



Learning & Growing

**Elevate: Partners for Education
2018 Annual Report**





Elevate: Partners for Education

Annual Report: 2018

3.....	Letters from the Executive Director and Board Chair
5.....	Who is Elevate?
7.....	Elevate’s World View & Impact
9.....	Our Programs in Action
11.....	Why Uganda?
13.....	2018 Achievements: Community Engagement
21.....	In the Incubator: Teacher Effectiveness
28.....	Organizational Development
30.....	Financials
32.....	Board & Staff

Dear Friends,

As a true believer in the power of education to build active communities and thriving societies, it is with great pride that I joined the team at Elevate: Partners for Education this earlier year. I am so thrilled to have joined an organization that is deeply committed to meaningful partnership with government, harmonizing activities with other development partners, and utilizing data and evidence to ensure that our programs are impactful for the school and communities we serve.

Since joining the team, I've invested a lot of time in my own learning and understanding of the context in which Elevate operates. I've visited with our beneficiaries at schools and in communities, I've gotten to know our counterparts at the Ministry of Education & Sports, and I've worked to truly understand the root causes of the challenges we're addressing at Elevate.

Equipped with this deep dive into the Ugandan education system, the team and I have identified our niche and strengths as an organization, and developed our strategy to ensure that Elevate remains focused on our goals. We've come to understand that Elevate is unique in the way that we work with government partners to identify and deeply understand critical bottlenecks across the education service delivery chain. Specifically our expertise focuses on leveraging existing accountability structures—or building them where they don't exist—to increase accountability, improve the responsiveness of education service providers to local challenges and catalyze sustainable systems change.

The cost-effective, evidence-based solutions that we design and evaluate to improve the quality of primary education in Uganda, all revolve around this idea of leveraging accountability to unleash critical bottlenecks across the service delivery chain.

Equipped with this focus, the team and I are so energized and hopeful about what is in store for the year to come.



Kate Pavelich
Executive Director

Greetings,

I'm happy to announce that I am making the transition from Executive Director to Board Chair, effective January 2019. Elevate's programs have continued to grow and our organization reached the point where we needed a full-time, in-country Executive Director. I'm thrilled to have brought Kate on board to fill this role and confident that, under her leadership, Elevate will continue to accomplish our ambitious goal to improve learning outcomes for students across Uganda.

During 2018, our small but growing team at Elevate has accomplished much to be proud of. We continued to implement our flagship Village TEACH Program in 50 schools across Mukono district. Excitingly, the schools that we've been working with over the past three years continued to grow more independent of Elevate in implementing this program, and we've been able to step back to allow communities to take full ownership.

This has allowed Elevate to focus on initiating the endline study of our impact evaluation, which we're using to measure the ability of the Village TEACH program to create positive learning communities, and improve student learning outcomes. We've already found some really exciting results, which you'll learn more about as you read on.

Additionally, our team has continued to explore another area in which our expertise might support the Government of Uganda to improve student learning. Working with 5 teacher trainers in a small research pilot over the last year, we found that standardizing and digitizing classroom observation tools improved teacher trainer performance, and the quality of teaching in the classroom.

We're thrilled about the potential of both these programs to make significant impacts on the quality of Education in Uganda and are gearing up for an even more successful 2019!



Joan Gass
Board Chair

Who is Elevate?



Our View of the World

Vision

Elevate believes that an educated population is the foundation of a **thriving society** and a **prosperous economy**.

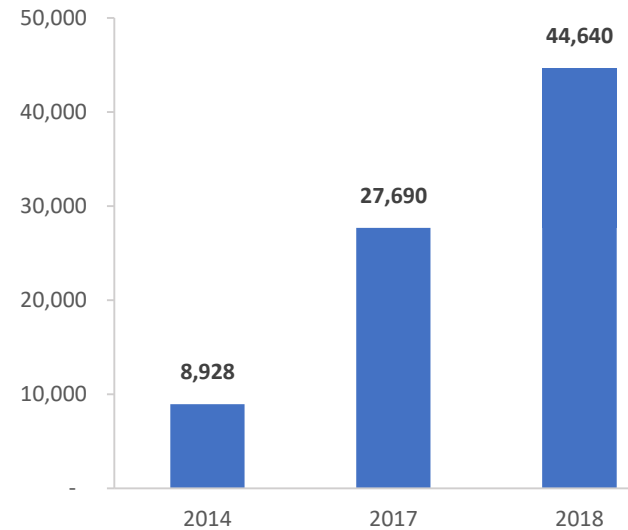
We envision a world in which every child—**regardless of how much money they have or where they were born**—is able to reach his or her full potential through access to high quality education.

