



## ➤ WELCOME FROM THE EXECUTIVE DIRECTOR

We are delighted to share our 2024 Annual Report, a reflection of our achievements and a glimpse into the future!

This year marks a significant milestone for us—the official launch of our rebrand as CIYOTA! We are happy to inform you about this transformation as we move forward with completing the rebranding process. This exciting change will soon come with a new website and a domain transition from coburwas.org to ciyota.org. Once our new digital channels are fully operational, we will send you the official update. For now, please continue reaching us through the same email contacts.

This rebrand reinforces our commitment to growth and our strategic vision of empowering refugees, internally displaced persons, and host community youth in Uganda and the Democratic Republic of Congo (DRC). With a fresh identity, including a new logo and look, CIYOTA embodies our origins as a refugee-led organization and our unwavering dedication to fostering innovation, self-reliance, and leadership among Africa's youth.

In this report, you'll discover the profound impact of our work and our aspirations for the future. Together, we are building a brighter tomorrow for communities across Uganda and the DRC.

2024 has been a year of both remarkable achievements and significant challenges. Our teams have celebrated outstanding academic successes in primary and secondary education. Yet, we have also faced the harsh realities of massive internal displacement in both Uganda and the DRC, which have directly impacted our staff and the people we serve. (More details can be found in the full report below.)

We are deeply grateful for your continued support and partnership.

**Thank you for being an integral part of our journey!**



**Ntakamaze Nziyonvira**  
Executive Director



## ➤ WE ARE CIYOTA

Millions of people are forced to flee their homes every year due to wars and natural disasters, becoming refugees or internally displaced. This crisis disproportionately impacts women, children, and the elderly.

In the Democratic Republic of Congo (DRC), ongoing conflict and widespread poverty make accessing education a daily struggle for many children.

Similarly, in Uganda, the increase in the influx of refugees in the settlements has led to overcrowding in classrooms, limited resources, and the urgent needs of refugee families impede the quality of education. These challenges deprive children of the opportunity to learn and thrive, perpetuating cycles of poverty and instability.

### OUR MISSION

Educating conflict-affected children and youth to lead and rebuild communities.

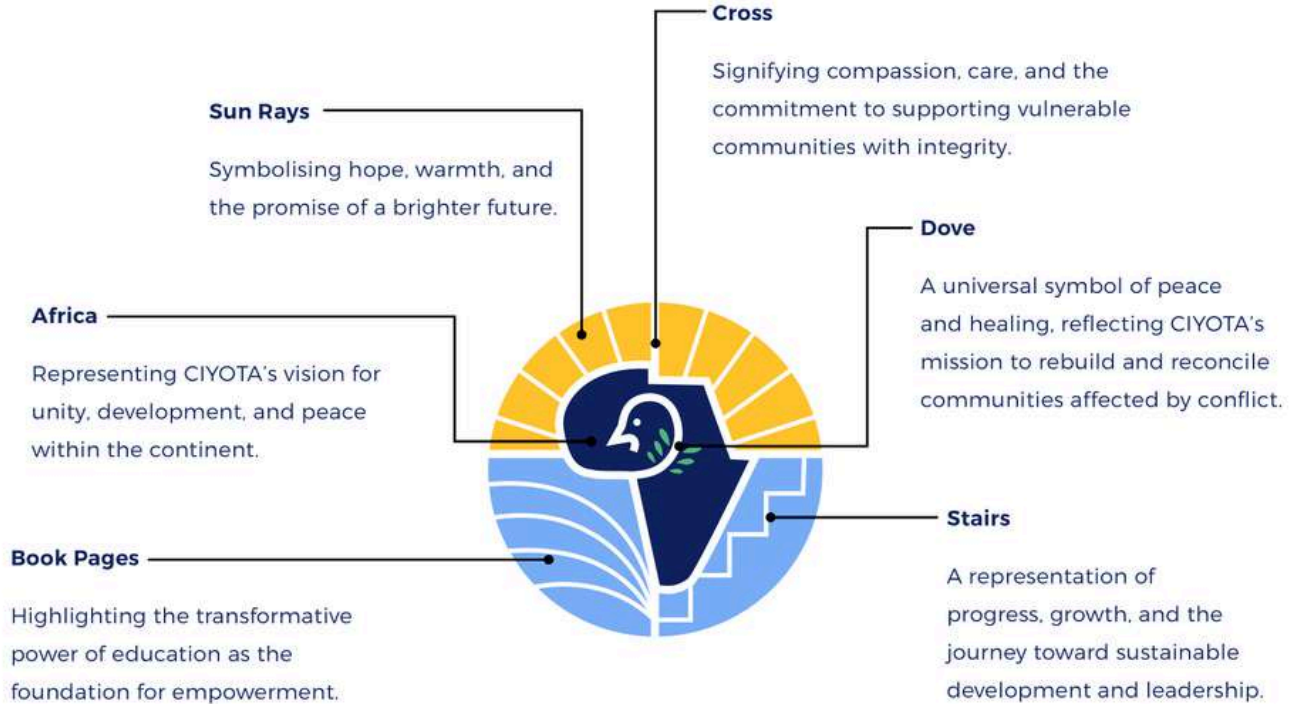
### OUR VISION

Build united, developed and peaceful communities in Africa.



## THE MEANING BEHIND OUR BRANDMARK

The CIYOTA brandmark is more than a logo, it is a visual representation of our mission, values, and vision. Every element within the design carries deep symbolism, reflecting our commitment to education, empowerment, leadership, and peace.



