



5-YEAR IMPACT REPORT

2016-2021



TEACH FOR UGANDA

EXECUTIVE SUMMARY

Greetings,

I am delighted to share our program impact report for the last 5 years detailing our successes, challenges, and future plans. We are a locally-led and globally informed organization, fully registered in 2016 by URSB and the NGO Board as an indigenous non-profit organization, and operating in Mayuge and Luwero districts (Eastern and Central Uganda) and scaling to Namutumba post-pandemic school closures.

Our vision is that one day, all children in Uganda will attain an excellent education to thrive in a constantly changing world. We hope to achieve this by developing the next generation of leaders with both skills and mindsets to transform the future of education in Uganda.

Over the last 5 years, we have recruited, trained, and placed a total of 93 top Ugandan graduates to teach in 33 highly needy UPE schools for 2 years to support the government's overall objective to provide quality and inclusive education to all children in Uganda. To achieve this, we conducted continuous headteacher and teacher capacity development training among our 33 partner UPE schools to develop strong management, pedagogical and learner-centered skills.

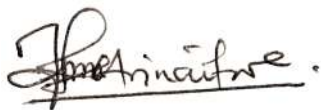
Due to COVID-19 pandemic school closures that have exposed rural students to education poverty, we collaborated with the Ministry of Education and Sports (MoES), the local government leadership, War Child Holland, and the Student ChangeMakers to successfully launch a Digital Learning Program across five (5) highly needy UPE schools across 5 sub-counties of Mayuge district. As funding opportunities arise, we hope to roll out this program in each of all our partner UPE schools in Eastern Uganda. We shall continue advocating for the adoption & integration of digital and mobile learning technologies within our public education system with an aim of addressing the learning poverty for all our rural and underserved children.

To support the government's continued efforts to provide quality and inclusive education for the ever-growing numbers of children in rural communities, we are committed to hiring at least 100 young graduates to address the learning poverty faced by these children in underserved UPE schools. With this in mind, we recruited an extra 90 top graduates and young professionals for our 4th Cohort. These young leaders will be trained, placed, and continuously supported to facilitate improved learning outcomes in over 30 rural UPE schools in Namutumba district.

The 5-year impact detailed in this report wouldn't have been possible without the unwavering support of the MoES, the Local Government, our Donor Partners, our Board Members as well as our school communities.

We look forward to strengthening our partnership and continue working together with the MoES towards ensuring a brighter future for every Ugandan child.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kassaga James Arinaitwe', with a horizontal line underneath the name.

Kassaga James Arinaitwe

INTRODUCTION

At Teach For Uganda, we believe that all children have the potential to learn and to achieve their inherent potential as adults. We strive to ensure that one day, all children in Uganda will attain an excellent education.

That is why we offer various interventions that aim to develop students, teachers, headteachers and emerging leaders (Fellows and Alumni), while continuously developing a team of dedicated professionals to meet the needs of education sector challenges in Uganda.

The Teach For Uganda model is intended to have both practical leadership experience for the Fellows as they work hard to improve the academic outcomes as well as impart world-of-work skills needed to build solid bridges between the worlds of learning and work.

After a successful 2-year fellowship, our young leaders graduate into the alumni program that prepares them for different career pathways to continuously advocate for quality of education in Uganda.

OUR VISION

One day every child in Uganda will attain an excellent education.

OUR MISSION

Creating a movement of leaders to transform the future of education in Uganda.

OUR STUDENTS' VISION

At TFU we believe that when our students are 25 years old, they will have attained the highest level of education. They will have acquired leadership and entrepreneurial skills that empower them to access and create opportunities. They will persevere in the face of adversity and mobilize communities to solve their own challenges. They will be responsible, honest, empathetic, and reliable leaders with a sense of purpose, who will inspire the next generation to greatness.

INTRODUCTION

OUR CORE VALUES

1. Children first

We put children at the center of everything we do and we work tirelessly to provide for them meaningful experiences that allow them to realize their fullest potential.

