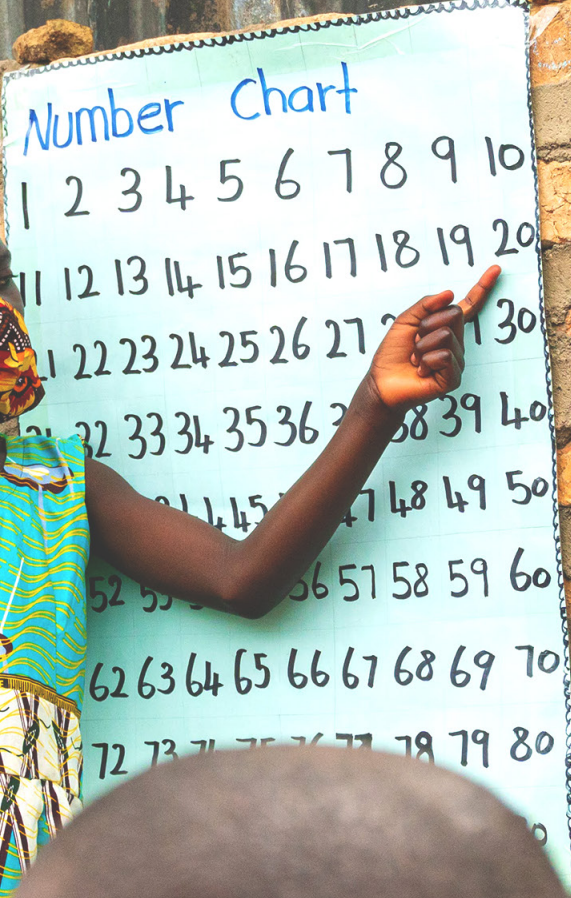




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Quarterly Impact Report

Q3 2021



BUILDING TOMORROW®



A note from our founders

George Srour & Joseph Kaliisa

Learning is at the core of what we're about at Building Tomorrow. While at first glance most would reasonably believe we are primarily focused on measuring how well children we reach are themselves learning, that's not the entire story. In order to deliver efficient and effective programming, Building Tomorrow's Monitoring, Evaluation and Learning Team tracks a bevy of metrics in our program delivery to make the tweaks necessary to ensure we're serving children in the best way we possibly can.

In other words, we're always learning.

On the following pages, you'll read about how our commitment to learning is changing the way we offer our programs and what more we hope to learn as we continue operating in a context now enduring the world's longest school shutdown due to COVID. Expected to persist into the start of 2022, these modifications and changes have played, and will continue to play a pivotal role in trying to ensure each child with whom we work is well-positioned for re-enrollment and return to the classroom some two years following their last formal schooling.

Building Tomorrow is proud to partner with Botswana-based Young Love on a randomized control trial (RCT) investigating the impact of low technology learning solutions delivered by Community Education Volunteers (CEVs). This corps of front-line education volunteers, as you see on the cover, have not only played an instrumental role in the delivery of Roots to Rise camps over the last several months, but we believe they are best positioned to be at the heart of the education recovery needed in Uganda in the years to come.

They say 'learning never ends,' and for that and your continued support, we remain so very grateful.

Keep Building,

George Srour
Chief Dreamer

Joseph Kaliisa
Country Director

Keep Learning.

Education is at the core of Building Tomorrow's mission, but learning is a focus for more than just the students we support. Building Tomorrow is committed to regularly evaluating programmatic results and internal procedures to learn how to improve desired student outcomes. This commitment to learning was reaffirmed in May 2021, with the expansion of the Monitoring, Evaluation, and Learning (MEL) Team and its responsibilities.

Meet the Monitoring, Evaluation, and Learning (MEL) Team

Eric Smolen

Director of Innovation

Stanley Tukesiga

Technology Coordinator

Innocent Akampurira

Learning Coordinator

Micheal Ainomugisha

Learning Coordinator

Gabby Douglas

Partnerships Associate

How we're prioritizing and embedding MEL throughout the organization

Building Tomorrow hired two Uganda-based Learning Coordinators whose role is dedicated to elevating organization-wide learning efforts.

Fellows are a direct link for sharing learnings and feedback between Building Tomorrow and communities. A MEL Ambassador was assigned within each Fellows cluster to further embed MEL closer to program implementation.

Each program team was assigned a dedicated point of contact among the MEL team for guidance in data collection, reporting, analysis and learning. Additionally, the MEL team is working with each program team to develop individual MEL plans with Key Performance Indicators (KPIs) to assess the program's impact.

The MEL team led workshops on how data is useful in decision-making for all staff members, and a marked increase in staff interaction with data has been observed.

Building Tomorrow uses a mobile and cloud-based data management system allowing for real-time data collection, monitoring and analysis, and we're currently expanding field staff's access to this system for even more informed programming.

On the following pages, you'll read about how the MEL team has facilitated learning within specific program areas...

Roots to Rise Community

In mid-June, Building Tomorrow had to pause Roots to Rise Community as Uganda experienced a third wave of the COVID-19 pandemic. Over the following months, Fellows tirelessly petitioned local governments to reinstate Roots to Rise Community, eventually succeeding in scheduling camps to resume in October and November. Meanwhile, Building Tomorrow staff prepared for the eventual re-launch of Roots to Rise Community for over 10,000 learners based on learnings from before the program was put on hold.

