

LEADING *the* CHANGE

2023 ANNUAL REPORT



TEACH FOR UGANDA



Girls Club Members at Kiranga Primary School in Namututmba District displaying reusable sanitary pads made after being trained by Cohort 4 Alumnus, Akampa Secret .

VISION

One day, all children in Uganda will attain a quality and equitable education

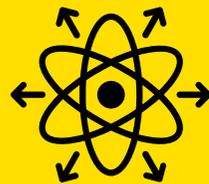
MISSION

To nurture leaders committed to advancing equitable access to quality education for children in undeserved communities in Uganda through a two-year Teaching Fellowship.

WHAT WE STAND FOR



Children
First



Sense of
Possibility



Constantly
Learning



Humility &
Respect



Teamwork



Pursuit of
Excellence

Directors' Message

Dear Teach For Uganda Community,

I am honored to present you the 2023 Teach For Uganda Annual Report. Reflecting our accomplishments and milestones fills me with gratitude for the remarkable work we have done together. This Report not only showcases our achievements but also highlights the unwavering dedication of our team, partners, and supporters towards our collective goal of promoting equitable access to quality education for all children in Uganda.

Despite encountering significant challenges in 2023, we remained resolute in our mission, adapting and innovating to address the evolving needs of the communities we serve. With your support and our relentless efforts, we expanded our program to seven new districts, extending our reach to more underserved schools in the East, Central, and West regions of Uganda.

One of our proudest milestones in 2023 was the recruitment, training, and placement of 289 fellows in 99 new underserved government-aided primary schools. This expansion increased the number of children impacted by our program to 74,662, with 36,885 girls and 37,777 boys benefiting from our initiatives. By enlisting and training dedicated graduates from diverse fields of study who are committed to driving change within their communities, we are cultivating a movement of leaders devoted to improving children's learning outcomes and addressing the systemic injustices hindering their success.

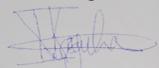
Our collaborations with local schools, Local Governments, the Ministry of Education and Sports, and RELI (Regional Education Learning Initiative) have enhanced our ability to drive lasting change at both grassroots and systemic levels. Together, we have implemented innovative teaching approaches, provided essential resources to schools, and advocated for policy reforms that prioritize quality education.

While celebrating our achievements, we acknowledge that there is still much work ahead. The challenges confronting Uganda's education system are intricate and manifold, demanding a collective and sustained effort from all stakeholders. Looking ahead, we reaffirm our commitment to advancing progress, fostering collaboration, and amplifying the voices of those most affected by educational disparities.

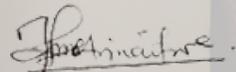
Once again, I extend my heartfelt appreciation to our Supporters, Donors, Partners, our dedicated Board of Directors, Staff Members, Alumni, and Fellows, whose unwavering support has made our achievements possible. Your dedication and commitment motivate us to continue pushing boundaries and striving towards a future where every child in Uganda has access to quality education on equal terms.

Thank you, and I eagerly anticipate another year of impactful collaboration with all of you.

With gratitude,



Charlotte Iraguha Nsengiyumva
Managing Director



Kassaga James Arinaitwe
Executive Director

Our Theory of Change

We work in underserved school communities in Uganda, to support early-grade learners to become proficient in Literacy, Numeracy, and 21st-Century skills, through a 2-year *Teaching as Collective Leadership* Fellowship to advance equitable access to holistic education for 250,000 children by 2030 because [83% of children](#)* are unable to read and understand an age and grade appropriate text by age 10.

**Source: Uganda learning poverty brief by World Bank*



A Journey through 8 years

Over the past 8 years TFU has grown it's program to impact learners in underserved communities across Uganda. Below is a summary of our key milestones so far

8 SCHOOLS	31 SCHOOLS	56 SCHOOLS	82 SCHOOLS	82 SCHOOLS	99 SCHOOLS
1 DISTRICT	2 DISTRICTS	2 DISTRICTS	3 DISTRICTS	3 DISTRICTS	7 DISTRICTS
16 FELLOWS	23 FELLOWS	47 FELLOWS	60 FELLOWS	60 FELLOWS	289 FELLOWS
COHORT 1	COHORT 2	COHORT 3	COHORT 4	COHORT 5	COHORT 6&7
2018	2019	2020	2021	2022	2023

In 2023 TFU scaled up its program to 7 additional Districts including Buikwe, Mukono in Central, Namayingo and Bugiri, in Eastern and Kikuube, Kagadi and Hoima in Western region. Along with this growth came the need to strengthen program quality and deepen our impact as such TFU refocused to primarily support early grade classes. Consequently TFU adapted the Teaching at the Right Level (TaRL) methodology with the aim to improve foundational literacy and numeracy.

The TaRL methodology is an approach where learners are assessed and grouped according to their learning level and given customised activities to grow them from that level to the next. To achieve this, fellows were trained on this methodology with emphasis on play based methods to teaching foundational literacy and numeracy

Along this line, to establish the levels of learning achievements, TFU adapted the UWEZO assessment tool for numeracy and literacy. On an annual basis, an outcome assessment is conducted to track learners' achievements in these areas.



Cohort 4 Alumnus Catherine Katono founded a Chess Club at Nkono Memorial Primary School to help learners build critical thinking skills



568

Fellows placed

229 Male 339 Female



190

Partner Schools

WHERE

WE ARE

IN



11 Districts



74,662

Learners impacted

37,777 Boys 36,885 Girls



89

Alumni Graduated

37 Male 52 Female

2023

The *Teaching As Collective Leadership* Fellowship

As a constantly learning organisation, in 2023, Teach For Uganda opened up its Fellowship program to support government teachers who are passionate and committed to grow their leadership and improve their classroom effectiveness and practice. This approach provided opportunities for collaborative teaching, and support among Fellows and Government teachers. This was aimed at strengthening our impact, scale and reach in the targeted communities.

- **Fellowship for graduates**

We recruit, train and place top university graduates from all disciplines of study to commit 2 years serving as full time teacher leaders in underserved government aided schools to improve foundational literacy and numeracy skills for early grade learners while developing their leadership skills.

- **Continuous Professional Development for Government Teachers.**

Inline with Ministry of Education and Sports' policy to continuously retool teachers, TFU trains them on leadership mindset and gender responsive learner centered teaching methods. The teachers work collaboratively to support each other to become effective classroom and community leaders. This experience exposes them to creative and innovative teaching methodologies that accelerate improved learning outcomes.

Alumni Program

Upon graduation from the Fellowship, Fellows join the Alumni network of like minded leaders who work collectively to tackle barriers that inhibit children from accessing holistic education. Alumni take on key pathways as education leaders, social entrepreneurs and policy influencers to effect change within and outside the education eco-system.

To realize this, we continuously build the capacity of our alumni through;

- Tailored training and mentorship in education leadership, social entrepreneurship, and policy influencing
- Source and share opportunities (funding, scholarships, internships and jobs)
- Convenings and events for networking

Sustainability

Beyond the two year fellowship, the government teachers continue to implement innovative and impactful learning approaches adapted from their participation in the program thereby facilitating sustainability beyond the two-year fellowship.



