



**TEACH  
FOR UGANDA**



**2024**

**IMPACT REPORT**

**Transforming Lives  
Through Education**

## FOREWORD FROM THE MANAGING DIRECTOR



*We are dedicated to innovation, equity, improved learning outcomes, and collective leadership to ensure every child in Uganda has access to education that maximizes their potential*



### Dear Partners, Colleagues, and Friends,

As we reflect on 2024, I am filled with gratitude and joy for your unwavering support throughout the year. This past year has presented its challenges, but it has also been marked by significant growth in our programs, strengthened partnerships, enhanced learner outcomes, and bold creativity rooted in our shared mission to nurture a generation of leaders who are transforming Uganda's education landscape.

With your steadfast support, Teach For Uganda directly reached 53,431 students (26,938 boys and 26,493 girls) in 182 public primary schools across 10 districts. This achievement would not have been possible without the dedication of 384 Fellows (149 male, 235 female) who worked hand-in-hand with our committed staff, alumni, local government partners, and school communities to deliver quality learning opportunities.

At the heart of our instructional efforts was the Teaching at the Right Level (TaRL) methodology, which has proven instrumental in building foundational skills in literacy and numeracy. This year, our students demonstrated remarkable gains: numeracy outcomes improved by 20%, exceeding our target threefold, and literacy increased by 10%. However, performance in Primary 1 remains an area of concern, highlighting the need for targeted early-grade interventions, an area we are committed to addressing with urgency and innovation.

We also deepened our commitment to community engagement, reaching over 8,000 parents through school-based meetings and home visits. These efforts reinforced the vital role of families in student success and strengthened trust and collaboration between schools and communities.

To our funders and partners, thank you for believing in our vision and for investing in long-term, locally driven change. To our board and alumni, thank you for your committed leadership and service. To our staff and Fellows, your courage, resilience, and devotion continue to inspire me every day. And to our government stakeholders, thank you for championing education equity and working with us to scale impact where it matters most.

As we look ahead, we remain committed to innovation, promoting equity, enhancing learning outcomes, and fostering collective leadership. Let's build a future where every child in Uganda has access to an education that unlocks their full potential.

With deep appreciation,

Charlotte Iraguha Nsengiyumva  
Managing Director, **Teach For Uganda**

## ABOUT TEACH FOR UGANDA



### Our Vision



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

### Our Mission



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

## About Us:

Teach For Uganda is a leadership development organisation that unlocks the leadership potential of young people to transform Uganda's education system.

We exist because 82% of children in Uganda are unable to read and comprehend an age and grade-appropriate text by age 10. (World Bank, 2024), Similarly, 51.2% of children in P.3 - P.7 can't do P.2 level math. (UWEZO, 2024)

To address this, we recruit, train, and place outstanding university graduates from varied disciplines to serve as full-time teachers in underserved government primary schools. During the 2-year teaching fellowship, Fellows teach Foundational Literacy, Numeracy and 21st Century skills to grade 1-3 learners while developing their leadership skills.

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.

## Our Core Values

**01**

### **Child first**

We place children at the core of what we do and support them to achieve their fullest potential.



**02**

### **Sense of possibility**

We believe that nothing is impossible and work relentlessly to achieve our goals



**03**

### **Constantly learning**

We believe that learning is an integral part of growth and we strive to improve in all aspects of our work.



**04**

### **Teamwork**

We value collaboration, mutual support, and collective effort



## Our Approach

Teach For Uganda centres its transformative, holistic leadership development approach entirely around a contextualized 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 to access and create opportunities, persevere through adversity, mobilize communities to solve challenges, and emerge as responsible, honest, empathetic, and reliable leaders with purpose, inspiring the next generation to greatness.”

This vision drives all efforts, shaping student outcomes and defining the core competencies fellows must master to cultivate such learners. These competencies: vision development, community engagement, relationship building, positive culture, communication, problem-solving, resource mobilisation, and reflective learning,

are refined through a rigorous 6-week training institute (2 weeks virtual, 4 weeks residential), ongoing coaching by the Program Officers and a focus on personal leadership, classroom leadership, and community leadership.

Our philosophy of training emphasises mindset lenses; students as leaders, teachers as learners, community as power, and work as systemic, while equipping fellows with the science of teaching, including literacy and numeracy, and the Teaching at the Right Level (TaRL)-inspired methodology.

