



BUILDING TOMORROW™

Impact Report

2017



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Note from Founder & Chief Dreamer

George Srour

In our line of work, it doesn't take much to get caught up in numbers. There are over 700,000 children out-of-school throughout Uganda, nationwide 85% of students in P3 can't read at grade level and a staggering 70% of students who start primary school in Uganda will never finish. These are the numbers, and they're simply chilling to digest.

On the other hand, this year 466 Community Education Volunteers (CEVs) were trained to ensure education is front and center in the lives of their community's children. Those CEVs in 2017 helped make sure 8,624 students who were out-of-school are now back in the classroom. And over the course of the entire year, there were 63,709 students who benefited from the work of Building Tomorrow.

Behind each one of these numbers are students, teachers, parents, volunteers, Fellows and supporters who are truly Building Tomorrow. While we don't have the pages to share the stories of them all, I hope you'll read the stories of Phiona, John, Stephen and Herbert, just a few of the people whose tireless efforts, dedication and tenacity are represented in this year's impact report.

While 2017 was a successful year for the work of Building Tomorrow, we know the numbers, and more importantly the people behind them, tell us there's far, far more work to be done.

Keep Building,

A handwritten signature in black ink that reads "GEORGE SROUR". The signature is stylized and written in all caps.



The Building Tomorrow Playbook | Why and how we do what we do.

Why do we exist?

To ensure all children access an inclusive, quality education.

What we do.

Building Tomorrow improves access to child-friendly, community-supported schools by providing an inclusive, quality 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, quality 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.

Our Mission

We galvanize communities to support thriving schools in underserved areas.

How we behave

Unshakable Passion | We fundamentally believe access to an inclusive, quality 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 intrapreneurial 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

65 Total Schools

End of 2017

52 total in 2016: 37 open, 15 under construction

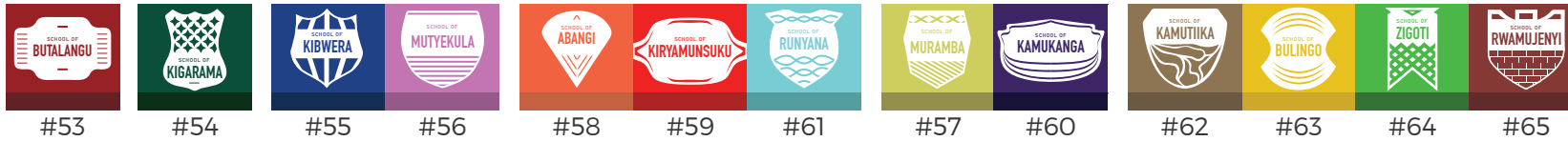


53 Open & Operating

12 Under Construction

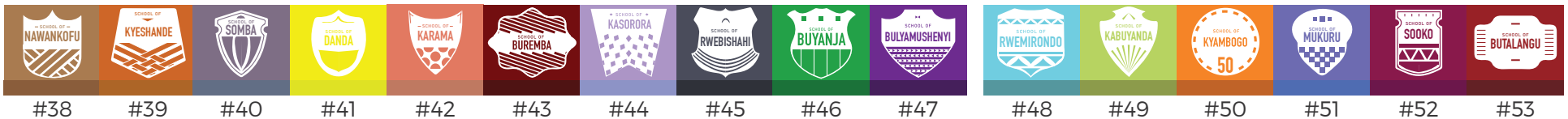


14 Groundbreakings in 2017



Jan. Mar. May Jul. Sep. Dec.

