



TEACH FOR UGANDA

COVID-19 ADAPTATION EDUCATION INNOVATIONS



TEACH
FOR UGANDA

1. Community Cluster Learning Pods (CCLPs)
2. Digital Learning Initiative
3. Tele Learning Initiative (TELI)
4. Virtual Training Institute
5. Online Transformational Leadership training



COMMUNITY CLUSTER LEARNING PODS (CCLPS)

At the height of the 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 COVID19 prevention procedures.

OBJECTIVES

1. Learn how to read and pronounce letter sounds.
2. Read 3 letter words
3. Identify and name common objects in their surroundings.
4. Form short common sentences using common words.



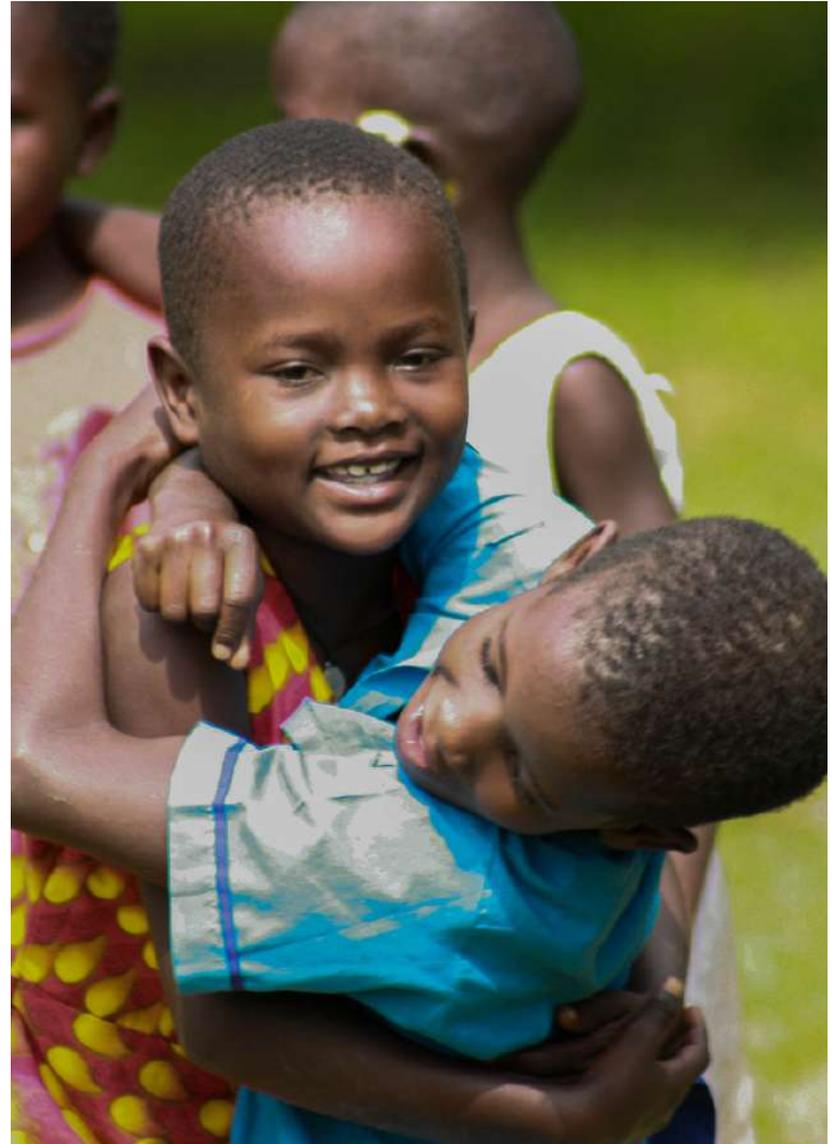
TFU Fellow Aggrey Cherotich marks an assignment of one of his learners during a CCLPs session in March, 2020, in Mayuge District.

