Windle International Uganda
Education Transforms Society

ANNUAL REPORT 2024





RESTORING HOPE.
RE-IMAGINING FUTURES.

Windle International Uganda

Plot 726, Off Mawanda Road Kamwokya
P.O. Box 24230, Kampala, Uganda

Call Us: +256 414531142 / +256 791161728
Toll Free Number: 0800-11-14-28

Website: https://www.windleuganda.org
E-mail: wiu.info@windle.org

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Acronyms

AEP	Accelerated Education Programme
BoT	Board of Trustees
BSR	Brightwell Supporting Refugees
CBOs	Community Based Organizations
CFI	Children Feeding Initiative
CoH	Convoy of Hope
CTA	Community Technology Access
DSTV	Digital Satellite Television
ECD	Early Childhood Development
MOES	Ministry of Education and Sports
MHPSS	Mental Health Psycho-social Support
OVCs	Orphans and Vulnerable Children
PLE	Primary Leaving Examination
PP	Principle Pass
PSEA	Protection against Sexual Exploitation and Abuse
PSN	Persons with Special Needs
PS	Permanent Secretary
P2P	Peer-to-Peer
PTSD	Post-Traumatic Stress Disorder
SRP	Student Refugee Programme
TVET	Technical and Vocational Education and Training
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UK	United Kingdom
UNHCR	United Nations High Commissioner for Refugees
UNIK	University of Kisubi
VAC	Violence Against Children
VTC	Vocational Training Centre
WI	Windle International
WIU	Windle International Uganda
WUSC	World University Services of Canada

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Message from Chairperson Board of Trustees

Our 2024 journey began on a strong note, shaped by the commitment and resilience of our team, who worked with dedication to deliver meaningful outcomes across our programmes. Throughout the year, we expanded our footprint and deepened our impact, particularly in underserved regions—ensuring that more learners could access inclusive, quality education.

Through a holistic and community-centred approach, we extended our support to new areas and strengthened our existing initiatives. Our scholarship programmes continued to play a critical role in opening up opportunities for vulnerable learners, while our engagement in policy development and global strategic planning reaffirmed our long-term commitment to education system transformation.

This progress came despite the lingering effects of the COVID-19 pandemic, which continue to shape the education landscape. Our team responded with agility, ensuring we could adapt to changing needs, secure new locations, and form key partnerships even amid uncertainty. I am deeply proud of the tireless efforts of our technical and support staff, whose passion and perseverance have made all the difference.

On behalf of the BoT, staff, and beneficiaries, I extend our heartfelt gratitude to our development partners for their essential support, as well as to our dedicated staff, community leaders, and the Government of Uganda.



Our engagement in policy development and global strategic planning **reaffirmed our long-term commitment to education system transformation**



We expanded our footprint and deepened our impact, particularly in underserved regions—ensuring that **more learners could access inclusive, quality education**



Our scholarship programmes continued to play a critical role in opening up **opportunities for vulnerable learners**

We also marked a moment of transition as we bid farewell to Dr. Kedrace Turyagyenda, a long-serving and esteemed Board member, who took up a new leadership role in the Ministry of Education and Sports. Her contribution to our mission has been invaluable, and we wish her continued success in this new chapter.

As we look to the future, the Board of Trustees remains focused on driving innovation and building strong, sustainable partnerships. With the continued support of our development partners, dedicated staff, local leaders, and the Government of Uganda, we are confident in our shared ability to eradicate barriers and unlock brighter futures for children, families, and communities through education.

Richard Caesar Obonyo
Chairperson, Board of Trustees



Message from the Executive Director

I would like to thank our partners for supporting the various interventions that make a genuine difference in the lives of young people.

In 2024, Windle International Uganda (WIU) provided inclusive, equitable education to 317,508 learners across 290 educational institutions in 7 refugee settlements and host communities. Despite ongoing post-pandemic recovery and humanitarian challenges, WIU expanded access, strengthened partnerships, and addressed critical education gaps, reaffirming its leadership in Education in Emergencies.

WIU has expanded its reach to include 99 Early Childhood Development (ECD) centers, 162 primary schools, 27 secondary schools, a Vocational Training Centre (VTC), and a Community Technology Access (CTA) Centre. Learner enrollment increased by 4.93% compared to 2023, totaling 317,508 students—145,379 females and 172,129 males. Notably, in 2024, WIU took on overall responsibility for Education in Emergencies in Bidibidi, one of Uganda's largest refugee settlements. Furthermore, new operational initiatives were launched in Napak District, located in the Karamoja sub-region, aimed at supporting the resettlement and integration of street children.

In primary education, 10,417 learners sat for the Primary Leaving Examinations with a pass rate of 88.9%. Kiryandongo and Palabek were the top-performing settlements, with pass rates of 98.7% and 96.6%, respectively. Secondary education enrollment nearly doubled to 26,432 learners. In the Ordinary Level exams, 3,298 students participated under the new curriculum, achieving a 97.1% pass rate. At the Advanced level, 682 students registered, with 67.3% receiving principle passes for tertiary education. WIU's ECD program reached 31,827 children, and school feeding programmes increased attendance from 71% to 92% by improving nutrition and retention.

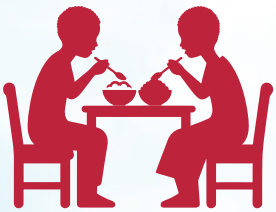
To support refugee learners from non-English-speaking countries, WIU implemented the Language for Resilience initiative, which trained 935 teachers and 79 school leaders in inclusive pedagogy.



In 2024, we provided inclusive, equitable education to **317,508 learners** across **290 educational institutions** in **7 refugee settlements** and host communities



New operational initiatives were launched in Napak District, located within the **Karamoja sub-region,** to support the **resettlement and integration of street children**



School feeding programmes increased attendance from 71% to 92% by improving nutrition and retention.

Scholarship access remained essential, with 1,068 students supported through partnerships with organizations like UNHCR, WUSC, the University of Kisubi, and Windle Trust International. Although this was a decrease from 1,587 scholarships in 2023, WIU focused on high-potential and vulnerable learners, including those with disabilities. Other initiatives included producing reusable sanitary pads for girls, offering Technical Vocational Education and Training, and providing mental health support, engaging over 1,000 young people in skills training and fostering resilience.

WIU's 2024 performance showcases the power of inclusive education in humanitarian settings. From early learning to university access and teacher training to school nutrition, WIU's model empowers vulnerable learners to thrive, regardless of their circumstances.

I would like to thank our partners for supporting the various interventions that make a genuine difference in the lives of young people.

Andrew Emmanuel Omara
Executive Director

1.0 BACKGROUND TO WIU

1.1 Who We Are

Windle International Uganda (WIU) is part of Windle International (WI), a charitable organization established under the United Kingdom (UK) Charities Act 2011, with its headquarters located in Oxford, UK. WI was founded by Dr. Hugh Pilkington Windle in 1977 in Nairobi, Kenya, with the mission of supporting refugees in accessing education. Today, WI operates in Uganda, Kenya, and Somalia, and it has a sister organization functioning in South Sudan and Sudan.

As an international non-governmental organization, WIU is dedicated to providing inclusive, equitable, and quality education to refugees and host communities throughout Uganda. The organization works in 12 refugee settlements, which include Kiryandongo, Adjumani, Palabek, Palorinya, Rhino Camp, Imvepi, Bidibidi, Kyangwali, Nakivale, Oruchinga, Rwamwanja, and Lobule.

In collaboration with the Office of the Prime Minister (OPM), UNHCR, and a wide range of education and development partners, WIU addresses the urgent and evolving educational needs and skills training for young people across the country.

Guided by the belief that education transforms society, WIU supports access to learning at all levels—from pre-primary, primary and secondary education to higher education scholarships and vocational skills training. These programmes are designed not only to bridge the education gap but also to empower refugees and individuals affected by conflict to achieve their full academic potential and to make meaningful contributions to their communities and national development.

In 2024, WIU served 317,508 learners (145,379 females and 172,129 males), providing equitable and inclusive educational opportunities in all areas of operation.



We work in
12 refugee settlements
which include:

- Kiryandongo
- Rwamwanja
- Rhino Camp
- Kyangwali
- Oruchinga
- Adjumani
- Palorinya
- Nakivale
- Palabek
- Kyaka II
- Bidibidi
- Imvepi

In 2024, we served
317,508 learners
145,379 females
172,129 males

1.2 Vision, Mission, Core Values, Tagline, The Focus



Vision

All young people are empowered, resilient and inspired through education and training to transform society.



Core values

WIU anchors its interventions on 6 values: Respect for individuals, Equity, Honesty and transparency, Professional conduct, Stewardship, and Excellence.



Mission

To provide opportunities and access, influence and advocate for quality education and training for refugees, the marginalised and conflict-affected communities to create lasting change in their lives and society.



Tagline

Education Transforms Society



The Focus

Early Childhood Development, primary, secondary, and tertiary education levels.