Norah Athieno - Head of Programs

Reflections from the Training Institute

2023 was a year of significant innovation and achievement for the Training and Support Department. We launched several new initiatives, culminating in a highly successful program.

One such innovation was the development of a 2 week residential Training Institute to include outstanding government teachers committed to improving their classroom practice and leadership skills. This allowed us to train a wider range of educators, with impressive participation numbers in both Cohort 6 (over 190) and Cohort 7 (over 90). Notably, Cohort 6 was our largest ever, with a unique blend of experienced government teachers and fresh university graduates. This combination fostered a remarkable collaborative environment.

Government teachers shared their wealth of experience, while recent graduates brought fresh perspectives, particularly regarding technology use. Witnessing this beautiful synergy was truly rewarding and as a result, graduate fellows transitioned seamlessly into their placement schools. Instead of encountering unfamiliar environments, they were welcomed by the existing government teachers. This successful integration has resulted in ongoing classroom collaborations, a testament to the program's effectiveness in building strong relationships.

Our focus last year revolved around nurturing commitment, fostering a growth mindset (especially for government teachers), developing foundational teaching skills, and cultivating a collaborative cohort culture among fellows.

All aspects of our institute design centered around achieving these goals. We employed a variety of methods, from activities that challenged preconceived notions to intentional bonding and team-building exercises. Each activity was meticulously chosen to ensure we met our objectives.

We firmly believe that educators play a vital leadership role, and fostering community engagement is equally important. Therefore, we equipped participants with leadership skills and facilitated opportunities for them to connect with their communities. This hands-on approach empowered them to improve learning outcomes not just within the classroom walls, but also within the broader community.

We are immensely proud of the positive outcomes achieved in 2023. Results from assessments conducted provide undeniable evidence of the program's effectiveness for example, the participants were assessed on foundational teaching skills and community project work and 89% of them scored above 80% after the Training Institute.

Continuous improvement is our commitment and the valuable insights gained in 2023 will guide our efforts in 2024. We are excited to build upon our successes by extending the Training Institute duration to five weeks and further optimizing the learning experience for participants.



Flavia Nakajjugo Kizito- Design and Training Manager

What the Fellows are Saying About their experience



While at the Institute, I learnt how to come up with a vision both personal and for the class. I also learnt how to create a personal development plan that has helped me to make SMART goals and in turn become an effective teacher.

Catherine Natamba, Cohort 7, Kagadi District

I joined the fellowship to become an effective leader and through the training, I acquired leadership skills like communication, teamwork, problem solving and decision making as essential skills for driving positive change in educational settings.

Kiconco Monica, Cohort 7, Kagadi District



The institute sparked an urge to serve the community by providing the insights and connections necessary to embark on the teacher-leadership journey in the rural community with confidence, regardless of the challenges that may arise along the way. I left the institute ready to face the new challenge of being a teacher-leader.

Ambrose Ochieng, Cohort 6



Overall, the training institute equipped me with valuable skills and knowledge that have enhanced my teaching practice and strengthened my commitment to making a positive impact in my community, by using the skills and knowledge that the facilitators shared, to advance equitable quality education.

Martin Mulungana, Cohort 6, Bugiri District



2023 Scale and Reach

Numbers of Fellows Trained and Placed:

289

63% Female

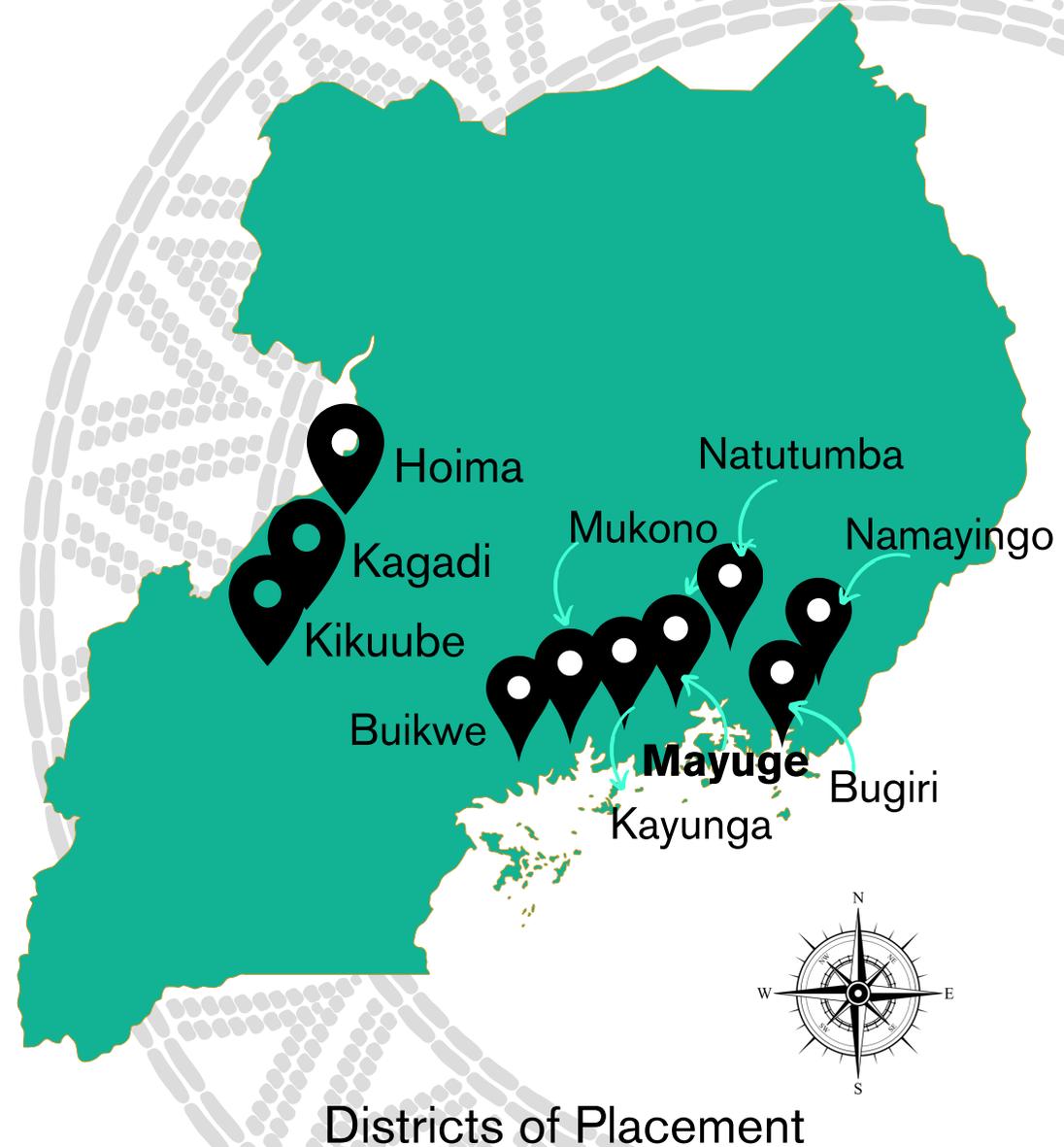
37% Male

Number of schools reached by region:

Central (Mukono, Buikwe) 33

East (Bugiri, Namayingo) 36

West (Hoima, Kikuube, Kagadi) 30



Pre-Term Training & Communities of Practice

The component of training and continuous capacity building for the participants is core to the leadership development of our Fellows. We design and implement tailored termly capacity building sessions called Pre term trainings where their skills and mindsets are further honed during their 2-year Fellowship. These trainings are decentralized and are held at their different locations at the start of each school term for a period of 3 days. The purpose is mainly to re-enforce what was taught to the fellows at the Training Institute, introduce some new concepts and provide an opportunity to the fellows to learn from each other.

