

2021
**ANNUAL
REPORT**



**TEACH
FOR UGANDA**

MESSAGE FROM THE EXECUTIVE DIRECTOR



Greetings,

2021 was a challenging one due to the prolonged school closures since the 20th of May, 2020. This required a shift in our programming to continue to serve learners during the lockdown period.

We implemented several innovations including; the community cluster learning pods (CCLPs) where Fellows would deliver lessons among smaller groups of students within the community to avoid COVID19 spread; Tele Learning Initiative (TELI), where fellows would call students gathered in groups and offer them guidance to do exercises in workbooks, as well as delivery content on emotional wellbeing, with the support of the partners. We also ran various radio programs to ensure that all learners return to school upon reopening in early 2022. Additionally, we piloted a Digital Learning Initiative (DLI) across 5 schools in Mayuge district to help accelerate learning outcomes of underserved children through education technology.

This was all possible, thanks to the continued support of our strategic development partners and our Board Members. On behalf of the Teach For Uganda team, I would like to send our sincere appreciation for their contribution.

Looking forward, we will be recruiting over 150 Cohort Five Fellows who will be trained and placed across 80 schools in 2022. We will also scale our program to a new placement region whilst expanding our funding portfolio with new strategic partners.

A handwritten signature in black ink, which appears to read 'Kassaga James Arinaitwe'.

Kassaga James Arinaitwe,
Executive Director

ABOUT US

Teach For Uganda (TFU) is a locally-rooted and globally informed leadership development organization that is a fully registered non-profit organization in Uganda. We leverage the power and knowledge of promising future leaders to ensure that one day, all children in Uganda will attain an equitable quality education, enabling them to thrive in constantly changing economies.

Through our 2-year Fellowship, we recruit and train Uganda's top university graduates and young professionals from all academic backgrounds into full-time teacher-leaders and place them in high-need rural and underserved government schools to drastically improve the learning and life outcomes of children in far-flung communities.

OUR VISION

One day, all children in Uganda will attain an equitable quality education.

OUR MISSION

To nurture leaders who are committed to advancing equitable access to quality education in low-income communities.

OUR VALUES



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.



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.



Team Work

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.



Sense of Purpose

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



Continuous 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.



Pursuit of Excellence

It takes commitment to deliver quality service and each day we strive to be the best in our work, culture, relationships, and innovations.

SUMMARY

REACH BY NUMBERS

2,976

Children
reached
directly

132

Fellows
trained and
placed in
schools

33

Number of
partner
schools

639

Number of
parents
engaged

33

Number of
headteachers
trained

32

Alumni leaders
skilled



OUR PROGRAMS

FELLOWSHIP PROGRAM

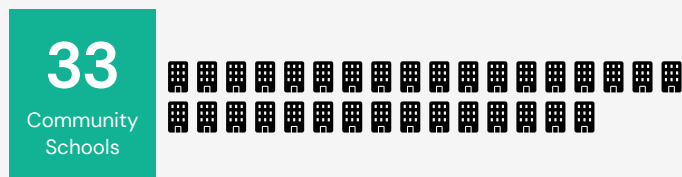


2021 At a Glance.

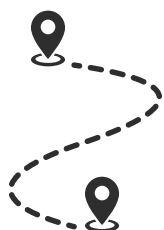
Fellows Recruited:



Placed In:



Placement Regions



- Luweero District
- Mayuge District

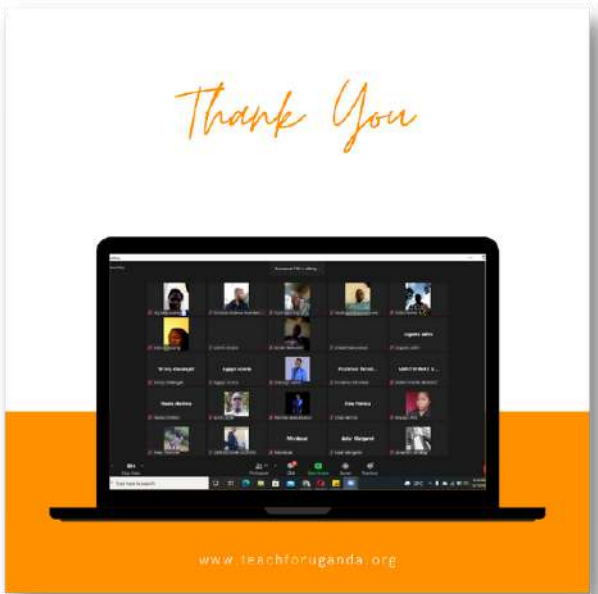
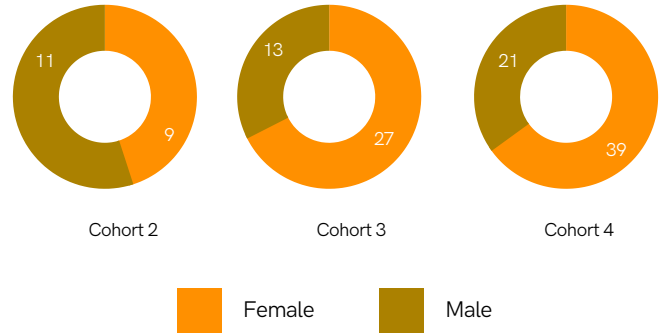


A candidate during the Assessment Center at Teach For Uganda where they are assessed and interviewed for fit, leadership skills and commitment to the fellowship program.