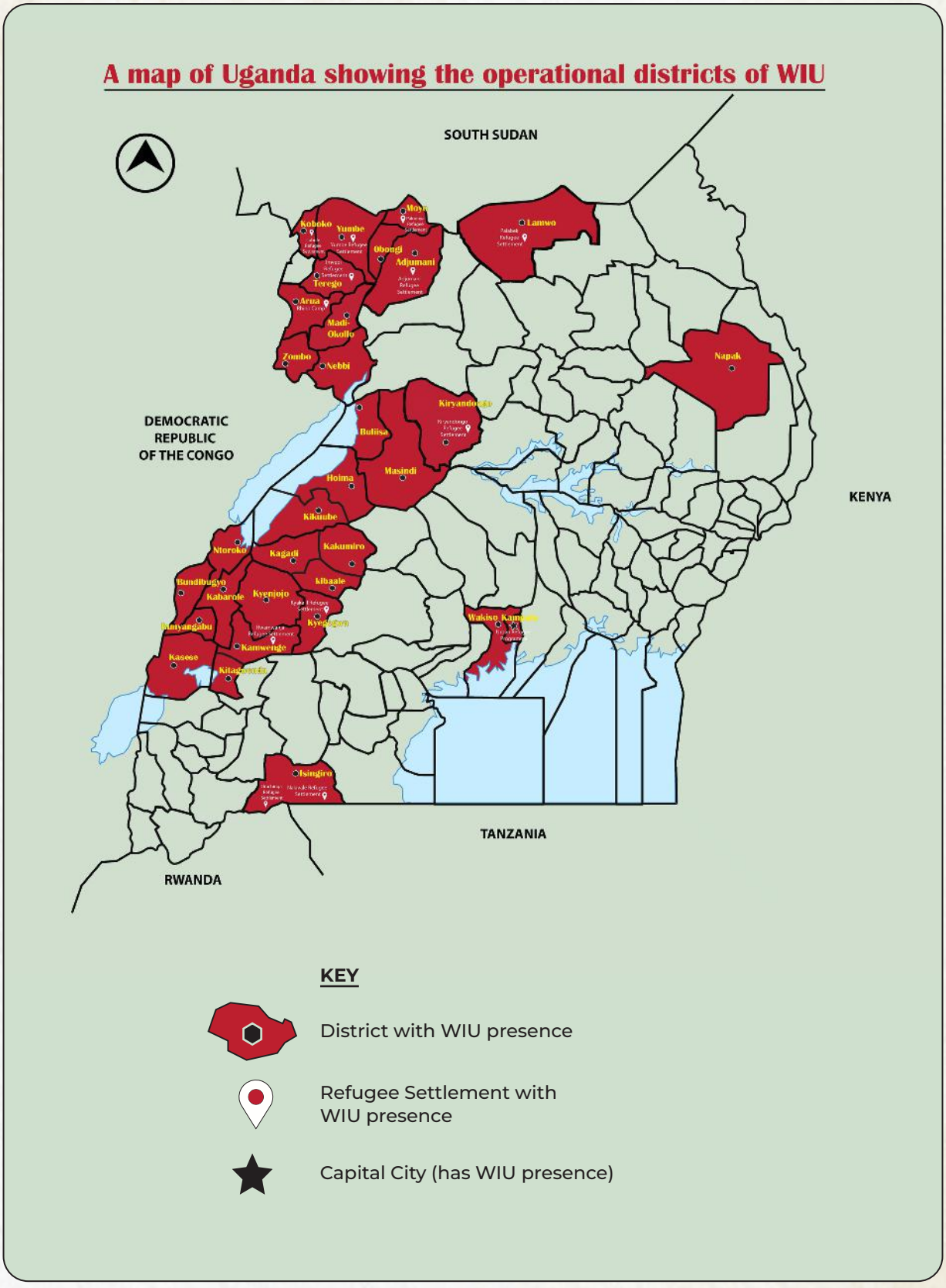
1.3 Programme Scope

The WIU programme is organised under 5 regions covering 12 refugee settlements, Kampala, and Napak district, Karamoja Region.

Table 1: WIU Programme Areas by Region

Intervention Regions	District	Settlements
West Nile	Adjumani, Madi Okollo, Obongi, Moyo, Maracha, Yumbe, Arua, Terego, Koboko	Adjumani, Rhino Camp, Bidibidi, Palorinya, Imvepi
Acholi	Lamwo	Palabek
Western	Kiryandongo, Buliisa, Masindi, Hoima, Kikuube, Kakumiro, Kagadi, Ntoroko, Kibaale, Bundibugyo, Kabarole, Kyenjojo, Bunyangabu, Kasese, Kitagwenda	Kiryandongo, Kyangwali
Central	Kampala, Wakiso	
Karamoja	Napak	
South Western	Kyegegwa, Kamwenge, Isingiro	Nakivale, Rwamwanja, Kyaka II, Oruchinga

Fig 1: A map of Uganda Illustrating the Five Programme Regions and Refugee Settlements they Encompass



1.8 Partnership at the Heart of Our Work

WIU maintains a deliberate and strategic approach to collaboration in the delivery of its interventions. Over the years, this has led to the establishment of strong partnerships with key stakeholders, including the Government of Uganda—particularly through the **Office of the Prime Minister's Department of Refugees, Ministry of Education and Sports**, **Development Partners, Humanitarian Agencies, the private sector and refugee and host communities.**

These partnerships are anchored in the shared belief that sustainable, high-impact results are only possible through collective effort. Each partner brings unique value, whether in policy, technical expertise, grassroots implementation, or community ownership, ensuring that WIU's programmes are not only effective but also inclusive and responsive to local realities.

THE REPUBLIC OF UGANDA
OFFICE OF THE PRIME MINISTER
Department of Refugees

THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND SPORTS

Windle Trust International

Windle International
Education Transforms Society

UNHCR
The UN Refugee Agency

European Union

DAFI

CONVOY OF HOPE

WUSC EUMC

Enabel

BRITISH COUNCIL

absa

UNIVERSITY OF KISUBI

EDUCATION CANNOT WAIT

ILO

POPULATION COUNCIL
Ideas. Evidence. Impact.

STRONGMINDS

theBigGive

LATTER-DAY SAINT CHARITIES
STRENGTHENING FAMILIES

PPI Kids
ppikids.org

Global Affairs Canada
Affaires mondiales Canada

BRIGHTWELL SUPPORTING REFUGEES

Book Aid International

The following are some of the Key Achievements and milestones that defined WIU's work in 2024:



The programme opened doors to **three additional schools in Napak district,** Karamoja Region



Supported **learners with Special needs** across the programme areas



WIU engaged and worked with **2,300 teachers** to deliver on learning outcomes



The programme scope was expanded to **12 Refugee settlements in 32 districts** having added Napak district in the Karamoja region in 2024



The team managed and closed **8 PSEA cases**



WIU facilitated University **scholarships for 33 students** who were resettled to **Canada**



Provided targeted training to **923 teachers** on **Child Protection and Safeguarding**

The WIU has achieved substantial success across various programme areas focused on boosting school enrolment and increasing participation among schools and institutions.

These rising numbers clearly demonstrate that our programmes create a significant impact on the lives of the communities we serve, leading to a heightened interest in joining this transformative journey.

A number of interventions were implemented across the broad thematic areas of the WIU programme; emerging issues and areas for urgent intervention were identified by the WIU teams and action taken to address them.

2.0 WIU Programme Implementation by Thematic Area

In line with our strategic priorities, Windle International Uganda carries out targeted interventions across key thematic areas of Education, Livelihoods and food security, Inclusion and Institutional development. Our approach ensures that each initiative not only supports specific programme goals and objectives but also contributes significantly to broader thematic outcomes and lasting impact.

The following are some of the key achievements and milestones that defined WIU's work in 2024:

2.1 Thematic Area One: Education

2.1.1 Effective Management of Educational and Training Institutions

In 2024, the WIU directly supported 290 learning institutions, including 99 ECD centres, 162 primary schools, 27 secondary schools, 1 Community Technology Access Centre (CTA), and 1 Vocational Training Centre (VTC).

Summary of institutions supported and the key outcomes of the partnership:



WIU expanded support to learning institutions from 219 in 2023 to 290 in 2024.
The growth in the number of learning institutions not only expands the WIU footprint but is an indication of the growing support for provision of Education in Emergencies.



27 Secondary Schools Supported.
Access to secondary education ensures learners are well prepared for vocational and tertiary education.



99 ECD Centres Supported.
99 Early Childhood Development Centres are a crucial element in getting children on the right learning path in life.



1 Vocational Training Centre.
Vocational training and skilling is an increasingly important area of interest within the national planning frameworks to build a core of artisanal practitioners and self reliant youth including refugees.



162 Primary Schools Supported.
Increased enrolment primary ensures that the WIU programme aligns with the national objective of universal access to education.

In partnership with the above institutions, WIU increased access to quality education for 317,508 learners, comprising 145,379 females and 172,129 males. Between 2023 and 2024, overall student enrollment increased by approximately 4.93%, rising from 302,586 to 317,508 learners. The growth in female students was about 4.27%, with numbers increasing from 139,424 to 145,379. In contrast, male enrollment grew by approximately 5.50%, from 163,162 to 172,129. This data indicates a slightly higher rate of increase among male learners compared to females over the year, reflecting positive trends in expanding access to education for both genders.

The table below presents the number of education institutions supported by WIU in 2024, along with corresponding enrolment figures across different education levels.

Institution	Gross Enrolment							Grand Total
	No of Schools	Refugees			Nationals			Refugees and Nationals
		Female	Male	Total	Female	Male	Total	
ECD Centers	99	13,826	13,543	**27,369**	2,302	2,156	**4,458**	**31,827**
Primary	162	89,998	106,870	**196,868**	30,313	31,917	**62,230**	**259,098**
Secondary	27	5,846	12,551	**18,397**	3,041	4,994	**8,035**	**26,432**
VTC	1	26	29	**55**	16	13	**29**	**84**
CTA	1	10	51	**61**	1	5	**6**	**67**
Grand Total	**290**	**109,706**	**133,044**	**242,750**	**35,673**	**39,085**	**74,758**	**317,508**

Table 2: Enrolment of Learners Per Education Level in 2024

WIU also recorded significant progress across its programme areas, marked by increased school enrolment and the addition of more schools and institutions to those supported by the organization. These upward trends reflect not only the growing demand for education in refugee and host communities but also the tangible impact of WIU's interventions. The rising interest in joining WIU-supported institutions is a clear testament to the trust built, the lives transformed, and the hope restored through our work.

WIU strives to ensure equal access to education for both male and female learners.



WIU also recorded significant progress across its programme areas, marked by **increased school enrolment and the addition of more schools and institutions** to those supported by the organization.

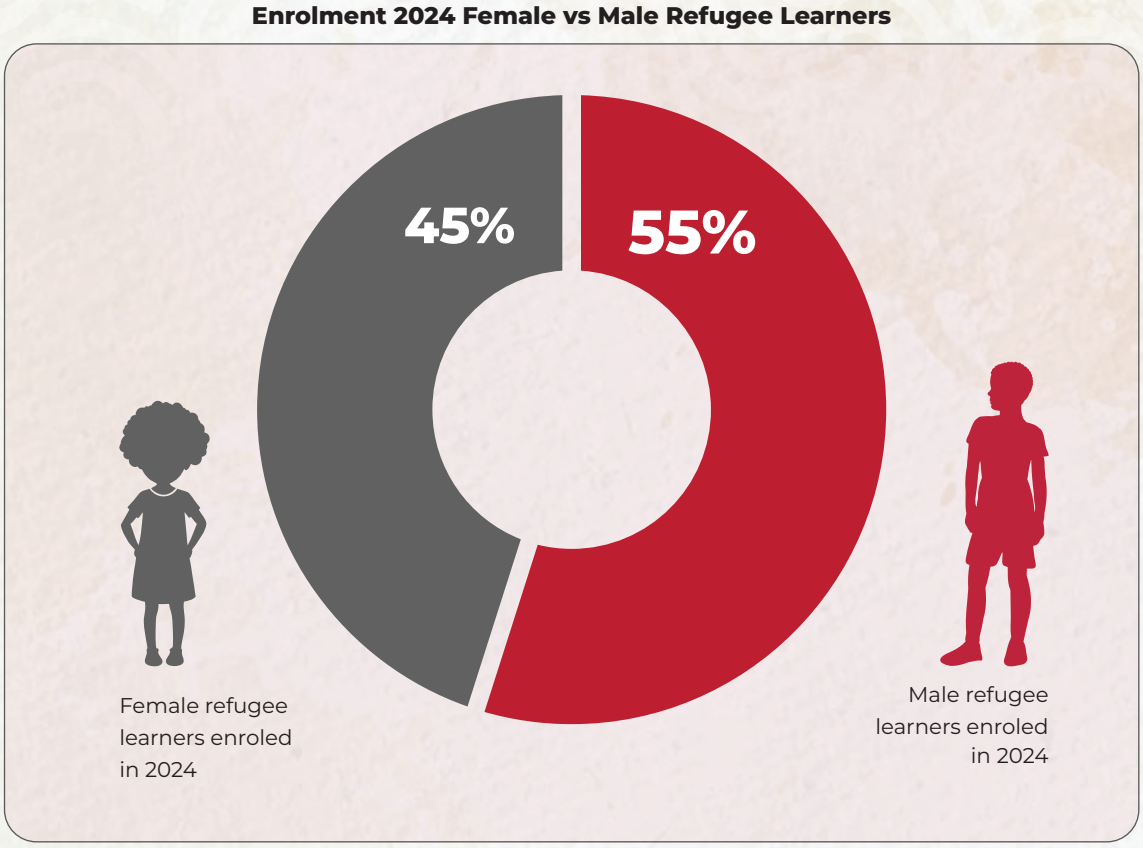


Fig 2: A chart showing the percentage enrolment of female and male refugee learners in 2024

In 2024, WIU scaled up the number of institutions under its support, reinforcing its commitment to widening access to education.

