

Students at the Building Tomorrow Primary School of Kyambogo



Quarterly Impact Report

Q3 & Q4 | 2017



From our Founder & Chief Dreamer, George Srour:

As you'll soon read, we've been keeping busy at Building Tomorrow over the last six months. Before we share our highlights, we hope you'll become acquainted with our new Playbook—a summary of why and how we do what we do. Know how grateful we are for your continued support of Building Tomorrow and we hope you enjoy getting caught up on our very latest.

The Building Tomorrow Playbook | Why and how we do what we do.

Why do we exist?

To ensure all children access an inclusive, quality education.

What we do.

Building Tomorrow improves access to child-friendly, community-supported schools by providing an inclusive, quality education for underserved children in East Africa. Through our Thriving Schools Program, we deploy Building Tomorrow Fellows who recruit and train Community Education Volunteers, together bringing out-of-school children into the classroom while working with school leadership to ensure access to a quality, inclusive school environment. We also work hand-in-hand with local communities, the Ministry of Finance and the Ministry of Education to construct new primary schools where no formal primary school exists.

A thriving school is...

...supported by the community, effectively managed by school leadership, accessible by all children and committed to producing positive student outcomes.

What matters: how we behave.

Unshakable Passion | We fundamentally believe access to an inclusive, quality education is a basic human right and are committed to ensuring it is afforded to every child.

Relentless Determination | We refuse to accept the status quo and persistently strive to create new opportunities to reach more children and help them realize their maximum potential.

Creative Ingenuity | We are progressive in our thinking and approach to challenges old and new, empowered to be intrapreneurial and unafraid to pilot new ideas.

Collaborative Engagement | We achieve more together than we could alone and believe the key to teamwork lies in first seeing everyone as an equal partner and cultivating lasting relationships.

Mission

We galvanize communities to support thriving schools in underserved areas.

Strategic Anchors

Building Tomorrow's organizational priorities are grounded in key strategic anchors. Work plans, annual goals and strategic decisions made by the organization are consistent with the following:

Child-Centric | We believe education is a right, not a privilege, and always act in the best interest of the child. We design all of our programs, allocate our resources and assess our impact with a singular focus, the child.

Impact Focused | We believe data must be at the heart of improving the way education is planned, organized and delivered. We are committed to regularly evaluating our results and amending programming when necessary to ensure our work creates measurable improvements in student outcomes.

Locally Led & Sustainable | We recognize the importance of investing in indigenous leaders, teachers, communities and change-makers who must be at the heart of a program's enduring legacy.

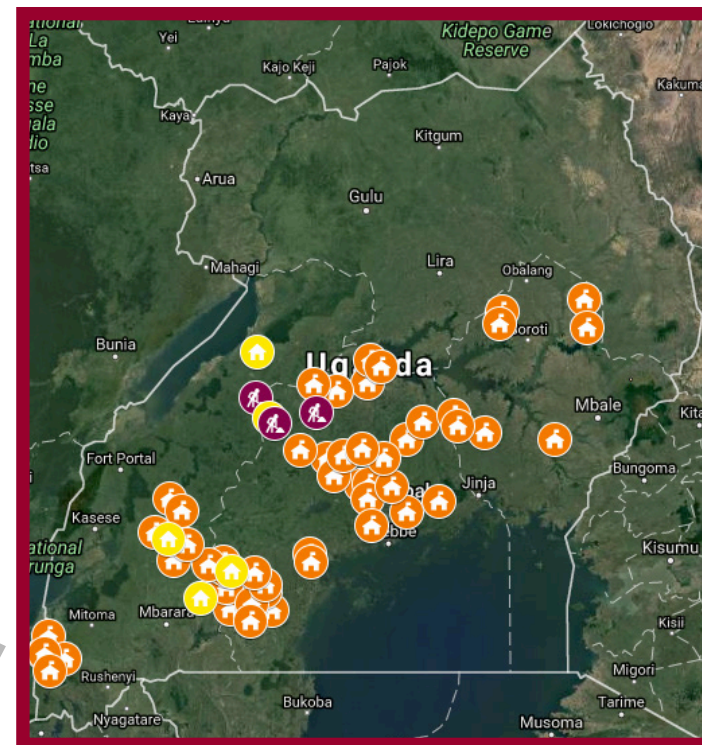
System Level Outlook | With an eye toward scale, we believe the greatest impact can be reached when best practices of Building Tomorrow's model are adopted as templates for district, regional or national implementation.

