



**CIYOTA**  
EDUCATE. UNITE. GROW

# QUARTERLY REPORT- 1&2

# 2025

## » WELCOME FROM THE EXECUTIVE DIRECTOR

I am pleased to present CIYOTA's Institutional Report for Q1 & Q2 of 2025, reflecting our ongoing commitment to transforming the lives of refugee and host community learners through quality education, leadership development, and holistic empowerment. During this period, learner enrolment continued to grow across CIYOTA schools, with more than 1,700 children and youth enrolled in ECD, primary, and secondary. Our Secondary School obtained a Uganda National Examinations Board centre number and registered 189 candidates for national exams, while our University Access Program supported 41 students through scholarships and mentorship.

Through our flagship projects, including Breaking Education Barriers, Skilling, and The BRIDGE Accelerated Education Program, we advanced gender equity, foundational learning, and entrepreneurial skills. Over 1,800 learners benefited from the Teaching at the Right Level program, and more than 750 out-of-school girls were mobilized into education. In the DRC, our interventions supported conflict-affected communities with psychosocial support, school supplies, dignity kits, and food assistance.

I deeply appreciate CIYOTA friends, donors, partners, board members, staff, alumni, and community stakeholders for walking this journey with us. I encourage you to read the full report for detailed insights into these achievements and the lives being transformed through your support.



**Ntakamaz Nziyonvira**  
**Executive Director**



We are a refugee-led, community-driven non-profit organisation dedicated to empowering refugees, Internally Displaced Persons (IDPs), and marginalised youth in Uganda and the Democratic Republic of Congo (DRC). We believe that education, leadership, and entrepreneurship are the keys to transforming conflict-affected communities into thriving, self-reliant societies.

**Everything we do is to support refugees and disadvantaged young people within the host community to access quality education**



### **Our Vision**

Build united, developed, and peaceful communities in Africa.



### **Our Mission**

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

## WHERE WE WORK

### UGANDA

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

### DEMOCRATIC REPUBLIC OF CONGO

Our programs center on offering scholarship support to young children and youth while concurrently training 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.



**1,016**

**ECD and Primary  
Education**



**735**

**Secondary  
Education**



**41**

**University  
Preparation**



**583**

**Accelerated  
Education (EAP)**



**416**

**Skilling program**



**1,280**

**Child Friendly  
Space**



**1,971**

**Catch-up  
programs/TaRL**



**6,691**

**Livelihoods  
program**





# **CIYOTA UGANDA HIGHLIGHTS**



CIYOTA runs a model ECD and Primary school that has been replicated in 7 other refugee schools. It continues to provide refugee and host community learners with essential academic knowledge, following the standard curriculum set by the Ministry of Education and Sports. Beyond academics, CIYOTA's ECD and Primary school emphasise learner support through counselling, extracurricular activities, and continuous teacher development, reflecting its holistic approach to education within a challenging but resilient community.

