

ON THE RISE: BUILDING TOMORROW

ANNUAL IMPACT REPORT 2022





Cohort 7 Building Tomorrow Fellows support a track and field event at a primary school in Kassanda District.

REPORT OVERVIEW

BUILDING TOMORROW WAS ON THE RISE IN 2022.

Eight times more learners enrolled in Roots to Rise in 2022 compared to 2021

The **largest single year deployment** of Fellows, Technical Advisors, and Community Education Volunteers

The most **out-of-school children enrolled** and learners with disabilities engaged to date

Throughout the 22-month COVID-19 school lockdown in Uganda, Building Tomorrow developed innovative programming to address the growing education crisis. In 2022, when schools reopened, we focused on scaling our programming while retaining its effectiveness. The result was a year full of highly impactful programming that produced remarkable learning outcomes for more learners than ever before.

RISING IMPACT IN 2022

ROOTS TO RISE

109,334

learners enrolled

↑ **705%**
increase from 2021

93.2%

of learners improved at least one
level in literacy or numeracy
(of those assessed more than once)

↑ **1.5%**
greater than 2021

COMMUNITY EDUCATION VOLUNTEERS (CEV)

2,071

CEVs recruited

↑ **61%**
increase from 2021

262,792

hours volunteered

↑ **125%**
increase from 2021

INCLUSIVE EDUCATION

32,458

out-of-school children enrolled in school

↑ **247%** increase from 2019 (the last
full year Ugandan schools were open)

1,340 out-of-school
children with disabilities enrolled in school

■ First year of measurement

1,942 learners with
disabilities enrolled in Roots to Rise

↑ **871%** increase from 2021



A learner participates in a Roots to Rise camp in Jinja District.

A LETTER FROM BUILDING TOMORROW'S CO-FOUNDERS

Wow—2022 was a year of remarkable growth for Building Tomorrow! Schools reopened to great fanfare on January 10, following nearly two years of closures across Uganda. With millions returning to school and formal learning, we at Building Tomorrow leveraged our core values of unshakeable passion, creative ingenuity, relentless determination, and collaborative engagement to find ways to reach the highest number of students we have ever worked with in one year. With a refreshed mission and vision, we equipped communities to bring foundational literacy and numeracy to as many learners as possible, both inside and outside the classroom.

Our active corps of 150-strong Building Tomorrow Fellows set to work, recruiting and training Community Education Volunteers (CEVs) and teachers, working with local leaders, and connecting with parents to mobilize entire communities around education and bring learning to previously out-of-school children. By the end of the year:

- **We scaled our Roots to Rise literacy and numeracy program by eight times over 2021, reaching nearly 110,000 learners and improving literacy or numeracy for 93% of participants who completed the camps. Our 7,416 CEVs, along with Fellows, enrolled more than 32,000 out-of-school children in school.**

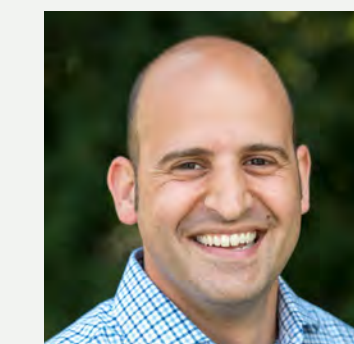
- **We trained teachers in inclusive education techniques, brought more than 16,000 girls back to school, and sought to ensure education could reach everyone in the communities we served.**
- **We concluded our landmark Tomorrow is Now program, with 62 sub-counties across five pilot districts working to sustainably embed CEV programs and Roots to Rise in their localities.**
- **We partnered with third-party organizations to test the efficacy of our programs, most notably through a randomized controlled trial that found that fewer than three hours of instruction by a trained CEV equated to more than a year of high-quality, formal schooling.**

By the end of 2022, one thing was certain: Building Tomorrow was on the rise.

As proud as we are of the year past, much work remains as learners continue to recover from one of the world's longest school closures. We are grateful for your continued interest and support in our work—onward and upward!

George Srour and Joseph Kaliisa
Co-Founders

George Srour



Joseph Kaliisa





RISING WITH COMMUNITIES

Students participate in a Roots to Rise numeracy lesson at their school in Kiryandongo District.

