



rationale

In 2011, Uwezo-Uganda collected the following data indicating the percentage of P3-P7 students, listed by district where BT is active, competent¹ in English, Math, and both.

District	English	Math	Both
Wakiso	56.1%	68.5%	47.2%
Luwero	46.4%	58.3%	36.8%
Lyantonde	40.6%	58.4%	36.7%
Kiboga	36.1%	56.1%	27.9%
Mukono	38%	62.4%	27.5%
Mpigi	34%	43.7%	24.8%

Data such as this and first-hand experience clearly demonstrate that rural public education—both access to and the quality of—remains one of the biggest challenges facing the post-2015 international development agenda. The flow of education-related capital, human resources, training and oversight to rural communities lags far behind the curve, and even further behind where it needs to be.

Rural teachers are isolated, without easy access to a network of peers and professional development². School Management Committees (SMCs) are ill-equipped to effectively carry out their responsibilities. Local government officers are severely limited in their time and resources to monitor progress. And, perhaps most importantly, parents see little value in investing in a system that is failing their children. Left unaltered, such schools face an uphill battle.

Unfortunately, there exists no simple solution:

Only 11% of P3 students can comprehend a P2 level English story.³

Yet, you can't improve outcomes when parents are ambivalent about education.

In 2010, the average BT teacher missed 1.8 school days per month.

Yet, you can't increase a teacher's time-in-class when no one is willing or able to hold the teacher accountable.

Less than 60% of primary teachers are professionally qualified in many sub-Saharan African countries.⁴ Yet, you can't expect a student to succeed when their teachers are a product of the same failing education system.

In 2012, the Ugandan government placed a hiring freeze on new teachers and restricted funding for new schools.

In the absence of government support, you can't expect a head teacher to keep a school running without the backing of parents/guardians and school management.

Everything is interconnected. Yet we have seen that when a head teacher is empowered to lead and take personal responsibility for their school, each one of these trends can and has been reversed.

In light of this, we believe the best opportunity for success lies in supporting the holistic development of a quality school environment; starting with **building the capacity of its leadership.**

**defining quality*

BT has adopted UNICEF's holistic definition of a quality education and learning environment as one that enables and incorporates: prepared and supported students; accessible classrooms, facilities and resources; relevant curricula and materials; trained, effective teachers; and literate and numerate primary school graduates.

the big idea

Building Tomorrow (BT) proposes the introduction of a fellowship program, modeled after the success of the Kaivalya Education Foundation's (KEF) Gandhi Fellows and subsequent Principal

1. For English, Uwezo defined competence as the ability to correctly read and understand a 'story' text of Primary 2 level difficulty; for Math, Uwezo defined competence as the ability to solve at least two numerical written division sums of primary 2 difficulty.

2. "Evidence tells us that it is the quality of the teacher that has the greatest impact on a child's educational outcomes. Unfortunately, experience shows us that quality is rarely distributed equally and it is often the schools most in need, which have the least well-trained teachers. Indeed, the focus on achieving universal education...and the rapid expansion of schooling by many governments, has led to a shortage of adequately trained staff...In many sub-Saharan African countries, less than 60% of primary teachers are professionally qualified." - Varkey GEMS Foundation

3. Data courtesy of Uwezo-Uganda and on average, across six of the districts in which BT is working

4. As documented in a 2013 Varkey GEMS Foundation overview



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Leadership Development Program (PLDP), based in India. Gandhi Fellows work with principals/head teachers to develop their skills—through the PLDP—in four distinct areas: personal, instructional, organizational and social leadership. At its core, the program envisions that if trained well, school leaders can be at the heart of qualitative change within government schools.

