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Why do we exist?
To ensure all children access an inclusive, transformative education.

What we do.
Building Tomorrow improves access to child-friendly, community-supported schools by providing an inclusive, transformative education for underserved children in East Africa. Through our Thriving Schools program, we deploy Building Tomorrow Fellows who recruit and train Community Education Volunteers, together bringing out-of-school children into the classroom while working with school leadership to ensure access to an inclusive, transformative school environment. We also work hand-in-hand with local communities, the Ministry of Finance and the Ministry of Education to construct new primary schools where no formal primary school exists.

A thriving school is...
...supported by the community, effectively managed by school leadership, accessible by all children and committed to producing positive student outcomes.

How we behave

**Unshakable Passion** | We fundamentally believe access to an inclusive, transformative education is a basic human right and are committed to ensuring it is afforded to every child.

**Relentless Determination** | We refuse to accept the status quo and persistently strive to create new opportunities to reach more children and help them realize their maximum potential.

**Creative Ingenuity** | We are progressive in our thinking and approach to challenges old and new, empowered to be intrapreneuerial and unafraid to pilot new ideas.

**Collaborative Engagement** | We achieve more together than we could alone and believe the key to teamwork lies in first seeing everyone as an equal partner and cultivating lasting relationships.

Strategic Anchors

**Child-Centric** | We believe education is a right, not a privilege, and always act in the best interest of the child.

**Impact Focused** | We believe data must be at the heart of improving the way education is planned, organized, and delivered.

**Locally Led & Sustainable** | We recognize the importance of investing in indigenous leaders, teachers, communities, and change-makers.

**System Level Outlook** | We believe the greatest impact can be reached when best practices of Building Tomorrow’s model are adopted as templates for district, regional or national implementation.

**Partnership Minded** | We are but one of a large number of actors in the education ecosystem who must all work collectively to deliver the best possible outcomes for children.
**Schools Overview**

81 Building Tomorrow Primary Schools
End of 2019

80 Open
1 Under Construction

408 Schools Supported by Fellows
Throughout 2019

56 Building Tomorrow Schools
352 Government Schools

18 Openings in 2019

<table>
<thead>
<tr>
<th>February</th>
<th>March</th>
<th>June</th>
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<tr>
<td>#63 #65</td>
<td>#66 #67</td>
<td>#69 #70</td>
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3 Groundbreakings in 2019

<table>
<thead>
<tr>
<th>January</th>
<th>May</th>
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<tbody>
<tr>
<td>#79 #80</td>
<td>#81</td>
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Out-of-School Children Enrollment

54,505
Total Out-of-School Children enrolled
End of 2019

15,466
via BT Primary Schools

39,039
via BT Fellows & CEVs

+9,350 OOSC enrolled
21% increase

In August 2014, Building Tomorrow launched Educate 51k, a $12.5m USD initiative in partnership with Educate a Child, a program of the Education Above All Foundation. The initiative set a five-year target to enroll 50,980 out-of-school children by the end of June 2019 via construction of 60 new Building Tomorrow Primary Schools and deployment of 150 Building Tomorrow Fellows embedded in underserved communities throughout Uganda.

Core Objectives & Major Accomplishments of Educate 51k

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Total</th>
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<tr>
<td>OOSC Enrolled</td>
<td>2,296</td>
<td>10,219</td>
<td>23,449</td>
<td>45,155</td>
<td>54,505</td>
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<tr>
<td>Fellows Deployed</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td>50</td>
<td>50</td>
<td>150</td>
</tr>
<tr>
<td>Schools Opened</td>
<td>3</td>
<td>14</td>
<td>16</td>
<td>9</td>
<td>18</td>
<td>60</td>
</tr>
</tbody>
</table>

From 2015 through 2019, Building Tomorrow enrolled more than one out-of-school child every 50 minutes.
From July to September, Roots to Rise literacy and numeracy camps took place at 70 schools throughout Uganda, reaching over 10,000 students who previously struggled to read and do basic math.

With the help of more than 3,400 Community Education Volunteers, Roots to Rise enables children to learn more during the years they spend in school and gain more agency over their own learning.

By the end of the 5-week camps:

51% of students could read a paragraph, compared with a national average of just 6%.

43% of students could do basic math (+ - x ÷), compared with a national average of just 2%.

Roots to Rise is Building Tomorrow’s foundational learning initiative which involves grouping students according to their learning level and teaching basic literacy and numeracy skills. It deploys a unique model which unites school and community actors in pursuit of better learning outcomes.

*Where applicable, weekly totals adding to less than 100% is due to students who were absent during assessment.*
Tackling Learning Poverty

A global learning crisis has emerged, the mark of which is children not learning how to read proficiently. Literacy is a foundational skill that opens a gateway to learning in other areas, and being unable to read limits a child’s potential to thrive in school and in life after school. In the face of this global learning crisis, the World Bank introduced the new concept of learning poverty in late 2019, with the goal of halving learning poverty by 2030. | “Learning Poverty”. The World Bank, October 2019.

Learning Poverty is being unable to read and understand a simple text by age 10.

The measure of learning poverty is the share of children who haven’t achieved minimum reading proficiency adjusted by the proportion of children who are out of school.

In Uganda, 83% of children are considered learning poor.


Learning Poverty in Uganda:

- 91% of all children are students in school
- 19% of students can read
- 17% of all children can read
- 81% of students are below minimum reading proficiency level
- 83% of all children are learning poor
- 9% of all children are out-of-school

World Bank Goal: Cut the Learning Poverty rate by at least half before 2030.

