

In Uganda, an 18-year old will complete only

7 years
of
school.

The average Ugandan youth gets only

4.5 years of
true learning
in school.*

By their fourth year in school, only

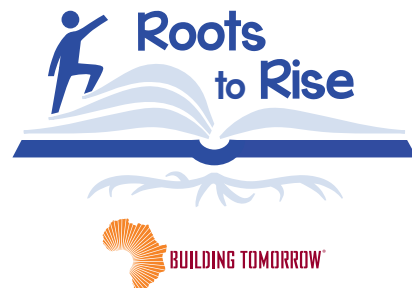
6% of Ugandan youth
can read a
paragraph

and

2% of Ugandan youth
can do basic math
(+ - x ÷).

Primary School Survival Rate

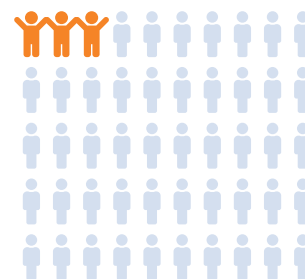
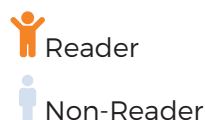
Percentage of students that finish primary school.



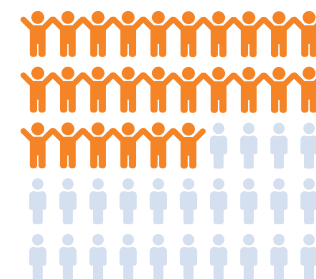
Roots to Rise is based on Pratham's Teaching at the Right Level. It is a powerful tool to significantly alleviate learning poverty by accelerating the acquisition of foundational skills, allowing learners to catch up, and better transition to post-primary learning pathways.

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.

Literacy

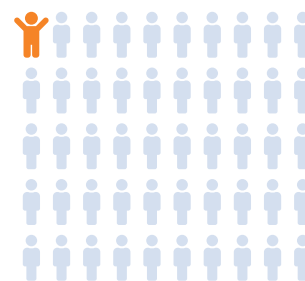
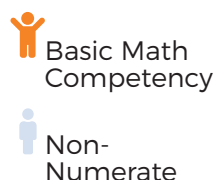


Without Roots to Rise, only 6% of students can read a paragraph.

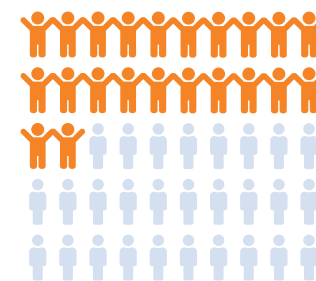


With a Roots to Rise Literacy Camp, 51% of students can read a paragraph.

Numeracy



Without Roots to Rise, only 2% of students can do basic math (+ - x ÷).

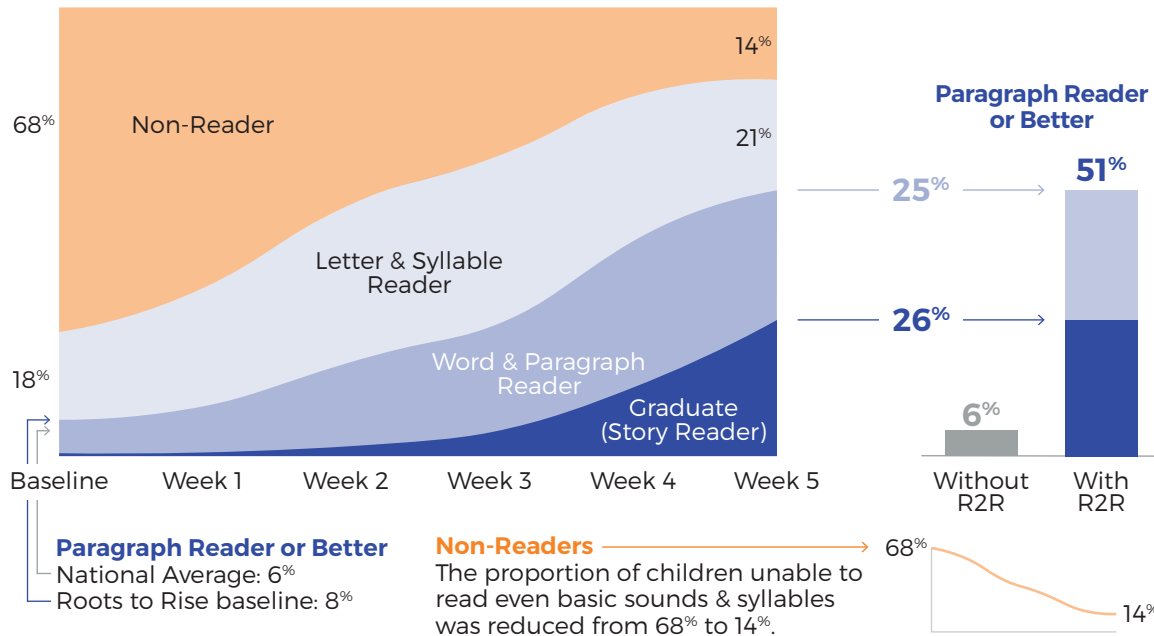


With a Roots to Rise Numeracy Camp, 43% of students can do basic math.