TRAINING INSTITUTE ▼

Despite the challenges of caused by the COVID19 pandemic last year, our Training Institute for Cohort 4 was a unique one integrating both the physical and virtual sessions. This blend of the Training Institute was a result of the lockdown. Teach For Uganda trained and placed 60 fellows in rural underserved community schools with 65% being female.



FELLOW TRAINING ▼

At the height of the second wave of the COVID 19 pandemic, we designed a virtual *Transformational Leadership in Education* course to build the capacity of the Fellows to redefine their leadership roles in causing the systemic changes necessary to have an equitable quality education.

	FEMALE	MALE
Cohort 2	9	11
Cohort 3	27	13
Cohort 4	49	27



The Transformational Leadership in Education course had 136 participants (Fellows). This includes the 16 participants that later dropped the fellowship program due to internet challenges that could not allow them to proceed with the course.



A Fellow during a mock lesson at our residential Training Institute. Fellows undergo rigorous training in pedagogy to equip them with the necessary skills needed to teach P1 & P2 children.

Community Cluster Learning Pods

The CCLPs were an initiative of TFU to enable children to learn from within their communities¹¹ in groups when the schools closed due to the lockdown. Under this initiative, TFU fellows directly taught 1,975 children with 59% being female.



52% of the learners improved by 10% in both literacy and numeracy.



30% of the learners improved by 20% in identifying and pronouncing letter sounds, reading 3 letter words, and forming short sentences.

TELE LEARNING INITIATIVE (TELI)



The lockdown came along with school closures for 2 years (2020 - 2021). We launched the Tele-Learning Initiative (TELI), a unique project to support the educational progress of underprivileged children in low-income communities during the nationwide school closures. TELI aimed at promoting children's interest in learning, preventing COVID19 spread, and provision of psychosocial support to both parents and children.

TELI IMPACT

639

Parents engaged

1001

Learners engaged

55%

Learners engaged were female



- P1-P3 learners' numeracy skills increased by 19%
- P4-P5 learners' numeracy skills increased by 14%



- P1-P3 learners' literacy skills increased by 26%.
- P4-P5 learners' literacy skills increased by 23%.

68%

of the Fellows reported having gained mastery in delivering lessons remotely to learners.

COVID-19

Covid-19 awareness among learners increased by **24%**.

FELLOW HIGHLIGHTS



During their Fellowship at St Jude Muwangi Primary School in Luweero District, Claire and Kenneth renovated an old building and turned it into a library. They raised the resources needed to renovate the library and also got a donor to buy them 2,000 textbooks for the library to improve literacy.



Ivan Samuel Womala worked on an "Action for Climate Change" project during his Fellowship where he managed to mobilize 50,000 tree seedlings to plant across 30 schools in the Mayuge District. Ivan together with his student Gaali Shaban was awarded two global awards - The Global Educators Award and The Best African Video Award at the Video For Change.