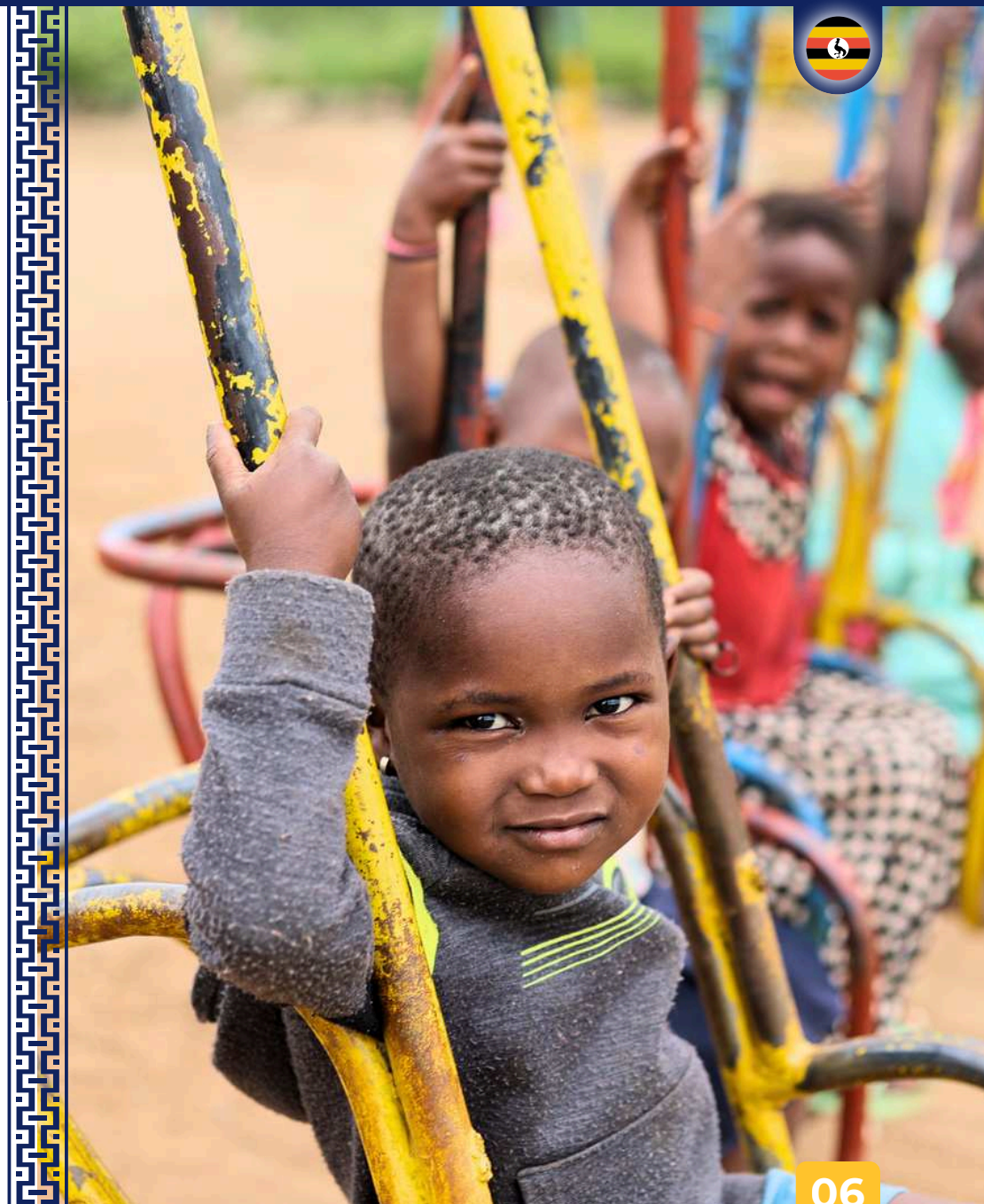


- **Enrolment:** The school's enrolment increased from 976 learners in Term One to the current 1,016 learners (363 at the Early Childhood Development section and 653 at the primary section) in Term Two. The increase in the number of enrolled learners was in the primary section. In total, there are 863 (85%) refugee learners and 153 (15%) host community learners. The school also has a total of 474 (47%) girls and 542 (53%) boys.
- **Staffing:** CIYOTA ECD and Primary School has a total of 24 teaching staff (11 males and 13 females) supported by 19 non-teaching staff (16 males and 3 females). There are 20 refugees working at this section.



### CIYOTA Child Friendly Spaces

- From March to June 2025, CIYOTA's Child-Friendly Spaces in Maratatu village offered inclusive, play-based learning for refugee and host community children, promoting social-emotional well-being and holistic development.
- In March, 100 children participated in literacy, numeracy, and recreational activities, fostering teamwork and a sense of belonging.
- Participation increased over time, reaching 1,280 children by June, engaging in mentorship, play, and peer bonding supported by donated sports equipment.
- CIYOTA plans to expand Early Childhood Development classes, implement Teaching at the Right Level methods, trauma-informed support, and offer arts, literacy, and sports activities to enhance learning and development.





## ► BREAKING EDUCATION BARRIERS PROJECT



Breaking Education Barriers, implemented by CIYOTA in partnership with Street Child Uganda, is a three-year project working with five primary schools in Kyangwali Refugee Settlement (Kasonga, Planning for Tomorrow, CIYOTA, IQRA, and Community Development Association Primary School). The project seeks to close the education gap for Primary 3 to Primary 7 learners by strengthening literacy and numeracy through the Teaching at the Right Level methodology, while also empowering girls to stay in school through dedicated clubs and community engagement. Using a holistic, inclusive, and gender-responsive approach, Breaking Education Barriers creates supportive learning environments and promotes equitable access to education for refugee and host-community children.



CIYOTA runs a model Secondary School that is being replicated in two other secondary schools in Kyangwali Refugee Settlement. It serves as a cornerstone for post-primary education in the Kyangwali Refugee Settlement, providing inclusive and transformative learning opportunities to both refugee and host community learners. The school emphasises academic achievement, character development, and co-curricular engagement through initiatives such as career guidance, skill development, leadership, and discipline programs, and participation in national competitions. CIYOTA Secondary School continues to bridge gaps in access to quality education, empower youth, and prepare learners for meaningful participation in society and the workforce.



- **Enrolment:** The school's enrolment for mainstream learners increased from 713 in term one to 735 in term two. The current gender representation includes 294 females (40%) and 441 males (60%). In terms of academic levels, 203 learners (28%) are enrolled in the Advanced Level, while 532 (72%) are in the Ordinary Level. Refugees 472 (64%), and the Host community 263 (36%).





