



WATOTO WASOKA

# ANNUAL REPORT 2025





# TABLE OF CONTENTS

|   |    |
|---|----|
| Executive Summary.....                      | 3  |
| Message from the Executive Director.....    | 4  |
| Message from the Board Chair.....           | 5  |
| Our Model: Play • Learn • Stay Healthy..... | 6  |
| Impact: What Changed.....                   | 8  |
| How the Model Works in Practice.....        | 10 |
| Reach: Events and Community Activation..... | 13 |
| Key Statistics (2025 at a Glance).....      | 15 |
| Failures and Lessons.....                   | 16 |
| Financial Overview.....                     | 17 |
| Governance and Leadership.....              | 19 |
| Looking Ahead (2026–2028).....              | 23 |
| Partnerships.....                           | 24 |

# EXECUTIVE SUMMARY

**3,808**  
reached

**852**  
engaged\*

**+28%**  
increase in knowledge



We help children learn and stay healthy through play and football.

In 2025, we made a clear shift: from one-off activities to consistent, school-based delivery.

We have reached many children over the years. But reach alone was not enough. What matters is whether children return, participate regularly, and experience meaningful change over time. This shift is about building that consistency.

## What we reached

Over the year, we reached 3,808 children across events and programmes.

Of these, 852 were regularly engaged through structured sessions and ongoing participation.

We trained 31 coaches, alongside peer leaders and teachers who now support delivery in schools and communities.

## What changed

- Children demonstrated a 28% increase in WASH knowledge, alongside improvements in participation and peer support.
- More children are speaking up, supporting peers, and seeking help when needed
- Regular sessions showed stronger participation over time
- In several settings, activities continued within existing structures, supported by coaches, peers, and teachers

## A defining moment

Events bring energy. Consistency builds change.

## Looking ahead

We will deepen school-based delivery, strengthen our model, and build partnerships that sustain it over time.

Because the goal is not just to reach more children.

It is to build something that works—and continues to work.

\*“Engaged” is defined as children who participated in at least 20 sessions during the year

# MESSAGE FROM THE EXECUTIVE DIRECTOR

Francis Mugoya



I am pleased to share our progress in 2025.

It was not an easy year, but it was an important one. We chose to reflect, to question, and to improve how we work.

Our biggest gain was clarity.

We spent much of the year rethinking, and in some cases dismantling, what we had long practiced. Our community-based work reached many children, but outcomes were not always consistent. Participation varied, and so did the results.

At the same time, our work in schools showed a different picture. Children are present consistently. Schools provide structure. Systems already exist to support continuity and track progress.

This made something clear: if we want consistent outcomes, we must build on consistent systems.

We have always worked alongside communities, schools, and partners. In 2025, we became more intentional about this: aligning more closely with public systems and sector partners, so that what we build is not parallel, but part of something that can last.

We did not meet all our funding targets. As a result, some planned work did not happen. This was difficult, but it reinforced an important lesson: impact cannot depend on short-term, fragmented funding. It must be built on consistency.

We are grateful to everyone who continues to walk this journey with us: our donors, partners, coaches, teachers, community leaders, and parents. And above all, the children. They show up, they play, and they remind us why this work matters.

Our Board has been closely engaged, offering guidance and steady support, particularly in fundraising and shaping our direction. I am grateful to work alongside Saumya, Sheila, Vivienne, and Henk.

What I value most this year is our team.

They show up in schools and in communities. They run sessions, follow up with children, and adapt when things do not go as planned. They care about the work, and they care about each other. That is what makes this possible. If we are serious about being a people-first organisation, it has to start here. With how we work, and how we show up for each other.

To the team: thank you. I am grateful to be doing this work with you.

We are clearer now than we have ever been. The goal is not just to reach more children. It is to build something that works, and continues to work.

For and on behalf of the team,



# MESSAGE FROM THE BOARD CHAIR

Saumya Kailasapathy



2025 was a year marked by unprecedented global shifts that directly impacted both our organization and the children we serve. Across the world, tightening funding environments and a more constrained fundraising landscape created delays and uncertainties that tested our resilience. In addition the scope of challenges facing our beneficiaries widened significantly. Climate-related disruptions not only increased the cost and complexity of delivering programs such as football tournaments, but also heightened risks around disease and limited access to essential services. These overlapping pressures underscored the vulnerability of the communities we work with and reinforced the urgency of our mission.

