

2024 ANNUAL IMPACT REPORT

Milestones and Momentum



BUILDING TOMORROW®

CONTENTS

SECTION 1

Mapping Milestones

Building Tomorrow's mission, vision, and theory of change

SECTION 2

Measuring Milestones

2024 impact

SECTION 3

Momentum in Motion

Programmatic innovations and updates

SECTION 4

Momentum Multipliers

Building Tomorrow's Community Education Teams and partnerships

SECTION 5

Mobilizing Momentum for Tomorrow

2024 events and financials



📷 R2R-trained teacher Gerald Kakuku conducts a literacy lesson during a Roots to Rise camp at Bulyansime Primary School in Bugweri District, Eastern Uganda.

FROM OUR CO-FOUNDERS

Friends, Partners, and Champions of Learning,

We are thrilled to welcome you to *Milestones and Momentum*, Building Tomorrow's 2024 Annual Report.

Over the past year, our collective belief in the power of community-led education came alive in ways that exceeded even our boldest expectations. From the bustling classrooms of Iganga to the quiet resilience of learners in remote villages in Kanungu, 2024 was headlined by relentless determination, unwavering commitment, and deep conviction in the mission of Building Tomorrow.

Throughout 22 districts, Building Tomorrow Community Education Teams (CETs) mobilized communities and deepened partnerships that brought meaningful learning to more than 280,000 children through our Roots to Rise foundational learning camps. For perspective, that's the approximate number of combined learners enrolled in the San Francisco, Boston, Seattle, Washington D.C., and Indianapolis public schools.

We also celebrated a milestone that's at the heart of Building

Tomorrow's mission: 48,000 formerly out-of-school learners re-enrolled, signaling not just access, but renewed hope for tens of thousands of families. In a world where too many children still fall through the cracks of education systems, our CETs have ensured every child is seen and every child counts.

Behind these numbers are the leaders who drive our mission forward. This year, we deployed 200 courageous Building Tomorrow Fellows—young Ugandan changemakers committed to transforming the future of education in their communities. Their work represents the momentum we are building not only in classrooms, but across an entire generation.

As co-founders and lifelong believers in the potential of every child, we remain grateful—and humbled. Milestones matter. But so does momentum. What we do next, together, is what will define this movement.

Thank you for continuing to stand with us. For believing in a tomorrow that's built today—in every classroom, every camp, and every child. Webale, nnyo, thank you very much.



George Srour

George Srour
Co-Founder and Chief Dreamer



Joseph Kaliisa

Joseph Kaliisa
Co-Founder and Country Director



Mapping Milestones

📷 Learners at Mutagisa Primary School in Mayuge District, Eastern Uganda, add using Sticks and Bundles during a Roots to Rise numeracy camp.

LIVING OUR “WHY”

Despite measurable gains in school access over the last two decades, many children continue to face barriers to learning. In Sub-Saharan Africa, nearly **9 out of 10 children are unable to read and comprehend a basic paragraph**, and approximately **202 million school-aged children across the region cannot read, write, or perform basic math** (UNICEF; UNESCO). These statistics may sound alarming, but for Building Tomorrow, they serve as a clarion call.

With a vision of literacy and numeracy for all children and a mission of community-powered learning, Building Tomorrow partners with those most affected by the learning crisis—communities themselves—to bring learning to hundreds of thousands of learners per year.

We Build Tomorrow with:



**UNSHAKABLE
PASSION**



**COLLABORATIVE
ENGAGEMENT**



**CREATIVE
INGENUITY**



**RELENTLESS
DETERMINATION**

And we keep learning.



📷 Learners do multiplication using the Ladder Method during a Roots to Rise numeracy school camp at St. Kizito Bamusuta Primary School in Nakaseke District, Central Uganda.

THEORY OF CHANGE

Building Tomorrow mobilizes communities to deliver foundational learning to un- and under-schooled learners through the level-appropriate Roots to Rise literacy and numeracy program.

WE WORK WITH...



WHEN WE...

Recruit, train and, deploy university-graduate Fellows.