**CIYOTA**  
EDUCATE. UNITE. GROW

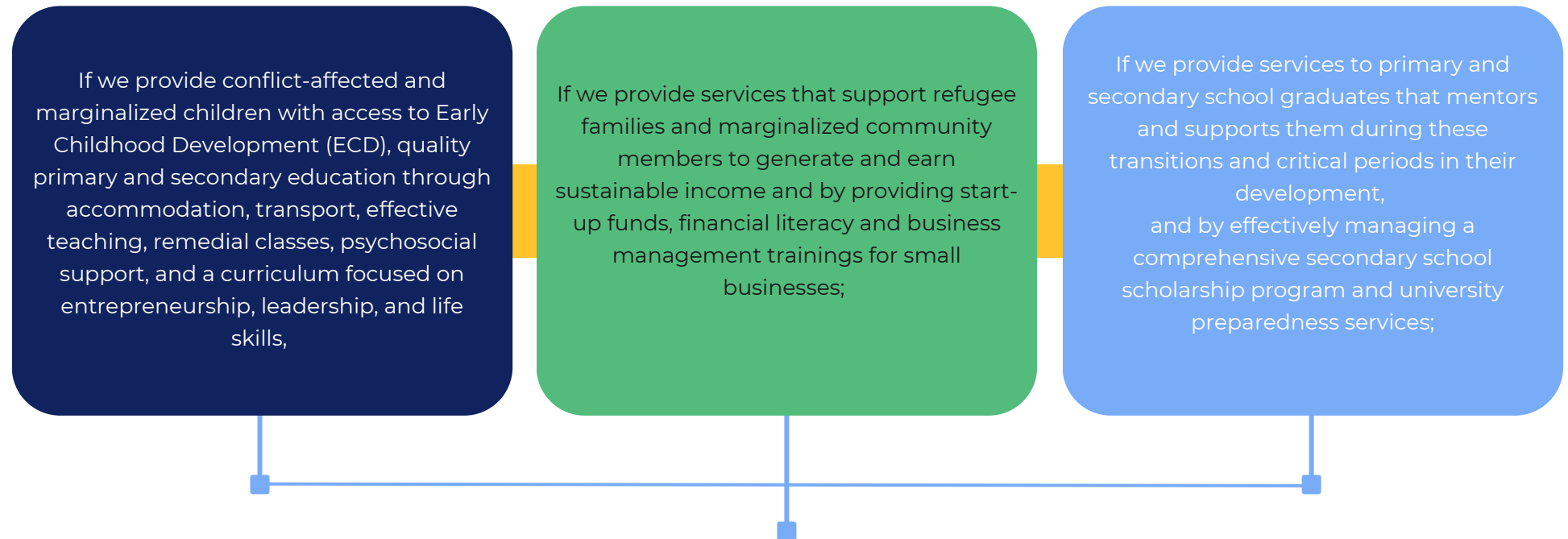
### Playful 'Y'

The 'Y' features a ribbon-like shape, a universal symbol of awareness and support. It also evokes the image of a gift, symbolising the opportunities and hope that CIYOTA brings to young people.

### Bold, Unique Custom Brand Font

This bold typeface conveys strength and resilience, while the playful 'Y' and 'A' evoke youthfulness and creativity, aligning with CIYOTA's focus on empowering young leaders to innovate and rebuild.





**THEN...**

**CIYOTA** will have successfully **contributed** to a **generation of youth leaders** who are **equipped to solve complex problems** in their communities; contributing to **improved social cohesion and economic growth**



### **UGANDA (REFUGEE POPULATION: 1,796,609 )**

Uganda population dashboard overview of refugees and asylum-seekers on 31st December 2024

In Uganda, our programs are dedicated to delivering high-quality education to refugees and disadvantaged youth within the host community. We strive to provide comprehensive support for Early Childhood Development (ECD), primary school, secondary education, and university preparation, ensuring all individuals have access to academic advancement and personal growth opportunities.

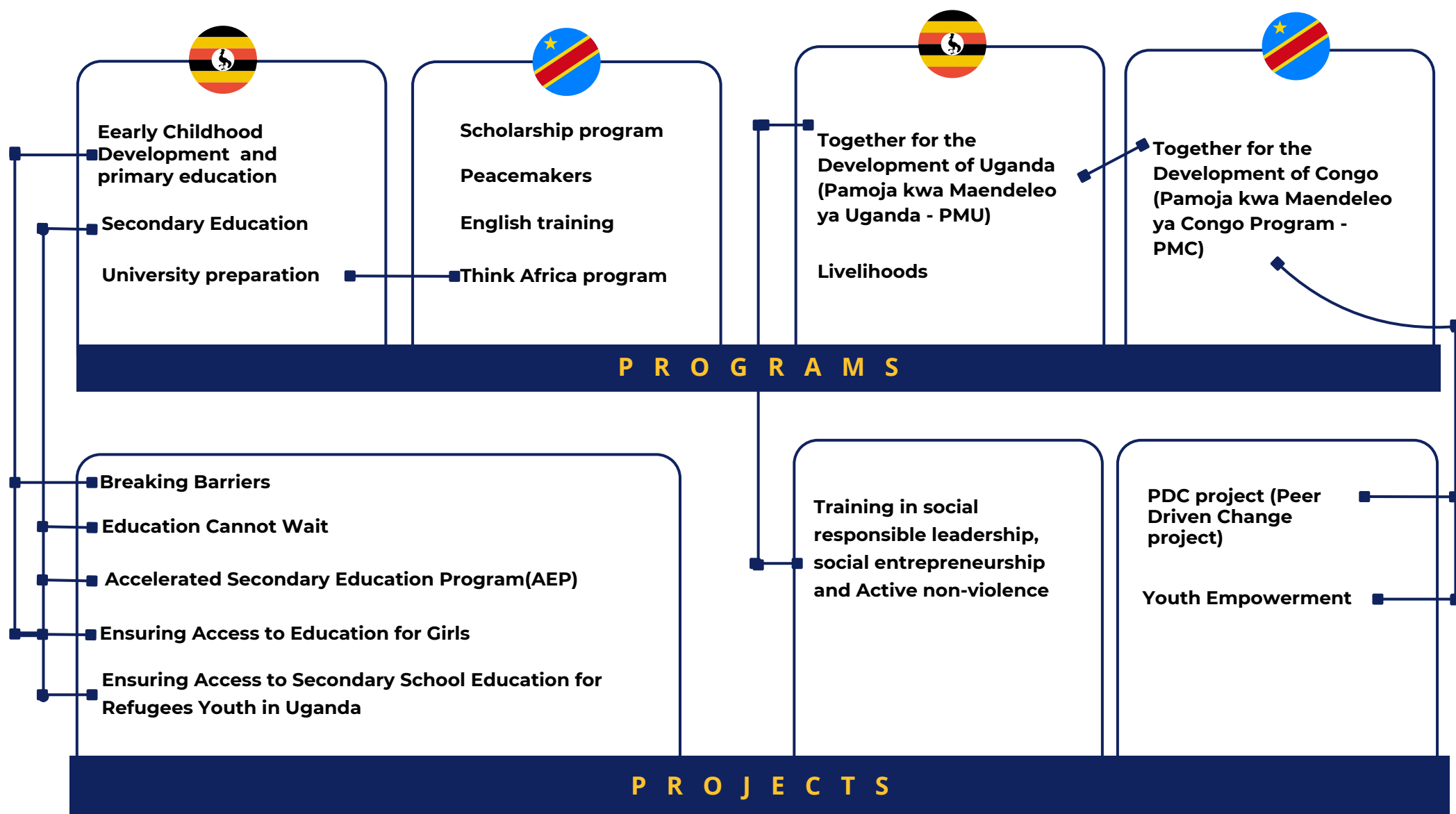
### **DEMOCRATIC REPUBLIC OF CONGO IDPS (7,2MILLION)**

(March 2024, Norwegian Refugee Council)

