



2024 Annual Report

temple talents foundation

TABLE OF CONTENT

01



- 02 About Us
- 03 Executive Director's Letter
- 04 Our Year in Numbers
- 05 Program Overview
- 06 Key Achievements
- 07 Music Education
- 08 Literacy Enhancement
- 09 Skills Development
- 10 Stories that Inspire
- 11 Looking Ahead
- 12 Acknowledgements
- 13 Financial Overview
- 16 Our Team
- 17 Contact us

Our History

Temple Talents Foundation (TTF) was born in the midst of the COVID-19 pandemic in 2021, following the government's closure of schools, suspension of church services, and confinement of families to their homes. Children in Soroti City's slums, already disadvantaged, were among the most disproportionately affected, as the lockdowns worsened their isolation. During this upheaval, Everine, a choir singer and children's teacher at a local church, began gathering children from her immediate neighborhood in the evenings to share stories, recite poems, and sing or drum traditional songs using makeshift jerrycans. As word spread, children invited their friends, who joined in droves, eager for a break from the monotony of their restricted home routines. The group grew rapidly, forcing Everine to move the activities from her small living room to the open space in her compound. Eventually, due to space limitations, she had to restrict participation from children in more distant neighborhoods.

When lockdowns were lifted in 2022 and life in the city gradually resumed, Everine prepared to return to her personal responsibilities. But one evening, during a walk through the neighborhood, a parent stopped her with a simple question: "What will you do with the kids now?" It was something she had not contemplated until that moment. What would happen to these children—to the glimpses of potential that had begun to take root, to the possibilities she had helped them imagine? Meanwhile, the children continued showing up at her home after school. She could not turn them away. Determined to sustain the impact, she decided to formalize the gatherings. In mid-2022, she officially registered Temple Talents Foundation as a non-profit supporting vulnerable children.

Our Beneficiaries

We work with two groups of children from the slums of Soroti city, and the surrounding communities of Teso, eastern Uganda. The first group are teenagers born from 2006 onward, in the aftermath of the 2003 LRA insurgency that devastated the region. Their parents, uprooted from rural homes by violence, sought refuge in makeshift IDP camps on lands owned by churches, schools, and government within what was then Soroti District. Peace was restored in 2006, but their families never returned to their ancestral homes due to a lack of security guarantees, ongoing poverty, and the allure of urban life. These camps eventually evolved into semi-permanent settlements, giving rise to a new urban sub-community. The second group is younger children born to teenage single mothers in these settlements, growing up in conditions of inherited vulnerability.

The 2021 elevation of Soroti district to city status has exacerbated the instability these children face. Their families are now again often displaced further to the city outskirts as urban development projects reclaim the camp lands they inhabit, over which they hold no tenure. Many are forced into adult responsibilities—roaming the streets to hawk items, rummaging through garbage dumps for scrap, or doing casual labor to etch a living. Most live as daytime street children, shuttling between their slum homes and the streets, with some ultimately transitioning into full-time street life.

Our Mission, Vision and Values

We believe that talent is inherent in every child, regardless of their background, and that it has the power to break barriers, level the playing field, and inspire change. Our vision is *"a world where every child, regardless of background, thrives through creative expression and lifelong learning,"* and our mission is "to empower displaced children in underserved communities through talent development in the arts, literacy enhancement, and skills training—fostering self-expression, healing, and opportunities for educational, personal, and professional growth while catalyzing community transformation. Our values are: Compassion, Inclusivity, Empowerment, Collaboration, Innovation, Stewardship and Good Success.

Executive Director's Letter

Dear Friends, Supporters, and Partners,

In **“Listen to the Future,”** the 2024 theme for World Children’s Day, UNICEF encouraged the world to:

“actively listen to children’s hopes, dreams, and visions for the future, promoting children’s right to participation. Children should be empowered to voice their opinions about the world they want to live in, and it’s all of our responsibility to listen and support their visions.”

When I read these words in November, they echoed what Temple Talents had been working towards all year. It was a nostalgic validation of our journey—a gratifying acknowledgment of the efforts we’ve poured into empowering children. At the same time, it was a reminder of the immense work that still lies ahead.