Over the two-year fellowship, fellows enhance student outcomes and drive educational reform, aligning every action with the vision. TFU's Alumni program sustains this by developing moral, ethical, and networked leaders through mentorship, innovation incubation, and global partnerships, empowering alumni to lead policy, systems change, and sustainable ventures for inclusive, quality education.

# 2024 IMPACT



Active Fellows: 384 (Male: 149, Female: 235)



Districts of operation: Mukono, Buikwe, Kayunga, Namutumba, Mayuge, Bugiri, Namayingo, Hoima, Kikuube, and Kagadi

Our program reached a total of 53,431 learners:  
26,938 boys & 26,493 girls



182 Partner Schools engaged.

**183**  
**Alumni**

104 (Females  
79 Males).

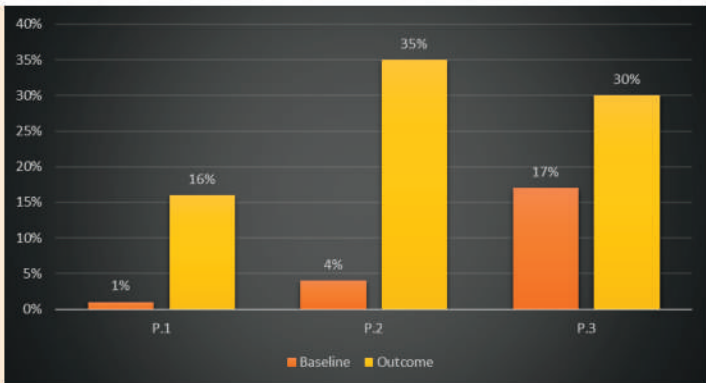




# Learning Outcomes



## Numeracy and Literacy Outcomes

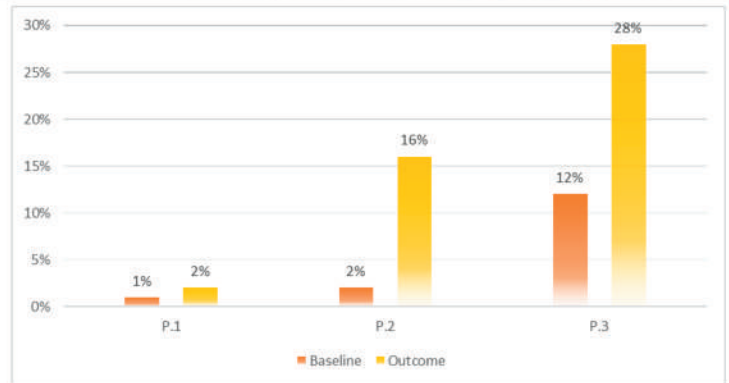


### Numeracy rates:

The graph highlights a significant progress in learners' numeracy rates across Primary 1 to 3 by the end of 2024, indicating the effectiveness of targeted interventions.

Primary 1 learners showed remarkable progress, from a mere 1% proficiency to 16%, marking a 15 percentage point gain. Primary 2 achieved an even more impressive improvement from 4% to 35%, a surge of 31 points while Primary 3 rose steadily from 17% to 30%, reflecting a 13-point growth.

Overall, numeracy outcomes improved by an average of 20%, significantly outpacing the annual target of 6% and showcasing a strong trajectory of academic advancement.



### Literacy rates:

While there was significant gains in numeracy among our learners, literacy levels still remained low as shown by the graph above. The rates show that, despite a 10% average improvement in 2024, overall literacy remains low, especially in Primary 1, which only increased from 1% to 2%.

In contrast, Primary 2 improved from 2% to 16%, and Primary 3 rose from 12% to 28%, indicating better literacy acquisition in higher grades.

However, performance in Primary 1 remains an area of concern, highlighting the need for targeted early-grade interventions, an area we are committed to addressing with urgency and innovation.

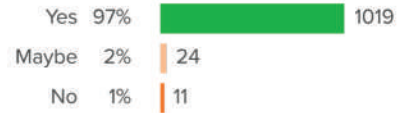
# Learners' Satisfaction Survey Results

**Q.1** : I like being at school.



Favorable: **99%**

**Q.4** : My teacher is nice to me when I ask questions.



Favorable: **97%**

**Q.2** : This class is a happy place for me to be.



Favorable: **96%**

**Q.5** : My teacher is a very good listener when kids talk.



Favorable: **98%**

**Q.3** : I like the things we are learning in this class.



Favorable: **98%**

**Q.6** : My teacher is very good at explaining things.



Favorable: **98%**

The 2024 Learners' Satisfaction Survey reveals promising outcomes in learning and engagement across Teach For Uganda partner schools.