Enlist and upskill Community Education Volunteers.

TO ACHIEVE...

Communities are connected to their children's learning by building Community Education Teams.

Communities prioritize their children's education and the welfare of those families is improved.



Train and support school leaders and teachers to prioritize foundational learning.

Co-design and implement inclusive, learner-centered programming.

Underserved children can read and understand a simple text, as well as compute all four basic math functions.

Schools are run and managed more professionally and equitably.

Improved representation of under-represented learners in education systems and higher completion rates of school.



Collaborate with and support government leaders to prioritize community-powered education for all learners.

Alignment of local and national educational priorities around foundational learning.

Increased local government involvement in foundational learning initiatives.



Measuring Milestones

📷 Learners at Mutagisa Primary School in Mayuge District, Eastern Uganda, participate in the Sticks and Bundles Roots to Rise numeracy lesson during a school camp.

2024 IMPLEMENTATION DISTRICTS

BOTH COHORT 8 AND 9 FELLOWS

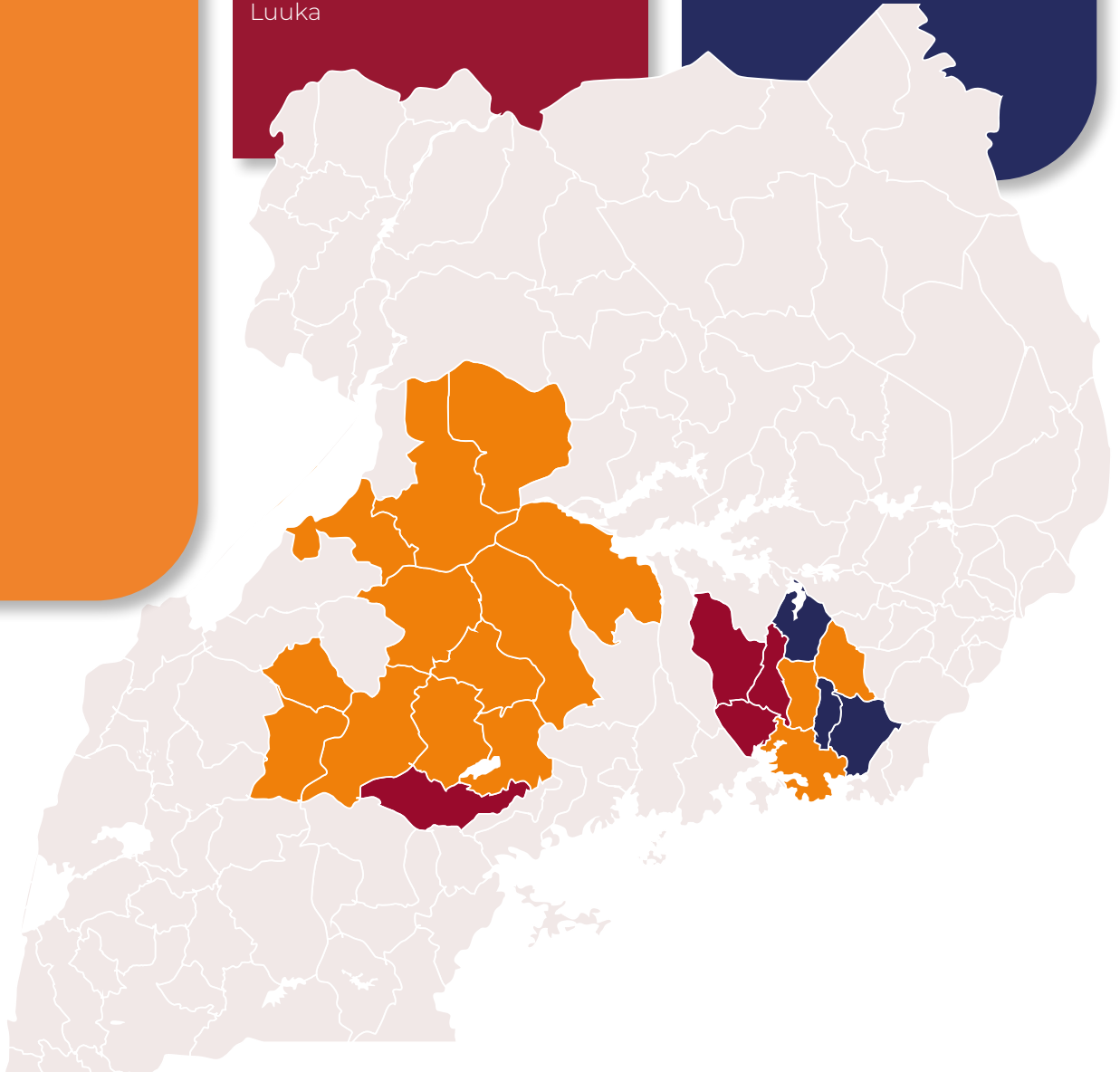
Hoima
Iganga
Kassanda
Kibaale
Kiboga
Kiryandongo
Kyankwanzi
Kyegegwa
Masindi
Mayuge
Mityana
Mubende
Nakaseke
Nakasongola
Namutumba

