

The Uganda School Project (TUSP)



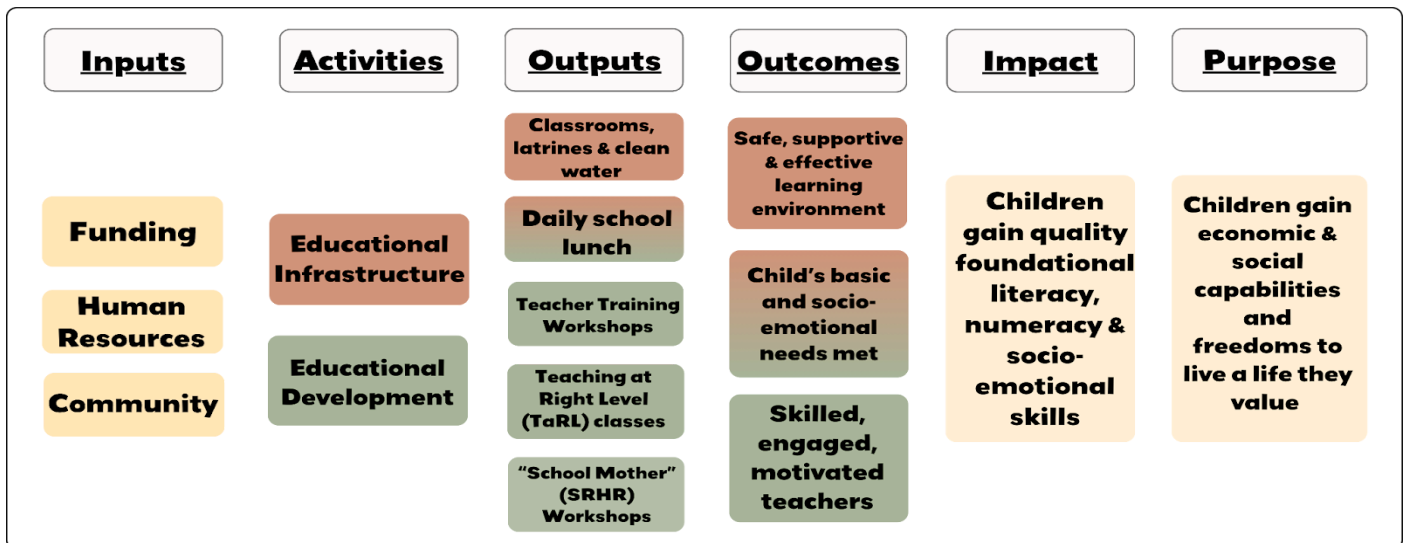
What we do

The Uganda School Project tackles educational inequality by working closely with local communities and government partners to create sustainable solutions in some of the most hard-to-reach, marginalised communities in Uganda. Through our efforts, we are able to improve access to quality education, enhance foundational educational outcomes for students and address inequality.

By supporting development of quality government schools in under-resourced communities, we provide all children with access to education that empowers them to gain foundational skills and break the cycle of poverty. Through a holistic approach combining **infrastructure development, in-service teacher training** and **targeted instruction**, with a particular focus on **women and girls**, we create learning environments that inspire a meaningful education, social development and thriving communities. As children gain foundational education skills, they unlock opportunities for continuing their education, gaining key life skills and creating improved livelihood opportunities for themselves, their families and their wider communities.

Our interventions are currently focused in Namisindwa District, which has amongst the lowest literacy, numeracy and Primary Leaving Exam (PLE) success rates [in the country](#) (p.50).

Theory of Change (Simplified)



Evidence-Based, Policy-Aligned Programming

TUSP programming is rooted in the Global Education Evidence Advisory Panel's (GEEAP) [systematic review of all evidence-based research](#) - convened and supported by the FCDO, World Bank, UNICEF, and USAID - that indicates both the effectiveness and cost-effectiveness of our existing and future programmes.

Our programming is also tightly aligned with government strategy and policy as a means to create sustainable, meaningful impact at scale.

Our programmes' alignment with evidence-based research, and government policy priorities, is [illustrated here](#).

Impact

Infrastructure

A total of 14 classrooms have been built (and counting!), as well as 10 latrines and a drinking water system! This has helped reduce overcrowding and provide a suitable environment for our children to learn



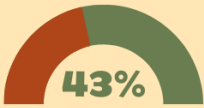
Attendance

Average Daily Attendance has risen from a school-based average of 250 pupils a day in 2016, to 750 pupils in 2024



Girls' Education

There's been a 43% increase in attendance of girls across all year-groups between 2022 and 2023, and an 80% increase in 'Primary Leaving Exam' Passes in that same time frame



Exam Results

Between 2018 and the most recent results in 2023, we have seen a 600% increase in children successfully passing their Primary Leaving Exams!



Pathways to Scale Impact

We now are in a position where we can demonstrate our work has had tangible impact in our intervention schools, and our ambition is to refine and scale this impact across other government schools in Namisindwa District, where education outcomes are amongst the lowest in the country. At the same time, we want to strengthen the capacity of our Ugandan organisation and transition to proximate leadership and governance within the next 5 years (by the end of 2029). At the heart of these three pathways are two core goals: increasing unrestricted funding, and demonstrating our impact in the most effective, contextually-appropriate way.

1. Organisational Growth

Funding and Staff to strengthen and replicate our interventions at more schools across Namisindwa District (depth) and then at new geographical locations (across Elgon Region and Nationally).



2. Proximate Leadership

Genuine leadership and governance from within the country and the communities that we partner with.



3. Partnering with Government

Consistently demonstrating impact and cost-effectiveness, whilst actively nurturing relationships, will allow TUSP to create government partnerships, allowing access to greater networks and infrastructure, authority over decision making, and a deep understanding of community needs and context in a wider range of geographical locations.