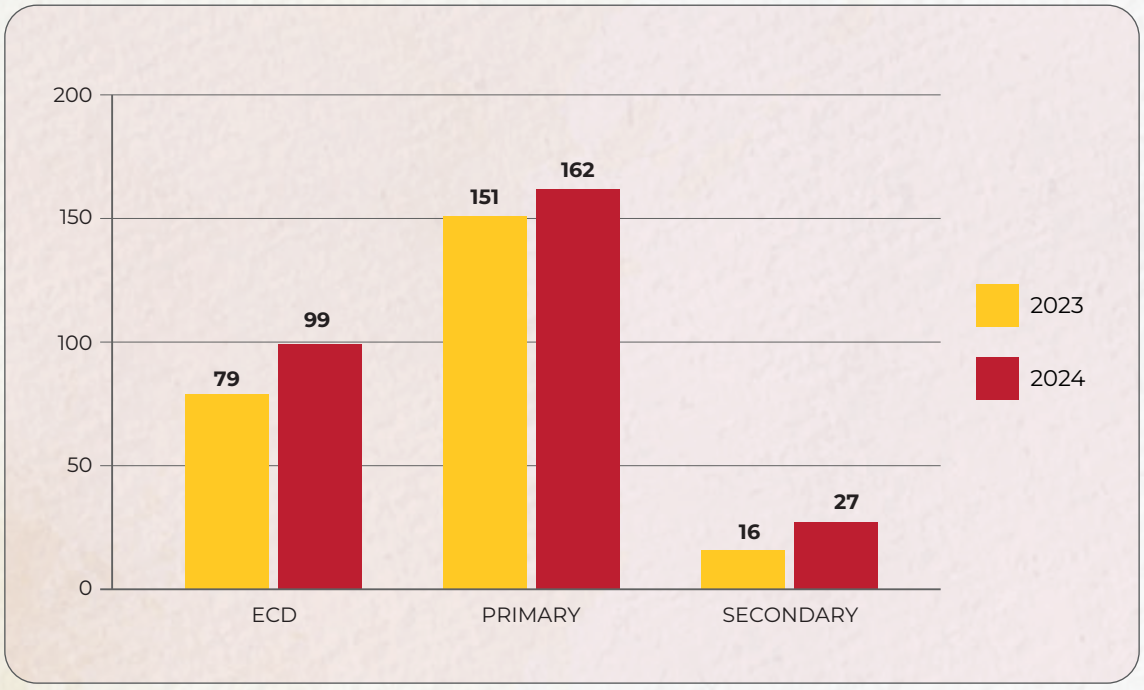


Fig 3: A graph showing the growth trajectory across different education levels in 2024

1.2 Primary Education

The programme supported 162 schools with a total enrollment of 259,098 learners, which included 120,311 females and 138,787 males. This initiative was backed by 3,075 teachers, among whom 92 were refugees living in the settlements. To enhance efficiency, 388 teaching assistants were recruited to assist not only with language translation for new refugees from countries where English is not the primary language of instruction but also to help manage large classrooms. The teacher-to-pupil ratio was 1:81, and the classroom-to-pupil ratio was 1:128, compared to the national standard of 1:53.



162
Primary Schools Supported

259,098
Total Enrolment of Learners

120,311
Female Learners

138,787
Male Learners

3,075
Number of teachers that supported the learners

92
of the teachers were refugees residing in the settlements

Performance in National Examinations

In 2024, 10,521 candidates registered across 158 primary schools. Of these candidates, 3,742 were female and 6,779 were male. Of those registered, 10,417 sat for the final examinations, while 104 were absent.

Category	Female	Male	Total
Mainstream Learners	3,554	6,508	**10,062**
Accelerated Education Programme (AEP)	170	245	**415**
Learners with Special Needs (PSN)	18	26	**44**
Total Registered Candidates	**3,742**	**6,779**	**10,521**

Table 3: Number of Candidates Registered

Among the candidates graded, the majority achieved Division II (3,739) and Division III (3,792), reflecting average to above-average performance. 71 candidates excelled with Division I. Meanwhile, 1,662 scored in Division IV and 1,153 failed (Division U). The 104 absent candidates were recorded as ungraded (Division X).

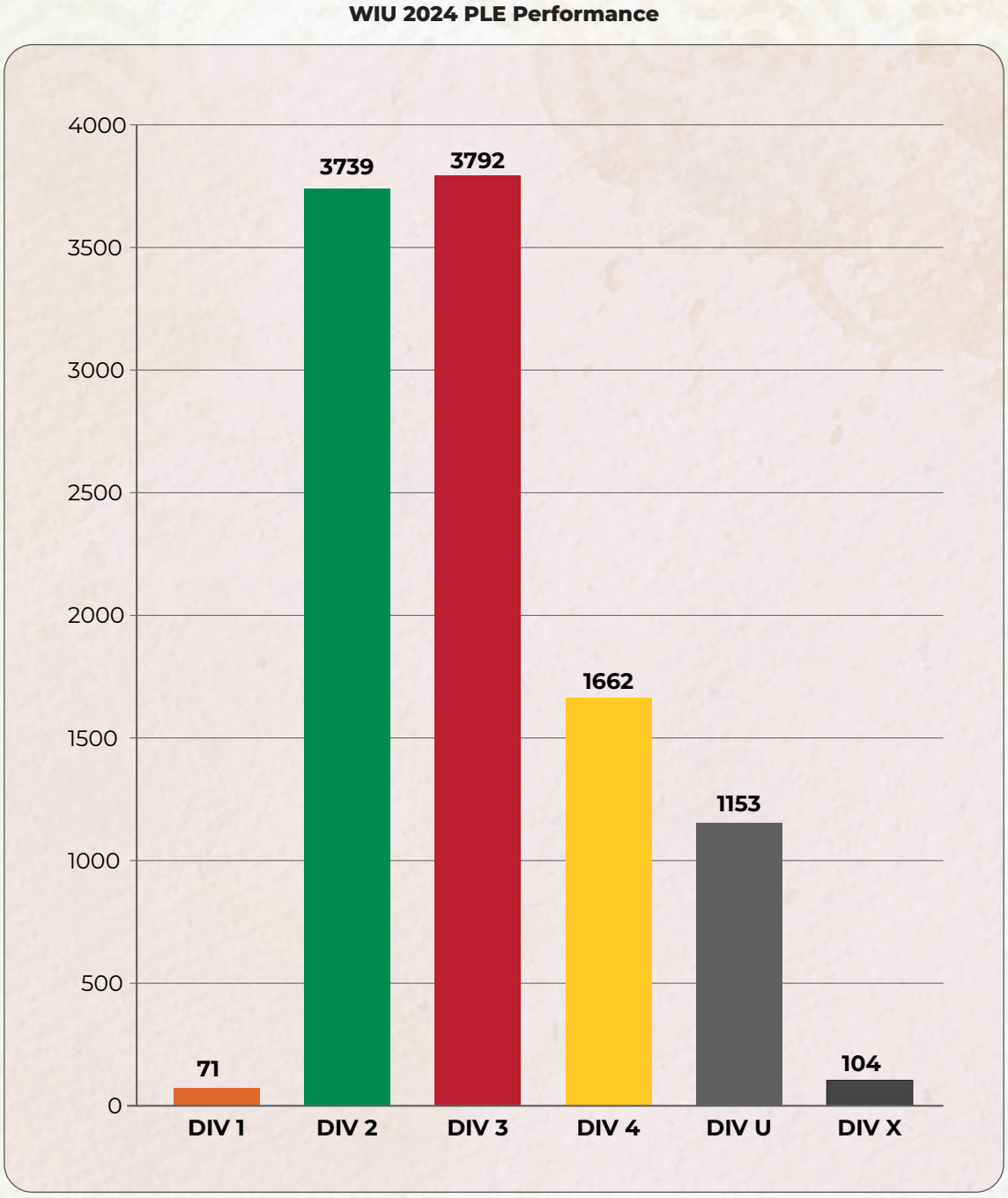


Fig 4: A graph showing the performance at PLE of the candidates who sat at WIU-covered schools in 2024

In 2024, the national Primary Leaving Examination (PLE) had a pass rate of 91.8%. Candidates supported by WIU achieved a pass rate of 88.9%. Among them, Kiryandongo Settlement excelled with an impressive 98.7% pass rate, followed closely by Palabek at 96.6% and Bidibidi at 91.2%. Rhino Camp recorded a pass rate of 88.5%, just slightly ahead of Adjumani at 88.4%. Palorinya and Imvepi had the lowest pass rates, at 84.2% and 82.8%, respectively. These results demonstrate the WIU philosophy that, when given the opportunity, even the most vulnerable children can successfully compete in education..

