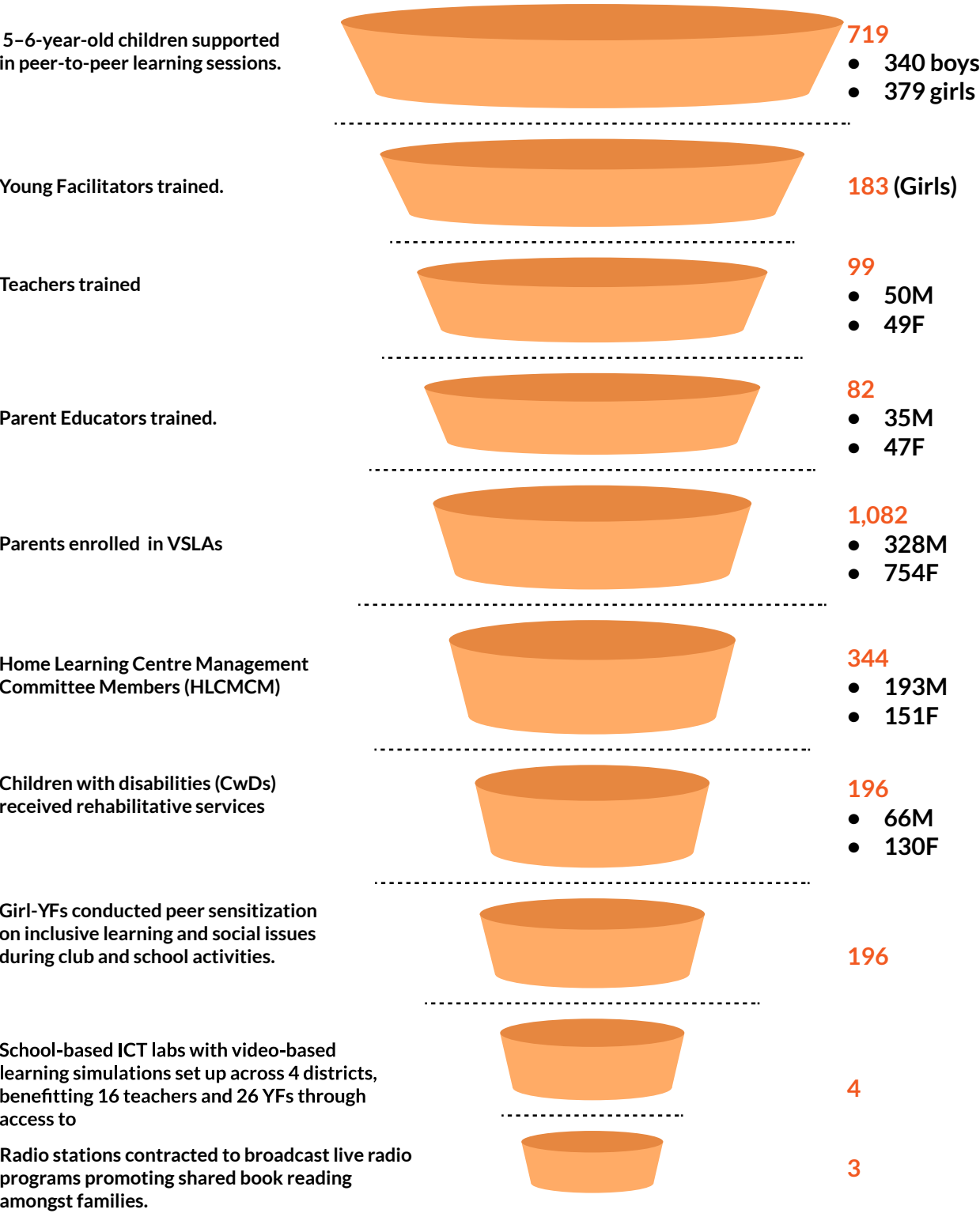
Project

In 2024, the Girls Leading Initiatives to Support Transition, Early-learning and Retention in School (GLISTERS) funded by ECHIDNA Giving significantly expanded and strengthened the inclusive Home-Based Early Childhood Development (ECD) model. The project continued to mobilize early adolescent primary school girls from marginalized communities to offer home-based ECD to their pre-school peers, while simultaneously receiving after school academic and life school support through school clubs.

