



# ANNUAL REPORT 2025



FAMILIES AT THE HEART OF LEARNING



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# TOGETHER, WE MADE A DIFFERENCE



CONRAD N. HILTON  
FOUNDATION

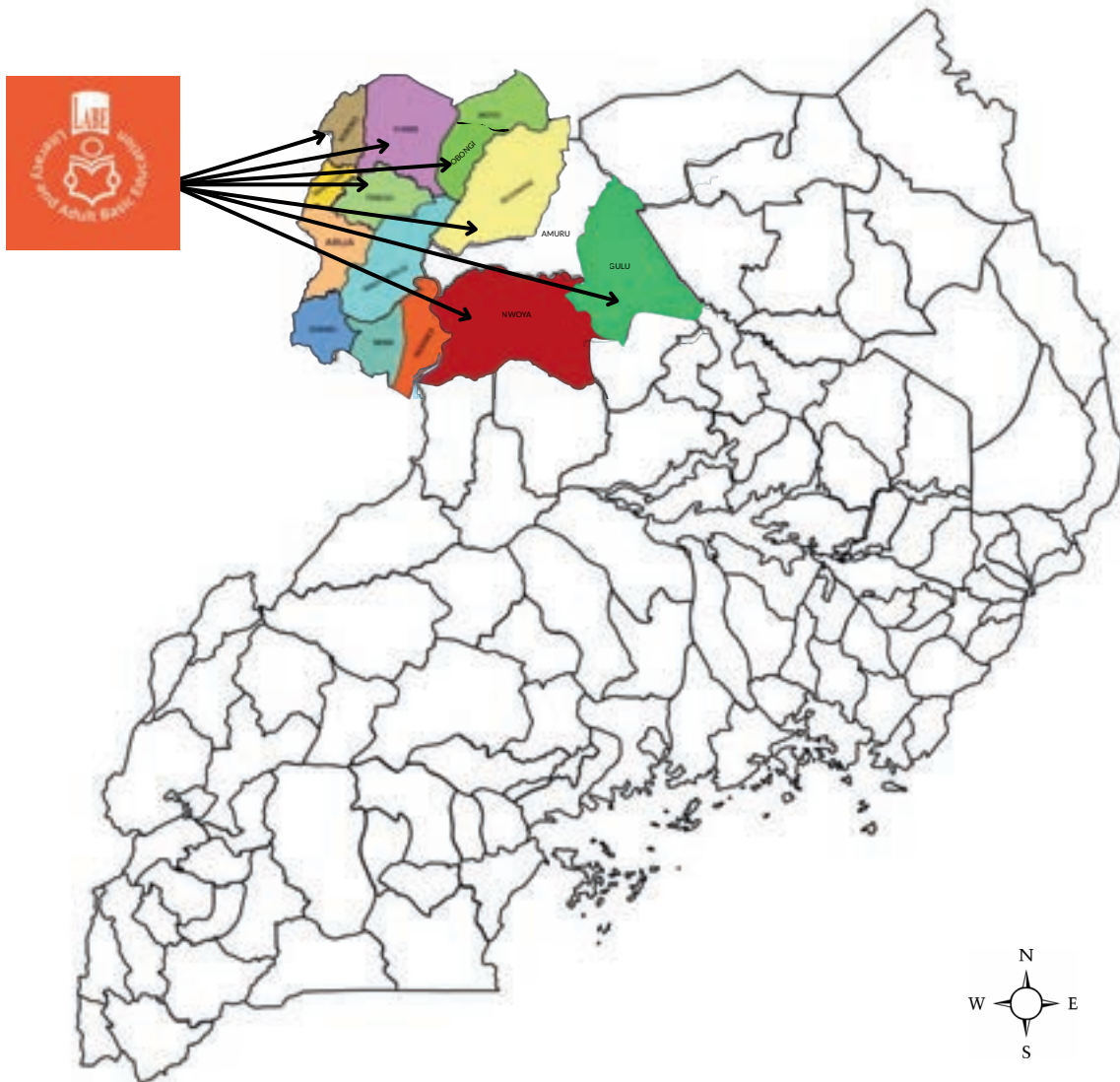


FUNDED  
BY



# IN SEVEN DISTRICTS

LABE operates in five refugee-hosting districts of Terego, Koboko, Obongi, Yumbe, and Adjumani in the West Nile Sub-region, with refugees living alongside host communities, and two post-conflict districts of Gulu and Nwoya in the Northern region of Uganda.



## WE WORKED WITH:

- Terego District Local Government
- Koboko District Local Government
- Obongi District Local Government
- Yumbe District Local Government
- Adjumani District Local Government
- Gulu District Local Government
- Nwoya District Local Government



# 2025 IN REVIEW

Welcome to our 2025 Annual Report! 2025 marked a period of consolidation, learning, and renewed momentum for Literacy and Adult Basic Education (LABE). Building on decades of experience in promoting literacy and access to information, LABE continued to work alongside communities, partners, and institutions to advance inclusive education, informed citizenship, and sustainable development across Uganda.

Throughout the year, LABE responded to evolving community needs and sector priorities with a strong focus on Early Childhood Care and Education (ECCE), adult literacy, youth engagement, policy advocacy, and teambuilding.

Our work was grounded in community realities, strengthened through strategic partnerships, and guided by evidence and learning from the field.

From grassroots learning spaces to national-level coordination platforms, LABE remained committed to amplifying the voices often unheard and ensuring that learning opportunities reach those most in need.

This report reflects a year of collective effort, capturing key achievements, lessons learned, and progress made towards our mission of building a literate and well-informed society actively engaged in its own development. It highlights not only what was accomplished but also how collaboration, resilience, and innovation shaped our journey in 2025.

As you turn these pages, we invite you to explore the stories, data, and partnerships that defined LABE's work during the year, and the foundations laid for continued impact in the years ahead.



“

## Executive Director's Message

It is my pleasure to present the Literacy and Adult Basic Education (LABE) Annual Report for January to December 2025, marking the conclusion of our 2020–2025 Strategic Plan. Over the past five years, our work has been guided by a clear vision: a literate and well-informed society that is able to participate fully in its own development. This vision drives all that we do, from supporting children and families with literacy skills to strengthening community learning programmes.

In 2025, LABE expanded literacy and early learning opportunities for children, parents, and caregivers across seven districts, including Gulu, Nwoya, Koboko, Obongi, Terego, Yumbe, and Adjumani. During the year, we extended our programmes to Adjumani District, supporting children in Mungula refugee settlement, providing vital early learning services to communities that had previously limited access.

Through our home-based ECD model, delivered via parent educators, peer-to-peer learning, and parent-led strands, we

reached 6,310 (3,252 boys and 3,058 girls) pre-school children, 2,794 (746 men and 2,048 women) parents, and 185 (54 male and 131 female) caregivers, helping families develop practical skills to support learning at home. Notably, LABE piloted childcare services for children under three years in four districts, offering early stimulation and care to support children's development from the very start.

The impact of our work is evident in communities. Parents are more confident in supporting their children's learning, and families are benefiting from improved livelihoods through village loan associations and locally generated micro-enterprises. The success of our home-based ECD model has drawn interest from partners within Uganda and beyond, including faith-based organisations such as the Uganda Muslim Supreme Council, Church of Uganda, and Uganda Episcopal Conference, as well as NGOs from Kigezi and Madi-Okollo Districts, who have adopted our model.

