



TEACH  
FOR UGANDA



# PROFILE

Tujifunza Uganda Limited

[www.teachforuganda.org](http://www.teachforuganda.org)

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## VISION

We envision a Uganda where;

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



## MISSION

We are nurturing leaders committed to advancing equitable access to quality education for children in low-income communities in Uganda through a two-year *Teaching As Leadership Fellowship*.



## Our 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





# Who We Are

We are an indigenous Non-Governmental and Non-Profit organization that nurtures leaders committed to advancing equitable access to quality education for children in low-income communities in Uganda.

# The Problem

In Uganda, children's economic background has determined their educational outcomes and prospects in life. Poorer children are seven times more likely to drop out of primary school than their wealthier counterparts. To make matters worse the teacher to learner ration goes up to 1:92 in public schools compared to the national average of 1:50. This isn't fair but we cant do it alone.

**Not every child gets  
a fair start in life**

**A. So what?**

**B. So Lets  
fix it!**

**70%**

of children who enroll in public primary school drop out before Primary 7

**72%**

of children in public schools in P3-7 can't read and comprehend a P.2 level story and 45% can't do P2 level math.

**80%**

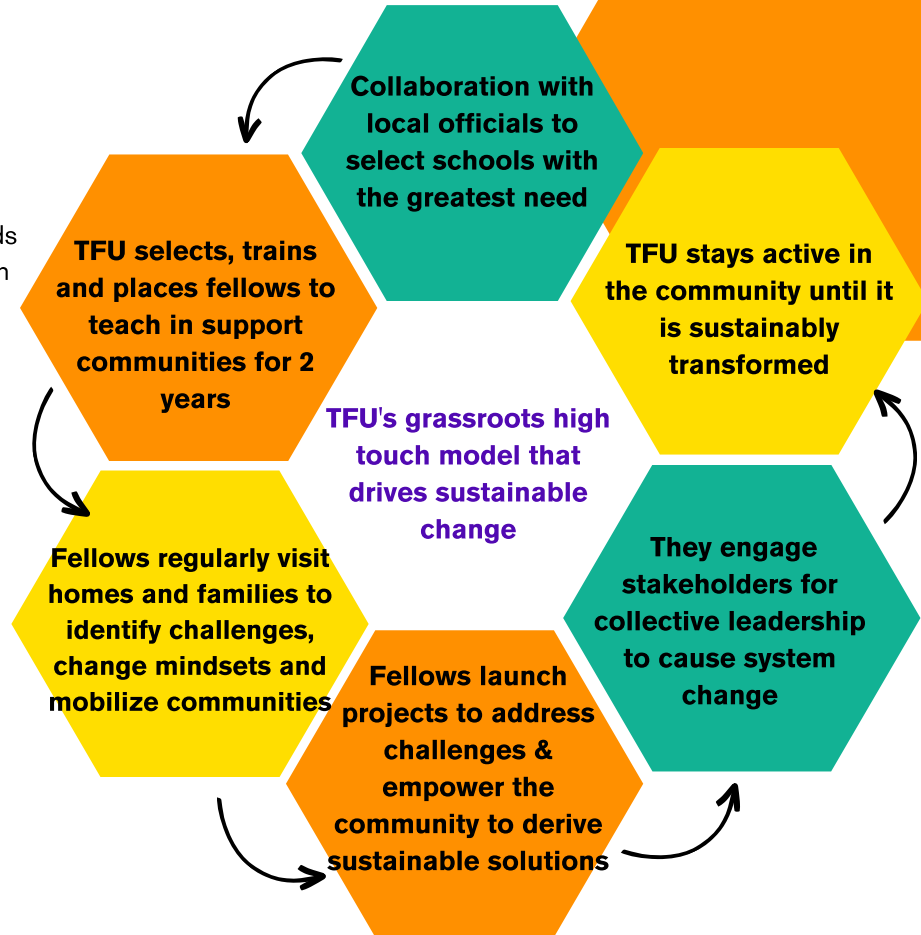
of primary school teachers were estimated to have less than a Bachelors Degree qualification.



