Nurturing leaders to advance equitable access to quality education for children in low-income communities
MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear TFU Community,

It is with great pleasure and gratitude that I present to you the 2022 Teach For Uganda Annual Report. I am honored to share the remarkable progress and achievements we made over the past year.

At Teach For Uganda, we nurture leaders who advance equitable access to quality education for children in low-income communities. This mandate remains at the forefront of our work. We believe that every child deserves the opportunity to receive a liberating education that unlocks their full potential and empowers them to thrive in this fast-changing world.

Throughout 2022, we witnessed the tremendous impact of our dedicated fellows, passionate teachers, committed staff, and Alumni Leaders who tirelessly strive to create a sustainable impact within our marginalised communities. Together, we have reached tens of thousands of students, transforming classrooms into vibrant learning spaces and nurturing a love for knowledge and self discovery.

Our focus on innovation and adaptability has allowed us to overcome the challenges posed by the global pandemic. We swiftly transitioned to digital learning platforms, created a financial education programme and leveraged on learning pods; ensuring that our students continued to receive quality education despite the disruptions. This resilience and determination have exemplified our unwavering commitment to our vision and mission.

None of our achievements would have been possible without the unwavering support of our incredible funding partners, the Government of Uganda, The Board, and the entire Teach For Uganda community. Your belief in our mission and your dedication to creating a brighter future for Ugandan children have been instrumental in our success.

As we reflect on the past year, we also look to the future with renewed optimism and determination to continuously improve our programming to deliver intentional impact for all our communities. We remain steadfast in our commitment to expanding our reach, developing innovative teaching approaches, and forging partnerships that will enable us to scale our impact and transform the education eco-system in Uganda.

I invite you to delve into this annual report and witness the incredible stories of resilience, growth, and achievement that are a testament to the power of education. Together, let us continue to build a future where every child has equitable access to quality education, unlocking their potential and shaping a better tomorrow for Uganda and indeed Africa.

Thank you for your unwavering support, and I look forward to the journey ahead.

With utmost gratitude,

Kassaga James Arinaitwe
One day, all children in Uganda will attain equitable access to quality education.

**VISION**

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

**MISSION**

We are an indigenous non-governmental, non-profit organization that nurtures leaders committed to advance equitable access to quality education for children in low-income communities in Uganda through a two-year Teaching As Leadership fellowship.

**VALUES**

- Humility & Respect
- Constantly Learning
- Children First
- Teamwork
- Sense of Possibility

**Student Vision**

When our children 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.
The purpose of the annual progress report is to give our community an overview of the current status and progress towards achieving Teach For Uganda’s milestones as set out in our 2022-2026 strategy. The information provided in this report details the impact of our program from recruitment of our fellows, training and coaching, placement and partnerships as well as Alumni Leadership.

It also highlights the progress of our projects such as Financial Education and Digital Learning that support our core program respectively.

Teach For Uganda leverages the power, knowledge, and skills of promising leaders within our two-year Teaching As Leadership Fellowship to improve learning outcomes for children in low-income communities.

We recruit, train and place Uganda’s top university graduates from all academic backgrounds to commit two years serving as full-time teachers in low-income Government-aided primary schools to drastically improve the learning and life outcomes of children while developing their leadership skills.

Our Fellowship has adopted a dual strategy of training Government teachers and University graduates who are committed to improving their classroom practice, teaching effectiveness, and leadership skills. This dual approach shall be implemented under our 2022-2026 strategy.