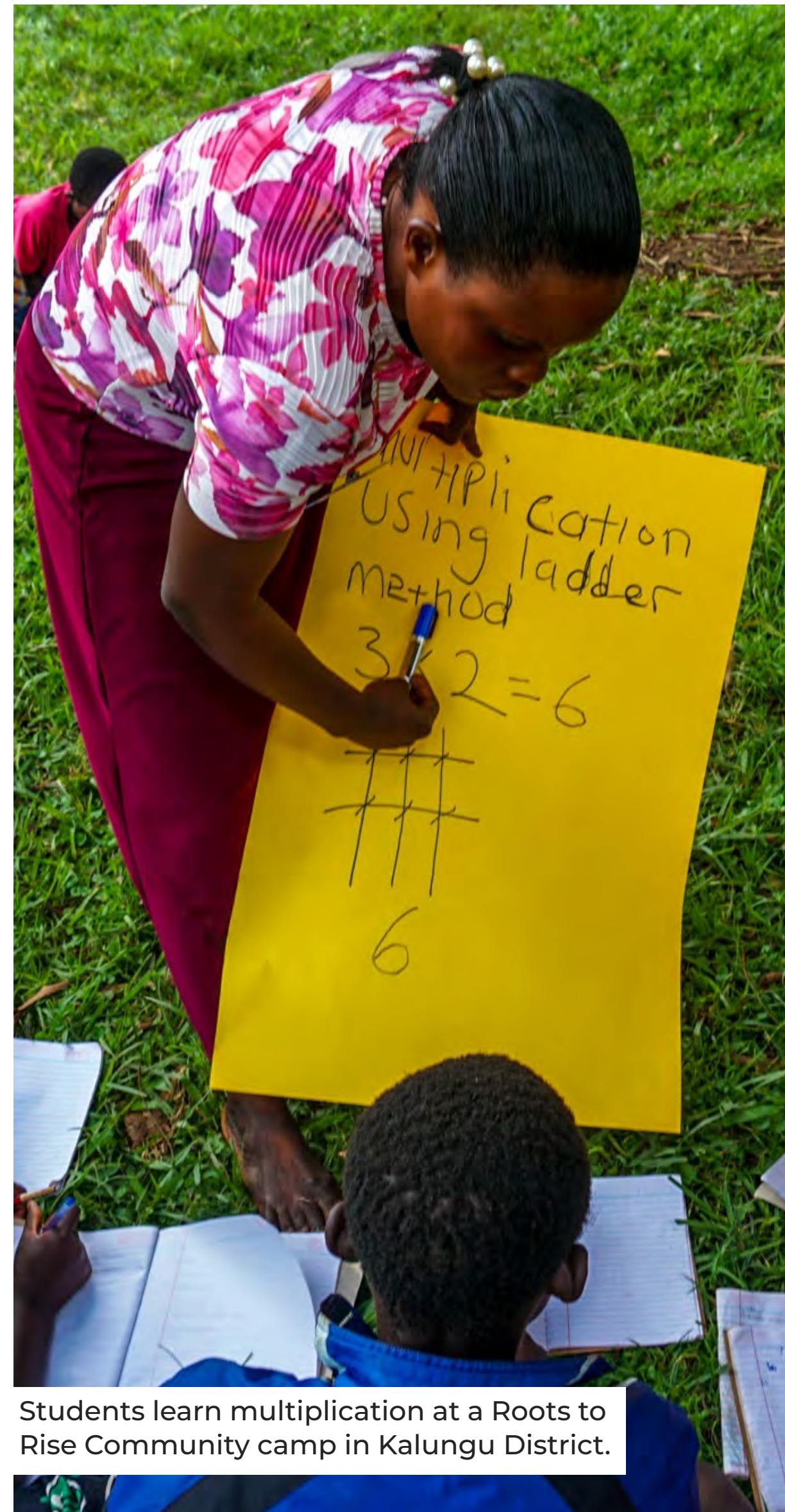
GROWING ROOTS TO RISE

Roots to Rise (R2R) is Building Tomorrow's signature foundational literacy and numeracy program, which adapts the proven Teaching at the Right Level (TaRL) approach to the realities of Ugandan communities. In 2022, Building Tomorrow witnessed overwhelming demand for remedial learning in the communities we work, with learners returning to class after almost two whole years away. R2R helped Building Tomorrow meet this moment, reaching nearly 110,000

learners. These students received low-cost, interactive literacy and numeracy lessons delivered both in schools, where teachers and Fellows facilitated, and in community spaces, where CEVs led the way. **Remarkably, 82% of learners could read a paragraph at the end of camp, compared to only 19% at the beginning.** This low baseline tells a sobering story, of course: that the need persists and that R2R must continue to grow to bring literacy and numeracy to all children.



CEV Steven Busuulwa with Roots to Rise learners at Kisamula Primary School in Gomba District.