2. Sense of possibility

We believe that nothing is impossible and we work hard to achieve our goals above and beyond what is expected of us.

3. Constantly learning

It is only through learning that growth is achieved. We encourage reflection and appreciate feedback as a practice, constantly searching for new knowledge from books, research, and articles to deepen our understanding and bring innovation to various aspects of our work.

4. Humility and respect

We treat each other with dignity and respect, appreciate each other's strengths, perceptions, and experiences, and acknowledge our own limitations. We value our relationship with communities, leaders, schools, and parents and constantly engage them to advance our work of providing an excellent education to all children.

5. Teamwork

We support and challenge one another, work cooperatively with enthusiasm and appreciation, respect each other's views and make our work environment fun and enjoyable.



Former Minister of State for Education and Sports (Primary Education) Rosemary Seninde cutting the ribbon to launch our digital learning site in Isenda, Mayuge District.



PROGRAM ACHIEVEMENTS



0 **FELLOWSHIP**
1 **PROGRAM**



A pupil displaying her work during school exhibition day organised by our Fellows at St Jude Muwangi Primary School in 2019

Over the last 5 years, we have recruited, trained, and placed 93 top Ugandan graduates to teach in rural underserved schools. In 2021 alone, we selected additional 90 top graduates across Ugandan universities to join our cohort 4 teaching as a leadership development fellowship program, bringing their total to 170 once this new lot is placed upon school reopening after lockdown. Most of these graduates come from the following Universities; Gulu University, Mbarara University, Makerere University, Uganda Christian University among other institutions.



COHORTS (YEAR)	NUMBER OF FELLOWS TRAINED & PLACED IN THE SCHOOLS
COHORT 1 (2018 - 2019)	18
COHORT 2 (2020 - 2021)	28
COHORT 3 (2021-2022)	47
COHORT 4 (2022-2023)	77 (yet to be placed)

NUMBER OF STUDENTS IMPACTED

20,000

NUMBER OF SCHOOLS

33

COHORT 1 IMPACT



Charles Obore & Seera Carol

Charles & Carol were placed at St. Jude Mwangi Primary School in Luwero where they ran a campaign dubbed “Every child go to school” which helped to increase enrolment in the school from 83 students to 320 within 1 year. As a mathematics and science teacher, Charles helped children to develop hand skills and improve their performances. Carol, on the other hand, developed a reading curriculum for her students that improved their literacy skills and performance in assessment tests. Through her mobilization skills, she attracted donor funding for the construction of a classroom block and teachers' houses.

Ruharo Moses & Aduno Freda

While at Butuntumula UMEA primary school in Luwero, Moses and Freda effectively mobilized the community to provide food for all the 500 children at their school. The pair created a culture that values education among parents, school management committee, local leaders, and teachers. They also mobilized resources to fence the school and also implemented the “Electrifying Buntuntumula Project” to connect the school to the power grid. Pupils can now conduct prep lessons at night for boarding students.



Tom Kasalawo & Ryn Asimiire

Tom & Ryn were placed at Mbaale SDA Primary School in Luwero district where they taught mathematics and English respectively. They worked with the management to mobilize resources to construct a 3 classroom block that now accommodates students who previously studied under trees. Tom and Ryn mobilized the construction of deep water well to address safe water access for pupils and the community. As Tom transformed the finance management system for his school, Ryn formed writers and debaters clubs to instill confidence in her pupils.

Our 1st cohort of Fellows graduated from the Fellowship to our Alumni program in 2019 and have since taken on other leadership roles in different communities and enterprises.

COHORT 1 IMPACT



Nakimbugwe Patricia & Molly Nabwami

At Kasiso Primary school in Luwero, Patricia and Molly started the “Donate a Book 256 initiative” that mobilized reading books and resources for setting up a library. This initiative recorded a great improvement in literacy skills among pupils at Kasiso Primary School. Patricia and Molly noticed that the pupils were now able to read and comprehend hence better performances across all subjects.