COHORT 8 FELLOWS ONLY

Gomba
Jinja
Kamuli
Luuka

COHORT 9 FELLOWS ONLY

Bugiri
Bugweri
Kaliro

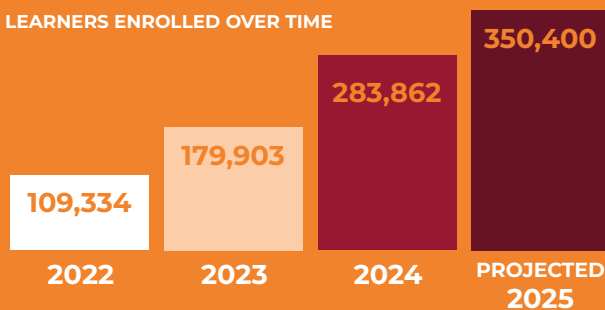


IMPACT IN NUMBERS

2024 REACH

283,862 LEARNERS ENROLLED IN A ROOTS TO RISE (R2R) CAMP

LEARNERS ENROLLED OVER TIME



2,046 LEARNERS WITH DISABILITIES ENROLLED

138,776 GIRLS ENROLLED IN R2R CAMPS

48,574 OUT-OF-SCHOOL CHILDREN (OOSC) ENROLLED IN SCHOOL

1,701 OOSC WITH DISABILITIES ENROLLED IN SCHOOL

3,657 NEW COMMUNITY EDUCATION VOLUNTEERS (CEVS) RECRUITED

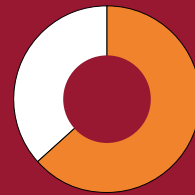
963,304 VOLUNTEER HOURS CONTRIBUTED BY ALL CEVS

100 NEW FELLOWS DEPLOYED

200 ACTIVE FELLOWS

2024 IMPACT

Minimum Proficiency Level (MPL): the skills required of a learner's particular grade



63.5%

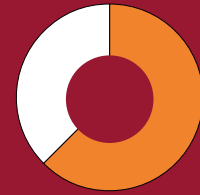
OF LEARNERS REACHED MPL IN LITERACY COMPARED TO 12.1% AT BASELINE

MPL IN LITERACY:

P1-P2: Ability to read letters and syllables

P3: Ability to read words and paragraphs

P4-P5: Ability to read and comprehend stories



62.5%

OF LEARNERS REACHED MPL IN NUMERACY COMPARED TO 11.9% AT BASELINE

MPL IN NUMERACY:

P1-P2: Ability to recognize single and double digits

P3: Ability to add and subtract with regrouping

P4-P5: Ability to perform all four basic math operations (+ - x - /)



80.9%

of learners improved at least one level in literacy



80.0%

of learners improved at least one level in numeracy



📷 Building Tomorrow Fellows Phionah Bugosi and Miriam Nandera collaborate while observing a Roots to Rise camp at Bulyansime Primary School in Bugweri District, Eastern Uganda.