### ACHIEVEMENTS/ACTIVITIES

- Since January 2025, CIYOTA has supported 1,971 learners in five primary schools through catch-up classes to boost foundational learning.
- 444 adolescent girls joined Girls' Empowerment Clubs, receiving mentorship, life skills training, and gender-specific support.
- The number of trained teachers rose from 18 to 29, equipped to deliver remedial lessons using the Teaching at the Right Level approach.
- Senior Women Teachers increased from 4 to 10, facilitating Girls' Empowerment Clubs and advocating for girls' education and well-being.
- In March, a health worker conducted 10 Sexual and Reproductive Health and Rights sessions for 360 girls, covering menstrual hygiene, reproductive health, and adolescent well-being.
- CIYOTA distributed 444 bars of soap and 888 sanitary pads to 444 girls, improving menstrual hygiene, school attendance, and dignity.
- An inter-school exchange visit in April brought together Girls' Empowerment Club members and 215 stakeholders, enhancing confidence, knowledge of Sexual and Reproductive Health and Rights, and public speaking skills.
- Community advocacy campaigns in 29 villages engaged 1,098 members, shifting mindsets toward girls' education and gender equality.
- In May, 1,704 community members joined awareness campaigns on inclusive education, in partnership with the Kikuube District Education Office.
- 1,863 learners (95% graduation rate) completed the Teaching at the Right Level program, supported by essential learning materials across five schools.





- **UNEB Center Number and Learner Registration:**

In June 2025, CIYOTA Secondary School obtained a Uganda National Examinations Board Center Number and successfully registered 189 eligible candidates for the Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE) Ordinary and Advanced examinations for this year. These learners will sit under the school's new center number. 94 candidates registered for Uganda Certificate of Education exams, and 95 registered candidates for Uganda Advanced Certificate of Education exams. Total refugees are 121 (64%) and total hosts are 68 (36%). The total females are 71 (38%), and the total males are 118 (62%)

- **Staffing:** CIYOTA Secondary School's teaching staff comprises 33 members (24 males and nine females), supported by 19 non-teaching staff members (14 males and five females). The school also employs 10 refugees



## SKILLING PROJECT



In partnership with Street Child Uganda and Save the Children, CIYOTA has been implementing a three-year project funded by Education Cannot Wait (2023–2025). CIYOTA implements the Entrepreneurial and Leadership Curriculum in three Secondary Schools, including Kyangwali Secondary, Planning For Tomorrow Secondary, and CIYOTA Secondary School. Through this project, each school has a Center Focal Person and five active student clubs (15 in total with 353 members) that engage learners in student-led enterprises, leadership sessions, and teamwork activities. These clubs, alongside back-home projects by both students and teachers, have strengthened practical business skills, financial literacy, and innovation while boosting household livelihoods. Overall, the project is equipping young people with entrepreneurial and leadership skills that promote self-reliance, economic resilience, and long-term community development.





### ACHIEVEMENTS/ACTIVITIES

- Held a Year III inception meeting with 52 stakeholders and joined 12 coordination meetings to strengthen collaboration and refugee inclusion.
- Enroled and assessed 416 new learners, including 30 with disabilities, for Entrepreneurial and Leadership sessions.
- Engaged 25 teachers in delivering sessions, mentoring learners, and training on data collection and reporting.
- Distributed 165 Socially Responsible Leadership manuals to three schools.
- Reached 416 learners through leadership and entrepreneurship sessions, boosting confidence and business readiness.
- Supported 15 student clubs with 353 members through targeted assets for sustainable initiatives.
- Conducted stakeholder engagement meetings with teachers, school heads, and PTA/BOG members.
- Gathered feedback from 715 stakeholders and delivered safeguarding training to PTA/BOG members, patrons, and learner focal persons.