The first half of the year deepened the quality of delivery by enhancing infrastructure at Home Learning Centres (HLCs) and building capacity through targeted training for Peer Educators (PEs), Young Facilitators (YFs), and teachers. Logistical support including learning shelters, play materials, and resource libraries was also provided to improve the learning environment at both HLCs and schools.

In the second half, GLISTERS introduced and scaled innovative learning interventions such as radio listening programs, computer-based learning simulations, shared book reading, and child-care corners. The project also intensified awareness-raising around inclusive education and the child-to-child approach through stakeholder exposure visits and participation in district, national, and international forums. The involvement of new strategic partners like UNICEF and Sesame Workshop further reflects the growing recognition and credibility of the model. The project also increased support for children with disabilities.

In 2024, the project achieved the following;



» Impact



“The roots of education are bitter, but the fruit is sweet.”
African Proverb

Impact is not what we do for people, but what we empower
people to do for themselves.

FLAIR

Project

Free-Choice Learning Areas Integrated in the Routine of home-based ECD, funded by UNICEF, was a 1 year (September 2023 to August 2024) intervention implemented in Koboko, Terego and Obongi districts with the aim of enriching the children's free-choice learning component of the daily routine in LABE's home-based ECD model. Free-choice play allows children to select activities based on their interests, promoting creativity, independence, imagination and a love for learning. It also promotes child-to-child activities derived from oral literature and games, giving them the freedom to explore, share and learn at their own pace thereby mitigating rote memorization prevailing in other existing ECD provisions. Free-choice play boosts children's confidence, supports them to build problem-solving skills and nurtures holistic development of cognitive, social and emotional growth.

By the end of the project,

There was increased capacity of HLCs to generate, lobby and fundraise resources.

 **40 HLCs** had been registered with local authorities

 **24 HLC-VSLAs** had been supported with top-up funds

 **38 HLCs** had VSLAs

 **10 HLC-VSLAs** had been supported with start-up capital to start a micro-enterprise

There was improved preschool children's learning experiences at HLCs.

 **40 HLCs** had been equipped with sets of free-choice learning materials for play-based learning

 **171 Young Facilitators and 83 Parent Educators** had been supported by **56 teachers** to deliver peer-led sessions and weekly caregiver sessions at HLCs

 **2,358 preschool children** were registered - **8% refugees**, **5.7% with a disability**.

 **681 (360 boys/ 321 girls)** pre-school children had transited to primary schools

There was revival of the family storytelling culture.



200 solar-powered FM tuners had been distributed to parents to participate in the 'Let's Read to Each Other' radio programme

There was increased community awareness and agency for play-based learning.



1,790 parents had been reached through parenting & VSLA activities

There was increased information about Sexual Exploitation and Abuse (SEA) among HLCMCs



401 HLCMC members had been trained



147 HLCMC members had been trained in the prevention of Sexual Exploitation and Abuse

Key learnings from FLAIR

There is still limited knowledge about using play to also support academic learning rather than only physical/mortal development. Hence the need for wide scale promotion and popularisation of play based learning at ECD/HLCs, schools and at community levels.

Many parents prefer academic oriented ECD biased towards English medium of instruction. There's a need to sensitize communities about evidence-based holistic learning through play.