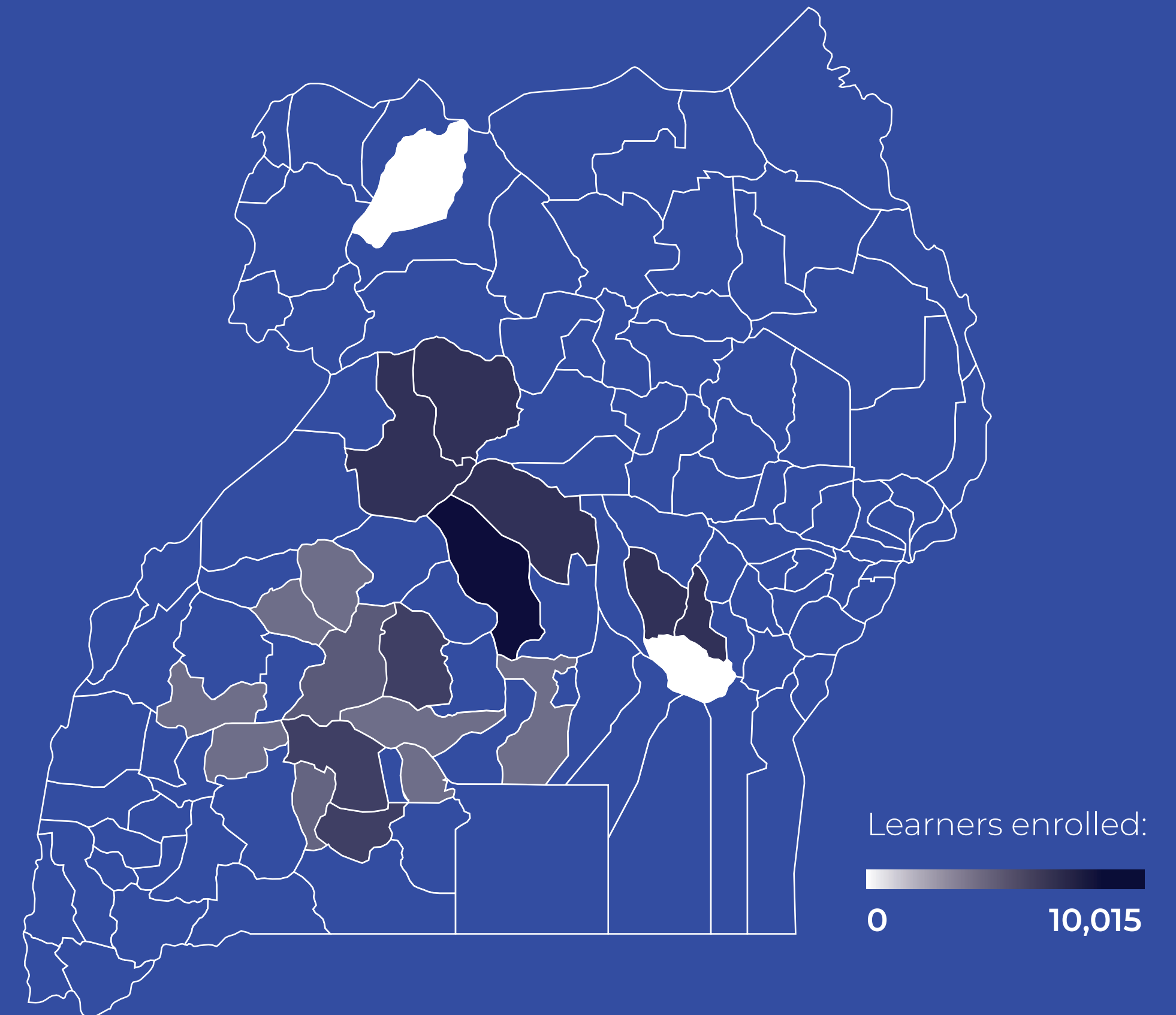


Students learn multiplication at a Roots to Rise Community camp in Kalungu District.

GROWING ROOTS TO RISE: RESULTS

Building Tomorrow reached eight times more learners through Roots to Rise in 2022 while delivering even greater learning outcomes.

With schools reopened and literacy and numeracy rates greatly affected by the 22-month COVID-19 school shutdown, Building Tomorrow scaled Roots to Rise throughout 20 districts in Uganda to address the learning crisis. Despite the massive increase in enrollments, the program remained effective and produced learning outcomes that outpaced previous years.



GROWING ROOTS TO RISE: RESULTS

LEARNER ENROLLMENT

109,334

learners enrolled in a Roots to Rise camp

1,387 in-school camps

2,498 community camps

1.5 CEVs

assisting in a camp on average



Learner enrollment by year: 2018–2022

LEARNER PERFORMANCE

Learners are assessed and placed into one of four levels:

Numeracy:

- 1 No recognition of any single digits
- 2 Recognition of single digits
- 3 Recognition of double digits
- 4 Ability to perform all four basic operations (+ - x ÷)

Literacy:

- 1 Complete inability to read
- 2 Ability to read letters and syllables
- 3 Ability to read words and paragraphs
- 4 Ability to read and comprehend stories

78.0% of learners assessed more than once improved at least one numeracy level (vs. 77.6% in 2021)

Growth of learners who could perform all four basic math functions:

FIRST ASSESSMENT: 1.8%



LAST ASSESSMENT: 42.0%



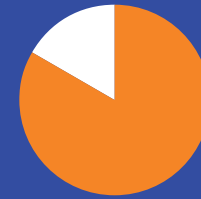
85.4% of learners assessed more than once improved at least one literacy level (vs. 78.1% in 2021)

Growth of learners who could read at least a paragraph:

FIRST ASSESSMENT: 18.6%



LAST ASSESSMENT: 81.8%



LEARNER PROFILE

Nakawuki Rebecca | Age 10 | Primary Four | Kambojja Primary School, Kassanda District

Rebecca Nakawuki was just nine years old when she joined Building Tomorrow’s Roots to Rise foundational learning program. Growing up in a rural community, she faced challenges including limited access to educational resources and the responsibility of taking care of her younger siblings. Despite these obstacles, Rebecca was determined to succeed and pursue her education.

From a place of limited opportunity, Rebecca joined a Roots to Rise camp at the beginning of 2022. At first, Rebecca could barely identify individual letters and found it challenging to weave them together into coherent words

and sentences. But over the course of the program, Rebecca progressed: she learned one syllable at a time, practiced every letter, and embraced every challenge. **At the end of just one camp, Rebecca was able to read and write a short story and has emerged as one of the most active and top-performing students in her class.**

Today, Rebecca has set her sights high and aspires to become a lawyer to help her community and care for her family. We at Building Tomorrow are thrilled to have played a part in her growth and are excited to see where her ambition and potential take her. Roots to Rise is transforming the lives of thousands of learners like Rebecca.