## ➤ BRIDGED PROJECT - ACCELERATED EDUCATION PROGRAM (AEP)



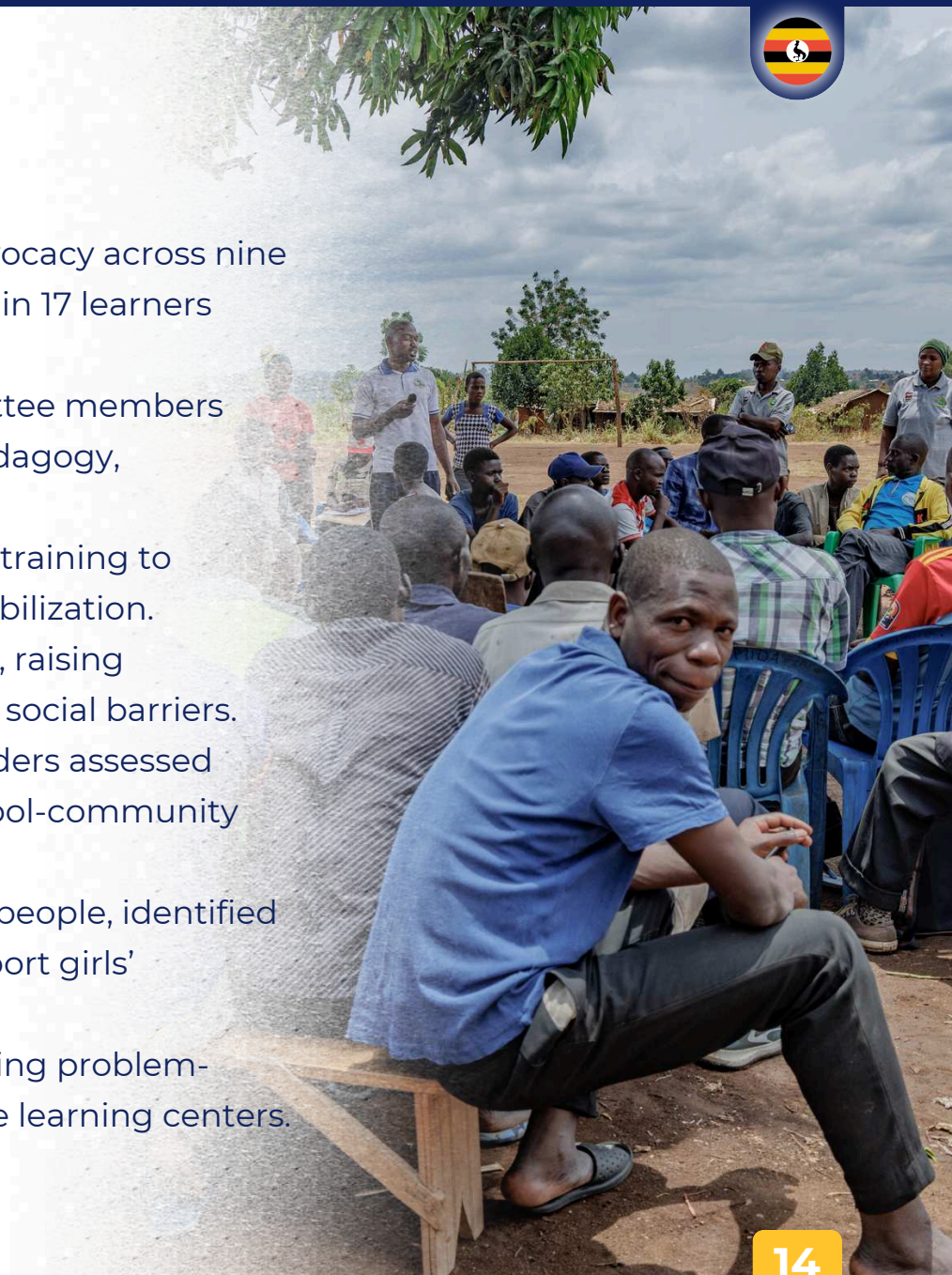
CIYOTA, in partnership with War Child Canada and Mastercard Foundation, is implementing the 'Bridge: From Secondary Education and Skills Development to Job Opportunities for Refugee and Host Community Youth in Uganda' program to address youth unemployment in Kikuube district, particularly Kyangwali refugee settlement. Using a gender-sensitive and inclusive approach, CIYOTA empowers young people as agents of change and works with education agencies and government stakeholders to ensure effective and sustainable interventions. The project engages 90 community members (30 Youth Education Committee, 30 Community Education Committee, 30 Mother-to-Mother group members) to support girls' education through mentorship, peer support, and mobilizing youth who had dropped out to return to school. Between January and June, 583 youth (151 Refugee Male, 130 Refugee Female, 145 Host Male, 147 Host Female) were enrolled across two levels in three learning centers.