From our 2024 Learners' Satisfaction Survey, 99% of learners enjoy being at school, and 96% describe their classrooms as joyful spaces. This sense of belonging is matched by deep engagement: 98% are excited about what they're learning, and 97% feel safe asking questions, knowing their teachers respond with kindness.

With 98% affirming that their teachers listen and communicate effectively, it's clear that our commitment to nurturing young leaders is helping build strong, empathetic learning environments. These insights endorse the critical role Fellows play in improving academic performance, learner morale and motivation.





I feel safe to ask for help when I don't understand.

**Ssepachu Jorum**, P.2 Learner,  
Mukono District



My teacher tells us stories and this makes the lessons exciting.

**Baseke Abigail**, P.2 Learner,  
Buikwe District



My teacher always checks if we have understood.

**Kagoye Jordan**, P.1 Learner,  
Buikwe District



## Voices from our Partner Communities



**Ndiwabene Mary**, Head Teacher, Bunakijja COU Primary School



A notable highlight was the exposure visit to the Parliament of Uganda, organized by the Teach For Uganda Fellow stationed at Bunakijja Primary School. This experience provided learners to develop a sense of national identity while also familiarizing themselves with the capital city of Uganda, as many had never ventured beyond their local communities surrounding the school.



**Mugwe Erusa**, Head Teacher, Buzaama COU Primary School.



I have observed a remarkable improvement in the classroom environment at my school, particularly in P.1 Class which hosts the Teach For Uganda Fellow, Moreen. Learners in her class exhibit greater discipline and hygiene among girls has notably improved through her mentorship initiative under the SHE-CLUB



**Kayoro Pontius**, Ass. Town Clerk, Mukono District.



In classrooms where Fellows are placed, learner engagement is noticeably higher.

As district leaders, we are adopting the best practices of the Teach For Uganda model to help reshape the future of public education in Mukono.



"I have observed a significant increase in parental involvement in their children's education activities. For example, at Syanyonja Primary School in Namayingo District, several parents have actively engaged in school gardening initiatives, which are aimed at supporting the school's feeding program for students."

**Mugoya Sanyu**, Deputy Chief Administrative Officer, Namayingo District.

## IMPACT STORIES

*Joan Kabahumuza, positioned second from the right in a black T-shirt and white skirt, wearing glasses, stands alongside students from Namaato Primary School. This moment follows her generous contribution of books and educational materials made possible through the Blossom Empowerment Initiative, which she co-founded.*

### Joan Kabahumuza - Cohort 5

My background is in accounting and finance, but my decision to join the fellowship was driven by a deep love for children and a desire to create lasting change in their lives. While teaching at Namaato Primary School, I was struck by the irregular attendance of girls during their menstrual cycles and the reality of children trying to learn on empty stomachs.

In response, I launched the Empower Her Campaign to promote menstrual health, mobilize resources for desks and scholastic materials, and equip parents with income-generating skills to strengthen household support for education. Beyond the classroom, I co-founded the Blossom Empowerment Initiative, which champions sustainable solutions such as reusable sanitary pads, school gardens to improve nutrition, and climate-smart practices that secure a better future for children and their communities.

### Jackson Okello - Cohort 5 Fellow

“During my two-year fellowship with Teach For Uganda, I grew as a dedicated leader tackling educational inequality. I taught Numeracy and Literacy at Budatu Primary School and co-founded the Blossom Empowerment Initiative, which exchanges plastic waste for school supplies and this benefited over 432 learners. One of my proudest contributions was donating 160 multifunctional Seat Packs, which did significantly improve student comfort and boosted attendance.

Through a partnership with Zetu Africa, I trained over 80 students and parents to create school bags from locally sourced materials, blending entrepreneurship with environmental action. Today, I serve as Programs Lead at Blossom and as a Youth Business Fellow with Wezesha Impact, where I continue to advocate for education, climate resilience and youth empowerment.”