Regardless, we celebrate the baby steps we’ve taken this year, confident of even greater strides in 2025. The biggest highlight of 2024 for me was witnessing the success of our mentorship program, where older children guided and supported younger ones in learning musical instruments, fostering a beautiful culture of peer learning. Another milestone was the launch of our read-aloud sessions, where children shared their stories and poems with peers, parents, and community members in a safe, vibrant space of free expression and connection.

I am certainly proud of what we have achieved across all the core program areas of Music Education, Literacy Enhancement, and Skills Development. This pride is heightened by how closely our work aligns with global priorities championed by organizations like UNICEF and the principles enshrined in the Convention on the Rights of the Child (CRC). The CRC serves as a reminder that every child has the right to develop to their fullest potential, and it is our mission to turn those rights into reality.

As we look toward 2025, our focus will remain on expanding our programs, reaching even more children, and deepening our impact.



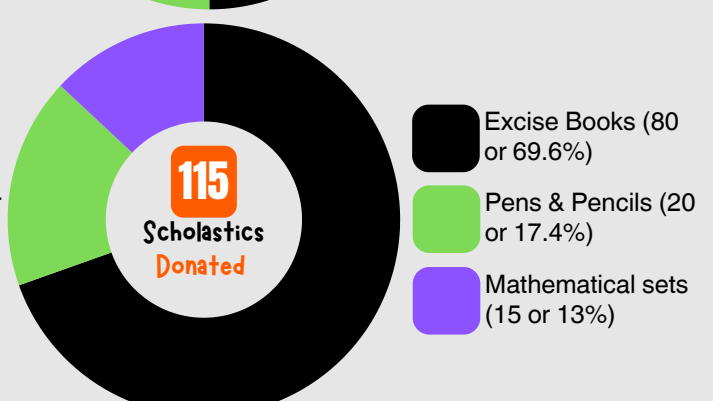
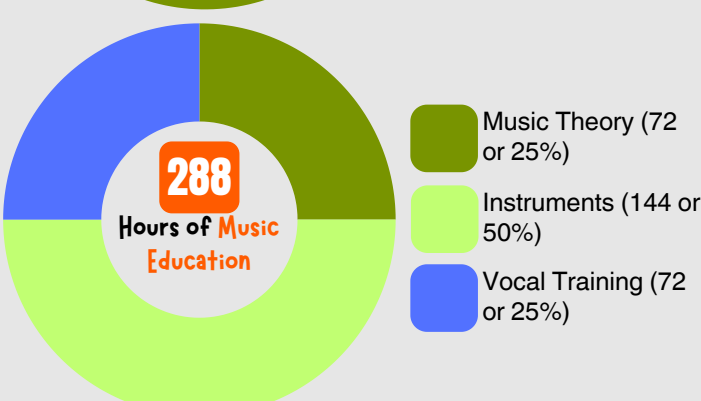
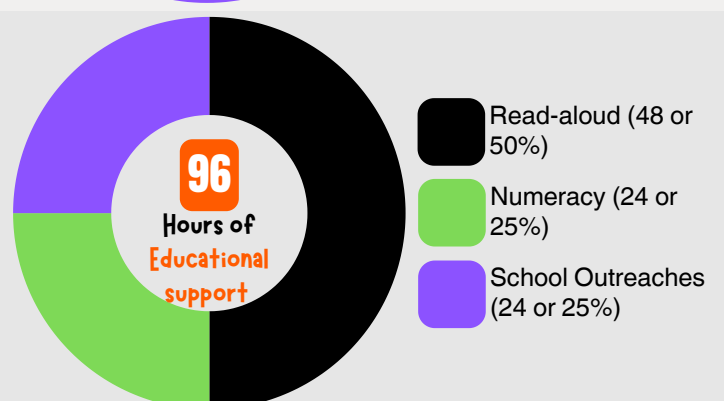
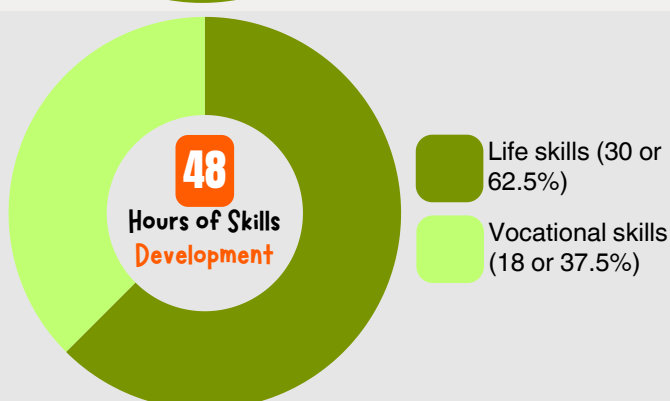
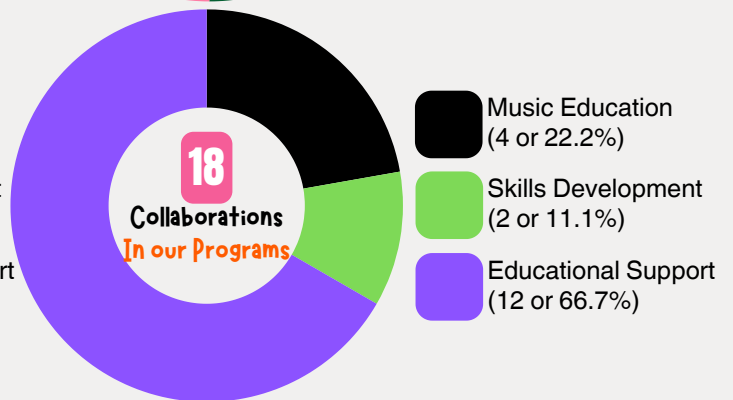
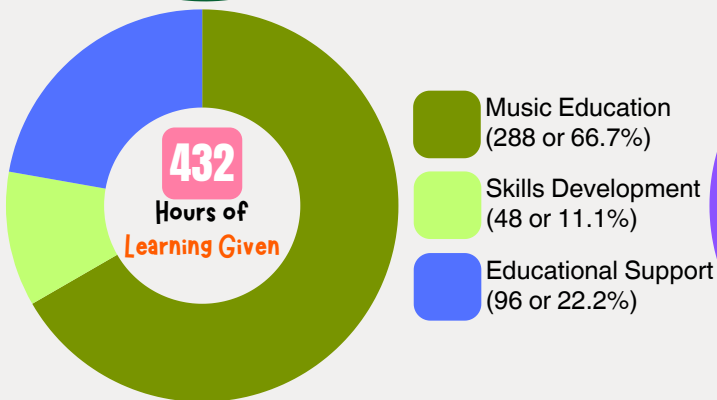
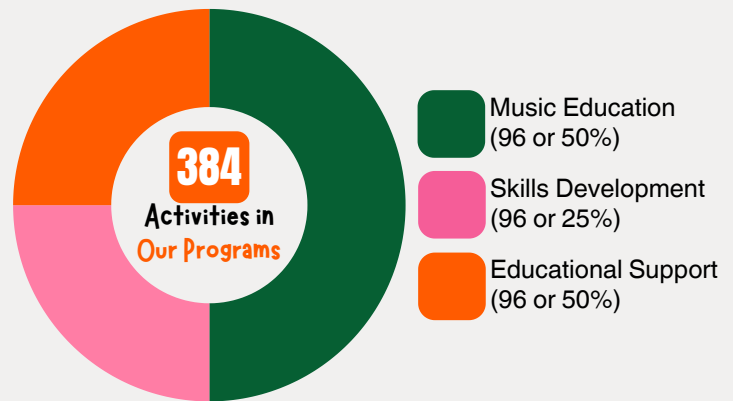
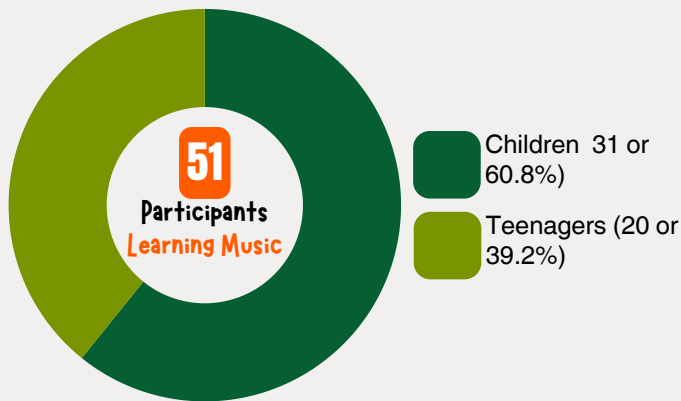
One area we are particularly excited about is exploring new partnerships—because we know collaboration is key to achieving even greater outcomes around building safe, inclusive, and supportive communities, ensuring every child, regardless of background, can flourish.