Partnerships remain central to LABE's approach. We collaborated with the Ministry of Education and Sports and the Ministry of Gender, Labour and Social Development, supporting national efforts to expand ECD for children aged three to five years. LABE supported 82 home-based learning centres, directly contributing to improved access to quality early learning.

At the national level, as Chair of the ECCE Cluster under the Network for ECD Actors in Uganda (NECDA), we strengthened coordination, knowledge sharing, and advocacy for early childhood development

Our achievements are closely tied to the strength and engagement of our team. In 2025, we retained 99 percent of our staff and welcomed two new team members, including a Deputy Executive Director and a Communications Officer. We invested in team-building and transformative leadership programmes, fostering collaboration, innovation, and accountability. These initiatives increased staff retention, improved productivity, and ensured that programmes are delivered effectively at scale.

These accomplishments would not have been possible without the generous support of our donors, including Echidna Giving, Comic Relief, Conrad Hilton Foundation, the ELMA Foundation, Liliane Fonds, UNICEF, Collective Rising Institute, and Sesame Workshop. Their commitment enabled LABE to expand programmes, reach more families, and achieve the milestones highlighted in this report.

As LABE moves into the 2026–2030 Strategic Plan, we will focus on scaling programmes, consolidating impact, and reaching more children and families in underserved communities, while continuing to document and share evidence of our work.

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**STELLAH KEIHANGWE TUMWEBAZE**  
**EXECUTIVE DIRECTOR**  
**LITERACY AND ADULT BASIC**  
**EDUCATION (LABE)**

“

Over the past five years, our work has been guided by a clear vision: a literate and well-informed society that is able to participate fully in its own development.

”



“

## **A word from the Chairperson, Board of Directors**

On behalf of the Board of Directors of Literacy and Adult Basic Education (LABE), we are pleased to present the 2025 Annual Report, highlighting the organisation’s achievements and progress over the year.

The Board is responsible for providing strategic oversight, ensuring good governance, and safeguarding the organisation’s mission and resources. In 2025, we worked closely with the Executive Director and management team to monitor performance, assess risks, and guide decisions that strengthen LABE’s programmes and impact.

This year, LABE demonstrated strong leadership, innovation, and accountability. The Board is particularly encouraged by the organization’s commitment to expanding access to early learning, strengthening community engagement, and promoting evidence-based approaches in programme delivery. Investments in leadership development and staff capacity building have strengthened institutional resilience and contributed to programme sustainability.

Looking forward, the Board is confident in LABE’s direction under the 2026–2030 Strategic Plan. We remain committed to providing oversight, guidance, and support to ensure that the organization continues to deliver high-quality programmes, responds effectively to community needs, and maintains accountability to stakeholders.

Finally, we extend our sincere appreciation to the secretariat, field teams, partners, and donors for their dedication and contributions, which have made these achievements possible.

**ROSIE AGOI**  
**CHAIRPERSON, LABE BOARD OF  
DIRECTORS (BOD)**

# OUR PURPOSE AND VALUES



## Our Mission

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.

## Our Vision

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

## Our Values

Professionalism  
Partnership  
Innovation  
Transparency  
Inclusion  
Safeguarding  
Positivity to community participation

# FABE: THE LABE APPROACH

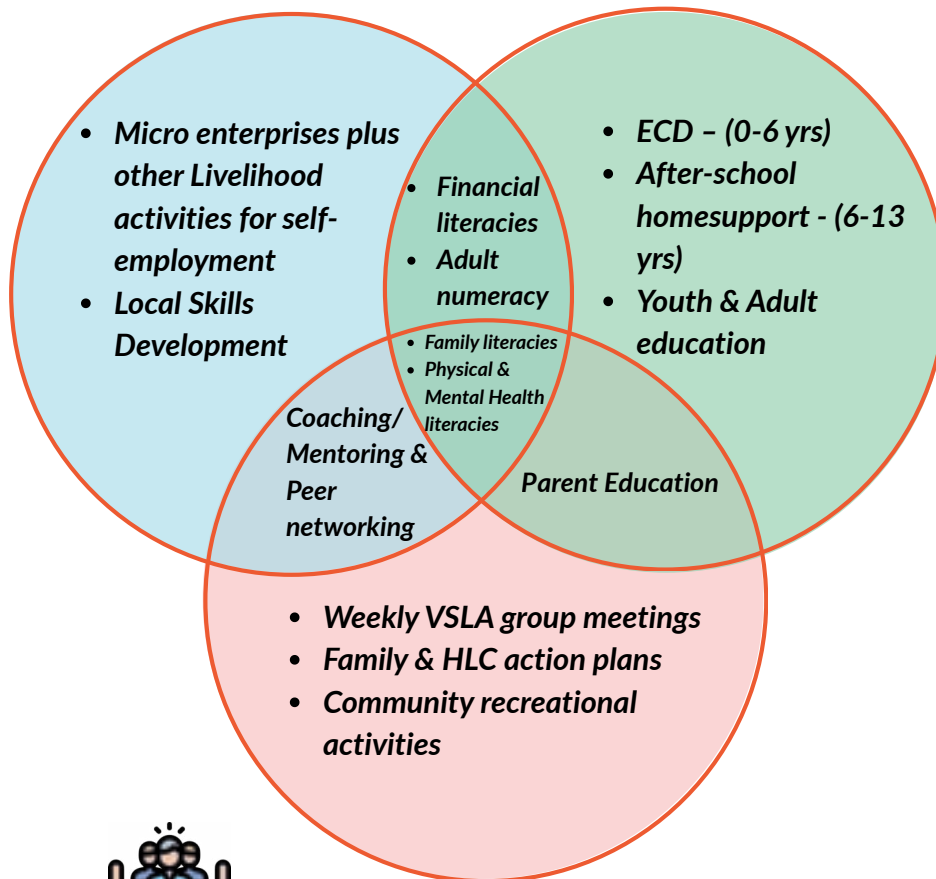
*LABE's whole family 2-Gen Model through Education, Economic & Social Development*



## Economic Pillar



## Education Pillar



## Social Capital Pillar

Since 1989, LABE has been promoting literacy practices to increase access and utilisation 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.

# THEMATIC AREAS OF IMPACT

1

EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)



2

PARENTING AND CAREGIVING



3

PRIMARY SCHOOL SUPPORT



4

LIVELIHOOD AND ECONOMIC STRENGTHENING



5

ADVOCACY



6

ORGANISATIONAL DEVELOPMENT AND SYSTEMS STRENGTHENING



# OUR IMPACT





"The footsteps of those who walk together make a clear path."

- African Proverb



# OUR REACH - PROGRAMME SNAPSHOT

FABE, through Home Learning Centres (HLCs), Childcare Centres, and schools, has expanded access to learning. The figures below highlight their reach and performance in 2025.

## 6,310

### Pre-School Children

3,252 M  3,058 F 

Children aged 0–6 from HLC communities supported to access early learning services (including HLCs, ECD centres, and childcare) across the seven programme districts; 25.8% of these children are refugees.

## 311

### Young Facilitators (YFS)

113 M  198 F 

In-school children (P4–P6) supported to deliver play-based, child-to-child learning sessions for younger learners at home or in HLCs over weekends.

## 2,794

### Parents

746 M  2,048 F 

Parents and community members trained in parenting and childcare, and supported to enhance children's education through VSLAs, micro-enterprises, and other community-based interventions.