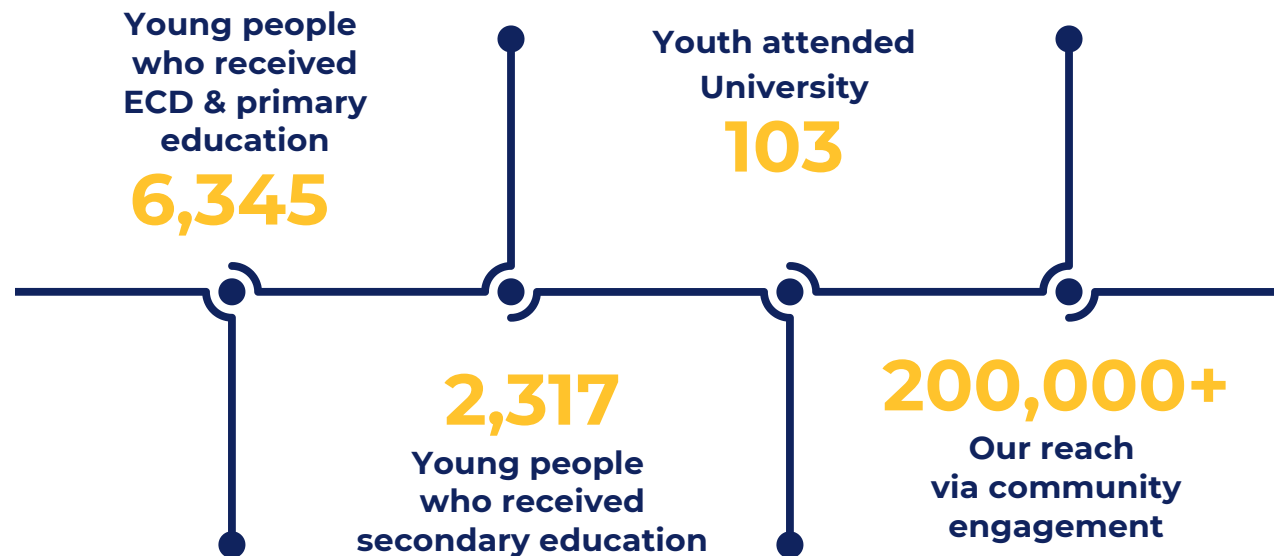
In the Democratic Republic of the Congo (DRC), our programs center on offering scholarship support to youth while providing emergency relief to IDPs and access to education. We concurrently train the community in socially responsible leadership, social entrepreneurship, and active non-violence. Through these initiatives, we aim to empower individuals, foster positive community development, and cultivate a sustainable environment for growth and prosperity.



## ▶ OUR PROGRAMS STRUCTURE



## ➤ WHAT WE'VE ACHIEVED TO DATE



- Our students performed exceptionally well in the Uganda national exams (56: 29 students got Division 1 and 27 Division 2)
- Our primary school was ranked 2nd in the Kikuube District in the 2024 academic year.
- All our 54 secondary students have succeeded in the Uganda Certificate of Education (UCE).



 **956**

Young people who received primary education in 2024  
Early Child Development: 358  
Primary: 598

 **27**

Youth supported and attended university in 2024

 **1,971**

Remedial / catch up classes  
(Breaking Barriers)

 **1,183**

Young people who received secondary education inclusive the Accelerated Education Program in 2024 (Main stream 541 and 627 in AEP) and 15 students in partner schools

 **1,377**

Our reach for skilling program in 2024

 **1,603**

Adults and Children who were supported through the Farming cooperative Project

DIV 1 **29** Boys: 16  
Girls: 13



DIV 2 **27** Boys: 13  
Girls: 14



# UGANDA

In Uganda, CIYOTA delivers holistic education encompassing Early Childhood Development (ECD), primary and secondary education, and university preparation. Additionally, we champion community initiatives and provide essential psychosocial support.





In 2024, CIYOTA's Early Childhood Development (ECD) and Primary Education achieved several notable milestones, advancing education and fostering holistic development. CIYOTA enrolled 956 students (509 boys and 447 girls).

A total of 56 Primary Seven pupils (28 girls and 28 boys) sat for the **National Primary Leaving Examination “PLE”** and successfully transitioned to secondary school.

**The students performed exceptionally well, achieving 29 Division 1 and 27 Division 2 results, ranking second in the Kikuube District 2024 Academic year.**

Sports activities played a key role in student engagement, with participation in district football and athletics competitions. Some students were selected to represent the school at the regional level in Western Uganda.

Constructing a water well significantly improved learning conditions by enhancing access to clean water and creating a safer and more conducive environment, particularly for boarding students.

Additionally, staff capacity was strengthened through training sessions on digital literacy, handwriting, and classroom management, including a benchmarking visit to Canaan Model Primary School, the best primary school in Kikuube district.





In August, School for Life provided essential sanitary materials to 285 girls of childbearing age, improving their health, dignity, and attendance. On August 17, an educational tour to Murchison Falls National Game Park offered 59 Primary Seven pupils hands-on learning experiences under the guidance of eight teachers.







**Breaking Barriers** is a project aimed at closing the education gap for Primary 3 to Primary 7 learners in the Refugee settlements in Uganda. It focuses on literacy and numeracy and empowers girls to stay in school through clubs and community engagement.

### Key impacts of Breaking Barriers in 2024

- ✦ 1,971 learners supported
- ✦ 1,685 refugee learners (882 males, 803 females)
- ✦ 286 non-refugee learners (154 males, 132 females)
- ✦ 5 primary schools in Kyangwali Refugee Settlement
- ✦ 10-day TaRL training conducted
- ✦ 13 additional teachers trained (Making 31 facilitators)



### Teaching at the Right Level (TaRL)

CIYOTA's TaRL program focuses on providing catch-up classes to help learners struggling with foundational literacy and numeracy skills. Through initial assessments, students are grouped based on learning needs rather than age or grade, enabling tailored instruction to bridge educational gaps and reintegrate them into mainstream classes.



