



**TEACH
FOR UGANDA**

A DECADE OF IMPACT

Transforming Education.
Developing Tomorrow's Leaders

2016 - 2026



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This impact report provides a comprehensive overview of Teach For Uganda's Impact from 2016 to 2026.



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Ten Years of Leadership, Learning, and Possibility

As Teach For Uganda marks ten years, we do so with deep gratitude, sober reflection, and renewed conviction.

This anniversary is both a celebration and a reminder of why the work began. Across Uganda, too many children still sit in classrooms without mastering foundational skills.

83%

Of children in Uganda cannot read and understand a simple text by age 10. - *World Bank Learning Poverty Report (2023)*

This reality underscores the urgency of strengthening foundational literacy and numeracy for every child.

For a decade, Teach For Uganda has championed the belief that every child deserves equitable, quality education and that leadership in classrooms can drive systems change. Since 2016, the organization has grown into a locally rooted, globally informed leadership development movement.

Our Fellows have served with courage in underserved communities, strengthening learning outcomes, engaging families, and inspiring possibility. Today, our alumni continue this mission as educators, entrepreneurs, and leaders across sectors.

As we look ahead, Uganda's children need strong foundations to thrive in a rapidly changing world. This calls for supported teachers, stronger partnerships, and continued investment in leadership.

On behalf of the Board, I thank every Fellow, alumnus, staff member, partner, donor, and supporter who has contributed to this journey.

Together, we have built a movement rooted in hope and purpose. Let us use the next decade to deepen our impact and ensure that every child has the opportunity to learn, lead, and succeed.

Ivan Ssenfuma

Board Chairperson, Teach For Uganda

A MESSAGE FROM THE CHAIRPERSON



Ivan Ssenfuma
Teach For Uganda Board Chairperson

OUR IMPACT AT A GLANCE



568
Fellows Placed



190
Community Schools



86,578
Children Reached



3
Active Regions

OUR BELIEF

“That all children in Uganda deserve access to an equitable quality education, and that leadership in classrooms can become a lever for wider systems change.”

Message from Leadership



“

“After ten years, our identity showcases the opportunities we've created through collective leadership, ensuring every child has access to quality education. This is only the beginning.” - Charlotte

Dear Friends, Partners & Champions of Education,

Some moments stay with you forever, like,

A child reading their first full sentence; a classroom that once felt silent, now alive with questions; a Fellow choosing to stay, to serve, to lead. These moments are the quiet markers of something bigger.

Ten years ago, TeachForUganda was founded on a simple but powerful belief: that every child deserves an excellent education, and that leadership in classrooms can transform not only learning outcomes but the future of our country.

Since then, we have walked alongside schools, communities, partners, and Fellows who have chosen to believe in that vision.

Together, we have reached tens of thousands of children, supported teachers, and built a growing network of alumni leaders who continue to expand educational opportunities for children within and beyond the classroom.

But what matters most is not only what we have done; it is what we have proven: that change is possible.

As we celebrate this decade, we do so with gratitude for every partner who believed in us, every community that welcomed us, and every child who reminds us why this work matters.

The next chapter is already unfolding, and we are just getting started.

Warm regards,

Charlotte Iraguha
Managing Director/Co-Founder
Teach For Uganda

WHO WE ARE:

Teach For Uganda is a leadership development organization dedicated to unlocking the leadership potential of young individuals to transform Uganda's education system.

We achieve this by recruiting, training, and placing exceptional university graduates from diverse disciplines as full-time teachers in underserved government primary and secondary schools through a two-year fellowship program.

Throughout a two-year teaching fellowship, our Fellows instruct students in Foundational literacy, numeracy, STEM subjects, and essential 21st-century skills while simultaneously honing their own leadership abilities.



Post fellowship, our Alumni, together with other like-minded leaders, go on to work within and outside the education sector to address the systemic barriers that hinder children from achieving their full potential.

Vision

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

Mission

To nurture leaders who are committed to advancing equitable access to quality education for children in underserved communities.

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.

OUR MODEL





UGANDA'S CHILDREN ARE IN SCHOOL. BUT ARE THEY LEARNING?

The majority of children in Uganda are enrolled in public schools; however, they often do not receive the quality of education they deserve. This situation highlights not a failure on the part of the children, but rather a shortcoming in the systems, resources, and leadership that support their education. Teach For Uganda was established to address this gap from within.



11.7 M

Children enrolled in public primary schools throughout Uganda.

Source: MoES 2025



25%

of children (6 to 18 years) are out of school.

Source: UBOS 2024



83%

Children unable to read age-appropriate text by age 10

Source: "Learning Poverty Brief," World Bank, 2023.



51.2%

Children in Uganda can not do basic Arithmetic

Source: UWEZO (2024)

OUR COMMITMENT

Teach For Uganda was founded in 2016 in direct response to the educational crisis, aiming to place exceptional, trained graduates as full-time teachers in schools that require their support most urgently. Our commitment extends beyond mere placement; we invest in their development as lifelong leaders. We firmly believe that effective leadership both in the classroom and beyond, has the power to alter the trajectory of an entire generation.





TEN YEARS OF IMPACT

A decade of leadership, learning, and opportunity.

A Decade at a Glance

For ten years, Teach For Uganda has been a catalyst for transformative change, impacting learners, strengthening schools, and empowering leaders to achieve an educated and equitable Uganda.



86,578

Learners Reached To-date
43,987 Boys | 42591 Girls



190

Partnered Schools

Strengthening classrooms and communities across Uganda.



13

Districts Engaged

Expanding our reach and deepening impact in communities.



393

Alumni Leading Change

Empowering a network of leaders creating lasting change.



97

Current Fellows on the Program

Passionate leaders committed to transforming education.

Gender composition of Teach For Uganda Alumni

64%

Female
250



36%

Male
143



27,784

Community Members reached

16625 Female | 11159 Male

Families and community members engaged in education initiatives.



190

Headteachers Reached

Equipping school leaders to drive quality education and stronger learning outcomes.

Our Geographic Footprint

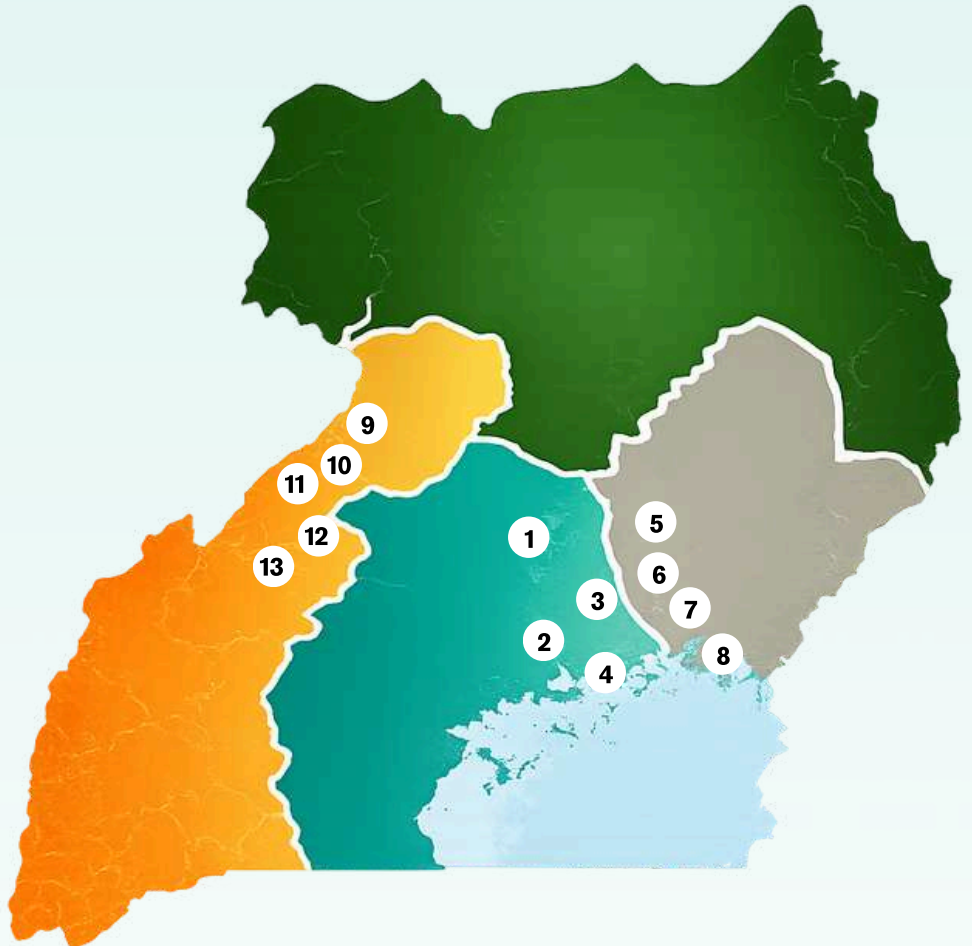
In just 10 years, Teach For Uganda has grown from a single idea into a national movement, partnered with 13 districts, transforming classrooms and unlocking opportunity for thousands of children.