At the end of these trainings, pre and post training assessments are conducted to check the effectiveness of the sessions.



Fellows in a group discussion during their learning sessions

Communities of Practice (CoPs)

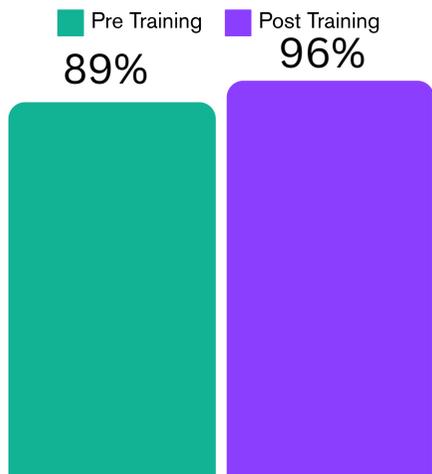
To ensure that the Fellows are constantly supported, are growing and that they are empowered to become effective classroom and community leaders, TFU provides a learning space for Fellows to come together on a monthly basis called the Communities of Practice (CoP). This is a learning platforms established to provide Fellows with an opportunity to share experiences, innovative ideas, and peer-to-peer learning.



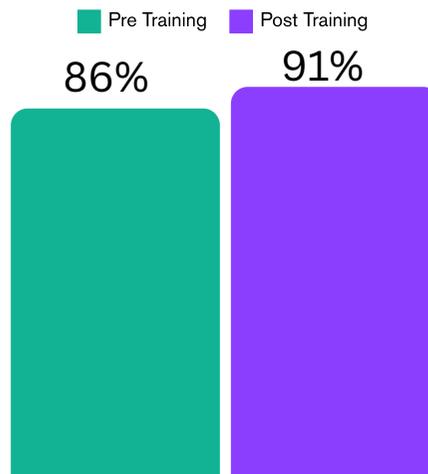
Pre and Post Training Results Summary

Pre and Post Training assessments are conducted to establish levels of achievement of the participants and check for the effectiveness of the training approaches and use learnings to inform future training sessions.

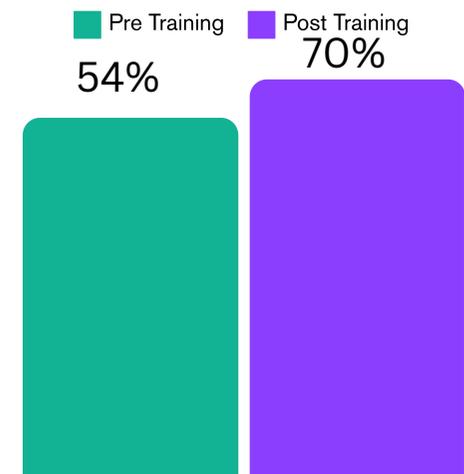
I understand why i need to implement TaRL Methodology through my Teaching.



I can ably collect accurate and complete data to inform my teaching using appropriate tools.



I know and understand what i need to do to start and successfully complete a project



Impact Stories from our Fellows

Fellow Lobbies 500 books to improve learners' reading skills in Kagadi



When Alinaitwe Derrick was placed at Mugyenza Primary School, Kagadi District, the school had no library or books which made it challenging for him to achieve his mission of improving his learners reading skills.

As a teacher leader he collaborated with other stakeholders and successfully lobbied 500 reading books from [AFRICA ELI \(Africa Education and Leadership Initiative\)](#) to kickstart a collection of reading materials to support his lessons.

The diverse selection of books received will undoubtedly contribute to the development of our students' literacy levels and a habit of reading. By engaging with books, the students will actively participate in their own literary development, gaining skills that extend beyond reading itself. To amplify the impact of the reading initiative, he has started up reading clinics.

Access to water Improves Class Attendance in Mayuge



Fueled by a desire to improve their students' lives, Canwat Willy, Dorah Nabukenya, and Faith Atim, recognized the water shortage as a critical barrier to learning. Students were missing valuable class time and facing health risks due to limited access to clean and safe water.

Their combined efforts secured a 10,000-liter water tank and water filters for the school through *The Uganda Water Project*. Soon they understood the community's dependence on the same limited water source. This water tank and provided additional handwashing facilities and ensured a sustainable water supply for the school and the community at large.

Today, Nabuganyi Primary School is a transformed environment. Students have access to clean water and improved class attendance.

Home Visit supports Re-enrollment of girl in Kikuube



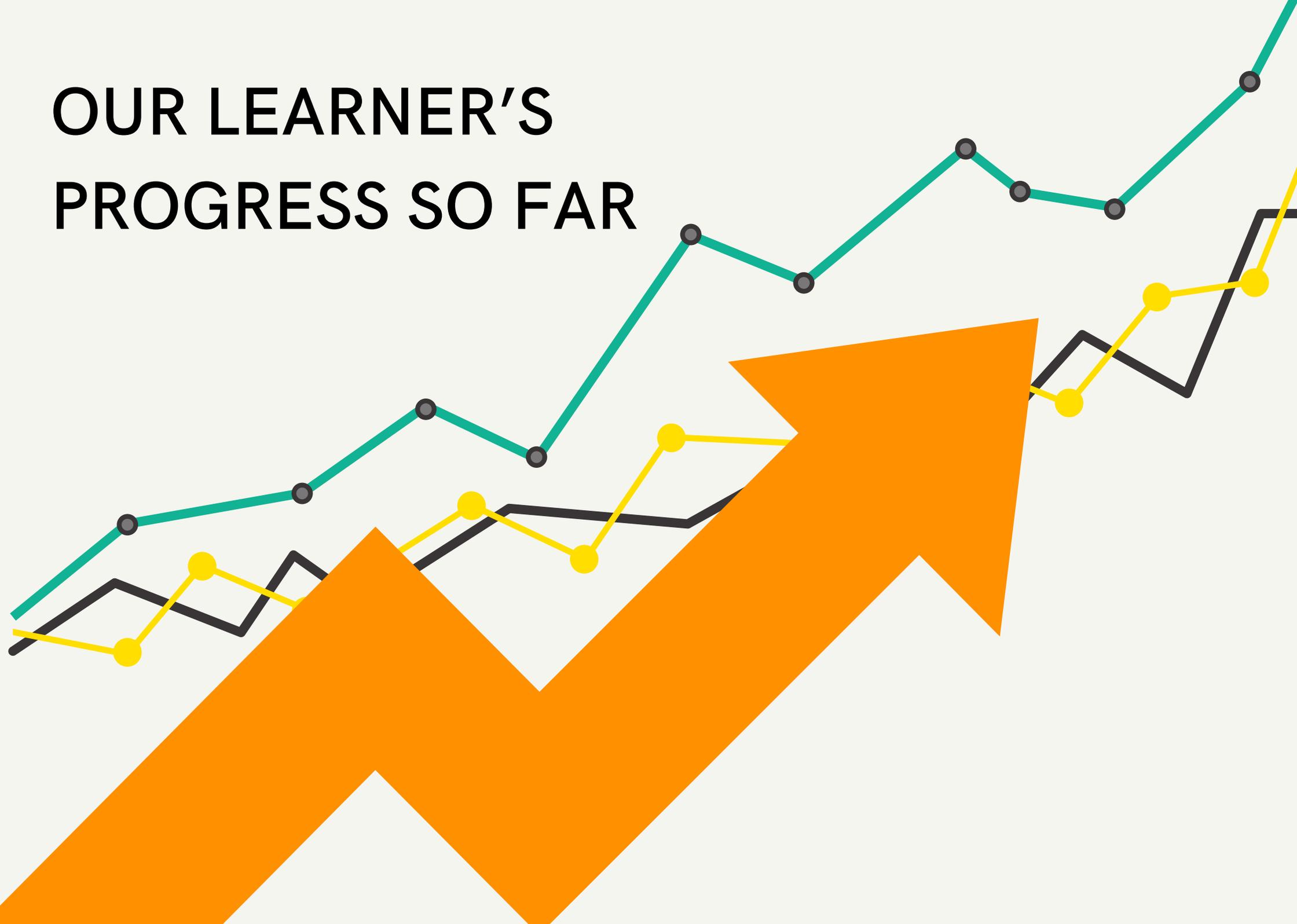
13 year old Rosemary, felt she was too old to study in P2 with little children. At this age she could not read or write a single word. Additionally she was a sickly child which made her attendance irregular. Bothered by her continued absence, Clara Nasingura a fellow placed at her school Kisambo Primary school in Kikuube District, visited her at home. During the visit, the fellow talked to the mother who confessed that she was encouraging Rose to stay at home and take care of the younger siblings due to her age. Clara was intrigued by the mother's mindset, "I explained to her the value of education to a girl child like Rose and the implications of her staying out of school like early pregnancies" Clara says "I also talked to Rosemary to boost her self confidence.