Mission

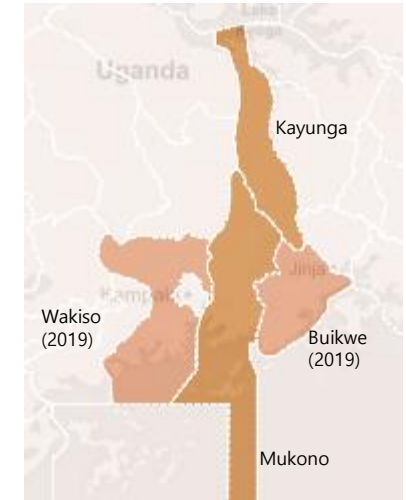
Elevate is dedicated to improving the lives of thousands of children across Uganda by working with government partners to **catalyze systems change** and **improve education service delivery**. We aim to increase access to high quality education for the **children who need it most**.

Our Impact on the World

Students benefitted over time



Geographic Coverage



5

Teacher trainers
capacitated to
better support

392

Government
Schools, and...

4,312

Government
Teachers



Elevate in Action

Mercy is a 7th grader who dreams of becoming a doctor. She is a shy, but clever girl who used to struggle speaking up at school. However, Mercy's fellow pupils saw her potential, even if she couldn't see it herself, and they elected her as a student representative for their school's Village Teach Committee (VTC).

By representing the student perspective at VTC meetings, Mercy has begun to build her voice and confidence; raising absenteeism and respect, as issues to improve student life and the school environment.

Mercy began to speak at weekly assemblies to encourage her fellow students to attend school regularly and exhibit positive behavior. She also attends General Parent Meetings to share ideas for parents to better support their children and the school in general.

Mercy quickly realized that to sustain the positive changes she was seeing, she needed her classmates to share ownership of her school improvement campaign. She appointed *monitors* and—reflecting the participatory process of the Scorecard Committee—helped them to collaboratively set expectations for attendance and good behavior. She also encouraged pupils to set their own penalties for infractions.

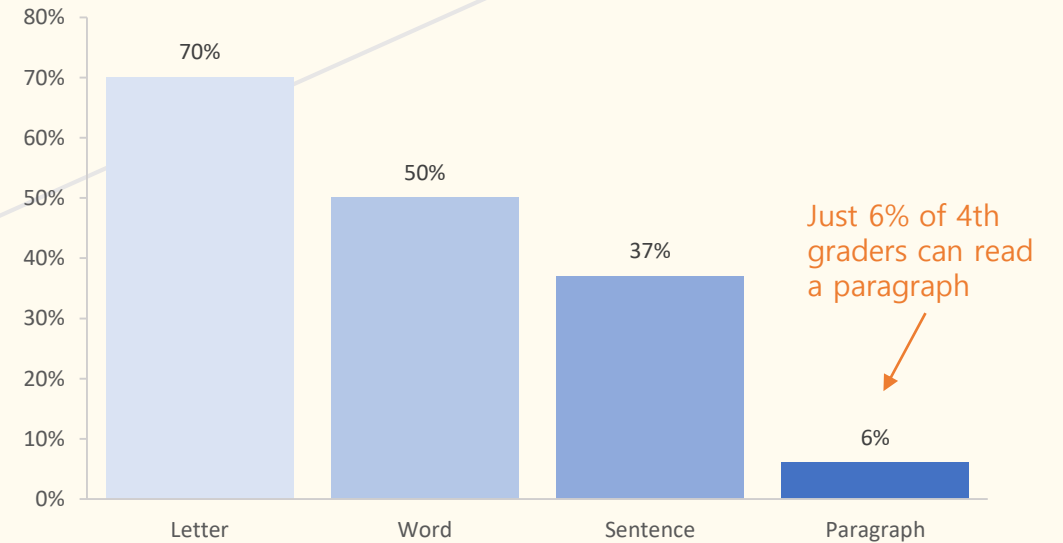
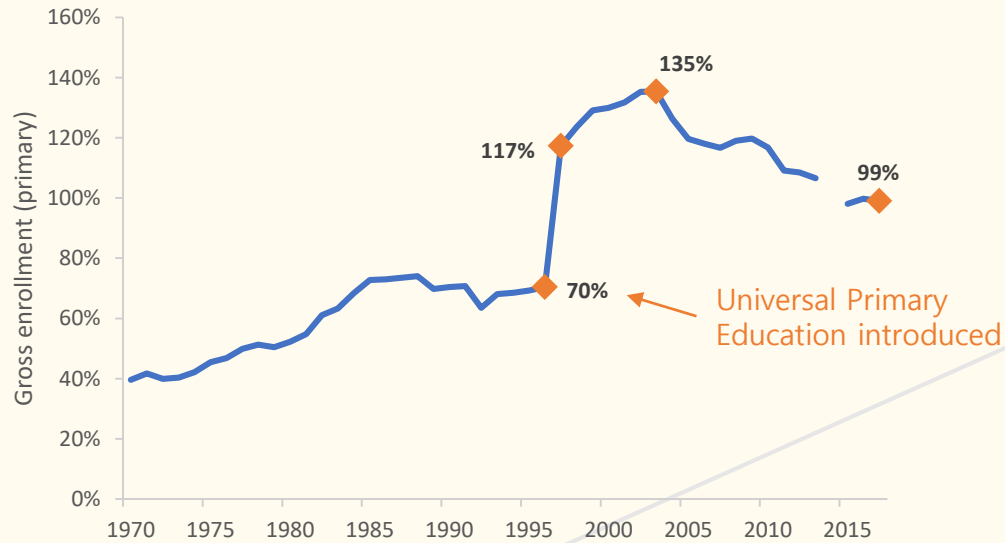
Through her role on the VTC, Mercy has developed leadership skills, and built confidence. She now easily interacts with other pupils, and believes this growth will help her reach her dream of becoming a doctor.