As of 2022 we operated in four districts of Luwero, Mayuge, Namutumba and Kayunga with a total of 86 partner public primary schools. Our program impacted a total of 17,023 learners (Boys:51%, Girls:49%) across all four districts. In the 2022-2026 strategy, TFU plans to impact a total of a quarter million (250,000) children by the end of the strategy period.
OUR PROGRAM'S OUTCOMES AND IMPACT

- Recruitment, Selection & Matriculation
- Alumni Leadership
- Training & Coaching
- Fundraising & Partnerships
REACH BY NUMBERS 2022

17,023 Children Impacted
58 Alumni Leaders Skilled
279 Fellows Trained and Placed
178 Headteachers Trained
86 Partner Schools
04 Districts of Placement
RSM achieved 100% of targeted Applications, 99% targeted offers and 86% of the targeted number of candidates to show up at the Training Institute.

In 2022 TFU opened the Fellowship opportunity to the DAFI-Alumni refugees. As a result, we received a total of 11 applications from the DAFI Alumni Refugees which represented 1% of the application pool.
By the end of the Training Institute, our gender target was 50% for both groups. But we registered 55% females compared to 45% males. This implies that the females consistently performed well from the application stage up to the Training Institute.
STAKEHOLDERS

- VC
- Dean of Students
- GA
- Board of Trustees
- Faculty

Inverted Pyramid

Most important, important, why, how important

General info
Teacher Training And Leadership Development

In 2022, TFU conducted 3 pre-term trainings that reached a total 197 Fellows and 173 Government Teachers and Head Teachers. The training resulted into effective classroom teaching and large size classroom management, leadership, vision and goal setting, financial management, and digital literacy among others.
Total Number of TFU Partner Schools: 86
Kayunga (34) Namutumba (25) Mayuge (23) districts in Eastern Uganda
Luweero (4) district in Central Uganda

The overall average learner performance on Literacy and Numeracy improved by 10% in the 2022 academic year. This was registered despite a month-long teacher industrial action, and early school closures due to the Ebola outbreak in Uganda.
Cohort 3 on their Graduation Day Dec, 2022
Chandia formed vibrant and inclusive environmental clubs at Lusenke COU Primary school and trained club members on democratic governance, climate change and waste management.

Edmond mobilised his community in Mayuge to manage food shortage and improve nutritional compliments by planting 1000 fruit trees.

Deniz trained girls in her school and teenage mothers in her community on how to make and use reusable sanitary towels.

Patrick pioneered interventions like the Magunga mindset change program which aimed at diversifying parents’ income sources and having them participate more in school-led activities.

Chandia formed vibrant and inclusive environmental clubs at Lusenke COU Primary school and trained club members on democratic governance, climate change and waste management.
A water tank project was constructed at Busenda Primary School in Mayuge District by cohort 3 fellows (Britah Atusimire and Naome Angom Deborah).

Hannah spearheaded the construction of four rooms of teachers; living quarters to promote teacher availability and improve learning outcomes for the children of Butuntumula Umea Primary School.

Ritah mobilized the most vulnerable learners from her school community and helped them practice home gardening (planting vegetables in sacks) in their homes.

Ronald used his skills to modify and paint the school structures to have good learning charts and foster a motivating and inspiring learning environment.
Dinah collaborated with Skiza Education to ideate, develop and deploy an application that supports teachers and administrators in accomplishing their tasks in real-time including taking student attendance using Facial Recognition Technology.

Ivan Timothy won a grant from the Huracan Foundation to train girls in football. Through the football project, there has been a reduction in the number of girls that get pregnant and drop out of school.

Martha became an ambassador with the World Literacy Foundation and went on to roll out a literacy development project in the whole school to improve students’ reading.

Agnes implemented interventions to promote WASH and menstrual hygiene such as skilling teenage girls in reusable sanitary pad making.
ALUMNI LEADERSHIP PROGRAM
The Alumni Leadership Program exists to ensure that Alumni leaders are continuously involved in creating interventions that address systemic challenges within the education ecosystem.

TFU's Alumni strategy works to develop leaders in the following pathways:

- Social Entrepreneurship and Corporate Leadership
- Policy Influencing
- Education Leadership

A survey conducted with the 32 Alumni on their post-Fellowship experience revealed that 95% of Alums are employed or engaged in activities that promote development, with 80% directly in educational leadership and expanding educational opportunities to underserved students.