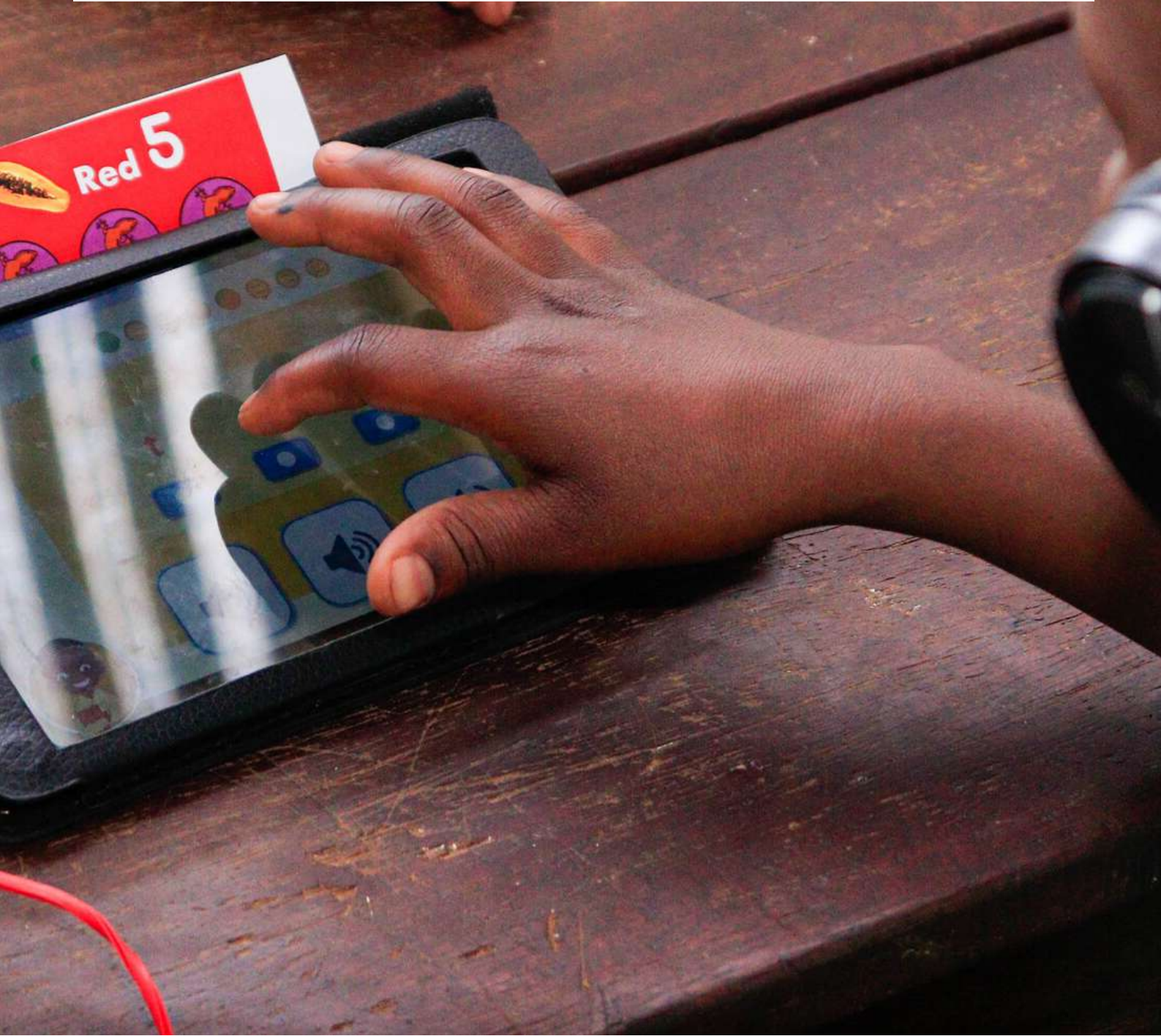
Emmanuel Kimuli and Allan Otodo pioneered digital learning at their placement school - Isenda Primary School in Mayuge District. They exposed their learners to practical scientific learning culminated in the acquisition of tablets for digital learning, organization of the school administration, parental engagement advocacy that led to school feeding programs, and the renovation of a school library, the first of its kind at the school.



During the Fellowship, George Abedi realized a need in his community and he started thinking of ways to address it urgently. He started a community-based organization addressing climate/environmental challenges. He skilled children in pastry and liquid soap production as a way of addressing the educational inequities children suffer in rural schools. He also addressed the issue of food security by starting demonstration gardens for the local community.

DIGITAL LEARNING INITIATIVE

To bridge the gap between rural and urban children, the Student Change Makers in the USA and WarChild Holland partnered with Teach For Uganda and mobilized resources for solar equipment, digital gadgets, and training to enable children to access digital learning opportunities to bridge the learning gap caused by the COVID19 pandemic. This initiative led to the launch of 5 digital learning sites in our partner schools in Mayuge District including Nango, Isenda, Kaluuba, Isikiro and Bwondha Primary schools.





ALUMNI PROGRAM

COHORT TWO GRADUATION

In 2021, we graduated 20 fellows after successfully completing their 2-years in our fellowship program. Amidst the pandemic, these leaders weathered the storm to enable continuity of learning in the rural communities we serve in eastern and central Uganda. The group of 20 leaders is now part of our alumni association - the *Unison Leaders' Association*.





ALUMNI FEATURE

During his two-year placement as a TFU Fellow in Mayuge district, Amanyire Collins focused more on how he can improve the quality of education among underprivileged children in the rural communities. As he pursued his fellowship, he kept gathering information on the challenges children go through while in school.

Amanyire leveraged his fellowship experience to participate in an ideation challenge where he was named among the 100 winners out of 4,819 in the YOUTH IDEATHON and was awarded a grant by UNDP to develop a game for self-study in Primary Education in Uganda.

He is currently undergoing an incubation and mentorship support program organized by NASE AFRICA to have his project fully developed into a product/service under his startup company. The product will hit the market ready to address technology and learning gaps.