To meet the growing demand for catch-up classes, CIYOTA conducted a 10-day TaRL training for 13 additional teachers, increasing the total to 31 facilitators. This expansion ensures that more children receive personalized instruction to overcome learning gaps and succeed in their education journey.

In 2024, the program successfully supported 1,971 learners (882 refugee males, 803 refugee females, 154 non-refugee males, and 132 non-refugee females) across five primary schools in the Kyangwali Refugee Settlement which are CIYOTA primary school, Planning for Tomorrow, IQRA, Kasonga, and Community Development Association primary schools. This initiative continues to transform educational outcomes for both refugee and host community learners.





**CIYOTA enrolled 541 students for secondary education**, comprising 214 girls and 327 boys. The year was marked by several significant academic and extracurricular achievements that enriched students' learning experiences and personal development. The 54 Senior four candidates participated in a joint geography and agriculture study tour in Fort Portal and Kasese in Uganda, which provided valuable hands-on learning experiences. During this tour, students deepened their understanding of classroom concepts by exposing them to real-world applications.

Ten students, accompanied by their patron, participated in a regional first aid camp and competition, where they emerged as the winners. Our boys' football team also represented Kikuube District after advancing to the regional level in the national football competition. In 2024, all 54 Senior four students successfully passed the Uganda Certificate of Education (UCE) exams, ranking among the top performers in the district. As the pioneers of Uganda's new Lower Secondary curriculum, they now transition to Senior 5, marking a significant milestone in their academic journey.





### Project: Bridge from Secondary Education and Skills Development to Job Opportunities for Refugees and Host Community Youth in Uganda' Program.

CIYOTA, in partnership with War Child Canada, is implementing a five-year BRIDGE project that began in 2022 across three Accelerated Education Program (AEP) centers. The project aims to support learners who have lost valuable school time due to conflicts in their home countries and the COVID-19 pandemic. This initiative connects secondary education with skills development, creating pathways to job opportunities for refugee and host community youth in Uganda. Through a **two-year accelerated education curriculum**, the program enables 450 students to resume and complete lower secondary education annually, equipping them with the tools for academic success and a brighter future.

#### The BRIDGE Project 2024 Key Impacts

- ✦ 627 learners enrolled in the Accelerated Education Program (AEP)
- ✦ 81 candidates successfully sat for UCE exams
- ✦ 6 community engagement meetings held
- ✦ 34 community-level enrollment and advocacy campaigns conducted
- ✦ 6 bi-annual coordination meetings with key stakeholders
- ✦ 3 school-based STEM and entrepreneurship clubs trained in producing mosquito repellent products





In 2024, the BRIDGE Project continued to transform the lives of displaced youth through the Accelerated Education Program (AEP) in Kyangwali Refugee Settlement. The program provides fast-tracked and flexible learning opportunities for young people who missed formal education due to conflict, displacement, or other crises. To reach the target beneficiaries, various impactful activities were conducted throughout the year. These included six community engagement meetings with Community Education Committees, mother-to-mother support groups, and Youth Education Clubs. Additionally, 34 community-level enrollment and advocacy campaigns, with a focus on girls, were organized by Youth and Community Education Committees, fostering dialogues with local leaders to promote education inclusivity.



Key stakeholders, including district education officials, Accelerated Education Program school management committees, and community representatives, participated in six bi-annual coordination meetings to enhance the program's management and delivery. Notably, three school-based STEM and entrepreneurship clubs were trained in producing mosquito repellent products to develop entrepreneurial and transferable skills beyond the classroom. CIYOTA also actively participated in the Education Sector Working Group at Kikuube District Headquarters alongside partners such as OPM, UNHCR, War Child Canada, and others. As a result of these efforts, 81 candidates successfully sat their UCE examinations, and **627 learners were enrolled in the AEP**, marking a significant step in restoring educational opportunities for displaced youth.