Decimon Wandera & Kyobe Benard

Decimon & Benard were placed at Nabutaka Primary School in Luwero where they mobilized parents and other stakeholders to value education and take their children to school. Their efforts led to an increment in student enrollment from 86 pupils in the entire school in 2018 to 250 currently. As a mathematics teacher, Benard inspired his students to self-learn and to love mathematics as a subject.



Emmanuel Mutebe

Mutebe Emmanuel was placed at Nalongo Church of Uganda primary school in Luwero where he initiated a school gardening program to provide school feeding for pupils. He also trained pupils and parents in vegetable production and established a demonstration kitchen garden in the school and households of some of his children.

Our 1st cohort of Fellows graduated from the Fellowship to our Alumni program in 2019 and have since taken on other leadership roles in different communities and enterprises.



Girls playing during a lesson break Bubabule Primary School in Mayuge District

COHORT 2 IMPACT



Kenneth Oroma & Kanyunyuzi Claire

Kenneth and Claire are setting up a reading library at their placement school of St Jude Muwangi Primary School. The school library will have over 1994 books and a computer. The two are focusing on fixing the literacy problem and improving school attendance. Through Huracan Foundation, Kenneth is using the power of football to reduce the number of school dropouts. The two Fellows have set up reading boot camps to improve literacy among their students.

Phiona Mukisa & Abedi George

At the height of the pandemic in 2020, Phiona skilled students in making reusable facemasks and school bags at her placement school -- Mitimito Primary School. She also started a gardening project to provide food and generate income for the students and their families during the height of the COVID-19 lockdown. Together with her co-Fellow, they want to set up a demonstration farm at Mitimito Primary school to help children and the community to produce enough food and ensure kids have their meals from school.

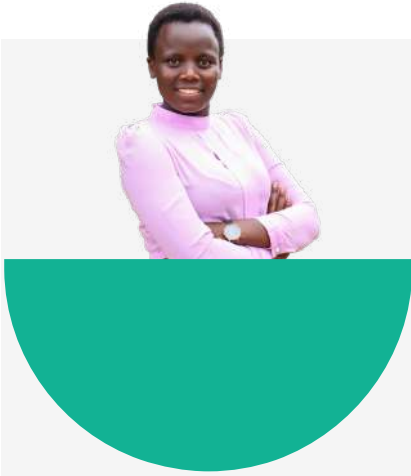


Kimuli Emmanuel & Otodi Allan

Emmanuel and Allan have enabled the installment of the first-ever digital learning site at their rural Isenda Primary School to allow pupils to continue learning during the pandemic. The two young leaders have started a project to construct the school's first-ever state of art library to enable rural and underprivileged children to improve their literacy and numerous schools through access to hundreds of books at the library. Emmanuel and Allan have improved school enrollment and continue to champion access to and equitable quality education.

Our 2nd cohort of Fellows are graduating from the Fellowship this year in November.