We successfully conducted trainings for our Alumni Leaders under the topics of Project Planning and Proposal Writing.

- **Community Impact Project Training (CIP)**
  In April, Cohort 3 Fellows underwent a two day leadership training that equipped them with skills to identify community challenges, write concepts, proposals as well as pitching and storytelling skills

- **Alumni Association Created**
  TFU Alumni leaders created their independent association – dubbed Unison Leaders Association (ULA). This registered independent entity will bring together all Alumni leaders from all cohorts of our Fellowship program under one umbrella to continue advocating and working towards transforming the education ecosystem to afford all children equitable access to quality education.

- **Graduation.**
  In December 2022, twenty-six (26) fellows of cohort three graduated and officially joined the alumni association to continue advocating for education equity in low income communities. This brought the total number of TFU Alumni Leaders to fifty eight (58).
ALUMNI LEADERS
MOVING THE NEEDLE ON EDUCATION EQUITY

Moses with the team of Student Senators at the University of George, as a recognition for his service.
Charles Obore Cohort 1 Alumnus

- Graduate of Bachelor’s of Science in Education from Mbarara University of Science and Technology (MUST)
- Placed at St. Jude Muwangi Primary School in Luwero District, Central Uganda
- Increased enrollment from 83 to 320 learners within one year through his “All Children Must Return to School” campaign alongside his co-fellow.
- Charles currently runs a community-based organization called Communities Beyond Imagination (CBI) Academy in Kumi District, Eastern Uganda. CBI leverages sports to inspire young girls from low-income communities to stay in school and affords them an opportunity to improve their technical skills as well as empower them economically.
Through the Teach For Uganda Fellowship, I was exposed to the true essence of quality education and came to realize that every child deserves and can achieve a high-quality education, regardless of their background. This experience has made me courageous, resilient, and constantly driven to address educational challenges and find solutions for them. While I consider myself a leader wherever I go, I recognize that I can make a significant difference when in positions of influence. This is precisely what the fellowship was designed to do, and I am currently experiencing its transformative impact.

**Education Leadership**

**Carol Seera Cohort 1 Alumnus**

- Graduate of Bachelor’s of Arts Degree in Education from Kyambogo University
- Placed at St Jude Muwangi Primary School in Luwero District, Central Uganda.
- Carol fundraised and helped equip the school with books for children through the Literacy Beyond Boundaries Initiative
- Awarded the Distinguished Fellow Award for high classroom and community impact during her fellowship
- Hired as Head of Department Upper Primary at Clarke Junior School in Kampala.
- Carol currently serves as the Principal of M-LISADA Passion Primary School, which stands for Music Life Skills and Destitution Alleviation. In this role, she assumes responsibility for overseeing the school’s daily academic and non-academic activities.

"Through the Teach For Uganda Fellowship, I was exposed to the true essence of quality education and came to realize that every child deserves and can achieve a high-quality education, regardless of their background. This experience has made me courageous, resilient, and constantly driven to address educational challenges and find solutions for them. While I consider myself a leader wherever I go, I recognize that I can make a significant difference when in positions of influence. This is precisely what the fellowship was designed to do, and I am currently experiencing its transformative impact."
Education Leadership

Amanyire Collins Cohort 2 Alumnus

- Graduate of Bachelor’s degree in Information Technology from Mbarara University of Science and Technology (MUST).
- Placed in Kaluuba Primary School in Mayuge District, Eastern Uganda
- Impacted through the building of teachers quarters at his school.
- Participated and won the Youth Ideation challenge out of 4,819 participants and was awarded a grant by UNDP to develop a game for self-study in Primary Education in Uganda.
- President of Unison Leaders Association (ULA), an independent association whose vision is to develop a generation of leaders with moral and ethical leadership skills.
- Currently is an ICT Instructor, head of ICT department at St. Bakhita Vocational Training Institute implementing the Innovation Scholars’ Program funded by Notre Dame University in partnership with the Archdiocese of Gulu District, Northern Uganda