*Jackson Okello is seated on a seatpack with the learners from Primary 3 at Budatu Primary School. He successfully mobilized 160 seat packs for the school to enhance student comfort.*

## IMPACT STORIES



### Kayondo Vicent Cohort 5

Inspired by my own journey of overcoming adversity, I joined the Teach For Uganda Fellowship determined to be a voice for children who, like me, deserved better opportunities. As a graduate of Community Psychology from Lira University, I saw the fellowship as more than teaching, it was a platform to champion holistic child development and education equity.

At Buswikira Primary School, I worked with learners, teachers and parents to reimagine what education could look like in our community. I introduced climate education, taught financial literacy, integrated digital learning, and provided mental health support for learners struggling in silence. My learner-centered approach boosted enrollment, and created safe, inclusive classrooms where every child felt valued.”

“As an Information Technology graduate, I joined the Teach For Uganda fellowship to help bridge the digital divide in underserved communities. During my placement at Buwungiro Primary School in Kayunga District, I worked to strengthen school, community relationships through home visits, increased enrollment and launched sanitation and income-generating projects like liquid soap production.

One of my proudest achievements was founding the Rural Edutech Project, which equipped both learners and teachers with essential 21st-century computer skills. This initiative helped reduce absenteeism and improved academic performance.

Today, I serve as a Program Officer with Teach For Uganda, where I support fellows and help scale impact across Kagadi District continuing the mission to transform education for every child, everywhere.”

**Tumwebaze Joel, Cohort 5 Fellow**



*Tumwebaze Joel is training Buwungiro Primary School students in life skills, focusing on liquid soap production to improve sanitation and promote income-generating projects in the community.*



**Projects that  
compliment  
our core  
Program**

## CLIMATE EDUCATION & LEADERSHIP



## CLIMATE EDUCATION & LEADERSHIP PROJECT

The project shifted from awareness creation in 2023 to tangible climate action in 2024. Driven by our passionate Fellows, learners, and communities, the project impacted 81 schools and six grassroots communities across Mayuge, Namutumba, and Kayunga into centres of environmental innovation.

# 21,899

Learners were reached by the Climate Education Project and that included 10,982 boys and 10,917 girls across 81 schools, fostering environmental awareness.

## COMMUNITY-LED CLIMATE SOLUTIONS: FROM THE GROUND UP

A key shift in 2024 was deeper community involvement, facilitated through partnerships with District Environment Officers who guided six newly established 30-member-Community Environmental Action Groups (two per district). These groups mobilized 180 members to design and implement locally relevant climate responses, including: Adoption of energy-saving cookstoves to reduce deforestation, community compost pits to manage biodegradable waste, rain water harvesting systems in drought-prone areas, plastic repurposing workshops led by local artisans, tree nursery beds developed near schools and churches. These community-led efforts marked a shift from climate awareness to action, empowering communities to take ownership of environmental solutions.



## CLIMATE EDUCATION & LEADERSHIP



## THE CLIMATE SCHOOL CLUBS CONTEST: WHERE LEARNING MEETS LEADERSHIP

The highlight of 2024 was the second edition of our Climate School Clubs Contest, a showcase of young ingenuity, environmental responsibility, and student agency in action. Hosted across the three districts, the contest brought together learners from all 81 CEL partner schools, each presenting a practical climate solution developed by their school clubs and engaging in intellectual debates.

From vertical sack gardens tackling food insecurity to eco-brick recycling models, and solar-powered irrigation prototypes, the exhibitions were nothing short of astonishing. Students explained their projects with scientific insight and passionate conviction, leaving the judges, and the community, absolutely amazed.

Our panel of judges was equally unique and influential, comprising our Fellows and Alumni. Their feedback not only celebrated student achievements but also inspired community buy-in and replication of solutions.