Likewise, the ultimate aim of the BT Fellows program is to build and strengthen human capacity to realize success at both BT academies and rural, public schools across Uganda. The program will be but a part of BT's multi-pronged, eight-step approach to ensure access to a quality education for hard-to-reach students in East Africa:

1. establishing partnerships at the district level
2. constructing safe, permanent and local schools
3. *actively engaging families, pre- & post-construction*
4. recruiting, hiring & *supporting teachers*
5. *establishing effective systems of school governance*
6. *strengthening in-class programming*
7. *supporting student health & well-being*
8. *monitoring & evaluating our progress*

program development

The BT Fellows program is currently under development (*timeline below*). At this stage, BT is actively recruiting a Leadership Development Officer and Program Development Officer (*job descriptions attached*). Once hired, both will work to develop a curriculum that will take graduates of Ugandan colleges and universities and equip them to be changemakers in hard-to-reach schools, with the potential to dramatically scale the delivery of a quality education across Uganda.

BT currently has in place a successful system of managing the physical construction of its academies with direct-support from a network of trained Community Development Officers (CDOs), overseen by a Program Manager, Engineer in Residence and Logistics Officer. Each CDO is matched and posted to a particular community throughout the construction process.

Similarly, at BT academies, the BT Fellows program will mirror the CDOs direct support, following the school's official opening. At rural, public, non-BT affiliated schools, BT Fellows will serve as a vital

resource for school leadership.

Supported by the aforementioned Leadership Development Officer (a Gandhi Fellow alumnus), Program Development Officer, Fellows Program Manager(s), and a network of in-country partners (including teacher training), BT Fellows, placed regionally, will work directly with three primary schools, serving as a high-quality resource and coordinator for up to 27 rural teachers (including three head teachers) and 30 SMC members.

the fellows

Fellows will work directly with head teachers to improve the efficiency and effectiveness of education delivery in rural areas. Day-to-day (*draft program outline attached*), Fellows will provide face-to-face leadership development training, skills and knowledge transfer, and the tools and guidance to more effectively collect data, monitor, analyze and report on each academy.

Fellows will encourage and motivate an academy's leadership to empower the community to continually embrace the school. They will challenge local perceptions of education; encourage teachers - by way of the head teachers - to think-outside-the-box, adapt, and creatively problem solve; and will work tirelessly to support the development of a quality learning environment.

qualifications & traits

Fellows will be inexperienced in the field of education; bringing a fresh perspective to their primary role of supporting and catalyzing change within the school community. The ideal fellow is:

- a recent college graduate from a Ugandan university
- fluent in English
- eager to be at the heart of social change
- a critical thinker
- meticulous, with a high level of attention to detail
- highly motivated, ambitious, passionate
- persuasive, able to influence without authority
- flexible, creative, open-minded

why fellows?

With Uganda facing incredibly high rates of unemployment amongst



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its recent college graduates^{5,6}, an important benefit of the BT Fellows program is its ability to serve as a conduit for energetic young professionals in Uganda to join the workforce and gain significant skills and experience over a short-term that will greatly benefit any future career they choose.

Fellows will face a steep learning curve; engaging directly with and managing the expectations of a multitude of stakeholders (from government officials to rural communities), in a resource-limited setting, to develop creative solutions to intricate social change issues facing their country. Fellows will complete the program with not just a strong understanding of the education system, but, more importantly, unparalleled experience in problem solving and system design thinking that can be applied to any social change issue. Additionally, Fellows will bring energy, enthusiasm and fresh ideas to the table that are necessary to effect any real change within a broken system. Ideally, their relative naiveté will encourage the asking of questions and flow of information across all stakeholders.

A short-term, two-year fellowship also provides a clearly defined framework of support post-construction, with an even more important exit strategy by which to phase out that support and formally transition leadership within a specific time-frame.

the goal

Last year, in a report outlining their education strategy and recommendations for post-2015, USAID indicated a need for simultaneous intervention across the following areas as one of the most effective means of improving learning outcomes:

1. teaching and learning in the classroom
2. effective school management
3. national policy and structural reforms⁷
4. engagement and accountability by communities

It follows that the ultimate goal of the BT Fellows program is to support and promote the transfer of knowledge between experienced teachers, managers and practitioners, by way of the Fellows, to the Head Teachers and SMCs responsible for the growth, development and long-term sustainability of new BT academies.