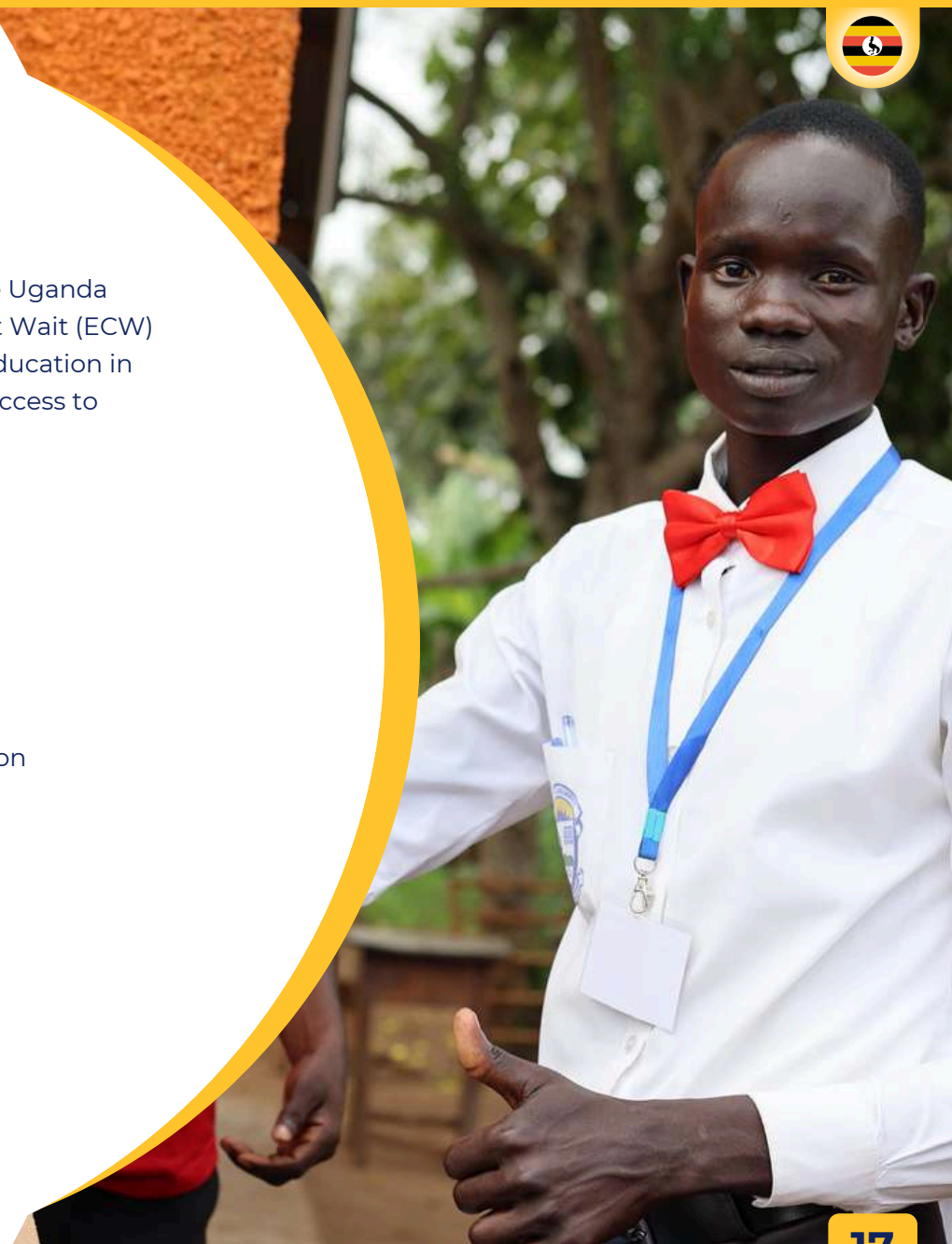


## SECONDARY EDUCATION - ENTREPRENEURIAL LEADERSHIP CURRICULUM



CIYOTA is implementing an **Entrepreneurial Leadership Curriculum** under the Uganda Education Consortium Management Unit (CMU) through the Education Cannot Wait (ECW) Multi-Year Resilience Programme (MYRPII). This initiative supports secondary education in the Kyangwali Refugee Settlement and host communities, aiming to improve access to inclusive education, enhance quality, and strengthen service delivery

- ✦ 3 project schools implementing the curriculum
- ✦ 25 teachers trained in disability and inclusion
- ✦ 1,050 sanitary pads distributed to 350 girls
- ✦ 2 Entrepreneurship Club exhibitions and award ceremonies held
- ✦ 350+ participants attended the entrepreneurship exhibition
- ✦ 240 secondary school students benefited from professional talks
- ✦ 508 individuals reached through community engagement campaigns
- ✦ 31 community representatives & 9 CIYOTA staff sensitized on disability inclusion
- ✦ 35 parents & community leaders trained on disability and inclusion
- ✦ 150 art and science textbooks procured and distributed
- ✦ 1,377 learners enrolled in leadership and entrepreneurship sessions
- ✦ 15 student clubs supported, engaging 256 learners in innovative projects





In 2024, CIYOTA made significant strides in implementing the Entrepreneurship and Leadership Curriculum across three project schools: P4T, Kyangwali, and CIYOTA Secondary School. Entrepreneurial leadership sessions were conducted for teachers and learners, fostering practical skills and innovation. Disability and inclusion training for 25 teachers emphasized adapting teaching methods to accommodate diverse learning needs, promoting an inclusive educational environment. In a noteworthy initiative to support female learners, CIYOTA distributed 1,050 sanitary pads to 350 girls, ensuring they had access to essential hygiene products, which directly impacted their school attendance and participation.



The provision of teaching and learning materials was a top priority, with 25 teachers receiving learning guides to enhance the delivery of the Entrepreneurial Leadership curriculum. Additionally, 150 art and science textbooks were procured and distributed to ensure equitable access to quality educational resources. Strengthening student engagement and participation, 1,377 learners were enrolled in leadership and entrepreneurship sessions. Fifteen student clubs, supported with essential resources, actively engaged 256 learners in innovative projects.





This year, 2024, CIYOTA hosted the Two Entrepreneurship Club's exhibition and award ceremony that provided a platform for students to showcase entrepreneurial projects such as bakery products, soap making, bee harvest projects, and poultry farming, attracting over 350 participants, including students, teachers, and community members. CIYOTA prioritized strengthening stakeholder engagement, accountability, and community outreach. Follow-up meetings with school administrators reinforced safeguarding principles, while professional talks for 240 secondary school students inspired innovative ideas and career aspirations.



Community engagement campaigns reached 508 individuals, focusing on girls' access to education and disability inclusion. A specialized campaign sensitized 31 community representatives and nine CIYOTA staff to foster positive attitudes towards learners with disabilities. Additionally, 35 parents and community leaders were trained on disability and inclusion to support individualized education plans.



Alistote is passionate about technology and leadership. He has supported other fellow students in CIYOTA's computer labs, starred in educational films, and aspires to become a software engineer. His dedication earned him the title of **Best-Performing Student** in the Kikuube District for the UNEB Uganda Certificate of Education (UCE) 2024.

### Entrepreneurial Journey

Through CIYOTA's skilling program, Alistote co-founded a student club that produces liquid soap, gaining hands-on business experience. Through mentorship, he and his peers learned resource management, marketing, and business sustainability.