16 Openings in 2017

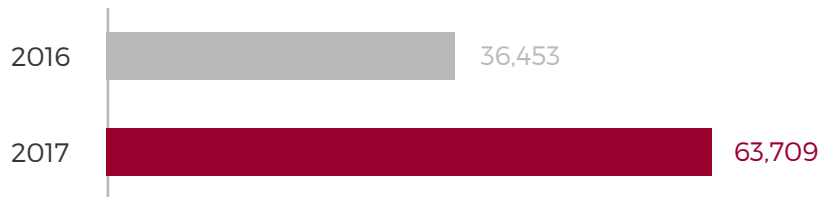


First Day: February 6th

First Day: May 29th

Students Overview

63,709 Total Students Served
End of 2017



We design all of our programs, allocate our resources, and assess our impact with a singular focus, the child. We reach children in underserved areas of Uganda via:



BT Primary Schools
with a BT Fellow
4,857 students



BT Primary Schools
without a BT Fellow
6,554 students



Government Schools
with a BT Fellow
52,298 students



Out-of-School Children Enrollment

Building Tomorrow scaled the Fellows Program to reach 120 additional schools in 2017. As a result, Building Tomorrow saw a spike in out-of-school children enrollment among schools receiving Fellow's support for the very first time.

23,449

Total Out-of-School Children enrolled

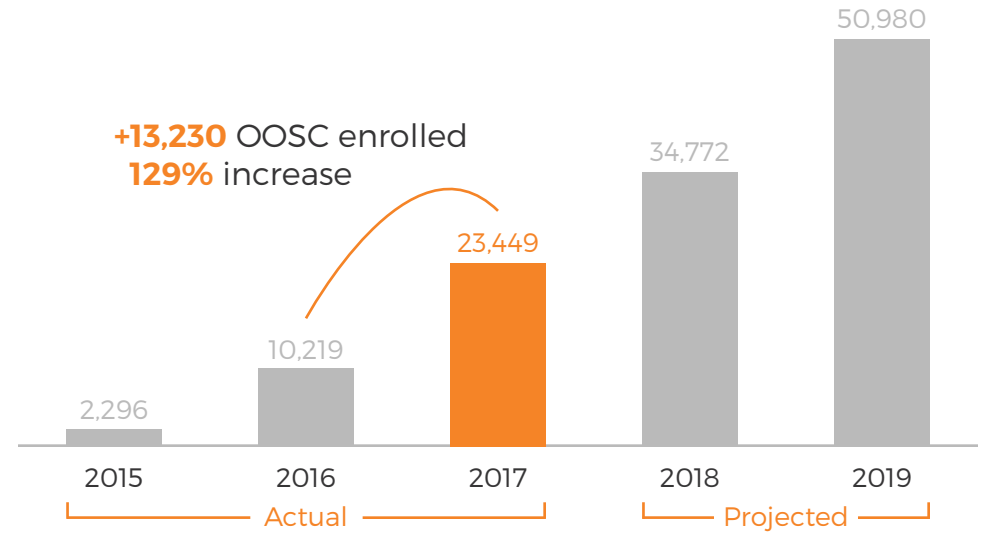
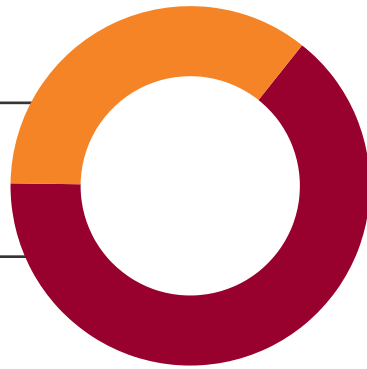
End of 2017

8,335

via BT Primary Schools

15,115

via BT Fellows



Fellows Overview



40 Fellows Deployed
10 Cohort 2 | 30 Cohort 3

160 Schools Supported
21 BT Primary Schools | 139 Government Schools

Cohort 2 & 3
Fellows in 2017

466 Community Education
Volunteers Trained**

8,624 Out-of-School Children
Enrolled

Dec. 2017
Cohort 4

50 Fellows Selected for '18-19
30 Women | 20 Men

In January 2017, we on-boarded the third cohort of 30 Building Tomorrow Fellows, our largest cohort to date. Together with the second cohort, Fellows focused on training school leadership, creating an inclusive and child-friendly school environment, and mobilizing communities in support of their children's education. In their second year of the Fellowship, the second cohort kick started their social entrepreneurship journey, creating social enterprises that addressed issues such as environmental sustainability and women in innovation.