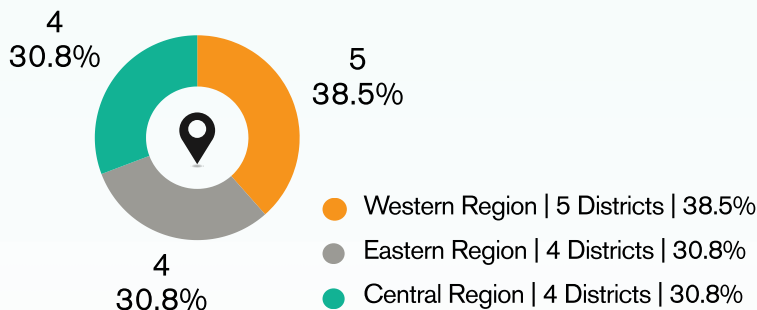
Teach For Uganda's geographic expansion has been guided by areas of greatest educational need, enabling the organization to maximize impact while remaining aligned with its long-term growth strategy.

Districts Reached (13)

- 1 Luwero
- 2 Mukono
- 3 Kayunga
- 4 Buikwe
- 5 Namutumba
- 6 Bugiri
- 7 Mayuge
- 8 Namayingo
- 9 Bulisa
- 10 Hoima
- 11 Kikuube
- 12 Kagadi
- 13 Kibale



Our Footprint by Region



What this means

This geographic expansion reflects Teach For Uganda's commitment to ensuring that every child, regardless of background, has access to quality education and opportunity.

Every district we enter, is a step closer to a future where every child has the opportunity to learn and thrive.



From the first cohorts of fellows working in underserved schools to a nationwide movement, this initiative has spent a decade transforming education in Uganda.

THE DECADAL TIMELINE

2016 | Founded

Teach For Uganda was founded in 2016, with a mission of nurturing leaders who are committed to advancing equitable access to quality education for children in underserved communities.

2017 | Inaugural cohort recruited

Partnership with Luweero district secured and 6 schools identified for placement of the inaugural cohort

2018 | Placement of Inaugural Cohort

An inaugural cohort of 12 fellows placed in 6 schools in Luweero district

2019 | Cohort two

Teach For Uganda Expands to Mayuge district in Eastern Uganda

2020 | Resilience During COVID-19

The introduction of community learning pods, telelearning initiatives, radio lessons, and home-based workbooks played a vital role in sustaining educational opportunities during the pandemic.

2021 | Digital Learning

Teach For Uganda introduces Digital Learning to 25 rural schools in Mayuge District

2022 | 25 New Partner Schools

Teach For Uganda Expands to Namutumba and Kayunga Districts

2023 | Cohort six

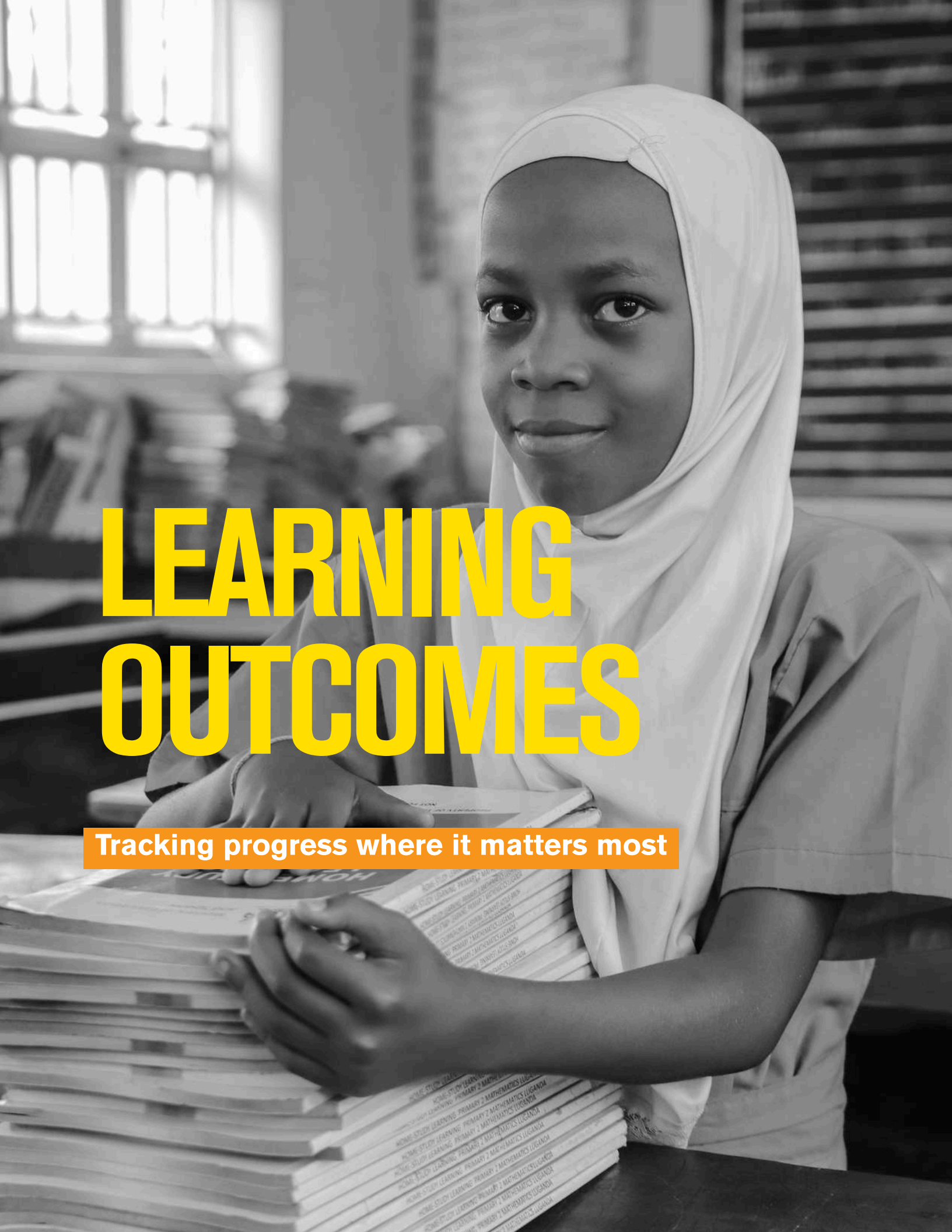
Four new districts added: Mukono, Buikwe, Namayingo and Bugiri expanding to over 90 schools.

2024 | 41,143 Learners Reached

Climate, financial literacy, and digital learning projects reach a milestone and scaling to Hoima, Kikuube, Kagadi.