Another critical focus is in the area of psychosocial care and protection through creative arts. We believe this, alongside a human rights-based approach to programming rooted in the CRC, will not only enhance the well-being of the children we serve but also equip them with the tools they need to thrive. As we grow as an organization and embrace more children into our programs, these elements will be central to our journey forward.

Next year, we also hope to participate more actively in all Children’s Internal Days celebrations and partner with local authorities to be more involved through creative arts advocacy work. Simply put, a lot remains to be done. And we will.

To everyone who has supported Temple Talents this year—whether through your time, resources, or encouragement—thank you. Here’s to another year of listening, learning, and creating a brighter future—together.

Everine Akiding
Executive Director



- Participants learning music include children and teenagers who are learning to play musical instruments, engage in vocal training, explore music theory, and develop their creative skills.
- Activities in our programs consist of music lessons, skill training sessions, and educational support sessions such as read-aloud sessions from which our children benefit.
- The hours of learning provided represent the total number of hours dedicated to training, education, and instruction delivered within our music, skills, and educational programs.
- Collaborations in our programs refer to the number of organizations we partner with—both formally and informally—in our music, skills, and educational initiatives

Music Education

Music is a universal language, and at the heart of our Music Education program is the belief that every child deserves the chance to speak it. We provide children in slum communities with opportunities to explore their musical potential through comprehensive training in instrumental skills, vocal techniques, and music theory. From learning to play instruments like drums, guitars, and keyboards to mastering the art of singing and vocal expression, we've designed the program to unlock their creativity and nurture their talents. Beyond the technical aspects, we focus on creating meaningful experiences that inspire and empower. We organize concerts, recitals, and community events where children perform, build confidence, and share their talents with others. Knowing the weight of trauma from on-going displacement some of them carry, we hold therapeutic music sessions offering an outlet for emotional healing and self-expression. Then, to keep them connected to their roots, we also emphasize cultural preservation, teaching traditional songs and instruments that celebrate their heritage. Together, these elements make music not just an activity but a transformative tool, helping these children discover resilience, joy, and a sense of belonging.

Literacy Enhancement

Education is the key to breaking the cycle of poverty, yet many children in slum communities face immense barriers to learning. These children—often orphaned, abandoned, or part of child-headed households—are among the least likely to attend school and the most vulnerable to dropping out. Through our Literacy Enhancement program, we help them stay in school, return to school if they've dropped out, and thrive academically. We impart basic literacy, numeracy, and digital literacy skills, empowering these children to navigate life both in and out of school. We address learning gaps by providing support in reading and writing, nurturing a love for stories through creative writing, storytelling, and book clubs. Our focus on numeracy equips children with essential math skills, including arithmetic, measurements, and money management. In today's digital age, digital literacy is equally crucial. We teach children how to use computers, smartphones, and tablets responsibly. From basic skills like typing and email to online safety and even introductory coding, we ensure they are prepared for a technology-driven world.