“*Seeing my daughter able to read and write, and also perform so well in class, makes me very proud and happy. Thank you Building Tomorrow.* **NABACHWA ROBinsa (REBECCA’S MOTHER)**



Rebecca participates in a Roots to Rise literacy lesson in Kambojja Primary School.

FELLOWS ON THE RISE

The Building Tomorrow Fellowship has been at the core of our work since 2015. We recruit and train motivated Ugandan university graduates to mobilize rural communities to support education. Simply put, Fellows are the engine of our programming. Fellows recruit CEVs, and, in tandem, they work to reach out-of-school children (OOSC), support R2R literacy and numeracy camps, and engage with school and local government stakeholders to activate and enhance each community's learning environment. In 2022, 50 Cohort 7 Fellows, including 30 women, were selected from more than 1,900 applicants and deployed to rural communities; and

they set out to confront a learning crisis never before seen in Uganda. These Fellows joined a corps of 100 seasoned Cohort 6 Fellows already in the field, and together, they charted incredible milestones across 20 districts and 600 primary schools. **In 2022, Building Tomorrow Fellows recruited 2,071 CEVs, enrolled 32,458 OOSC in school, and supported 109,334 learners with R2R.** Additionally, 6,313 Primary 7 learners from Building Tomorrow Fellow-supported schools sat for their Primary Leaving Examinations in November. Building Tomorrow Fellows added immeasurable value to improving learning outcomes in 2022.



Cohort 6 Fellow Joshua Tayeebwa supports a Roots to Rise lesson at a primary school in Kigumba, Kiryandongo District.



Cohort 6 Fellow Evelyn shows girls how to properly apply store-bought sanitary pads. Evelyn and her colleagues distributed ready-made pads and also taught girls how to make their own.

MOBILIZING COMMUNITY- LED SOLUTIONS

Building Tomorrow Fellows are solution-seekers. In early 2022, Fellows and CEVs in Nakasongola District in Central Uganda noticed alarmingly high numbers of young girls missing from the classroom post-COVID, and they realized menstruation was a principal reason for their absence. The Ugandan Ministry of Education and Sports reports that even prior to the pandemic, one in four Ugandan girls between the ages of 12 and 18 drop out of school once they start menstruating.

Refusing to accept this narrative, Building Tomorrow Fellows and CEVs in Nakasongola organized a workshop at Kafo River Primary School for 124 girls in March to destigmatize menstruation and to teach them how to make reusable sanitary pads from local materials. Male CEVs Nicholas and Godfrey played an important role in organizing the workshop and continue to bring more men into menstrual health advocacy so menstruation never has to be a barrier to education again. Following the workshop, **37 previously out-of-school girls enrolled in school, starting in the second term of 2022.**

CELEBRATING BUILDING TOMORROW FELLOWS AND ALUMNI

Building Tomorrow Fellows and alumni stood out among the crowd in 2022, with several selected for the prestigious Young African Leaders Initiative (YALI). Three Fellows alumni—Tendo Namata (Cohort 3), Godfrey Nanyenya (Cohort 4), and Emmanuel Mwesigye (Cohort 4)—were selected for the 2022 class of the Mandela Washington Fellowship, the flagship program of the US government's YALI program. All three participated in the program's civic engagement and public management tracks at different universities across the United States.

Additionally, five Cohort 6 and 7 Fellows—Angella Namiiro (Cohort 7), Maureen Mutoni Musiimenta (Cohort 6), Nelson Lwanga (Cohort 6), Olivia Abenakyo (Cohort 7), and Ruth Kwagala (Cohort 6)—were selected to participate in civic leadership training at YALI's East Africa Regional Leadership Center in Nairobi, broadening their experience and opening doors to new opportunities. Building Tomorrow Fellows continue to be among the best!

#TUESDAYTALES

Current Building Tomorrow Fellows competed in cohort-wide storytelling competitions, which inspired the "Tuesday Tales" blog series and elevated stories of inclusion, innovation, and resilience from the Fellows themselves, the CEVs they partner with, and the learners they serve.



BT Fellow Nelson Lwanga leads a menstrual hygiene workshop to increase educational access for girls in Nakasongola District. Nelson was selected for a leadership training at YALI East Africa in 2022.

EQUIPPING CEVS TO RISE

Building Tomorrow has long recognized the importance of engaging local communities to support inclusive, quality education, and CEVs are at the center of our community-based approach. CEVs are recruited by Building Tomorrow Fellows through conversations with local government and school leaders and are selected based on their integrity, passion for education, and desire to serve their community. The majority of CEVs are recognized as community leaders, range in age from 18-70, and come from a variety of professions, including civil servants, retired educators, and farmers.

In 2022, Fellows recruited 2,071 new CEVs, creating a cadre of more than 7,400 CEVs throughout Uganda. CEVs volunteered more than 260,000 hours alongside Fellows delivering community-based Roots to Rise literacy and numeracy camps, enrolling out-of-school children, sensitizing communities to the value of education, assisting in extracurricular activities, and teaching life skills. CEVs have become impactful education extension agents, and a randomized controlled trial completed in 2022 confirmed CEVs' ability to deliver high-quality educational support.