Despite these challenges, the Watoto Wasoka team demonstrated remarkable adaptability and commitment, successfully implementing programs and continuing to provide safe, structured opportunities for children to grow and thrive. The unwavering commitment from the CEO and Operations team is a testament to the immense opportunities for growth and development in the communities we serve.

Looking ahead, it is clear that unmet needs remain significant and require a more deliberate, strategic response. Our focus in the coming year is to sharpen our programming, strengthen financial resilience, and build partnerships that support sustainable, long-term growth.

By streamlining our programmatic efforts and fostering collaborations that can withstand macroeconomic pressures, we are on track to outmaneuver these challenges and deliver meaningful, lasting impact for the children we serve. The Board remains committed to supporting these goals and building a sustainable and resilient organization.

# OUR MODEL

*Peer-led, play-based systems to help children learn and stay healthy.*

## Core idea

Children learn best when they are actively engaged, supported by their peers, and part of something consistent.



**Play:** Children engage in structured games and activities



**Reflect:** They discuss what happened during play



**Learn:** Key ideas are introduced and explored



**Act:** They apply what they have learned in daily life

## Our three outcomes



### PLAY

safe, inclusive spaces to participate and belong



### LEARN

literacy, numeracy, and life skills through play



### STAY HEALTHY

mental well-being, hygiene, and healthy behaviours through peer-led learning



# HOW WE WORK

## Where it works



**Schools**  
consistent structure,  
continuity, easier  
tracking



**Communities**  
important entry  
points, but harder to  
sustain over time

## Who leads



Teacher champions



Peer facilitators



Coaches

## Why it works



Engaging



Relatable



Practical

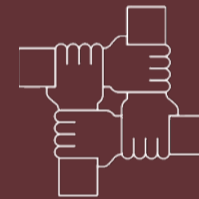


Low-cost



Consistent

## What we are strengthening



- Prioritising school-based systems
- Expanding from football-only to broader play
- Strengthening the role of teachers
- Building clearer referral pathways where needed

## Core Focus



Health



Education

# IMPACT: WHAT CHANGED

In 2025, we focused on understanding not just what we delivered, but what changed.

We are not only interested in participation. We look at:

- what children learn
- how they act
- whether change continues over time

## What children KNOW

Through structured, play-based sessions, children strengthened their understanding of key health topics.

In Football 4 WASH, children demonstrated a 28% increase in knowledge on hygiene, sanitation, and waste management. This was measured through pre- and post-session assessments conducted with participating children across programme cycles. (See note below)

Children showed improved understanding of handwashing practices, waste management, and personal and community hygiene

## What children Do

We saw clear signs of behaviour change.



16 community clean-ups led by children



Children demonstrated greater willingness to discuss well-being during sessions



Participation remained strong across structured sessions and league activities

These indicate that learning is beginning to move beyond sessions into daily life.

## What SYSTEMS SUSTAIN

### This is where we learned the most.

Sustaining consistent engagement at community level proved challenging. Movement between communities, competing priorities, and informal structures made continuity difficult.

*“When the sessions stop, everything stops. We need something consistent for the children.”* — Community Coach

This pointed to a deeper issue. For years, our work has had high reach but low continuity.

Events bring together thousands of children, but often for only a few days each year.

At the same time, coaches and teams are engaged by multiple partners, participation overlaps, and attendance is inconsistent. These realities blur the line between reach and impact.

So, we are making a deliberate shift. We are prioritising school-based delivery, where children are consistently present, structures already exist, engagement happens regularly, and outcomes can be tracked.

This allows us to move from short-term activity to consistent, measurable impact.

