

## Quarterly Impact Report | Q3 2020

In Q3, Building Tomorrow continued development on Roots to Rise Ewaka, an at-home learning platform for literacy and numeracy delivered via basic mobile phone (see more on page 3).





# Tomorrow is Now

Tomorrow is Now is our response to the COVID-19 pandemic's impact on education in Uganda and scaling for the future. The program is designed to strengthen the government's capacity to bridge the access and quality gaps in education by placing Building Tomorrow Fellows Alumni as Technical Advisors in local government administrative offices. While Tomorrow is Now won't serve its greatest impact until classes resume in Uganda, preparations for full deployment continue.



In partnership with Mastercard Foundation, in Q2 Building Tomorrow began development on two vital resources that will guide the implementation of Tomorrow is Now.

The **Theory of Change** outlines the main goal and outcomes of Tomorrow is Now, and the associated key activities Building Tomorrow will implement towards that goal. The main project goal is to build resilient and empowered communities—including children, caregivers, and local leadership—to manage educational shock. We believe achieving the following outcomes make that goal attainable: 1) stronger connectivity within the local education ecosystem; 2) increased enrollment and retention of out-of-school children; 3) all children in target districts are brought up to grade-level literacy and numeracy through Roots to Rise; 4) increased capacity for officials at the sub-county level to collect and manage school enrollment and achievement data to inform school planning & strategy. All activities performed within Tomorrow is Now will be strategically implemented to pursue these outcomes.

The **Monitoring, Evaluation, and Learning (MEL) Framework** takes the goal, outcomes, and key activities listed in the Theory of Change and outlines indicators of success for each so that progress on the initiative can be clearly measured and monitored according to data-based milestones. The MEL Framework will inform how data will be collected throughout the project timeline and used to adapt interventions accordingly.

The Theory of Change and MEL Framework were concurrently developed and completed on July 23rd.

With assistance from the Ministry of Education and Sports and analysis of household data aggregated at the district level by Uwezo, Building Tomorrow **mapped implementation locations** for Tomorrow is Now in 62 sub-counties within 5 districts with the greatest likelihood to have large numbers of out-of-school students and low primary achievement rates. The selected districts include Nakaseke, Nakasongola, Gomba, Mubende, and Kassanda.

The **selection of Technical Advisors** began at the end of Q3 with the aim of selecting 16 (11 women and 5 men) by mid-October. The Technical Advisors (TAs) are alumni of the Building Tomorrow Fellows Program. Using their experience from the Fellowship, they will work with local government administration to develop officials' ability to initiate and manage various activities within their communities.

**Training and deployment of the Technical Advisors** to their implementation region is scheduled for November.

**Development of a Community Education Volunteer (CEV) manual** is expected to be completed by mid-December. Led by Technical Advisors in each implementation sub-county, the process will involve CEVs, teachers, and sub-county/district officials in creating guidelines and management protocol for the recruitment and long-term engagement of CEVs. **CEV Recruitment** according to the manual protocol will begin in mid-January.

# Roots to Rise Ewaka

Shortly after COVID-19 caused the suspension of classes worldwide, Building Tomorrow recognized existing remote learning options—such as radio or internet-based programs—were not viable for students in underserved communities with limited access to technology and low literacy and numeracy rates. To meet this need for a low-cost, low-tech, engaging learning platform, Building Tomorrow began transitioning the delivery of Roots to Rise programming from the classroom—where it has been proven widely effective—to an at-home option. The result is Building Tomorrow’s own remote learning platform, Roots to Rise Ewaka (at-home). The core development of Roots to Rise Ewaka occurred during Q3, with initial launch scheduled for the end of 2020.



## Concept Development, Tech Partner Selection, Concept Refinement

Surveys of student households informed initial concept development in May and the search for a technological partner to build the platform’s infrastructure led to refinement of the platform’s core features: 1) any student can enroll via call or USSD to a toll-free number; 2) all lessons and assessments are pre-recorded with consideration for the various ways a student might respond to exercises; 3) the platform delivers an initial assessment to place the student in a learning level, then delivers appropriate lessons paired with regular follow-up assessments for level replacement; 4) the platform dials out all lessons and assessments to a student’s household phone; 5) the student responds to exercises via keypad or vocal response; 6) if a student struggles with a lesson, they may request live support from a BT Fellow.

Kenyan-based tech consultant Brr.ng was selected in August to assist in platform development.

**Platform Development** with Brr.ng required 6 weeks from August 24 to October 5. The learning platform is an integration between Building Tomorrow’s existing Salesforce database and the Brr.ng Studio—an online portal for the creation of lesson recordings to be delivered to students. In addition to new enrollments via call or USSD, the platform allows us to enroll students already existing in our records—including those who have previously participated in R2R in-classroom lessons—and analyze student progress.