COHORT 2 IMPACT



Chebijira Esther

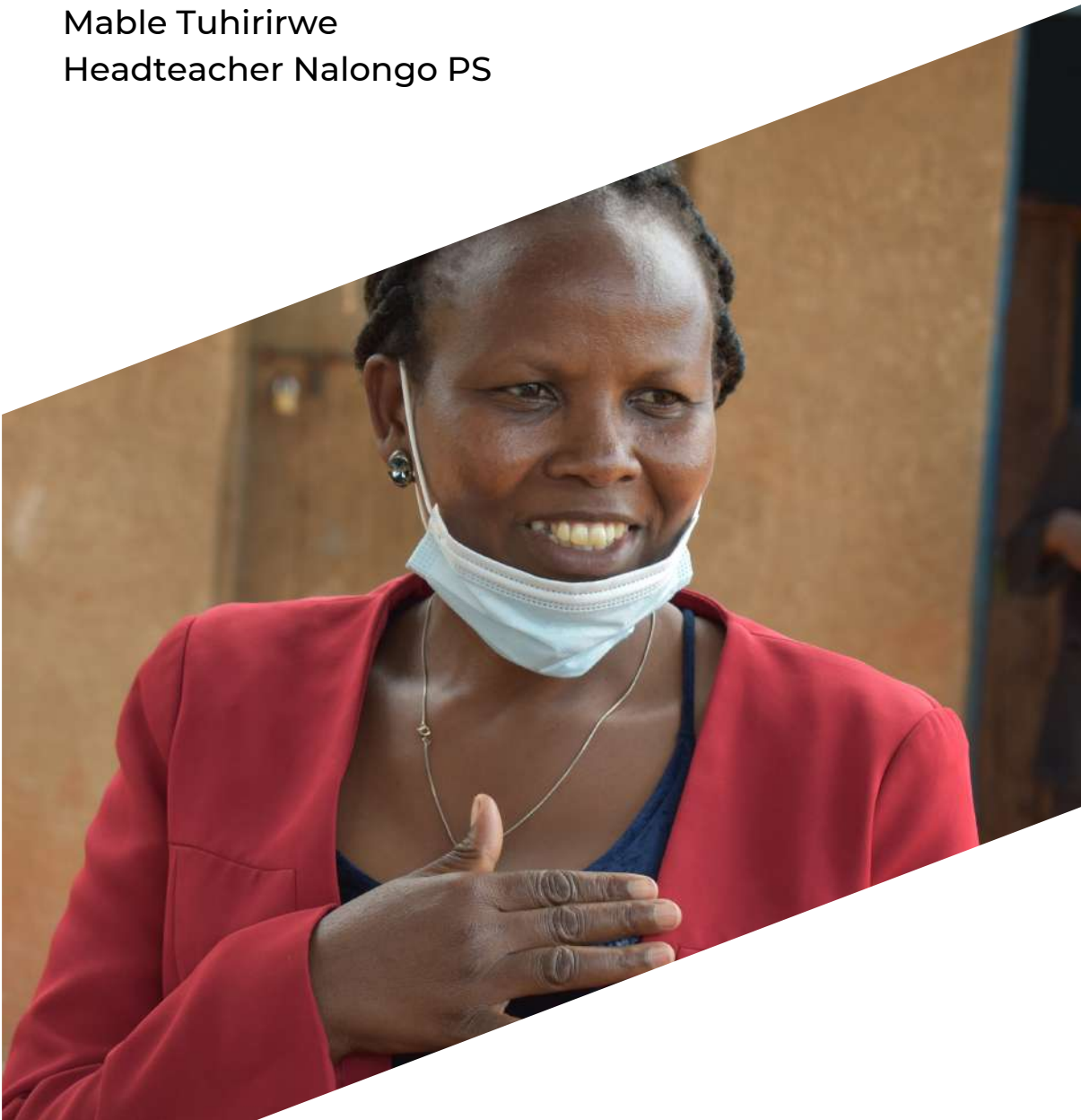
Esther has managed to reduce the number of girl-child dropouts by making conversations about menstruation comfortable. Esther has skilled hundreds of girls to make reusable sanitary pads. She has distributed over 4,000 packs of pads to 2,000 both at her school and her home district of Kween. Esther continues to engage local, religious leaders and parents to support their girls to stay and complete school.



Francis celebrating with his grandmother after scoring a first grade, the first at his school of Buntuntumula UMEA PS in 20 years. First was taught by our first cohort Fellows who helped improve his numeracy and literacy. Francis wants to complete education to become a doctor.