2025 | The Impact continues

97 Fellows placed in 49 schools, reaching 33,756 learners. Alumni network doubles to 393 leaders.



LEARNING OUTCOMES

Tracking progress where it matters most

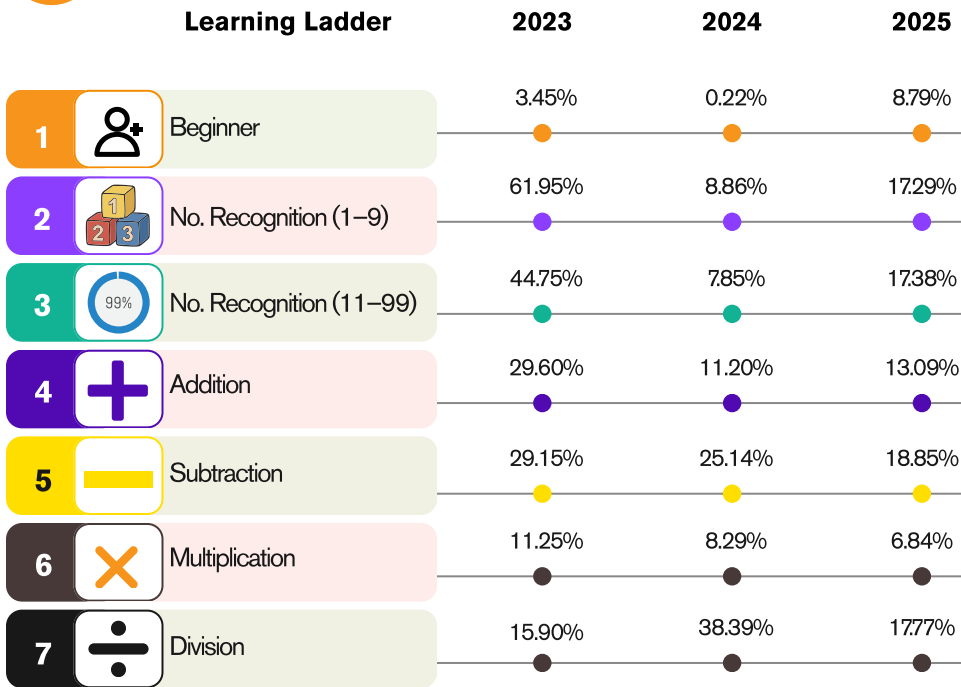
Strengthening Foundational Numeracy Skills

NUMERACY PROGRESSION 2023–2025

The numeracy data below show encouraging learner progression across key mathematical competencies. While many learners initially remained at number-recognition stages in 2023, increasing proportions advanced toward operational skills such as addition, subtraction, multiplication, and division by 2025. These shifts demonstrate improving mathematical confidence and classroom engagement.



OVERALL NUMERACY LEVELS (%)



KEY TAKEAWAYS



More learners are moving beyond number recognition to develop operational math skills.



Division skills saw the biggest improvement, peaking at 38.39% in 2024.



Subtraction remains a strength area across the years.



Addition skills have stabilized above 13% in 2025.

PROGRESS HIGHLIGHTS



+22.49pp

Increase in learners performing division (2023–2024) 15.90% → 38.39%



17.77%

of learners can now perform division in 2025



18.85%

of learners can perform subtraction in 2025

WHY THIS PROGRESS MATTERS



Foundational numeracy unlocks a world of opportunity. By strengthening core math skills early, Teach For Uganda fellows help learners build confidence, improve classroom participation, and achieve long-term academic success

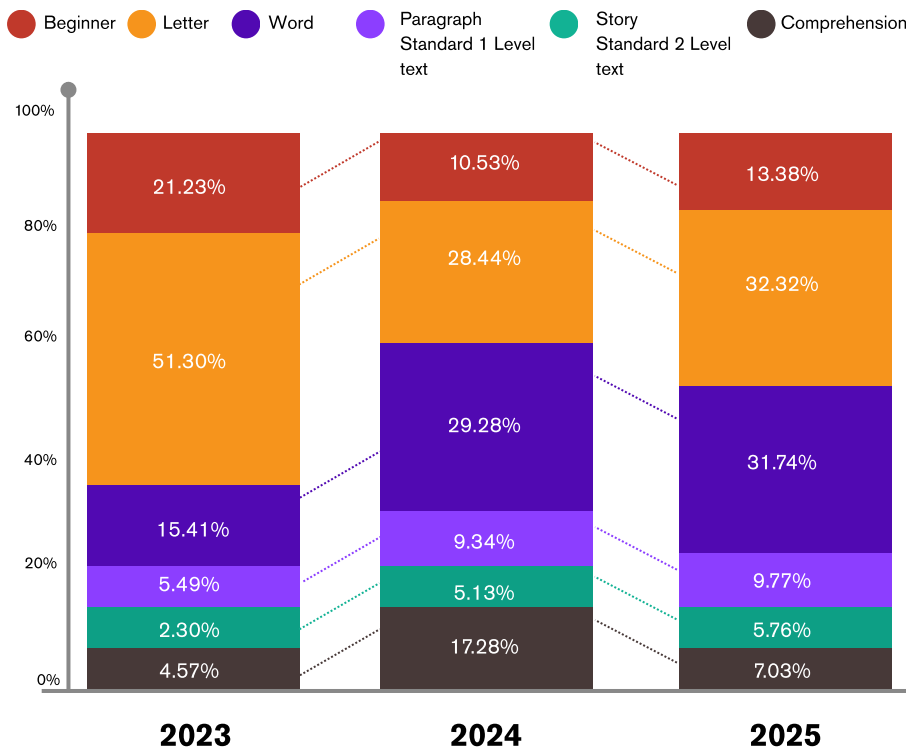
FROM LETTERS TO COMPREHENSION

LITERACY PROGRESSION 2023–2025

Between 2023 and 2025, learners from the Teach For Uganda partner schools demonstrated significant movement away from foundational literacy challenges toward stronger reading abilities. More learners are transitioning from basic letter recognition to meaningful reading and comprehension, reflecting the impact of targeted classroom instruction and foundational literacy support.



OVERALL LITERACY LEVELS (%)



KEY HIGHLIGHTS



Beginners reduced from 21.23% in 2023 to **13.38%** in 2025.



Word-level readers more than doubled from 15.41% to **31.74%**.



Paragraph-level reading grew from 5.49% to **9.77%**



Story reading strengthened from 2.30% to **5.76%**



Comprehension remains a focus as learners build deeper understanding.

FOCUS ON LETTER LEVEL



The proportion of learners demonstrating proficiency at the letter recognition level has steadily decreased from **51.3%** to **32.32%**, indicating significant progress in foundational reading skills.



And because of our collaborative efforts, more learners are advancing from basic letter recognition to meaningful reading and comprehension.

What's Driving This Progress?

- Implement targeted foundational literacy instruction.
- Enhance foundational practice and provide feedback.
- Expand the availability of age-appropriate materials.
- Ensure consistent opportunities for storytelling.
- Strengthen coaching and support for Fellows.

BRIDGING THE GAP:

Turning Learning Challenges into Opportunities for Transformation

While significant gains have been recorded in literacy and numeracy progression across Teach For Uganda partner schools, the data also highlights persistent foundational learning challenges that continue to affect learner outcomes, especially in rural and underserved communities.

Teach For Uganda recognizes that sustainable improvement requires more than academic progress alone. It requires targeted support, teacher development, learner-centered instruction, and stronger classroom systems that ensure every child can thrive.



THE CHALLENGES

LITERACY CHALLENGES

- Reading comprehension remains low, with fewer learners confidently interpreting stories and texts independently.
- Limited access to age-appropriate reading materials continues to affect reading culture and learner confidence.

NUMERACY CHALLENGES

- Many learners still struggle to transition from number recognition to operational mathematics.
- Multiplication and division remain difficult concepts for a large proportion of learners.
- Inconsistent foundational numeracy skills continue to affect classroom participation and progression.

SYSTEMIC BARRIERS

- Overcrowded classrooms reduce individualized learner support.
- Rural schools continue to face shortages of learning materials and instructional resources.
- Teachers require continuous coaching and practical classroom support to strengthen foundational learning delivery.

TEACH FOR UGANDA'S RESPONSE

1  **Strengthening Foundational Learning**

Improving literacy and numeracy instruction with structured, learner-centered approaches that emphasize mastery, participation, and confidence building.

2  **Teacher Coaching & Leadership Support**

Enhancing instructional quality and learner engagement through continuous teacher coaching, mentorship, and classroom observation support.

3  **Increasing Access to Learning Materials**

Offering age-appropriate reading resources, numeracy aids, and interactive tools to enhance independent learning and classroom engagement.

4  **Community & Stakeholder Involvement**

Collaborating closely with school leaders, caregivers, communities, and educational stakeholders to cultivate supportive learning environments for every child.

5  **Innovation for Long-Term Impact**

Integrating data-driven interventions, digital learning approaches, and leadership development programs to sustainably improve foundational learning outcomes.

From Silence to Confidence

In many rural classrooms, children once felt invisible and unsure of their potential. With the support of dedicated Fellows, they are discovering their voice, believing in their abilities, and building brighter futures for themselves and their communities.