Since then Rosemary hasn't missed a single day, she packs enough food to stay at school after lunch when others return home so as to get the help of the teacher to learn how to read and write. Rosemary now can write and at least read all numbers of the Alphabet and recognize numbers from 1-20.



Cohort 4 Alumnus Chelangat Winnie guiding her students as they do their classwork. She is passionate about building confidence in girls to encourage them to participate in classroom activities.

OUR LEARNER'S PROGRESS SO FAR



Using the UWEZO assessment tools, a baseline assessment was conducted to establish the benchmark of numeracy and literacy of our learners in Term 1 of 2023 and at the end of the year an outcome assessment was then conducted to measure the levels of learning achievement for learners in TFU partner schools specifically in Kayunga and Namutumba where TFU had implemented its program for over a year. Below is the summary of the assessments done at the beginning and end of year respectively in TFU partner schools in Central and Eastern regions representing the average score

Numeracy

12.1% improvement in Numeracy was registered from a baseline of 6.9% to 19.0% at End of Year Outcome Assessment.

Literacy

A 1.3% improvement in Literacy was registered from a baseline of 5.3% to 6.6% at End of Year Outcome Assessment.

This means students taught by TFU Fellows improved grade-level proficiency in Numeracy and Literacy by the end of the 2023 school year. TFU will continue to track the learners outcomes across all the 3 early grade classes supported in TFU partner schools.

Engaging Learning Environment Established

These results below show TFU's performance in the Teach For All survey which was aimed to check fellows' impact on the learners.

This class is a happy place for me to be.



97%

I like the things we are learning in this class.



99%

I read at home almost every day.



71%

I like being at school.



99%

*1984 responses

Teach For All Survey December 2023

This means that Fellows have also driven holistic learning in their classrooms, where children are engaged throughout the year.

Voices From Our Partner School Communities

Ndiwabene Mary Tonny (Headteacher Bunakijja C/u P/s)

I am really happy and thankful for the impact that has been brought to our school. Teach For Uganda Fellows have inspired teachers and learners to love education. I just pray that they stay there forever and we get an inspiring generation of leaders.



Kadiama Stephenson Headteacher Nakibanga primary school - Kayunga.

“Teach For Uganda has brought strong teamwork amongst the teaching and non-teaching staff members. This has gone a long way in problem-solving. I wish to thank Teach For Uganda for the leadership skills to the teachers, the government for enabling them to operate. How I wish this program/ contract would be extended for at least five years. This would make education deep-rooted, sound and sustainable hence the development of our economy”



Mukiibi Ronald- Senior Education Officer, Kayunga (Centre)

This fellowship has been very beneficial to our children. We see the fellows take initiative to visit the children's homes which improves their learning, this is something i would like to see our PTA pick up. I am in full support of this program and i encourage Teach for Uganda to scale up and give us fellows in all our schools in Kayunga Districts

Ndagire Mariam P.2, Kajunki CU P/S - Kayunga District

Before the Fellows came we used to learn in Luganda but now I can add and speak in English. They brought solar and cooking stones which help us cook at school and save the environment.

Namwanje Deborah (mother to Namaganda)

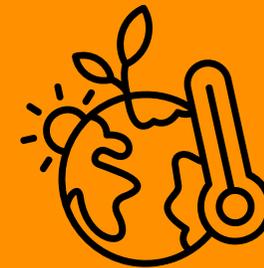
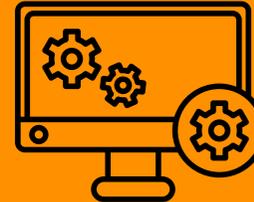
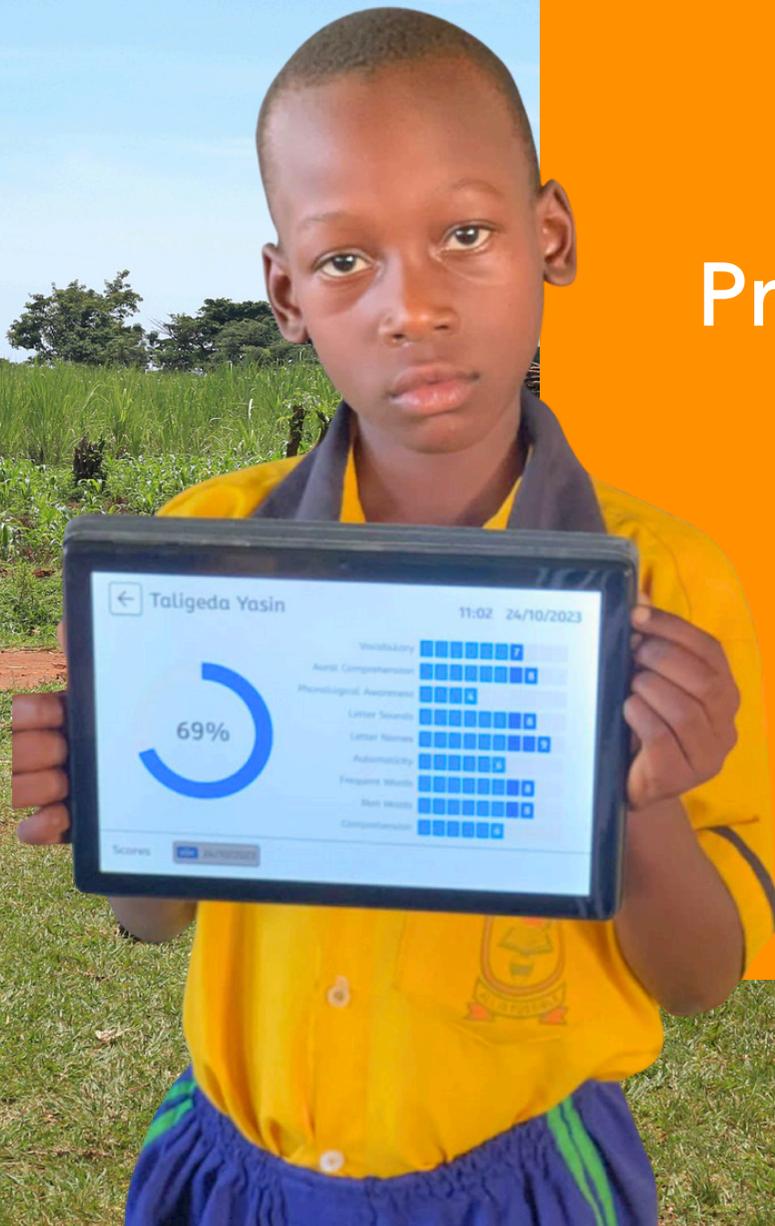
I am really happy with Teach For Uganda because my daughter could not read and spell well but now she can. I thank the new teacher from Teach For Uganda for inspiring our children to love education. I am a single mother, selling cassava chips to raise school fees but I was almost giving up because I could see no change. This term Jane performed very well. My daughter can now read more than ever before and now she wants to be like her teacher Brenda.