## What this means

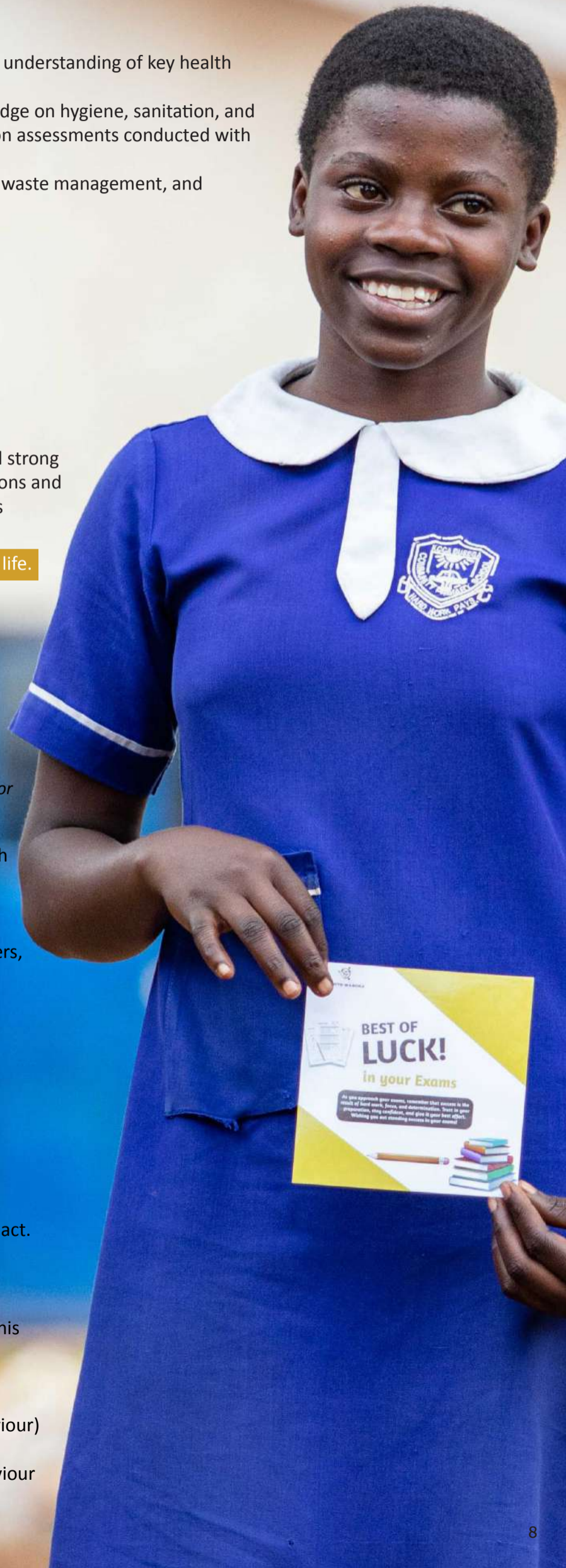
Events create reach. Sessions create learning. But systems create impact. And that is where we are now focusing.

## How we measure change

We are strengthening how we track outcomes across programmes. This includes:

- Pre- and post-session assessments (knowledge)
- Session attendance tracking (engagement)
- Facilitator observation and reporting (participation and behaviour)
- Participant and coach feedback (qualitative insights)

We are continuing to improve this approach to better measure behaviour change, help-seeking, and sustained participation over time.



# Cotrida Nanyanzi – WYLA Scholar and Volunteer



## From WYLA scholar to community leader: Cotrida's journey

Cotrida's journey is a story of growth, resilience, and purpose. As a beneficiary of the Watoto Wasoka Young Leaders Award (WYLA), she was supported to complete her O-Level education and is now pursuing her A-Level studies, an important step toward achieving her long-term goals.

What makes her journey even more meaningful is her commitment to giving back. Today, Cotrida volunteers with Watoto Wasoka and serves as a youth girls' coach at Tigers Soccer Academy. Through football, she is nurturing confidence, discipline, and hope among young girls in her community.

*"Watoto Wasoka gave me a chance to stay in school and believe in myself. Now, through coaching, I want to give other girls that same hope and confidence to dream bigger."*

Cotrida's story reflects the true impact of investing in young people. She is no longer just a beneficiary; she is a leader shaping opportunity for others.

# HOW THE MODEL WORKS IN PRACTICE

## STAY HEALTHY: BUREF



### What we learnt

Several gaps became clear: inconsistent delivery in community settings; limited mental health literacy among facilitators; no clear referral pathways for children needing additional support.

At the same time, the opportunity was clear:

- Schools provide structure and consistency
- Teachers support continuity and safeguarding
- Peer-led approaches reduce stigma and increase openness



### What we built

We began designing a school-based BUREF club model, grounded in:

- Psychological safety and trauma-informed practice
- Simple, culturally relevant communication
- Low-cost, practical tools (mood check-ins, breathing, reflection)
- Clear referral pathways
- Consistent weekly delivery

These elements were co-designed with staff, practitioners, and partners.



### What is changing

We are prioritising BUREF as a school-based club model. This allows us to reach children consistently, train teachers and peer leaders as mental health allies, embed practical tools into weekly sessions, and strengthen referral pathways.



### What this means

BUREF is moving from a programme to a system; led by peers, supported by teachers, embedded in schools, sustained over time.

Because mental health support should not be occasional. It should be part of everyday school life.

