



Uwezo Uganda Annual Plan (Jan-Dec, 2020)

(1st Approved by the Board on 20th March 2020)

Amendments in Response to Covid-19 approved by the Board on 30th June 2020



● Table of Contents

Table of Contents	i
Abbreviations	i
Introduction and Summary of Uwezo Uganda's 2020 Annual Plan	ii
Uwezo Uganda Vision, Mission and Values	iv
Uwezo Uganda Theory Of Change	iv
Strategic Goals And Outcomes For Uwezo Uganda in 2020	2
Goal I: Assessment of Learning	2
Goal II: Research and Experimentation	3
Goal III: Engagement	6
Goal IV: Institutional Development	8
Monitoring, Evaluation and Learning (MEL)	9
Monitoring	9
Evaluation	10
Organisational learning	10
Risk Management	11
Budget	11
References	11

● Abbreviations

ASER	Annual Status of Education Report
DFID	Department for International Development (UK)
ECE	Early childhood education
FENU	Federation of Education NGOs in Uganda
GEMR	Global Education Monitoring Report
MEL	Monitoring, evaluation and learning
NCDC	National Curriculum Development Centre
OPM	Oxford Policy Management
PTA	Parent-Teacher Associations
SDG	Sustainable Development Goal
SESIL	Strengthening Education for Improved Learning (Uganda)
SMC	School Management Committees
UBOS	Uganda Bureau of Statistics
UNATU	Uganda National Teachers' Union
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPE	Universal primary education
WPF	Wellspring Philanthropic Fund

● Introduction and Summary of Uwezo Uganda's 2020 Annual Plan

Uwezo, a Swahili word which means 'capability', has been a programme of Twaweza East Africa since 2009. Beginning in 2020, Uwezo started operating as an independent entity. Twaweza's mission over the last ten years has been to enable children to learn, citizens to exercise agency and governments to be responsive to citizens' demands in Kenya, Tanzania and Uganda. Uwezo's main function has been to generate and curate evidence on learning outcomes and use it to engage with policy actors and citizens to address the learning crisis. Uwezo has used the approach and methodology pioneered by the Annual Status of Education Report (ASER) in India, in which trained citizen volunteers carry out assessments and obtain other relevant data, in the household setting, from large, nation-wide samples of children. To mobilise volunteers, Uwezo has collaborated with hundreds of local organisations that broadly represent civil society.

The Uwezo assessments have been carried out annually or biannually and reported systematically at regional, national and district/county levels, in Kenya, Tanzania and Uganda. Over the last 10 years we have gone to all districts of the three countries, reached hundreds of thousands of households and assessed millions of children. To demonstrate that information collection is not an extractive process, we have embedded instant feedback to the households and communities that were selected for inclusion. The citizen volunteers have been encouraged to participate in measuring learning outcomes and become advocates for the improvement of basic education in their communities. Uwezo professionals have sought to communicate the findings to educational officials and other stakeholders at local, national, regional and global levels and to focus attention on the educational quality issues that have been raised, especially the fact

that millions of children are leaving school without mastery of the very foundational skills needed to fulfil the promise of education.

The skills regularly assessed by Uwezo are basic elements of reading and arithmetic that are supposed to have been mastered by the end of Primary Grade 2 and are a necessary foundation for subsequent learning. Children aged 6-16 years have been assessed, but special attention has been given, in analysis, to the performance of those attending Primary Grade 3 and above, as this provides evidence about the effectiveness of schools in achieving curricular goals. In the national and district reports, performance at easily understood levels of literacy and numeracy is reported. Variations in performance according to many different characteristics of individuals, households, schooling and geographical location are also considered. We recognise that equity has many dimensions that can only be explained if we expose these variations. We also recognise that schools remain the formal pathway through which basic literacy and numeracy skills would be acquired and hence the need to examine the school contexts of learning. For this reason we have conducted some school surveys alongside our household-based assessments. It is for this same reason that in 2016 we sought to inquire on how children emerge from the foundational skills into deepened learning when the breadth and depth of learning demands become evident. We therefore conducted the Uwezo Beyond Basics Assessment in school settings, targeting more advanced literacy and numeracy skills that form part of the Primary Grade 4 curriculum and using samples of children attending Primary Grades 5 and 6. The 'Beyond Basics' assessments showed similar delays in the mastery of skills intended for Primary Grade 4, further highlighting the learning crisis.