Pass Rates of PLE Candidates Registered Under WIU

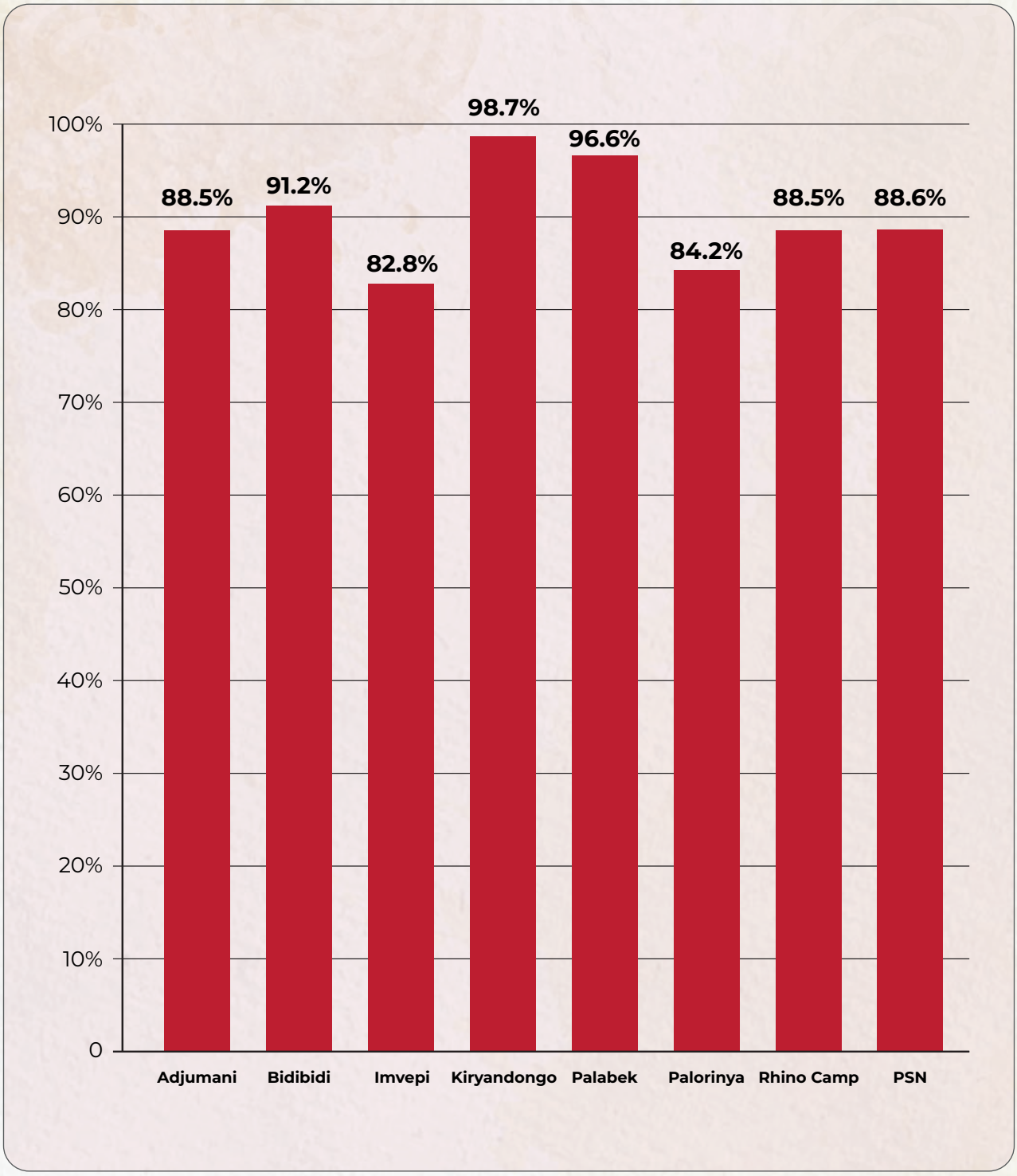


Fig 5: A Graph illustrating the pass rates of PLE candidates registered under WIU of 2024

2.1.3 Secondary Education

In 2024, WIU expanded its support to 27 secondary schools, an increase from 16 in 2023. As a result, enrolment rose from 14,571 in 2023 to 26,432 in 2024. Along with the expanded intervention, WIU also welcomed 220 new refugee arrivals from Sudan. To enhance learners' access to education, WIU partnered with Buffalo Bicycles and Absa Bank to distribute 613 bicycles to students across 9 secondary schools.

This initiative primarily aimed to support students, particularly girls, who travel long distances to and from school.



Specifically, Buffalo Bicycles provided 500 bicycles to seven schools in Bidibidi, while Absa Bank contributed 113 bicycles to two schools in Palabek.

This collaboration with our partners to ensured that refugee learners have the necessary means of transport to attend school.

Some of the bicycles distributed in partnership with Absa Bank in Palabek

Performance in UCE and UACE

In 2024, a total of 3,460 candidates registered for and participated in the examinations across three categories. The first cohort consisted of 1,074 females and 2,386 males. Among the candidates, 3,298 were students following the new curriculum, 160 were from the old curriculum, and 2 candidates with Special Needs (PSN) were also taking the exam under the new curriculum.

Category	Refugees			Nationals			Refugees and Nationals
	F	M	Total	F	M	Total	
New Curriculum	617	1,626	**2,243**	384	671	1,055	**3,298**
Old	52	64	**116**	21	23	44	**160**
PSN	0	2	**0**	0	0	0	**2**
Total	**669**	**1,692**	**2,359**	**405**	**694**	**1,099**	**3,460**

Table 4: Candidates who sat for exams under the new curriculum, the old curriculum and those with Special Needs

3,460
Candidates registered for and participated in the UCE in 2024

1,074
Female Students

2,386
Male Students

The ranking of various settlements based on their top-level scores shows that Adjumani leads with 38 "A" scores, followed by Rhino Camp with 19. Kiryandongo has the fewest "A" scores, with only two, while Bidibidi ranks just below Rhino Camp. Imvepi and Palabek have an equal number of "A" scores.

2024 UCE Performance Across Refugee Settlements

Location	As	Bs	Cs	Ds	Es	Absent	Ranking
Adjumani	38	464	2,044	1,243	39	0	1
Bidibidi	12	228	715	0	0	0	3
Imvepi	9	167	1,267	1,176	102	0	4
Kiryandongo	2	81	337	262	20	0	6
Palabek	9	152	976	962	108	1	5
Palorinya	7	339	1721	1,464	93	0	7
Rhino camp	19	452	1,883	1,494	101	0	2

Table 5: 2024 UCE Performance Across Refugee Settlements

682
learners at "A" level in seven refugee settlements

67.6%
General pass rate

67.3%
Scored a total 452 principle passes

In the same period, WIU registered 682 learners at "A" level in seven refugee settlements. The general pass rate stood at 67.6%.