Namaganda Jane, Bunakijja C/u P/s -Mukono

“I feel like sleeping at school because I love madam Nagasha’s style of teaching and the subject she teaches. I have learned new words like “papyrus” I was thinking of changing school next year but since we got a new teacher I won’t. I want to become a teacher in the future and be like teacher Brenda.

Projects Supporting Learning in the 21st Century



FUTEDU/Digital Learning

The Future of Education (FUTEDU) project is a transformative initiative that aims to revolutionize the educational landscape in Uganda by leveraging the power of digital learning. The project seeks to provide digital learning opportunities to over 40 rural and under-served UPE schools in Mayuge, Namutumba, Kayunga, Bugiri, and Namayingo Districts.

A total of 253 tablets pre-loaded with educational content aligned with the national curriculum, 25 speakers, 25 chromecasts, 5 solar kit units and 25 projectors were distributed to 11 schools in Namutumba, 19 in Mayuge and 9 in Kayunga.

TFU conducted a training program for Digital Learning Committee members from 30 schools in Mayuge District and Namutumba which targeted the nine committee members, including the chairperson (a parent), the secretary (the headteacher), the fellows available at a school, a teacher, and parents for the management of the tools to ensure sustainability. In addition, the training built capacity of the teachers and Fellows in using digital tools in the teaching and learning processes and large class management.

11,269

learners reached

187

Teachers Trained

5,714

Boys

5,555

Girls

105

Male

83

Females

187

Community Members Reached



Learners interacting with the literacy content using tablets. **Above:** A fellow guides learners on how to use the tablet

Financial Literacy



Muwanguzi Arnold a Fellow in Cohort 5 recording Learners' entries at Nabuganyi R/C in Kayunga

The Financial Education Initiative aims to provide relevant and timely financial literacy skills to girls in 33 TFU partner schools in Kayunga and Mayuge. The project covers topics such as budgeting, saving, investing, entrepreneurship, and career planning while also incorporating life skills such as self-confidence, leadership, communication, and decision-making. To achieve its goals, the project uses a participatory and learner-centred approach that involves girls in interactive and fun activities like games, role plays, simulations, and group discussions. 74 Trainers of Trainees were trained where 45 are male and 29 are female.

7,975

Students Reached

62.3%

acknowledge having saved money .

82.4%

importance of savings knowledge for effective future planning

4,320

Girls

3,655

Boys



Sheila Ato a Cohort 5 Fellow with her learners during a Financial education session at Nabuganyi R/C primary school in Kayunga District

Learners feel confident talking about saving money with their parents, and 65% of learners now agree that if guided, children are able to manage their money to achieve their goals. The girls have developed interpersonal and confidence skills, become more aware of their rights and responsibilities, and are more motivated to learn and achieve their goals.

The program has provided savings kits to all 33 schools, which have formed savings groups. The learners plan and carry out their individual paths to reach their savings goals.

Nabirye Aisha, a student of Musita Muslim primary school in Mayuge district, has saved UGX 100,000 that she plans to use to buy a goat.



Climate Education and Leadership



This project aims to raise awareness about climate change, foster environmental stewardship, and empower students, teachers, and community members to become climate change agents. By integrating climate concepts into the educational system, the project seeks to equip individuals with the knowledge and skills to take collective green action and create a sustainable future for the districts.

Through annual community dialogue meetings, CEL has reached out to over 4000 community members. These meetings have provided an opportunity for community members to engage in discussions and share their perspectives on climate change. The involvement of the community is crucial in achieving lasting change, and CEL recognizes the importance of their input in creating a sustainable future.



Learners participate in tree planting at Busaale Primary School in Kayunga District

Above: Community members become Climate action advocates. **Below:** Local Leaders participate in tree planting at a partner school.

21,899

Learners reached

10,917

Girls

10,982

Boys

81

Schools reached

81

Clubs Formed

76

Schools with Nursery beds

4,404

Community Members reached during sensitization

2,663

Female

1,741

Male

2023 Graduating Cohort

On November 30th 2023, we graduated 32 young leaders of our 4th Cohort into Alumnihood bringing our alumni community to a total of 86 outstanding change agents. This Cohort served in communities in Namutumba and Mayuge in Eastern Uganda in 25 schools improving the learning and life outcomes of over 10,000 children.

Below are some of the stories of the community impact projects undertaken by the Cohort 4 graduates.

4th
Graduation



Akampa Secret

Secret supported both boys and girls at Kiranga Primary School to minimize school dropouts and absenteeism by advocating for Menstrual health education

A menstrual health and hygiene club was formed comprising 300 girls (primary five, six and seven). Within the club, a changing room was created and equipped with menstrual materials to help girls in case their days turn red when they are not aware.

The girls are able to maintain hygiene during their red days and about 300 of them can make their own reusable sanitary pads which are sustainable and can last them up to two years if used properly. They have as well developed confidence and self esteem that has enabled them to have dreams and come to school every other time.



Sibihwana Fiona



Fiona is a strong advocate for children to return and be retained at school. To solve the school feeding issue, she partnered with a well wisher to support her school feeding program and enable her children stay at school longer.

She also applied for and won funding for the construction of a borehole for her school through the [MTN Uganda #ChangeMakersProgram](#). This will go a long way to serve over 2,000 children and the community as large by providing safe and clean drinking water.