*Economic Development & Human Capital in Uganda: A Case for Investing More in Education, May 2019, World Bank Group.

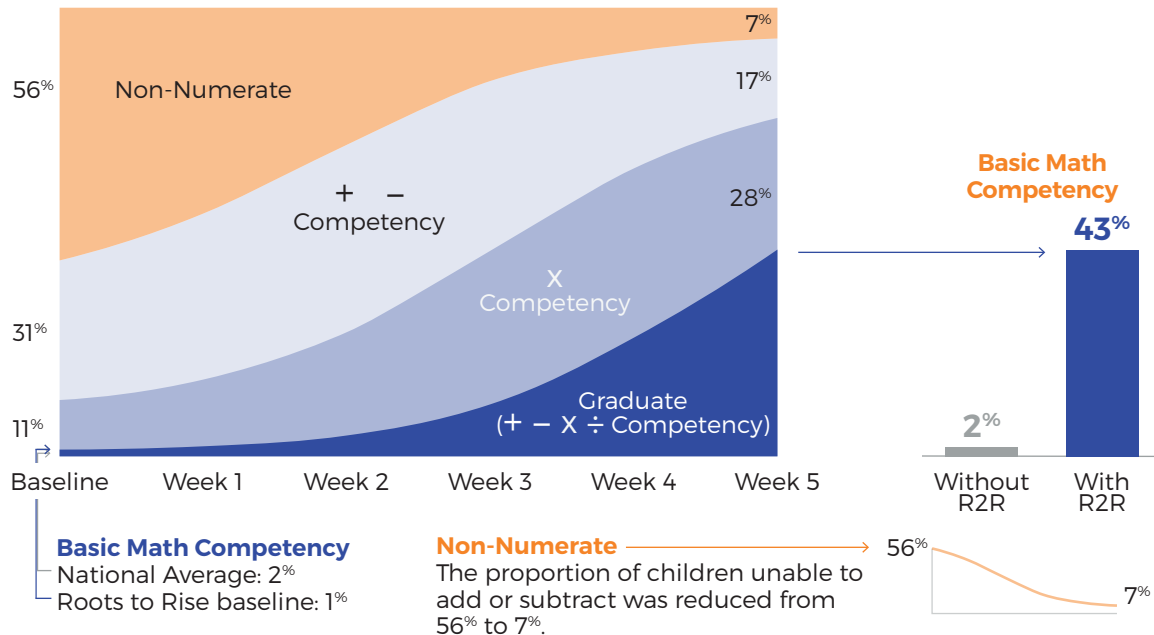
2019 Roots to Rise Literacy Results

70 schools | 10,332 students



2019 Roots to Rise Numeracy Results

70 schools | 9,784 students



Key Insights

1. ROI is higher in middle primary grades - 39% of P4 and P5 learners who attended numeracy camps could perform all four operations (+ - ÷ x), compared with 21% of P2 and P3 learners. In literacy camps, 58% of P4 and P5 learners reached story-reader level, while 43% of P2 and P3 learners did so.
2. Reducing the high pupil-to-classroom ratio (63:1 in Districts where Building Tomorrow works) is critical for the program's dynamic, learner-centered approach to be successful. Building Tomorrow improves this ratio by training four CEVs as Roots to Rise instructors at each participating school.
3. Communities value Roots to Rise and the CEVs who make it possible. Early anecdotal evidence shows communities providing CEVs with meals, transport stipends, and even payment on par with private tutor fees, generating increased accountability.
4. Assessment undergirds the Roots to Rise approach, but it is time consuming. Some schools spent as much as four hours assessing learners for every four hours of instruction. Building Tomorrow's top program priority is solving for this important constraint.
5. Government must play two critical roles. First, it should empower inspectors and teacher coaches to use Roots to Rise learner assessment data in feedback sessions with teachers. Second, government should step into the role of CEV program coordination, ensuring consistency and recognition of CEV efforts across schools.

Key Goals

In 2020 and beyond, Building Tomorrow seeks to impact:

Learners. Close the foundational skills gap, and give children the tools to gain more for their time in school, increasing LAYS by 25% or more.

Teachers. Empower them to see a clearer picture of their pupils' performance through assessment, and then use that data to adjust the way they teach.

Government. Enable government to effect change among millions of learners by proving both the efficacy of Roots to Rise, and the untapped potential of the CEV model to expand the program's reach and meaningfully engage communities.

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