VOICES FROM LEARNERS



“My teacher encouraged me to join the skilling club, where I learned crocheting. Now, I can buy books for myself and have taught my sister at home.”

Mukisa, 9



“My teacher believes in me, and I want to succeed and be like her when I grow up.”

Mellisa, Aged 10



“My teacher says we can be anything. I want to be a doctor to help my community.”

Wasswa, Aged 12



“I want to be a headteacher to help village children go to school.”

Janet, Age 8

VOICES FROM THE COMMUNITY



Nakisaabo Teddy
Parent

“When these teachers come to our homes, our children feel cared for. It demonstrates that teachers are integral to our family, not just figures within the classroom.”



Karasani Amos
D/Head Teacher, Kyaterekera SDA Primary School.

“The visits that Fellows conduct within the communities enhance our understanding of how to support learners, leading to improved relationships between parents and the school!”



Katongole Berikh
Parent

“My son has become more enthusiastic about school following his teacher's visit to our home. This development fills me with pride as a parent!”





TEACH
FOR UGANDA

I AM A TFU FELLOWSHIP GRADUAND



ALUMNI IMPACT

#UnitedInPurpose

#ChampioningQualityEducation

TRANSITIONING FROM FELLOWSHIP TO A MOVEMENT FOR CHANGE.

The Teach For Uganda Fellowship is just the beginning. When Fellows complete their two-year journey in classrooms across underserved schools in Uganda, they do not simply move on, they move forward, carrying a deeper understanding of educational inequity and an unshakeable conviction that change is possible. It is at this pivotal transition that Teach For Uganda steps in with intention, supporting 393 Alumni to channel their experience into lasting, systemic impact.



THE THREE LEADERSHIP PATHWAYS

1 EDUCATION LEADERS

Alumni remain anchored in the classroom and school system, rising into roles as head teachers, education managers, and curriculum innovators, directly shaping the quality of learning for thousands of children across Uganda.

2 SOCIAL ENTREPRENEURS

Alumni take the problems they witnessed as Fellows and build bold, community-rooted solutions, launching organisations and ventures that address the root causes of inequity in health, livelihoods, and learning.

3 POLICY INFLUENCERS

Alumni carry Uganda's education story into government offices, research institutions, and national platforms, ensuring that the voices of the communities they once served are heard where decisions are made.

Every Fellow who enters the Alumni community brings something unique: two years on the frontlines of education, navigating under-resourced classrooms, building trust with communities, and discovering their own capacity to lead under pressure.

This lived experience becomes the foundation upon which Alumni leadership is built. Teach For Uganda recognises that these individuals are not just former teachers, they are a powerful pipeline of leaders who understand the system from the inside, and who are best placed to transform it.

Through targeted coaching, leadership programmes, peer networks, and access to transformative opportunities, Teach For Uganda walks alongside its Alumni as they grow into each of these roles.

The goal is not to prescribe a path, but to unlock the one that each Alumnus is uniquely positioned to walk. Together, these 393 leaders form a connected ecosystem of change-makers who support, challenge, and inspire one another, ensuring that when one alumnus opens a door, others walk through it.

Lives Transformed, **Beyond the Numbers**

As Teach For Uganda has expanded, so too has its comprehension of the diverse needs of learners, not only for academic success but for holistic life development. Fellows and alumni have spearheaded initiatives that transcend conventional academic boundaries, fostering agency,

resilience, and environmental stewardship. These subtle yet impactful victories occur daily within Teach For Uganda classrooms, each serving as a testament to the enduring commitment of exceptional teachers who refuse to relent.

VOICES OF IMPACT



“

The fellowship revealed deeper challenges in education, transforming me into an advocate for equity and inspiring change beyond my classroom.

Britah Atusimiire
Cohort 3

”



“

Before the fellowship, I viewed leadership as a title. Now, I understand it as a responsibility to support students daily, even in tough times, which has influenced my leadership in all areas today.

Secret Akampa
Cohort 4

”



“

A decade later, I still apply the lessons from my fellowship to my work in policy, business, and community, guiding my commitment to expanding opportunities for all children.

Jackson Okello
Cohort 5

”



Nanfuka Vidah

Fellow, Cohort 7 · Kagadi Model Primary School

In 2024, only one in twenty girls in Nanfuka's classroom demonstrated reading proficiency; now, that number has risen to **over fifty percent**. Nanfuka cultivates a joyful learning environment through the use of rhymes, number songs, and writing competitions, which has significantly enhanced literacy rates.

More importantly, the girls have gained confidence, actively participating and believing in their own voices. Nanfuka emphasizes that educating girls goes beyond academic achievement; it empowers them to unlock their courage and potential to shape their own futures.

From Classroom Leadership to Climate Action

The journey of Andrew Emor



“The fellowship taught me that leadership is not a title. It is the responsibility to respond to the challenges communities face every day.”

Andrew Emor
Teach For Uganda Alumnus

From a classroom to founding a national youth movement, Andrew Emor is turning education, innovation, and leadership into real solutions for people and the planet.

A Destiny-Driven Meeting with Meaning

Shortly after completing his degree in Chemical Engineering, Andrew Emor was searching for a way to use his knowledge to create meaningful impact.

One evening, while scrolling through LinkedIn, he saw young people in orange T-shirts carrying a simple message: **“I Am Tomorrow.”**

Drawn to Teach For Uganda’s vision of equitable quality education for every child, Andrew applied and joined the fellowship.

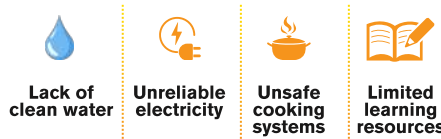
A rigorous training at Bishop Willis Core PTC in Iganga equipped him with more than teaching skills. It shaped his leadership, resilience, and belief in the power of communities.

During training, he was elected Cohort President, earning over 98% of the vote, one of the first milestones of his leadership journey.



Joining the Community, Accepting the Challenge

Deployed to Sir Apollo Kaggwa Secondary School in Mukono as part of Teach For Uganda’s pioneer secondary school programme, Andrew encountered challenges that went far beyond the classroom.



Some questioned why a Chemical Engineering graduate would choose a rural fellowship placement. For Andrew, however, the fellowship represented something bigger than a career path, it was purpose.

He mobilised partners to install an eco-friendly cooking stove and a solar lighting system, improving access to clean energy and enabling students to study at night. Similar solutions were extended to five Teach For Uganda Primary Schools in Mukono.

To address the severe water crisis, Andrew lobbied for a 10,000 Litre water harvesting tank and a water filtration system, improving access to clean and safe water for hundreds of students, teachers, and community members.

Transforming Fellowship Lessons into National Impact

The challenges Andrew witnessed inspired a larger vision. During his first year in the fellowship, he founded the Climate Inclusion Network (CIN), a youth-led organization advancing climate action, environmental justice, and inclusion for marginalized communities.

Through flagship initiatives such as the Beyond Poison Project, CIN raises awareness on lead and mercury pollution by working with schools, communities, garages, industries and local authorities to promote safer practices and protect public health.

CIN has reached schools and communities across Kampala and beyond with support from the UK Government (DEFRA), GAHP, YADNET, NEMA, and other stakeholders.

Andrew also leads the Green Teacher Ambassadors Programme and the Renew Solar Programme advancing climate literacy and clean energy access in underserved schools and communities.