CEV Harriet Namyalo teaches numeracy at a Roots to Rise Community camp in Kalungu District.



A CEV leads a R2R Community camp in Jinja.

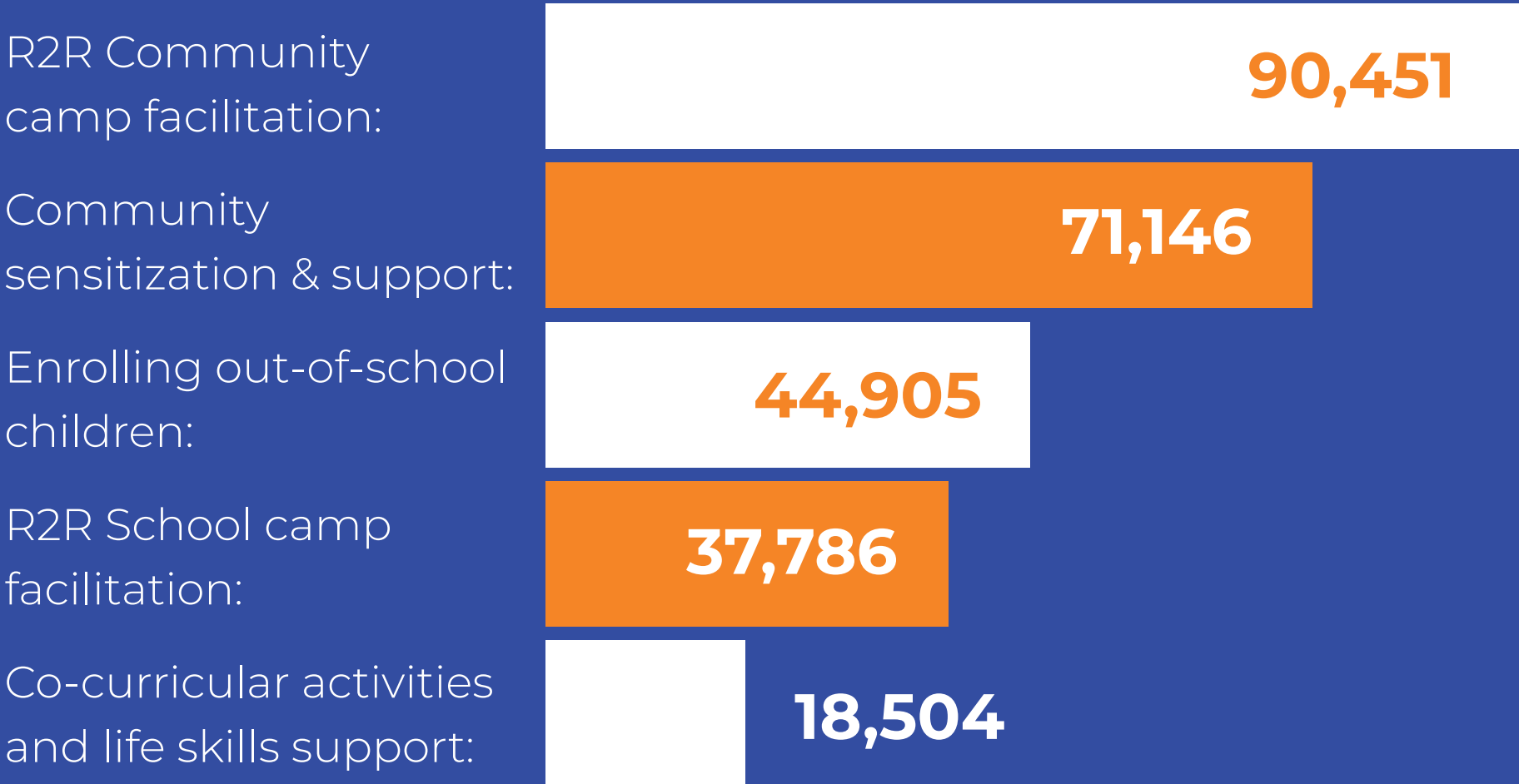
EQUIPPING CEVS TO RISE: RESULTS

Our ever-growing corps of CEVs provided thousands of hours of impactful educational support in 2022.

2,071
new CEVs recruited

7,416
CEVs recruited all-time

262,792 hours volunteered by all CEVs



2,491 CEV-led R2R camps reached 62,462 learners.
Every R2R camp had 1.5 CEVs assisting its facilitation, on average.

DORCUS AND SANDRA

It is 6 a.m. in Jeeja 1 Village, Kiryandongo District, Western Uganda. In a mud-brick, grass-thatched home, 16-year-old Sandra Ajok sits reading elementary science by candlelight. Upon hearing a distant rooster crow, Sandra blows out the flame, grabs her backpack, and tiptoes out of the house, making sure she does not wake her one-year-old baby. She heads off to Jeeja Primary School to pursue her lifelong dream of becoming a teacher.

Sandra was just one among the 644,955 teenage girls who the UN estimates became pregnant in Uganda during the 83 weeks of COVID-19 school closures. That grim reality left many teenage mothers reluctant to return to school. **Building Tomorrow CEV Dorcus Vamu**, also a

resident of Jeeja 1 Village, affirmed, “In this community, girls don’t go back to school once they have had children.”

