

Quarterly Impact Report

Q3 2018



Fellow Stuart (left) and members of the Water, Sanitation, Hygiene, and Environment Club at the Building Tomorrow Primary School of Rutooma

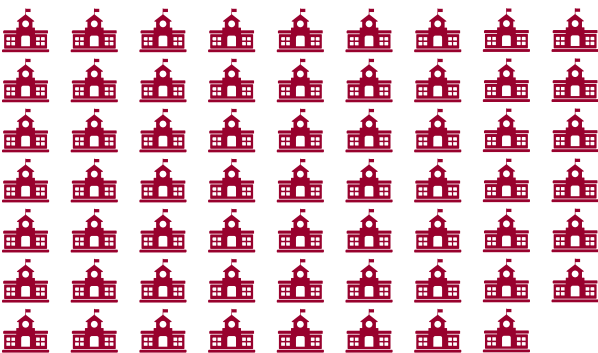


BUILDING TOMORROW

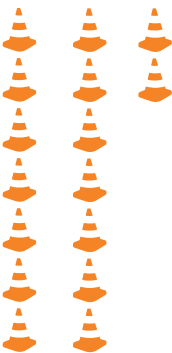
Schools Overview

78 Total Schools
End of September 2018

62 Open



16 Under Construction or
Awaiting Opening in 2019



4 Groundbreakings in Q3 2018



#75



#76



#77



#78



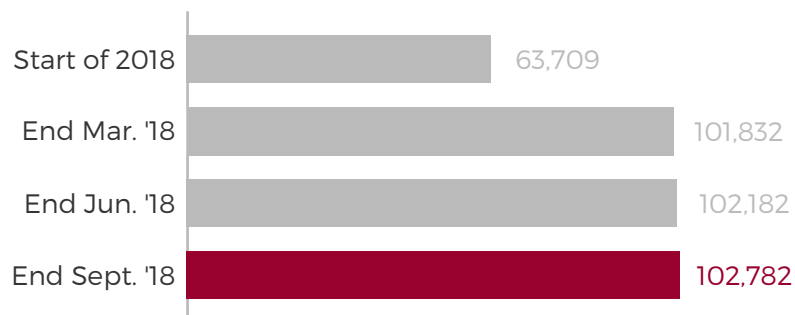
Groundbreaking of the Building Tomorrow Kapaapi Primary School, our 78th school.

Students Overview

102,782

Total Students Served

End of September 2018



Fellows-supported Schools
(incl. BT & partner government
primary schools)

84,899 students



Non Fellows-supported Schools
(incl. BT primary schools)

17,883 students



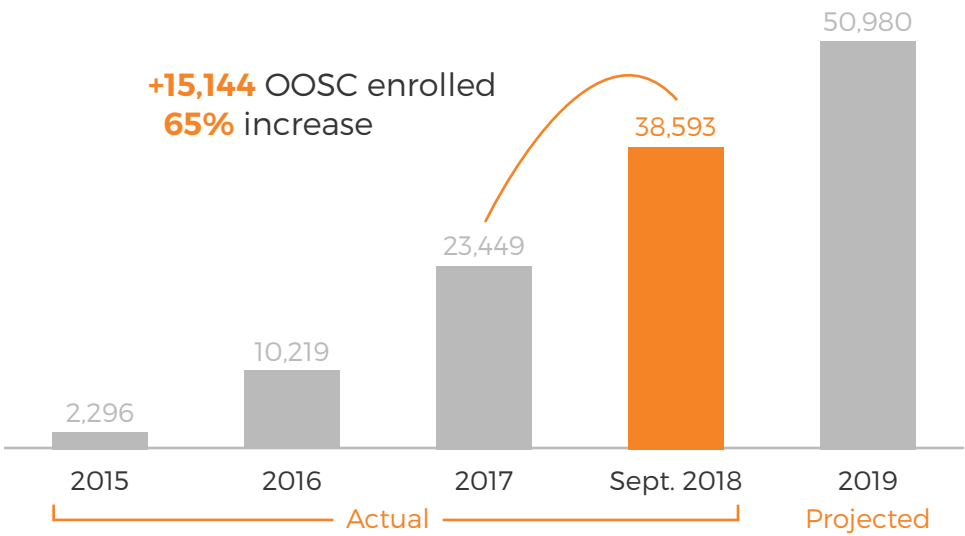
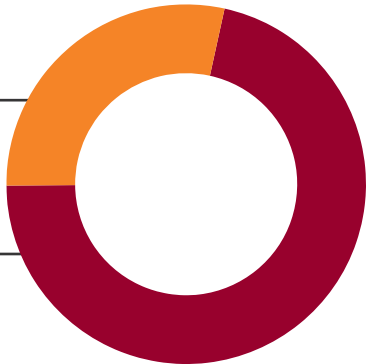
Out-of-School Children Enrollment