Furthermore, in 2019, we deployed Uwezo assessment methodology to try and understand the situation of young people aged 14-20, many of whom have left school and others have transitioned to secondary and tertiary education, in relation to the demands of employment and every-day living for 'functional' literacy and numeracy. What levels of skill have they acquired in common uses of English and mathematics? What difficulties are they likely to face in the workplace with regard to understanding instructions, providing necessary information in writing, working with measurements and performing calculations? The findings revealed that majority of young persons are categorized from lower to middle literacy and numeracy levels, an indication of low functional abilities. Overall, the pilot demonstrated that it was possible to use Uwezo assessment approach and objectively assess the functional learning outcomes of young persons in literacy and numeracy that are required in the workplace and everyday life.

We have also over the years recognised that the equity agenda includes interrogating learning levels for children in difficulties or in isolated localities. As a regular part of our work, we have utilised assessment evidence to engage communities and school systems to create awareness and trigger local actions for improved learning (Nakabugo and Savage 2018). In 2017 Uwezo also carried out a pilot study, applying its assessment of basic skills to children in Uganda's refugee settlements and comparing their learning outcomes and learning conditions with those of children in host communities in the same districts (Uwezo 2018b). Through this work, we demonstrated the adaptability of Uwezo citizen-led learning assessment methodology and tools to crisis contexts. The work was referenced in the 2018 Global Education Monitoring Report (GEMR) on Migration, Displacement and Education (UNESCO 2018: 60). We plan to deepen this work in 2020 and expand it during the 2020-2022 strategy, resources permitting.

The program and operation of Uwezo in 2020 will contribute to four strategic goals: i) Producing independent evidence on the learning levels of children and young people ii) Carrying out research and promoting innovations that have the potential to improve the level and distribution of learning outcomes in basic education iii) Engaging with policy actors and with the public to influence and promote policies and practices for improved and more equitable learning outcomes iv) Establishing and developing Uwezo as an independent, not-for-profit organization in Uganda, with the capacity and resources to execute its mission effectively.



● Uwezo Vision, Mission and Values

Vision

A society in which all children are learning and realising their full potential.

Mission

We are committed to demonstrating how to improve learning outcomes and keeping communities and leaders focused on learning through assessment, research, innovations, partnerships and advocacy.

● Uwezo Uganda's Theory of Change

Over the past 15 years a substantial body of research in East Africa, including Uwezo's assessment reports, has helped to identify many factors that impede effective learning at the primary level in the context of Universal Primary Education (UPE) policy. Lack of citizen awareness and engagement is one such factor, especially in poorer communities. Other factors, however, relate to poor governance, limited teacher motivation and lack of professional expertise. Problems of overcrowded classrooms, scarce learning materials, lack of interactive pedagogy, pupil and teacher absenteeism and poor availability of preschool education are well known to researchers, but deeply embedded in the educational systems. Although some progress was made towards our intermediate goals of communicating with stakeholders as part of Twaweza, we need to work on a wider front to stimulate action. Uwezo Uganda plans, in the period 2020-2023, to adopt a multifaceted approach to tackling the problems, through locally organised studies and experiments and the insights gained from