## RESOURCES THAT TEACH AND TRANSFORM

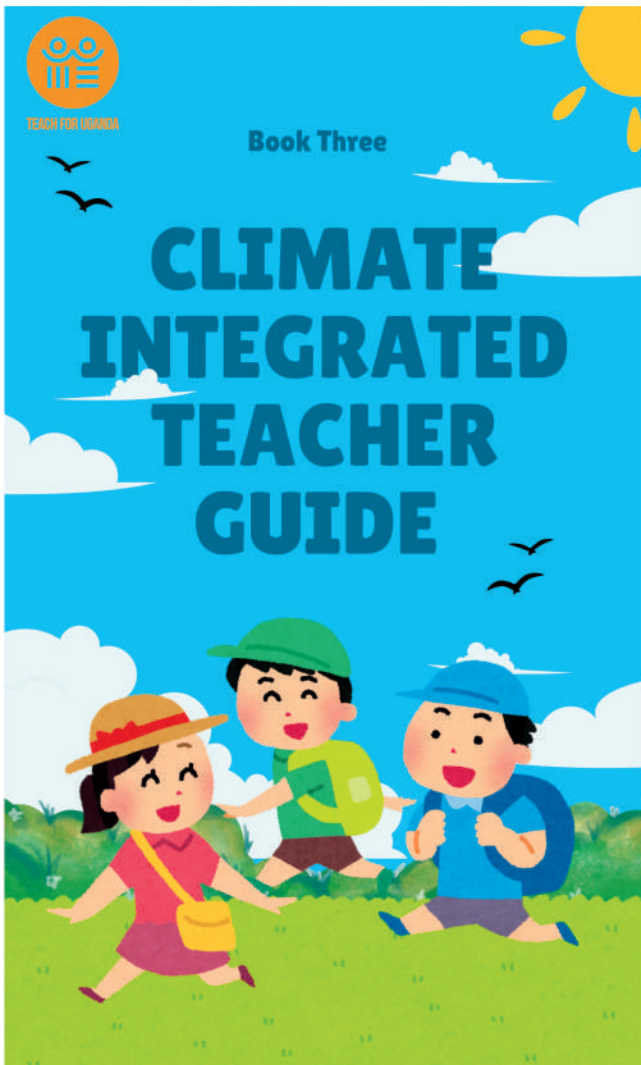
To strengthen climate education in early learning, we developed and implemented an enhanced Climate Education and Leadership (CEL) Handbook for lower primary teachers, carefully aligned with Uganda's Thematic Curriculum for P.1–P.3. This resource seamlessly weaves CEL lessons into all 12 learning themes, offering practical, hands-on classroom activities such as planting gardens, sorting waste, and using storytelling to build environmental literacy.

The handbook was rolled out through a two-day, in-person teacher training program, which reached 231 educators. Following the training, confidence in delivering climate instruction rose significantly from just 18.8% to 58.3%, according to the Outcome Assessment Report.

[CEL Outcome Assessment report 2025..](#)

## RECOGNITION AND REACH

The global community took notice. Teach For Uganda's Climate Contest was recognized with the 2024 Teach For All Network Breakthrough Innovation Award and the UNESCO Creativity in Education for Climate Action Award. These awards not only validated our approach but positioned us to scale our impact further in 2025.



## DIGITAL EDUCATION



The digital learning project bridged the tech gap for 11,269 learners (5,714 boys and 5,555 girls) across 61 schools, enhancing digital competence and promoting 21st-century learning tools.

**11,269**  
learners Impacted

## Using technology to enhance learning in crowded classrooms

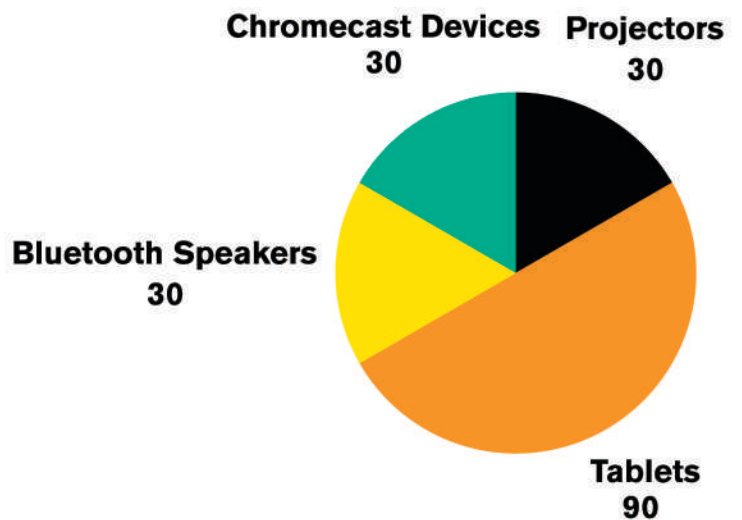
In many rural Ugandan classrooms, chalk and a blackboard are still the main teaching tools. But in 2024, something remarkable started to happen. With the support of our partners and communities, Teach For Uganda brought digital learning to life in 30 public schools across Kayunga, Bugiri and Namayingo districts, reaching over 15,000 learners who had never interacted with a screen before.