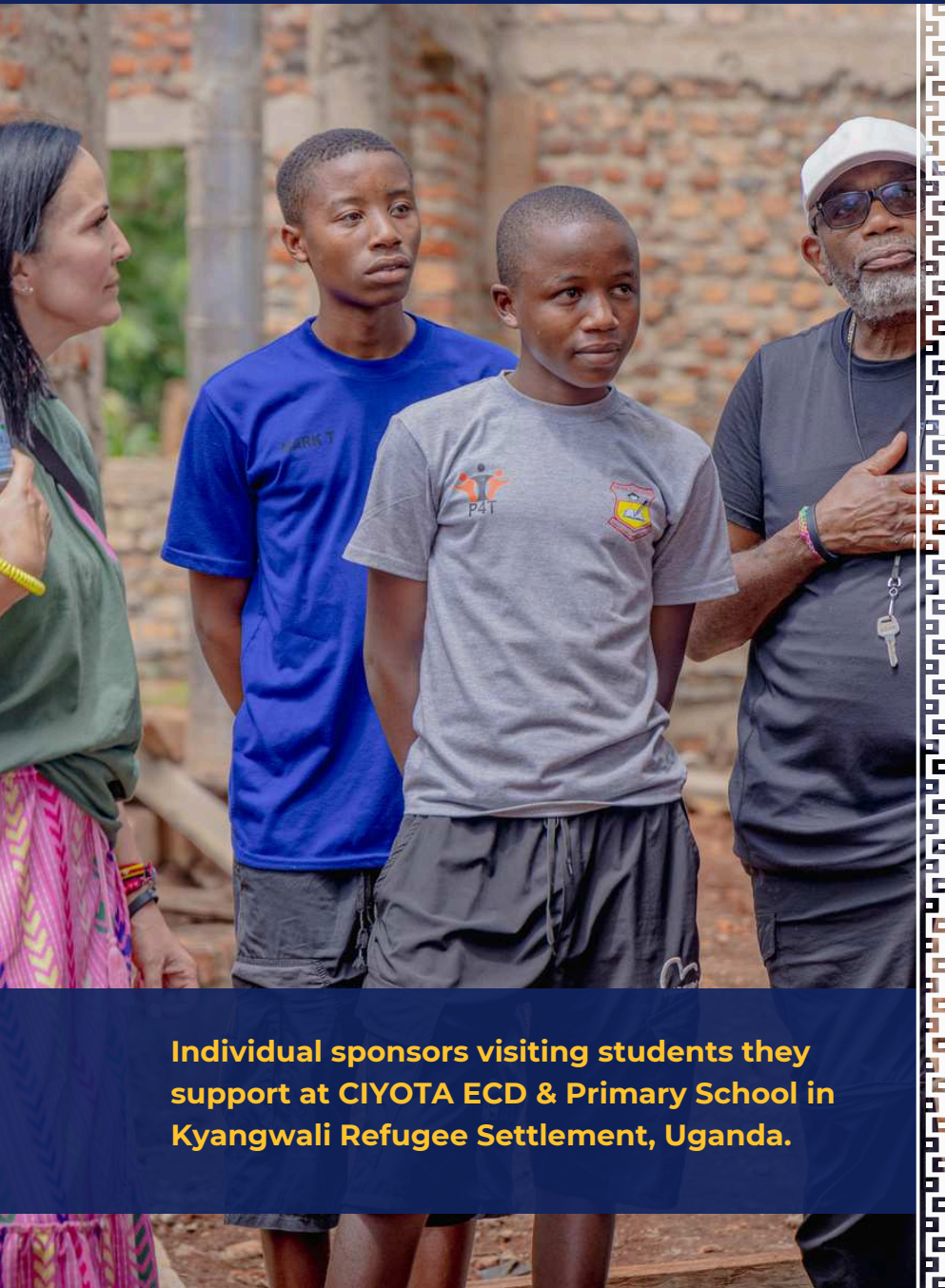
### ACHIEVEMENTS/ACTIVITIES

- In January, CIYOTA conducted community enrollment advocacy across nine villages, engaging 367 parents and stakeholders, resulting in 17 learners screened for enrollment.
- In February, 137 Youth and Community Education Committee members were trained on Accelerated Education Program (AEP) pedagogy, community engagement, and child protection.
- In March, 100 Mother-to-Mother group members received training to promote girls' education, mentorship, and community mobilization.
- Community dialogues in March reached 1,487 participants, raising awareness on girls' education and addressing cultural and social barriers.
- In May, a district-level advocacy meeting with 40 stakeholders assessed education challenges, shared data, and strengthened school-community collaboration.
- Community dialogues and road drives reached over 1,800 people, identified 278 out-of-school girls, and secured commitments to support girls' education.
- STEM and vocational trainings engaged 219 learners, building problem-solving, entrepreneurial, and eco-friendly skills across three learning centers.





## ► CIYOTA SPONSORSHIP



**Individual sponsors visiting students they support at CIYOTA ECD & Primary School in Kyangwali Refugee Settlement, Uganda.**



The CIYOTA Sponsorship Program supports children and youth from refugee and disadvantaged backgrounds in Uganda and the DRC to access quality education. Many of them face financial hardship, are orphans, or have been forcibly displaced. Over the past two quarters, individual sponsors have stepped in to bring children back to school and prevent dropouts, with a special focus on ensuring that girls continue their education and build brighter futures.

In Primary Education, 56 students are now supported (30 boys and 26 girls, all refugees). In Secondary Education, 104 students are under sponsorship (48 boys and 56 girls, including 82 refugees and 22 nationals). These numbers show the growing impact of the program, as each sponsorship transforms lives, restores hope, and keeps vulnerable learners in classrooms where they belong.



**Primary Education  
Sponsorship**

**56**



**Secondary Education  
Sponsorship**

**104**





CIYOTA University Access Program has supported a total of 104 students (81 males and 23 females) through various sponsorships. Currently, the CIYOTA University Access Program supports 41 active students across nine universities worldwide, including Makerere University, USIU-Africa, KIU, Bugema University, Ashesi University, KNUST, Lira University, University of Kinshasa and SciencesPo. The program is generously funded by the Mastercard Foundation, War Child Canada and Echoing Green, providing comprehensive support to ensure that refugee and host community students access higher education and achieve their academic goals.

Beyond financial assistance, the program provides a holistic approach to student development. It actively conducts training sessions in social entrepreneurship, leadership and career guidance, equipping students with the skills and mindset needed to seize lifelong opportunities. These trainings also nurture leadership qualities, particularly in driving positive change through social entrepreneurship. CIYOTA remains committed to ensuring that deserving refugee and host community students gain access to higher education. Through the University Access Program, the organization will continue to link eligible students to diverse sponsorship opportunities, empowering them to achieve their academic goals and contribute meaningfully to their communities.