Partnership-Minded | We are but one of a large number of actors in the education ecosystem who must all work collectively to deliver the best possible outcomes for children.

Nine groundbreaking occurred in Q3 & Q4.



Click to view our school map
including details on each school



Student Impact

5,843

out-of school children enrolled July -
December 2017 through the Educate 51k
initiative

23,449

total out-of-school children enrolled through
the Educate51k initiative

15,115

out-of-school children
enrolled through
Building
Tomorrow Fellows

8,334

out-of-school children
enrolled through new
Building Tomorrow
Schools

63,709

total students served by
Building Tomorrow

57,155

students in public and
Building Tomorrow
schools with a Fellow
deployed

6,554

students in other
Building Tomorrow
Schools

Fellows Update

In December 2017, Cohort 2 Fellows completed their 24-month leadership journey which started in 2015. During their Fellowship journey, Cohort 2 built school and community leadership capacity and also grew in their personal leadership abilities. By the close of the program, all ten Cohort 2 Fellows operated a social impact enterprise in the form of a community based organization.

Between July and December 2017, all 40 Fellows (ten in Cohort 2 and 30 in Cohort 3) received intensive training in school development planning, social entrepreneurship, WASH, and project close out. Fellows also participated in STIR Education institutes for in-class culture and management. Each of the 30 Cohort 3 Fellows ran a teacher network, a platform for continued peer learning on innovations in teaching and learning. Based on need demonstrated through pupils' 2016 PLE performance in math, 300 math teachers in Fellows' placement schools within 5 districts received training on curriculum interpretation and methodology in partnership with district based government Center Coordinating Tutors (CCTs).

In December 2017, Building Tomorrow interviewed over 250 applicants for the 50 Cohort 4 placements and selected 30 female and 20 male Cohort 4 Fellows. The new cohort began their induction with a pre-engagement field visit to the BT Primary School of Kiduula (Luweero District). A total of 200 placement schools have been selected for Cohort 4 Fellows, and MOUs have been signed with the participating communities. Fellows will be placed at these schools in February 2018.

During the last several months of 2017, Building Tomorrow has been considering how to best utilize the enthusiasm and skills of Out-of-School Children (OOSC) Ambassadors identified by Fellows to positively impact not only enrollment, but also learning outcomes at Fellow-supported schools. As a part of this exercise, Building Tomorrow participated in three Basic Education Working Group meetings hosted by the Ministry of Education, during which BT staff had the opportunity to present proposals about incorporating volunteer OOSC Ambassadors in classroom activities to improve learning outcomes. The government provided suggestions for the program addition, but overall embraced the proposals. Building Tomorrow is now in the process of rebranding the Fellows Program as the Thriving Schools Program to better communicate the end goal of Fellows' work.

702

Out-of-School Children Ambassadors trained by Fellows since the start of the 2016 school year.

5,843

out-of-school children re-enrolled via Fellows from July - December 2017.



Baseline Survey

In March 2017, Building Tomorrow began working with **Ichuli**, a third-party evaluator to better understand the impact of the Building Tomorrow construction model as well as the work of our Building Tomorrow Fellows. This summer, enumerators visited 70 schools to collect baseline data at Building Tomorrow-impacted schools and a control group of other government schools. Of the 70 randomly selected schools where data was collected, 30 were Building Tomorrow Fellow-supported government primary schools, 30 were comparison government schools (non-Building Tomorrow-supported), and 10 were Building Tomorrow Primary Schools.

The baseline survey was conducted in two phases. In Phase 1, pupil learning assessments were conducted for the EGRA (Early Grade Reading Assessment), EGWA (Early Grade Writing Assessment), and Early Grade Math Assessment (EGMA) for Primary 2, Primary 4 and Primary 6 pupils in the 70 schools selected for the survey. In Phase 2, all of the selected schools were visited a second time to complete classroom observations, teacher and head teacher surveys, and general school-based data collection in regard to enrollment and attendance. In BT Primary Schools and BT-supported government schools, School Management Committee members were also interviewed. Finally, Fellows' Interviews were completed for the current cohort of Fellows supporting the BT Primary Schools and BT-supported government schools selected for the survey.