"I love and appreciate the service of Teach For Uganda to our school. We would love to continue working together with TFU to serve our nation's children better"

Mable Tuhirirwe
Headteacher Nalongo PS



"Teach For Uganda has been a blessing to our school. Mbaale SDA is improving both in academics and infrastructure wise due to our partnership. We appreciate the great two teacher leaders who exemplify servant leadership and good stewardship of the world's most precious resource, our children"

Mutebi Daniel
Headteacher Mbaale PS



"I do appreciate the partnership between Isenda P/S & Teach For Uganda. It has helped me a lot in my administration. They have managed to visit parents & sensitize them about the importance of taking children to school & also informed them why children feed while at school."

Mugomola Sam
Headteacher, Isenda P/S (Mayuge)





0 **TRAINING &**
2 **SUPPORT**



Jonathan Kamwana, commissioner TIET at a Teach For Uganda organized training for Headteachers from our partner schools in Mayuge and Luwero



HEADTEACHER TRAINING

Early this year in April, we held a training for headteachers from our 33 community partner schools in Luwero and Mayuge district where we place our Fellows for their 2-year teaching as leadership development Fellowship.

We believe that professional development continues to assume a central role in building the careers of many professionals, including those in the education space. And at Teach For Uganda, we have learned for the last 5 years that initial training for headteachers when their first assume their roles is no longer enough because of diverse factors including rapid changes in technology, social structures, ideologies, and now -- the new normal where the pandemic has underlines that learning cannot be confined to the classroom alone.

This initial training focused on equipping headteachers with skills and knowledge in staff performance, supervision, managing difficult conversations, conflict resolutions, building an effective relationship with communities, digital communications, and professional development.



03 DIGITAL LEARNING

To help accelerate learning outcomes and bridge the digital learning divide between urban and rural learners in Uganda, we launched a digital learning program in 5 rural and underserved UPE schools in Mayuge District to serve over 1,380 learners. This was possible in partnership with WarChild Holland, The Ministry of Education and Sports, and the Student Change Makers.



Former Minister of State for Education and Sports (Primary Education) at the launch of digital learning site in Isenda, Mayuge District



A girl at Kaluuba PS navigating the learning tablet



TFU ED Kassaga Arinaitwe flanked by Kaluuba PS pupil at the launch of digital learning



Teach For Uganda Fellow showing a student how to navigate a tablet at the launch of a digital learning site in Isenda PS in Mayuge District

CURRENT IMPACT

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SCHOOL COMMUNITIES EQUIPPED WITH TABLETS AND RACHELS FOR DIGITAL LEARNING.

1,200

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STUDENTS SERVED ACROSS THE 5 SCHOOL COMMUNITIES.

230

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TABLETS (M-10, ALCATEL) DISTRIBUTED ACROSS 5 SCHOOLS.

30

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TEACHERS TRAINED IN FACILITATING LEARNING USING DIGITAL TOOLS.