The Community Engagement Department promotes holistic development through spiritual, social and physical enrichment, now including nutritional knowledge. Its mission is to create inclusive spaces for growth and wellness. During the reporting period, the Community Engagement programs emphasised faith, health and psychosocial support, implemented collaboratively with churches, educators, health professionals and community leaders.



### **Leadership Trainings:**

- In March, CIYOTA in partnership with Love Africa Mission held a community and Religious leadership conference in Kyangwali, engaging 170 participants in leadership to strengthen community leadership.
- In March–April, essential food and shelter support was provided to vulnerable families, and four children received full educational sponsorships to secure school enrollment.
- In May–June, a Vacation Bible School brought 50 refugee children together for worship, Bible study, games, and creative activities, fostering teamwork, resilience, and spiritual development.
- Also in May–June, women’s leadership, discipleship seminars and medical/nutrition training reached 90 women, while clothing distribution and sponsorships supported 40 vulnerable children, enhancing dignity, health, and education opportunities.





### Support for Women and Youth in Fish Farming

- Since February 2025, CIYOTA and AIRD have launched the fish farming project “Enhancing Livelihood Opportunities among Refugee Families in Kyangwali Settlement”, targeting 75 former AEP learners (30 women and 45 youth).
- The project aims to develop practical aquaculture skills, diversify income sources, enhance food security, and increase household resilience.
- Participants received hands-on training in pond setup, species management, water quality, and safeguarding for sustainable fish farming.
- CIYOTA continues to support women and youth from refugee and host communities with skills that enhance their livelihoods and income generation.



# CIYOTA DRC HIGHLIGHTS

Since the most recent clash in January 2025, the North Kivu and Ituri provinces have experienced intensified conflict, causing several deaths, massive movement, insecurity, and chaos. As of May 2025, the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) reports that more than 700,000 households have returned to their places of origin. It is in this context that CIYOTA, as a front-line humanitarian actor, has focused its interventions on psychosocial support for individuals including children in return areas, assistance to victims of sexual violence, the integration of youth empowerment approaches through its program to train young people on entrepreneurship, leadership and Active nonviolence, the distribution of food in an emergency context to vulnerable families in North Kivu, the distribution of school kits to teachers and students affected by armed conflict and the provision of technical support to local organizations working in food security.





In the Democratic Republic of Congo (DRC), CIYOTA partnered with rural schools affected by the ongoing crisis, specifically Zigama Primary School and Rubare High School in Rutshuru territory, to provide psychosocial support. Through targeted training and activities, the initiative strengthened students' resilience, promoted self-care, and helped them cope with the impacts of crisis while maintaining a positive mindset.



- Objectives, Activities, and Methodology:** The intervention aimed to raise awareness among young people on the importance of self-care in crisis contexts, while also offering training in stress and trauma management, psychosocial support for both students and teachers, and sensitization on the value of returning to school. To achieve these objectives, CIYOTA conducted needs assessments, delivered interactive presentations, facilitated role-playing and storytelling sessions, and distributed scholastic materials to learners and teachers.



## Achievements and Outcomes

At Rubare High School, students and teachers were trained in self-care, stress, and trauma management, and encouraged to utilise available psychosocial support services. They also received entrepreneurship training, with participants expressing a need for more practical guidance on starting ventures with limited resources. At Zigama Primary School, learners received scholastic materials, while teachers were supported with teachers' kits.



45

**Rubare High School:** 43 students + 2 teachers trained in self-care, stress, and trauma management; entrepreneurship training provided.



206

**Zigama Primary School:** 199 learners received scholastic materials; 7 teachers received teachers' kits.



## COMMUNITY ENGAGEMENT AND SAFEGUARDING



The dismantling of displaced camps in and around Goma by occupying forces left already fragile communities even more vulnerable. Many displaced people, who had lived for years in camps relying on humanitarian aid, were forced back to their villages without support for reintegration. Guided by humanitarian principles, CIYOTA responded by conducting a needs assessment in Sake, Masisi territory, which revealed urgent gaps in food, shelter, medicine, and sustainable skills. In response, food rations were provided to 500 households and dignity kits to 27 women survivors of sexual violence.



In June, our team engaged with families in Rutshuru to plan for social and economic reintegration, working alongside local authorities and associations such as ADSE, DUKUNDANE GROUP, and WAKE UP DRC. Together with 134 participants, we facilitated capacity building and emphasized women's role in community rebuilding. In Chamahane, Goma, we also trained 82 youths in responsible leadership and active nonviolence to promote social cohesion and entrepreneurship.



### Community Achievements and Outcomes

- Distribution of food rations, sanitary and dignity kits to 527 (500 food assistance, 27 sanitary kits) households
- Of the 82 young people skilled in Chamahane in social entrepreneurship and leadership, 43 have started their small businesses.
- Visited 3 associations
- A total of 5,696 farmers have been trained in responsible social leadership and active non-violence in the Rutshuru and Masisi territories.



