



Quarterly Impact Report

Q1 2020



The Building Tomorrow
Primary School of Nawankofu



A note from our founders

George Srour & Joseph Kaliisa

As the end of the first quarter appeared on the horizon, Building Tomorrow was preparing for a banner year, bringing Roots to Rise to over 20,000 students and continuing to enroll thousands of out-of-school children. Little did we know a global pandemic would bring daily life to a halt. On March 18, schools in Uganda shuttered and uncertainty remains as to when, and if, the academic year will resume.

The tendency to “let the dust settle” is strong, but the truth is we must double down now to ensure students remain safe and education is safeguarded in the months ahead. In the wake of the Ebola outbreak in West Africa in 2014-16, more than 16% of students dropped out of school once classes had resumed. In Uganda, where the primary school completion rate is 35%, the long-term harm such a closure could inflict on the academic lives of children is without parallel. And the children with whom Building Tomorrow works—often the most underserved—are at greatest risk.

This season requires us to take stock of the assets we can leverage to ensure moving forward, changes for the better not only take hold, but last. In the pages ahead, you’ll read about Building Tomorrow’s response to the COVID-19 shutdown. We’re excited to launch *Tomorrow is Now*, our doubling down with up to five districts to ensure when school returns, all out-of-school children are re-enrolled and up to grade level in literacy and numeracy. To achieve the latter, we’re actively working on how best we can pivot our Roots to Rise curriculum to serve students who’ve already gone months without a single lesson.

If there is a silver lining for us at Building Tomorrow, it is that the same efforts we’ve been undertaking to address the chronic lack of learning throughout the country can be smartly scaled to address the widening inequalities resulting from this shutdown. Tomorrow really is now for so many of the children we serve and we look forward to the innovation and ingenuity these difficult times will spur in our quest to continue providing access to an inclusive, quality education.

Keep Building,

George Srour
Chief Dreamer

Joseph Kaliisa
Country Director

Tomorrow is Now

Our response to the COVID-19 pandemic's impact on education in Uganda and scaling for the future.

The Learning Crisis

Prior to the COVID-19 shutdown, Uganda registered some of the lowest primary-level academic achievement metrics in the region.

4 in 10 students who start primary school in Uganda will complete a full cycle.¹

Approximately **700,000** out-of-school children pre-COVID.¹

6% of primary four students are able to read and write at grade level.¹

¹World Bank Economic Development & Human Capital in Uganda: A Case for Investing More in Education, May 2019.

In conversations with local officials and teachers, we expect a similar rise in out-of-school children when the current lockdown in Uganda ends.

The path back to school for a rural Ugandan student and the road to recovery for Uganda's education system requires innovative thinking, government collaboration and leveraging what we believe to be one of the country's greatest assets—young people.

²UNESCO, UNESCO Institute for Statistics, 2020, <http://uis.unesco.org/en/country/ug>.

