The purpose of the study was to investigate the impact of NGOs on the Education of the Batwa of Kabale district. The study was aimed at evaluating the contributions of NGOs towards the education of Batwa children, determining the contribution of parents and other stakeholders, examining school dropout rates among Batwa children and analyzing the challenges faced by Batwa children in primary schools. A survey was conducted in the Batwa communities of Muko, Butanda and Bufundi sub-counties in Kabale District where a cross section of the total population was studied. The study sample comprised of Non-Governmental Organizations working with Batwa communities, headteachers, Batwa pupils, Batwa school dropouts and batwa parents. A total of 90 respondents were used. It was established that NGOs have contributed a lot towards the education of the Batwa in terms of construction of schools, provision of scholastic materials, and provision of mid-day meals at schools and payment of school levies. The findings also revealed that parents though poor, well wishers and Government have also played some role. Parents provide food though scarce when there is no food at school and Government supports children in Universal Primary School Education (UPE) schools. School dropout rates were found to be very high due to child labour, early marriages, poverty, peer pressure and old school entry age. Challenges hindering Batwa education included high levels of absenteeism, apathy, stigmatization and discrimination. The recommendations of the study address critical socio economic issues related to enrolment and retention of pupils in school. There is need for concerted effort of all interested parties who include NGOs, government, religious institutions, politicians, teachers, parents, children and communities where Batwa live to initiate and coordinate activities aimed at uplifting and sustaining education standards of the Batwa. There also need for government to provide land and farming opportunities in order to address the issues of hunger and poverty which greatly affect access and retention in schools.