## ► KEY SUCCESS AND LEARNINGS



CIYOTA's commitment to education is reflected in growing enrolment across its schools. By mid-2025, CIYOTA ECD and Primary School enrolled 1,016 learners (85% refugees), while the Secondary School reached 735 learners (64% refugees). These milestones ensure both academic progression and the recognition of credentials for refugee and host community learners.

Beyond academics, CIYOTA delivers integrated programs that strengthen foundational learning, promote gender equity, and equip youth with entrepreneurial and leadership skills. Initiatives such as Breaking Education Barriers, Skilling, and the BRIDGE Accelerated Education Program address critical learning gaps while fostering resilience and empowerment.

Girls' education remains a top priority. Through clubs, sanitary pad distribution, and specialized teacher training, CIYOTA supports girls' school attendance, leadership, and self-advocacy. Additional interventions, including psychosocial support, nutrition education, and humanitarian aid, respond to the unique vulnerabilities faced by women, children, and youth in refugee and host communities across Uganda and the DRC.

Partnerships and community engagement amplify CIYOTA's impact. Dialogue forums, School Management Committees, Parent-Teacher Associations, and faith leaders drive local ownership, while advocacy and training for mothers and youth committees break traditional barriers. In the DRC, interventions extend to emergency food and dignity kits, farmer training in non-violent leadership, and livelihood support for returnees, showcasing CIYOTA's adaptability in complex crises while sustaining quality education and empowerment.



### Challenges Affecting Programming in Uganda

The sharp rise in refugee enrolment has overstretched CIYOTA's schools, with limited classrooms, dormitories, and ICT facilities, alongside staffing gaps that force teachers to take on multiple roles. To sustain quality education, CIYOTA is prioritising strategic interventions and seeking funding and partnerships to improve students' learning conditions.

Given current trends in NGO grant funding, many programs in refugee settlements are being closed, creating serious risks to both local and global stability. The reduction or withdrawal of support, particularly from major donors such as USAID, could leave a significant gap, exacerbating poverty, heightening vulnerability, and undermining resilience. To address this, there is an urgent need for impact-driven funding models and stronger donor collaboration to ensure continued access to education, skills development, and livelihood opportunities that foster long-term stability.

Low parental involvement also affects learning outcomes. CIYOTA addresses this through regular home visits and awareness campaigns, encouraging parents to value and support education. By linking household economic empowerment with schooling, such as through family business initiatives, CIYOTA fosters stronger parental engagement and more supportive home environments for learners.





### Challenges Affecting Programming in the DRC

Programming in the DRC is heavily affected by recurring population movements due to clashes in North and South Kivu. Frequent displacement disrupts school calendars, interrupts learning programs, and leads to school abandonment in conflict-affected areas.

Many schools lack functional infrastructure and essential resources, including desks, tables, and teaching materials. Teachers are often unpaid, and limited funding makes it difficult to support children from impoverished households.

Humanitarian access is constrained in insecure areas, and responses to gender-based violence remain limited. Young people also face barriers such as a lack of legal documentation, which restricts their access to education, business, and livelihood opportunities. Overall, these challenges limit educational, social, and economic opportunities for vulnerable populations in the DRC.

## ► UPDATE - RECRUITMENT AND NEW STAFF



In Uganda, CIYOTA strengthened its team in February 2025 with the recruitment of two key program staff: a MEAL Manager and a Programs Coordinator, to enhance project delivery and monitoring. The sponsorship program was also reinforced with two volunteer Donor Relations Officers.

By June 2025, the organisation further expanded its workforce, welcoming five new members: an English/Literature teacher, a school farm aide, a grinding mill operator, a Nursery and Primary School matron, and a Nursery School teacher, all of whom commenced their roles in July. In addition, CIYOTA embraced fresh talent through the onboarding of five interns and one volunteer French teacher, further enriching its human resource capacity.

In the DRC, the team grew with the addition of an M&E staff member, a Volunteer in Community Mobilization, and two education interns focusing on university access.



## ► UPDATE - MEET THE NEW BOARD

Our dedicated board members bring diverse expertise and passionate leadership to guide our organisation's mission and strategic direction.



**WEREJE BENSON**  
**BOARD CHAIR, ACTING**



**LYDIA  
KATEEBA**



**DR. CLARE  
KYOMUHENDO**



**DORCUS  
ODERA**



**JONAS  
HABIMANA**



**MICHAEL  
ROSS**



# James Ntakiruta Gihoma

**A Congolese refugee born in 1993, spent most of his life navigating displacement, moving between Uganda and the DRC due to conflict. Despite repeated disruptions to his schooling, he became the only university graduate in his family, thanks to perseverance and the support of CIYOTA.**

Starting in high school at CIYOTA hostels, James benefited from mentorship, life skills, and entrepreneurship training. Through CIYOTA's University Access Program and a Mastercard Foundation scholarship, he earned an Honors degree in Business Management at the African Leadership College in Mauritius (2017–2020). He used this knowledge to grow a pre-existing initiative into an educational organization.