Dorcus made it her mission to encourage Sandra to return to school despite the challenges of mothering a young baby and the stigma associated with teenage pregnancy. She visited Sandra’s home and listened to Sandra describe her aspiration to become a teacher herself someday. **“When I got pregnant, I thought I had lost all hope. I didn’t think I would ever return to school until Dorcus visited me,”** Sandra reflected. Sandra shared how Dorcus’ persistence gave her the courage she needed to return to school and follow her dreams. “The CEV came to my home, learned

more about my situation, and asked if I would consider going back to school. I told her I would think about it. She came back time and time again until I decided to let my mother stay home with my baby. **I realized I should get back to school; I should also become somebody,”** said Sandra.

“At first, I didn’t think she would go back to school. After a little encouragement and a conversation about alternative childcare options, Sandra was ready to start learning again,” Dorcus said. At the end of 2022, Sandra was still attending school with dreams of becoming a teacher and her child was healthy and safe.



Learner Ajok Sandra was encouraged by her neighbor and CEV Dorcus Vamu to return to Jeeja Village Primary School after giving birth during the lockdown.

EQUIPPING CEVS TO RISE: YOUTH IMPACT RCT

RANDOMIZED CONTROLLED TRIAL WITH YOUTH IMPACT DEMONSTRATES FEWER THAN THREE HOURS OF REMEDIAL TUTORING BY CEVS DELIVERS OVER ONE YEAR OF HIGH-QUALITY SCHOOLING.

BACKGROUND

In response to the growing learning crisis in Uganda, Building Tomorrow, in conjunction with Youth Impact—a Botswana-based, evidence-driven non-governmental organization—ran a randomized controlled trial (RCT) to investigate the effectiveness of low-technology interventions in stemming learning loss. Building Tomorrow, as one of the five replication trials, engaged a corps of Community Education Volunteers to facilitate the treatment completed in 2022.

BASELINE: October 2021

180 CEVs helped select 2,138 learners across nine districts and 195 schools for the RCT. All learners received a baseline assessment in numeracy to determine their learning level among:

1) Place value; 2) Addition; 3) Subtraction; 4) Multiplication; 5) Division.

Learners were subsequently randomly assigned to each of the three treatment groups explained under “Treatment”. Each treatment group contained a similar balance of learner demographics and learning levels.

TREATMENT: Eight weeks, Nov. 2021–Jan. 2022

781 Control Group learners received no intervention.

792 SMS Group learners received a set of practice numeracy problems once per week via SMS.

565 SMS+Phone Call Group learners received a set of SMS practice problems and a 20-minute tutoring phone call with a CEV once per week (160 minutes of phone instruction in total). Students’ learning levels were assessed at the end of each week’s call. The CEV responsible for each learner was randomized.

ENDLINE: February 2022

All learners from all three treatment groups received an endline assessment in numeracy to determine their final learning level.

Additionally, learners and their guardians participated in an endline survey to learn more about their perspective on the trial and education as a whole, learner’s educational status, and educational habits at home.

CEVs were also surveyed after the treatment to learn more about their perceived role in education and their ability to help children learn.

YOUTH IMPACT RCT RESULTS

RESULTS

Learning gains for learners in the SMS+Phone treatment group **tutored by CEVs for 160 minutes** were 0.891 standard deviations (SD), **equivalent to up to 1.1 Learning Adjusted Years of Schooling,*** as compared to the control group.

- Learning gains for learners in the SMS-only treatment group were 0.207 SD.
- *Learning Adjusted Years of Schooling (LAYS) is a measure that standardizes the varying quality of schooling delivered in different locations to compare the quantity (in years) of schooling attained by learners. For instance, learners who have attained 1.1 LAYS have the same learning outcomes regardless of the location and number of nominal years they attended school.

TAKEAWAYS

- CEVs have the ability to deliver highly-targeted instruction that leads to positive learning outcomes comparable with more formalized professional or semi-professional groups.
- CEVs are viable education extension agents that can provide steady instruction to mitigate learning loss or facilitate learning gains in times of disruption.
- Individualized phone-based learning curriculums may be a viable option for providing education remotely when school is disrupted or as a highly-targeted complement to support low-performers.

A full paper examining the five-country replication study on low-tech remote education is available at www.nber.org/papers/w31208.

RISING INCLUSIVELY

Inclusivity is a bedrock of Building Tomorrow’s programming. In 2022, Building Tomorrow’s programs created access and positive learning environments supporting a diversity of learners, including girls and children with disabilities. Building Tomorrow Fellows and CEVs enrolled 16,023 out-of-school girls and 1,340 out-of-school children living with disabilities in school. We utilized the Universal Design for Learning (UDL) pedagogy, an evidence-based approach designed to accommodate all learners. With the support of partners, we implemented the four UDL techniques—belonging, partner reading, group learning, and functions of fidgeting—across all of our programs. Through communities of practice, our Fellows delivered 1,800 hours of inclusive education training

to teachers, CEVs, and school leaders. Finally, our network of Inclusive Education Champions, children who advocate for inclusivity among their peers, worked under the supervision of Fellows and alongside CEVs to encourage their peers with and without disabilities to enroll in and remain in school and Building Tomorrow’s learning programs.