Specifically, each Fellow will work to establish the following:

1. A participatory, supportive, classroom and school environment⁸
2. An established, efficient management structure
3. An independent, financially sustainable school
4. Clear and open lines of communication between all stakeholders^{9,10,11}

monitoring & evaluation

BT will monitor and evaluate the progress of the BT Fellows program through multiple venues; enlisting Fellows, head teachers and program staff to track a variety of metrics at each school and ultimately hiring a third party to independently evaluate the overall success of the program itself.

In an effort to ensure a *quality* learning environment, as defined above, Fellows themselves will assist in tracking and meeting the following metrics and benchmarks, as they pertain to:

5. "The share of unemployed youth among the total unemployed can be as high as 83% in Uganda." (World Bank, 2005 report)

6. A 2013 report by Action Aid International Uganda, Uganda National NGO Forum and Development Research and Training found youth unemployment to be 62%.

7. BT staff has been and continues to actively address this area of intervention by liaising directly with the Ministry of Education and local District Education Offices to promote reform and lobby for support.

8. "While lots of things are important, we need to hone in on the few factors that make a big difference in learning, such as motivating teachers and holding them accountable, and creating an environment for children that is engaging and interactive. All these are doable; there is clear evidence of success from within our own countries and others that we can build on." (Uwezo-Uganda 2011 Report)

9. "Children whose parents visit the school to talk about their learning perform better in English reading and basic mathematics. In English reading 40% of children in P3-P7 whose parents visited the school to talk about learning were competent compared to 34% who were competent but whose parents did not visit school to talk about the child's learning." (Uwezo-Uganda 2011 Report)

10. According to Ureport poll answered by 26,543 individuals in Uganda - "Why do you think youth in your community drop out of school?" - "parental negligence" ranked third.

11. According to Ureport poll answered by 16,915 individuals in Uganda - "What can be done to reduce [the] number of [school] dropouts?" - ratifying the government's policy on education ranked first, with sensitization (as to the importance of education) coming in second.



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1. **prepared and supported students**—students are supported by their families, communities, and peers, and are focused, present, and ready to participate in school;

metrics & benchmarks—

- daily meals for students and teachers
- an established system of student governance
- hand-washing station with regular upkeep by student(s)
- initial student enrollment
- ongoing student attendance/retention rates
- parent/family attendance at “open houses”
- **“Shule Yetu”* results for*
 - *Community Involvement*
 - *Child Well-Being*

2. **an accessible, well-managed physical school environment**—a well-managed, safe, permanent, local and inclusive physical school environment, with adequate classroom space, facilities, resources, and personnel;

metrics & benchmarks—

- a fully-functioning SMC with a Chairman and 10 elected members
- a clear budget, established payment plans, and a savings fund
- regular attendance at monthly SMC meetings
- attendance and regularity of weekly or bi-monthly meetings between SMC chair and head teacher
- attendance at head teacher meetings
- total parent/guardian contributions collected /student each term
- **“Shule Yetu”* results for*
 - *Infrastructure*,
 - *School Management & Administration*
 - *Governance*
 - *Financial Health*

3. **relevant curricula and materials**—the accessibility and delivery of relevant curricula and materials to national standards, particularly in the areas of literacy, numeracy and basic life skills;

metrics & benchmarks—

- completed lesson planning/scheming for all teachers
- incorporation of TESSA⁸ learning materials
- student and teacher attendance

4. **trained and motivated teachers**—trained teachers are employing participatory teaching methods, actively engaging students, and following their progress;

metrics & benchmarks—

- an incentive-based system to support and motivate teachers
- implementation of formal, interactive, activity-based lesson plans
- ongoing teacher attendance
- **“Shule Yetu”* results for
 - *Teaching & Learning*

5. **literate and numerate graduates**—graduating students are literate, numerate and equipped with the critical thinking skills they need to positively contribute to society

metrics & benchmarks—

- placement exam scores for literacy and numeracy, as baseline
- standardized exam scores, including national year-end exams

**Shule Yetu*

Fellows will also be responsible for overseeing the second implementation of “Shule Yetu”—a qualitative analysis tool, developed by Build-Africa and adapted by BT. By its nature, “Shule Yetu” employs a participatory approach, engaging stakeholders (e.g. students, parents, teachers, management) in discussions surrounding their priorities, perceptions and the framework currently in place in their community to support a basic, primary-level education for their children. Specifically, “Shule Yetu” covers the following seven key outcome areas: infrastructure, teaching and learning, school administration, governance, child well-being, community involvement, and financial health of the school.