Why Uganda?

Uganda has seen impressive gains in student enrollment over the past 20 years!

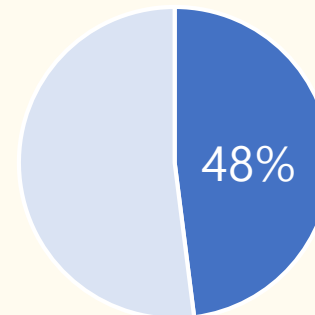
But...

The quality of service delivery remains a major obstacle to improving student learning outcomes.



And...

Because Uganda is one of the youngest countries in the world, the large youth population will continue to challenge the education system for many years to come.



Percent of population under 14

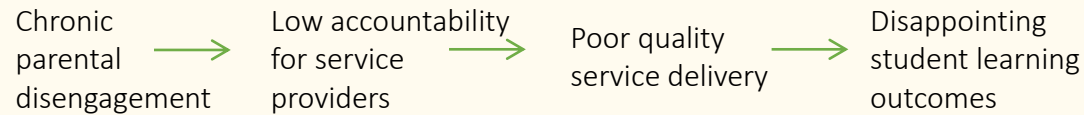
2018 Achievements

Village TEACH



How does Village TEACH work?

The Challenge



Parental engagement is a critical aspect of the world's highest performing education systems. However, in the Ugandan context, many parents are disengaged from their children's education. This chronic lack of parental engagement reduces the quality of education, and ultimately contributes to poor student learning outcomes.

Elevate's Village TEACH addresses these issues by establishing a simple, accessible platform for parents to engage with their child's school and local education communities—including parents, teachers, local leaders, and students—to partake in productive dialogue. The Program bridges the gap between schools and the local community, encourages collective action and consensus building, and empowers communities to develop local solutions for local challenges.