# The Solution

We recruit, select, train and place Uganda's top university graduates from all academic backgrounds to commit two years serving as full-time teachers in low-income public 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 being implemented within our 2022-2026 strategy



# Our Model

1

## LEADERSHIP FOR SYSTEMIC CHANGE

- Fellowship - Graduates + Government Teachers in Primary and Secondary schools.
- Professional Development for Teachers & Headteachers.
- Foundational Literacy & Numeracy + Developing students as leaders

2

## INSTITUTIONAL STRENGTHENING

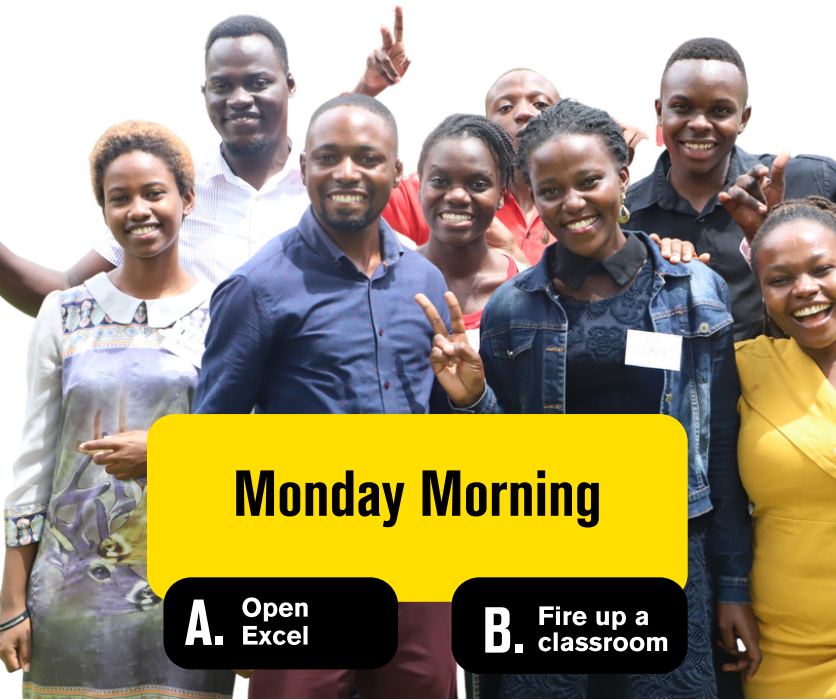
- Partnerships with Public Universities and Institutions for Fellow recruitment
- Partnership with Government to Strengthen Teacher Training and continuous Professional Development

3

## AGENTS OF CHANGE

- Tailored Training and Mentorship in:
  - *Policy Influencing*
  - *Social Entrepreneurship & Corporate Leadership*
  - *Education Leadership*
- Sourcing Opportunities for Alumni Growth & Development.
- Alumni Convenings and Events for Networking

# The Fellowship



## Monday Morning

**A.** Open  
Excel

**B.** Fire up a  
classroom

The Teach For Uganda fellowship is 2-year *Teaching as a Leadership* program that equips fellows with hands-on leadership and pedagogical skills to become effective teachers and lifelong leaders who are deeply rooted in the communities they serve. Fellows transform their classrooms by setting high expectations for their students and maintaining a culture of high academic achievement to increase learning outcomes thus supporting students to fulfill their potential.

As they serve in these communities, fellows gain a deeper understanding and appreciation of educational inequity and how it perpetuates the cycle of poverty. They start to develop the mindsets, knowledge, and skills for transformational leadership needed to cause a sustainable change in the education ecosystem. In the long-term, with continued support, our alumni bench-mark on their fellowship experience to drive systemic change within Uganda's and Africa's education ecosystem as educators, social entrepreneurs, and policymakers; all working collectively to advance equitable access to quality education.



# The Fellowship Explained



## Recruitment

We recruit outstanding graduates and professionals from varied disciplines and committed, leadership experience and skills to committed in-service government teachers to support in rural underserved government schools for 2 years.

## Selection & Matriculation

Applicants are invited to an Assessment Centre where they are taken through a rigorous 3 step interview. This includes a problem solving group session, classroom observation and a one on one interview. High performance candidates are identified and invited for Matriculation where they further inducted into TFU's Mission and Vision

## Pre-Service Training

Successful Fellows start their fellowship journey with an initial 2-week intensive residential training in pedagogy and leadership. Here, they are introduced to teaching as leadership, lesson planning and delivery, classroom management, culture of achievement, teaching techniques and community engagement.



## School Placement and Community Impact

Fellows are placed in rural, low-income government-aided primary schools as full-time teaching staff for 2 years. They work with existing teachers to increase student learning outcomes. They are challenged to plan and implement initiatives aimed at addressing challenges affecting the children and the communities they serve.



## On-going Support

Once in the classrooms, fellows continue to receive individual and team coaching support from their leadership development coach to grow in their role as effective leaders and teachers throughout the 2-year fellowship. Each fellow is paired with an experienced teacher to help them intergrate in school life, provide support and help in lesson planning and subject content.



## Alumni Leadership

Post fellowship, our alumni will join a network of like-minded leaders committed to the collective mission of advancing equitable access to quality education in low-income communities. We will also support our alumni to build their leadership capacity as educators, social entrepreneurs, and policymakers.