WHAT DOES “LITERACY AND NUMERACY FOR ALL” MEAN?

In pursuit of Building Tomorrow’s goal of achieving literacy and numeracy for all, in 2024 the organization worked to define what it means to be “literate” and “numerate” at each grade level for R2R learners. To guide this process, the team aligned the R2R curriculum with the Global Proficiency Framework (GPF)—an international benchmark—drawing on the GPF-defined learning domains for literacy and numeracy. To capture this metric, Building Tomorrow introduced a new key

performance indicator: Minimum Proficiency Level (MPL).

MPL denotes the percentage of learners who have achieved the minimum skills needed to attend to their grade-level learning, effectively indicating the percentage of learners for whom remediation is no longer required. The addition of MPL allows Building Tomorrow to have a more nuanced, individualized metric of learning that accounts for the level differentiation within R2R groups.

In Building Tomorrow R2R camps in 2024:

63.5% of learners reached MPL in literacy for their class level by the end of camp (compared to 12% at baseline)

62.5% of learners reached MPL in numeracy for their class level by the end of camp (compared to 12% at baseline)



Momentum in Motion

📷 Learner Annet Nanfuka leads a Roots to Rise Letter Jump literacy activity at Kasikombe C/U Primary School in Mityana District, Central Uganda.

ROOTS TO RISE



40 HOURS



**SOCIAL-
EMOTIONAL
LEARNING**



**UNIVERSAL DESIGN
FOR LEARNING
AND INCLUSIVE
EDUCATION
TECHNIQUES**



**TARGETED
INSTRUCTION**



**CLASSROOMS
AND
COMMUNITIES**



📷 Learners at Kasikombe Primary School in Mityana District, Central Uganda, receive instruction from teacher Kayaga Allen during a Roots to Rise literacy lesson.

Roots to Rise (R2R) is Building Tomorrow's Teaching at the Right Level (TaRL)-inspired signature foundational literacy and numeracy program, delivered to primary-aged girls and boys in schools by teachers and in communities by Community Education Volunteers (CEVs). The program offers level-appropriate, play-based literacy and numeracy lessons over 40 hours of instruction, delivering significant learning gains to Primary 1 to 5 learners. R2R also integrates Universal Design for Learning, social-emotional learning techniques, and reading comprehension-building skills through all literacy levels, with learning outcomes mapped to the GPF.

NUULU'S MOMENTUM



📷 12-year-old Nuulu Nakagolo poses for a photo outside her school in Iganga District, Eastern Uganda.

Before joining a R2R school camp at Kakongoka Primary School in Iganga District, Eastern Uganda, 12-year-old Nuulu Nakagolo struggled to reliably recognize numbers beyond 10, count objects past 20, and solve basic addition and subtraction problems. These difficulties not only left her spending large amounts of time on simple math problems during homework and exams, but also affected her confidence in the classroom.

Feeling frustrated and isolated, Nuulu struggled to participate in class, fearing her peers would judge her.

However, after enrolling in her school's R2R camp in March 2024, Nuulu's ability to perform basic math improved significantly. Beginning as an R2R numeracy level 1 learner, Nuulu tested at R2R level 4 by the end of the camp's 40 hours of instruction. Further, just four short months after enrolling in her R2R camp, **Nuulu emerged as the top student in her Primary 4 class**, a leap she could not have made without the support of the R2R camp. Nuulu reports that she no longer relies on counting on her fingers for arithmetic, and credits her newfound math skills for this improvement.

SOCIAL-EMOTIONAL LEARNING ENRICHES R2R IMPACT

"Before incorporating social-emotional learning into my teaching, I didn't fully understand how significantly emotions impact learning. Now, I make it a priority to listen to my students, and I notice a remarkable change in their confidence. They are more willing to speak up in class without the fear of judgment from their peers."