## 2,827

### Young Learners (YLS)

1,463 M  1,364 F 

Children aged 5–6 years prepared and supported to transition to primary school through HLCs, including child-to-child and other learning interventions; this represents 44.8% of all preschool children.

## 157

### Parent Educators

51 M  106 F 

Parents from the community trained and supported with resources (including toolkits, play materials, and guides) to deliver play-based early learning sessions for children aged 3–6 at HLCs.

## 621

### HLCMC Members

278 M  343 F 

A selected group of parents and community members elected to oversee HLC operations, including resource mobilisation, payment of PEs, maintenance of learning materials, and improvement of HLC infrastructure, etc.

## 397

### Toddlers

201 M  196 F 

Children aged 0–3 supported at programme childcare centres to access early learning services like ECCD, nutrition

## 29

### Childcare Givers

4 M  25 F 

Parents selected, trained, and supported with resources to provide childcare services for children aged 0–3 at Childcare Centres attached to HLCs.

## 10,618

### Total Reach

278 M  343 F 

Total number of individuals supported to access programme interventions (including early learning, livelihoods, parenting, and related services) across Koboko, Obongi, Terego, Gulu, Nwoya, Yumbe, and Adjumani.



## PROGRAMME HIGHLIGHTS

In 2025, LABE delivered programmes across seven initiatives, spanning ECD parenting education, inclusive learning, social-emotional learning, and organisational strengthening, in partnership with the Conrad N. Hilton Foundation, Echidna Giving, Comic Relief, the Elma Foundation, UNICEF, Sesame Workshop, Liliane Fonds, and the Collective Rising Leadership Institute. Working across Koboko, Terego, Obongi, Gulu, Nwoya, Adjumani and Yumbe, the organisation reached thousands of children, caregivers and community members through its Home-Based ECD model, placing families at the centre of early learning, household resilience and inclusive development.

## BUILDING FUTURES THROUGH COLLECTIVE SAVING: ZAINAB'S STORY



In the small village of Diobe, Koboko District, Zainab Aliru is more than a mother and community member; she is a leader and a source of inspiration. As chairperson of a 34-member Village Savings and Loan Association (VSLA) linked to the Diobe Home Learning Centre, she has seen how collective effort, disciplined saving, and shared responsibility can change lives.

The VSLA began in 2019 as a simple idea: to save together, support the HLC, and improve household livelihoods. For Zainab, joining was a family decision. With their pooled savings, she and her husband were able to roof their home with iron sheets, a long-held dream. The revolving fund also helped families borrow for school fees, keeping children in school during difficult times.

With training and financial support from LABE, the group grew in confidence and capability. A loan-goat programme brought further benefits, improving nutrition, income, and household stability across member families.

"We started saving money, but we ended up helping our families and our community," Zainab says.

*Scan the QR  
code to read  
Zainab's full  
story on our  
website*



# CONRAD N. HILTON FOUNDATION

## InSPIRE (Integrated Support for Parenting, Inclusive Readiness and Early Learning)

The InSPIRE project strengthened access to early childhood development services for children in underserved communities across Koboko, Terego and Obongi districts through LABE's two-generation Family Basic Education (FABE) model. By combining early learning, parenting support and household economic strengthening, the project demonstrated how community-led approaches can expand access to quality ECD services where formal provision remains limited.



### IMPACT AT A GLANCE

2,691

(1,226M | 1,465F)



Children accessing early learning

1,525

(470M | 1,055F)



Parents engaged in caregiving and learning

46



Home Learning Centres supported

397

(201M | 196F)



Children under 3 in childcare services across 15 centres

822

(393M | 429F)



Children demonstrating early literacy, numeracy & language development

### KEY ACHIEVEMENTS

- **Stronger family learning environments:** Parents increasingly engaged in children's learning through storytelling, home play activities and shared reading practices.
- **Integrated services around children:** Partnerships with health teams, disability organisations, financial institutions and community structures connected families to health, livelihood and social support services.
- **Policy influence and sector leadership:** Evidence generated through the project contributed to the formal recognition of Home-Based ECD in Uganda's 2024 National ECCE Policy.



## FROM HLC TO PRIMARY SCHOOL: THE JOURNEY OF JIRO HLC

In Jiro Village, Kuluba Subcounty, Koboko District, access to early childhood development (ECD) and primary education was a major challenge. Before 2013, the nearest school, Monodu Primary, was six kilometres away, causing many children to start Primary One late, often at ages 12 or 13.

With support from Literacy and Adult Basic Education (LABE), Jiro Home Learning Centre (HLC) began offering foundational education for children aged three to six from marginalised families, preparing them for primary school.

While the HLC improved school readiness and transitions, many children struggled to complete primary education due to distance and other challenges, leading to high dropout rates, early marriage, and substance abuse.

Recognising the community's organised effort and the proven success of the HLC, African Revival, a faith-based organisation working with the Koboko District

Education Department, constructed a permanent primary school, which was commissioned at the beginning of Term One, 2026.

Parents credit the HLC as the foundation that attracted this investment.

“Without LABE and the HLC, we would not have gotten African Revival to build Jiro Primary School, removing the six-kilometre barrier and improving school enrolment, retention, and completion,” said Kalungi Florence, a caregiver at Jiro HLC.

The journey from a community-managed HLC to a fully functional primary school demonstrates the powerful ripple effect of grassroots initiatives when supported by dedicated NGO partnerships.

# ECHIDNA GIVING

## General Program Support

With support from Echidna Giving, LBE began implementing its General Program Support initiative in 2025, strengthening the Family Basic Education programme across Gulu, Nwoya, Koboko, Terego, Obongi and Adjumani districts. The programme integrates early childhood development, parenting education and household economic strengthening through a two-generation approach that supports both children and their caregivers.



### IMPACT AT A GLANCE

5,928

(2,488M | 3,440F)



Total people reached

2,598

(1,394M | 1,204F)



Children aged 0-6 reached

1,977

(534M | 1,443F)



Parents engaged in parenting and livelihoods support

65



Home Learning Centres supported

15



Childcare centres established

284

(134M | 150F)



Community implementers engaged

### KEY ACHIEVEMENTS

- **Improved school readiness:** 87.6% of 1,141 children assessed across Home Learning Centres met the threshold for readiness to transition to primary school.
- **Expanded childcare services:** 15 childcare centres were established and 28 caregivers trained to provide responsive care for children aged 0–3 years.
- **Strengthened household economic resilience:** 45 HLC-based VSLAs supported families through financial literacy training and micro-enterprises.
- **Sector influence:** LBE strengthened its leadership within Uganda's ECD sector and continued promoting recognition of the Home-Based ECD model in national systems.



**ACTIVITY SHEETS:  
STRENGTHENING  
EARLY LEARNING  
THROUGH  
CAREGIVER-LED  
PLAY**

Recognizing that the earliest years of life are critical for brain development and learning, LABE piloted the use of childcare activity sheets designed to support children aged 0–3 years through play-based learning.

The initiative aimed to equip caregivers and parents with simple, practical activities that can be integrated into daily routines at home and within community learning spaces.

The activity sheets promote early stimulation through play, communication, movement, and interaction, helping caregivers nurture children’s cognitive, social, emotional, and physical development during this foundational stage. Through pretesting sessions, caregivers provided feedback on the relevance, clarity, and usability of the materials, ensuring they are culturally

appropriate and easy to apply in low-resource settings.