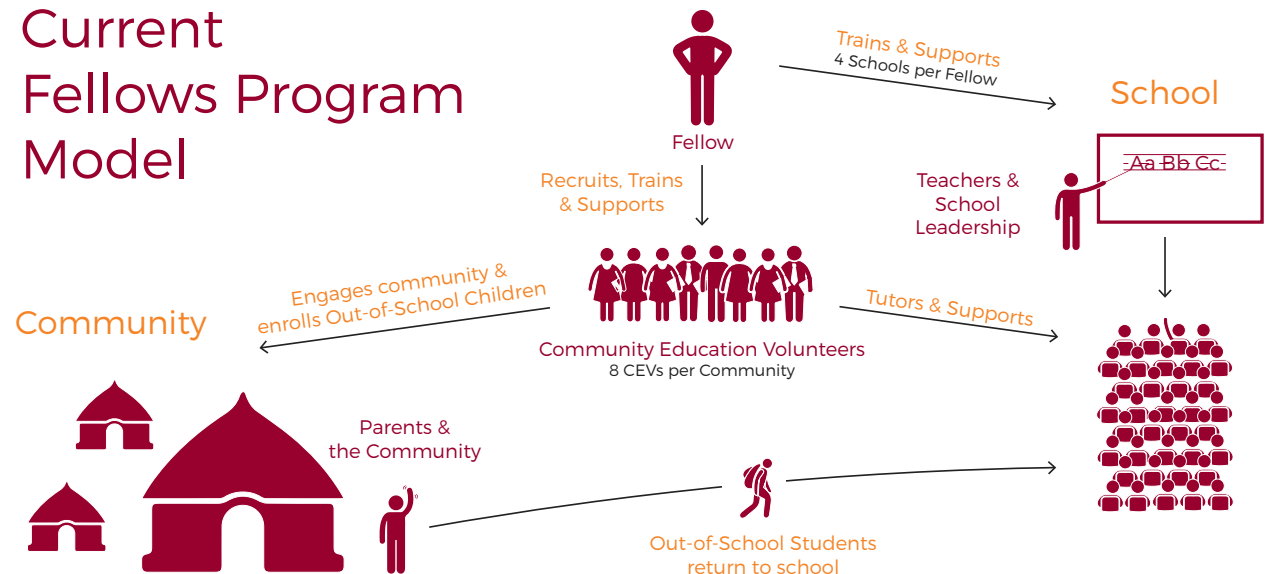
Fellows Program

Building Tomorrow recruits and trains recent Ugandan university graduates with significant leadership promise as Fellows and deploys them to rural communities to increase access to inclusive, primary education. Each Fellow is embedded in up to four placement schools for two years, with the goal of turning underserved schools into Thriving Schools. Building Tomorrow's current Fellowship model places one Fellow in up to four schools, improving both access (more children in schools) and quality (better learning outcomes) at each school site.

The Context

Today, nearly 20 million children² in Uganda are out of school as a result of the COVID-19 shutdown. Previous extended shutdowns such as those that took place during the Ebola outbreak in West Africa from 2014 to 2016 led to incredibly high rates of out of school students when classes were ready to resume.

Current Fellows Program Model



Tomorrow is Now

Our response to the COVID-19 pandemic's impact on education in Uganda and scaling for the future.