Skills Development

Children living in slums often face barriers to formal employment and are highly vulnerable to exploitative or low-wage work. Our Skills Development program equips them with essential life skills and practical vocational training, preparing them not only for jobs but for life itself. Through this program, children and youth learn critical life skills like decision-making, effective communication, and emotional resilience. They are also empowered with health and hygiene knowledge, including sexual and reproductive health education, enabling them to make informed and healthier choices. On the vocational front, participants gain hands-on training in skills such as weaving, baking, handcrafting, and hairdressing. For those with entrepreneurial aspirations, we teach basic business skills, financial literacy, and how to launch small businesses. Practical projects like crafting beadwork or making sanitary pads offer additional income-generating opportunities. These skills often bring immediate and life-changing results: a young girl who learns to sew can make school uniforms, while a boy who picks up baking can sell cakes to support his family. Beyond the practical benefits, these children gain hope, confidence, and independence in an environment that so often takes them away. By acquiring practical, sustainable skills, they take meaningful steps toward breaking the cycle of poverty and building a brighter future.



KEY ACHIEVEMENTS

Below are some of the key achievements that have shaped 2024, the milestones that have defined our journey—moments of growth, impact, and transformation that have brought us closer to our vision.





Peer Instructor

WHAT WE AIMED FOR

WHAT WE ACHIEVED



Keyboard lessons

Diversify range of Instruments that children learn

Introduced guitar & keyboard lessons, enabling learners to advance from ukulele

Increase the number of beneficiaries accessing instrument training

Grew the program from 21 children and 7 teenagers to 31 children and 20 teenagers

Recruit more volunteers to help with lessons, catering to the increase in enrolment

Recruited 3 advanced learners with high ukulele proficiency to volunteer as peer instructors for younger/new learners

Provide performance opportunities for children to interact & connect with community

In addition to in-group performances (within the group of children), we held quarterly outdoor performances engaging the local community

CHALLENGES WE FACED

1. Operating from the backyard of our Executive Director's rented two-room house, shared with other tenants, posed space limitations. The small, enclosed space couldn't comfortably accommodate the growing number of children and occasionally caused inconveniences for neighbors. While we were grateful for this makeshift arrangement, it highlighted the need for a dedicated learning space.
2. With only 10 ukuleles for 31 children, lessons had to be conducted in shifts, affecting the overall learning experience. When we expanded to include guitar and keyboard lessons, we only had 2 hired guitars and 1 hired keyboard, which, while helpful, were far too limited to meet the needs of all our learners.
3. When we transitioned to outdoor community performances, we lacked essential equipment such as a public address system, microphones, and other tools to properly showcase the children's talent. This made it challenging to create the desired impact during performances.
4. Our Executive Director, Everine, who is also our main music teacher, carried the bulk of the teaching responsibilities. An online volunteer from the U.S. provided some support, but it wasn't enough to cater to our expanding program. Although we recruited advanced learners to serve as peer trainers, the shortage of professional instructors hindered structured growth and placed additional pressure on our team.



Readout sessions

WHAT WE AIMED FOR

WHAT WE ACHIEVED



Computer Lessons

Foster a love for reading through engaging activities

Held weekly readout sessions, where children practiced reading aloud, improving their fluency and comprehension

Introduce children to basic digital literacy using accessible technology

Acquired two laptops, which were used to conduct introductory computer lessons. Children learned foundational skills like typing

Provide essential educational materials to support literacy and numeracy learning

Distributed educational materials (math sets, pens, books) to 20 teenagers termly, ensuring they had the tools needed for learning both in and outside of the program.

Enhance writing skills by encouraging creativity and self-expression

Conducted monthly free-write sessions, for children to write their stories randomly without recourse to sentence structure & grammar, improving their writing skills.

CHALLENGES WE FACED

1. While acquiring two laptops was a milestone, they were enough to cater to all the children. Lessons had to be conducted in shifts, which limited the time each child could spend practicing digital literacy skills.
2. Although we provided math sets, pencils, and exercise books to 20 teenagers termly, the demand far exceeded the resources available. Many children still lacked access to essential materials, which affected their ability to fully engage in learning activities.
3. Our sessions were held in a small, shared outdoor space, which made it difficult to accommodate all the children comfortably. This often restricted the size of groups we could manage effectively. Additionally, the open setting was prone to disruptions and noise, frequently affecting the learners' concentration.
4. With only a few volunteers available to facilitate the literacy activities, the program faced challenges in delivering consistent, individualized support to all participants. This became more evident as the number of beneficiaries increased.
5. Encouraging consistent participation from the children was sometimes difficult due to limited involvement from parents or guardians. Many families prioritized household responsibilities over educational activities, leading to irregular attendance and missed opportunities for the children to fully benefit from the program.