Her dream post fellowship is to continue impacting more lives in the community and her country Uganda using the skills and knowledge gained from fellowship.



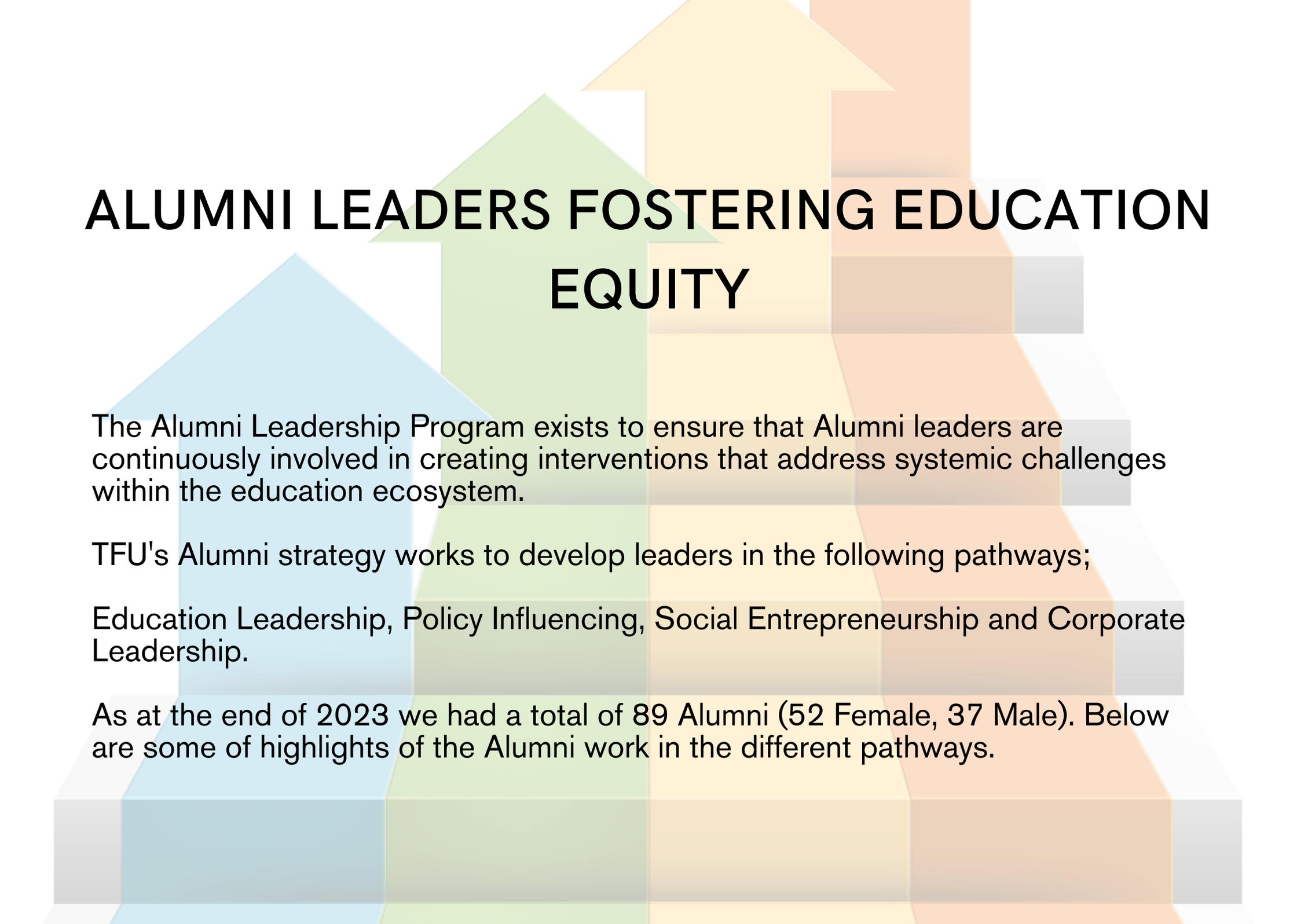
Andrew Kitaire

Andrew Kitaire partnered with passionate people and non-profit organizations from different backgrounds to improve education at his school and engaged in several fundraising events. Through collective leadership with his co-fellows and other community stakeholders, he was able to fundraise for the borehole project at Lwatama Primary School to ease, provide and enable the school and community members to have access to fresh and clean water. He was able to provide 35 Desks to both P.1 and P.2. and provide teachers with toilets to avoid using the same restrooms with the children.

He was also able to bless 65 learners with sandals to use while at school to prevent them from stepping on the ground and in the dirty toilets and urinals.



and also to prepare meals for the learners and teachers.



ALUMNI LEADERS FOSTERING EDUCATION EQUITY

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;

Education Leadership, Policy Influencing, Social Entrepreneurship and Corporate Leadership.

As at the end of 2023 we had a total of 89 Alumni (52 Female, 37 Male). Below are some of highlights of the Alumni work in the different pathways.

Education Leadership

Catherine Kantono is now serving as a volunteer teacher in her former School of placement, Nkono Memorial in Namutumba District. After realising the teacher shortage, she made the quick decision to return and fill the void. Nkono Memorial right now has only 8 full-time teachers out of the 13 who were there previously, despite the high students' enrollment at 1066 students currently.

Catherine is also keeping her chess initiative alive in the school and is proud that the students continue to lead the chess clubs and we are getting ready for a student-led chess competition involving the ten schools that benefited from 35 chess board donation.

She is working to forge stronger ties with the community and have a platform to establish a community-based organization (CBO), with Nkono Memorial primary school serving as its central hub.



Amanyire Collins continues to make significant contributions to education and community development. Currently serving as the Deputy Principal at St. Bakhita Vocational Training Centre. At St. Bakhita, Amanyire leads the implementation of the Innovation Scholar Program, a pioneering program aimed at fostering innovation and excellence in vocational education. His dedication to this program has empowered staff and students to explore their potential, develop practical skills, and pursue entrepreneurial ventures through collective leadership. Under his leadership and guidance, students are equipped with the tools they need to succeed in today's dynamic workforce.

In addition to his role in spearheading the Innovation Scholar Program, Amanyire oversees the comprehensive operations of St. Bakhita Vocational Training Centre. His responsibilities extend to managing all income-generating activities, including the school farm, restaurant, carpentry, ICT center, salon, honey and peanut butter production, Cloth production and generally day to day school activities. Through strategic partnerships with the University of Notre Dame and the Archdiocese of Gulu, Amanyire's leadership has enhanced the vocational training experience, providing students with access to resources and opportunities for growth.



Kimuli Emmanuel is an Instructional Coach at COBURWAS Nursery and Primary School in Kyangwali Refugee Settlement, Western Uganda, where he has supported 23 teachers to improve their reflective practices through lesson observations and giving them feedback. Their skills in asking higher-order thinking questions and integrating Information Technologies in teaching have also improved.