10,734

Learners enrolled since May 1

83%

Of learners who have completed camps have advanced at least one level

What we learned & how we've adapted

It is difficult for one CEV to facilitate a Roots to Rise Community camp since dozens of learners are separated into several groups and receiving differentiated instruction. Going forward, each camp will have at least two CEVs facilitating.

Thirty hours of training over 30 days was insufficient for CEVs to master R2R methodology and leading camps on their own. Training was increased to 40 hours over 40 days.

Learners and parents are eager for R2R Community to resume. Staff were overwhelmed when sign ups re-opened in September and had to prioritize grade 3 and 4 learners to adhere to health guidelines on camp size.

What we plan to learn

Does Roots to Rise Community—facilitated outside of school by CEVs—produce similar learning outcomes as in-school, Fellow-led Roots to Rise?



Roots to Rise Ewaka

Roots to Rise Ewaka continued to experience a rapid sign up rate, eventually reaching over 28,000 learners enrolled and participating on the platform despite technical challenges. After an assessment of the platform's technical infrastructure, Building Tomorrow decided it was not sufficient to support current or future enrollment numbers and paused development to search for a new technical partner.

28,069

Learners enrolled since May 1

What we learned & how we've adapted

The largest barrier to participation was learner readiness. Despite a consistent lesson call time and SMS reminders, learners/parents often missed calls or hung up immediately because they were not ready to participate. Future iterations will require some initiation by the learner/parent to receive a lesson call.

Language of instruction was another major indicator of participation. Lessons translated into the local languages of Luganda, Lusoga and Runkyankore experienced 81%, 393% and 213% greater completion rates, respectively, than those originally recorded in English.

Children and parents are willing to learn over the phone for extended periods. 2,246 learners completed at least one lesson at an average length of 14 minutes per lesson. 2,800 learners participated in at least one lesson with a parent.

What we plan to learn

Is Roots to Rise pedagogy deliverable and effective over mobile phone? Will learners with low rates of tech literacy participate in and improve learning outcomes on a phone-based platform?



CEV-led Learning: Randomized Control Trial

In July, Building Tomorrow began preparations for carrying out a Randomized Control Trial (RCT), in partnership with Young Love, on stemming learning loss using low technology interventions in nine districts of Uganda. The RCT consists of learners receiving one of two interventions—weekly SMS-based numeracy lessons; or a combination of weekly SMS-based lessons and live phone call reviews of the lessons with Building Tomorrow-trained CEVs—along with a control group. Learners will receive the treatment and be assessed regularly from October until February 2022.

180

CEVs leading lesson treatments

2,138

Learners participating in the trial

792

learners receiving SMS-based lessons only

565

learners receiving SMS-based lessons & live phone reviews

781

learners in the control group

What we learned & how we've adapted

During sensitization phase of the RCT where the program was explained in depth to parents, roughly one-third of parents who initially signed up their learner either did not consent to participate in the program or were unreachable on the phone number provided. Building Tomorrow is examining its communication/consent protocols in other programs for needed changes. Additionally, we are exploring methods for parents to update their phone number while participating in R2R Ewaka.

What we plan to learn

Can CEV-led learning compare with that of the more formalized, well-trained, semi-professional national service corps in Botswana (where Young Love ran the first iteration of their RCT)?

Is there an evidence base for greater levels of formalization for the CEV program nationwide, and is there a comparable value of professionalization of CEVs vs. Community Health Workers?

Dummy Tool for Training

CEV NAME: 90001 95402 92856
LEARNER ID: Micheal Anomugisha Stanley Tukesiga Edward Munyaneza
LEARNER NAME: Micheal Anomugisha Stanley Tukesiga Edward Munyaneza

PART A: CONSENT & LEARNER ASSESSMENT

Provide a response to all questions in this section. Select options in bold brackets as needed.

Did you speak to the household? (Yes/No/Reached by another CEV)
Was consent given? (Yes/No)
If consent was not given, why?

Note learner response to the Place Value question. Mark with an "X" operations that learners answer correctly. Stop when a student answers incorrectly.

Place Value (Yes/No)
Addition
Subtraction
Multiplication
Division

PART B: LEARNER & HOUSEHOLD INFORMATION

Use the right column to update incorrect information. Leave BLANK if information is correct.

	Micheal	Stanley	Edward
Learner Second Name	Anomugisha	Tukesiga	Munyaneza
Learner Surname	Mubende	Twengo	Gomba
District	Kisumu C/S	Buolile Church Of Uganda	
School Name	Kimwani	P3	
Class	P4	P5	
Age	10	12	
Gender	F	M	
Learner can learn in Luganda? (Yes/No)	Yes	Yes	Yes
If the learner cannot learn in Luganda, list other languages they can speak.			
Best Phone Number			
Best Phone Owner Second Name			
Best Phone Owner Surname			
Best Phone Owner Relationship to learner (Parent, sibling, relative, other)			
Alternate Phone Number			
Alternate Phone Number			

Thank you to our partners

We thank our amazing partners who have shown solidarity and flexibility in their support as we launched new programs and scaled existing ones to confront the current education emergency in Uganda.



Solso Family Foundation

Anonymous

The John F. and Mary A. Geisse Foundation