REACH

DEC 2020 - MAY 2021 IN
SUMMARY

1,975

NUMBER OF CHILDREN
DIRECTLY TAUGHT BY FELLOWS



45

NUMBER OF FELLOWS TRAINED
& PLACED TO TEACH PRIMARY
1 & 2



52%

PROPORTION OF LEARNERS
WHOSE OVERALL ACADEMIC
PERFORMANCE IMPROVED BY
AT LEAST 10% IN BOTH
LITERACY AND NUMERACY



DIGITAL LEARNING INITIATIVE

To help accelerate learning outcomes and bridge the digital learning divide between urban and rural learners in Uganda, we launched a Digital Learning Initiative (DLI) in 5 rural and underserved UPE schools in Mayuge District to serve over 1,200 learners. This was possible in partnership with WarChild Holland, The Ministry of Education and Sports, and the Student Change Makers.

OBJECTIVES

1. Accelerate learning outcomes and improve reading and comprehension competencies among rural underserved students using digital tools.
2. Promote the use of digital learning platforms and tools among primary teachers by providing power solutions to school communities, tablets, Remote Area Community Hotspot for Education and Learning (RACHELs) and teacher training.
3. Impart Information & Communication Technology (ICT) skills to students directly taught by the Fellows in the pilot study schools as part of the world-of-work skills training program.



A learner at Kaluuba Primary School in Mayuge District navigating the learning tablet