2024 UACE Performance Across Refugee Settlements

A summary of the performance at UACE is provided below

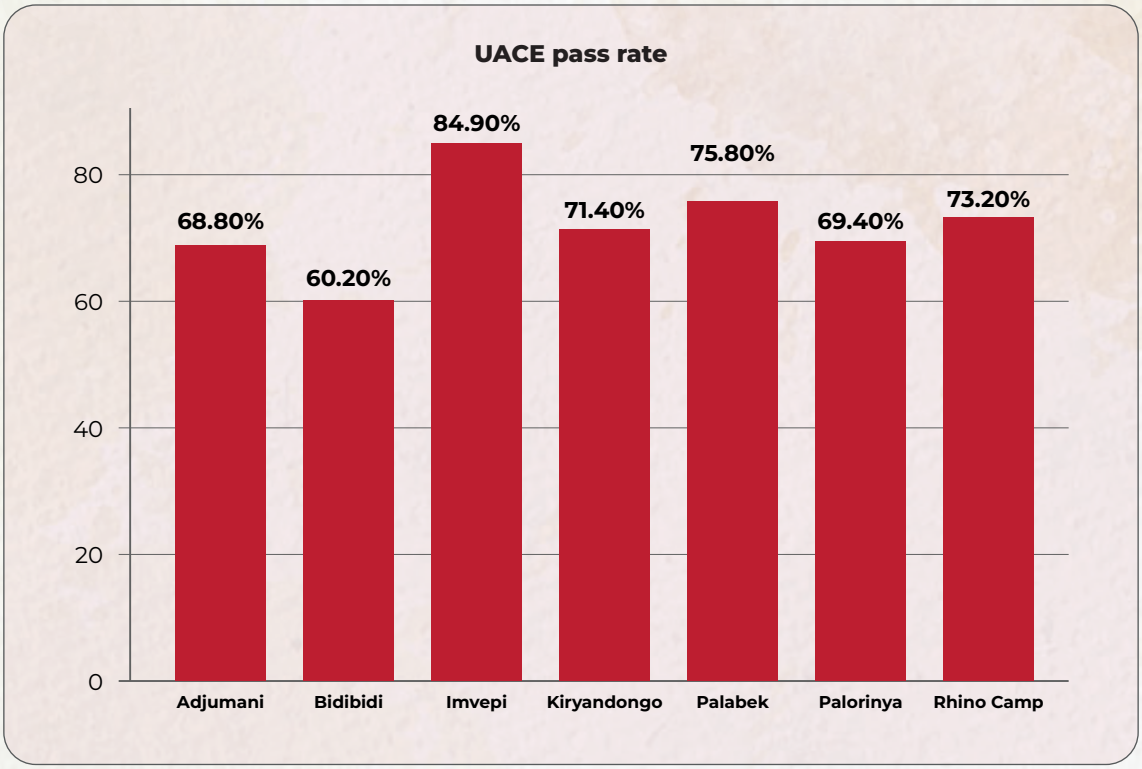


Fig 6: UACE Passrate Across Refugee Settlements in 2024

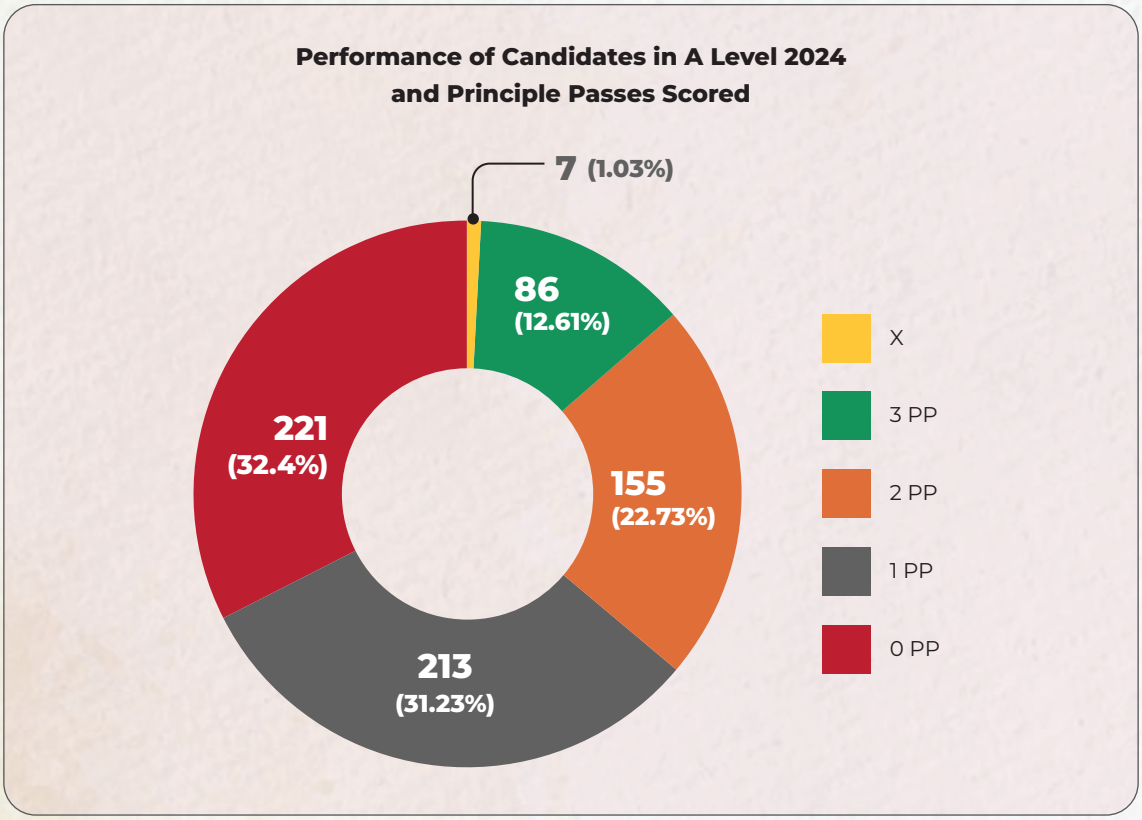


Fig 7: Number of Principle Passes in A Level 2024

The UACE pass rate graph shows varying performance across seven refugee settlements. Imvepi leads with the highest pass rate at 84.90%, indicating strong academic outcomes. In contrast, Bidibidi recorded the lowest at 60.20%. Other settlements such as Palabek (75.80%) and Rhino Camp (73.20%) also performed well, while Adjumani, Palorinya, and Kiryandongo fall in the mid-range. The noticeable disparity highlights the need for targeted interventions, especially in the lower-performing areas.

Location of School	PRINCIPLE PASSES (PP)	1 Principle Pass	2 Principle Passes	3 Principle Passes	X	TOTAL	PASS RATE
Adjumani	24	24	23	6	3	80	68.8%
Bidibidi	123	97	64	25	0	309	60.2%
Imvepi	8	20	16	9	0	53	84.9%
Kiryandongo	10	6	8	11	0	35	71.4%
Palabek	15	28	14	5	0	62	75.8%
Palorinya	30	27	18	23	2	100	69.4%
Rhino camp	11	11	12	7	2	43	73.2%
Grand Total	**221**	**213**	**155**	**86**	**7**	**682**	**67.3%**

Table 6: Summary of scores by candidates registered by WIU at "A' Level in 2024

2.1.4 Early Childhood Development (ECD)

Laying the Groundwork for Early Learning: Enrolment Growth, and the Impact of School Feeding

In 2024, WIU experienced notable growth in pre-primary school enrolment, a result of strengthened parental involvement in ECD centres, effective school leadership, and closer collaboration with local education stakeholders. This upward trend reflects a deepening community appreciation for the value of early education.

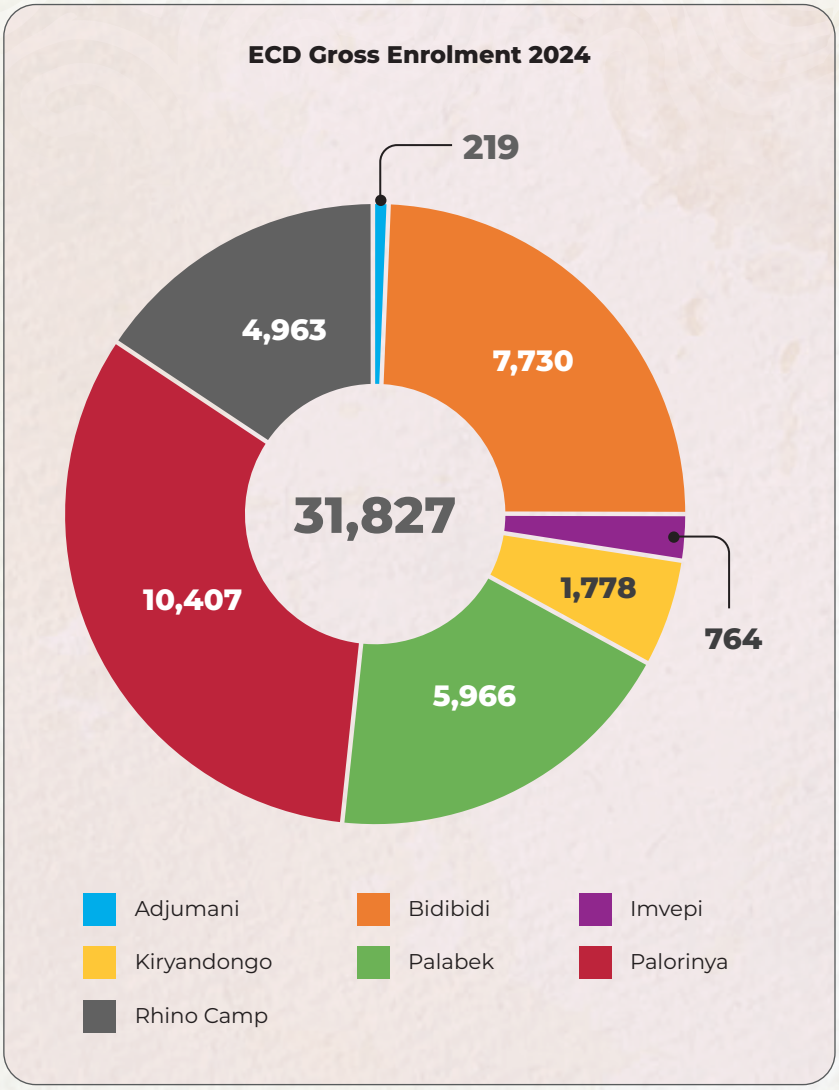


Fig 8: ECD Gross Enrolment 2024 by settlement

While the impact of the programme has been very noticeable, ECD remains an area for continuity as WIU considers its sustainability into the future.

Location of School	Number of supported ECD centres	Gross Enrolment
Adjumani	1	219
Bidibidi	28	7,730
Imvepi	3	764
Kiryandongo	6	1,778
Palabek	13	5,966
Palorinya	34	10,407
Rhino camp	14	4,963
TOTAL	**99**	**31,827**

Table 7: Number of ECD centres supported by WIU and their enrolment in different settlements

2.1.5 Scholarship Programmes

Widening Scholarship Opportunities

WIU collaborates with various partners to improve access to higher education. By working with relevant stakeholders, eligible learners undergo a competitive selection process to identify the most deserving students for support. Those with disabilities receive additional assistance to help them access a supportive learning environment tailored to their individual needs.

In 2024, WIU supported a total of 1,068 students through its scholarship scheme. WIU is deeply grateful to the partners who have remained committed to this cause, including the government of Germany through UNHCR, the Prodigal Preacher, the Student Refugee Programme (SRP) in collaboration with World University Services of Canada (WUSC), University of Kisubi (UNIK), Menyhert and Family, and Windle Trust International, among others.

WIU supported a total of 1,068 students in 2024 under the scholarship scheme.

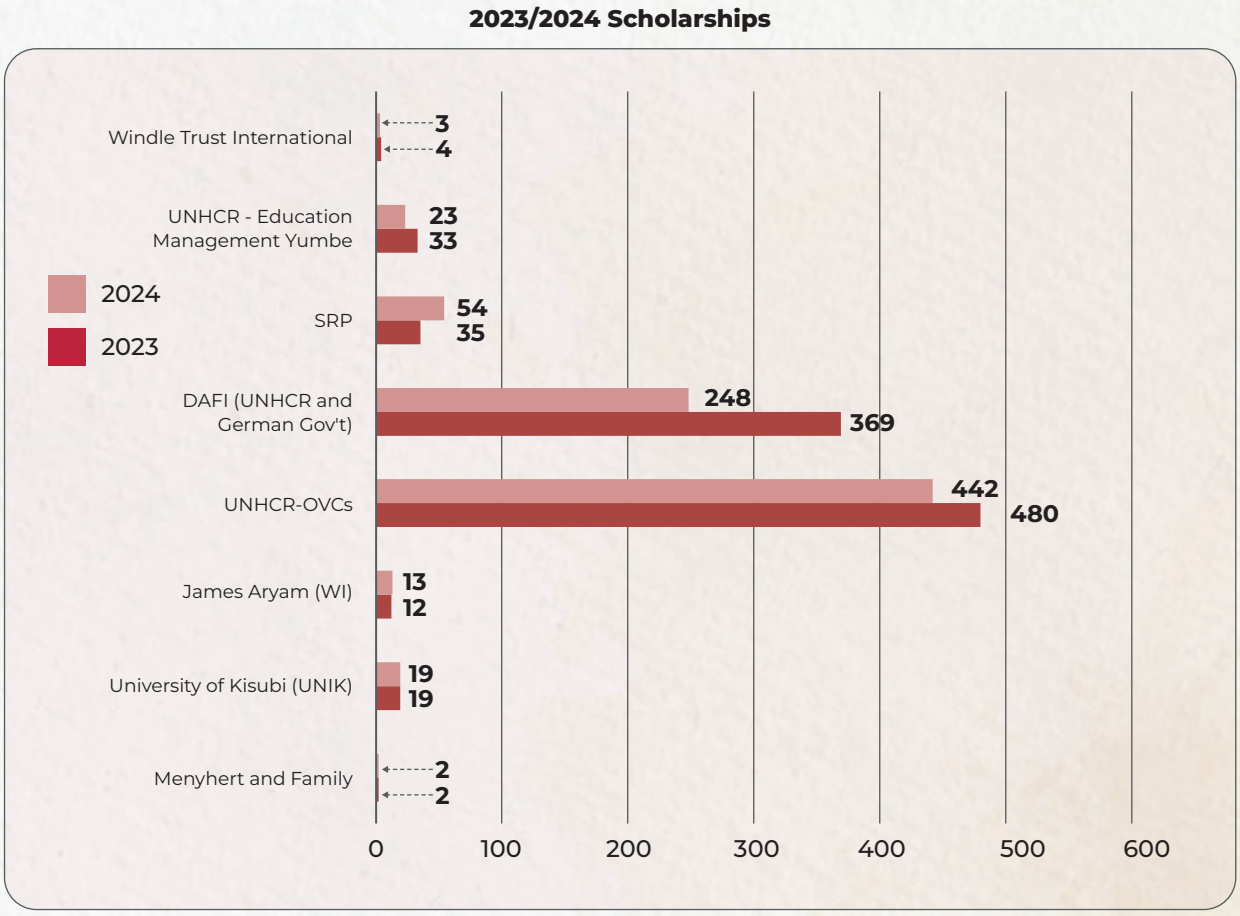


Fig 9: Graph showing partners and the number of scholarships offered in 2023/2024