Today, James is the founder and director of a network of three schools, educating over 900 children, mostly refugees or from vulnerable backgrounds. Reflecting on his journey, he says, "CIYOTA has been my life changer. What I do and the knowledge I have today is because of CIYOTA's initiatives." Despite funding challenges, James continues to expand his impact, empowering African youth through education, mentorship, and opportunity.





# Espoir Samuel

A 20-year-old Senior Three student from the DRC, arrived in Uganda in 2018 and settled in Kyangwali Refugee Settlement. Before joining the CIYOTA skilling program, he had little exposure to practical livelihood skills and limited opportunities beyond school.

In 2023, he joined the Poultry Club at Kyangwali Secondary School, where CIYOTA runs a skilling center. There, he gained practical knowledge in poultry farming and small business management. Inspired by this training, he launched a home-based poultry project with an initial investment of **US\$35**. Within a few months, he grew his flock to 79 birds, reinvested his profits, and even mentored a fellow student, showcasing both leadership and entrepreneurial skills.

Samuel uses his business to support school expenses and build confidence as a young entrepreneur. Despite challenges like limited housing for his birds, he remains determined to expand his poultry project, train peers, and link with local markets. By combining education and practical skills, he aims to inspire other youth and turn challenges into opportunities for self-reliance.



INCOME					
Description		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Uganda	Tired grants and donations	\$49,592	\$188,135		
	Untired grants	\$45,255	\$82,899		
	Income from charitable activities ( School income)	\$185,528	\$177,701		
	Sub-Total	\$280,375	\$448,735		
DR Congo	Income generating activities	\$520	-		
	Unrestricted grants and donations	\$48,277	-		
	Restricted grants	\$19,102	-		
	Sub-Total	\$67,899	-		
Total Income		\$348,274	\$448,735		
EXPENSES					
Uganda	ECD & Primary Education	\$41,461	\$41,076		
	Secondary Education	\$45,805	\$84,748		
	Other programs	\$72,457	\$73,582		
	Administration	\$41,315	\$62,065		
	Sub-Total	\$201,038	\$261,471		
DR Congo	Administration	\$14,662	\$7,331		
	Education	\$3,090	-		
	Income generating activities	\$392	-		
	PMC	\$587	-		
	Other programs	\$10,870	\$5,435		
	Sub-Total	\$29,601	\$12,766		
Total Expenses		\$230,639	274,237		





- Construction of a laboratory and furnishing of a Secondary school, **US\$80,000.**
- Construction of a library in a 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 at primary US\$65,000 - (ACHIEVED)**
- Staff Quarter Primary teachers **US\$88,800.**
- Toilet for primary school **US\$13,700.**
- With classes of over 60 learners, the Teacher Training Program will equip 58 teachers across all levels with inclusive, ICT, and learner-centered skills to deliver transformative education and holistic student growth. **US\$25,000.**
- **Construction a new girls' dormitory for 150 pupils at the primary school and purchase 150 metallic beds to address overcrowding from rising enrollment. US\$75,500 - (Under construction)**
- Sponsoring 600 refugee students from 4 camps with full secondary education support, including basic needs, learning materials, and guidance, **US\$378,700.**
- Scholarship for 800 primary and secondary school IDP students, **US\$32,000.**
- Psychosocial support to conflict-affected women **US\$39,500.**
- Humanitarian assistance to returnees and IDPs **US\$25,400.**
- Administration in the Democratic Republic of Congo **US\$44,700.**





**CampusLife:**  
"Afternoon break: students have their lunch and then check on their loved ones."



**Organisation Visits**  
"The CEO of Mastercard Foundation visiting CIYOTA's projects in Kyangwali Refugee Settlement, Uganda."



**CampusLife:**  
"Visitation Day at CIYOTA Schools, parents sharing meals, drinks, and stories with their children. A special tradition we cherish."



**STEM&Skilling program**  
"Accelerated Education Program students learning how to make books for self-reliance."



**CampusLife:**  
"Cultural Day at CIYOTA Schools — students showcasing their cultures and sharing knowledge with one another."



**The campus**  
"Visit us today: CIYOTA Secondary School campus in Kyangwali Refugee Settlement, established since 2022."







# ➤ GET IN TOUCH

## 📍 Uganda, Africa

### **Kampala Office:**

Nansana-Naluvule Along Hoima Road,  
Moroto Lane; Plot 20 P.O. Box 37403  
Kampala.

### **Field Office:**

Kinakyeitaka village, Block 54, Kyangwali  
refugee settlement

✉ [executivedirector@ciyota.org](mailto:executivedirector@ciyota.org)

🌐 [www.ciyota.org](http://www.ciyota.org)

☎ +1 (276) 650-9001

**DONATE** Here!

Click the button to support conflict-affected  
children for their educational needs.

## 📍 DRC, Africa

Goma City, 100m from Signers  
Roundabout, towards Virunga  
Road, opposite Horizon building.

## 📍 US, North America

5602 Tinkerbell Ln apt 2411 Fort  
Worth Tx 76119

**@ciyotaofficial**