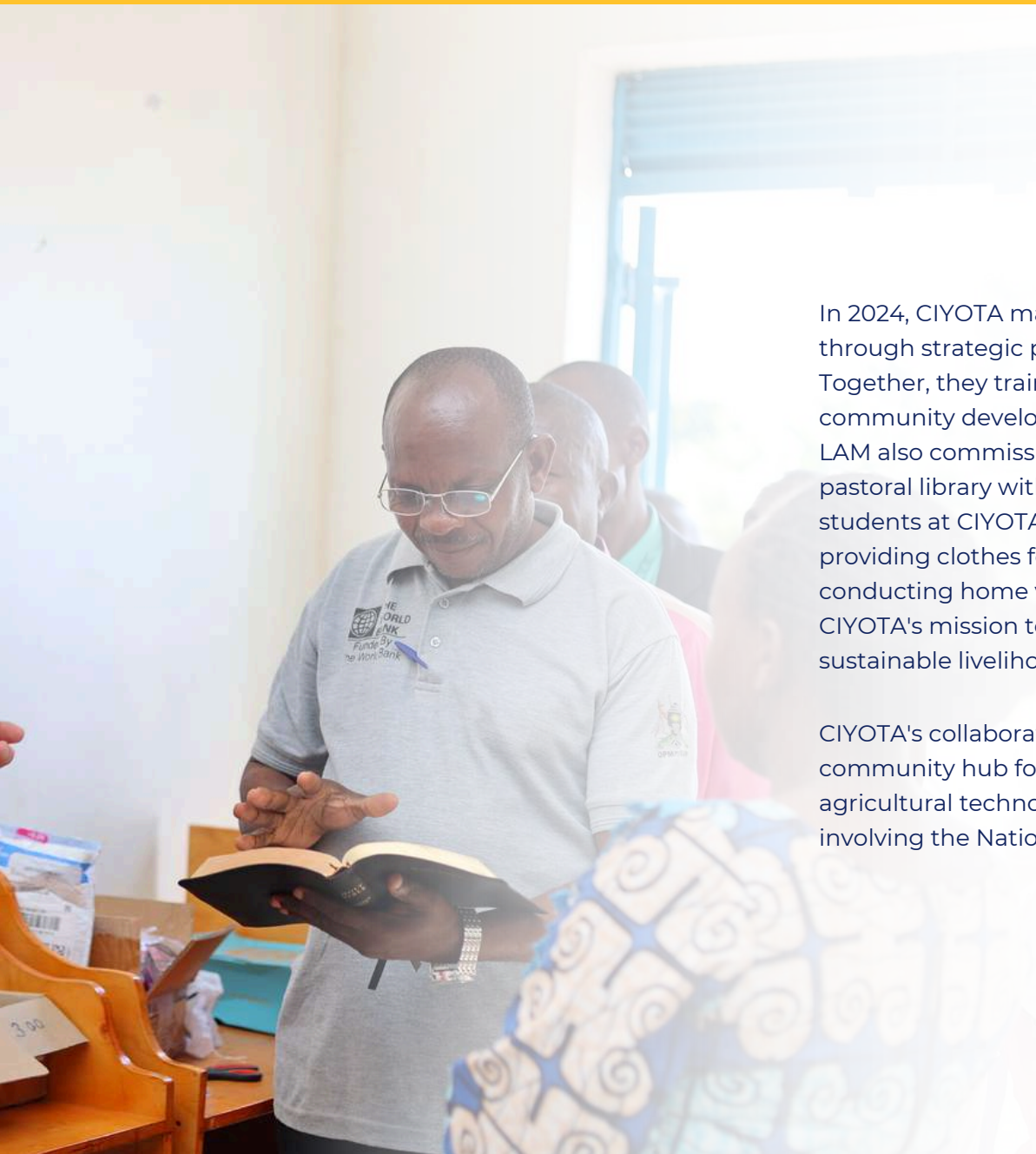
### Impact and Leadership

Alistote's initiative promotes financial independence and improves hygiene standards. His leadership inspires peers to develop entrepreneurial mindsets and take ownership of their future.

Alistote's story showcases the impact of CIYOTA's skilling programs in transforming refugee youth into leaders and entrepreneurs. His journey highlights the resilience and potential of young refugees when given the right opportunities.







In 2024, CIYOTA made remarkable contributions to community development through strategic partnerships, particularly with **Love Africa Mission (LAM)**. Together, they trained church leaders, pastors, and women in faith-based leadership, community development, and Bible study methods, benefiting over 250 participants. LAM also commissioned the Pastoral Center for Transformation, equipped the pastoral library with books, and distributed reading glasses, Bibles, and other gifts to students at CIYOTA Primary and Secondary Schools. Their support extended to providing clothes for 250 young children and 50 pregnant mothers, as well as conducting home visits for high-risk children. These collaborative efforts reinforced CIYOTA's mission to promote spiritual growth, inclusive development, and sustainable livelihoods for refugee and host communities.

CIYOTA's collaboration with the **World Food Program** led to the establishment of a community hub for agribusiness, empowering women farmers with advanced agricultural technologies. The project was assessed for feasibility through a joint visit involving the National Agricultural Research Organization and other stakeholders.



From January to December 2024, CIYOTA's University Access Program supported 38 students (25 males and 13 females) in preparing for higher education opportunities. These students participated in sessions focused on essay writing, mock interviews, leadership development, and entrepreneurship training, equipping them with essential skills for academic success. This year's remarkable achievement was the award of 25 full university scholarships to deserving students. Among these, 15 students were accepted at USIU-Africa in Kenya, 1 at Ashesi University in Ghana, 1 at the University of Pretoria in South Africa, 1 at the Technical University of Applied Sciences in Germany, 1 at Lira University, 1 at Kampala International University, 2 at Makerere University, 1 at Clarke International University, and 2 at Bugema University.

To ensure a smooth transition, CIYOTA helped these scholarship recipients obtain essential travel documents, including Interpol letters and yellow fever certificates. Furthermore, CIYOTA participated in the annual HALI Access Indaba in Rwanda. This esteemed forum brings together organizations and schools across Africa to support high-achieving, low-income students in gaining access to world-class educational opportunities. This engagement reflects CIYOTA's ongoing commitment to expanding the educational horizons of its students.





# DR CONGO

In the Democratic Republic of the Congo (DRC), our programs center on offering scholarship support to youth while providing emergency relief to IDPs and access to education. We concurrently train the community in socially responsible leadership, social entrepreneurship, and active non-violence. Through these initiatives, we aim to empower individuals, foster positive community development, and cultivate a sustainable environment for growth and prosperity.



## Primary & Secondary Education

Since 2022, CIYOTA's activities have been affected by wars. In 2024, thirteen children—five in secondary school (two girls and three boys) and eight in primary school (five girls and three boys)—were supported to access quality education, allowing them to build a brighter future. This support is crucial in bridging educational gaps, particularly for girls, who often face more significant challenges in continuing their studies. This initiative fosters confidence, academic growth, and long-term opportunities by providing them with the tools and resources needed to succeed. These young learners now have the chance to thrive in a nurturing environment, equipping them with the knowledge and skills to transform their lives and contribute meaningfully to their communities.

## University Preparation Program

Seven students, including two girls and five boys, have access to university studies, providing them with the opportunity to pursue higher education and advance their future prospects. This support is essential in empowering these students to achieve their academic and career goals, contributing to both their personal growth and community development.







The ongoing humanitarian crisis in the eastern part of the Democratic Republic of Congo has displaced thousands, leaving families struggling to rebuild their lives. In response, CIYOTA launched a critical initiative, **"Empowering Community Leaders, Women, and Youth Affected by Conflict: Training in Responsible Leadership, Entrepreneurship, and Active Non-Violence."**



This project provided leadership, entrepreneurship, and conflict resolution training to internally displaced persons (IDPs) in two major camps: Rusayo and Munigi (8ème CEPAC). In Rusayo, 130 individuals (72 women and 58 men) gained skills in social entrepreneurship and leadership, while in Munigi, 109 participants (70 men and 39 women) benefited from similar training. Beyond the IDP camps, 40 conflict-affected youth from different tribal backgrounds in Bethanie, Goma, received training to promote social cohesion and economic independence.