This initiative went beyond distributing digital devices, it unlocked confidence, curiosity, and a new kind of learning.

### Digital Learning Equipment: By the Numbers

In 2024, the Digital Learning Initiative equipped 30 schools across Kayunga (10), Namayingo (10) and Bugiri (10) districts.

#### Equipment & Quantity Deployed



### Solving Real Problems, Together

All 60 schools signed agreements to protect the devices and use them for learning, not entertainment. Parents volunteered to help monitor the equipment, and headteachers found creative storage solutions.

#### Real Impact, Real Learning

By the end of the year, 76% of schools were using projectors weekly for literacy and numeracy lessons. Teachers told us student engagement had improved, especially during group activities with tablets. Most importantly, classrooms felt different. Students were asking more questions. Teachers were innovating. Learning had become something joyful, shared, and visual.

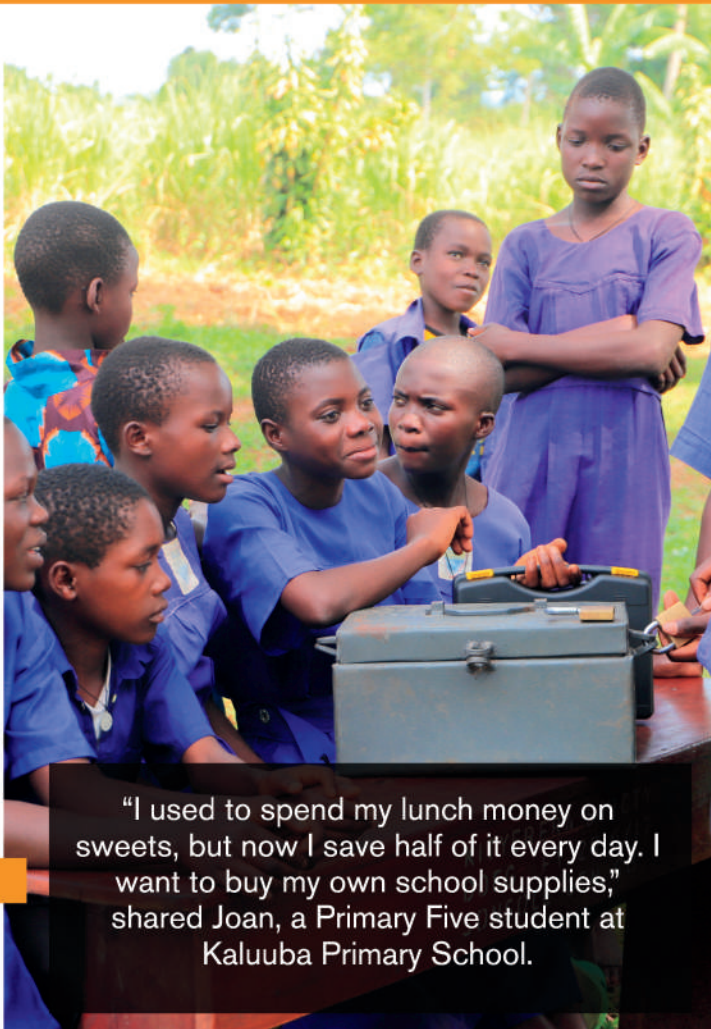


# 7,975

Girls were empowered to Build Brighter Futures Through Financial Literacy.

In 2024, Teach For Uganda's partnership with Credit Suisse transformed classrooms in Kayunga and Mayuge district, impacting 7,975 girls across 33 schools through the Financial Education Initiative. Students received essential tools for money management fostering entrepreneurial thinking and promoting financial independence for young girls in rural Uganda.

## Banking on Brilliance: How Girls Are Investing in Their Futures



"I used to spend my lunch money on sweets, but now I save half of it every day. I want to buy my own school supplies," shared Joan, a Primary Five student at Kaluuba Primary School.

The Student-led savings clubs are reshaping ambition and opportunity in schools. These clubs, led predominantly by girls who make up 70% of the leadership have empowered young students to take control of their finances, set goals and invest in their futures, breaking gender stereotypes along the way. In Musita Muslim Primary School, for instance, Nabirye Nusula saved over UGX 100,000 and proudly purchased a goat to help support her family's income.