**BUREF** (Building Resilience through Football) is our approach to mental health. It uses play to create safe spaces where young people can talk, reflect, and support each other. But more importantly, it is built on a simple idea:

***Mental health support should not depend on specialists alone. It should exist where children already are: in schools, with their peers, every week.***

In 2025, we were unable to deliver BUREF due to funding constraints.

This allowed us to step back and strengthen the model. Rather than continue with inconsistent delivery, we focused on making BUREF safe, practical, and sustainable within school systems.

This included a structured consultancy and co-design process with mental health practitioner Elizabeth Kasujja, focused on adapting BUREF into a school-based model.



### How it works

BUREF sessions follow a simple cycle:

**Play → Reflect → Learn → Act**

- Play: structured activities
- Reflect: discussion of real-life situations
- Learn: simple, practical concepts
- Act: application in daily life

Sessions are led by trained coaches and peer facilitators, supported by teachers. The focus is on simple relatable conversations, building trust, and creating safe spaces.

# Nicholas Kawooya

## – Sparta 09 Player



Kawooya's journey with Sparta 09 is one of resilience, discipline, and steady growth. Beginning in the Under-13 team, he progressed through the ranks to Under-15, consistently demonstrating excellence, commitment, and passion for the game.

His breakthrough came during the Christmas Camp, where he emerged as a two-time U-15 champion and was crowned Most Valuable Player, a recognition of both his talent and determination.

Today, Nicholas has achieved a major milestone: earning a place on the Uganda U-17 National Team and preparing to represent his country at the U-17 Africa Cup of Nations.

"Sparta 09 gave me a place to grow and believe in my ability. Every step, from training to the Slums Derby and the Christmas Camp, pushed me to work harder. Now I want to represent Uganda and make my community proud."

Kawooya's story reflects the power of structured youth development: transforming raw talent into opportunity and dreams into reality.

# WYLA (Wasoka Young Leaders Awards)



## WYLA: Supporting children to stay in school

We meet children through regular sessions in their communities and schools.

Over time, we see who keeps showing up, who is trying, and who is at risk of dropping out. For some, school fees become the breaking point.

WYLA (Wasoka Young Leaders Awards) started in 2023 as a response to that.

It provides tuition support to children already participating in our programmes, identified by community coaches based on two criteria: consistent participation and demonstrated financial need.

Not the best players. Not the most visible. Just those who are showing up, and at risk of falling out of school.

## How it works

WYLA is designed as a multi-year scholarship, not a one-off intervention. Each scholar is supported for 3-4 years, until they complete a key education level, e.g., Primary (P7), O-Level (S4), or A-Level (S6).

As students complete a level, or secure other opportunities such as sports scholarships, they exit the programme, and new scholars are brought in.

In 2025, WYLA supported 100 scholars from 16 community teams:

- 52% boys / 48% girls
- Average age: 12.5 years

In 2025, 33% of scholars completed key education levels (P7, S4, or S6). Some progressed to the next stage of education and continued with support where needed, while new scholars were selected by community coaches to join the programme.

## What this means

WYLA is designed to keep children in school over time. Completion is one milestone.

The priority is retention: ensuring that children who are already trying are able to stay and progress.

## How it fits the model

WYLA sits within our wider work: children come through play, they stay through participation, and where risk is identified, support steps in. It is a simple intervention, but it holds something critical in place.

Because if a child is already showing up and trying, they should not be forced out of school because of fees.

# REACH (EVENTS)

Across the year, our events brought together thousands of children from communities across Kampala and beyond. These moments are loud, joyful, and full of energy. For many children, they are the first time they feel part of something bigger: playing, competing, and simply being seen.  
In 2025:



## Christmas Camp

**3,217**  
children,  
including 686 girls  
(+65% vs 2024)



## Slums Derby

**2,030**  
children across 126  
teams



## Women's Derby

**480** girls  
across 41 teams



Each of these events matters.  
They create excitement. They build confidence.  
They bring children together.  
But they also taught us something important:  
children show up, they play, and they leave.  
Without something consistent to return to, the  
impact fades.  
we are clear: reach is not impact.



These events are not the end of the  
journey; they are the beginning.  
We use them as entry points, connecting  
children into regular, peer-led sessions in  
schools and communities, where change  
happens over time.  
Because while events bring energy, it is  
consistency that builds impact.



# Coach Mutooro

## *–Football 4 WASH Community Coach*



Coach Mutooro’s journey through the Football 4 WASH programme shows how sport can drive meaningful change in communities.

Trained to integrate Water, Sanitation, and Hygiene (WASH) messages into football sessions, he transformed the football field into a classroom, one where children learn through play.