Basket Weaving

WHAT WE AIMED FOR

WHAT WE ACHIEVED



Communication skills

Introduce children to basic handcraft skills such as basket weaving.

Teach children effective communication skills to foster confidence and self-expression.

Equip children with basic hygiene and personal care practices to promote health and well-being.

Provide basic entrepreneurial skills to support future self-reliance.

Organized hands-on sessions where teenagers created and completed their first baskets, which were showcased during community events.

Held interactive sessions, including role-playing and storytelling, which helped children build confidence in expressing themselves.

Held weekly talks on hygiene awareness, with many children reporting improved hygiene routines at home.

Conducted financial literacy sessions for 20 teenagers, teaching them how to save small amounts and plan for personal expenses.

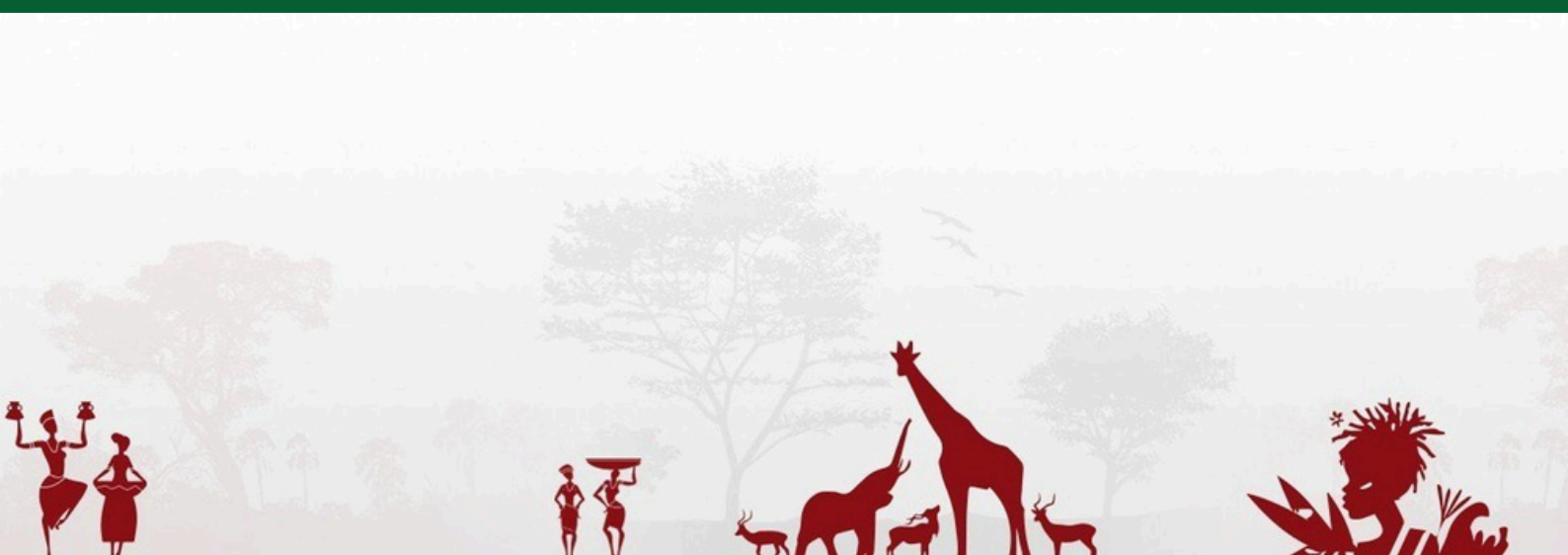
CHALLENGES WE FACED

1. Our sessions often faced shortages of essential materials like weaving reeds, beads, and threads for handcraft activities. This constrained the number of children we could involve in each session and limited their ability to practice independently.
2. Many children struggled to attend sessions consistently due to competing responsibilities at home, such as helping with household chores or caring for siblings, which affected their ability to fully benefit from the training.
3. The small outdoor space where we conducted sessions was not suitable for practical vocational activities like basket weaving. The cramped conditions made it difficult for children to work comfortably and limited our capacity to expand participation.
4. While our team and volunteers were passionate and committed, we lacked access to specialized trainers for advanced life skills or vocational training, which limited the depth and quality of instruction we could provide.
5. We faced difficulties in sustaining some of our initiatives, such as buying additional tools or materials, or offering transportation allowances to children coming from distant areas, which sometimes hindered participation.



STORIES THAT INSPIRE

Behind every statistic and outcome, there are real stories of resilience, hope, and transformation. These stories reflect the power of community, creativity, and the unwavering determination of the children and families we serve. Here are a few that truly inspire us and remind us why our work matters.



Music Education

A 4 year old learned to play the keyboard and performed at a community event, inspiring his peers and gaining recognition in his slum.

Literacy Enhancement

A teenager who couldn't read before joined our readout sessions and is now mentoring younger children in the same group.

Skills Development

A teenage girls local basket weaving skills enabled her to earn enough to pay her school fees and support her siblings.



Music Education