JALIA NAIGAGA,
TEACHER AT
KAKONGOKA PRIMARY
SCHOOL IN IGANGA
DISTRICT, EASTERN
UGANDA

"Our teacher, Jalia, helps us express our feelings. When I am sad, I know how to calm down and avoid fighting with others. I used to get angry quickly, but now, I breathe deeply and talk about my feelings."



TRAVINE KATOOGO, AGE 10, PRIMARY 4 STUDENT AT KAKONGOKA PRIMARY SCHOOL IN IGANGA DISTRICT



Two learners pose for a photo at Bululu Primary School in Bugiri District, Eastern Uganda.

In 2024, Building Tomorrow introduced social-emotional learning (SEL) techniques into R2R, integrating an SEL skill into each R2R lesson. Already, R2R teachers and CEVs have reported a positive impact on learners enrolled in camps.

SEL skills are organized into key domains such as cognitive development, emotional awareness, self-identity, personal agency, communication, and social responsibility.

SEL equips students with essential skills to understand and manage their emotions, form healthy relationships, set and pursue goals, and make responsible decisions. Research consistently shows that

integrating SEL into education not only supports students' mental well-being but also enhances academic achievement.

In an initial qualitative study of facilitator perception of the SEL programming conducted by Building Tomorrow, R2R teachers and CEVs observed notable improvements in students' motivation, empathy, openness to new experiences, cooperation, memory, self-awareness, and critical thinking as a result of SEL programming. One teacher said, "Learners remember things more when we add SEL; it improves memory and awareness when used in class."



Momentum Multipliers

📷 Roots to Rise-trained teacher Kwagala Lilian teaches learners addition using Sticks and Bundles at Mutagisa Primary School in Mayuge District, Eastern Uganda.

OUR COMMUNITY EDUCATION TEAMS



📷 Building Tomorrow Fellow Ronald Waira poses with Roots to Rise-trained teachers Gerald Kakuku and Shifah Nyiro at Bulyansime Primary School in Bugweri District, Eastern Uganda.

Building Tomorrow empowers proximate leaders through the formation of Community Education Teams, comprising Fellows, CEVs, community leaders, teachers, and school leaders. Together, these individuals work to support education in their communities, leveraging existing community assets to:



FACILITATE R2R LITERACY AND NUMERACY LESSONS



ENROLL OUT-OF-SCHOOL CHILDREN



BUILD THE CAPACITY OF SCHOOL LEADERSHIP



CHAMPION INCLUSION

R2R TEACHERS CREATE LEARNING MOMENTUM

Kayaga Allen is one of the thousands of teachers who make up Building Tomorrow's Community Education Teams. With nearly two decades of teaching experience, Kayaga had the opportunity to attend an R2R training session for the first time in 2024 and was impressed by the new teaching techniques she learned. She has found that integrating inclusive techniques such as SEL has better equipped her to better support her students' educational needs, and the results are evident.

Since she began conducting R2R camps at Kasikombe Primary School in Mityana District in 2024, Kayaga has taught R2R to **288 learners**. Incredibly, **88% of those learners improved by at least one R2R level in literacy**, and **84% improved at least one R2R level in numeracy**.

Thank you, Kayaga, for building foundational skills for so many in Mityana District!



📷 Teacher Kayaga Allen leads a Roots to Rise camp with learners in Mityana District, Central Uganda.

MOMENTUM PARTNERS



📷 ESSCs Maureen, Brenda, and Ochwo pause for a photo with the Deputy Chief Administrative Officer of Kamuli District, Badiru Ssentongo (second to left).

In 2024, Building Tomorrow began a partnership with the Hempel Foundation to advance both its direct implementation footprint and its systems-strengthening ambitions. The partnership has brought R2R to the three Eastern Ugandan districts of Bugiri, Bugweri, and Kaliro and has allowed the organization to **second 10 former Fellows as Education System Strengthening Coordinators (ESSCs) to local government offices in Jinja and Kamuli Districts. There, they are serving three-year terms supporting local officials to deliver foundational**

learning and mobilize their own CETs. This systems-strengthening approach, first introduced through Building Tomorrow's 2020–2022 Tomorrow is Now pilot, represents a critical investment in sustainable impact.