» Financial Report

July 2023 - December 2024

Change in Financial Reporting Year Cycle

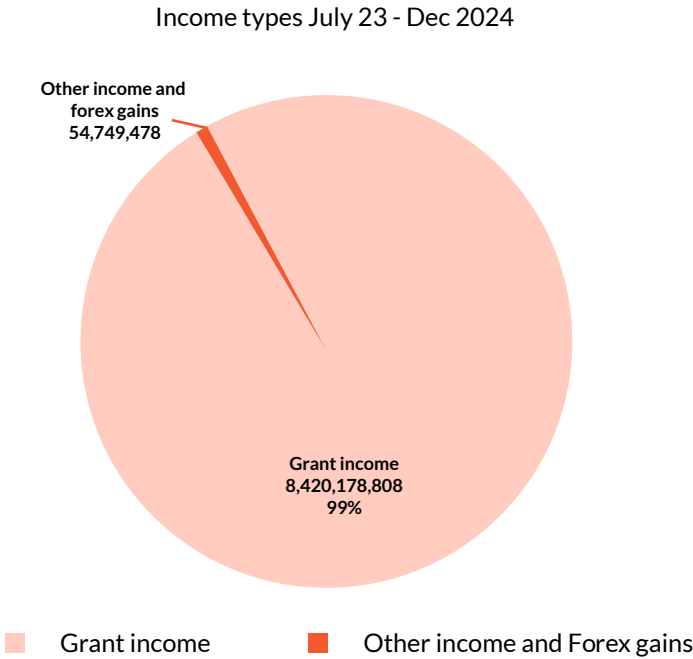
Unlike the pervious reporting periods when we communicated our results for 12 months (July-June), this time round our financial reporting summary covers 18 months from July 2023 to December 2024. This change was made to match and resonate with our new board-approved reporting financial year cycle that now covers the January to December annual sequence. This change will help LABE align well with our donor funding and reporting cycles. After this report we will revert to reporting 12 months' results in line with the newly approved reporting period.

Funding Sources

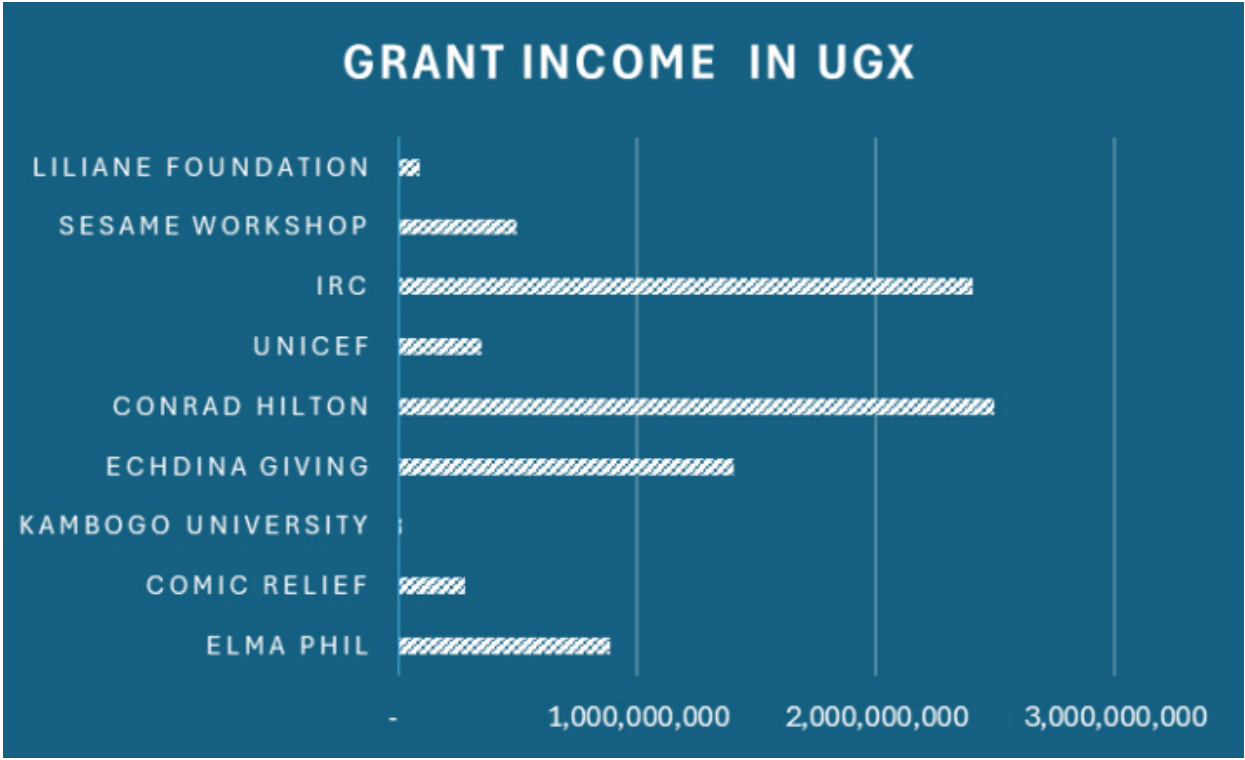
During the 18 months, LABE raised Ugx 8.474 Billion comprising of Ugx 8.42 Billion as grants (99%) and Ugx 0.054 Billion as other internally generated revenue (1%) as it continued to consolidate funding partnerships with both old and new donors.