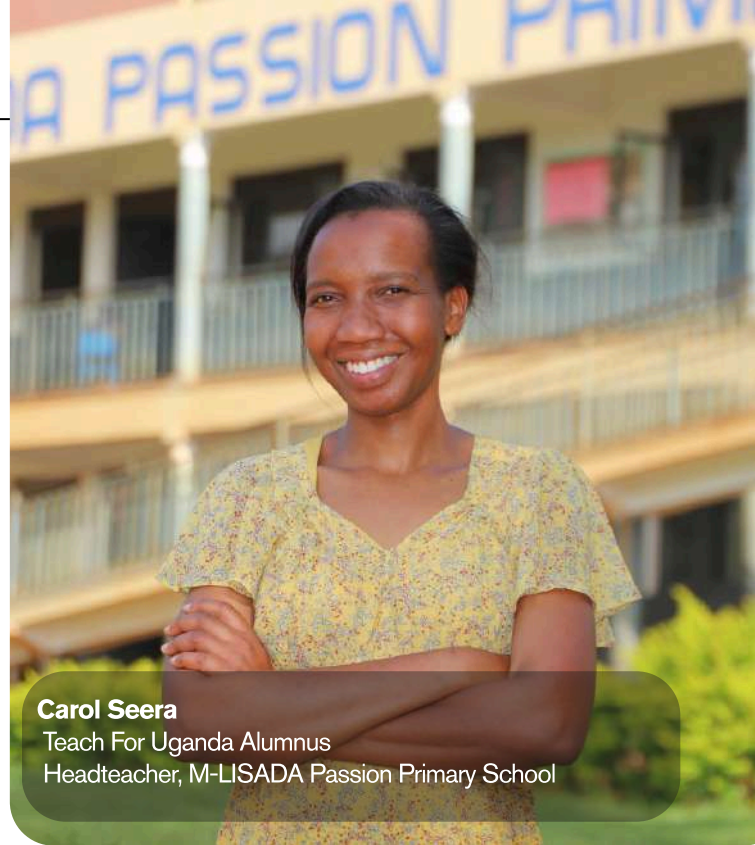
Today, his work reflects how Teach For Uganda helped him merge science, leadership, and community action to solve real-world challenges.

Empowering Literacy Transformation

How one Teach For Uganda Fellow helped hundreds of learners discover the power of reading

In a classroom in Luwero District, a child who once feared reading aloud is now helping her classmates do the same. That transformation did not happen by chance. It happened because of a teacher who believed that every child deserved the opportunity to learn, dream, and thrive.

Carol Seera, a Teach For Uganda alumna and now Headteacher of M-LISADA Passion Primary School, has spent her career proving that literacy can transform lives and communities.



Carol Seera
Teach For Uganda Alumna
Headteacher, M-LISADA Passion Primary School

A BELIEF IN EVERY CHILD

When Carol Seera joined Teach For Uganda's first Fellowship cohort in 2018 at St. Jude Muwangi Primary School, she aimed to make a difference.

She found that while children were attending school, many were not learning at the expected level. For Carol, literacy became her focus.

"Many learners were in school, but not learning at the level they should be. Literacy is the foundation; without it, everything else struggles."

Carol implemented learner-centered approaches in teaching, promoting participation, storytelling, group work, and real-life examples, making reading more meaningful and accessible.

This led to increased confidence and engagement among learners. As a result of her efforts, she received the Distinguished Fellow Award in 2019.

BEYOND THE CLASSROOM

Carol's commitment to literacy did not end when the school day was over.

As co-founder of Literacy Beyond Boundaries, she has worked to equip teachers with practical literacy strategies and provide reading materials that reflect children's lived realities. Her work has focused on helping educators create environments where every child can succeed, regardless of background.

At the same time, Carol has championed girls' education, recognising that when girls learn, entire communities benefit.



Today, as Headteacher of M-LISADA Passion Primary School, she continues to build inclusive learning environments where children are supported to reach their full potential.

CAROL'S IMPACT



200+

Learners taught during her fellowship at St. Jude Muwangi Primary School



2019

Distinguished Fellow Award for her impact



Co-founder, Literacy Beyond Boundaries

Equipping teachers and promoting reading for all



Focus Areas

- Literacy development
- Teacher coaching
- Girls' education
- Inclusive learning

From Fellow to Founder

Building Opportunity Beyond the Fellowship

What began in a Teach For Uganda classroom has grown into a lasting movement of opportunity for children in Kumi District.



Charles Obore, dressed in a light blue shirt, shares a joyful moment with students from CBI Junior School in Kumi District.

As a Teach For Uganda Fellow at St. Jude Muwangi Primary School in Luwero,

Charles Obore saw firsthand the barriers that kept children from learning and thriving. He went on to champion hands-on learning in science and mathematics and worked closely with families to rebuild trust in education and improve school participation.

More than teaching. A deeper purpose.

For Charles, the Fellowship was never simply about teaching in a classroom. It was about understanding communities, restoring hope, and building environments where children could believe in their own potential.

Driven by a desire to continue creating impact beyond the Fellowship, Charles established CBI Academy in Kumi District, focusing on nurturing confident, capable, and purpose-driven learners.

Through practical learning, mentorship, sports, and leadership development, the school creates opportunities for children and young people to grow both academically and personally.

A Vision That Grew Into Impact

CBI Academy was initially established in Kumi District and subsequently evolved into the formation of CBI Junior School to meet the growing demand for quality education in the community.



IMPACT AT A GLANCE



2018 FELLOWSHIP PLACEMENT

Charles joined Teach For Uganda and was placed at St. Jude Muwangi Primary School in Luwero.



2019 CBI ACADEMY FOUNDED

He founded CBI Academy in Kumi District to provide quality learning and holistic development.



2022 CBI JUNIOR SCHOOL ESTABLISHED

The school expanded to meet growing demand and reach more children in the community.



TODAY

Strengthened community confidence in education



CONTINUES

Demonstrates how Fellowship leadership continues to create impact long after classroom placement.



200+

LEARNERS AT CBI JUNIOR SCHOOL

Hundreds of children are learning and dreaming bigger because of Charles' vision.

"The belief that a child's birthplace shouldn't dictate their education quality motivated me to join the fellowship." - Obore, Teach For Uganda Alumnus.

ALUMNI VOICES

Our Fellows and alumni are leaders, innovators, and changemakers who have created a ripple effect in classrooms, communities, and beyond. Here are their voices.



“Teach For Uganda gave me the confidence and tools to believe that I could be the change my students needed. I saw potential in every child and in myself.”

Bernard Kyobe
Cohort 1

Now: Electrical Engineering Instructor at Hope Technical Institute



“The fellowship stretched me beyond my limits and shaped my leadership journey. Today, I mentor other young leaders to do the same.”

Emmanuel Kimuli
Cohort 2

Now: Consultant, Street Child



“I fell in love with teaching because of the relationships I built. Teach For Uganda showed me that leadership starts with showing up every day for your students.”

Deniz Mirembe
Cohort 3

Now: Talent Development Specialist at Victoria University



“In the most underserved communities, I saw how education can restore hope. Teach For Uganda equipped me to lead with resilience and empathy.”

Diana Nabushawo
Cohort 4

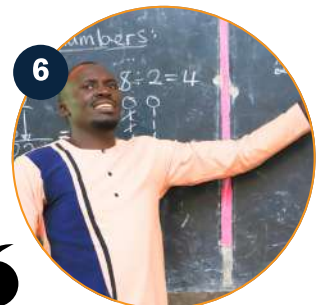
Now: Program Officer Educate - Mbale



“The classroom was my training ground. The fellowship gave me a lifelong network and a mindset of service that continues to guide me.”

Lunkuse Imeldah
Cohort 6 - Inservice Fellow

Now: Director - Rallies Junior School, Mukono District.



“Teach For Uganda not only equipped me to teach, but also to listen, learn, and lead in partnership with communities. That is where true change happens.”

Atuhaire Stuart
Cohort 7

Now: Education coach, WARCHILD HOLLAND

A young boy with a joyful expression is the central focus of the image. He is wearing a bright green polo shirt under a dark-colored vest. He is holding two small, young plants in grey plastic pots, one in each hand. The plants have green, feathery leaves. The background is a lush, green outdoor setting with trees and a clear blue sky with some white clouds. The overall tone is positive and hopeful.

EQUIPPING THE NEXT GENERATION

Projects that complement our core
Fellowship Program.

BEYOND THE CLASSROOM:

Climate Education & Leadership (CEL)

From Climate Awareness to Community Action

Across Uganda, communities are already living with the realities of climate change: unpredictable rainfall, prolonged droughts, floods, soil degradation, and rising food insecurity. Since 2023, Teach For Uganda's Climate Education & Leadership (CEL) Project has empowered learners, teachers, and communities with the knowledge and tools to lead environmental action in schools and beyond.



THREE CYCLES. REAL CHANGE.

21,899

Learners Reached (2024)

82+

Partner Schools Engaged

231

Teachers Trained in Climate Pedagogy

180+

Community Members Directly Engaged

3

Programme Cycles (2023 – Present)

1 CYCLE 1: BUILDING THE FOUNDATION (2023)

The first cycle established the CEL Project as a structured programme, introducing climate education into partner schools through awareness campaigns, environmental club formation, and initial teacher training.

Fellows worked alongside school communities to build literacy around climate risks and lay the foundation for student-led action.