IMPACT

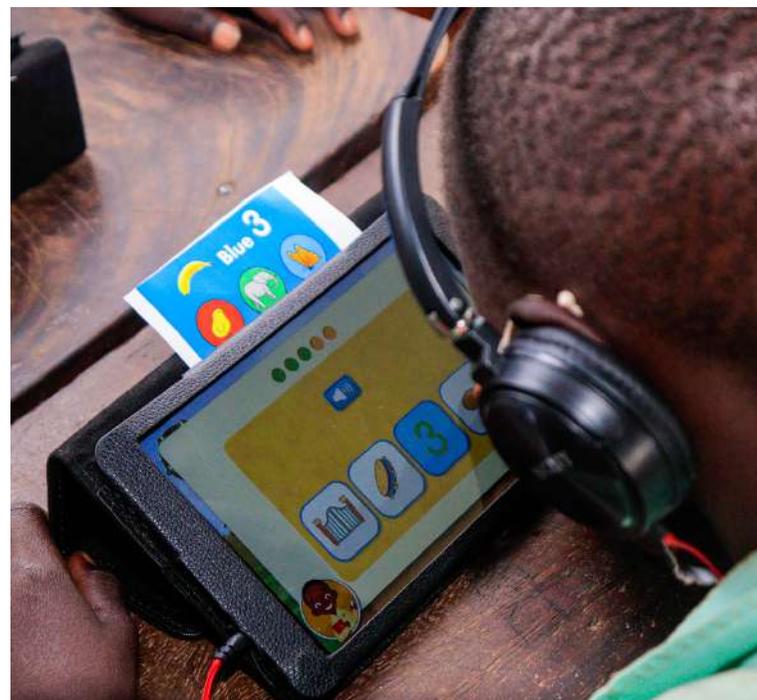
230

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



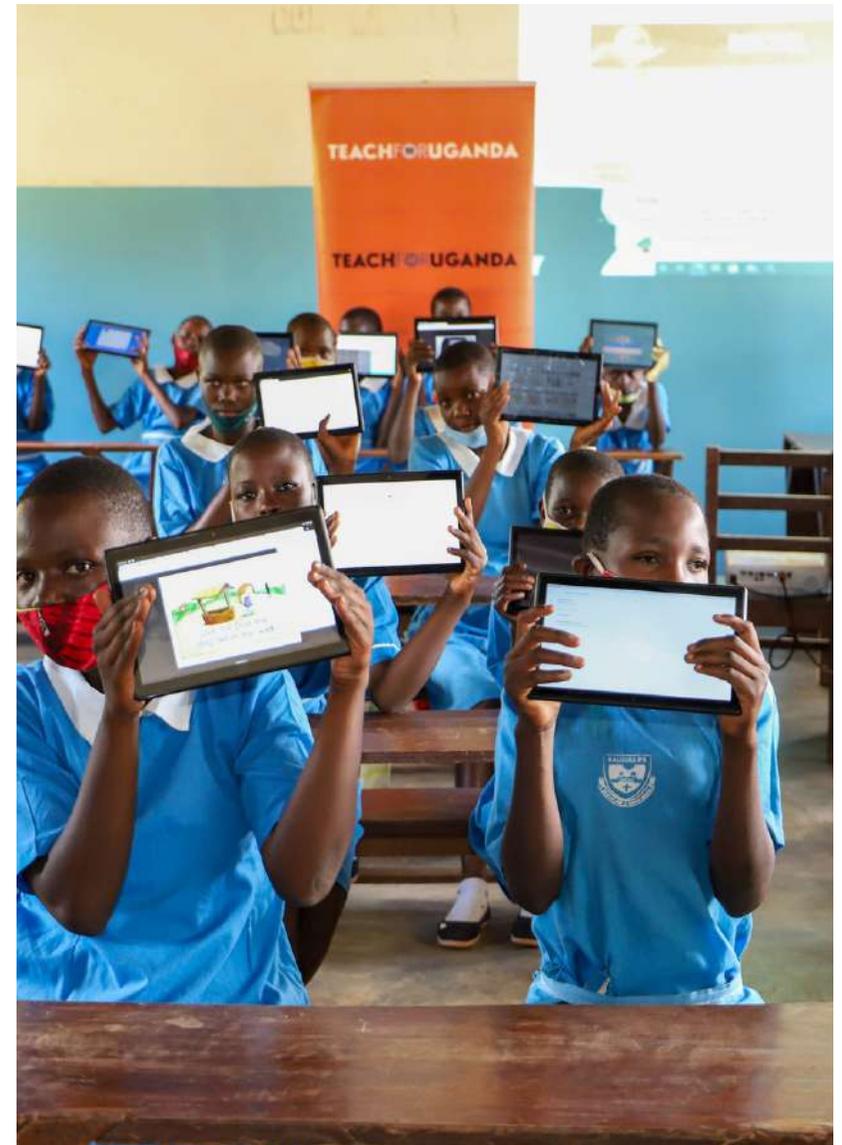
5

SCHOOL COMMUNITIES
EQUIPPED WITH TABLETS,
SOLAR SYSTEMS, AND
RACHELS FOR DIGITAL
LEARNING



1,200

STUDENTS REACHED ACROSS
THE 5 SCHOOL COMMUNITIES.





TELE-LEARNING INITIATIVE (TELI)

In August 2021, we launched the Tele-Learning Initiative (TELI), a unique innovation to support the educational progress of the rural and underserved children in the last-mile communities during the nationwide school closures caused by the second wave of the COVID19 pandemic.

OBJECTIVES

1. To promote children's interest in education
2. To support learning opportunities for rural children
3. Promote emotional support to both parents and children who continue to endure the effects of the covid-19 pandemic.
4. To improve fellows' skills in delivering/teaching on phone.



A parent helps her daughter during a TELI session over the phone to enable continuity of learning.