The process strengthened caregivers’ confidence in supporting early learning and reinforced the role of families as children’s first educators. By refining these tools, LABE is advancing inclusive, home-based early childhood development approaches that give young children a strong start in learning and life.

*Scan the QR code to read the full story on our website*



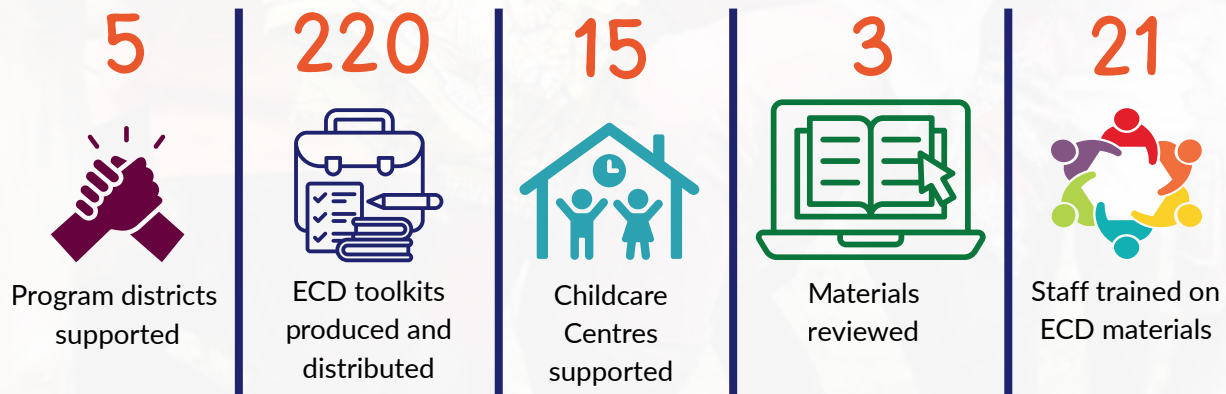
# COMIC RELIEF

## Strengthening the Home-Based ECD Model

With support from Comic Relief, LABE strengthened the Home-Based Early Childhood Development model across programme districts including Koboko, Terego, Obongi, Gulu and Nwoya. The initiative focused on improving the quality of community-based early learning services, building facilitator capacity, and expanding national partnerships to support adoption and scale of the model.



### IMPACT AT A GLANCE



### KEY ACHIEVEMENTS

- The project strengthened the structural and process quality of Home-Based ECD services through improved teaching resources, expanded facilitator training, and enhanced learning environments.
- Engagement with national networks and faith-based organisations also supported the broader adoption and scale of LABE's Home-Based ECD model.



**“OUR CHILDREN CAN NOW BE PREPARED BEFORE THEY CROSS OVER TO PRIMARY SCHOOL” - MAKUMAI**

In Ozugo East Village, Baratuku Parish, Itirikwa Subcounty in Adjumani District, Godfrey Makumai wears many hats. A peasant farmer, Parish Internal Security Officer, father of six, and now an active mobiliser for Royal Kids Home Learning Centre Management Committee (HLCMC), Makumai is a man who understands what is at stake when a community comes together for its children.

Before Royal Kids HLC was established in November 2025, Makumai's biggest concern was simple but serious: his community had no early childhood development (ECD) facility. Children went straight from home to primary school, with no foundation to prepare them for what lay ahead. For Makumai, who could not afford school fees and had no savings safety net, the future felt uncertain.

With support from UNICEF, through the Strengthening Early Childhood and Childcare Services Delivery Project, LBE established Royal Kids HLC in November 2025, bringing ECD services directly to a

community that had never had them.

When news of the HLC began filtering through, first at the subcounty level, to the parish, down to the village, parents did not need much convincing. They enrolled their children. Godfrey enrolled three of his. Today, Royal Kids serves 62 children.

The change in his children has been visible and joyful. They come home singing. They have begun speaking English alongside their mother tongue, reflecting the HLC's bilingual approach to early learning. They are more social, more confident, and more connected, making friends both at home and at the centre.

*Scan the QR code to read Makumai's full story on our website*



# UNICEF

## Strengthening Early Childhood and Childcare Services Delivery

In partnership with UNICEF, LABE implemented a project aimed at strengthening non-formal early childhood development services in refugee and host communities in Adjumani and Yumbe districts. The initiative focused on expanding Home Learning Centres, training facilitators, and supporting adolescent mothers and caregivers with parenting knowledge and child protection services.



### IMPACT AT A GLANCE

1,650  
(771M | 879F)



Children enrolled in community-based ECD centres

406  
(127M | 279F)



Parents profiled for parenting support

12



Home Learning Centres established

32  
(09M | 23F)



ECD facilitators and caregivers trained

220  
(174M | 46F)



Local leaders and influencers engaged

2,056  
(613M | 1,443F)



People reached through prevention and service messaging

### KEY ACHIEVEMENTS

- Community sensitisation and participatory planning led to the establishment of 12 Home Learning Centres enrolling 1,650 children in play-based learning sessions.
- Facilitators were trained and equipped with ECD toolkits to support structured learning environments for young children.

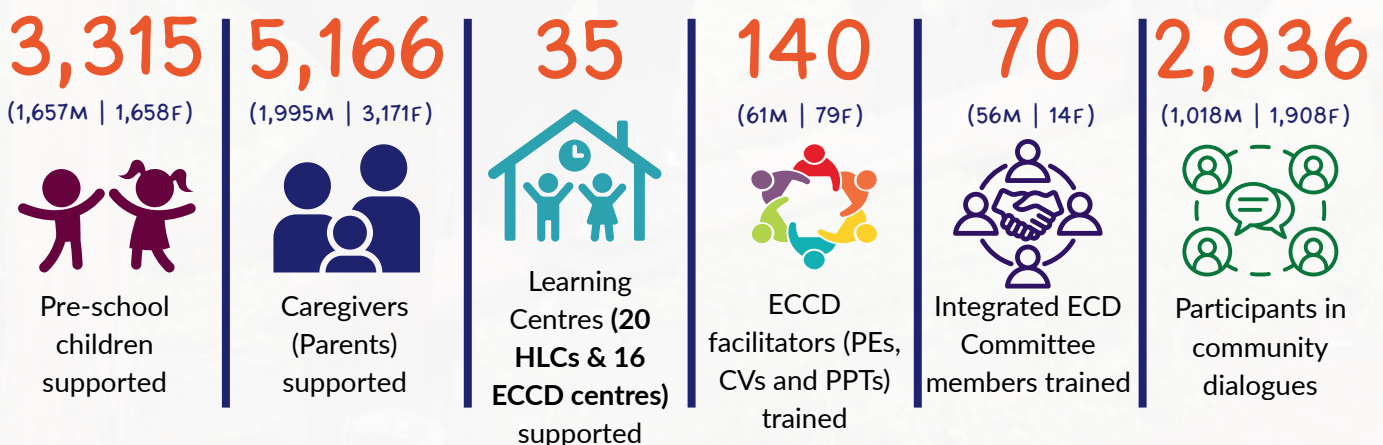
# CONRAD N. HILTON FOUNDATION

## Kulea Watoto Project - Sustaining Early Learning in Fragile and Refugee Contexts



The Kulea Watoto project continued to strengthen access to integrated early childhood development (ECD) services for children aged 0–5 years in Bidibidi Refugee Settlement and host communities in Yumbe District. Implemented through a two-generation approach, the project combined responsive caregiving, early learning, livelihoods and systems strengthening to improve child wellbeing and household resilience. In its final year during this reporting period, LABE maintained strong implementation momentum despite a highly constrained humanitarian context, marked by funding cuts, economic shocks and population mobility.