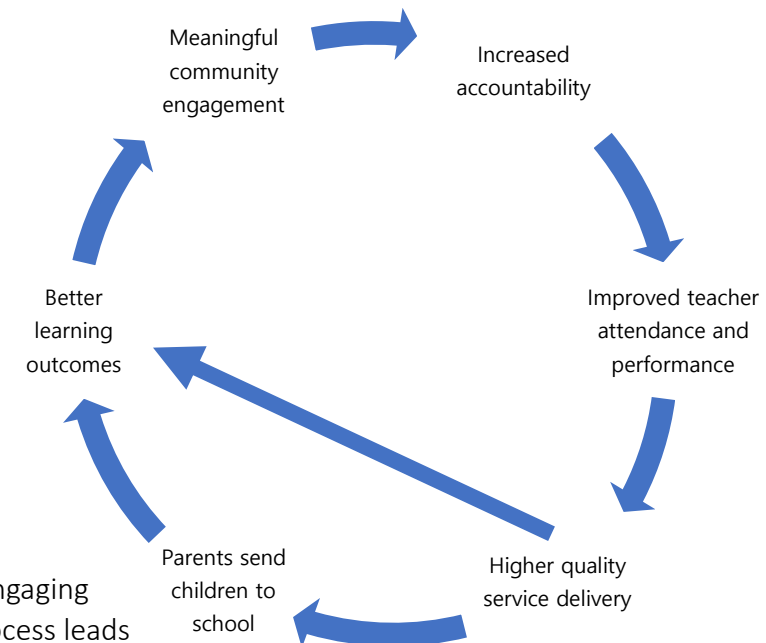
The Process

- Step 1** Introduce Program at community-wide meeting. Generate excitement and energy about the Program's potential to improve the education community.
- Step 2** Community elects Village TEACH Committee, comprised of 3 school board members, 3 teachers, 3 parents, and 1 student representative.
- Step 3** Village TEACH Committee identifies 5 issues at their school to prioritize, monitor, and for which to find solutions.
- Step 4** Each term, Village TEACH Committee meets to discuss progress on their 5 priority education. They share progress with parents and teachers.

Our Theory of Change

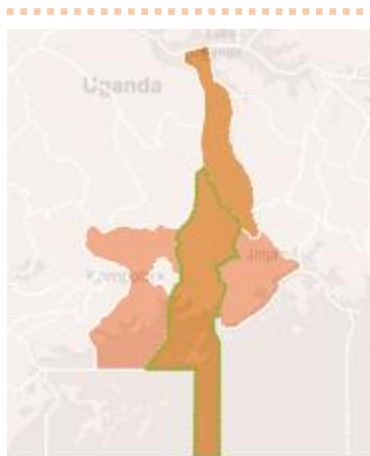
By bringing together parents, teachers, local leaders and students, Elevate is filling a critical gap in the current system. Our program is unique in that it empowers education communities with the agency to define their own priority issues, monitor these issues in a way that best serves their community, and develop tailored, local solutions to their idiosyncratic challenges.

We believe that meaningfully engaging communities in the learning process leads to more accountable systems and ultimately, more student learning.



Elevate's internal **impact evaluation** illustrates that the Village TEACH Program creates an **enabling environment** that facilitates **student learning**

Since 2016, Elevate has implemented the Village TEACH Program in 50 schools in Mukono district. Using a quasi-experimental research design, we evaluated the impact of the program to determine the efficacy of our investment. The impact evaluation endline study was initiated in late 2018. The study consists of four primary activities:



To our knowledge, Elevate's tracking of students who have transferred or dropped out is the only such initiative that has ever been conducted in this region of Uganda.

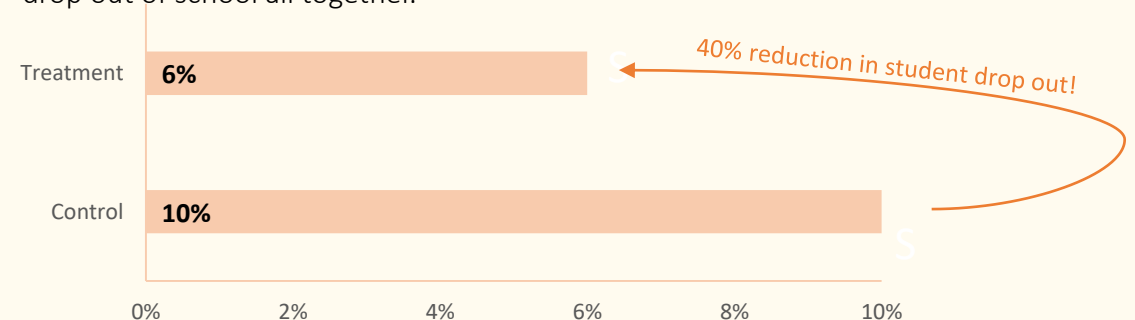
- Tracking and resurveying children: the team located and resurveyed 1,675 children who participated in the baseline survey (78%), including many children who had transferred or dropped out of school.
- Headteacher survey: the team interviewed all 100 headteachers on topics including enrollment and attendance and key challenges facing the school.
- Teacher and student attendance spot-check: an enumerator visited every school, unannounced, to measure teacher and student attendance.
- Behavioral games: the team engaged parents, teachers, school leadership, and head teachers in a behavioral economics research exercise to assess their sense of collective action.