Building Tomorrow’s programs align directly with the World Bank’s goal to halve learning poverty.

1. Reduce the number of out-of-school children
2. Improve student reading proficiency rates

54,505
Total Out-of-School Children enrolled
End of 2019

See page 3 of this report for more on how we are reducing the number of out-of-school children in Uganda.

See page 4 of this report for more on Roots to Rise and how we are improving student reading proficiency rates in Uganda.
Carrying Out Our Values

Our Values

Unshakable Passion  Relentless Determination  Creative Ingenuity  Collaborative Engagement

Strategic Anchors

Child-Centric  Impact Focused  Locally Led & Sustainable  System Level Outlook  Partnership-Minded

Like a sun and moon in orbit, Ahumuza and his little brother Asobora do everything together. And at Bisozi Primary School in Western Uganda, they graduated our Roots to Rise foundational literacy program together, too!

The dynamic duo, which can now add reading to their list of never-ending shared activities, wasn't always able to do so. At the beginning of summer, Ahumuza who is in the fifth grade and Asobora who is in the third grade couldn't even identify the sounds that letters make. But after just five weeks in our Roots to Rise literacy program, thanks to a series of fun, interactive games and lessons, the boys' abilities are soaring to greater heights than the mountains that surround their busy government school.

"I really like class and studying now," says Asobora, whose favorite Roots to Rise game is alphabet Bingo. "The game makes it so I have to read really fast in my head and put the right letters down," he says. "And I always win!"

Thanks to the lessons, Asobora has had a whole new world opened up to him and even has a new favorite book series called I Can Read and Write. "I like reading stories about people and learners like me at school," he says with a smile and one of the books under his arm. And with foundational skills like reading locked down, he knows he has a better future, too.

At just 12 years old, Asobora is a dreamer with his head in the clouds—He wants to be a pilot. "I want to bring in people, books, cars, and everything Uganda needs!" says Asobora with bright eyes.

Ahumuza, his older brother, loves seeing Asobora excited to learn like this. "I am so proud and happy for my little brother," he says. Like Asobora, he loves the Roots to Rise games, especially one called Sound Ball, where students toss around a ball with different letters written on it and have to sound out the one facing them when it is caught.

As for John Kawhwa, the community education volunteer who taught the two to read, he's glad to see the pair succeeding together. "If you saw these two before, they were really struggling even with syllables, and now they can read and understand full stories.

We really need to thank Roots to Rise."

Asumuza and Asobora read together
The Building Tomorrow Team

The Tomorrow Team
As the official organizational leadership team, the Tomorrow Team’s purpose is to guide the strategic direction of Building Tomorrow according to the best interest of the children and communities we serve.

George Srour
Founder & Chief Dreamer

Joseph Kaliisa
Country Director

Patrick McElroy
Chief of Staff

Robert Sekadde
Thriving Schools Program Manager

Jyl Strong
Director of Strategic Partnerships

Team Breakdown | Throughout 2019

Kampala, Uganda
Team Members
26 full-time, 100 Fellows

Indianapolis, IN, USA
Team Members
6 full-time
Financial Statements

Revenue

Restricted
Grants ................................................................. $1,024,211

Unrestricted
Contributions ............................................................. $416,481
Grants ................................................................. $562,759
In-Kind Contributions ........................................... $35,220
Special Events .......................................................... $167,405
Investment Income .................................................. $4,380

Total Revenue and Support ........................................ $2,210,456

Expenses

Program Support
Uganda ................................................................. $1,562,171
US ................................................................. $362,785

Administrative & Fundraising Support ................................ $248,574

Total Expenses ............................................................. $2,173,530

Change in net assets
Change in unrestricted funds ................................... $383,483
Change in temporarily restricted funds ....................... ($346,557)
Total change in net assets ........................................ $36,926

Net assets at beginning of the year .................................. $1,371,548

Net assets at the end of the year ................................. $1,408,474

Assets

Cash ........................................................................ $1,043,515
Prepaid expenses ................................................ $10,317
Grants receivable .................................................. $362,735
Net fixed assets .................................................... $4,756

Total Assets ............................................................. $1,421,323

Liabilities & Net Assets

Liabilities
Accounts payable ................................................ $12,849
Total liabilities ..................................................... $12,849

Net Assets
Unrestricted .......................................................... $1,152,678
Temporarily Restricted ........................................... $255,796
Total net assets ................................................... $1,408,474

Total liabilities and net assets ................................... $1,421,323
Board of Directors

Jean Blackwell
Chair of the Board
Retired, CEO & Executive VP of Corporate Responsibility
Cummins Foundation

Kenneth Kobe
Vice Chair of the Board
Retired, Executive Director
Barnes & Thornburg LLP

Randy Kaltenmark
Secretary of the Board
Partner
Barnes & Thornburg LLP

Anselmo Canfora
Professor of Architecture & Associate Dean of Academics
University of Virginia

Emily Johnson
Corporate Responsibility Director
Europe & Russia
Cummins, Inc.

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

Paul Knapp
Past Chair
CEO
Young & Laramore

Jimmy Kolker
Former U.S. Ambassador to Uganda
Former Chief of HIV/AIDS
UNICEF

Nadira Lalji
Director
Precis Management Services

Jerry Langley
Executive in Residence
Mendoza College of Business, University of Notre Dame

Jim McClelland
Executive Director, Drug Prevention, Treatment & Enforcement, State of IN
Former President & CEO
Goodwill Industries

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

George Srour
Founder & Chief Dreamer
Building Tomorrow