Before the programme, hygiene practices among many children were limited. Today, there is a visible shift. Children wash their hands regularly, practise better hygiene, and share what they learn with their families.

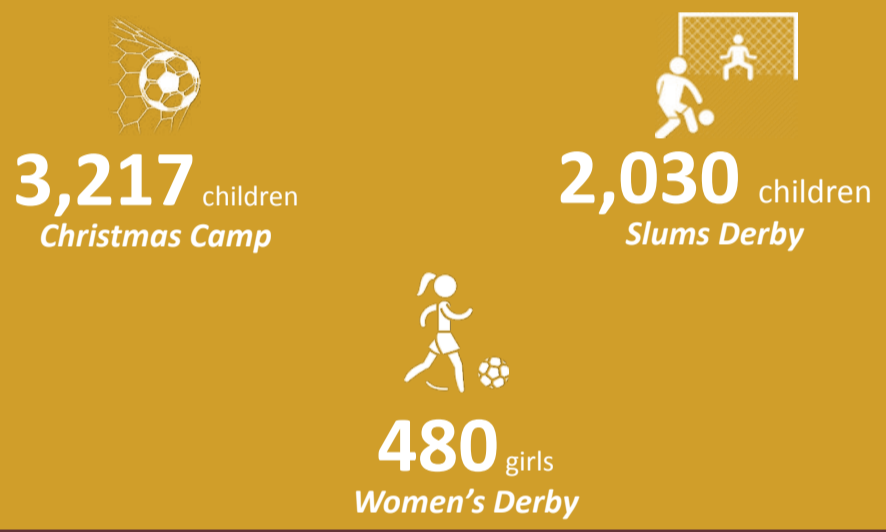
“Before, many of the children did not take hygiene seriously. But now you can see the difference—they wash their hands, remind each other, and even teach their families. Football helped me reach them in a way that made learning simple and real.”

Coach Mutooro is not just delivering sessions; he is shaping habits, influencing households, and contributing to healthier communities.