At just **\$0.08 per child**, Elevate's Village TEACH has created positive impacts across the education community. Our impact evaluation illuminated positive behavior changes across parents, teachers, and students themselves.

Parents at schools that hosted the Village TEACH Program were more likely to have visited their child's school in the previous year. Schools hosting the program held 1 additional parent meeting—outside of those required by the program—during the previous year.

Teachers at schools that hosted the Village TEACH Program were more likely to have visited their child's school in the previous year. Schools hosting the program held 1 additional parent meeting—outside of those required by the program—during the previous year.

Perhaps most excitingly, **students** at schools that hosted the Village TEACH were 20% less likely to transfer to another school—indicating an improved relationship between parents, teachers, and students—and 40% less likely to drop out of school all together.





Stories of Community Engagement

Irene is a 50 year old, energetic mother of 7 children. Irene is a person who socializes with everyone—pupils, teachers, cooks, to name a few—and while she, herself, dropped out of school during third grade because of the political insurgency, Irene is committed to ensuring her children attend school.

She believes that education is the path to making a difference in your community.

Already an active member of her children's school's School Management Committee, Irene believes in the power of communities coming together to address their shared challenges. It is unsurprising then, that the introduction of the Scorecard Program at her children's school piqued her interest, as well.

As a member of the Village TEACH Committee, Irene has deepened her knowledge of her community, and developed strong relationships with other community leaders.

She sees these relationships as an important mechanism to affect change in the school and community, and hopes her fellow Village TEACH Committee members will continue to build their relationship skills as well.

Irene often visits the school to spot-check her assigned indicators—pupil attendance and scholastic materials—and gives a word of encouragement to pupils.

2018 Achievements

Setting our sights on a new,
impactful area for intervention



Elevate uses our internal learning to improve our programming and **identify new areas for intervention** that fall within our core competencies and organizational scope

As Elevate has implemented the Village TEACH Program over the past two years, we have aspired to continually learn as an organization to improve the efficacy of our programming, and to identify new areas for Elevate to support the Ugandan education system.

Over the years, we began to notice a troubling trend that we hypothesized was affecting the quality of education service delivery in Uganda. We noticed that teacher trainers (known locally as Coordinating Center Tutors, or CCTs), were struggling to fulfill their mandates to supervise and support teachers within their catchment areas.

Teacher trainers are invaluable to optimal system functioning, but the system is failing to capitalize on their pedagogical expertise to improve the quality of teaching delivered in the classroom.

Why are CCTs not effectively supporting primary school teachers? →

- They are assigned too many schools to supervise
- Their salaries are released late
- The system lacks a strong oversight structure to monitor CCT performance
- International partners offer lucrative allowances for CCTs to participate in their programs
- CCTs are not incentivized with a career ladder to climb if they perform well

77%

Average teacher attendance rate in Ugandan primary schools

1 in 4

Proportion of schools that have been visited by a district inspector in the previous year

~0%

Average teacher attendance rate at schools that have been visited by a district inspector in the previous year