**Throughout the year, Fellows experienced tremendous success in recruiting the efforts of community members to support the Fellows' work in identifying and enrolling out-of-school children and ensuring they stay in school. These Community Education Volunteers (CEVs), formerly known as Out-of-School Children Ambassadors, have been identified as the main conduit by which Fellows can affect change in schools and communities, and Building Tomorrow is developing plans to leverage CEVs' enthusiasm and skills

to positively impact not only enrollment, but also learning outcomes at Fellow-supported schools.

During their two year leadership journey, Fellows are encouraged to pursue personal and professional growth. In 2017, Building Tomorrow trained Fellows in the following areas to facilitate their growth as young leaders and change-makers:

School Development
Planning

Water Sanitation &
Hygiene

Inclusive Education

Child Protection

Social Entrepreneurship

As part of an organization-wide emphasis on the girl-child, training included enabling Fellows to hold community-based dialogue sessions concentrating on the rights of the girl-child and human rights laws pertaining to children. These sessions focused on topics such as prevention of teen pregnancy, child marriage and other ways in which children could be exploited.

Phiona's Journey

Learn more
about Phiona



The walk to Ainembabazi Phiona's old school was so far she used to make most of it in the dark. And even though she left early in the morning before the sun was up, Phiona would often arrive late to class and miss lessons. When the Building Tomorrow Primary School of Kisaluwoko was built in her community, Phiona's walk to school became much shorter and easier, enabling her to fully attend her classes and receive more consistent schooling.

Now at 15 years old, Phiona is progressing through her P6 class and dreams of becoming a lawyer. Building Tomorrow Fellow John Kimbugwe, who has developed a mentor relationship with Phiona during his placement at the Primary School of Kisaluwoko, wholeheartedly believes she will achieve her goal. According to John, "If we continue supporting, encouraging, and inspiring her, she will stand at a 110% chance of reaching her dream to become a lawyer."

Not only is Phiona building her own tomorrow, but she is also working with other students to build theirs. As the head of Kisaluwoko's Child Protection Club, she runs a campaign to teach children in various schools about their societal role and how they can fight for their rights. She travels with teachers to other schools to conduct the child protection sessions as a way of promoting peer learning in schools. At first Phiona travelled a great distance to educate herself, but with the help of Building Tomorrow, she now travels to educate others.

Making Impossible Things Possible Video Series

Watch Online 

1. Phiona's Journey



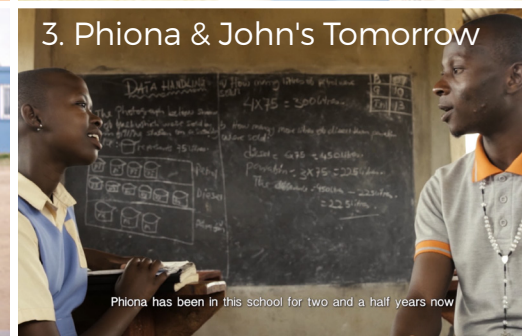
better than where I used to study from before

2. John's Fellowship



Thirdly, as Fellows we empower parents to support their children at school

3. Phiona & John's Tomorrow



Phiona has been in this school for two and a half years now

"I can do
everything
because of
EDUCATION."



Out-of-School to the Top of the Class



At the Kinuuka Primary School in the Lyantonde district of Uganda, Building Tomorrow Fellow Herbert Murungi has made a big impact on the life of 10 year old student Stephen Byaruhanga. Before Herbert was placed in the community, Stephen did not attend school because Stephen's mother was a single parent with four children who couldn't afford to send Stephen to school or pay for any scholastic materials. Instead, Stephen, along with his brother, was forced to live and work on his neighbor's farm in exchange for a place to stay because Stephen's mom couldn't accommodate the boys at her home. Because the neighbor made Stephen work for 8 hours a day in order to stay at his farm, Stephen was unable to go to school. To make matters worse, Stephen's work often went unpaid, causing Fellow Herbert Murungi to liken the situation to slavery.