Across 33 schools, savings kits including lockable boxes, calculators and record books have helped foster consistent and safe financial habits. This project, supported by Credit Suisse, has grown beyond the classroom. Teachers in Kayunga and Mayuge districts have created their own savings groups, modeling smart financial practices, while 80% of parents now actively support their daughters' financial ambitions, a powerful shift from tradition.

Inspired by these efforts, girls have launched entrepreneurial ventures like liquid soap production and craft-making, reinvesting their earnings into educational resources and daily needs.

### By the Numbers

# 96

Teachers trained in Aflattoun's engaging financial literacy curriculum.

# 88%

The percentage of girls budgeting for their money increased from 61% to 88%



# ALUMNI STORIES

# GRADUATING COHORT



We successfully graduated 95 fellows who transitioned to our alumni network



42



53

Total

95



We support our Alumni to build their Leadership capacity in these three pathways:



Education Leaders

Social Entrepreneurs

Policy Influencers

## Bernard Kyobe

Transitioning from Engineer to Educator



I joined Teach For Uganda in 2017 as part of the inaugural cohort, drawn by the organization's bold vision of providing quality education for every child. With a background in Electrical Engineering and a deep passion for Mathematics, I taught at St. Kizito Nabutaka Primary School in Luwero District, where I used my expertise to improve student performance and strengthen community engagement. Through home visits and student debates, I helped bridge the gap between families and schools boosting parental involvement and building student confidence.

In my second year, I led a community initiative that equipped students with practical life skills in gardening, carpentry, tailoring, and baking

empowering them to contribute to their own education. Even during the challenges of the COVID-19 lockdown, I remained committed to my mission, tutoring learners and connecting globally as a Network Connector with Teach For All.

Today, I teach at Hope Vocational and Technical Institute, where I'm shaping Uganda's future engineers and integrating progressive, student-centered learning approaches. With a postgraduate diploma in Education and a vision for curriculum transformation, I continue to live out the values instilled in me during the fellowship.

## Decimon Wandera

The Leadership Evolution of Decimon.



During my fellowship with Teach For Uganda, I began in 2018 as an English teacher at St. Kizito Nabutaka Primary School, and within two months, I was entrusted with the role of Class Teacher. Four months in, I became Director of Studies, then Deputy Headteacher within a year and Senior Fellow after just 14 months.

Over the next five years, I continued to grow within Teach For Uganda's leadership ranks serving as a Leadership Development Officer, Senior Leadership Development Officer, Leadership Development Coordinator, and finally Program Coordinator. My efforts in community mobilization helped increase pupil enrollment from 80 to 250, earning me a Certificate of Appreciation from the School Management Committee and PTA.

Beyond Teach For Uganda, I now serve as Executive Director of M-LISADA where I lead organizational vision, strategy and growth.

## Alumni Spotlight



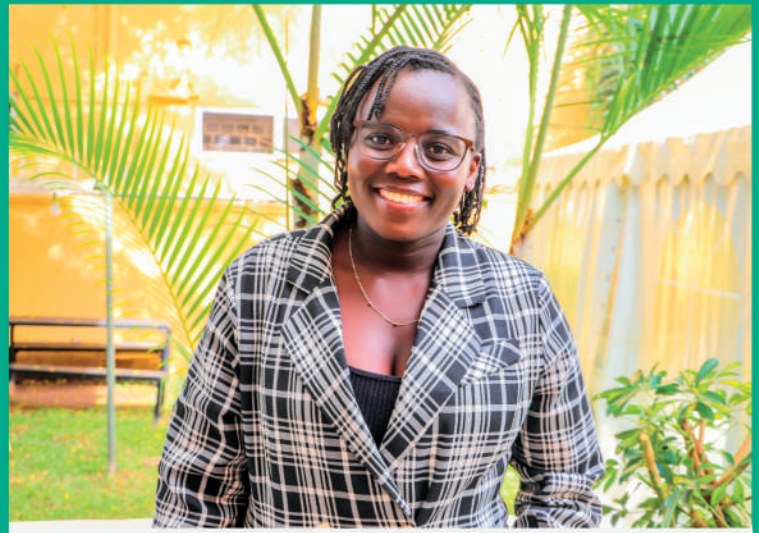
“

I am a committed advocate for women's empowerment and social justice, As an alumna of Teach For Uganda, I worked to expand educational access and was honored with the Distinguished Fellow Award for my contributions. I hold a bachelor's degree in Education, specializing in Economics, from Makerere University an opportunity made possible through the Mastercard Foundation Scholars Program.