In the Incubator

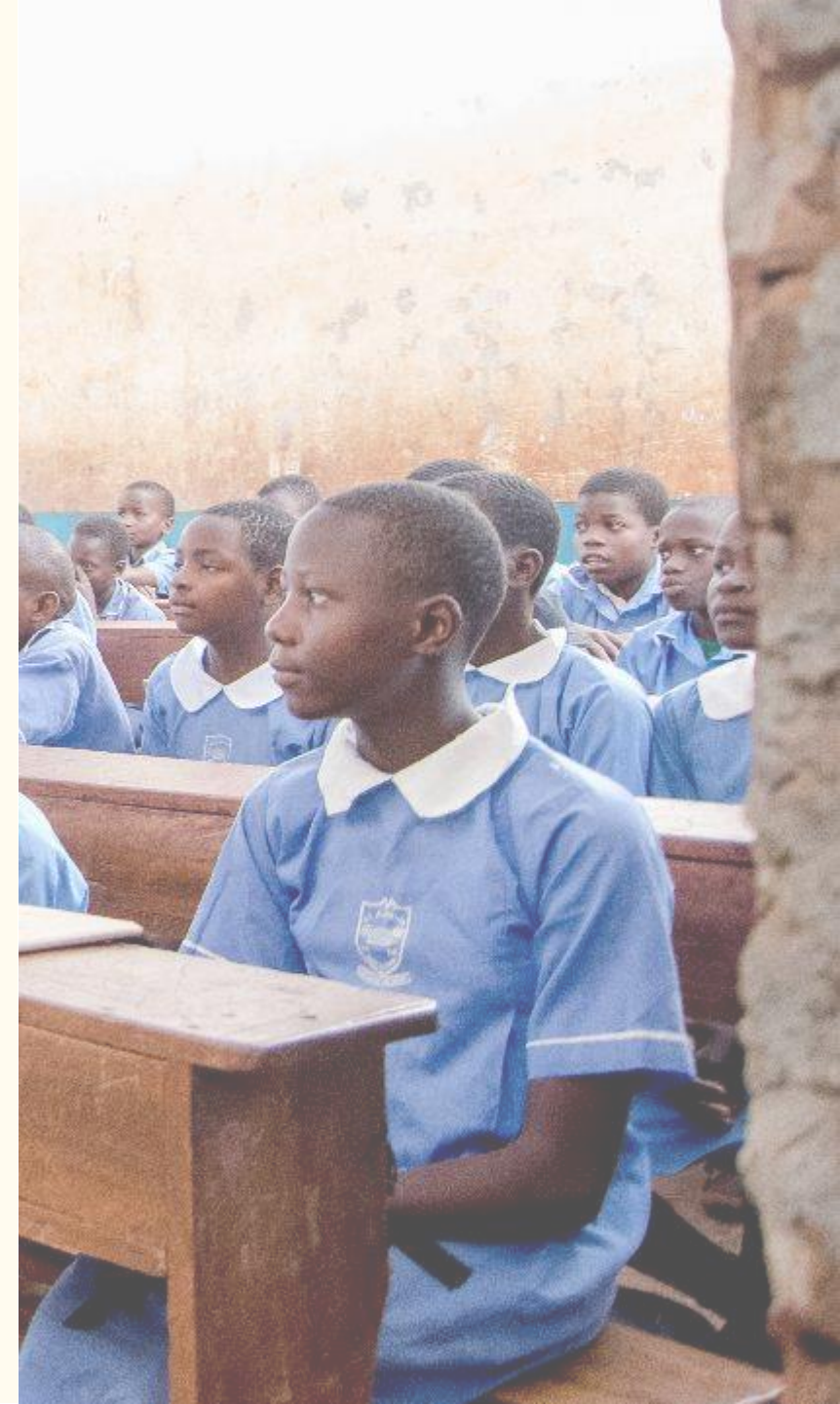
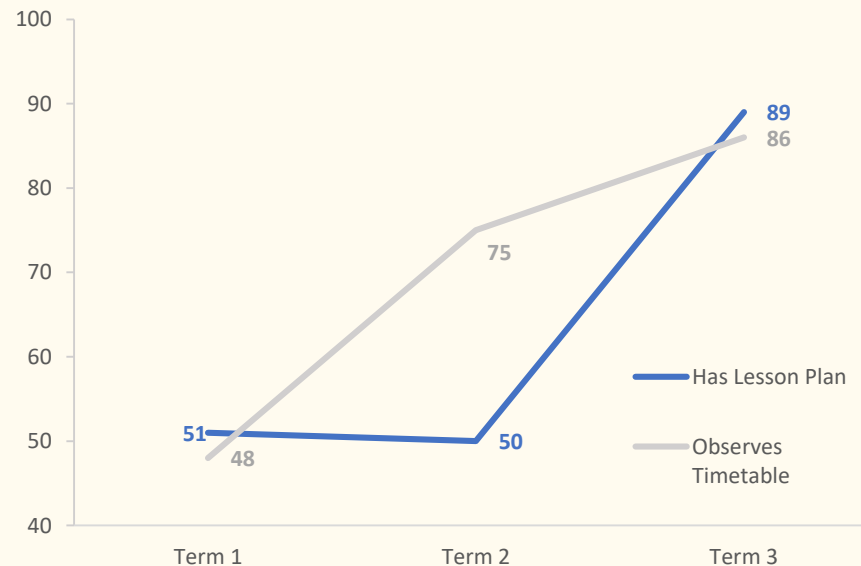
New Project to improve Teacher Support, Supervision, and Effectiveness in Uganda