2.1.6 Language for Resilience

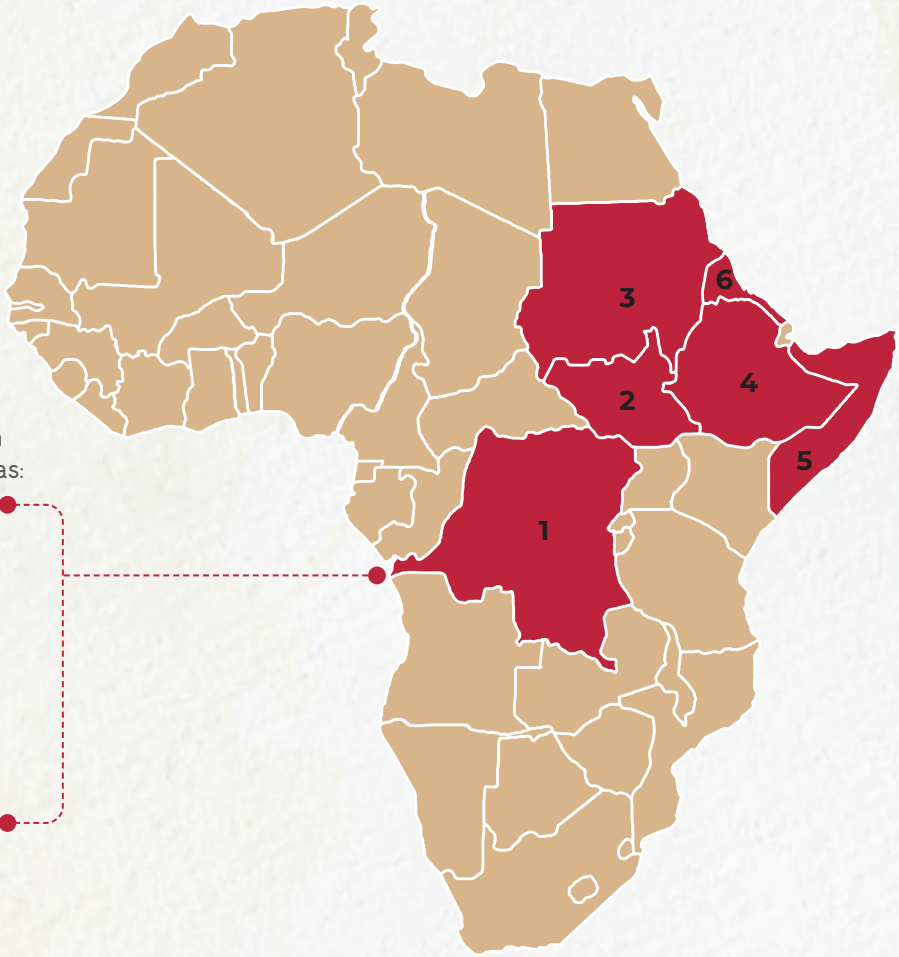
The Language for Resilience intervention is an initiative that focuses on strengthening Refugee and Host Community Learner Retention. The intervention is premised on the fact that Uganda continues to receive new refugee arrivals from non-English-speaking countries such as the Democratic Republic of Congo (DRC), Sudan, South Sudan, Somalia, Ethiopia, and Eritrea, among other countries, where English is not the primary language of instruction. In order to effectively integrate learners from such countries into the Ugandan education system, WIU, in collaboration with the British Council, trained 935 teachers and 79 school leaders from 81 schools on the effective use of English as a language of instruction.

The content covered included welcoming and supporting new arrivals, language-supportive strategies, scaffolding, monitoring of learners' progress, multimedia presentation, and deductive and inductive approaches in learning. WIU implemented the intervention across five settlements—Kyangwali, Rhino Camp, Imvepi, Palabek, and Adjumani, significantly enhancing access to education and improving learner retention in schools. Training for teachers and other key personnel remained a key intervention for WIU in 2024 to facilitate quality teaching and learning.

The intervention is premised on the fact that Uganda continues to receive new refugee arrivals from non-English speaking countries such as:

1. DRC
2. South Sudan
3. Sudan
4. Ethiopia
5. Somalia
6. Eritrea

among other countries



Category	Refugees			Nationals			Overall
	Female	Male	Total	Female	Male	Total	
Teachers	40	104	144	288	424	712	856
School leaders	5	17	22	24	33	57	79
Total	**45**	**121**	**166**	**312**	**457**	**769**	**935**

Table 8: Number of teachers and school leaders trained to facilitate the bridging scheme under the Language for Resilience Intervention

New learners from Sudan undergoing a language-bridging course in English



From Language Barrier to Leadership:
A Case Study of Emmanuel's Resilience and Hope

When 12-year-old Emmanuel Norman fled South Sudan with his grandmother and two sisters in 2017, he carried little more than hope and native fluency in Kakwa, a language not commonly used for instructions in Ugandan classrooms. Adjusting to life in the Imvepi Refugee Settlement was hard enough. But learning in a language he didn't understand made the transition even harder.



Enrolled initially in Longmere Primary School, Emmanuel struggled to keep up, and so did his family financially. With termly contributions exceeding what his grandmother could afford, his education was at risk of disruption. Then, in 2024, they made a critical decision: transferring Emmanuel to Emmanuel Primary School, where the termly contribution was lower and support systems stronger. It was a turning point.

Here, Emmanuel found not only a more affordable school but also a nurturing community and an intervention that would change his path: the English Catch-Up Club. Implemented by WIU with support from the British Council, the Language for Resilience project aids learners like Emmanuel who arrive with limited English proficiency.

The catch-up sessions, held every Tuesday and Thursday, are anything but conventional. Learners sing, tell stories, reflect on shared experiences, and explore concepts in ways that are engaging, inclusive, and empowering. For Emmanuel, it became a space of joy and transformation.

"I love the English catch-up classes because they are the light version of learning," Emmanuel says. "We understand concepts better through singing, sharing, and our teacher's guidance. Now, we also help our new friends feel at home."

Emmanuel's class received 20 new refugee learners, most of them Kakwa speakers, who joined the school. Emmanuel became their guide and advocate. Once shy and unsure, he now reads questions aloud in English, translates for his classmates, and is a classroom champion. His favorite subject is science, but it's English that has unlocked his confidence and leadership.

> **"I love the English catch-up classes because they are the light version of learning. We understand concepts better through singing, sharing, and our teacher's guidance. Now, we also help our new friends feel at home.**

"Now, I'm not just learning. I'm helping others learn, too."

Emmanuel's story illustrates the true impact of WIU's inclusive, learner-centred approach: when language becomes a bridge instead of a barrier, children thrive and lift others with them.

2.1.7 Support for Resettled Street Children in Karamoja

In 2024, WIU expanded its inclusive education programming to Napak District, in response to an invitation by the District Local Government to support three primary schools with a high concentration of formerly street-connected children. The schools, Lokodiokodoi, Lotome Girls, and Loodoi Primary—now serve as safe learning spaces for over 3,400 learners, including more than 450 children who were relocated from the streets of urban centres across Uganda.

Building on its extensive experience in Education in Emergencies, WIU responded swiftly to the reintegration needs of these vulnerable learners.

A rapid situational assessment informed an immediate intervention: learners were supported with essential personal items such as mattresses, blankets, and hygiene supplies to ease their transition into the school environment.

Recognizing the trauma many of these children had faced, WIU also provided psychosocial support training for teachers, equipping them to handle integration with empathy, structure, and care. These efforts are helping to rebuild a sense of stability, dignity, and belonging among children who have long been on the margins of formal education.



Left to right: Mr. Simon Daale, Director of Programmes at WIU, Ms. Joyce Nakoya DEO Napak, Mr. Andrew Omara, Executive Director of WIU (centre); and former RDC Napak Mr. Denis Okori handing over materials to pupils of Lokodiokodioi in Napak.district

2.2 Thematic Area Two: Livelihood and Food Security

2.2.1 Agriculture Programming

Strengthening Learning Through Food Security and Community Agriculture

To strengthen the long-term impact and sustainability of its education interventions, WIU expanded its agriculture programming in refugee-hosting communities, recognizing that food security is essential to consistent learning outcomes and community resilience.



We piloted a community-driven school garden model in Imvepi and Palorinya settlements, engaging 324 community volunteers in the revitalization and maintenance of school gardens. These volunteers were trained not only to support food production at schools but also to replicate sustainable farming practices at the household level, promoting knowledge transfer, ownership, and long-term food security within the community.

The intervention included the installation of a small-scale irrigation system in one school, allowing for year-round cultivation across two acres and increasing the resilience of local food systems. In total, 55 acres were cultivated at the school level, producing 11,858 kilograms in yields, while household plots across the community covered 123.3 acres, yielding 26,272 kilograms of food.

These revitalized gardens ensured a more stable and nutritious food supply, which in turn enabled schools to extend their feeding programmes beyond Early Childhood Development and lower primary classes. Thanks to contributions from community volunteers, schools were able to include Primary Seven candidates—a critical group often overlooked in school feeding programmes—during their exam preparation period.

This integrated approach led to significant results. Participating schools reported improved attendance, greater learner concentration, and enhanced academic performance, with 2024 Primary Leaving Examination candidates showing marked improvement compared to previous years.

By linking education to food security and community engagement, WIU continues to demonstrate that holistic, locally owned solutions are key to empowering refugee and host communities to build resilient, self-sustaining futures.



A community volunteer tends to a school garden in Palorinya Settlement

2.2.2 Child Feeding and Nutrition

A nutritious meal is a critical prerequisite for effective learning, particularly among young children. WIU, in collaboration with Convoy of Hope (COH), expanded its school feeding programme to better support early learners, particularly those most at risk. The initiative now delivers a daily serving of nutritious porridge to children across 19 Early Childhood Development (ECD) centres and 22 lower primary schools located in Kiryandongo, Palorinya, Imvepi, and Rhino Camp.

The school feeding programme has thus not only addressed immediate nutritional needs but also removed a major barrier to early education. For many children, this daily meal has made the difference between staying at home and participating fully in school life. The intervention has created a more equitable learning environment where children are better prepared physically and mentally to learn, interact, and grow.