Inclusive education values diversity and provides equal opportunities for all learners to thrive in school.

**JUDITOR MUHIRWE, COHORT 7 FELLOW,
NAKASONGOLA CLUSTER**



Cohort 7 Fellow Patricia Neunje leads an inclusive education training session at Kiranga-Kakooge Primary School, underscoring for teachers the essential role they play in promoting inclusivity and diversity in education.



Polline Namuwonge, 10 (left), and Vianney Kwizera, 10 (right), Primary 4 learners at Kalagala Primary School, participate in a partner reading activity.

RISING INCLUSIVELY THROUGH PARTNER READING

Partner reading is one of the four UDL techniques on which Building Tomorrow trains and coaches teachers, school leaders, and CEVs. Groups of two to three learners take turns reading a text out loud to each other, and the technique encourages collaboration, active listening, and the development of foundational literacy skills, providing an engaging way for learners to express themselves and improve their abilities alongside their peers. Since 2019, Building Tomorrow Fellows and CEVs have incorporated this innovative approach into our educational

programs, including both school and community-based Roots to Rise learning camps. Partner reading is one important way we are making education more inclusive and accessible each and every day.



When we take turns reading a story, I learn better.

**POLLINE NAMUWONGE, PRIMARY 4 STUDENT
AT KALAGALA PRIMARY SCHOOL, KASSANDA
DISTRICT**

RISING SUSTAINABLY

Building Tomorrow's ultimate sustainability is an ability to bring communities and governments on board to share in the organization's vision and model. Having long held a memorandum of understanding with the Ugandan Ministry of Education and Sports and Ministry of Finance, Planning, and Economic Development, Building Tomorrow added another with the Ministry of Gender, Labor, and Social Development in 2022. Building Tomorrow also concluded the Tomorrow is Now (TIN) project in March—an innovative program co-designed with

local governments to strengthen community-led education in five pilot districts in rural Uganda. From July 2020 to March 2022, Building Tomorrow embedded 16 Technical Advisors (TAs) in sub-county offices to work closely with local government officials to build their capacity to implement and scale proven Building Tomorrow programs: namely, CEVs and R2R. **The results affirm a desire and ability of district governments to take up Building Tomorrow's community-centered approach.**



A CEV practices an interactive lesson at a Roots to Rise training in Nakasongola District, Central Uganda.

RISING SUSTAINABLY: TOMORROW IS NOW

IMPLEMENTATION

4,074 CEVs recruited

28,766 OOSC enrolled in school

54,692 learners enrolled
in R2R literacy and numeracy camps

78% of those who completed camps
moved up at least one learning level

1,940 officials trained in data
collection and analysis

ADOPTION

5/5 districts developed and adopted CEV manuals, guiding local government-led selection, training, and retention of CEVs.

Local governments in three districts agreed to allot a portion of their future fiscal year budgets for the CEV model beyond TIN, one of the clearest initial indications of the project's sustainability.

UPTAKE

5/5 districts continued to implement CEV and R2R programming six months after, according to surveys conducted with key stakeholders in November 2022.



The community is now empowered and CEVs' capacity to handle issues related to education and children has increased. The spirit of volunteerism has been created in the community.

**AMANYA CHARLES, COMMUNITY
DEVELOPMENT OFFICER,
KALONGO SUB-COUNTY,
NAKASONGOLA DISTRICT**



TA Angela Sanyu leads a Tomorrow is Now CEV training in Nakaseke District, Central Uganda.

RISING SUSTAINABLY: INTO 2023 AND BEYOND

The TIN work was never meant to stand alone, and in 2023 the TA model will be relaunched and this time fully embedded into regular Building Tomorrow programming. Fifteen TAs will be recruited, trained, and deployed to local government offices, creating a continued pathway for a subset of exceptional Building Tomorrow

Fellows. Based on feedback from stakeholder surveys, the TA-ship will be extended to three years. This will enable a greater degree of learning and ownership on the part of local partners, where Building Tomorrow can support through additional training and more deliberate co-design.



Cohort 7 Fellow Patricia Neunje (left) & CEV Jesca Nabweteme, who was recruited through the TIN project, pose after concluding a successful Roots to Rise session at Kyeyindula Primary School in Nakasongola District.

BUILDING TOMORROW AROUND THE WORLD

INDIANAPOLIS, IN, USA

Race to Learn

Rinus VeeKay of Ed Carpenter Racing debuted the No. 21 Building Tomorrow Chevrolet in the 2022 GMR Grand Prix at the Indianapolis Motor Speedway in May, raising awareness and funding for education by directly supporting Building Tomorrow's programs.

NEW YORK CITY, NY, USA

United Nations General Assembly (UNGA) and Transforming Education Summit (TES)

Leadership team members spent a week in September meeting with partners, peers, and key stakeholders in the education space.

JOHANNESBURG, SOUTH AFRICA

Global Schools Forum (GSF) Annual Meeting

Chief Dreamer George Srou and Learning Coordinator Micheal Ainomugisha attended the GSF Annual Meeting in October, where leaders, funders, and policymakers convened to push forward the global education agenda.

DAR ES SALAAM, TANZANIA

Schools2030

Fellows Program Manager Grace Musimire represented Building Tomorrow at the inaugural Schools2030 Global Forum in June, which brought together global, national, and local educational leaders.