**Creation of Learning Content** began concurrently with platform development and is ongoing. With the help of Center Coordinating Tutors around Uganda, BT Staff adapt in-person R2R lessons to scripts and record the lessons in segments according to moments where a student will respond to a prompt or exercise. These lesson segments are then arranged in the Brr.ng Studio to form a full lesson, including logic to repeat a segment, progress to the next segment or dial in a Fellow for support according to the student response to an exercise gauging comprehension. Initial learning content creation is focused solely on numeracy lessons, due to the more complex nature of gauging literacy via phone call (see Phase III for more). Continual **Platform Testing and Content Refinement** is necessary in Q4 to ensure lessons flow smoothly for students and call data is passed properly back into our Salesforce database to inform subsequent lesson scheduling performed automatically by the platform.

A **Pilot** of 140 students is planned for one week in December to ensure lesson content is engaging and the platform is easy for students to access. Once complete, we will **Launch Phase I** by enrolling in numeracy lessons all students who participated in live Roots to Rise calls with a Fellow (see next page for more on live calls) and whose information is already in our system.

**Phase II** of the platform launch will allow for the enrollment of students new to Building Tomorrow via phone call or USSD to a toll-free number. **Phase III** of the platform will address the complexities of literacy lessons, including utilizing A.I. to analyze student’s reading ability. Recordings of student responses during numeracy lessons will be used to build A.I.’s capability to understand accents and recognize speech patterns.

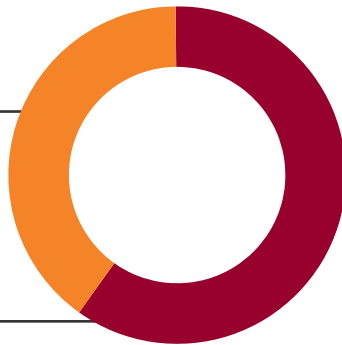
## Roots to Rise Ewaka

Throughout development of the pre-recorded, automated Roots to Rise Ewaka learning platform detailed on page 3, Building Tomorrow Fellows delivered live Roots to Rise lessons over mobile phone with students to stem learning loss in the meantime. Each Fellow reached out to students within their placement communities and delivered 10-20 minute literacy and numeracy lessons, supplemented with regular assessments of the students' learning levels. Fellows were provided lesson guides adapted from regular, in-person Roots to Rise programming to conduct the over-the-phone intervention, which started in July and continued throughout all of Q3.

**7,976** lessons delivered

**3,153**  
literacy lessons

**4,823**  
numeracy lessons



**19 minutes** avg. lesson length

**18.1 minutes** | literacy lessons

**19.1 minutes** | numeracy lessons





# Enroll Uganda

COVID-19 has exacerbated an existing learning crisis in Uganda. To address this crisis, Building Tomorrow is preparing to launch **Enroll Uganda**, a 42-month project in partnership with Educate a Child to:



The success of Enroll Uganda is predicated on the largest deployment of Building Tomorrow Fellows to date. Preparation for Fellows' placement in the field began in Q3 and will continue until Cohort 5 and 6 are deployed in January.



Forty-nine **Cohort 5 Fellows** were **redeployed** to the communities they supported pre-COVID-19 on September 28 after a brief re-introduction training.

The supplemental **selection process for Cohort 6 Fellows** began in September with the review of candidates from the Q4 2019 applicant pool. Fifty-two additional Cohort 6 Fellows will be selected in October to supplement the 48 Cohort 6 Fellows selected in January 2020 whose fellowship was paused due to COVID-19.

All **Cohort 6 Fellows** are set to receive **pre-service training** throughout November and December on various aspects of the Fellowship, such as community engagement, child protection, and Roots to Rise programming.

With the oncoming deployment of 149 Cohort 5 & 6 Fellows in January—our largest deployment to date—efforts to **expand and reorganize the Thriving Schools staff** began at the end of September and continues with the goal of accommodating the growth of the program and integration with our Tomorrow is Now initiative (read more about this initiative on page 2). Focus areas include improving Fellows ground support by reducing the ratio of Fellows to the Regional Fellow Coordinators who directly manage them; and creating distinct training, logistics, and Roots to Rise teams to more efficiently advance programming.

The first step in **development of Thriving Schools staff**—to take place in Q4—is increasing management staff capacity to assist in design and facilitation of trainings.

After a break for the holidays and Uganda's primary election (January 14), **Cohorts 5 & 6 will be deployed** to their respective communities throughout Uganda at the end of January. Currently, only candidate classes—those on the cusp of transitioning to the next level of secondary or tertiary education—are scheduled to begin in-person instruction in February. Building Tomorrow continues to monitor the suspension/resumption of in-person instruction for all primary classes and will adjust Fellows activities accordingly.



## Key Metrics Overview

**81** Open Building Tomorrow Schools

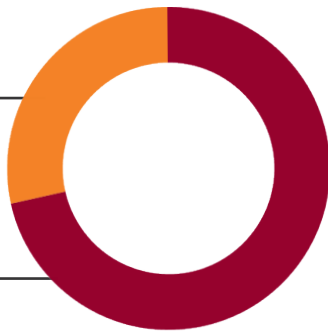
**150** Building Tomorrow Fellows  
deployed  
since 2015

**3,400** Community Education  
Volunteers engaged  
since 2015

**55,143** Total out-of-school  
children enrolled  
since 2015

**15,767**  
via BT Primary Schools

**39,376**  
via BT Fellows & CEVs



In advance of the holiday season, students were asked what dreams they had for the new year.