Learners enjoying food at school

By the end of the year, the school feeding programme reached 39,559 learners, with attendance improving markedly from 71% in Q1 (January to March) to 92% in Q4 (October to December). The meals, fortified with essential micronutrients, addressed dietary deficiencies while supporting children's overall well-being and cognitive development.

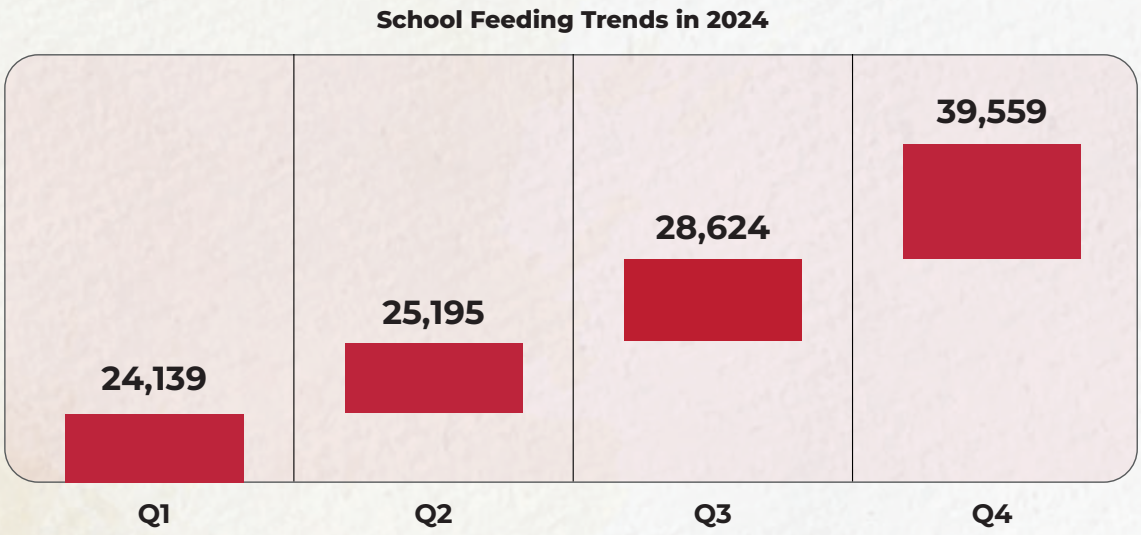


Fig 10: School Feeding Trends in 2024

2.2.3 Employability

Empowering Youth Through Innovation and Enterprise

We continued to strengthen youth resilience by nurturing community-based innovations that respond to real social and economic challenges. Through guided mentorship, young people in both refugee settlements and host communities were supported to grow ideas into viable, income-generating social enterprises.

A total of 29 youth groups comprising 213 young people, across Uriama, Omugo, Odupi, Rigbo sub-counties and the Ofua and Omugo zones were mentored to turn local challenges into opportunities for self-reliance. From briquette production and energy-saving stoves to agribusiness, plastic recycling, and reusable sanitary pads, these innovations reflect the creativity and potential of refugee and host community youth when given the tools and support to thrive.

By embedding entrepreneurship in social impact, WIU is not only building the capacity of youth to lead but also contributing to sustainable livelihoods, climate resilience, and community development. Continued engagement with local government and youth leadership structures ensures that the momentum of these efforts carries forward, creating a ripple effect across communities.

Members of Gbalala Agribusiness Youth Group in Rigbo Sub-country, prepare seedlings for transplanting — one of several youth-led social enterprises supported under WIU's employability efforts.





A WIU Peer-to-peer advisor (in a red t-shirt) interacting with members of the community in Kampala

Peer-to-Peer

This innovation was designed to equip refugee community leaders, youth ambassadors, and other influential local personalities with the capacity to act as scholarship information hubs within their communities. Methodologies used include community forums, information help desks, print media, and community-based training sessions. These have proved instrumental in bridging the scholarship information gap.

Implemented across Kampala, Arua, Adjumani, and the South-Western region, 421 youths benefited from a mix of large group sessions, online forums, and one-on-one guidance, receiving practical information on available opportunities.

The project also introduced targeted training to build employability skills such as CV writing, drafting motivation letters and personal statements, compiling academic records, and preparing for interviews. For those applying to universities, individualized support ensured competitive submissions.

By combining access to information, we not only improved access to education but also positioned young people—especially refugees, for greater readiness in both academic and employment pathways.

2.2.4 TVET and Enterprise Skills Development

Shaping Futures: Where Skills Meet Purpose and Play

Through its innovative model of "Vocationalizing Secondary Education," WIU is creating meaningful opportunities for youth to grow not only in knowledge but also in life skills and community values. In 2024, this model reached 1,174 learners, empowering them with practical competencies that enhance employability, foster self-reliance, and inspire a strong sense of purpose. The learners are skilled in plumbing, welding and metal fabrication, tailoring and fashion design and plumbing.



A Senior Three learner welds a bed to be used at Rhino Camp High School, where vocational skilling is central to the learning model—equipping students with practical skills that support both their education and their community.

This approach integrates hands-on skills training into the school experience, ensuring that young people graduate with tools to navigate both the world of work and the demands of daily life.

Additionally, central to our skilling pillar is the Vocational Training Centre (VTC) and the Community Technology Access (CTA) Centre in Kiryandongo. These vibrant spaces combine formal learning with real-world skills. Here, youth explore a diverse range of trades and technologies, including tailoring, carpentry, computer literacy, and digital communication.

A Vocational Training Centre (VTC) and Community Technology Access (CTA) Centre in Kiryandongo where youth explore a diverse range of trades and technologies:



tailoring



carpentry



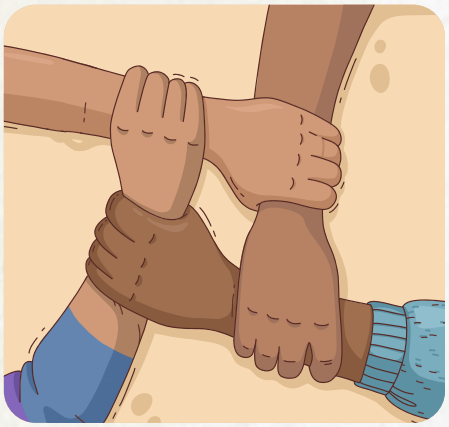
computer literacy



digital communication

In addition to acquiring technical expertise, students develop:

Teamwork



Problem-solving skills



Leadership skills



These contribute to their personal growth and enable them to positively impact their communities.

In 2024, 1,092 youth, including both refugees and nationals, participated in a variety of activities such as indoor and outdoor games, digital access through DStv and the internet, and practical skills training. These activities went beyond mere recreation; they promoted psychosocial well-being, uncovered talents, built confidence, and strengthened teamwork. Importantly, they also fostered peaceful coexistence among young people from different backgrounds, laying the groundwork for stronger, more united communities.

Institution	Refugees		Nationals		Total
	Female	Male	Female	Male	
Indoor Games	6	76	0	0	**82**
Outdoor Games	20	840	0	24	**884**
ICT Training	13	73	0	6	**92**
Brass Band Training	4	20	4	6	**34**
Total	**43**	**1,009**	**4**	**36**	**1,092**

Table 9: Number of youth from Kiryandongo who participated in co-curricular activities in 2024



Youth beneficiaries above exhibiting talents in Music, Dance and Drama in Bidibidi settlement

The Ugandan Minister for Disaster Preparedness and Refugees, Hon. Eng. Hillary Onek (centre, in a cap and grey suit) and the Netherlands Ambassador, Amb. Frederieke Quispel (7th from the right), engaged with Kiryandongo VTC students



2.3 Thematic Area Three: Inclusion

Creating Safer, Stronger Education Systems for All

In 2024, WIU reaffirmed its commitment to creating safe, inclusive, and equitable learning environments across all levels of education, from early childhood development to primary, secondary, and post-secondary education. Working closely with the Ministry of Education and Sports and a broad network of partners, WIU advanced interventions that address the structural and social barriers that compromise learner safety and participation.

A central focus was tackling Violence Against Children (VAC) in schools. WIU engaged stakeholders in the co-design and implementation of initiatives aimed at shifting harmful norms and fostering more protective school cultures. Teachers across education levels were trained in social and emotional learning, gender-responsive pedagogy, child safeguarding, and health and safety protocols, equipping them with practical tools to support learner well-being and inclusion.



Stakeholders in Kyegegwa district participate in an inception workshop to create safer education systems

Sexual Violence Against Children (SVAC)

WIU, in collaboration with the Population Council of Uganda, has taken significant steps to address the critical issue of Sexual Violence Against Children (SVAC) in refugee settings. This initiative is guided by the fundamental belief that every child deserves to grow and learn in a safe and protective environment. This effort was informed by findings from the first-ever SVAC conducted in a humanitarian setting, which revealed alarming levels of emotional, physical, and sexual violence across Uganda's refugee settlements. The survey found that nearly 50% of females and males aged 18–24 had experienced at least one form of violence before the age of 18, underscoring the urgent need for action.

Additionally, a prior assessment conducted by the Population Council identified widespread instances of SVAC/VAC, with Kiryandongo Settlement reporting the highest incidence. In response to these findings, WIU launched a pilot intervention in two randomly selected schools to better understand and address the issue.

Findings from the first VACS in a humanitarian context revealed high levels of emotional, physical, and sexual violence in Uganda's refugee settlements. The survey indicated that nearly 50% of individuals aged 18–24 experienced some form of violence before turning 18, highlighting the urgent need for action.

In response to the findings, WIU launched a pilot intervention in two selected schools to gain a deeper understanding of and address this critical issue. Over four months, the initiative identified and profiled 112 cases of SVAC through systematic screening and community sensitization. Survivors received support through referrals to specialized protection partners for legal assistance, psychosocial care, and ongoing case management, ensuring that their immediate needs were met while laying the foundation for long-term healing and justice.

To enhance prevention efforts and encourage collective responsibility, WIU organized a community dialogue involving parents, educators, and local stakeholders, presenting the findings of the pilot project and fostering open discussions on how families, schools, and communities can work together to protect children.



The survey showed that nearly
50% of Females & Males aged 18–24
had experienced at least one form of violence before the age of 18—highlighting the urgent need for action

This intervention reflects WIU's broader commitment to integrating child protection into educational programming and addressing the structural and cultural factors that drive violence. As we look ahead, the lessons learned from this pilot will inform our efforts to scale survivor-centered, evidence-based responses in other high-risk settings, ensuring that safety, dignity, and hope remain central to every child's educational journey.

Over 4 months, the initiative identified and profiled

112 cases of sexual violence against children

(SVAC) through systematic screening and community sensitization.

Support for Learners with Disabilities

Creating safe and inclusive schools means ensuring that every child, regardless of their abilities, has access to a learning environment where they feel valued, protected, and supported. In refugee settings, children with disabilities often face multiple barriers, including stigma at home, inadequate support at school, and social exclusion in the community.