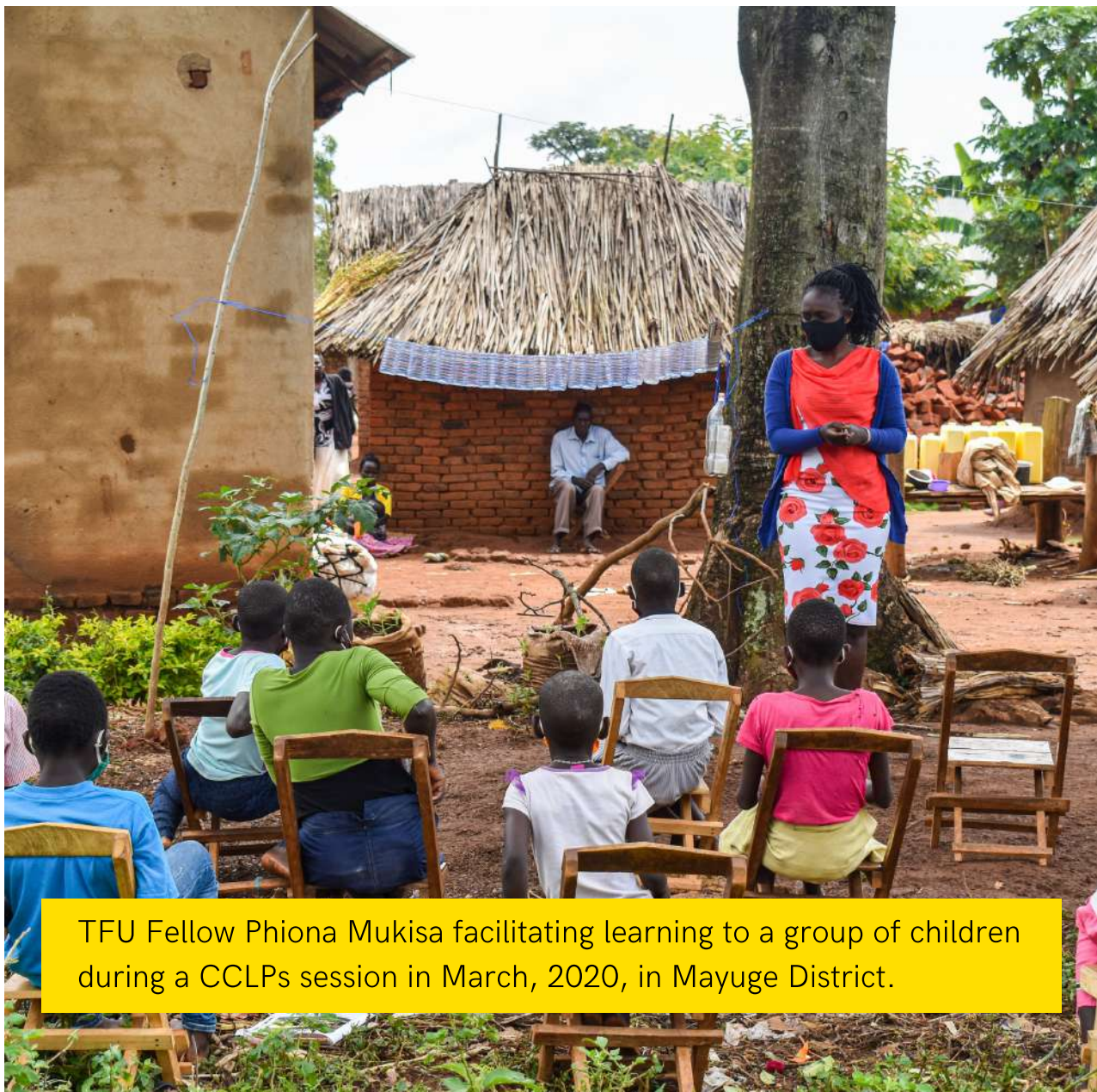
COMMUNITY
0 CLUSTER LEARNING
4 PODS (CCLPS)

At the height of COVID19 pandemic in 2020, Teach for Uganda created Community Cluster Learning Pods (CCLPs) to support learning continuity in rural and underserved Ugandan schools.

During CCLPs, a Teach for Uganda Fellow works with their placement community to identify a central location where learning pods of five to ten students meet while following prescribed COVID-19 prevention procedures.

Fellows make daily home visits in the morning to mobilize children to attend lessons and monitor their well-being against all forms of abuses, including child labor, sexual violence, etc. before heading to the meeting location to prepare for lessons that are aligned to the Ugandan curriculum.

The emphasis is on improving reading and comprehension skills, while also imparting employability skills, promoting menstrual hygiene with skills on making reusable sanitary pads, or making masks to prevent COVID-19 from spreading within the community.



TFU Fellow Phiona Mukisa facilitating learning to a group of children during a CCLPs session in March, 2020, in Mayuge District.