Amanyire with fellow Alumni receive their seed funding to establish their Unison Leaders Association
Education Leadership and Policy

Esther Chebijira Cohort 2 Alumnus

- Graduate of Bachelor’s of Arts in Education from Makerere University
- Placed at Kalagala Primary School, located in Mayuge District, Eastern Uganda, where she taught English language to Primary Four and Five students
- Actively advocated for girls’ menstrual hygiene, teaching them how to create reusable pads using readily available materials
- Spearheaded campaigns against child marriage.
- Recognised in The Daily Monitor a leading Ugandan daily newspaper, as one of the outstanding teachers in response to the COVID-19 Pandemic.
- Winner of the Chevening FCDO Fellowship for Inclusive Education Research and Policy matched with the University of Glasgow in Scotland.
- Selected as Teach For All’s education policy community fellow to represent TFU in Mexico City
- Her goal is to return to her home district of Kween in Eastern Uganda and run as a Member of Parliament. Through this, she aims to continue making a positive impact on the lives of her community.

Esther with other Teach For All Policy fellows in Mexico

Esther at the University of Glasgow where is pursuing her Degree under the Chevening Scholarship
Corporate Leadership: Global Finance and Policy

Ruharo Moses Cohort 1 Alumnus

- Graduate of Bachelor’s Degree in Economics from Makerere University.
- Placed at Butuntumula UMEA Primary School in Luweero District, Central Uganda.
- Erected a school fence and successfully facilitated the installation of electricity in the school, leading to a notable increase in enrollment and safety for all children, particularly girls.
- Received the Outstanding Fellow Award from Teach For Uganda.
- Secured a fully funded graduate scholarship to Georgetown University, where he pursued a Master of Science in Foreign Service with a concentration in Global Finance.
- Elected as the Vice President of the Georgetown Graduate Government (GradGov) during the Fall semester of 2021.
- Selected to co-lead the 2022 Georgetown Policy iTrek trip to Israel.
- Led in organizing the Africa Business Conference, one of Georgetown's largest student-led events.
- Moses has been hired to join the UN Foundation.

Moses with the team of student senators at Georgetown University and the award he won in recognition for his service.
Based on the employment data above, 55% of the Alumni are working as Education Leaders, 7% are Social Entrepreneurs, 3% are Policy Advocates while 35% took on other pathways including Graduate Education.
Student Leadership: Learners Impacting Change in their Communities

Gaali Shaban: Climate Advocate

- Frontlined advocacy and awareness as a student ambassador on "A Call for Climate Action" project that fostered planting of over 150,000 tree seedlings in UPE schools and communities in Mayuge, Iganga, Namutumba and Namayingo Districts in eastern Uganda.
- His advocacy video won the best African Video Award in the Global Videos for Change and was featured at Cop26 Glasgow World Leaders Summit on Climate Change.
- He is now in his final year of primary school (candidate class) and continues to advocate for environmental conservation.

Moses with the team of Student Senetors at the University of George as a recognition for his service.
Nantongo Sharon's Story

- 14-year-old Sharon had dropped out of school due to a lack of school fees and engaged in a small sweet banana business with her mother.
- TFU fellow Rose Namaalwa engaged and mentored her into going back to school.
- Sharon returned to school at Nalongo CoU Primary School in Luweero District, Central Uganda.
- Became the first ever student allowed to sit for her final exams after skipping a grade.
- She received outstanding results in her Primary Leaving Exams.
- She received a fully funded scholarship to pursue her secondary education at King Solomon High School-Mityana, Central Uganda.
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.