### IMPACT AT A GLANCE



## KEY ACHIEVEMENTS - KULEA WATOTO

- **Sustaining ECD access despite funding shocks:** Following the deprioritisation of ECD funding affecting 27 ECD centres, LABE's Home Based ECD model operated at HLCs remained operational, demonstrating a resilient, community-driven alternative for continued access to early learning.
- **Improved quality of ECD services in resource-constrained settings:** Targeted investments in human capacity and infrastructure strengthened service delivery. Training of community-based facilitators and provision of logistical support including water harvesting systems in centres improved hygiene, reduced time burden on caregivers, and enhanced child-centred learning environments.
- **High caregiver engagement and behaviour change:** Strong participation in parenting sessions and community platforms translated into improved caregiving practices, increased parental involvement in centres, and stronger home learning environments.
- **Systems strengthening and policy integration at local level:** The formation and training of IECD Committees and district engagement resulted in concrete commitments, including assessment of 20 HLCs and planned upgrade of 5 centres into formal pre-primary schools.

**JOKUDU: "I WANT THEM TO GROW UP AND GET GOOD JOBS, AND I KNOW IT STARTS HERE"**

Jokudu Catherine fled South Sudan in 2017 and rebuilt her life in Greater Bidibidi Refugee Settlement, Yumbe District. Three years ago, she enrolled her children at Peace ECD Centre, supported by LABE under the Kulea Watoto Project, and something shifted, not just for her children, but for her whole household.

Her children are learning, her savings are growing, and a household vision plan now anchors everything she is working towards.

"I want them to grow up, study hard, and get good jobs in future."

*Scan the QR code to read  
Jokudu's full story on our website*





## SOCIAL-EMOTIONAL LEARNING IS TRANSFORMING PARENTING IN PALORINYA

Social-emotional learning (SEL) plays a vital role in strengthening positive parenting and supporting young children's development, particularly in refugee settings where families face daily stress and uncertainty. Through the Welcome Sesame Project, implemented by LABE in partnership with Sesame Workshop, caregivers in Palorinya Refugee Settlement participated in structured sessions that built emotional awareness, communication skills, and positive parenting practices.

For Poni Betty, a mother of three, the sessions transformed how her family relates and communicates. By learning to

understand and manage emotions, she created a calmer and more supportive home environment for her children. The impact has extended beyond her household, as parents apply conflict-resolution skills and share learning within the community. Betty now encourages other caregivers to adopt nurturing parenting approaches, demonstrating how SEL can strengthen families and promote children's wellbeing.

*Scan the QR code to read Poni's full story on our website*



# SESAME WORKSHOP

## Promoting Social and Emotional Learning

Through the Welcome Sesame initiative, LABE partnered with Sesame Workshop to strengthen the integration of Social and Emotional Learning (SEL) within early childhood education across Home Learning Centres in Yumbe and Obongi districts. The programme supported caregivers with refined learning materials, videos and training to help children develop emotional awareness, empathy and positive social behaviours alongside foundational early learning skills.



### IMPACT AT A GLANCE



### KEY ACHIEVEMENTS

- The introduction of multimedia learning tools, including videos and emotional learning posters, significantly increased learner engagement and helped children express and manage emotions more effectively.
- Family workshops strengthened communication between parents and children, reinforcing emotional learning beyond the classroom.



## HOPE RESTORED: REHABILITATION SUPPORT HELPED LETASI STAND, PLAY, AND LEARN

Six-year-old Letasi from Terego District was born with a disability that left the left side of her body weak, limiting her ability to walk, play, and participate in daily activities. Her mother, Ajio, carried her for years, unable to engage fully in community life due to constant caregiving demands.

Through LABE's Inclusive Learning for Children with Disabilities initiative, implemented with partners including Liliane Fonds, AVSI Foundation, Katalamwa Chesire Services Uganda, and Arua Regional Referral Hospital, Letasi received rehabilitation support during a diagnostic camp, including a specialized hand splint to

strengthen her arm.

The intervention transformed her life. Letasi can now hold objects, help with household tasks, play with peers, and attend school with confidence. She is currently enrolled in Primary One and enjoys learning and drawing.

Beyond improving Letasi's mobility and independence, the support restored hope for her family, enabling her mother to rejoin community activities while ensuring Letasi can learn, play, and thrive alongside other children.

*Scan the QR code to  
read Letasi's full  
story on our website*



# LILIANE FONDS - BUILDING EFFECTIVE NETWORKS (BEN) - *Inclusive Learning for Children with Disabilities (ILCwDs)*

The Inclusive Learning for Children with Disabilities project, implemented in Katrini Subcounty, Terego District, strengthened access to inclusive early childhood education for children with disabilities through community-based Home Learning Centres. The initiative combined early learning support, community sensitisation, caregiver training, and rehabilitation services to improve the well-being and participation of children with disabilities.



## IMPACT AT A GLANCE

16

(3M | 13F)



Parent Educators trained on inclusive learning

86

(32M | 54F)



Parent Support Group members engaged

48

(11M | 37F)



New Parent Support Group members mobilised

8



Home Learning Centres supported implemented inclusive ECD

147

(52M | 95F)



Parents in nutrition parenting sessions

77

(53M | 24F)



Children with disabilities assessed in diagnostic camp

28

(17M | 11F)



Children receiving assistive devices

41

(29M | 12F)




Children accessing therapy services

## KEY ACHIEVEMENTS

- Provision of assistive devices, physiotherapy, and rehabilitation services significantly improved the mobility and participation of children with disabilities.
- Community sensitisation through Parent Support Groups, local leaders, and radio programmes also contributed to reducing stigma and strengthening community acceptance of inclusive learning.

## TRANSFORMATIVE ACTION PLAN (TAP)



Throughout 2025, LABE implemented the Transformative Action Plan (TAP) to strengthen staff engagement, well-being, and organizational cohesion in line with the 2020–2025 Strategic Plan. TAP focused on building strong interpersonal relationships, improving collaboration across districts, and promoting staff emotional, physical, and social well-being to enhance programme delivery.

Key highlights included inter-district team-building exchange visits and structured bonding activities. The Gulu exchange visit (June 2025) facilitated cross-learning, strengthened relationships between field teams and senior management, and deepened staff understanding of LABE's work through field exposure, reflection, and wellness sessions. In December 2025, a staff team-building and bonding activity at Extreme Adventure Park, Busiika, provided a practical platform for collaboration, problem-solving, and reflection, reinforcing values of trust, accountability, emotional intelligence, and shared responsibility.



Peer support mechanisms were strengthened through the formation of Buddy Groups, which promoted regular check-ins, shared learning, wellness activities, and informal support networks. While challenges such as competing work schedules and limited connectivity affected full participation for some staff, TAP activities contributed to improved morale, stronger teamwork, and a greater sense of belonging.