IMPACT

We conducted a baseline survey upon learners being enrolled into the cluster learning pods and an endline at the end of the cluster implementation period in May 2021. In the cluster learning pods, we mainly focused on the academic outcomes of the learners in numeracy and literacy. We administered the same exam both at baseline and endline and the learners' improvement in several academic skills was assessed. Critical to our efforts, we aimed at ensuring that learners can identify and pronounce letter sounds, form 3-letter words, and also form short sentences using common words.

Number of fellows trained & Placed to teach Primary 1 & 2	45
Number of children directly taught by fellows in the cluster learning pods for primary 1 and 2	1,975
Average age of learners taught in the community cluster learning pods	7 YEARS
Proportion of girls reached & taught in the cluster learning pods	59%
Number of learners who did both baseline and endline	653
Proportion of learners whose overall academic performance improved by at least 10% in both literacy and numeracy	52%
The proportion of learners who improved by 20% in identifying and pronouncing letter sounds, reading 3 letter words and forming short sentences.	30%



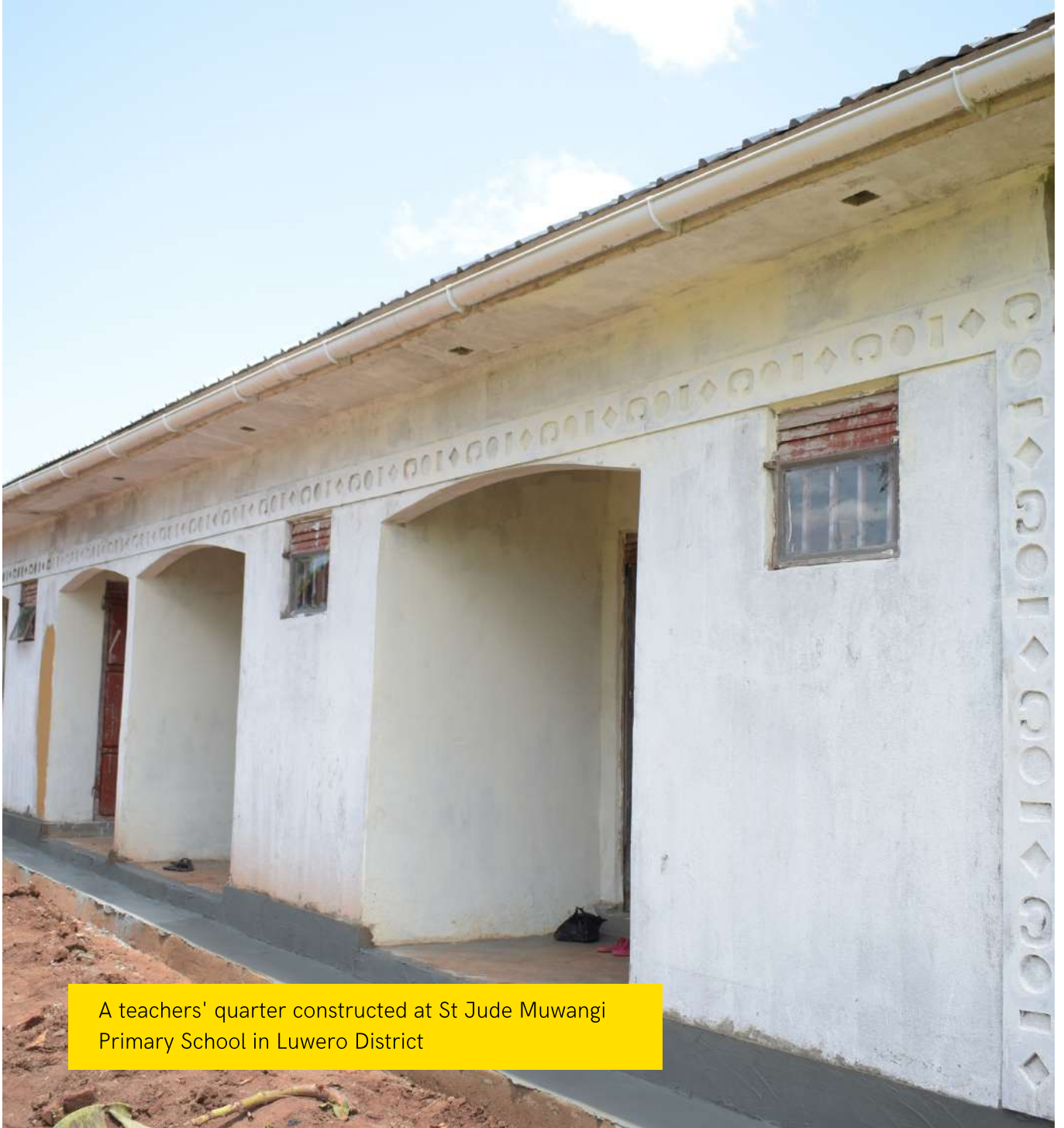
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COMMUNITY