“Innovation today shapes future sustainability. Empowering students and educators plants the seeds for a greener, more resilient tomorrow.”
- Ivan Samuel Womala, Alumni, Teach For Uganda

2 CYCLE 2: AWARENESS BECOMES ACTION (2024)

The second cycle marked a turning point from awareness to visible, community-grounded action. In 2024, the programme reached **21,899** learners (10,982 boys and 10,917 girls) across **82+** schools in Mayuge, Namutumba, and Kayunga districts.

- Climate School Clubs became hubs of innovation, showcasing eco-bricks, vertical gardens, tree nurseries, and solar-powered irrigation prototypes.
- Six Community Environmental Action Groups (two per district) engaged 180+ members in locally led climate solutions such as energy-saving cookstoves, compost pits, and rainwater harvesting.
- Teacher confidence in delivering climate instruction rose from 18.8% at the start of the cycle to 58.3% by year's end.

3 CYCLE 3: SCALING THE MOVEMENT (2025 – ONGOING)

Building on the momentum of Cycle 2, climate education is now integrated into daily lessons across partner schools.

- 90% of headteachers report marked improvement in child-centred pedagogy.
- 93% observe positive changes in learner attitudes toward the environment.
- Fellows and alumni are increasingly participating in national and global climate leadership conversations.

ACROSS THE THREE CYCLES, WE HAVE ACHIEVED:



50,000

Tree Seedlings Mobilised



Learners became climate advocates in classrooms and communities.



DIGITAL LEARNING REVOLUTION

From Chalkboards to Digital Classrooms



Please scan the QR code to view the reactions of the Headteacher and students as they receive tablets for digital learning for the first time.

In many rural Ugandan classrooms, chalk and blackboards remain the primary teaching tools. For many learners, digital learning still feels out of reach. In 2024, Teach For Uganda took decisive steps to change that reality through the Digital Learning Initiative, bringing technology-enabled learning to 61 public schools across Kayunga, Mayuge, Namutumba, Bugiri, and Namayingo districts.

The initiative reached 11,269 learners (5,714 boys and 5,555 girls), many of whom had never interacted with a screen before. But this was never just about equipment. It was about unlocking confidence, curiosity, collaboration, and a fundamentally new kind of learning.

11,269

Learners Reached
(2024)

61

Schools Equipped with
Digital Tools

240

Teachers, Parents &
Leaders Trained

90

Tablets Deployed (3 per
school)

30

Projectors Deployed



Bridging the Digital Divide

Too many children in rural Uganda have never seen digital content or used a screen. The Digital Learning Initiative is opening that door, bringing technology to life in classrooms and giving learners new ways to explore, discover, and succeed.



EQUIPPING SCHOOLS FOR SUCCESS

The programme equipped 30 schools in Kayunga, Namayingo, and Bugiri with complete digital learning kits, each including:



1 Projector



3 Tablets



1 Bluetooth Speaker



1 Chromecast Device

These tools support a blended learning approach that complements existing Teach For Uganda instructional approaches, including Teaching at the Right Level (TaRL).



"The projector has turned my Numeracy lessons into a game children now race to the board to solve problems. They're learning faster, and they love it." — Wabwire, Lubanyi Primary School, Bugiri District



Building Capacity from the Ground Up

Digital Learning Management Committees (DLMCs) became the backbone of the initiative, school-based groups of teachers, parents, and leaders trained to manage and sustain digital tools in their schools. Through hands-on training, participants learned to use projectors, Chromecast devices, troubleshoot equipment, and facilitate group reading and numeracy sessions using tablets.

Safeguards such as protection agreements, secure storage, usage logs, and community oversight fostered a strong sense of ownership, not dependency.

LOOKING AHEAD

As Teach For Uganda marks its tenth anniversary, the Digital Learning Initiative exemplifies sustainable technology integration in underserved schools to improve learning outcomes.

The organization seeks to enhance digital access, upgrade teachers' digital teaching skills, and support rural learners in a tech-driven environment.

FINANCIAL EDUCATION INITIATIVE

Empowering Girls to Build Brighter Futures Through Financial Literacy



A Revolution in Rural Classrooms

In 2024, classrooms across Kayunga and Mayuge became centres of financial empowerment and possibility, thanks to Teach For Uganda's partnership with Credit Suisse. The Financial Education Initiative (FEI) reached 7,975 learners (4,320 boys and 3,655 girls) across 33+ schools,

far surpassing its initial target of 2,000 girls. The programme equipped young people with practical money management skills, nurtured entrepreneurial thinking, and began reshaping what financial independence looks like for young people in rural Uganda.

At a time when too many girls in rural communities have no relationship with money beyond household chores, the FEI offered something radical: the tools, the vocabulary, and the confidence to take charge of their own financial futures.



To view the 360-degree video on the impact of financial education, please scan the QR code above.

IMPACT OF THE FINANCIAL EDUCATION INITIATIVE



7,975

Learners Reached
(2024)



33+

Partner Schools in
Kayunga & Mayuge



96

Teachers Trained in
Aflatoun Curriculum



70%

Savings Club
Leaders Are Girls



88%

Girls Now
Budget (up from
61%)



80%

Parents Actively
Supporting Girls'
Savings



33

Schools Equipped
with Full Savings
Kits



100K+

UGX Saved by
Individual Students

FROM SAVINGS BOXES TO COMMUNITY CHANGE

In every participating school, savings boxes became symbols of ambition. Girls came together in student-led savings clubs to track their finances, set goals, and invest in their futures.

By year's end, 88% of girls were budgeting their money; up from just 61% at the start of the programme. Savings clubs were led predominantly by girls: 70% of club leaders were female, confidently managing finances and

challenging gender stereotypes around money and decision-making.

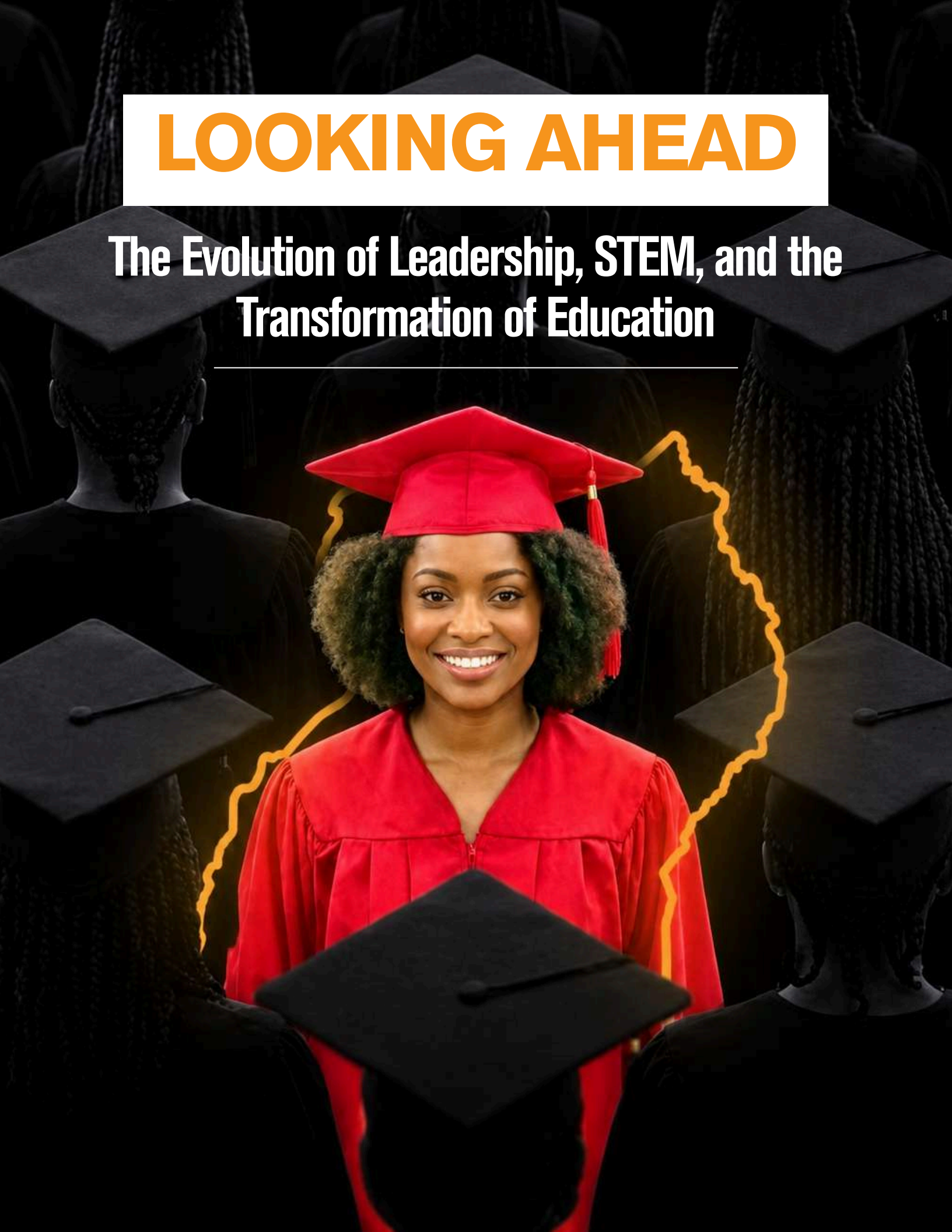
All 33 schools were equipped with savings kits, complete with lockable metal boxes, calculators, and record books, to promote safe and consistent saving habits. The programme was delivered through Aflatoun's engaging, child-friendly financial literacy curriculum, delivered by 96 teachers trained by Teach For Uganda.