Findings from this exercise were compiled in October, and highlights are below:

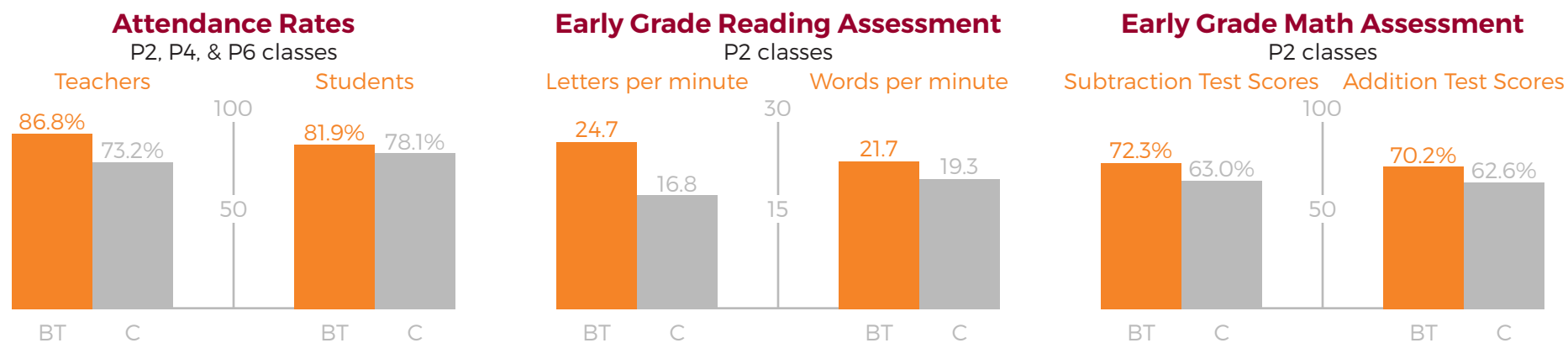
Findings suggest that Building Tomorrow's model of creating sustainable, community-supported schools ultimately leads to better teacher attendance and higher parental involvement in the school.

Teachers at Building Tomorrow affiliated schools were more likely to believe that their children could learn basic literacy and numeracy skills than their counterparts in government schools.

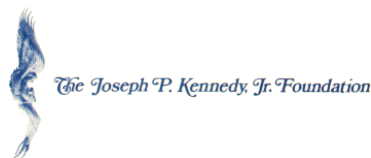
Teachers at Building Tomorrow Primary Schools spend an average of 2 ½ hours per week meeting with parents, compared to only one hour per week spent by teachers at government schools.

According to teachers, an average of 88 parents were involved in the construction of Building Tomorrow Primary Schools and an average of 91 were involved in the maintenance of the school, compared to government schools in which an average of 36 parents were involved in both the development and the maintenance of schools.

Building Tomorrow Primary Schools (BT) fared better than comparison government schools (C) in attendance and performance data, as shown below.



Partnerships Update



With support from the Joseph P. Kennedy Foundation, Building Tomorrow launched a focused approach to advocate for **inclusive education** at all Fellows-impacted schools starting in August 2017. Fifty Building Tomorrow Fellows as well as the entire organization staff took part in the training, which will take place once again for new Fellows in early 2018. This work is being done in conjunction with Kyambogo University Faculty for Special Needs Education. By the end of 2018, at each Fellow supported school, a Junior Kennedy Fellow will be appointed as a champion of inclusive education.



Building Tomorrow also participated in the **Regional Education Learning Initiative (RELI)** supported by Wellspring Philanthropic Fund. RELI provided valuable learning for Building Tomorrow on peer organization models such as J-PAL, STIR Education, Educate!, Africa Education Trust, and UWEZO, that were critical in shaping in-house proposals for the in-development Thriving Schools Program and specifically the rebranding of Out-of-School Children Ambassadors as Community Education Volunteers.

In partnership with other development partners and district WASH officers, Building Tomorrow made strides in several areas of our **Water, Sanitation and Hygiene (WASH) programs**. Four Building Tomorrow Schools were supported with water tanks, 12 with water purification hardware, and training and/or awareness sessions on maintaining good sanitation practices were conducted in 13 Building Tomorrow constructed schools. A partnership was also initiated with the Japanese Embassy in Uganda to explore possibilities of in-school WASH program funding.

All Building Tomorrow Uganda Staff and Fellows attended an inclusive education workshop in August in partnership with the Joseph P. Kennedy Foundation.





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