As the period progressed, LABE managed to raise funds from Comic Relief, the ELMA Foundation, Conrad Hilton Foundation, the ECHDINAH Giving, Kyambogo University, UNICEF, Sesame Workshop and others on top of raising revenue internally. All raised funds were applied to deserving activities meant to enhance and grow LABE's mandate in supporting early learning and livelihoods for the children and their families Northern Uganda and the West Nile regions. LABE remains profoundly grateful

to both new and old funding partners for supporting LABE programme work with desired flexibility and resilience as illustrated below.



Below is the donor funding distribution for the 18 months period

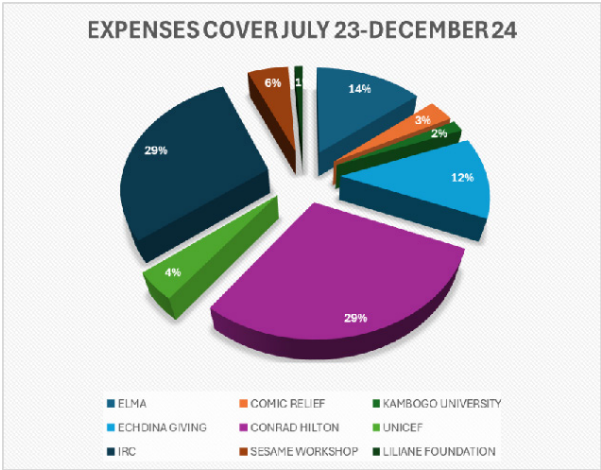


Our Expenditure

As already highlighted in the income section, the period July 2023 to December 2024, LABE's planned activities were funded through nine projects that complemented each other in meeting LABE's strategic objectives.

The expenditure totaling Ugx 8.459 billion covered personnel and office running costs, direct programme activities implementation, growing and revamping the LABE assets portfolio, documentation of institutional impact, ensuring staff commitment to institutional mandate, monitoring and evaluation of activities implemented and governance but all in a well rationalized cost framework well hinged on maximizing value for all our intended beneficiaries and stakeholders.

Below is the expenditure percentages covered by our funding partners during the period covered by this report.



» 2025 Outlook

Strengthening Impact through Strategic Partnerships

At LABE, partnership is one of our core values. Our 2020-2025 Strategic Plan explicitly prioritizes strengthening collaborations at national, district, and community levels to enhance the quality, reach, and sustainability of our programs. This year, LABE signed a Memorandum of Understanding (MoU) with the Ministry of Gender, Labour and Social Development. This MoU establishes a collaborative framework to enhance LABE's initiatives in responsive caregiving, preschool learning, livelihood literacies, and parenting skills development within home-based learning environments.

LABE has active MoUs with six districts in Northern Uganda and West Nile – Gulu, Nwoya, Koboko, Obongi, Yumbe, and Terego, and will continue to maintain them ensuring bottom-up planning, localized implementation and community participation.

Our network extends to international development partners like Moving Minds Alliance, a global network focused on supporting children in emergencies where we are the first locally-led organization on its membership, regional partners like Tiny Totos Kenya providing technical support