- Expand our instrument inventory by securing more guitars, keyboards, and ukuleles, ensuring each child has their own during lessons.
- Forge new partnerships to secure a larger space for our growing number of beneficiaries.
- Enhance the structure of our music program to improve learning outcomes and engagement.
- Host quarterly performances to showcase the children's progress, foster community engagement, and provide a platform for them to shine.
- Train children in instrument care by teaching tuning, repair, maintenance, and even building, creating pathways for professional development.
- Integrate music into psychosocial care to support emotional well-being and protection through creative expression.

Literacy Enhancement

- Procure additional laptops or tablets to enable more children to participate in computer literacy sessions, aiming for a digital library.
- Establish a small library with age-appropriate books to encourage a culture of reading beyond the sessions.
- Partner with local schools and libraries for book donations to expand our collection
- Launch a children's writing competition to encourage creative expression and critical thinking.
- Work towards publishing a small booklet featuring children's polished free-write stories and experiences

Skills Development

- Introduce additional crafts, such as jewelry making, pottery & tailoring, to diversify the range of vocational skills offered.
- Partner with artisans or local vocational centers to bring in specialized trainers for hands-on learning.
- Organize workshops on problem-solving, leadership, and resilience to better prepare children for future challenges.
- Develop a mentorship program pairing older children with younger ones to foster peer learning and guidance.
- Create opportunities to sell children's handmade crafts, such as baskets or beadwork, at community events to encourage entrepreneurship.
- Explore establishing both a physical and an online store to showcase and sell the children's handmade crafts.

ACKNOWLEDGEMENTS

12

This year has been foundational to the future of Temple Talents Foundation and the work we intend to continue.

We extend our deepest gratitude to our donors, partners, and well-wishers whose generosity has fueled our mission. To our staff and volunteers—your passion, commitment, and tireless efforts have been the heartbeat of Temple Talents, ensuring that every child's voice is heard, nurtured, and empowered.

To the children and young people we serve, you are the inspiration behind all we do; your creativity, courage, and enthusiasm remind us why this work matters. We also appreciate the invaluable support of parents, community leaders, and local authorities, whose involvement and contributions, were key to our success this year.

Together, we have made incredible strides, and as we look ahead, we remain grateful for the collective effort that continues to shape a brighter future for every child.