BT is adapting “Shule Yetu” for use as a dual-purpose tool that will be utilized during both the needs assessment/pre-construction phase and after a school’s first term in order to track perceptions over time and provide a snapshot of the school’s development. Implementation, both pre- and post-construction, will include a questionnaire to assess the seven key outcome areas, priority setting to track perceptions and weigh the importance of focus areas covered by the tool, and action planning. For the Fellows, action planning will involve formally transitioning ownership of the school to the community and leading all stakeholders through the process of both recognizing how far they have come and identifying their long-term goals and a way forward.

8. “TESSA (Teacher Education in sub-Saharan Africa) is an international research and development initiative which brings together teachers and teacher educators from across sub-Saharan Africa. It offers a range of materials (Open Educational Resources) in four languages to support school based teacher education and training.”



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learning

The proposed BT Fellows program is a combination of many things we've seen work at different organizations around the world. In summary, the BT Fellowship combines the best ideas, as we see them, from the following organizations, BT included:

- **Kaivalya Education Foundation**
leading a professional leadership development training program for thousands of headmasters in rural India
- **Educate!**
working through carefully chosen college graduates that serve as mentors to secondary school students, teaching them the fundamentals of entrepreneurship
- **Teach For America**
recruiting the best, brightest and most driven college graduates
- **Building Tomorrow**
working hand-in-hand with local communities to drive long-term, sustainable change at a grassroots level

program development timeline

fall/winter 2013	Recruit Leadership Development Officer & Program Manager
spring 2014	Intensive program development
summer 2014	Advertise Fellowship at Ugandan universities Fellows recruitment, interviews
sept 2014	start of third school term
fall/winter 2014	Fellows orientation & training (2+ weeks) Fellows school immersion* (4-6 weeks) Fellows community immersion* (4-6 weeks)
feb 2015	start of first school term Fellows posting formally begins
*summer 2016	recruitment of 2nd class of Fellows
*fall/winter 2016	orientation, training & immersion for 2nd class of Fellows
dec 2016	end of third term formally transition out of school end of pilot Fellowship

draft program outline

Below is a draft overview, based on the Gandhi Fellows training and timeline, of the BT Fellows program; to be developed, in-full, upon BT's hiring of both a Program Development and Leadership Development Officer in Uganda.

Phase 1 - Orientation

Goal: Introduce Fellowship roles & responsibilities, Mental preparedness

Duration: 10-14 days

Questions: Who is Building Tomorrow? How does the education system work in Uganda? What can I expect?

Fellows will spend a short, intensive, two weeks being introduced to the BT Fellowship program. Fellows will meet their support team/staff, learn the general competencies, be introduced to BT's pre-opening/construction model and will hear from graduates of like-minded programs as well as representatives from the various stakeholder groups they will be working alongside. They will be introduced to and assigned various readings, although no formal instruction or skills-transfer (in the traditional sense) will take place. In-practice, However, as Fellows will work as problem solvers as opposed to trainers, the orientation phase will be short and direct. For example, rather than reading and taking classes on the education system in Uganda, immediately following their orientation, as outlined below, Fellows will spend 4-6 weeks in a rural school: auditing, asking questions, and learning for themselves.

Phase 2 - Induction

Goal: Understanding the system; Learning; Building relationships at school

Duration: 4-6 weeks

Questions: Who are the stakeholders at a local, community level? How do they interact? What is the curriculum and how is it being implemented? What challenges are head teachers and schools facing?

Fellows will spend 4-6 weeks auditing classes, researching and reviewing policies, meeting stakeholders, and building relationships at a school-level. During this phase, Fellows will spend every morning at school and every afternoon de-briefing with other Fellows and program staff. Together, Fellows will reflect on what they have learned, what



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works, areas for improvement, etc. and will begin to understand and delve into the complexities of primary-education delivery in hard-to-reach communities. Program staff will facilitate discussion and direct Fellows to additional resources.