38,593

Total Out-of-School Children enrolled
End of September 2018

10,849
via BT Primary Schools

27,744
via BT Fellows



Fellows Update

Training Cohort 4

Throughout this quarter, all fifty Cohort 4 Fellows were provided with eleven days of training on Building Tomorrow's new Thriving Schools Program, under which the Fellowship now falls. Trainings included topics such as child protection, school development planning, Community Education Volunteers (CEVs) engagement, social entrepreneurship, out-of-school children (OOSC) programming modules, and Water, Sanitation and Hygiene (WASH) programming. Cohort 4 Fellows will utilize their training for the remainder of their two year Fellowship which begin earlier this year.

600
Out-of-School Children
enrolled by Cohort 3 &
4 Fellows from July to
September

Awards & Recognition

Catherine Nalubwana was awarded a full scholarship to attend YALI regional leadership center in Nairobi, Kenya for one month of leadership training.

Jovia Apio was awarded a scholarship to attend five days of leadership and mentorship training organized by Akina Wa Mama Africa on Gender Based Violence.

Gladys Bahimbisomwe was awarded a scholarship to attend a Forum for Women in Democracy workshop on leadership.

Henry Mulondo won the Girl Rising Creative challenge with his Fields of Dreams video about girls' football.

Community Education
Volunteers trained by
Fellows

123
Cohort 3

153
Cohort 4

Collaborative engagement to foster inclusive education

In partnership with Kyambogo University, 26 local government officials - including District Education Officers, District Inspectors of Schools, and Cluster Center Tutors - were trained on the Building Tomorrow Inclusive Education project, as well as general intellectual disabilities programming approaches.

Head Teachers
trained by Fellows

211
Cohort 3

143
Cohort 4

Teaching at the Right Level

In our previous quarterly impact report, we shared initial results from our pilot Teaching at the Right Level program. In Q3, Building Tomorrow completed the literacy portion of the pilot program. Read on for an in-depth overview of Teaching at the Right Level, our pilot program and results, and the implications for Building Tomorrow and our students.

From Crisis to Opportunity: Teaching at the Right Level

Just because a child is in school does not mean he or she is learning.

In Uganda, where third grade students were recently asked to read a simple sentence such as “The name of the dog is Puppy” in English or Kiswahili, three-quarters did not understand what it said.¹ What’s more, these learning outcomes don’t seem to improve as time goes on. Almost 70% of students at the seventh grade level (the final year of primary school in Uganda) still couldn’t read a second grade level story even in their local language.²

A learning crisis has silently emerged, leading governments, policymakers, parents, and teachers alike to ask, “What can be done?”

The answer is not an easy one, but an evidence-based approach called Teaching at the Right Level (TaRL) is making waves in the education space as rigorous impact evaluations over the past 17 years have consistently demonstrated its effectiveness in improving learning outcomes related to

basic literacy and numeracy. Pioneered by Pratham, a large NGO in India, the approach has already improved learning opportunities for more than 47 million students and has educators begging the question of whether the approach can work in a place like Africa, too. If it can, TaRL has the potential to improve the learning outcomes and futures of millions of primary-age children throughout Uganda.

Building Tomorrow is helping to answer this question through its recently concluded TaRL literacy pilot program, which demonstrated remarkable gains in student reading outcomes in just 25 days and provides insights into the approach’s application in the Ugandan context.

What is TaRL?