Partnerships have also been catalytic on the research front, most prominently through Building Tomorrow's selection as an inaugural uBoraBora grantee. Through uBoraBora, Building Tomorrow has partnered on implementation research to optimize R2R's literacy

programming, particularly for the segment of Primary 4–5 learners, who the analysis shows have, on average, the farthest to go to reach MPL for their grade. Specifically, **uBoraBora is helping Building Tomorrow test how adding booklets with additional paragraphs and story-level reading materials, in addition to training facilitators on the usage of these materials, can support literacy improvement rates.** More iterations will take place in 2025, exemplifying our organizational mantra to 'keep learning.'

GOVERNMENT AND MULTILATERAL MOMENTUM

DEEPENING GOVERNMENT COLLABORATION AND GAINING GLOBAL RECOGNITION

Building Tomorrow launched a Government Relations team in 2024 with a goal to scale R2R and CEV approaches across Uganda. Through strategic engagements, the team continues to strengthen partnerships with Uganda's Basic Education Department, Teacher/Tutor Instructor Education and Training Department, and Education Planning Department. Building Tomorrow's progress is exemplified by the Ministry of Education and Sports' official recognition in 2024 of R2R districts as "centers of excellence," and the enthusiasm for Building Tomorrow's work by local officials, including Mr. Kifampa Hamid, District Inspector of Schools in Mityana District.

These growing partnerships at the national and district levels are opening doors for deeper collaboration and visibility with key education stakeholders. In 2024, Building Tomorrow was pleased to host visitors from the World Bank and UNICEF, key players in Uganda's education sector. UNICEF's Chief of Education in Uganda led a team to observe Building Tomorrow's work in Mubende District in August, while the World Bank's Senior Education Specialist in Uganda led a visit to see implementation in Mityana District in September. Through multi-stakeholder visits such as these, Building Tomorrow learns from partners in the education space and simultaneously shares

knowledge established through years of impactful, locally led programming.

Building Tomorrow achieved another milestone in 2024 when the organization was selected as a coalition partner in USAID's 2025–2029 Targeting the Learning Crisis (TLC) project. While the project was terminated in early 2025, Building Tomorrow's inclusion in the TLC coalition signified the recognition of our community-powered approach as impactful and effective. Building Tomorrow was honored to be chosen alongside other organizations and look forward to reaching even more learners in the years to come.

"CEVs have been instrumental in boosting school enrollment and parental engagement. At Kasikombe Primary School, enrollment skyrocketed from 40 to more than 200 learners after their intervention."

**MR. KIFAMPA HAMID,
DISTRICT INSPECTOR OF SCHOOLS,
MITYANA DISTRICT**



Mr. Kifampa Hamid meets with Building Tomorrow staff in Mityana District, Central Uganda.



Mobilizing Momentum for Tomorrow

📷 A learner leads a Number Wheel activity that teaches children an easier way to understand place values during a numeracy camp in Mityana District, Central Uganda.



From left to right: Emily Gustafsson-Wright, Grace Musiimire, Maharshi Vaishnav, Pritha Venkatachalam, and Anna Mølgaard Thaysen speak on the event panel.

BUILDING TOMORROW AT UNGA 79

In September, Building Tomorrow hosted *Empowering Communities: Local Solutions for Global Education Goals*, an event on the sidelines of the United Nations General Assembly in New York City. It was Building Tomorrow's first multilateral event, bringing together a panel of dedicated international education development experts and more than 60 guests to discuss community-powered solutions to the global education crisis. Moderated by The Brookings Institution's Emily Gustafsson-Wright, the panel

comprised Bridgespan Group's Pritha Venkatachalam, Educate Girls' Maharshi Vaishnav, Hempel Foundation's Anna Mølgaard Thaysen, and Building Tomorrow's Grace Musiimire.