Climate leadership, digital fluency, and financial agency are not mere supplementary skills, they are essential competencies that will empower Uganda's children to navigate, influence, and ultimately lead the world they will inherit. Over the past decade, Teach For Uganda has demonstrated that these skills can indeed be cultivated within the most under-resourced communities, provided that dedicated individuals, equipped with the appropriate support, hold steadfast to the belief that every child deserves access to them.

LOOKING AHEAD

The Evolution of Leadership, STEM, and the Transformation of Education



GIRLS IN STEM

The next decade is already taking shape. Teach For Uganda is building a future where more young women lead in science, technology, engineering, and mathematics, driving innovation, leadership, and meaningful change.



A BOLD STEP FORWARD

Teach For Uganda is developing a STEM Fellowship that places young women at the centre of innovation, leadership, and climate action. Designed to increase participation in STEM and redefine who leads, the Fellowship will unlock a new generation of thinkers, builders, and problem-solvers.

Through partnerships with universities, industry, and global networks, it will provide training, mentorship, and

resources to help girls pursue careers in science, technology, engineering, and mathematics.

Building on a decade of advancing primary education, Teach For Uganda is piloting this STEM Fellowship through the Leaders in Teaching (LiT) program. Anchored on four pillars: teacher recruitment, training, leadership and management, and motivation, the program aims to strengthen the teaching profession and drive improved learning outcomes nationwide.



PROGRAM DESCRIPTION

The Leaders in Teaching (LiT) Uganda Program is a five-year flagship initiative of the Mastercard Foundation (2025–2030) focused on improving the quality of secondary education and strengthening Uganda's education ecosystem. The program equips teachers, school leaders, and future educators with the skills, motivation, and support needed to improve learning outcomes and prepare young people for dignified and fulfilling work.

Leaders in Teaching Program is implemented through a consortium of ten partners including Luigi Giussani Foundation (LGF), UNICEF, the British Council, Edukans International, Brainwave Careers, VVOB – education for development, Promoting Equality in African Schools (PEAS), STiR Education, the Forum for Education NGOs in Uganda (FENU), and Teach for Uganda under the strategic technical guidance of the Ministry of Education and Sports (MoES).



STRENGTHENING SECONDARY EDUCATION

As part of this effort, Teach For Uganda is piloting the recruitment, training, and placement of 160 female STEM graduates in underserved rural secondary schools to strengthen the quality of STEM education while equipping the graduates with the leadership skills needed to drive

transformative change in education and beyond. This initiative aims to create a pipeline of female STEM leaders who will champion innovation, inspire the next generation of girls to pursue STEM careers, and drive sustainable solutions to local and global challenges.



**TEACH
FOR UGANDA**

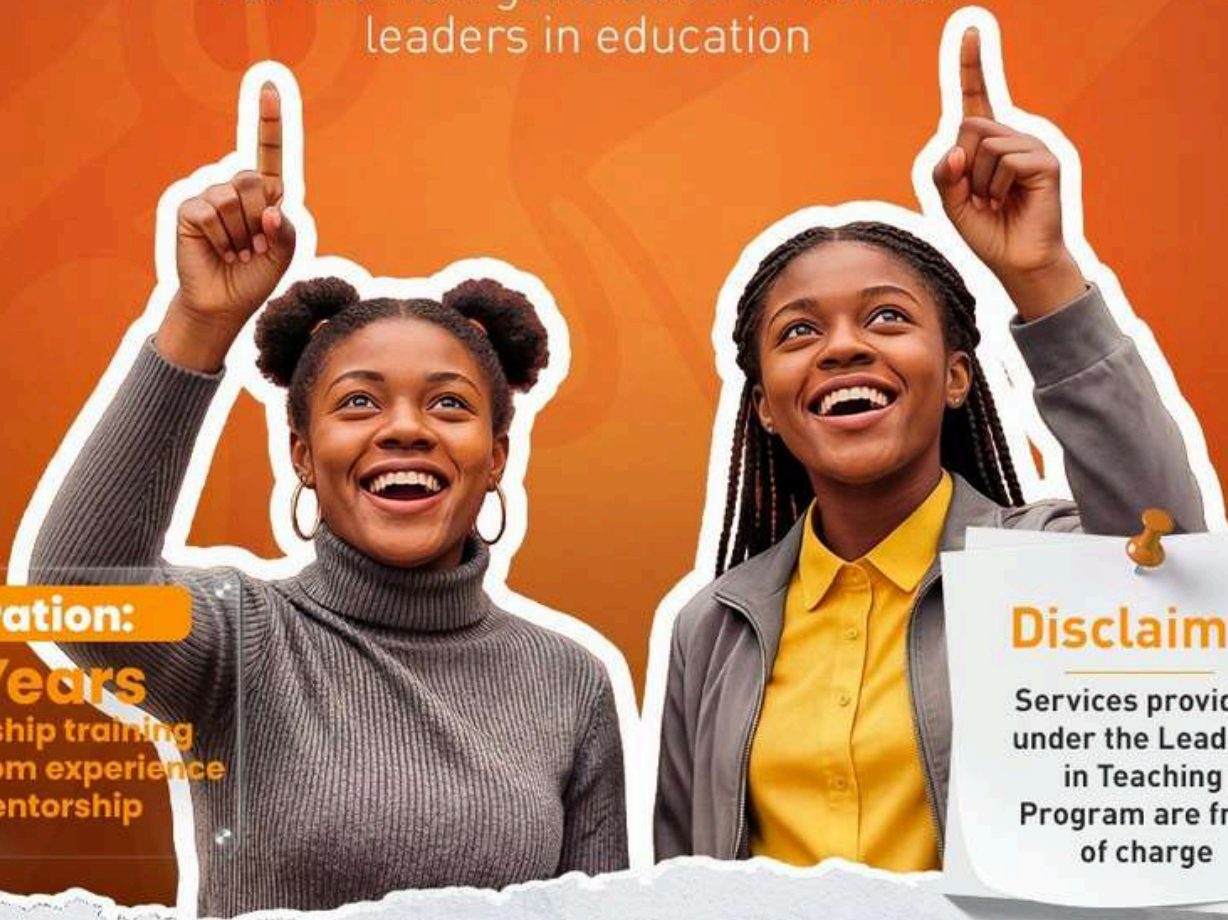


**THE GIRL
I AM THE
CHANGE
I LEAD**



STEM FELLOWSHIP

For the next generation of women
leaders in education



Duration:

2 Years

- Leadership training
- Classroom experience
- Mentorship

Disclaimer

Services provided
under the Leaders
in Teaching
Program are free
of charge

Who we're looking for:

- Female STEM graduates
- Passion for impact
- Ready to lead and grow

What this experience offers:

- Leadership in action
- Real classroom impact
- Mentorship & growth
- A powerful network

Start your journey.