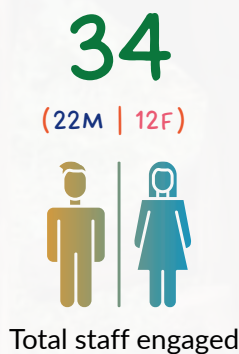
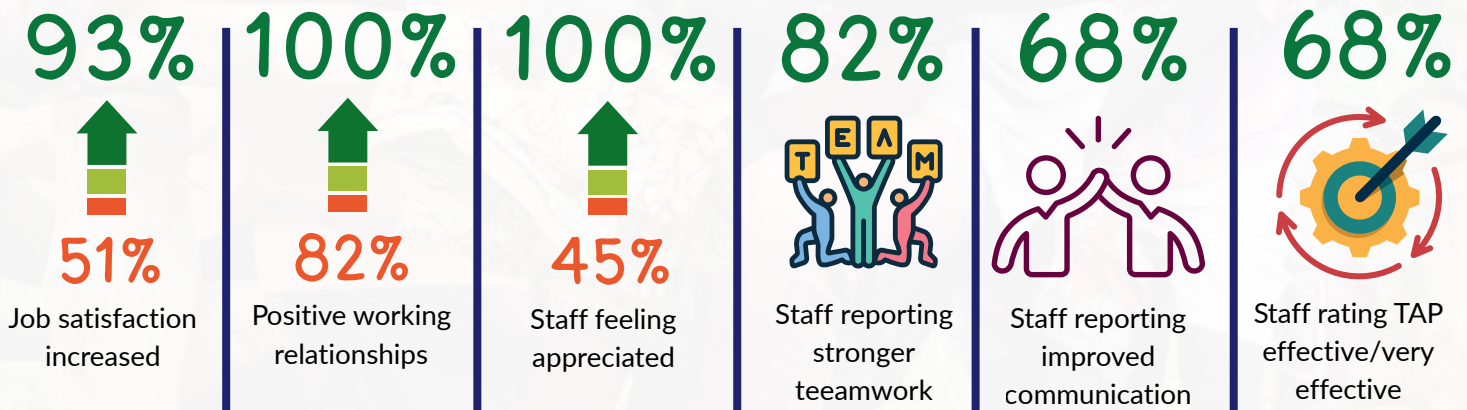
Overall, TAP has laid a solid foundation for a more connected, motivated, and resilient workforce to support LABE's mission and future growth.

# COLLECTIVE RISING LEADERSHIP INSTITUTE & ECHIDNA GIVING – *Strengthening Leadership and Organisational Culture (TAP)*

The Transformative Action Plan (TAP) was implemented in 2025 as a strategic investment in strengthening LABE’s organisational culture, leadership, and staff wellbeing. The initiative focused on building cohesive teams through structured engagement, peer support systems, and well-being initiatives.



## IMPACT AT A GLANCE



## KEY ACHIEVEMENTS

- The TAP led to measurable improvements in teamwork, communication, appreciation, and job satisfaction.
- It strengthened collaboration across teams and improved coordination between field and headquarters staff.

# KEY EVENTS AND STRATEGIC PARTICIPATION

## SEPTEMBER 8: INTERNATIONAL LITERACY DAY (ILD) SYMPOSIUM

The International Literacy Day celebration brought together government institutions, civil society organisations, development partners, and community actors to reflect on advancing literacy in a changing digital world.

Held under the theme “*Promoting Literacy in the Digital Era*,” the event highlighted the need for inclusive, practical, and community-driven learning approaches.

LABE was among the participating organisations and took part in the exhibition, championing home-based literacy as a foundation for lifelong learning. Through its exhibition, LABE showcased how community and household learning spaces support literacy development, empower caregivers, and strengthen learning outcomes for children and adults alike.



## OCTOBER 14: NATIONAL 2-GEN LEARNING EVENT

LABE participated in the National Two-Generation (2-Gen) Learning Event, organised by the Ministry of Gender, Labour and Social Development (MGLSD) with partners.

Held under the theme “*Empowering Families, Transforming Futures: Fostering Two-Generation Approaches for Holistic ECD*,” the event brought together stakeholders promoting family-centred approaches to early childhood development.

As a strategic partner to MGLSD, LABE contributed by exhibiting its community-based 2-Gen work, highlighting how adult literacy, livelihoods, and parenting support strengthen children’s learning and wellbeing. The event provided a valuable platform for knowledge sharing, partnership building, and reaffirmed LABE’s commitment to integrated approaches that empower families and improve outcomes for children.





## OCTOBER 6 - 8: HILTON REFUGEES - ECD JOINT CONVENING 2025

LABE was privileged to participate in the Hilton Refugees-ECD Joint Convening in Nairobi, hosted by the Conrad N. Hilton Foundation under the theme “*Childcare as an Engine for Development.*” The convening brought together partners from refugee response and early childhood development to strengthen collaboration and scale quality childcare solutions.

LABE actively contributed through participation in plenary sessions and the Partner Exhibition, where it showcased its Home-Based ECD and childcare support model. LABE also engaged in peer learning with organisations such as Tiny Totos, gaining practical insights on sustainable financing, data-driven programming, and social enterprise models.

The convening strengthened LABE’s partnerships and informed improvements to its childcare programming and advocacy efforts.

## DECEMBER 11: INTERNATIONAL DAY OF PERSONS WITH DISABILITIES - TEREGO DISTRICT

Terego District joined the world to celebrate this day under the theme: “*Fostering Disability-Inclusive Societies for Advancing Social Progress*”. The day, internationally celebrated on every 3<sup>rd</sup> December, was commemorated on 11<sup>th</sup> December in Terego.



Terego District Local Government Disability Union organised the celebration and was joined by implementing partners, including LABE, FIDA, ICS, and CRS, among others. LABE was represented by Terego programme officers, as well as children with disabilities beneficiaries and parent support group (PSG) members of Alibajiako HLC, who presented a play and poem advocating for inclusion and rights of children with disabilities.

The event allowed LABE to promote the importance of using PSGs in addressing the issues of inclusion and safeguarding in the communities, and showcase its commitment to promoting disability inclusion in learning, community-based rehabilitation, and improved access to services for persons with disabilities through its FABE programme.

## DRIVING POLICY AND PRACTICE: LABE'S ROLE IN NECDA

2025 marked a year of active engagement and strategic influence for LABE within the National Early Childhood Development Alliance (NECDA).

As part of its commitment to advancing quality and inclusive Early Childhood Care and Education (ECCE) in Uganda, LABE participated in key sector platforms, including ECCE Working Group and NECDA stakeholders' engagements, contributing practical insights from its community-based and family literacy programming, most notable of them being the inaugural NECDA Stakeholders Meeting that brought together ECD actors from across the country to align, learn, and accelerate impact for our youngest citizens.

LABE also participated in the review of the Pre-Primary Curriculum and provided input into the development of the NECDA Strategic Plan 2026–2030, ensuring that inclusive, family-centred, and community-responsive approaches inform national ECCE priorities.

A key highlight was the election of LABE's Executive Director as the ECCE Cluster Chairperson. In this role, LABE provided strategic leadership to the ECCE Cluster, including convening the inaugural cluster meeting and supporting alignment with national ECCE policy rollout and advocacy priorities.

Overall, LABE's engagement with NECDA in 2025 strengthened sector coordination, policy influence, and collaboration towards enhancing the quality, inclusiveness, and accessibility of ECCE services across Uganda.



*NECDA ECCE Cluster  
Chairperson, Stellah K.  
Tumwebaze*



## LABE IS GROWING!

Growth is most meaningful when it is intentional; when it reflects not just expansion, but a deepening commitment to the people and communities we serve. For LABE, 2025 was a year of exactly that kind of growth.