# Our Impact

**We Know it works  
because...**



We are present in **11** districts in Eastern, Central and Western Uganda



There are **437** Teacher leaders actively teaching to improve learner outcomes in Numeracy and Literacy



We have produced **58** Alumni leaders active in various pathways to advance Education Equity



We have partnered with **192** underserved schools in 3 regions



Where over **55,000** children are being taught



# Alumni Leadership

**55%** *of the Alumni are working as Education Leaders.*

**7%** *are Social Entrepreneurs,*

**3%** *are Policy Advocates*

**35%** *took on other pathways including Graduate Education.*

**What happens now?**

**A. business as usual**

**B. Make a difference**

# Alumni Leaders Creating Education Equity

## Chebijira Esther, Cohort 2 Alumnus



- Recognised in The Daily Monitor as 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.

## Ivan Samuel Womala, Cohort 2 Alumnus



- Ivan ran a Climate Action project during his fellowship where his project won the Global Educators Award for the Best African Video Award and featured at the Cop26 in Glasgow
- He Currently serves as a Recruitment Selection and Matriculation Officer at Teach For Uganda and has supported the Network on Climate Leadership, featured at the High Resolves Conference in Australia and is now spearheading the Pan-African Climate Leaders Network aimed at building a robust African Region collective on Climate Leadership.

## Carol Seera, Cohort 1 Alumnus



- 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.

## Aaron Masereka, Cohort 3 Alumnus



- Aaron is passionate about training educators and during the fellowship he was invited occasionally to facilitate and support fellows' training institute and capacity-building workshops about education pedagogy and leadership skills. He also trained the Aflatoun International Financial Literacy model to fellows and teachers, ICYD Work Readiness Short Course to community youth; and support-supervised and capacitated lower primary.
- He now serves as a Leadership Development Officer at Teach For Uganda in Namutumba District, Eastern Uganda, coaching fellows and inspiring young leaders

# Alumni Leaders Creating Education Equity

## Ruharo Moses, Cohort 1 Alumnus



- 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.
- Led in organizing the Africa Business Conference, one of Georgetown's largest student-led events.
- Moses has been hired to join the UN Foundation

## Amanyire Collins, Cohort 2 Alumnus



- 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

## Kanyunyuzi Claire, Cohort 2 Alumnus



- During fellowship, she mobilized resources to set up a modern library to reduce the illiteracy rates in her school, fenced the school to protect children from both physical and emotional danger, ran the "pad a girl" campaign where one hundred fifty (150) learners were taught how to make reusable pads which they can also sell to earn a living.
- Claire is now a Leadership Development Officer at TFU supporting fellows in Kayunga District

## Obore Charles, Cohort 1 Alumnus



- 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.



# Alumni Leaders Creating Education Equity

## Britah Atusiimire, Cohort 3 Alumna



- Britah is a great community mobilizer and leader who is passionate about girls and women empowerment. She founded an initiative called Kusiima Girls Initiative (KGI) in 2020 that empowers young vulnerable women and girls in their education, independence, menstrual hygiene and concrete planning for their futures.
- She is currently employed at the International Rescue Committee where she continues to grow her organizational leadership alongside running her Initiative.

## Solomon Kamukama, Cohort 2 Alumnus



- He is a passionate Educator and Trainer who has trained over 500 teachers and more than 200 fellows on pedagogical classroom practices and community leadership in the regions where the TFU program covers.
- He was recognised by Daily Monitor a national news paper as one of the best teachers for his demonstration of outstanding leadership during covid 19 crisis in 2020 where he supported continuity of learning in rural underserved community in Luweero, Nabutaka village.
- Solomon is currently employed at Teach for Uganda as a leadership development officer, where he supports a team of young and enthusiastic leaders as fellows.

## Ivan Timothy Wandera, Cohort 3 Alumnus



- While in the Fellowship program, Ivan organized the first-ever Marathon in Buswika Village in Mayuge district to fundraise for the procurement of sports equipment to enable children to learn through sports.
- He serves as a Leadership Development Officer at TFU supporting fellows in Mayuge District

## Chadia Juidth, Cohort 3 Alumna



- Judith is very passionate about Climate and the environment. During the fellowship, she formed vibrant environmental clubs at Lusenke COU Primary school and trained club members on democratic governance, climate change and waste management (Making recycled plastic bottles into meaningful crafts, flowers, earrings and bangles) which were sold to earn income during her time in the fellowship.

# Projects that Accelerate Our Community Impact



## Future of Education (Digital Learning)

The COVID-19 pandemic has disrupted the education system in Uganda, especially in rural and under-served areas where access to digital learning resources is limited or non-existent. Many students have been out of school for months or years, resulting in learning loss and increased inequalities. To address this challenge, Teach for Uganda has launched the Future of Education (Digital Learning Project) to support accelerated learning outcomes and bridge the digital divide between urban and rural learners.