Everine Akiding
Executive Director



STATEMENT OF FINANCIAL PERFORMANCE (COMPREHENSIVE INCOME) FOR THE PERIOD ENDED 31 DECEMBER 2024		
Particulars	Notes	2024 Ush
Income from		
Opening Balance	7	1,757,350
Individual Donations	8	72,910,500
Performance income	9	1,275,000
Corporate Sponsorships	10	900,000
Total Income		76,842,850
Expenditure on		
Music Education	11	23,775,000
Literacy Enhancement	12	23,624,000
Skills Development	13	23,727,000
Raising Funds	14	600,000
Governance	15	750,000
Operational costs	16	2,952,150
Total Expenditure		75,428,150
Surplus/(Deficit)		1,414,700

- For the period ending 31 December 2024, Temple Talents Foundation recorded a total income of UGX 76,842,850, primarily sourced from individual donations (UGX 72.9M), performance income (UGX 1.27M), and corporate sponsorships (UGX 900K). These funds supported our core programs, governance, and operational needs.
- Total expenditure amounted to UGX 75,428,150, with significant allocations to Music Education (UGX 23.77M), Literacy Enhancement (UGX 23.62M), and Skills Development (UGX 23.72M). Additional costs included fundraising (UGX 600K), governance expenses (UGX 750K), and operational costs (UGX 2.95M).
- By the end of the financial year, Temple Talents Foundation achieved a surplus of UGX 1,414,700, demonstrating efficient financial management and sustainability. This surplus will be reinvested into strengthening future programs and expanding outreach efforts.

FINANCIAL OVERVIEW

14

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2024		
Particulars	Notes	2024 Ush
Non-Current Assets		
Net Non-Current Assets	2	6,212,500
Current Assets		
Cash and Cash Equivalents	6	1,414,700
Total Assets		7,627,200
Finance By		
Accumulated Fund		
Committed Funds for Project Implementation	6	1,414,700
Accumulated Fund		6,212,500
Total Accumulated Funds and Liabilities		7,627,200

STATEMENT OF CHANGES IN EQUITY AS AT 31 DECEMBER 2024			
Particulars	Accumulated Fund	Committed Funds	Total
As at 1 January 2024	8,200,000	1,757,350	9,957,350
Depreciation	(1,987,500)		(1,987,500)
Additions		(342,650)	(342,650)
As at 31 December 2024	6,212,500	1,414,700	7,627,200

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2024		
Cash flows from Operating activities		Ush 2024
Incomes		75,085,500.00
Total Receipts		75,085,500.00
Activity Implementation		
Music Education	11	23,775,000
Literacy Enhancement	12	23,624,000
Skills Development	13	23,727,000
Raising Funds	14	600,000
Governance	15	750,000
Operational costs	16	2,952,150
Net Fund Applications		75,428,150
Net cash inflow/(outflow) from operating activities		(342,650)
Opening cash and cash equivalents		1,757,350
Closing Cash and Cash Equivalent		1,414,700

- For the year ending 31 December 2024, Temple Talents Foundation recorded total cash inflows of UGX 75,085,500, derived from various income sources, including individual donations, performance income, and corporate sponsorships.
- Cash was primarily applied towards program implementation, with significant allocations to Music Education (UGX 23.77M), Literacy Enhancement (UGX 23.62M), and Skills Development (UGX 23.72M). Additional expenditures covered fundraising (UGX 600K), governance (UGX 750K), and operational costs (UGX 2.95M), leading to a net fund application of UGX 75,428,150.
- As a result, the Foundation experienced a net cash outflow of UGX 342,650 for the period. However, with an opening cash balance of UGX 1,757,350, the closing cash and cash equivalents stood at UGX 1,414,700, ensuring financial stability for continued operations.

MEET OUR TEAM

Passionate, Professional, Dedicated,
and Visionary

The Executive Board

1.Mr. Ebitu Larmbert	Chairperson
2.Ms. Imede Catherine	Vice Chairperson
3.Ms. Akello Harriet	Treasurer
4.Ms. Everine Akiding	Secretary/ Executive Director
5.Ps. Wandui Siraji	Patron

Management Team

1.Ms. Everine Akiding	Executive Director
2.Mr. Nelson Olupot	Programs Manager
3.Ms. Sandra Etapu	Finance & Admin
4.Mr. Onyayo Juventine	Communication & Fundraising
5.Ms. Aarakit Rebecca S.	Monitoring & Evaluation Officer



temple talents foundation

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**SINCE
2021**