Behind every programme delivered, every caregiver supported, and every child reached is a team of dedicated people working with purpose. And like any living organisation, LABE continued to evolve, welcoming new energy, new spaces, and new chapters that speak to the momentum building within.

That momentum is not accidental. It is the result of years of building trust with communities, strengthening partnerships, and staying true to a mission rooted in the belief that literacy, learning, and family wellbeing are the foundations of lasting change.

This section offers a glimpse into that journey.

## NEW FACES, SHARED MISSION

As LABE continues to expand its reach and impact, we have welcomed new colleagues across different departments, bringing fresh perspectives, skills, and energy. This growth reflects our

commitment to building a capable, diverse, and motivated team, one that can drive innovation, deliver quality programmes, and respond effectively to the needs of the communities we serve.



**PETER MUYINGO**  
DEPUTY EXECUTIVE DIRECTOR (DED) -  
PROGRAMME QUALITY  
JOINED: NOVEMBER 2025



**ENID KEREN NABUMATI**  
COMMUNICATIONS OFFICER  
JOINED: JULY 2025

# MEET THE LABE TEAM



## HEAD OFFICE

**Stellah K. Tumwebaze** - Executive Director  
**Peter Muyingo** - Deputy Executive Director  
**Godfrey Sentumbwe** - Head Of Programmes  
**Kaddu Ernest** - Head Of Finance & Administration  
**Joyce Nairuba** - Communications Manager  
**Kamya Edmund Kisenyi** - MEL Manager  
**Mugerwa Derrick Kafeero** - Accountant  
**Jackline Aluju** - Administration Assistant  
**Enid Keren Nabumati** - Communications Officer  
**Chandiru Joyce** - Office Assistant  
**Henry Mubangizi** - Driver

## KOBOKO FIELD OFFICE

**Drani Vick** - Team Leader West Nile  
**Patrick Anebo** - Programme Officer, ECD  
**Andama David** - Programme Officer, Livelihood  
**Kau Derrick** - Mel Officer  
**Francis Arwai** - Accounts Assistant  
**Mukili Ahumedi Muzamili** - Driver  
**Adania Queen** - Office Assistant

## ADJUMANI FIELD OFFICE

**Achom Priscilla** - MEL Officer  
**Hellen Opinia** - Programme Officer, ECD

## NORTHERN UGANDA OFFICE

**Opio Richard** - Team Leader Northern Uganda  
**Ojul Herbert** - Programme Officer, Gulu  
**Omati Emmanuel Alii** - MEL Officer, Gulu/Nwoya  
**Lukwiya Solomon** - Programme Officer, Nwoya

## YUMBE FIELD OFFICE

**Matia Kaahwa** - Team Leader, Yumbe  
**Jackson Mawa** - Programme Officer, ECD  
**Hassan Swali** - Programme Officer, ECD  
**Godfrey Andriaku** - Programme Officer, ECD  
**Jude Ssebugenyi** - Driver  
**Alice Opinia** - Administration Assistant  
**Hikima Faiza** - Office Assistant

## OBONGI FIELD OFFICE

**Candia Rhoy** - Programme Officer  
**Saidi Amule** - Programme Officer, Livelihood  
**Kizito Ceaser** - Community Liaison Officer

## TEREGO FIELD OFFICE

**Anyama Sunday** - Programme Officer, ECD  
**Loyce Ayikoru** - Programme Officer, Livelihood

# 2025 FINANCIAL HIGHLIGHTS

## Our Income

In financial year (FY) 2025, LABE managed a total funding pool of UGX 5.618 billion, drawn from three streams:

- Grant income: UGX 4.626 billion (a 57% increase on the previous year)
- Deferred income: UGX 0.633 billion (Carried over as unspent funds from FY 2024)
- Internally generated revenue: UGX 359 million (Driven by returns on unit trust investments, the sale of old and obsolete assets, and foreign exchange gains on grant fund conversions to local currency)

Internally generated revenue represented a substantial jump from UGX 3.3 million the year before, and was all channelled directly into project activities.

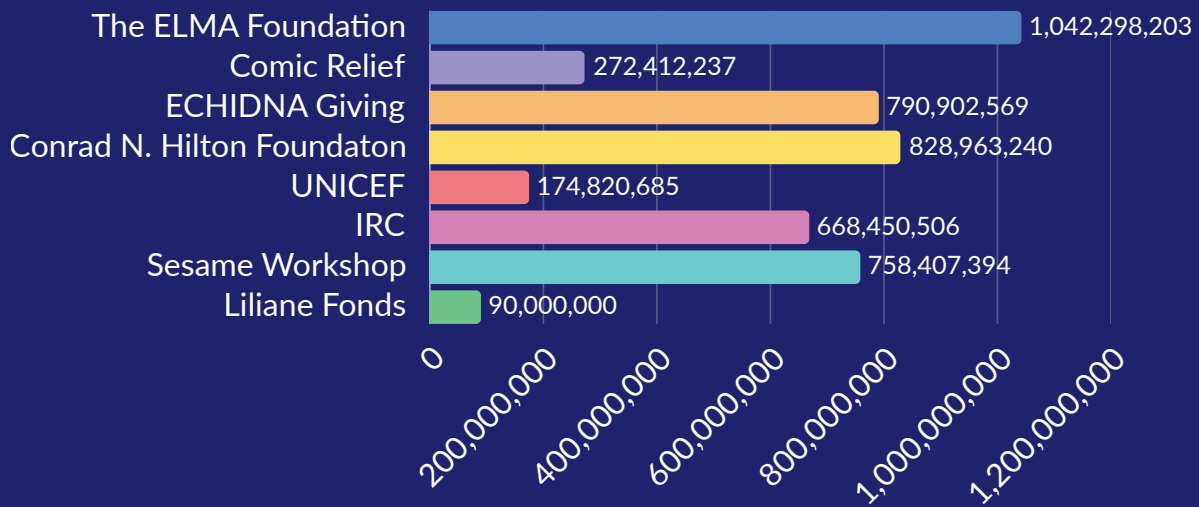
Funding partners in FY 2025 included Comic Relief, the ELMA Foundation, the Conrad N. Hilton Foundation, Echidna Giving, UNICEF, and Sesame Workshop.

However, the year also saw the closure of two significant grant lines – the ELMA Foundation's three-year project (2023–2025) and the Conrad N. Hilton Foundation's grant (2023–2025). Together, these closures reduced the funding portfolio by UGX 1.858 billion, equivalent to 35% of 2025 income.

While the ELMA Foundation will not continue its support following a change in its Africa strategy, the Conrad N. Hilton Foundation has committed to a new three-year funding cycle beginning April 2026. This commitment is expected to restore the portfolio by approximately 20% annually and reaffirms LABE's going concern prospects.

LABE is deeply grateful to all funding partners, both new and continuing, for their support in advancing early learning and livelihoods for children and families in Northern Uganda and the West Nile region.