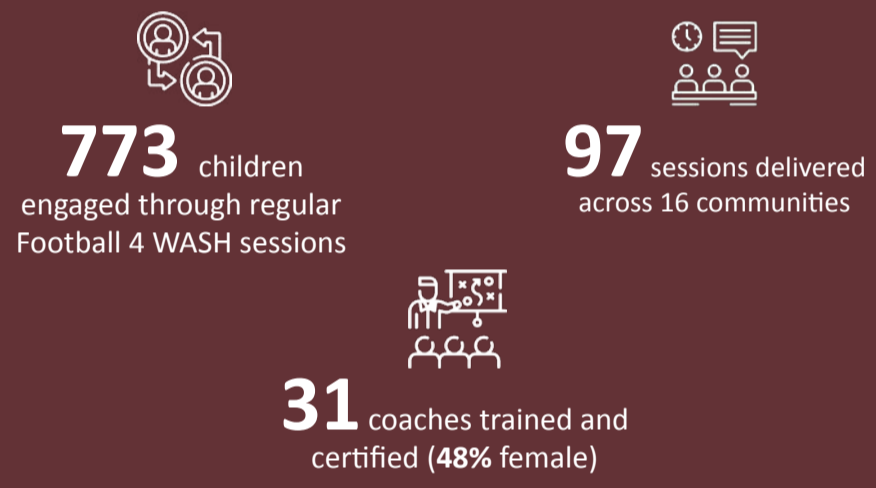
# KEY STATISTICS: 2025 AT A GLANCE



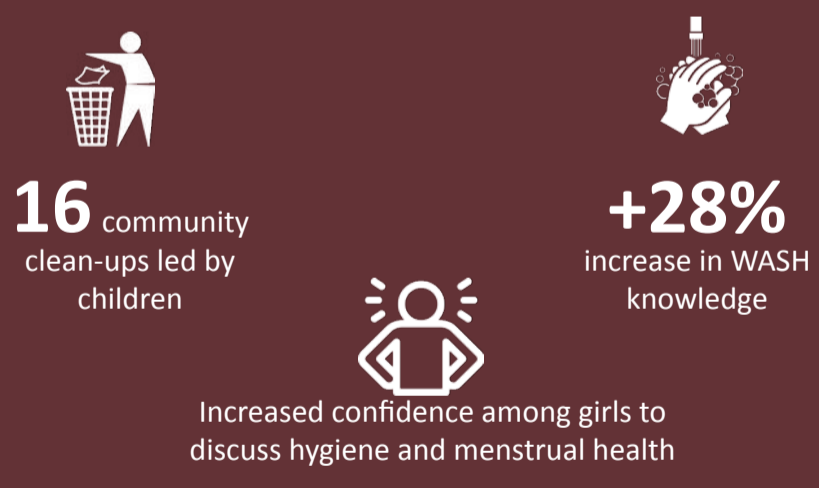
## Reach



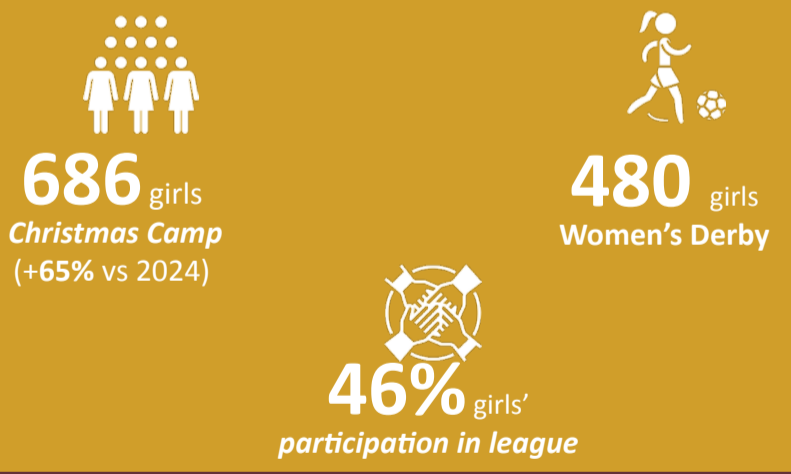
## Engagement\*



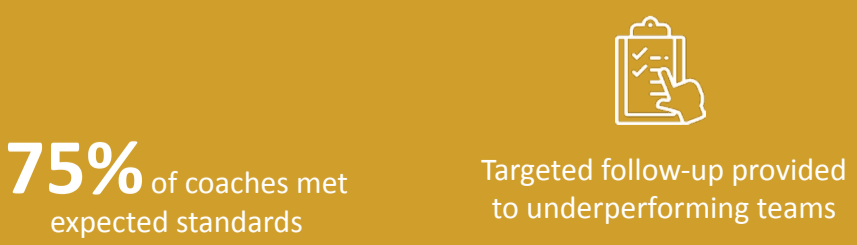
## What changed



## Girls' participation



## Delivery quality



## \* Definition of engaged



# FAILURES AND LESSONS

## Listening and learning from communities

In May 2025, we brought together coaches and young people for a consultative meeting.

The goal was simple: to listen.

- 27 coaches attended
- 40 young people attended

The message was clear.

*“When we play together, I feel happy. But after, everyone just goes back, and nothing continues.”*

— Participant

*“When the sessions stop, everything stops. We need something consistent for the children.”*

— Community Coach

Events create moments, but they do not sustain change. This directly informed our shift toward school-based systems.



### Clarity on reach vs engagement

We also recognised that we often measured reach without clearly defining engagement. Large events bring many children, but for short, overlapping periods. We are now shifting from counting reach to tracking consistent participation and outcomes.



### Where we fell short

BUREF

We were unable to deliver BUREF programming in 2025 due to funding constraints. This reinforced a key lesson: impact cannot rely on fragmented, short-term funding. As a result, we are prioritising integrated, system-based delivery within schools.



### Lessons from Play to Learn

Football is a strong entry point, but not always enough for foundational learning. Expanding into broader play-based methods has strengthened outcomes.





# FINANCIAL OVERVIEW

## Overview

In 2025, we recorded

**UGX 585.6** million in income, up from

**UGX 508.8** million in 2024. Total expenditure was

**UGX 586** million, resulting in a near break-even position.

This compares to 2024, where total expenditure was UGX 539.2 million, resulting in a deficit of

**UGX 31.4** million. 2025 reflects tighter alignment between funding and delivery.

## EXPENDITURE

- Programme Costs:

UGX 310.5million

- Staff & Operating Costs:

UGX 190.5million

- Administrative Costs:

UGX 85.4million

The majority of spending goes directly to programme delivery and people, reflecting our commitment to investing where impact happens.

## Financial Position

- Total Assets:  
UGX 231.5million

Total Liabilities:  
UGX 161.6million

- Net Assets

UGX 69.9million

Cash:

**UGX 4.3** million,

Cash levels are critically low, representing only a few days of operating capacity. Liabilities remain high relative to assets (~70%), reflecting the timing of funding flows and outstanding obligations.