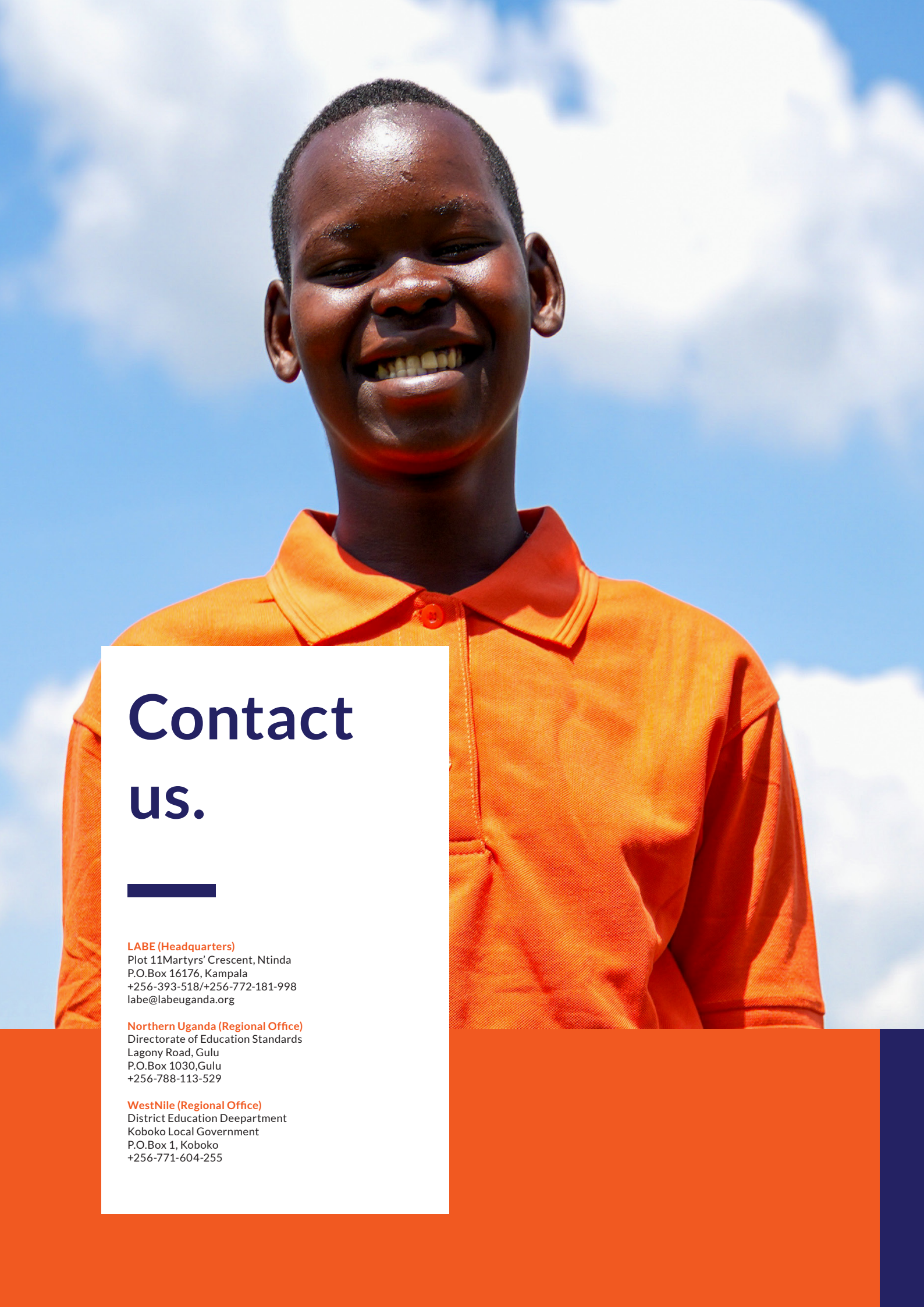
to implement and scale childcare services in the HLCs, civil society organizations that adopt and adapt the LABE education interventions as well as advocacy efforts with the Early Years Count organisation to promote the importance of childcare in ECD across different platforms. As we move forward, LABE is committed to deepening the existing partnerships and forging new alliances with government, private sector actors, NGOs, and community groups, to strengthen its whole family learning approach and continue fostering sustainable, community-led development.

We will also,

- Support community-initiated income-generating projects to increase household incomes
- Implement robust monitoring and evaluation systems to track progress and capture community feedback
- Enhance organizational capacity and innovation to respond to emerging global challenges for example, pushing forward the LABE social enterprise

We are grateful for the trust and shared vision of our partners, whose collaboration continues to drive LABE's impact in transforming lives. Together, we are promoting literacy practices and supporting families to access quality lifelong learning opportunities.





Contact us.

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