POINTE AUX PIMENTS, MAURITIUS

Association for the Development of Education in Africa (ADEA) 2022 Triennale

In October, Chief of Staff Julie Kornfeld served as an ADEA panelist, offering perspective on improving access and equity in education and training for vulnerable populations.

2025 STRATEGIC GOALS

BUILDING TOMORROW WILL CONTINUE OUR IMPACTFUL SCALING OVER THE NEXT THREE YEARS. BY THE END OF 2025, WE WILL:

1

Develop, adapt, and implement innovative teaching models to deliver foundational learning through trained teachers and a thriving corps of CEVs.

- Enroll 500,000 learners in R2R camps and enroll 20,000 learners in R2R Ewaka, our distance learning tool
- Eliminate learning poverty for 300,000 learners
- Leverage learner data to inform and improve our foundational learning programming and share learnings in local and international education forums
- Train 15,000 teachers and CEVs in R2R methodology

2

Work alongside communities, schools, and local leaders to advance universal access to education for last-mile learners.

- Enroll 100,000 out of school children and 4,000 out of school children with disabilities
- Establish and share learnings externally to increase educational opportunities for all children
- Actively evaluate opportunities that will expand impact on communities confronting disrupted learning
- When possible, partner with communities to seed new primary schools

3

Partner with local, regional, and national governments to implement, measure, and incorporate community-powered solutions to accelerate learner achievement.

- Deploy TAs to district offices to scale resilient educational support systems
- Actively participate in and co-create systems and forums to share best practices to reach rural learners
- Seek opportunities for growth in current and new geographical areas
- Work with government to implement programming to become the do-er at scale

4

Mobilize and train proximate changemakers committed to leveraging education to improve livelihoods.

- Invest in the next generation of social-impact change-makers through the recruitment of 300 Building Tomorrow Fellows
- Recruit and train 25,000 CEVs to improve the learning and livelihoods of their communities
- Advocate and promote the impact of Fellows and CEVs in their communities and schools
- Activate community lay members to support inclusive, quality education



Learners complete a spelling activity in a Roots to Rise Community literacy camp.

BUILDING TOMORROW LEADERSHIP

GEORGE SROUR
Co-Founder & Chief Dreamer

ROBERT SEKADDE
Deputy Country Director
& Director of Programs

JOSEPH KALIISA
Co-Founder & Country Director

JYL STRONG
Director of Strategic Partnerships

JULIE KORNFELD
Chief of Staff

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BERNADETE NAKANWAGI

Founder and Executive Director,
Future Upgrades Foundation,
Former Building Tomorrow Fellow

GODFREY SEMUGOOMA

Assistant Accounting General/Acting
Director of Financial Management
Services, Uganda Ministry of Finance,
Planning and Economic Development

GEORGE SROUR

Co-Founder and Chief Dreamer,
Building Tomorrow

MICHAEL STAYTON

Past Chair
Retired, UN World Food Programme
(COO) and United States Infrastructure
Corporation (President & CEO)

AMY WALBURN

International Development Consultant

THANK YOU TO OUR PARTNERS



We are also grateful to our national, regional, and local government partners as well as to our individual donors.



Learners in Kibaale District participate in the Roots to Rise “number jump” numeracy activity.

2022 FINANCIALS

REVENUE

| | |
|--|--------------------|
| Restricted | |
| Contributions..... | \$90,359 |
| Grants | \$2,007,765 |
| Unrestricted | |
| Contributions..... | \$293,184 |
| Grants | \$1,023,975 |
| Special events | \$226,124 |
| Equity in earnings from Kujenga Construction Company Ltd. | \$3,050 |
| Investment income..... | \$819 |
| Total revenue and support | \$3,645,276 |

EXPENSES

| | |
|---------------------------------|--------------------|
| Programming..... | \$3,033,126 |
| Support services | |
| General and administrative..... | \$170,834 |
| Fundraising..... | \$357,336 |
| Total expenses..... | \$3,561,296 |

CHANGE IN NET ASSETS

| | |
|--|--------------------|
| Change in net assets..... | \$83,980 |
| Net assets at beginning of the year | \$2,577,925 |
| Net assets at the end of the year | \$2,661,905 |

ASSETS

| | |
|--|--------------------|
| Current assets | |
| Cash | \$1,657,858 |
| Grants and contributions receivable..... | \$850,000 |
| Total current assets | \$2,507,858 |
| Net property and equipment..... | \$3,140 |
| Other assets | |
| Grant receivable, long-term | \$150,000 |
| Investment in Kujenga Construction Company Ltd. | \$21,550 |
| Total assets | \$2,682,548 |

LIABILITIES AND NET ASSETS

| | |
|---|--------------------|
| Current liabilities | |
| Accounts payable and accrued expenses..... | \$13,029 |
| Credit card liabilities | \$7,614 |
| Total liabilities..... | \$20,643 |
| Net assets | |
| Temporarily restricted..... | \$1,332,938 |
| Unrestricted | \$1,328,967 |
| Total net assets..... | \$2,661,905 |
| Total liabilities and net assets | \$2,682,548 |

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Front page: Learners are enrolled in school thanks to the efforts of BT Fellow Simbwa Nicholas.