## INCOME

Total Income: **UGX**

**585.6** million

Funding came primarily from institutional and foundation partners, including FIFA Foundation, Issroff Family Foundation, ELMA Masana wa Afrika, Viva con Agua, Dioraphte Foundation, and Summer Fund Foundation.

This was complemented by local donations, events, and community contributions.

Funding remained largely project-based and short-term.

## Result for the Year

The 2025 financial statements were prepared in accordance with International Financial Reporting Standards (IFRS) and audited by Ronye Associates (CPA).

They were issued with an independent auditor's opinion confirming fair presentation.

Audited financial statements are available on the website.

## What We Learned

2025 made one thing clear: short-term funding creates short-term impact. To build systems that last, especially in schools, we need:

- Predictable, multi-year funding
- Stronger unrestricted income
- Fewer, deeper partnerships

## What this means going forward

Our financial focus is shifting toward:

- Multi-year funding
- Increased unrestricted income
- Stronger cash reserves
- Depth over spread

Because just like our programmes, consistency is what creates impact.

We are not constrained by delivery. We are constrained by predictability of funding

## 2024 – 2025 Comparison:

| Metric      | 2025 ( millions ) | 2024 ( millions ) |
|-------------|-------------------|-------------------|
| Income      | 585.6             | 508.8             |
| Expenditure | 586               | 539.2             |
| Result      | ~0.8              | -31.4             |
| Cash        | 4.3               | 10.8              |

## Result for the Year

Net Result: ~UGX (0.8 million) deficit

This reflects:

- Funding gaps that delayed some planned activities
- Careful cost control to maintain operational balance

# Belinda Hope Nabawanuka

## – Girls' Camp Participant



Belinda's story is one of courage and determination. Living with a visual impairment in one eye, she has never allowed her condition to define her limits. Instead, she embraced football with resilience and confidence.

Her journey took a significant turn when she attended the Watoto Wasoka Girls' Camp. For Belinda, it was more than a football event, it was a space of belonging, inspiration, and growth.

Her talent and dedication earned her a sports scholarship at Kawempe Muslim Secondary School, one of Uganda's leading institutions for girls' football. Today, she represents URA Ladies FC in Uganda's Elite Division.

"Meeting other girls, learning together, and playing the game I love gave me confidence. I hope more girls are given opportunities to play, learn, and thrive."

Belinda's journey is a powerful reminder that inclusion in sport creates pathways for excellence.

# GOVERNANCE AND SYSTEMS

## GOVERNANCE

Watoto Wasoka is governed by a Board of Directors that provides strategic oversight, accountability, and guidance to the organisation.

In 2025, the Board met four times and remained actively engaged, supporting:

- strategic direction
- organisational development
- fundraising and partnerships

Board meetings reviewed progress, financial performance, and key organisational decisions.

## SAFEGUARDING

We work with children and young people, and safeguarding is central to our work.

In 2025:

- safeguarding was led by a designated Safeguarding and Gender Officer (Mercy Nabulobi)
- safeguarding principles were integrated into programme delivery and staff practice
- facilitators were guided on safe engagement with children

We recognise the need to strengthen this further by:

- formalising safeguarding policies and reporting mechanisms
- strengthening documentation and training
- ensuring consistent application across all programmes

## LEADERSHIP AND TEAM

The organisation is led by a core team delivering programmes across schools and communities, supported by leadership, partnerships, finance, and monitoring functions.

Our work is further supported by a strong network of volunteers, community coaches, peer leaders, and teacher champions, who are central to delivery.

## What we are strengthening

In 2025, we began strengthening our internal systems to match the growth of our work. This includes:

- clearer governance structures
- stronger financial and administrative systems
- improved safeguarding processes
- greater role clarity across teams

## What this means

We are building an organisation that is not only effective in delivery, but also strong in how it is governed.

Because credibility is not only about what we do.

It is about how we are structured to sustain it.





# PEOPLE

## Board of Directors

### Board Chair

- Saumya Kailasapathy

### Board Secretary

- Francis Mugoya

### Board Members

- Henk van Stokkom
- Sheila von Hoerner
- Vivienne Mulema

## Leadership and Staff Team

### Executive Director

- Francis Mugoya

### Programmes

- Francis Bateireho

### Impact

- Khuzaiifa Mugerwa Ssali

### Gender and Safeguarding

- Mercy Nabulobi

### Football

- Ibrahim Asimwe

### Content and Communications

- Richard Tumusiime "Apuuli"

### Co-Founder and Football

- Patrick Sonko

### Finance and Admin

- Nelson Kizangi

Our team is supported by a strong network of volunteers, community coaches, peer leaders, and teacher champions who are central to delivering our work across communities and schools.