We directly supported 289 learners with disabilities. By working closely with teachers, parents, and community members, we fostered more responsive learning environments tailored to individual needs.

These collective efforts are contributing to a growing shift: schools are becoming safer and more inclusive, teachers are better equipped to meet diverse learning needs, and communities are beginning to champion the right of every child—regardless of ability to access quality education.



Creating safe and inclusive schools means

ensuring that every child, regardless of ability, has access to a learning environment where they feel valued, protected and supported

Turning Stigma into Strength:
Empowering Parents to Champion Inclusive Education in Adjumani

In many refugee communities, children with disabilities continue to face exclusion, often kept out of school, misunderstood, and viewed through the lens of stigma. Deep-rooted cultural beliefs and the absence of support systems have long silenced their potential. But in Adjumani, a powerful movement has begun—led not by policy, but by parents.

WIU, the lead education partner for UNHCR in West Nile, recognized that promoting inclusive education would require more than infrastructure and training.

It would mean confronting social norms and rebuilding trust within families of children with disabilities. At the heart of this transformation is WIU's Inclusion Officer, Hellen, who, drawing on her own lived experience as a person with a disability, has played a central role in guiding this change. Through regular engagement with parents, home visits, and sensitization sessions, Hellen Birungi became a trusted voice and advocate, challenging the silence that had kept so many children in the shadows.

WIU's Inclusion Officer, Hellen Birungi (second right) in Adjumani, conducts a home visit with parents of children with disabilities. Her field engagement has been key to breaking stigma, building trust, and empowering families to embrace inclusive education.



These dialogues established the foundation for the Voice of Parents Association – Adjumani Settlement (VOPAAS), a grassroots initiative led by parents advocating for the rights, dignity, and inclusion of children with special needs. Officially registered in March 2025 as a Community-Based Organization (CBO), VOPAAS has grown to become a significant force within the community.

The members, who were once uncertain and isolated, are now active leaders who actively participate in school meetings, organize awareness campaigns, and advocate on occasions such as World Cerebral Palsy Day and Autism Awareness Day. With the continued support of WIU, VOPAAS has mobilized resources to provide educational materials, hygiene supplies, and mentorship to learners with disabilities. Families have also been connected to livelihood programs through partners like Jesuit Refugee Service and World Vision, which helps reduce household vulnerability and creates more stable learning environments for their children.

Scholarships secured through WIU have enabled children with disabilities to transition into secondary and vocational training, demonstrating that economic barriers do not have to dictate a child's future. Additionally, public awareness initiatives, including radio talk shows and outreach campaigns, have helped challenge stigma and shift mind sets throughout the settlement.



WIU's Inclusion Officer, Hellen Birungi, in Adjumani, reviews progress on disability-inclusive education programming.

Hellen's leadership has been instrumental in nurturing this ecosystem of care and advocacy. Her close collaboration with schools, communities, and partner organizations has improved disability identification and referral processes, strengthened data collection, and ensured that children with disabilities are not only enrolled but meaningfully supported.

Hellen's close collaboration with schools, communities, and partner organizations has improved disability identification and referral processes, strengthened data collection, and ensured that children with disabilities are not only enrolled but meaningfully supported.

Today, children who were once side-lined are stepping into classrooms with confidence. And through the voices of their parents and the steady, committed work of inclusion advocates like Hellen, a new message is taking root in Adjumani: every child belongs, every child can learn, and every child matters.

Mental Health and Psychosocial Support (MHPSS)

Mental health and wellness monitoring has become an increasingly urgent priority in society, particularly within refugee communities. Many newly arrived refugees carry the heavy burden of Post-Traumatic Stress Disorder (PTSD) due to traumatic experiences in their countries of origin.

Unfortunately, many individuals are reluctant to discuss their past traumas. PTSD can manifest in aggressive behaviors, including fights and violence, which have sometimes resulted in tragic fatalities. To address this issue, WIU has initiated youth-led events focused on fostering self-resilience among refugee youth. These events promote peaceful coexistence and raise awareness about Protection from Sexual Exploitation and Abuse (PSEA) as well as mental health challenges.



Menstrual Hygiene Management

Empowering Girls Through Menstrual Health Support

Managing menstrual hygiene is key to keeping vulnerable girls in school and enabling them to focus fully on their learning. In 2024, WIU in collaboration with partners including UNHCR, Brightwell Supporting Refugees prioritized menstrual health as a central part of its education programming.

In Kiryandongo, this support was directed particularly toward new arrivals from South Sudan. Emergency sanitary towels were provided to 174 girls at Kiryandongo High School, while 60 learners received practical, hands-on training in reusable pad making at Rhino Camp High school. These trainings equip girls with a sustainable alternative to disposable pads, fostering both hygiene and self-reliance.

Beyond offering hygienic solutions, this initiative is breaking cycles of dependency and restoring dignity. Girls who would otherwise miss school during their periods are now able to participate fully in lessons, extracurricular activities, and school life—confident, focused, and present.

This collective effort continues to foster an inclusive learning environment where barriers to education are lowered, and every girl is empowered to pursue her potential—her future defined not by circumstance, but by ambition.





Students at Rhino Camp High School learn to make reusable sanitary towels as part of a menstrual health session



By gaining these skills, girls are empowered to stay in school and promote sustainable practices in their communities

3.0 Forward Together!

2024 was more than a year of milestones; it was a testament to what's possible when purpose meets persistence. At WIU, we didn't just deliver programmes; we opened doors, held space for hope, and lit the path for hundreds of thousands of learners navigating the uncertainty of displacement and crisis.

In a world where emergencies increasingly define the educational landscape, our mission has never been more urgent or clearer. From refugee settlements to hard-to-reach communities, our teams showed up, stood firm, and adapted with courage and creativity. Each classroom supported, each learner reached, and each barrier dismantled tells a story of collective belief in the power of education to transform lives and futures.

None of this would have been possible without the steadfast leadership of our Board of Trustees, the vision of our Senior Management Team, and the tireless dedication of every staff member across the country. Together, we proved that impact isn't measured only by numbers but by the strength of communities empowered, voices amplified, and potential unlocked.

Looking ahead, we carry forward more than results; we carry resolve. To push boundaries, rethink what's possible, and continue championing inclusive, quality education where it is needed most.

Our work is far from over, but if there's one thing 2024 has shown us, it's that we are more than ready to rise to the challenge.

STATEMENT OF FINANCIAL POSITION

	Notes	2024 UGX	2023 UGX
Assets			
Non-Current Assets			
Property, Plant and Equipment	15	1,676,685,403	1,310,637,502
		1,676,685,403	1,310,637,502
Current Assets			
Grants receivable	8a.	1,481,526,647	522,235,654
Other Receivables	8b.	114,031,168	1,093,812,545
Working Floats /Deposits	8c.	441,190,078	324,955,656
Pre-Financed Activities	9	259,186,375	1,015,034,710
Cash and cash equivalents	11	6,766,770,142	5,663,484,570
		9,062,704,410	8,619,523,134
Total Assets		**10,739,389,814**	**9,930,160,636**
Fund Balances and Liabilities			
Fund Balances			
Accumulated fund		7,284,944,424	4,881,217,580
Total Fund Balance		7,284,944,424	4,881,217,580
Current Liabilities			
Payables	10	3,454,445,389	5,048,943,057
		3,454,445,389	5,048,943,057
Total Equity, Reserves and Liabilities		**10,739,389,814**	**9,930,160,636**

The financial statements on pages 6 to 16 were authorised for issue by the Board of Trustees on 06 June 2025 and were signed on its behalf by:

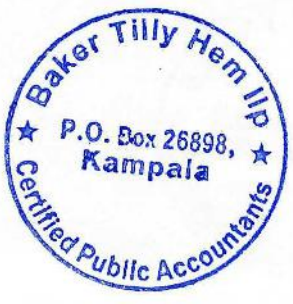
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Chairperson - Audit & Risk

Baker Tilly Hem llp
P.O. Box 26898, Kampala
Certified Public Accountants

STATEMENT OF COMPREHENSIVE INCOME

	Notes	2024 UGX	2023 UGX
Income			
Grant Income	5	57,790,808,482	51,656,859,598
Sundry income/Expenses	6	(43,308,497)	195,756,890
		57,747,499,985	**51,852,616,488**
Expenditure			
BARNABAS		-	28,241,500
BIG GIVE PROJECTS		1,095,300	22,240,300
BOOK AID INT'L		196,407,335	89,630,701
BRIGHTWELL SUPPORTING REFUGEES		10,971,581	-
BRITISH COUNCIL		1,214,055,994	498,230,947
CONVOY OF HOPE		2,673,719,269	1,676,243,647
CREDIL		12,274,174	2,223,120
CTA KIR REV COLL.		16,100	-
DAFI		2,980,085,983	3,214,774,247
ECHO-EQUATE		480,621,858	2,593,150,409
ECW - SAVE THE CHILDREN		-	103,611,633
ENABEL-STEP		144,791,314	978,809,045
ENABEL - YES		-	-
EXPOSING HOPE		-	612,840
GAC/AGENCI		631,638,896	1,424,737,558
HPCT		45,000,000	184,725,000
I-UPSHIFT ILO		298,378,605	86,585,720
JASP		242,077,965	98,028,536
LATTER-DAY SAINTS CHARITIES (LDS)		2,200,000	172,500
MADITA SCHULTE		-	297,000
MENYHERT		11,000,268	11,856,750
NAKIVALE VTC		(7,378,166)	433,176,035
NAKIVALE SS		390,302	316,899,210
NATIONAL COUNCIL HIGHER EDUC (NCHE)		-	26,229,881
POPULATION COUNCIL		113,954,920	-
PRODIGAL PREACHER INT'L		32,341,923	8,080,690
SMU - BREW		14,729	533,176,422
UNHCR EDUC. MGT		39,526,528,083	33,263,029,747
UNICEF		(28,500)	258,358,789
USEEP - MOES/WORLD BANK		381,968,100	-
IRENE AYO SCHOLARSHIP		5,356,443	8,170,202
WUSC-SRP		206,539,464	149,044,860
WINDLE GENERAL FUNDS		6,362,262,373	5,262,004,514
Total expenditure		**55,566,284,312**	**51,272,341,803**
Surplus for the period		**2,181,215,673**	**580,274,685**



WINDLE INTERNATIONAL UGANDA
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Plot 726, Off Mawanda Road Kamwokya
P.O. Box 24230, Kampala, Uganda

Call Us: +256 414531142 / +256 791161728
Toll Free Number: 0800-11-14-28

Website: https://www.windleuganda.org
E-mail: wiu.info@windle.org