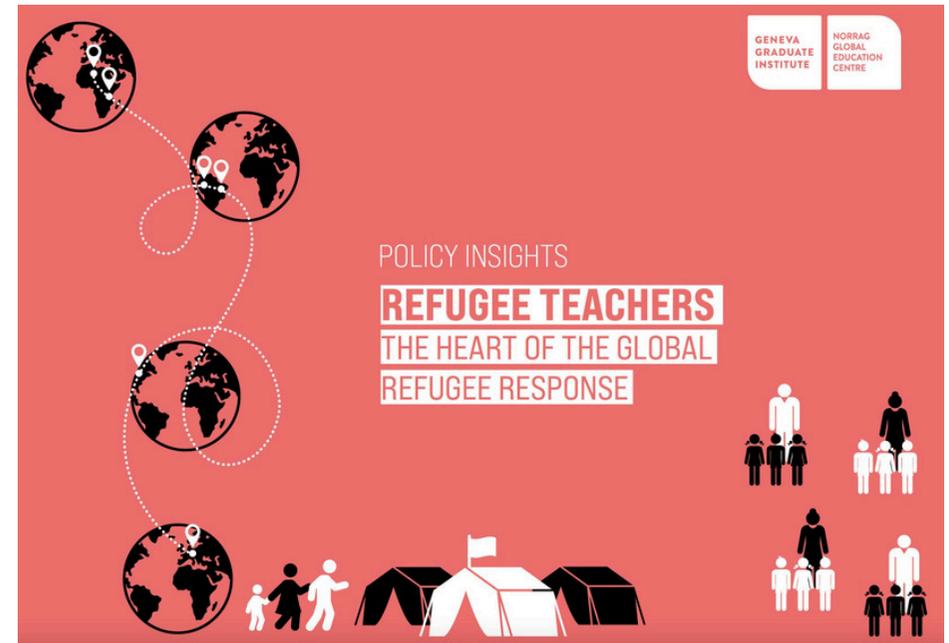
Upon the realization that 13 digital learning tablets available at the school and none being utilized. Kimuli, a self-taught Scratch Programming instructor who is also passionate about digital literacy, liaised with the school administrators who then allowed him to conduct Scratch Programming sessions every Thursday evening. Learning Scratch has benefitted upwards of 30 pupils boosting their confidence, creativity, and critical thinking skills as they engage in creating different animations and present their work to their colleagues.

Policy Influencing

Francis Bizoza was one of the 48 authors to contribute to the NORRAG Policy Insights under the theme Refugee Teachers: The Heart of the Global Refugee Response representing the African context.

The publication defines the key challenges impacting refugee teachers' work and well-being and recommends clear and achievable policies for strengthening the inclusion of refugee teachers' voices in policymaking and practice and improving refugee teacher professional development.

Along with other colleagues, he launched the publication via a hybrid event at the Geneva Graduate Institute on 13th December 2023



Mary Freda Aduno
Country Ambassador
Uganda

Through her active participation in diverse networks and communities, **Freda Aduno** is committed to advancing education, fostering collaborations, and advocating for inclusion and the enhancement of teaching standards and teacher welfare in Uganda and globally.

She is involved in various platforms including: Chevening Alumni: Leveraging the Chevening network to exchange ideas, resources, and best practices in education and teacher development and Teachers Empowerment Platforms (e.g, Teachers in Kabarole): Actively engaging with local platforms to empower educators, share experiences, and advocate for systemic improvements among others.

She is focused Initiating projects and programs aimed at improving access to quality education, particularly the in underserved communities where she is currently working under Kyaninga inclusive education hub.

Freda has been appointed as the T4 country Ambassador for Uganda.

Social Entrepreneurship



Ivan Samuel Womala is a co founder of The Pan African Climate Education Network, a dynamic and fast growing Continental Collective of climate champions committed to building a robust community across African Educators, Climate Enthusiasts and leaders aimed at advancing Climate Education and Leadership in contextual African communities, schools, organizations and Policy systems. The Pace- Network now stewards climate champion frames in over 14 African Countries and is still expanding.

Their objective is to: Promote Climate Change Education and Leadership in Africa; Foster actionable Leadership Development; Facilitate collaboration and cross-border shared learnings; Influence Policy and best practices; and Engage communities in solution driven climate projects.

Ivan and other Pace-Network team of 4 were selected under the Teachers For the Planet 100 Global outstanding Climate Educator lead solutions and presented at COP28 and REWIRED summit on panel discussions that included greening schools greening communities and greening the curriculum among other crucial climate discussions driving the scope of the global climate scope.

Martha Ayikiriza became an ambassador for the World Literacy Foundation and went on to roll out a literacy development project in the whole school to improve students' reading skills which culminated in a school library installation. Martha currently runs a vibrant children's community library, offering a diverse range of reading programs. These include the engaging holiday reading program, which keeps children immersed in books during their breaks, and the guided reading program, which provides structured support for young readers.

Martha's overarching goal is to cultivate a strong reading culture among children. She understands the transformative power of literacy and aims to instil a lifelong love for reading in every child she encounters.

In addition to her work at the community library, Martha extends her support to schools, particularly in the middle and upper classes. She focuses on developing foundational literacy and numeracy skills, recognizing their critical importance in shaping children's academic journeys.



Judith Chandia founder and CEO of the Nezikokolima Environmental Group in Luwero District, is driven by a passion to empower and educate. Through her organization, she equips youths and women with valuable skills, transforming plastic waste into beautiful earrings and necklaces. Her impact extends beyond these workshops as she champions environmental awareness through the "Green Schools" program. This initiative reaches five primary schools nestled within Luwero's most vulnerable communities, fostering a love for the environment amongst the next generation.

Judith's approach to climate change education is refreshingly unique. Recognizing the abundance of fear-mongering information, she has chosen a path of hope. Her lessons weave storytelling, music, debate, and drama with hands-on activities like tree planting and clean-up drives. This captivating blend not only educates but also fosters a sense of community and empowers individuals to embrace a greener lifestyle.

Her work was recognised in *The New Vision* as a leader in Climate Action, she is also part of the *Environmental Human Rights Defenders Coalition* in Uganda

Key Milestones

- TFU scaled up its program from 3 to 10 Districts
- TFU Partnered and supported 83 to 182
- TFU recruited, trained and placed additional 289 (107 male 182 Female) Fellows
- TFU has impacted 74,662 (36,885 girls, 37,777 Boys)
- TFU graduated 31 Fellows (22 Female,9 Male) in Cohort 4
- Improved learning outcomes from 6.9% to 19% in Numeracy and 5.3% to 6.6% in literacy.

& Lessons Learned

- If engaged, informed and empowered parents can support their children's education.
- Play based learning (TaRL methodology) triggers learner interest and participation in the Teaching, learning processes and improves school attendance.
- Holistic and consistent stakeholder engagement in program implementation and monitoring facilitates ownership and sustainability of Key results.

Challenges

01

The transfer of Government teachers who are part of the TFU Fellowship to non-partner schools affected in school implementation. Going forward TFU will strengthen coordination with the DEO's office to ensure that transfer of the teachers is done within the partner schools to facilitate program continuity.

02

Low participation and support of parents to their children's education affecting learner attendance. TFU emphasize home visits by fellows to create awareness of the value of education and interest parents to participate in the education of their children.

03

Fellow attrition due to challenges coping in the rural communities. TFU will repackage the training content to include social-emotional skills and psychosocial support sessions to build resilience and coping mechanisms.