When Herbert joined the Kinuuka community, he quickly became an advocate for Stephen in his predicament. After unsuccessfully engaging the neighbor to allow Stephen to work less and return to school, Herbert realized Stephen would need to leave the farm in order to get back to school. Herbert worked with Stephen's mother and stepfather to set up accommodations for Stephen in his stepfather's home. But while Stephen returned to a more stable home life, his mother still could not afford school fees. So Herbert went to work advocating for Stephen again. He engaged school leadership to provide a bursary to Stephen to attend the school in exchange for his mother's pledge to buy his books and school uniform. Both sides agreed, and Stephen returned to school on scholarship.

There couldn't have been a more deserving student of a scholarship. Stephen is now the best performing student in his P1 class and according to Herbert, excels at writing and reading. Stephen says that he always wanted to study, but he never had the chance, and now he often tells his teacher that he doesn't want to leave school anymore. Stephen dreams of becoming a doctor, and Herbert is "fully convinced that if he's supported through school, he can be a doctor in the future."



Out-of-School Siblings

Fellows are trained to work alongside beneficiaries as problem solvers, empowering beneficiaries to provide for the educational needs of their children, rather than waiting on external assistance. Fellow John Kimbugwe is a great example of someone who excels at working with beneficiaries on their path to self-sufficiency. Having discovered that three siblings were all out of school for more than a year because their parents were suffering from HIV/AIDS and could not support them, John worked with the parents to find a solution.

While John was talking with the father, he asked him what he thought about his children's education. The children's father responded, "Building Tomorrow (as people in the community call John), I would have no problem with leaving this planet, but whenever I think of where to leave my children who are illiterate, I cry. I will educate them, even if I die." It was at this moment that John realized this man was willing and ready to support his children in attaining at least a basic education.

From there John worked with the local community leaders to link the father and his family with a nearby health center so he could begin getting medication to treat his HIV/AIDS. John was able to help the family, who could not read or write, complete the necessary forms to connect with The Aids Support Organization (TASO) to get treatment. The father and his family are regaining life – he can now dig and farm, and is supporting his children in school.



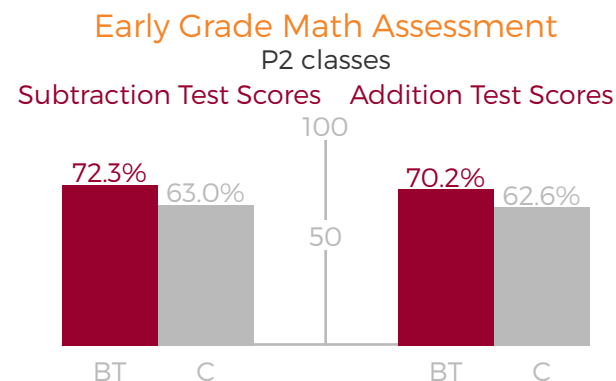
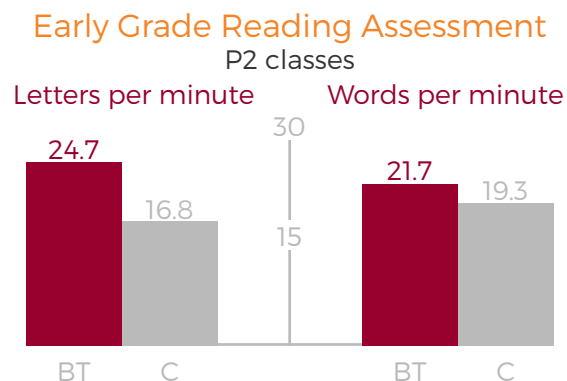
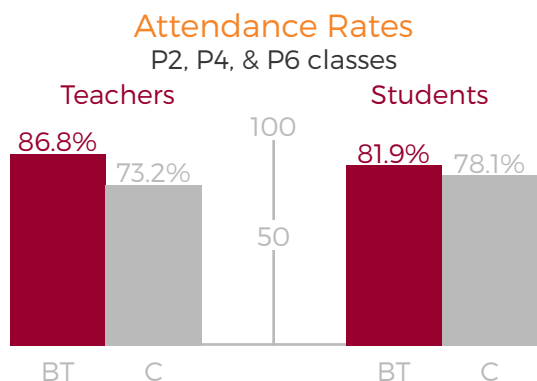
There are thousands of success stories from Building Tomorrow's work in underserved areas of Uganda - from students planting gardens that supply school lunches, to girls gaining respect on the school soccer pitch. To check out some of the successes we've been able to put into words, visit:

buildingtomorrow.org/blog

Partnerships Overview

Ichuli Baseline Evaluation

In March, Building Tomorrow began working with Ichuli, a third-party evaluator, to better understand the impact of the Building Tomorrow construction model as well as the work of our Building Tomorrow Fellows. During the summer, enumerators visited 70 schools to collect baseline data at Building Tomorrow-impacted schools (40) and a control group of comparison non-Building Tomorrow-supported government schools (30). Building Tomorrow Primary Schools (BT) fared better than comparison government schools (C) in attendance and performance data, as shown below.



Wellspring Philanthropic Fund + Thriving Schools Program

In the fall, Building Tomorrow participated in the Regional Education Learning Initiative (RELI) supported by Wellspring Philanthropic Fund. RELI provided valuable learning for Building Tomorrow on peer organization models such as J-PAL, STIR Education, Educate!, and UWEZO, that were critical in shaping the development of the new Thriving Schools Program and specifically the rebranding of Out-of-School Children Ambassadors as Community Education Volunteers.

Joseph P. Kennedy Foundation + Inclusive Education

With support from the Joseph P. Kennedy Foundation, we launched a focused approach to advocate for inclusive education at all Fellows-impacted schools starting in August 2017. Forty BT Fellows as well as the entire organization's staff took part in the training. This work is being done in conjunction with Kyambogo University Faculty for Special Needs Education. By the end of the partnership, at each Fellow supported school, a Junior Kennedy Fellow will be appointed as a champion of inclusive education.

Business On the Frontlines at Notre Dame + Development Impact Bonds

In partnership with Business on the Frontlines, a program of the Mendoza School of Business at the University of Notre Dame, BT researched potential for a Development Impact Bond (DIB) that would allow us to grow our programs through a pay-for-success model. Social impact investors provide upfront working capital to help implementing organizations scale their work. Upon project completion, a third-party assesses the implementing organization's success and the DIB's outcome payer repays the initial investors, often with a return if all outcomes are met. Building Tomorrow continues working to find an outcome payer with whom a DIB could be more formally designed and agreed upon.

Financials

Revenue

Restricted	
Contributions	\$945,612
Grants	\$1,288,631
Unrestricted	
Contributions	\$902,840
In-Kind Contributions	\$78,836
Special Events	\$27,097
Investment Income	\$3,392

Total Revenue and Support \$3,246,408

Expenses

Program Support	
Uganda	\$1,855,621
US	\$419,733
US Administrative & Fundraising Support	\$209,303

Total Expenses \$2,484,657

Change in net assets

Change in unrestricted funds	\$102,064
Change in temporarily restricted funds	\$659,687
Total change in net assets	\$761,751

Net assets at beginning of the year

Net assets at the end of the year \$2,310,390

Assets

Cash	\$1,628,655
Prepaid expenses	\$6,681
Grants receivable	\$676,334
Net fixed assets	\$4,221

Total Assets \$2,315,891

Liabilities & Net Assets

Liabilities

Accounts payable	\$4,474
Accrued expenses	\$1,027

Net Assets

Unrestricted	\$886,664
Temporarily Restricted	\$1,423,726
Total net assets	\$2,310,390

Total liabilities and net assets \$2,315,891

Board of Directors

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Retired, CEO & Executive VP of
Corporate Responsibility
Cummins Foundation

Randy Kaltenmark

Secretary of the Board
Partner
Barnes & Thornburg LLP

Anselmo Canfora

Professor of Architecture & Associate
Dean of Academics
University of Virginia

Paul Knapp

Past Chair
CEO
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of Notre Dame

George Srour

Founder & Chief Dreamer
Building Tomorrow

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

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Former Chief of HIV/AIDS
UNICEF

Jim McClelland

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