A woman with braided hair, wearing a white plaid coat with dark buttons, is laughing joyfully outdoors. She is holding a smartphone in her left hand. The background consists of lush green trees and foliage.

## **Akello Rebecca– Teacher, KCCA Busega Primary School**

For Teacher Kemigisha Pauline, the Play to Learn programme has transformed how she teaches and how her learners experience education.

By integrating play into literacy and numeracy lessons, she has made learning more engaging, practical, and enjoyable for her students.

“This is one of the most interesting programmes I have experienced as a teacher. Connecting literacy and numeracy through play has given me new ideas to improve my teaching. The children learn better because they enjoy the sessions, and many of them keep asking, ‘When are the sessions beginning?’”

Through Play to Learn, Pauline is creating a joyful and effective learning environment where children are motivated, confident, and eager to learn.

# WHY INVEST IN WATOTO WASOKA

## What works



Children reached through Football 4 WASH are 7x more likely to act on health messages (This work delivers results when it is delivered consistently. Funding makes that consistency possible).



Where sessions are delivered regularly, children show stronger learning, participation, and confidence



WYLA scholars complete key education levels (P7, S4, S6) and progress

*These results come from consistent, structured engagement. Not one-off activities.*

## What it takes

We are raising \$700,000 over two years to:



Reach 30 schools



Engage 10,000 children through regular sessions



Train 100+ peer leaders and teacher champions



Strengthen school-based mental health and learning systems

## What your support enables



Weekly sessions in schools



Safeguarding and referral systems



Trained peer leaders and teachers



Measurement of outcomes over time

## What works

Peer-led. Children lead, learn from, and support each other



Delivered consistently, this is what turns participation into outcomes.



Play-based. Learning is practical, engaging, and applied



**Help us build systems that work for children, every week.**



Champion. Share our work and help more people understand why this matters.



Invest. Fund consistent, school-based delivery that leads to real outcomes.



Invite. Connect us to partners, schools, and funders who can help this grow.

*This work delivers results when it is delivered consistently. Funding makes that consistency possible.*

# LOOKING AHEAD (2026 – 2028)

Our focus over the next three years is clear:  
to build a peer-led, play-based system that delivers consistent outcomes for children.

And we are making the shift: from activities to systems. The next phase is to implement, test, and grow that system in a disciplined way.

## Our strategic focus



### People

- Strengthen staff capacity for delivery, supervision, and safeguarding
- Build simple, reliable internal systems (finance, operations, M&E)
- Maintain a strong, values-driven team culture

### Programmes

- Strengthen the core model (Play → Reflect → Learn → Act)
- Deepen school-based delivery for consistency and continuity
- Improve how we measure outcomes and track progress over time



### Partnerships

- Align with government and school systems
- Build relationships with a small number of strategic funders
- Increase flexible, unrestricted funding to support core work

## What we are building

- School-based mental health and learning systems (BUREF and Play-based learning)
- Structured pathways for children (WYLA and progression support)
- A consistent delivery model led by peers and supported by teachers

## Where we are going

By 2028, we aim to:

- Reach 50 schools
- Engage approximately 10,000 children through regular sessions
- Train and support peer leaders and teacher champions to sustain delivery

## How we will get there

- 2026: Pilot and learn  
Test the model in a small number of schools, refine delivery, and strengthen safeguarding and systems
- 2027: Strengthen and expand  
Improve consistency and expand to additional schools where delivery is strong
- 2028: Scale with partners  
Position the model for wider adoption through schools, local government, and aligned partners

## What this requires

- Strong partnerships with schools and local government
- Longer-term, flexible funding to support consistent delivery
- Continued investment in people (training, supervision, safeguarding)

## What will not change

- We will not prioritise reach over quality. We will not scale what is not yet working consistently.
- The goal is not just to reach more children. It is to build a system that works, and continues to work.

# PARTNERSHIPS



German Christmas Market in Kampala



Boasz Foundation

Individual supporters





22, Ssemwezi Kaggwa Road  
Nabisasiro Village, Lunguja  
P. O Box 133167 Kampala – UGANDA  
Tel: +256779439540 / +256 757 144 074  
Email: info@watotowasoka.ug  
Website: www.watotowasoka.ug

  
@watotowasoka