Panelists discussed the **important role communities play in keeping children enrolled in school and learning, as well as the importance of steady long-term investment and local buy-in, collective effort, and the ability to adapt over time.**

The panelists' insights and audience questions inspired continued exchange of lessons learned, which Building Tomorrow carried forward into other forums with peers and education community members throughout the year.

KNOWLEDGE SHARING

SKOLL WORLD FORUM AND THE AFRICA FOUNDATIONAL LEARNING EXCHANGE

In April, Co-Founder and Chief Dreamer, George Srour, and Director of Strategic Partnerships, Jyl Strong, represented Building Tomorrow at the Skoll World Forum in Oxford, UK. Throughout the week, the team met with peers, funders, and prospective partners in key strategic conversations to learn, network, and advance Building Tomorrow's work.

George served as a panelist at the Hempel Foundation's Marmalade Festival event *Transforming*

Education Systems, using the opportunity to share how Building Tomorrow's community-centered model is creating scalable learning impacts in Ugandan schools and communities. He highlighted in particular the extensive contributions of CEVs and recommended them as a sustainable solution to the global education crisis.

In November, Building Tomorrow was proud to be invited to the Africa Foundational Learning

Exchange (FLEX) conference in Kigali, Rwanda, where Co-Founder and Country Director, Joseph Kaliisa, spoke at the FLEX 2024 Community Engagement Session moderated by UNICEF. Joseph spoke about the intersection of foundational learning and community engagement, and how CEVs create meaningful, community-powered change for learners across rural Uganda.



📷 George Srour shares about the impact of CEVs at the Marmalade Festival at Skoll.



📷 Joseph Kaliisa presents at the FLEX 2024 conference in Kigali, Rwanda.

AWARDS AND RECOGNITION

Selected
for the
hundrED
Global Collection
2025

Building Tomorrow's CEVs were honored as a top-100 innovation in education by HundrED, as well as being spotlighted in their Global Collection 2025 report. Reviewers said:

“Community Education Volunteers are highly scalable by empowering local educators and leveraging community networks, ensuring easy replication and widespread adoption in diverse regions,” and “this approach not only enhances educational outcomes but also fosters sustainable community.”



In 2024, Building Tomorrow was honored to be recognized as a Klaus J. Jacobs Best Practice Prize finalist. This prestigious award is given to organizations exhibiting excellent evidence-based best practices in advancing child learning and education.



Building Tomorrow also had the honor of announcing a Commitment to Action at the Clinton Global Initiative (CGI) 2024 Annual Meeting in New York City, pledging to enroll 1,000,000 learners in foundational literacy and numeracy programming by 2028.



📷 Learners at Busegula Primary School in Jinja District, Eastern Uganda, work together on a Roots to Rise activity.

BOARD AND LEADERSHIP

LEADERSHIP

George Srour

Co-Founder and Chief Dreamer

Joseph Kaliisa

Co-Founder and Country Director

Julie Kornfeld

Chief of Staff

Bobby Olwol

Director of Operations

Robert Sekadde

Deputy Country Director and
Director of Programs

Jyl Strong

Director of Strategic
Partnerships

Whitney Warren

Chief Education Officer

BOARD

Reflects board members whose terms continued until or through December 31, 2024.

Emily Johnson

Chair of the Board

Global Markets Corporate
Responsibility Director, Cummins
Inc.

James Habyarimana

Vice Chair of the Board

Provost's Distinguished Associate
Professor, Georgetown University
McCourt School of Public Policy

Randy Kaltenmark

Secretary of the Board

Partner, Barnes & Thornburg LLP

Jean Blackwell

Past Chair

Retired, CEO and Executive VP of
Corporate Responsibility, Cummins
Foundation

Joseph Kaliisa

Co-Founder and Country Director,
Building Tomorrow

Stephen Katende

Co-Founder, Kisoboka Africa,
former Building Tomorrow Fellow

Kenneth Kobe

Immediate Past Chair

Retired, Executive Director,
Barnes & Thornburg LLP

Jimmy Kolker

Senior Advisor, Bureau of Global
Health Security and Diplomacy, U.S.
Department of State,
Former U.S. Ambassador to
Uganda