Francis Kirinya's Story

- Francis was a student of Buntuntumula UMEA Primary School, raised by his grandma and single mother.
- TFU fellows stepped in to help him raise his termly school fees and scholastic materials up to his final year.
- He sat his final exams during the Covid-19 pandemic and became the first Primary Seven candidate to score a first grade in 20 years in Luwero district.
- He was awarded a full secondary school scholarship to Namugongo Secondary and Vocational School.
- Francis' dream is to become a Doctor and build the first Hospital in his community of Butuntumula, in Luwero, Central Uganda.
“Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another.”

Nelson Mandela
Tablets delivered to learners in Mayuge District to launch the Digital Learning Project in partnership with Student Change Makers (SCM)
Nate Cohen representing our partners Student Change Makers (SCM) for the launch of our Digital Learning Project. They donated 150+ learning tablets to enable interactive learning and digital literacy for our marginalised communities. This was launched in Mayuge District, Eastern Uganda in Kaluuba, Isikiro, Buswikira, and Isenda, all Government aided Primary Schools.

We were honored to host Teach For All CEO & Co-founder Wendy Kopp who interacted with a group of Fellows, Alumni, and staff. The Fellows and Alumni shared what really inspired them to join our 2-year fellowship program.
Africa Coalition for Social Impact (ACSI), a network of grassroots organizations working together to maximise the impact of community-led response and development action, scaling impact and wholistic approaches to development. Here TFU is the leader on the education cluster.

CEO and co-founder of Teach For All Wendy Kopp together with Directors Kassaga and Charlotte headlined an event at American Center in Kampala where she shared the Teach For All journey, the importance of innovative education with a global perspective on learning, and the TFU milestones.

Teach For Uganda Executive Director Kassaga Arinaitwe James was hosted on NTV Uganda’s #MorningAtNTV where he shared insights on how the teachers' strike affected underserved learners in low-income communities.
Financial Education Club in session at Bubalule Primary School, Mayuge District in Eastern Uganda. Bubalule is one of the 25 schools in which TFU is implementing the Financial Education Program (FEDU) for over 5,000 students in Eastern Uganda.

*In picture: Children practicing their savings and financial planning skills*
CHALLENGES & LESSONS LEARNED

01. High Fellow attrition rate of up to 25% due to the COVID 19 and Ebola Outbreak challenges that isolated fellows and their coaches from continuous one on one coaching and support.

02. Limited staffing impacted negatively on the quality of Fellow support. TFU has embarked on recruiting for Leadership Development Officers (Fellow Coaches) and other key positions to fill the staffing gaps.

03. Funding shortfall of 30% limited TFU in achieving our intended growth and scale as well as developing team capacity as needed.
Cohort 3 Alumnus Precious Atuheire Handing Over Tailoring Machines Under her community impact Project in Mayuge District, Eastern Uganda intended to skill women and enable them Diversify Their Income.
The Founding Board members, were instrumental in stewarding Teach For Uganda’s vision for 3 consecutive two-year terms since 2017. On March 6, 2023, they successfully transitioned and handed over the mantle of leadership to Board 2.0 on the right. To date, they continue on available as advisors and trustees of the TFU vision and mission.
## 2022 Financial Report
### Income and Expenditure

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<th>2022 USHS’000</th>
<th>2021 USHS’000</th>
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</thead>
<tbody>
<tr>
<td><strong>Donations &amp; grants</strong></td>
<td>4,273,267</td>
<td>2,536,139</td>
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<td><strong>Other incomes</strong></td>
<td>100,301</td>
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<td><strong>Total income</strong></td>
<td><strong>4,373,568</strong></td>
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<td><strong>Operations</strong></td>
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<td><strong>Staffing</strong></td>
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<td><strong>Public and private sector partnerships</strong></td>
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<td><strong>Project Expenses</strong></td>
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<td><strong>Program Expenses</strong></td>
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<td><strong>Total expenditure</strong></td>
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<td><strong>2,596,058</strong></td>
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</tbody>
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**Excess of income over expenditure** 92,723
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