Phase 3 - Immersion

Goal: Building relationships in the community; Developing context

Duration: 4-6 weeks

Questions: What are the community's biggest needs? What are the impediments to education?

Fellows will spend 4-6 weeks living in one of the communities in which they will work (as opposed to in a nearby city where they will live throughout the duration of their Fellowship), experiencing daily life and gaining an understanding of the challenges faced by families and students in an effort to ultimately bridge the gap between teachers/schools and the community.

Day-to-day, Fellows will spend half their time in school, auditing classes, meeting with teachers, etc. and the rest of their time living, working, and taking part in daily chores alongside the community.

Phase 4 - Training & Workshops

Goal: Introduce Fellows to best practices; Facilitate supportive network for problem solving and discussion

Duration: Ongoing

Questions: How can and do teachers teach? How do students learn? What works best in the classroom?

Each month, both Fellows and Head Teachers participate - jointly - in a school development planning workshop. This network shares ideas, troubleshoots and plans for the coming months. Head Teachers hold each other accountable and Fellows participate to ensure teachers stick to their plans on a weekly basis once back at school.

Fellows also participate in weekly discipline-based trainings; introducing them to and building their knowledge-base on curriculum and pedagogy. Subjects/topics should include mathematics education, science education, literacy and writing education, student learning

outcomes, extra-curriculars (art, theatre, sports), agriculture education, health education, and monitoring and evaluation. These trainings/workshops are meant to provide a foundation on which Fellows can recognize and recommend best-practices in the classroom, and work with/through Head Teachers to introduce new or modify existing programming and curricula at the teacher/classroom level.

***BT will work closely with multiple partner organizations to develop this phase of the Fellows program, including: Varkey GEMS (teacher training), TESSA (in-class resources), and STIR (teacher networks, micro-innovations).*

Phase 5 - Fellowship

Goal: Strengthen the human capacity of hard-to-reach schools across Uganda

Duration: Two years

Questions: How can teachers be held accountable? What does a model classroom look like? How can Head Teachers serve as role models for teaching staff? How can head teachers and teachers promote creativity and independent thinking?

Over the next two years (six school terms), Fellows will work in direct partnership with Head Teachers at each of their (up to three) assigned schools. Fellows will invest one whole day each week with each Head Teacher, coming to understand the current state of the school, develop his/her vision moving forward and, most importantly foster leadership. Ultimately, a Fellow's goal is to empower the Head Teacher to effectively and efficiently manage a top-quality school. Working towards this goal, Fellows will work alongside Head Teachers to develop a custom, comprehensive school development plan to motivate, support and hold accountable teachers, management, parents and students. This plan will include classroom processes, instruction methods, roles and responsibilities of school management, budgeting processes, attendance policies, etc.

Sample week:

Sunday: Planning

Monday: Meet with Head Teacher at school #1 (approx. 5 hours at school), Reflect/review day individually (2-3 hours)

Tuesday: Meet with Head Teacher at school #1 (approx. 5 hours at school), Reflect/review day individually (2-3 hours)



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Wednesday: Meet with Head Teacher at school #1 (approx. 5 hours at school), Reflect/review day individually (2-3 hours)

Thursday: Work day - Flexible

Friday: Meet/troubleshoot/brainstorm with Fellows Program Manager/Resource Personnel/Partner

Saturday: Workshops/Training - Capacity building

budget

In its first full year (2015), the proposed BT Fellows program will cost just over **\$4,500 per school**, providing one-on-one training and support for a total of 30 rural Ugandan schools, including both BT and public schools.

The full development and piloting of the Fellowship program is estimated to cost **\$427,886** through December 2016.

**Included in the budget is a plan to bring on a new class of 10 Fellows during the second half of 2016. These Fellows will, during that time, undergo the same orientation and immersion process and will, for a time, be mentored by the active, inaugural class of Fellows. Beginning in 2017, these 10 new Fellows will be placed regionally to support 30 new schools.*



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ORGANIZATIONAL CHART FOR BT ACADEMIES