Jerry Langley

Emeritus Teaching Professor,
University of Notre Dame Mendoza
College of Business

Jim McClelland

Retired, President and CEO,
Goodwill Industries, Central Indiana

Micheline Ntiru

Impact Investor

Godfrey Semugooma

Assistant Account 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, COO, UN World Food
Programme,
President and CEO, United States
Infrastructure Corporation

BUILDING TOMORROW PARTNERS

We are grateful to the many partners who supported our work in 2024. In addition to the below, we owe a great deal of thanks to our hundreds of individual contributors as well as our local and central government partners, without whom our impact would not be possible.

THE
AALL
FOUNDATION

**echoing
green**

imago
dei
fund

Inherent
FOUNDATION



The
International
Foundation

SECOND
PRESBYTERIAN
CHURCH

**HEMPEL
FOUNDATION**

Klaus J. Jacobs Awards

Mesara
FAMILY FOUNDATION

MICAH
6 | 8
FOUNDATION

PFE
PARTNERS
FOR EQUITY
AUSTRALIA

CG Charitable

THE PETER CUNDILL FOUNDATION

RAY & TYE
NOORDA
FOUNDATION

ripple
FOUNDATION

DOVETAIL
IMPACT FOUNDATION

rippleworks

SINT ANTONIUS
STICHTING PROJECTEN

T&J Meyer Family Foundation

dioraphte

UNIVERSITY OF
NOTRE DAME

Segal Family Foundation

Vitol

**youth
impact**

UNFCU FOUNDATION

**uBORA
BORA**

The
West Foundation

ANONYMOUS

RUTH LILLY PHILANTHROPIC
FOUNDATION

STONE FAMILY
FOUNDATION

FINANCIALS

ASSETS

Cash and cash equivalents	\$1,896,438
Contributions receivable - net	\$4,512,115
Prepaid and other assets	\$29,391
Property and equipment - net	\$329,989
Total assets	\$6,767,933

LIABILITIES AND NET ASSETS

Liabilities

Accounts payable and accrued expenses	\$49,580
Total liabilities	\$49,580

Net assets

Without donor restrictions	\$1,883,235
With donor restrictions	\$4,835,118
Total net assets	\$6,718,353
Total liabilities and net assets	\$6,767,933

SUPPORT AND REVENUE

Support	Without Donor Restrictions	With Donor Restrictions	Total
Contributions of financial assets	\$1,029,329	\$4,518,829	\$5,548,158
Construction revenue	\$376,698	-	\$376,698
Other income	\$72,349	-	\$72,349
Total support and revenue	\$1,478,376	\$4,518,829	\$5,997,205

RECLASSIFICATION

Net assets released from restrictions			
Satisfaction of purpose or time restrictions	\$3,824,392	(\$3,824,392)	-
Total reclassification	\$3,824,392	(\$3,824,392)	-

EXPENSES

Program services	\$4,443,371	-	\$4,443,371
Supporting activities			
General and administrative	\$588,428	-	\$588,428
Fundraising activities	\$223,617	-	\$223,617
Total Expenses	\$5,255,416	-	\$5,255,416
Change in net assets before translation adjustment	\$47,352	\$694,437	\$741,789
Translation adjustment	(\$27,589)	-	(\$27,589)
Change in net assets	\$19,763	\$694,437	\$714,200
Net assets, beginning of year	\$1,863,472	\$4,140,681	\$6,004,153
Net assets, end of year	\$1,883,235	\$4,835,118	\$6,718,353



📷 A learner completes a literacy activity during a Roots to Rise school camp at Bululu Primary School in Bugiri District, Eastern Uganda.

BASIC EDUCATION CHANGES LIVES. JOIN US IN BUILDING TOMORROW!

\$60 supports **4 learners**
in a Roots to Rise camp.

Donate to build more
tomorrows, today **here**



@BldgTomorrow



@BuildingTomorrow



@BldgTomorrow



@BuildingTomorrow



@BldgTomorrow



BUILDING TOMORROW™