TRANSFORMATION



Teach For Uganda endeavors to ensure conducive learning for all children in our partner schools. To this effect, we work with our partners to address school improvement needs to create an enabling and exciting environment for all our children to learn. In 2020, we partnered with DHL Uganda to renovate the classroom block (below). They also offered 100 scholarships for needy children in St Kizito Nabutaka Primary School, Luweero District.



A teachers' quarter constructed at St Jude Muwangi Primary School in Luwero District



A borehole was constructed at Nabutaka PS to ease access of clean water for students and the community



A classroom block at Nabutaka Primary School in Luweero is nearly completion.



Our Fellow Oroma Kenneth is using the power of football to reduce school dropout and provide personal development and differentiated guidance through to students.

0 **ALUMNI IMPACT**
6 **STORIES**



Charles Obore is empowering young girls through football

Charles Obore is one of those distinguished TFU Alumni who was selected as 1 of 50 Global Alumni members to join the Teach For All Alumni Leadership Council in 2020. He had previously completed a fellowship program on the Leadership from lived experience by Teach For All, and was recently awarded a small grant of \$500 as one of the five Huracan Foundation Project leads across the world.

Through his social enterprise, Charles is using sports as a way to keep girls at school, help them improve on their confidence, acquire sports scholarships, and to advance in their education levels. He currently works with over 200 girls in Kumi district who are directly getting sports training and skills development in the world of work.

Bizoza Francis is empowering teachers to deliver quality education

Through his Teacher Empowerment Program (TEP), Bizoza Francis is using his platform to serve as a hub for teachers globally to interact, exchange ideas and experiences, and network. TEP works as a teacher-parent platform with the purpose of linking parents to suitable teachers for their children's educational needs, and serve as a teachers' skill improvement platform. Teachers have access to various training tools and materials and proven lesson plans to take their teaching skills and results to the next level. TEP is also a learning hub for students at all stages of educational growth (primary and secondary). He hopes to grow this association to become an international organization that retools teachers across Africa, with the knowledge that providing children with quality education is the best way to transform an entire nation



OUR BOARD



ANDREW MUKIIBI

Managing Partner at Hamilton Engineering LTD. Chairman of Association of Real Estate Agents – Uganda (AREA-Uganda). Mukiibi is a passionate educationist and an educator who also is a former Teacher.



SHEILA E. KANGWAGYE

One of Uganda's leading consultants in Communications, Marketing, and Public Relations. Under her consulting firm SKPR, her clients include the Uganda Red Cross Society, Kampala Associated Advocates, African Palliative Care Association, Zuku TV, NBS TV, The MasterCard Foundation Scholars Program, IGONGO Cultural Centre & Country Hotel, Technology Associates, and River Nile Motion Pictures among others.



OSKAR SEMWEYA-MUSOKE

Oskar Semweya-Musoke is a seasoned educator with experience teaching in the UK and Uganda for over 20 years. He is the Principal of Taibah International Schools, an over-subscribed, private school with three branches in Kampala. Oskar is also a syndicated media personality.