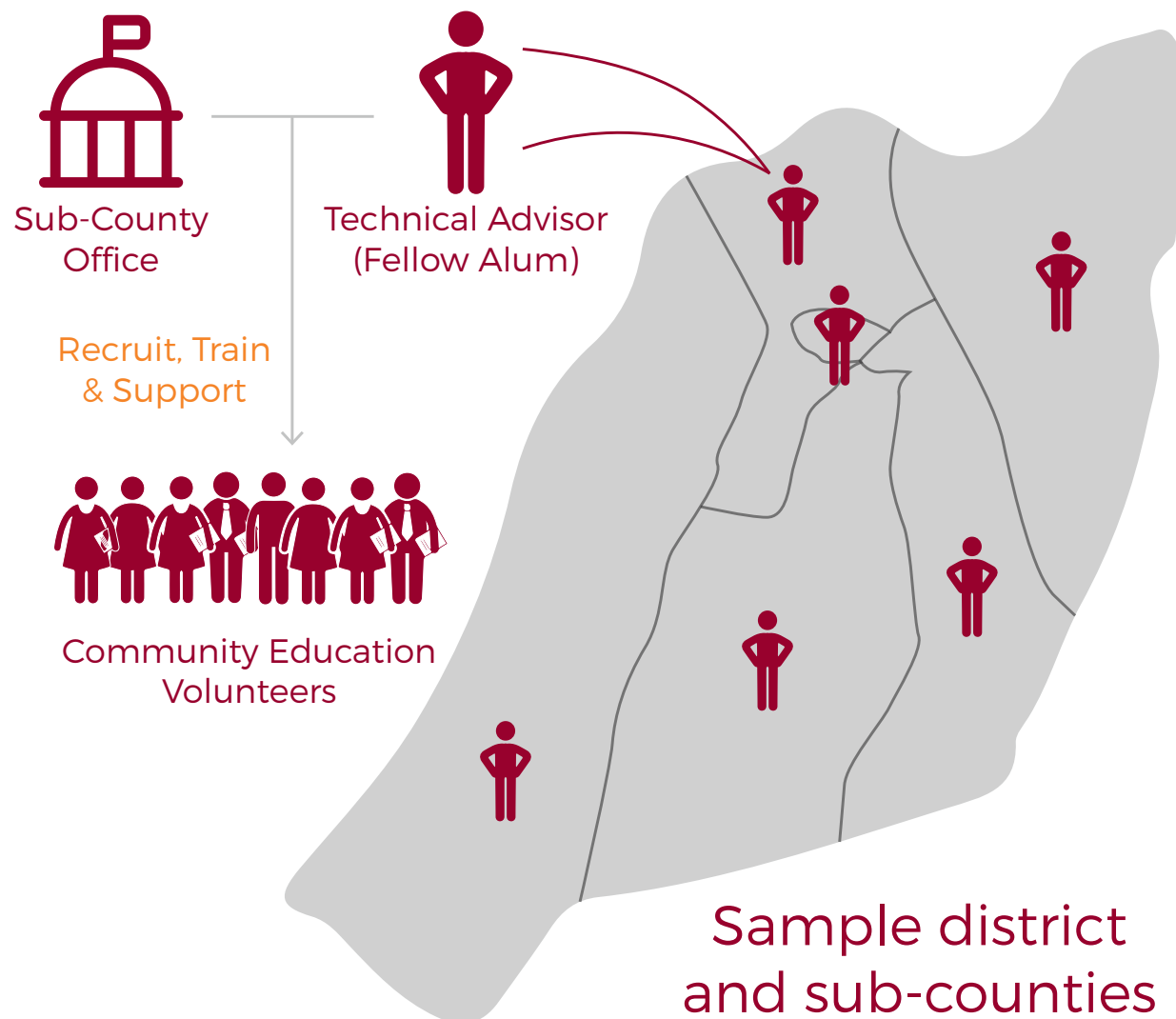
The Program

Following the end of the COVID-19 shutdown, Building Tomorrow will leverage its experience by launching a new, parallel pilot program to the Fellowship model, designed to achieve three key benchmarks over an 18-month period:

- Enrolling or re-enrolling every child throughout each of up to five districts.**
- Launching innovative, systems-change approaches at the local government and community level through Community Education Volunteers.**
- Ensuring children are caught up to grade-level in literacy and numeracy.**

Alumni of the Building Tomorrow Fellowship program will serve as embedded technical advisors at district sub-county offices to create a corps of Community Education Volunteers, initially focused on re-enrollment of out-of-school children.

These technical advisors will overlap with Cohort 6 Building Tomorrow Fellows, to be deployed upon the resumption of classes.



Schools and Students Overview

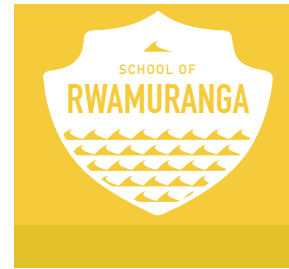
81 Building Tomorrow Schools



81 Opened



No new construction



1 School Opening in Q1

Building Tomorrow Primary School of **Rwamuranga**

Opened **February 10**

Supported by MoneyGram Foundation

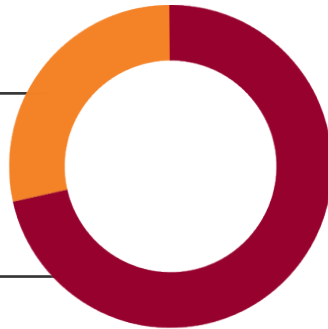
55,143 Total out-of-school children enrolled

15,767

via BT Primary Schools

39,376

via BT Fellows & CEVs



638 Out-of-school children enrolled during Q1 2020*



301

via 1 newly opened BT Primary School



337

via BT Fellows and Community Education Volunteers (CEVs)

*Due to COVID-19 public safety measures, the school term was suspended on March 18.



Carrying out our values

Our Values

Unshakable Passion

Relentless Determination

Creative Ingenuity

Collaborative Engagement

Strategic
Anchors

Child-Centric

Impact Focused

Locally Led & Sustainable

System Level Outlook

Partnership-Minded

Despite the COVID-19 shutdown in Uganda, our Fellows continued to foster change with inspiring “Tales of Tomorrow”.

A familiar face

Namata Tendo, a Building Tomorrow Cohort 3 Fellow graduate and the head of Embibo Gender-Based Initiative, immediately thought of the impact on the women with whom she works as Ugandan President Yoweri Museveni announced a nationwide shutdown to stall the spread of COVID-19. For such women, many of whom head households on their own, a long-term disruption in the ability to access public transportation meant an almost immediate threat to their health and food security.

Initially intent on providing soap to 200 women identified through pre-existing community organizations and savings

groups, Namata quickly realized more needed to be done. The program was quickly expanded and in a three-day span, Embibo began distributing basic food provisions such as beans, sugar and matooke—a local staple—as well as soap and bleach to help ensure families are able to practice basic hygiene in the midst of a pandemic.

Most impressive, Namata and her team at Embibo distributed 25 liters of bleach and nearly 80 pounds of soap, all of which was produced by Embibo, the social enterprise started by Namata during her time as a Building Tomorrow Fellow.

Photo: Namata (bottom left) meets with members of Embibo.

“Every Child is Like Any Other”

Last year, Jemba John, a nine-year-old Ugandan student with albinism began attending school as a result of the dedicated efforts of Building Tomorrow Fellow Robert Lumu and the community education volunteers he trained.

The photo of Jemba below at school seated alongside his classmates in Primary One was named the winner of UNESCO’s Global Education Monitoring Report Inclusion and Education Photo Contest earlier this year.

The photo will appear in the forthcoming 2020 UNESCO Global Education Monitoring Report, due out later this year. The report will highlight policies and interventions being implemented around the world helping build an inclusive education system.