Teaching at the Right Level (TaRL) is an evidence-based approach that molds classroom instruction to a child’s learning level. The crux of the approach is grouping children according to their learning levels, focusing on basic reading and mathematics skills, and targeting instruction to a child’s current level. In other words, a child’s learning level is not assumed just because he or she is in a certain class; it is first assessed and then acted upon. The approach meets children where they’re at, rather than where they should be.

TaRL lessons break free of “chalk and talk” practices commonly found in primary classrooms throughout the world by encouraging the use of engaging, child-



Building Tomorrow Fellow Patrick Mugenyi prepares to sort TaRL participants into groups for assessment

¹ World Bank. 2018. *World Development Report 2018: Learning to Realize Education's Promise*.

² Uwezo Uganda. 2016. *The Fifth Uwezo Annual Learning Assessment Report*.

centered activities. Rather than following an over-ambitious uniform curriculum, the program addresses children's current learning gaps and focuses on building core foundational skills.

How did Building Tomorrow implement its TaRL pilot program?

Building Tomorrow's TaRL pilot program was implemented as part of our Thriving Schools Program, a community-centered initiative led by Building Tomorrow Fellows and teams of Community Education Volunteers (CEVs) aimed at providing primary-age students with access to an inclusive, quality education. Through the Thriving Schools Program, Building Tomorrow recruits and trains recent Ugandan university graduates as Fellows and deploys them to rural communities, where they aim to transform underserved schools into Thriving Schools.

Building Tomorrow's TaRL approach borrowed elements from several successful Pratham models. In our intervention, TaRL lessons took place at a dedicated time during the school day and were implemented by both teachers and Community Education Volunteers. Similar to the successful program implemented in Uttar Pradesh in India, the model involved high-intensity, short-burst periods of lessons, with 25 days for literacy and, in a future pilot, will involve 25 days for numeracy.

Additionally, since monitoring and mentoring were key components of successful TaRL programs in other countries, TaRL lessons were monitored by Fellows and head teachers, with extra mentoring provided by government teacher trainers called Center Coordinating Tutors (CCTs). By integrating local volunteers, teachers, and CCTs into our TaRL program, we aimed to develop and test a sustainable, community-led approach which could continue even after a Fellow has completed his or her two-year term of support.

The TaRL literacy approach was tested at 9 Building Tomorrow schools and one Building Tomorrow government partner school and involved 448 second and third grade students.

What did we find?

In a nutshell, we found that the TaRL approach led to remarkable gains in student reading outcomes in a short period of time (just 25 days).

Before our TaRL intervention (baseline), 85% of students were found to lack basic literacy skills, thereby placing them in the Beginner Level.

CEVs and teachers then collectively spent over 1,200 dedicated teaching hours aimed at moving students from the Beginner Level to greater fluency. By the end of the program, 78% of those who commenced the camp at Beginner Level had moved up at least one level, with 25% of total students achieving the ability to read and comprehend a short story, qualifying them as "graduates" of the TaRL literacy program. In other words, the vast majority of students were able to jump up a literacy level in just a few weeks.

What are the implications of the pilot study, and what are Building Tomorrow's next steps?

In a nutshell, we found that the TaRL approach led to remarkable gains in student reading outcomes in a short period of time (just 25 days).

Ultimately, Building Tomorrow hopes to reach the 700,000+ children throughout Uganda

who remain out-of-school, as well as the millions of students who are currently in school, but are not learning foundational skills. We believe if our Thriving Schools Program model is scaled throughout the government school system, it can ensure access to inclusive, quality education for millions of primary-age children throughout Uganda. These results suggest that the incorporation of the TaRL approach into our Thriving Schools Program model could make our efforts to link children with quality education even more robust.

Already, the Ugandan Ministry of Education and Sports (MOES) has taken interest in the work of Thriving Schools and specifically the recruitment and deployment of CEVs. There is interest in evaluating the prospect of nationalizing this part of Building Tomorrow's model, which would give rise to a grassroots, nationwide volunteer corps with the sole goal of ensuring children are not only in school, but learning, too.

We remain committed to putting the child first, and to investigating the application of evidence-based approaches for improving learning outcomes in Uganda. As a result , we are planning to scale up TaRL lessons to 400 schools supported by 100 Fellows in 2019, allowing us to serve an estimated 40,000 students with critical support to develop learning outcomes.