### Our Initiative:

The project aims to provide digital learning opportunities to students in 40+ rural and under-served UPE schools in Mayuge, Namutumba, Kayunga, Bugiri and Namayingo Districts in Eastern and Central Uganda. The project equips each school with tablets that contain pre-loaded educational content aligned with the national curriculum, solar kit, Bluetooth portable speaker, and projectors. The project also trains teachers on how to facilitate learning using digital tools and provides continuous mentoring and support.

### Objectives:

**Access and Quality:** The project seeks to increase access and quality of education for rural and under-served students by providing them with digital learning devices that enhance their learning experience and motivation.

**Skills Development:** The project seeks to develop 21st century skills among students, such as critical thinking, creativity, collaboration, communication, digital literacy, and problem-solving.

**Teacher Empowerment:** The project seeks to empower teachers by enhancing their pedagogical skills and confidence in using digital tools for teaching and learning.



## Financial Education (FEDU)

Financial literacy is an essential skill for personal and professional development. However, many girls in rural Uganda lack access to financial education and opportunities due to poverty, gender discrimination, social norms, and cultural barriers. As a result, they face challenges such as low self-esteem, early marriage, teenage pregnancy, domestic violence, and limited career prospects. To address this issue, Teach for Uganda has partnered with Credit Suisse, a global financial services firm, to provide financial education to girls in rural Ugandan public schools.

### Our Initiative:

The Financial Education project aims to provide relevant and timely financial literacy skills to girls in 33 rural Ugandan public schools in Kayunga and Mayuge. The project covers topics such as budgeting, saving, investing, entrepreneurship, and career planning. The project uses a participatory and learner-centred approach that engages girls in interactive and fun activities, such as games, role plays, simulations, and group discussions.

### Objectives:

**Knowledge and Attitude:** The project seeks to increase the knowledge and attitude of girls towards financial matters. .

**Behaviour and Practice:** The project seeks to influence the behaviour and practice of girls in relation to financial matters.

**Empowerment and Impact:** The project seeks to empower girls and create a positive impact on their lives and communities. The project aims to improve the self-esteem, agency, and leadership of girls, as well as their academic performance, health outcomes, and social well-being.

The Financial Education project is not just an educational program; it's an empowerment opportunity for rural girls. Together, we can equip them with the financial literacy skills they need to achieve their dreams and become agents of change in their communities.





## Climate Education and Leadership Project (CEL):

Climate change is a global challenge that poses serious threats to the environment and livelihoods of people in Uganda. The districts of Mayuge, Namutumba, and Kayunga are among the most vulnerable to the impacts of climate change, such as droughts, floods, landslides, and diseases. However, there is a lack of awareness and education on climate change issues and solutions among the students, teachers, and community members in these districts.

### Our Initiative:

Teach for Uganda, in collaboration with local stakeholders, has initiated the Climate Education and Leadership Project (CEL) to address these pressing concerns. Our goal is 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 aims to equip individuals with the knowledge and skills to take collective green action and create a sustainable future for the districts.

### Objectives:

**Awareness and Education:** Through interactive and engaging learning experiences, we aim to promote a deeper understanding of climate change, its causes, and consequences among students, teachers, and the broader community.

**Behaviour Change:** We believe that educating the youth can drive change. CEL encourages positive Behavioral shifts towards more sustainable practices.

**Community Engagement:** By engaging schools, district authorities, and local communities, we aim to create a culture of environmental consciousness.

The Climate Education and Leadership Project (CEL) is not just an educational initiative; it's a movement towards a greener, more sustainable future. Together, we can foster environmental awareness, inspire change, and build a network of climate change champions who are committed to preserving our planet for generations to come.

# 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.



## **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 all our districts in

## **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"



## **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. I want the government to cooperate with Teach For Uganda to help more. 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.



# Get Involved

Support our Leadership Fellowship that nurtures change makers

Support our Girls to Thrive

**Support projects that catalyse community Impact**

- 👉 Ed-Tech program
- 👉 Climate Education and Leadership
- 👉 Consulting Support (Research, Strategy, Audit Services)
- 👉 Donate learning materials or training space

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# THE TEAM



**KASSAGA JAMES ARINAITWE**  
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**NORAH ATHIENO**  
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**TIMOTHY AGABA**  
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FINANCE VOLUNTEER



**JULIUS TUMWIINE**  
DRIVER



**OGWAL INNOCENT**  
OFFICE CUSTODIAN

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**Stella Ndiwalana**  
ECP Project Manager at Umeme Limited  
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# OUR PARTNERS







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