Collins is currently an ICT instructor at St Bakhita Vocational Training Centre in Northern Uganda. He is also the President of the Unison Leaders Association, an independent alumni entity of leaders who graduate from our two years Fellowship program.

"Amanyire Collins focused more on how he can improve the quality of education among the underprivileged children in rural communities."



HEADTEACHER & TEACHER TRAINING

In Q2 of 2021, we held capacity and leadership training for headteachers and teachers from our community partner schools in Luweero and Mayuge districts.

The leadership management training focused on equipping headteachers with skills and knowledge in *staff performance evaluation, supervision, managing difficult conversations, conflict resolutions, building effective relationships with communities, digital communication, and professional development.*





STAKEHOLDER PARTICIPATION & ENGAGEMENT

Despite challenges of fundraising due to priority changes by prospective partners, and the travel restrictions by the COVID-19 pandemic, we managed to bring on these new partners.

- *EY*
- *WarChild Holland*
- *Student ChangeMakers*
- *The Dutch Philanthropic Fund*
- Credit Suisse
- Regional Education Learning Initiative (RELI)
- Africa Coalition For Social Impact (ACSI)

With the support of our Partners, we were able to expand our programs to a new region in eastern Uganda, targeting to serve 56 schools and reaching directly 10,710 students across all the 3 regions of operation in 2021.



IMPLEMENTATION CHALLENGES & HOW THEY WERE ADDRESSED

2021 presented a number of challenges that made normal program implementation quite difficult. Below, we look at some of the challenges and how we innovated around them. The countrywide lockdown in Uganda did not spare TFU as an organization. This made it impossible for our fellows to conduct physical teaching in the classrooms. However, innovations such as TELI, Digital Learning Initiative, and Community Cluster Learning Pods enabled TFU to reach learners. We experienced network challenges during the virtual institute. However, TFU decided to supplement the virtual institute with a physical residential institute that enabled us to cover learning and coaching gaps experienced by our Fellows during the virtual institute.





LESSONS LEARNED

In the end, our core value of the *Sense of Possibility* helped us weather the challenges and remained resilient. The innovations that were developed during the lockdown were much more than what we have ever developed without such occurrences. This taught us that amidst uncertainty, it's the time we are most innovative and resilient.

Parental engagement was key to home-based learning innovations. We witnessed this during the TELI where parents who were engaged in their children's learning were performing much better than those whose parents were not.

During the virtual institute and the transformational leadership in education course, we learned that online learning is possible for our Fellows and Alumni.



TESTIMONIALS



Balikowa Ivan
Headteacher Budaba P/S
Namutumba District

"Thank you for supporting us. There is a fundamental change now. When you interact with the pupils, you see that they read well and have improved. Thank you for giving us good Fellows who are supportive beyond their usual school mandate."



Kirinya Francis
Student

"Teach For Uganda Fellows helped me become the first at my school in the national examinations. I'm grateful for their support with scholastic materials during school. They also went ahead and got me a scholarship for my secondary education. I want to become a doctor and treat my people"



Kimuli Emmanuel
Teach For Uganda Alumni

"The Teach For Uganda Fellowship prepared me for a career path in education technology. It is such a wonderful opportunity to make a difference in Uganda and I think all brilliant graduates should aspire to channel their energy into this Fellowship. This is the best way we can give back to Uganda."

FINANCIAL REPORT

	2021	2020
	UGX'000	UGX'000
INCOME		
Grants and donations	2,536,139	1,726,504.00
Interest income	59,919	39,057.00
	2,596,058	1,765,561.00
EXPENSES		
Alumni	26,525.00	5,733.00
Communications and Marketing	31,874.00	-
Digital Learning project	167,902.00	-
Monitoring and Evaluation	12,313.00	1,562.00
Operations	1,321,096.00	1,068,215.00
Participant compensation	604,455.00	292,997.00
Public and private sector partnerships	50,503.00	106,391.00
Recruitment, selection and matriculation	82,239.00	37,316.00
Special Projects	14,412.00	42,860.00
Support and Leadership development	134,261.00	84,030.00
Training Institute	150,478.00	126,457.00
	2,596,058.00	1,765,561.00

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VASTGOED



AFRICAN COALITION
FOR SOCIAL IMPACT



OUR BOARD



MR. ANDREW MUKIIBI

BOARD CHAIR

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

BOARD MEMBER

With over 20 years of strong Marketing and Communications experience acquired from working in the Travel, Hospitality, Telecommunications, Public and Civil Society sectors. Sheila is one of Uganda's leading consultants in Corporate Communications, Strategic Marketing, Public Relations, and Event Planning & Management.



OSKAR SEMWEYA-MUSOKE

BOARD MEMBER

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.

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