After two years of implementing Village TEACH and exploring the Ugandan education system, Elevate has conceptualized a new program to address the challenges with teacher support and supervision we have identified within the system.

During the first pilot phase of this program, Elevate worked with 5 CCTs who are managed out of Shimoni Primary Teachers' College to test a digital tool designed to improve (1) the College's ability to monitor and manage CCT performance throughout the school year, and (2) the College's and CCTs' abilities to develop effective continuous professional development trainings for teachers based on real needs identified within the education system.

Over the pilot year, Elevate as seen drastic and encouraging improvements to both teacher and CCT performance that speak to the potential for this program to make lasting impact on the Ugandan education system. Throughout the course of the year, CCTs increased their school visits per term by 12%, likely responding to increased accountability for submitting digital results.

Teachers on the other hand, improved their performance even more drastically. Between terms 1 and 3 of the 2018 school year, the CCTs Elevate works with reported a 75% increase in the number of teachers using lesson plans, and observing the time table.



Stories of Improving Teacher Effectiveness

The Challenge: I am assigned to support 17 government schools, 47 private schools and over 600 teachers. While I would like to support each school at least twice each term, with these numbers it is impossible. Therefore, I have innovated a solution to reach more schools and teachers, called **Teacher-to-Teacher Peer Support**.

The Solution: Teacher-to-Teacher Peer Support allows *paired teachers* to support each other to improve their teaching experience and the classroom environment. Paired teachers would work together to identify a challenge that is affecting their teaching. For example, challenges might include classroom management, lesson planning, or positive discipline issues, among others. The teachers would then collaboratively develop a plan to address the identified challenge, and implement the solution.

The Program in Action: At the beginning of Term 3, when I was conducting a CPD for Head Teachers and Head of Departments at my centre, I introduced my Teacher-to-Teacher Peer Support idea to the Head Teachers at Kitare Community and Kibuye Mapeera as my pilot schools. I explained the program, particularly emphasizing the importance of giving high quality feedback (based on hand out received from Elevate at the beginning of Term 3).

The Head Teachers have since formed teacher pairs, and begun to implement Teacher-to-Teacher Peer Support. When I visit these schools, I seek feedback on how the process is going, and support on challenges being faced.

Impact: Kitare Community and Kibuye Mapeera teachers have been engaging in collaboration on lesson planning and scheming. Teachers feel free to share knowledge and are encouraged to support one another. This has also increased trust amongst teachers. Classroom processes—such as classroom management and pupil-centred methodologies—are also improving.

When I go to these schools, I find it easier to support teachers since we hold a conference to share experiences and give general support. In the long run, this will improve my efficiency at each school, meaning I can **increase on the number of schools I can support**. What's more, even when I am not around, I know the work is ongoing.



Organizational Development & Finances



Financials

Revenue	2018 (UGX)	2017 (UGX)
Opening Balance	122,171,812	1,291,100
Foundations & Individuals	146,870,715	284,734,375
Investment	2,125,643	450,878
Total Revenue	271,168,170	286,476,353
Operating Expenses	2018 (UGX)	2017 (UGX)
Programs	136,835,143	127,250,263
Impact Evaluation	24,685,000	-
Administration	67,775,344	31,622,998
Fundraising	1,237,700	4,881,050
Total Expenses	230,533,187	163,754,311

Change in Net Assets	UGX
Net assets at the beginning of the year	125,454,505
Net assets at the end of the year	44,882,341
Change	- 80,572,164

Liabilities & Net Assets	UGX
Total Liabilities	5,249,308
Accumulated Fund/Equity	-
Net Assets	44,882,341
Total Liabilities & Net Assets	39,633,033
Current Assets	37,149,255
Current Liabilities	5,249,308
Current Ratio (Liquidity)	7.10%

Board & Staff

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