The impact of this initiative has been transformative, with 92% of participants launching income-generating projects to sustain their families and communities. These businesses not only help displaced families meet basic needs, such as food and education, but also contribute to reducing street begging and youth delinquency.



By equipping young people with the means to earn a living, CIYOTA is actively preventing them from being lured into armed groups, fostering a culture of peace and self-reliance. This initiative stands as a testament to the power of community engagement in addressing the root causes of instability and rebuilding lives through economic empowerment.



## Farming Cooperative

From April to September 2024, CIYOTA supported cooperatives of displaced farmers in the Eastern Democratic Republic of Congo through a recovery program. Due to over two decades of constant massive displacement in the DRC, farmers' activities have been severely disrupted, negatively impacting the food supply for people living in towns and smaller villages, including internally displaced individuals who rely heavily on subsistence farming. CIYOTA's recovery programs aimed to benefit agricultural cooperatives and vulnerable households in the Masisi territory of North Kivu Province to access farming equipment, seeds, and basic training to grow crops to care for their families and live in harmony.





CIYOTA carried out different campaigns targeting four cooperatives in the Masisi area (Shanga and Karuba). Among the activities included;

- Leadership and financial literacy pieces of training for cooperative leaders.
- Training sessions on agricultural techniques and pest control
- Launching crop seasons
- Delivery of cash and inputs to cooperatives/ farmers
- Monitoring and evaluation with steering committees



### Achievement:

- 877 people (359 men and 518 women) were sensitized and supported in agriculture (Growing maize, potatoes, and cabbages).
- Four training and evaluation sessions were held, supporting four agricultural cooperatives with essential resources.
- 200 farmers (160 women and 40 men) trained in market research and price negotiations.
- 726 children in families who were supported returned to school and had food on the table daily.





**Kwizera Amos** | DR Congo country  
Director | CIYOTA Alumni

In 2024, CIYOTA experienced significant growth, expanding from 95 to 125 staff members in both Uganda and DR Congo. A significant milestone this year was the increasing number of CIYOTA alumni returning to give back to their communities, contributing their skills and experience to strengthen the organization's impact.

In Uganda, key hires included a new Finance Director to enhance financial management and a highly experienced Human Resource Manager to streamline operations. The Education Department welcomed new teachers, while the Communications and Procurement teams expanded with additional support staff.

In the Democratic Republic of Congo (DRC), CIYOTA expanded its leadership and operational capacity by appointing a new Country Director and bringing on board key specialists, including an accountant, a gender and safeguarding expert, an advocacy and resource mobilization lead, and an assistant administrator. These additions strengthened financial accountability.



**Vivian Letasi**  
Finance Director



**Mai Turikumwe**  
Human resource  
Manager



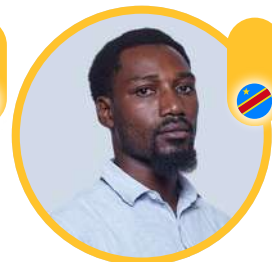
**Bwiza Clarice**  
Gender and  
Safeguarding Officer |  
CIYOTA Alumni



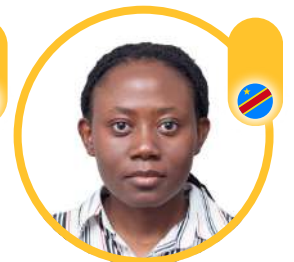
**Charlotte Bakure**  
Assistant Admin



**Divin Kapata**  
Assistant  
Communication |  
CIYOTA Alumni



**Sadiki Faustin**  
Accountant



**Pierrette Ciraba**  
Advocacy and  
Resource Mobilization  
| CIYOTA Alumni

## ➤ KEY SUCCESSES

- 85% of trainees have started income-generating activities, demonstrating the program's impact on self-reliance and economic empowerment.
- All 55 secondary students who sat for the 2024 UCE qualified for the Advanced Level of Education with notable achievements: we had the best-performing student in the district, the best science student, and the best female student in Biology and Chemistry.
- 56 Primary seven students were promoted to secondary education, all achieving first or second division, ranking our primary school second in the Kikuube District.
- 1,377 learners benefited from entrepreneurial leadership sessions, with 15 student clubs receiving training, funding, and risk assessments to enhance leadership and innovation.
- Trained 25 teachers on disability and inclusion while engaging 508 community members in awareness campaigns to promote inclusive education.
- Supported 1,971 learners in five primary schools through the Teaching at the Right Level (TaRL) program, bridging foundational literacy and numeracy gaps.
- Empowered 444 girls through Girls Empowerment Clubs (GECs), strengthening their confidence and knowledge of sexual and reproductive health and improving retention rates.





- **The Breaking Barriers program faces notable challenges.** One significant obstacle is the lack of consistent funding to conduct refresher training for the teachers. We have learned that these training sessions are crucial for keeping educators updated on best practices and equipping them with innovative teaching techniques.
- **Limited Funding for Refugee Education and Skilling**—The influx of refugees in and around Goma in North Kivu, DR Congo, has stretched CIYOTA's resources, making it difficult to provide quality education and essential skills training to those in need.
- **Impact of Ongoing Conflicts on CIYOTA's Interventions** – Recurring conflicts have disrupted CIYOTA's efforts in IDP camps, affecting children's access to education, food security programs, and necessary scholastic materials.
- We have learned that sustainable funding and adaptable program models are crucial to ensuring uninterrupted education and skills training for refugees and displaced children, especially in conflict-affected areas.
- **The distribution of sanitary pads to 350 girls** improved school attendance, but the campaign also revealed ongoing challenges related to menstrual hygiene management and cultural barriers that affect girls' education. More efforts are needed to address gender-based constraints, including stigma and limited access to hygiene products.
- **While 15 student entrepreneurship clubs were supported with materials and funding,** sustaining these initiatives remains a challenge. Continuous financial and material support is necessary to help students fully implement their business ideas and maintain club activities.



Our strong partnership with the board has been instrumental in achieving our goals and driving the Organization forward. We extend our sincere gratitude to our dedicated board members for their strategic guidance and unwavering support throughout this successful year.