Apply now:

www.teachforuganda.org

Step into leadership. • Shape the future. • Apply now

OR UGANDA

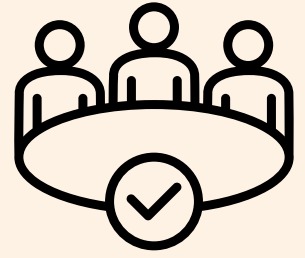
TEACH FOR UGANDA

GOVERNANCE AND ACCOUNTABILITY

The leadership and stewardship behind our impact.



Our Governance Board



Our Board provides strategic direction, ensures accountability, and upholds the highest standards of governance so we can deliver on our mission with integrity and transparency.



Ivan Ssenfuma
Board Chairperson

Ivan, Global CFO at Educate!, has over 21 years of experience in finance and leadership across various sectors, including audit, energy, and youth education. He advocates for ethical leadership, equity, and youth development in Uganda.



Tony Otoa
Board Member

Tony is UNOC's Chief Corporate Affairs Officer, experienced in public affairs, oil & energy, stakeholder engagement, and brand management. He has a BSc in International Relations and an LLM in International Law from Oxford Brookes University.



Rose Izizinga
Board Member

Rose is a pioneering education leader with over 37 years of service. She is a Member of the Education Service Commission and was the first female Chairperson of Uganda's Headteachers Association and President of the African Confederation of Principals, dedicated to advancing education policy and leadership.



Michael Bwiso
Board Member

Micheal is the Lead Corporate Services at The Innovation Village, with over 13 years of HR and leadership experience. He holds advanced degrees in HR and Accounting and is a certified coach dedicated to fostering innovation and excellence.



Stella Ndiwalana
Board Member

Stella is a versatile leader with over 16 years in the utility industry, specializing in customer relations, change management, and stakeholder engagement. She has also led foundations, Rotary, and corporate boards, focusing on excellence and transformation.



Sarah Kayondo
Board Member

Sarah is an experienced operations leader with over 30 years in HR and administration. She founded the Bestowing Hope Foundation to support girls' education and currently works as a leadership coach, inspiring future leaders.



Rhonah Nuwakunda
Board Member

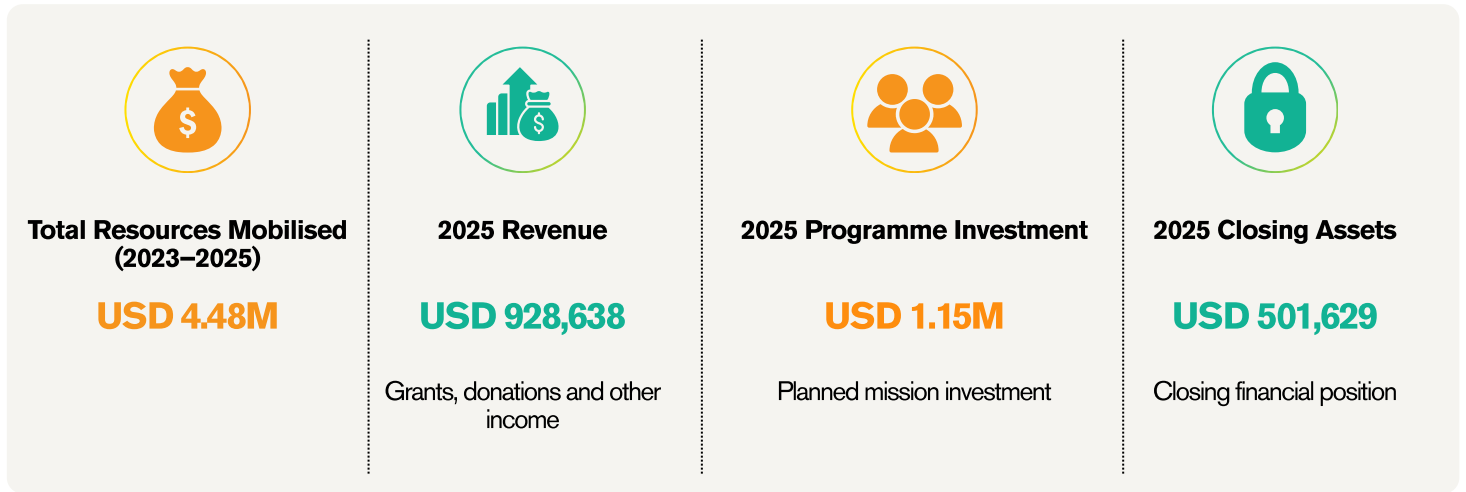
Rhonah is a results-driven legal expert in governance and compliance in African markets, with advanced qualifications in law, management, insurance, and business compliance, embodying excellence and effectiveness.

“ Strong governance is essential to delivering lasting educational impact for every child in Uganda ”

FINANCIAL STEWARDSHIP

Resources today.
Stronger futures tomorrow.

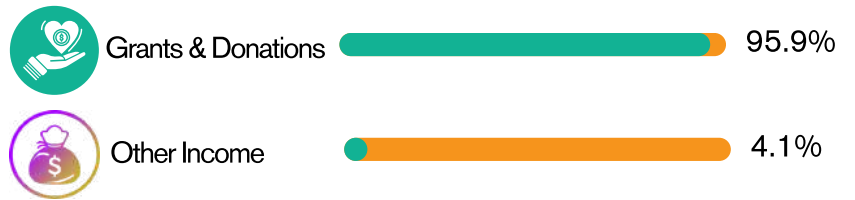
Through the trust of our partners and supporters, we mobilised **USD 4.48** million over the past three years to grow leaders, strengthen classrooms and expand opportunity for children.



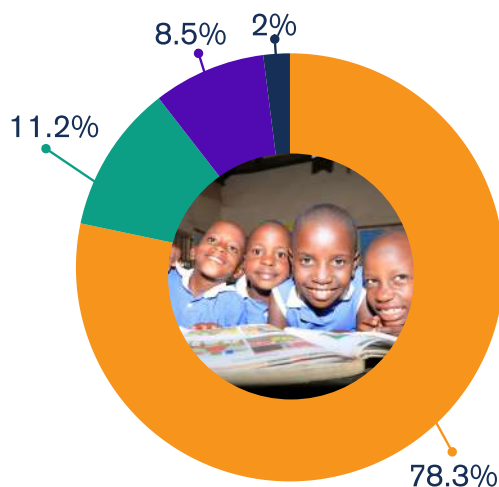
REVENUE COMPOSITION





Grants and donations remained the organization’s primary source of income, representing 95.9% of total revenue and reflecting sustained donor confidence in Teach For Uganda’s mission

REVENUE SOURCES



WHERE RESOURCES WERE INVESTED IN 2025



- 
Mission Delivery Programmes 78.3%
 Investing directly in high-quality teacher training, placement and student learning.
- 
Field Support & School Engagement 11.2%
 Strengthening school partnerships, mentoring and community engagement.
- 
Operations & Accountability Systems 8.5%
 Building systems, data, monitoring and governance for greater impact.
- 
Other Costs 2.0%
 Essential organisational and administrative costs.

THE COMMUNITY BEHIND THE MISSION



Teach For Uganda's achievements stem from a supportive community of partners, funders, and advocates who recognize that investing in teachers shapes Uganda's future. We appreciate every individual and organization that has joined us over the past decade.



OUR PARTNERS AND SUPPORTERS OVER THE LAST DECADE.



GET INVOLVED



Join our mailing list.

Find out about ways you can make a difference.



DONATE

Support our mission and help us transform futures.



Give a book today.

Help a child discover the joy of reading.



Follow Our Impact

Stay connected and witness the change we're making together.

Mobile Money (FlexiPay – Uganda) | Dial *291# (MTN or Airtel) | Select Pay Merchant Enter Merchant Code: 248525

This Decade Belonged to All of You

Ten years of impact would not have been possible without the belief, generosity, and partnership of so many individuals, institutions and organisations.

We are deeply grateful to everyone who has walked this journey with us.



TOGETHER, WE HAVE:



BELEIVED

in the potential of every child



INVESTED

time, resources and expertise.



COLLABORATED

across communities, schools and sectors



EMPOWERED

Educators to transform classrooms and lives



INSPIRED

a generation to dream, hope and reach higher



CREATED

opportunities for thousands of learners and hundreds of leaders, paving the way for a brighter future.

THANK YOU!

Your support fuels our purpose. Our Impact is your legacy



Here's to the **next decade of greater impact**, together



Let's keep creating possibility, For every child, For every community, For Uganda

“THE NEXT DECADE BEGINS NOW”



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