**INTENDED
IMPACT**

1,500

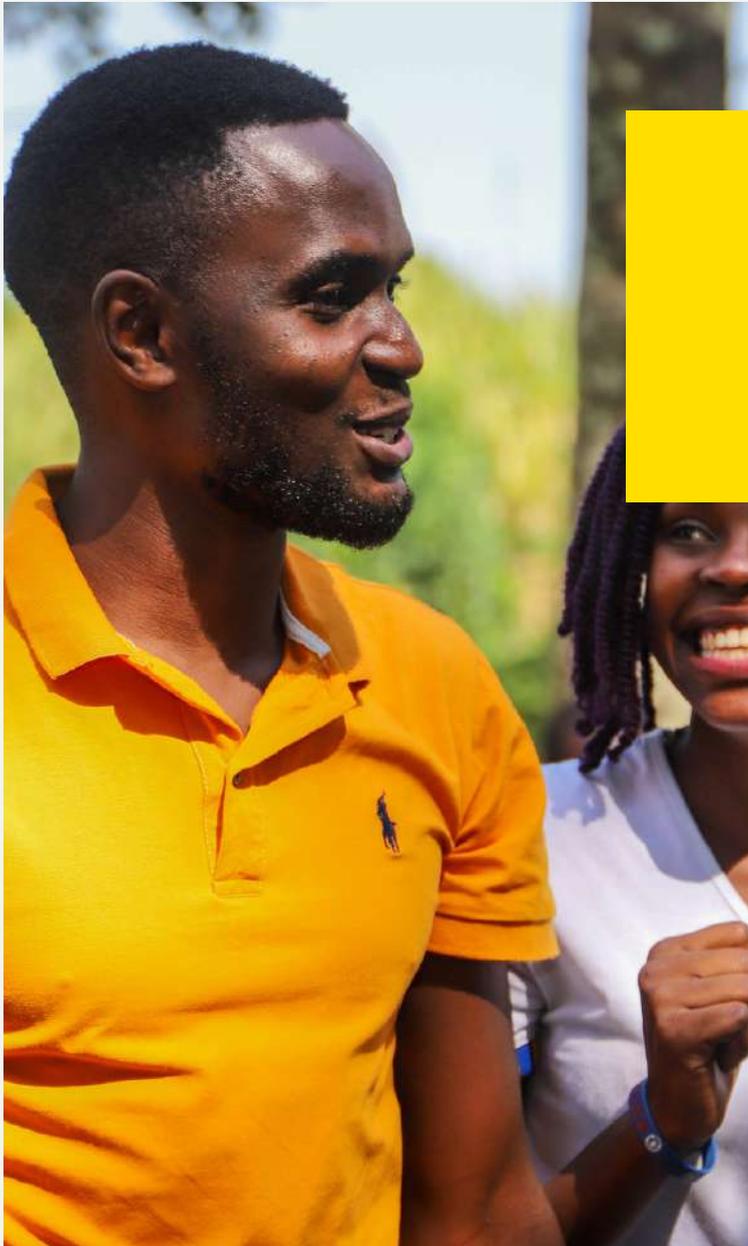
PUPILS

700

PARENTS

2

DISTRICTS



ONLINE TRANSFORMATIONAL LEADERSHIP TRAINING

In June, Uganda went into another lockdown for 42 days with all learning institutions closed. As a means to engage the fellows and keep them learning critical leadership skills, We developed the Transformative Leadership in Education Course to equip fellows with transformative leadership skills and mindset to overcome the challenges of the lockdown and continue serving others.