## GRANT INCOME FY 2025 (UGX)



### Our Expenditure

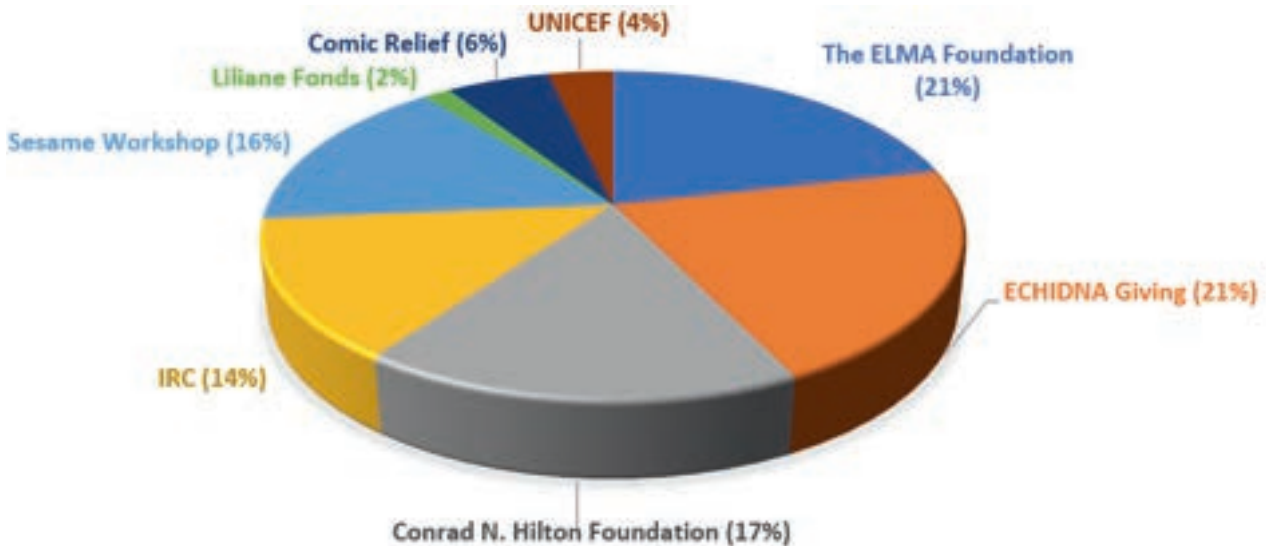
Of the total FY 2025 funding pool of UGX 5.618 billion, UGX 5.259 billion was deployed across LABE's operational and programmatic activities. Expenditure was rationalised across the following areas:

- Direct programme activity implementation
- Personnel and essential office-running costs
- Monitoring, evaluation, and documentation of institutional impact

- Growth and maintenance of institutional assets.
- Governance and staff commitment to the institutional mandate.

A significant achievement during the year was the acquisition of LABE's headquarters. This will substantially reduce rental costs going forward, as rent expenditure will now be limited to field operations. The remaining balance of UGX 359 million is deferred income to be carried over to 2026.

### EXPENDITURE DISTRIBUTION BY DONORS





## LOOKING AHEAD TO 2026

The year 2026 marks the commencement of our new 2026-2030 Strategic Plan.

During the implementation of last 2020-2025 Strategic Plan, LBE received diverse and useful views from key stakeholders and partners in government, civil society, community-level organisations, direct and indirect clients. They appreciated many of our strategic priorities, such as the efforts to promote existing community-established home learning centres (HLCs) to grow into safe learning environments with home-based support in ECD, primary schooling and parenting education. They also cherished the partnerships we had cultivated at community, district and national levels; all aimed at enhancing the development of literate families, communities and societies, particularly in the hardest-to-reach communities.

In this first year of the new Strategic Plan, we shall continue to intensify actions that

strengthen links between homes and primary schools.

We are inspired by current global trends regarding the role of homes and neighbourhoods in human capital accumulation.

As spelt out in the World Bank's 2026 Report, 'Building Human Capital Where it Matters', human capital, the foundation of economic growth, is not only built in classrooms and clinics, but also in homes and neighbourhoods. However, the report notes that the home is rarely recognized as a place of learning, where individuals first acquire the cognitive and social-emotional skills that will smooth their path to success at school and in the labor force. Missing from most human capital policies are strategies to ensure that this type of human capital is built at home. This constitutes the gap that we seek to fill this year.

We will address this gap through our whole family learning approach, which will offer strategies for multisectoral programming to deliver equitable home-based ECD and parental support in highly marginalised settings using frontline workers from different sectors like health, education and the private sectors at the HLCs. This will call for strengthening our existing

existing partnerships with local government authorities and district technical teams such as the district education, health, agriculture and community development services. We will also amplify this work in national and international forums by using our memberships in organisations such as the NECDA and Moving Minds Alliance.

## FROM PROJECTS TO PROGRAMME: BUILDING A FOUNDATION FOR LASTING IMPACT

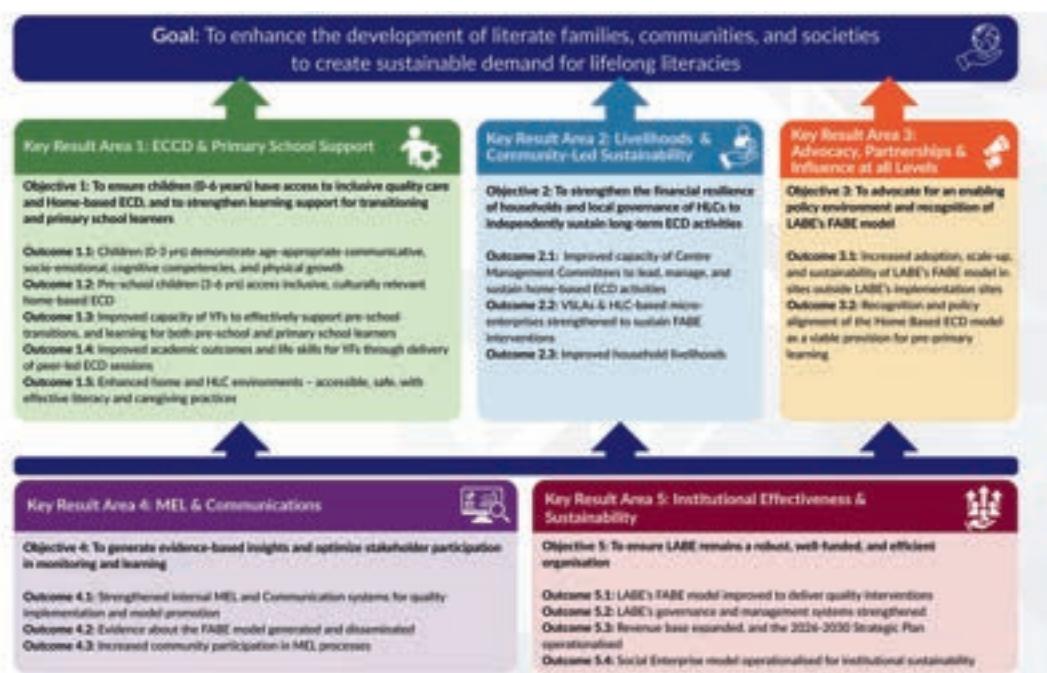
Since 2012, LABE has intentionally transitioned from implementing separate, time-bound projects to delivering an integrated programme under the Family Basic Education (FABE) model. While past projects achieved important results in early childhood development, adult literacy, parenting support, livelihoods, and community engagement, operating under different timelines and donor frameworks made it difficult to measure the full cumulative impact or sustain long-term change.

To address this, LABE has developed a new integrated programme-level Results Framework with five key result areas.

This allows LABE to map every donor-funded activity to a specific long-term outcome with a broader results framework.

Consequently, LABE can provide a clearer picture of how individual projects contribute to the overall progress of the families and communities we serve.

LABE's Programme-Level Integrated Results Framework





We Innovate and  
Promote Literacy  
Practices



WEL COME  
TO  
OUR CLASS



## Connect with us

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