Our Team

Charlotte Iraguha
Co-Founder/MD

Kassaga James Arinaitwe
Co-Founder/ED

Norah Athieno
Head of Programs

Sam Bob Enyang
Finance Manager

Nabigunda Richard
Fundraising Manager

Herbert kalyesubula
MEAL Manager

Flavia Nakajjugo
Training & Design Manager

Diana Rose Nyasenywa
Operations Manager

Esther Lubega
HR Manager

Desire Musimenta
Marketing & Communications Manager

Namukhura Rowney
RSM Manager

Phillip Mugerwa
Projects Officer

Mukiza Joram
Senior Selection Officer

Joseph Kawagga
Senior Program Officer

Allan Obua
Senior Program Officer

Solomon Kamukama
Senior Program Officer

Pinky Mukyala
Program Officer

Godfrey Orech
Program Officer

Ivan Timothy Wandera
Proram Officer

Lukman Mugabi
Proram Officer

Samuel Boloki
Proram Officer

Edith Nyanzi
Proram Officer

Sheila Adongo
Program Officer

Emmanuel Orikiriza
Program Officer

Solomon Ahimbisibwe
Program Officer

Twinamatsiko Onesmus
Senior Program Officer

Yawe Robert
Program Officer

Aaron Masereka
Program Officer

Amiya Consolate Maries
RSM Officer

Rita Apuno
RSM Officer

Lenus Kirya
RSM Officer

Ivan Samuel Womala
RSM Officer

Wandera Decimon
Senior Program Officer

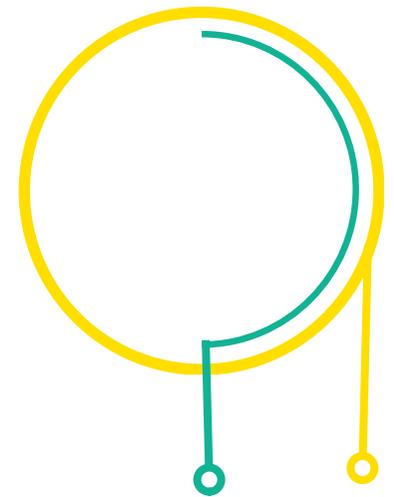
Bridgette Nyamer
MEAL Assistant

Timothy Agaba
MEAL Assistant

Ahmed Kayanja
Finance Assistant

Ogwal Innocent
Office Custodian

Julius Tumwiine
Driver



55% Women led
100% Ugandan



Our Board

Tony Otoa
Board Chair

Chief Executive Stanbic Business Incubator, CEO Emeritus Ubuntu Leadership Safari

Michael Bwiso

Lead Corporate Services at the Innovation Village, Former Head of Human Capital Development-Stanbic Bank

Stella Ndiwalana

ECP Project Manager at Umeme Limited and serves on its Cooperative Society as the Secretary Vetting Committee. Board Chair Aika Security Options Ltd Board Member Dabo J&S Ltd

Pheona N. Wall

CEO League of East African Directors, President Emeritus Uganda Law Society, Director EABC Founder Fidelis Leadership Institute

Abubaker Mayanja

Vice President at FA Fin Advisors Consulting Pvt. Limited. Former Country Manager at DHL Global Forwarding

Ivan Ssenfuma

CFO at Educate! Resident Facilitator of Finance Leadership Modules at IFF Leadership Training Program

Rose Izizinga

First Woman Chairperson of the Association of Secondary School Headteachers of Uganda. First Woman President of the African Confederation of Principals



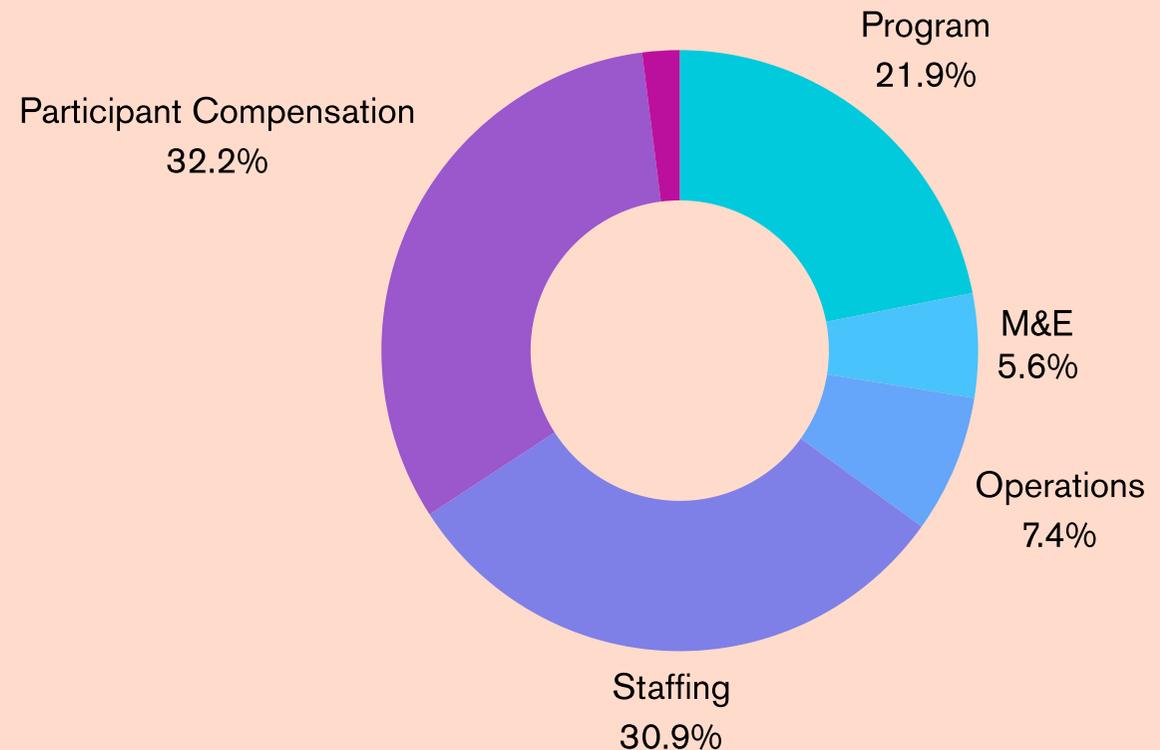
2023 Financial Report

Teach For Uganda is committed to using our resources in service of our vision and mission. At the end of the year 2023, audited total revenue and expenses were as represented below:

2023 Income (Ush '000)

Donations and Grants	7,050,846
Other income	30,586
Total	7,081,432

2023 Expenditure (Ush '000)



Get Involved In Our Work

DONATE

Your contribution supports us to grow and reach children in high need areas across Uganda

<https://shorturl.at/dfvNW>



SUPPORT OUR ALUMNI

Donate to support our Alumni scale their Impact to advance holistic education

<https://shorturl.at/dfvNW>



FOLLOW OUR IMPACT

Watch Stories of Impact From Our Fellows

<https://shorturl.at/luxRT>



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Appreciation



Teach For All
A Global Network



CREDIT SUISSE

BCG BOSTON
CONSULTING
GROUP



Wellspring
Philanthropic Fund



**AFRICAN COALITION
FOR SOCIAL IMPACT**



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Teach For Uganda