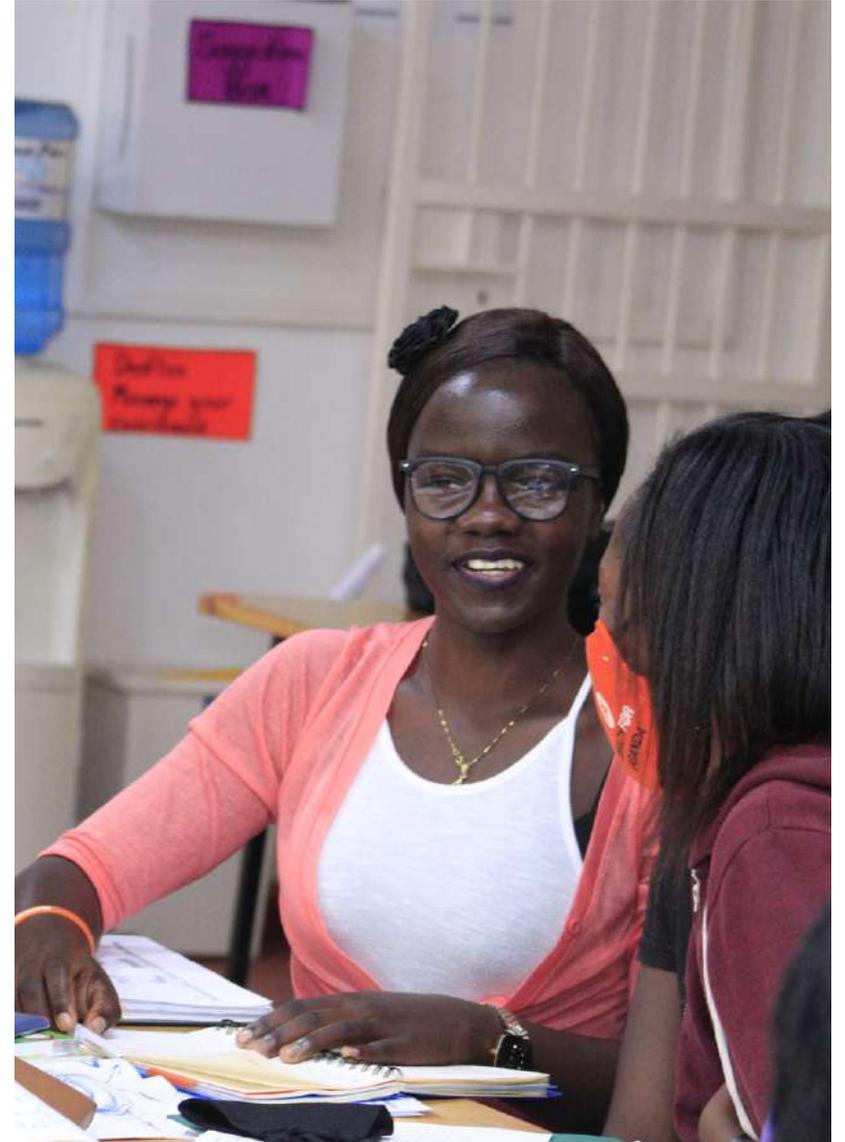
OBJECTIVES

1. Equip fellows with transformative leadership skills and mindset to overcome the challenges of the lockdown and continue serving others.
2. Occupy fellows to overcome the effects of the new lockdown.
3. Keep fellows connected with each other through group work and peer feedback-giving.
4. Keep fellows supported by their coaches.
5. Build the emotional intelligence and resilience of the fellows to keep them strong and engaged during the pandemic.

REACH

136 FELLOWS

COMPLETED THE COURSE AND WERE
AWARDED WITH CERTIFICATES.





VIRTUAL TRAINING INSTITUTE

In September, we launched our 1st ever Virtual Institute (VI) for the Cohort 4 fellows with a total number of 76 fellows expected to participate in the training. This innovation was a response to the COVID-19 pandemic. Our Leadership Development Officers facilitated the virtual institute supported by subject matter specialists, invited guest trainers, motivational speakers, and Teach For Uganda staff.

OBJECTIVES

1. To broaden participants' knowledge of TFU's vision, mission, and value orientation.
2. To engage participants in lesson planning, delivery, and transformational teaching (pedagogy).
3. To orient the participants on reflection and personal leadership development.
4. To increase the visibility of TFU work for innovations, shared learning, and resource mobilization.
5. To build the capacity of fellows in online running virtual institute and use of digital tools

IMPACT

THE INTENTION OF THE VIRTUAL INSTITUTE WAS TO MAKE A DIRECT IMPACT ON THE FELLOWS AS OUR INCOMING TEACHER LEADERS IN THE DIFFERENT UNDERSERVED COMMUNITY SCHOOLS IN UGANDA.

WE DESIGNED A VIRTUAL INSTITUTE PLAN THAT WOULD BE ABLE TO GUIDE IF WE ARE MAKING IMPACT ON THE FELLOWS BASED ON THE OBJECTIVES SET.



TFU fellow Phiona Mukisa facilitating learning to her fellows in 2020 amidst the pandemic.