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**Bahati Kanyamanza**  
Acting Board Chair



**Mbabazi Sylvia**  
Board Member



**Chris Bradford**  
Board Member



**Wereje Benson**  
Board Member

## ➤ PARTNERSHIPS

We are continually impressed by the resilience of the internally displaced and refugee populations in Uganda. Your unwavering financial and capacity support, particularly during global economic disruptions, has been instrumental in enhancing our work in both the Democratic Republic of Congo and Uganda.

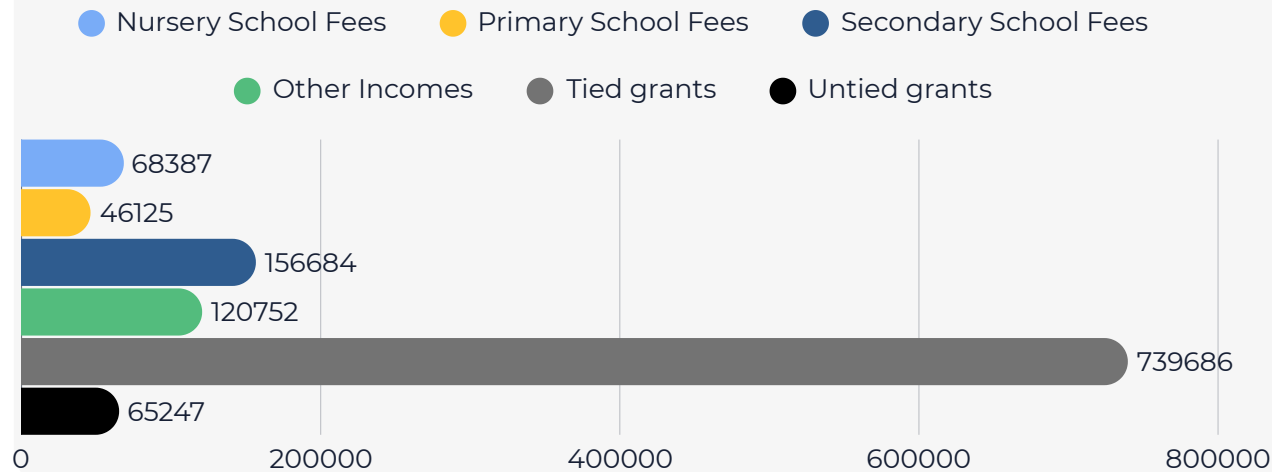


## ► UNIVERSITIES AND COLLEGES ATTENDED BY OUR SCHOLARS

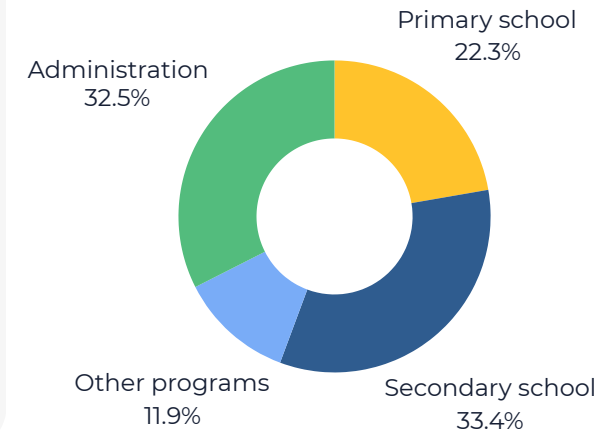




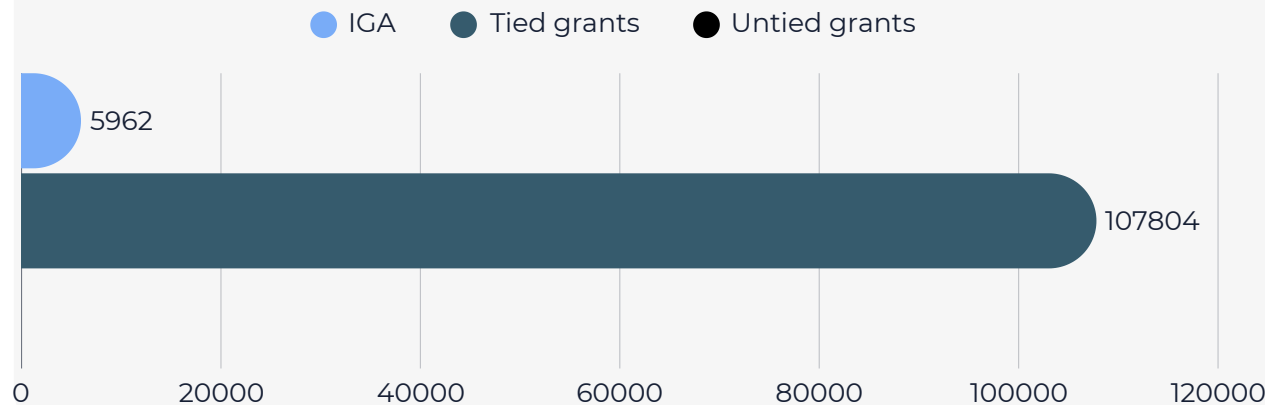
### INCOME IN UGANDA



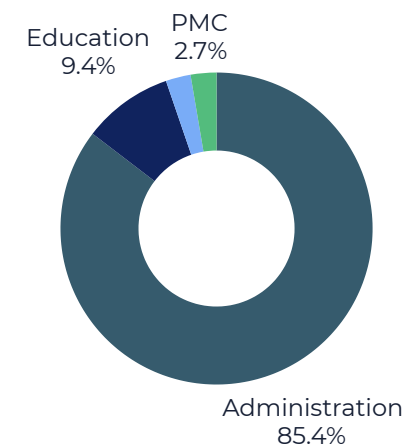
### EXPENSES IN UGANDA



### INCOME IN DR CONGO



### EXPENSES IN DR CONGO





## Infrastructural Needs Breakdown

- Construction of a **laboratory and furnishing** Secondary school US\$80,000
- Construction of a **library Secondary school** US\$40,000
- **Kitchen and store** Secondary school US\$50,000
- **School security, fencing, and lighting** installation US\$30,000
- School compound **leveling and grading** US\$32,500
- **Renovation of classroom blocks** primary US\$65,000
- **Staff Quarter** Primary teachers US\$88,800
- **Toilet for primary school** US\$13,700

## Financial Overview







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