Currently, I serve as the Resource Mobilization Officer at WOUGNET, where I champion inclusive education for women and girls. I also co-founded Connect Care, an initiative dedicated to supporting orphaned children in Namutumba District through education and mentorship.

My experiences with Teach For Uganda have shaped my leadership journey and strengthened my commitment to creating impact.

**Namwogerere Molly, Cohort 4**



“

As an alumna of Teach For Uganda, I've emerged as a passionate leader in education and gender advocacy. During my fellowship at Kalagala Primary School, I successfully doubled student enrollment and provided critical support to teenage mothers, efforts that led to improved attendance and academic performance among girls. In response to the challenges brought on by COVID-19, I organized sanitary pad distributions and school feeding programs, which earned me recognition as one of Uganda's top educators.

After graduation, I led a \$50,000 initiative focused on livelihoods and menstrual hygiene and I co-founded Mediate for Empowerment to amplify community voices. Today, I advocate for disability rights, continuing my commitment to inclusive development. As a Chevening Scholar with two master's degrees, I remain dedicated to driving policy reform and public leadership, living proof of the transformative power of the Teach For Uganda fellowship.

**Esther Chebijira, Cohort 2**

“

“The Alumni have continued to advance our mission beyond the fellowship by continuing to educate, guide and inspire transformation.” -  
Allan Obua, Teach For Uganda

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# Lessons Learnt

Our 2024 experience confirmed several key lessons that will shape future programming:

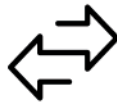
1. When parents are engaged, informed and empowered, they can effectively support their children's education.
2. Play-based learning, particularly through the Teaching at the Right Level (TaRL) methodology, fosters interest and active participation among learners, enhancing school attendance.
3. Comprehensive and consistent stakeholder engagement in program implementation and monitoring promotes ownership and ensures the program's sustainability.
4. When Children with special needs are supported, they remain focused. We will continue to strengthen the inclusion strategy that allows such children to remain in school.

## Challenges



## Mitigation Measures

The transfer of government teachers who are participating in the TFU Fellowship to non-partner schools has a negative impact on our implementation efforts within the schools.



We have liaised with the District Education offices to ensure that teacher transfers occur within partner schools, thereby promoting continuity of the program.

Limited parental participation and support in their children's education has contributed to irregular attendance and weakened learner commitment, especially among girls



TFU has strengthened its Village Education Champions model, engaging respected parents as advocates for education.

Fellow attrition due to the difficulties of adapting to the realities of rural communities, including limited amenities, cultural adjustment, and the demands of working in under-resourced schools.



We have enhanced our onboarding and continuous support systems by pairing Fellows for peer support, strengthening pre-service training on rural adaptation and community engagement, and introducing alumni mentorship for ongoing guidance.

Child labor continued to limit regular school attendance, as many children are required to contribute to household income or domestic work, reducing their time and focus on learning.



We have conducted community sensitization dialogues on the long-term value of education, while working with Village Education Champions and local leaders to discourage child labor practices.



# OUR PARTNERS



sas.p

**Teach For All**  
A Global Network

FONDATIONS  
**AUDEMARS PIGUET**  
*Le Brassus*



**Wellspring**  
Philanthropic Fund

**CREDIT SUISSE**

# 2024

# FINANCIAL HIGHLIGHTS

Total Income (UGsh)

**5,764,922,000 /=**

Total Expenses (UGsh)

**5,102,685,000 /=**

Income	UGsh
Donations and Grants	5,588,795,000 /=
Other Income	176,127,000 /=
<b>Total</b>	<b>5,764,922,000 /=</b>

Expenditure	UGsh
Staffing	1,873,147,000 /=
Operating expenses	472,153,000 /=
Program expenses	2,046,846,000 /=
Contract service expenses	157,736,000 /=
Travel and meeting expenses	397,505,000 /=
Occupancy expenses	62,885,000 /=
Other expenses	92,413,000 /=
<b>Total expenditure</b>	<b>5,102,685,000 /=</b>

# BOARD OF DIRECTORS



**Tony Otoa - Board Chair**



**Pheona Wall**



**Abubaker Mayanja**



**Michael Bwiso**



**Ivan Ssenfuma**



**Stella Ndiwalana**



**Rose Izizinga**



# Engage with us:

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