**TEACH FOR UGANDA**

First cohort, 2018

**58** alumni*

**171** teachers**
currently in
classrooms for
their initial 2-year
commitment

## Uganda has the youngest population in the world, with more than 75% of the population under 30

## Teach For Uganda Student Vision

At TFU we believe that when our students 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.

## Teaching participants have reached more than 22,000 students in more than 80 schools during their two-year commitments

# Teach For Uganda
## Fostering the entrepreneurship, innovation, and leadership crucial for progress

**Teach For Uganda** recently celebrated its fifth anniversary and is working in the Kayunga, Luwero, Mayuge, and Namutumba districts in Central and Eastern Uganda. In this time the organization has recruited 230 of Uganda's most promising young leaders from its most selective universities. They were drawn by their passion and commitment from diverse backgrounds—having trained as chemical engineers, lawyers, and educators, having worked as university lecturers and accountants. Many resisted fierce opposition from parents, friends, and professors to join the fellowship.

Uganda has the youngest population in the world, with more than 75% of the population under 30. And yet each year the government reduces the funding allocated to schools, now investing just 10% of its budget in education. Even before COVID-19, 70% of students dropped out by the end of primary school (grade 7), and more than 60% of grade 7 students can't read or do math at second grade levels. In this context, Teach For Uganda is working to build a movement to transform the future of education in Uganda.

Teaching participants have reached more than 22,643 students in more than 80 schools during their two-year

commitments. In Luwero, Tom Kasalawo and Ryn Asimiire taught mathematics and English respectively; they mobilized resources to build a school, constructed a deep water well to address safe water access, transformed the financial management system, and created writers' and debaters' clubs to instill confidence in their students. Charles Obore and Carol Seera launched a campaign that increased school enrollment from 83 to 320 students; Charles taught math and science, while Carol developed a new curriculum to advance students' literacy development and raised the funding to construct classrooms and teachers' houses. Emmanuel Kimuli and Allan Otodi enabled the installation of the first ever digital learning site at their rural primary school to enable learning during the pandemic; they also constructed the school's first ever

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**"This thing is addictive."**

**"You just can't leave these children."**

**"I have to be part of the solution."**

— **Teach For Uganda** fellows

library and improved school enrollment. Claire Kanyunyuzi and Kenneth Oroma worked passionately to empower children by renovating an old building into the school's first library with 2,000 textbooks to improve literacy. They also set up a football team to improve student attendance and reduce school dropout. In Mayuge, Ivan Samuel Womala ran a girls' football project to keep girls engaged and combat child marriages. As a passionate environment activist, Ivan worked on an "Action for Climate Change" project where he mobilized to plant 50,000 tree seedlings across 30 schools in the Mayuge

District. "Anything can change as long as you do the right things," says Samuel. Mukisa Phiona and George Abedi skilled learners in craft making, entrepreneurship, and making face masks. This helped improve class attendance while equipping their learners with skills for the working world. These are the stories of just a few of Teach For Uganda's extraordinary fellows.

Just as their fellowship proved transformative for their students, schools, and communities, it's also been transformative for the fellows themselves. While most had been exposed to and experienced inequity before, they became still more aware of the depths of the challenges students face and the inadequacy of the education system, with class sizes reaching 400 students. They were inspired by their students' intelligence and curiosity, and came to understand their own potential to make a difference. They've shared how valued they felt by the communities and their students, and the

transformative effect of the fellowship on their own priorities: "These children are now part of me." "This thing is addictive." "You just can't leave these children." "I have to be part of the solution."

The alumni have embraced a diversity of passions and focuses beyond the two year commitment. They are working for girls' empowerment, environmental education, literacy development, teacher development, and digital literacy. They are teaching, leading schools, working in the ministry of education, and running community-based organizations.

Already, it is clear that Teach For Uganda is cultivating extraordinary future leadership. For example, two alumni are among the 2% of 65,000 applications chosen for the Chevening Scholarship, which funds exceptional students to pursue academic courses in U.K. universities. Freda Aduno is studying for a Masters in Inclusive Education and Policy at the University of Bristol; she hopes to return and use her knowledge to shape better and inclusive Policies in Uganda. Esther Chebijira, who grew up walking barefooted to school and is the first in her extended family to attend university, is studying for the same at the University of Glasgow; she's been working across Eastern Uganda training women and creating women groups on creating reusable sanitary towels, and aims to return from Glasgow and run for Member of Parliament for her region.

Beyond cultivating the leadership of its fellows and alumni, Teach For Uganda has also conducted continuous headteacher and teacher capacity development training among its partner schools to develop strong management and learner-centered pedagogy.

Moreover, when the COVID-19 pandemic shut schools down, Teach For Uganda organized "learning pods" of 5-10 students who would meet in a central location while following prescribed protocols. Fellows made daily home visits to mobilize children to attend lessons and monitor their well-being. The organization also collaborated with the Ministry of Education and Sports, local government leadership, War Child Holland, and Student ChangeMakers to successfully launch a Digital Learning Program across five schools in Mayuge, equipping 1,200 students with 230 tablets and training 30 teachers in facilitating learning with these tools.

Ultimately, Teach For Uganda aims to propagate a critical mass of leaders who will work from within schools, government, and civil society to effect the transformation of Uganda's education system and, in turn, the whole country. ● ● ●