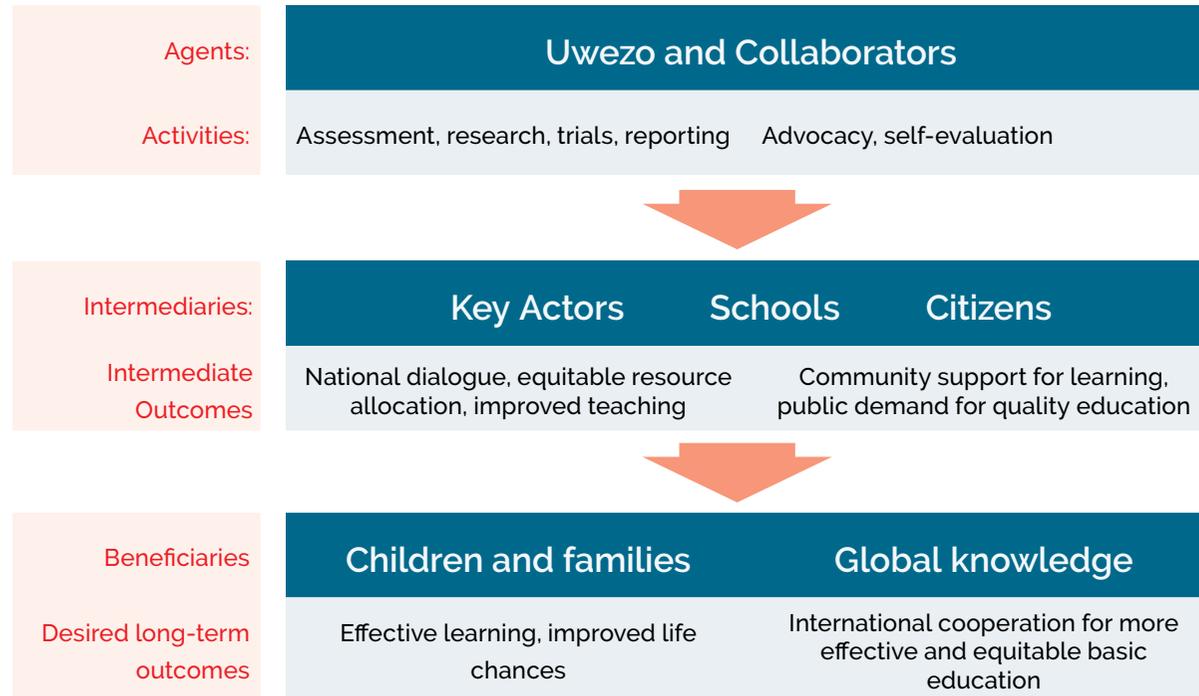
its assessments. Uwezo will also use its long-established civil society network to mobilise citizen-led response and action.

The theory of change for Uwezo Uganda therefore incorporates, as new elements, Uwezo's own modest engagement in innovative educational assessment of learning, research and innovation (alongside and in collaboration with some of the key actors) and a specific link with schools. These elements are based on the belief that Uwezo, while retaining its role of independent assessment of learning outcomes to support SDG4, will be more effective through some direct contact with the processes of educational planning, management and teaching. Through involvement in selected areas of research and innovation, Uwezo Uganda can increase the relevance and usefulness of its recommendations and advocacy.

Children are intended to be the main beneficiaries of Uwezo Uganda's work, but it seeks to influence four types of intermediaries: key actors at national level, schools, citizens and the global community. Its main activities are (1) assessments of learning, (2) research and experimentation, (3) professional reporting (especially for key actors) and (4) advocacy (especially for citizens).

Figure 1 shows an idealised cycle of activities, in which assessment data contribute to our research and experimentation and this in turn leads to innovation (usually carried out by other actors). Assessment is also a direct source of influence for Uwezo, as in the past. The main focus of all the activities is on the goals of effective learning and equitable learning outcomes.

Figure 1: Uwezo's Theory Of Change



● Strategic Goals and Outcomes for Uwezo Uganda in 2020

We commit ourselves to the following goals and outcomes to address the main problems related to low and inequitably distributed learning outcomes in Uganda, for the first year of Uwezo 4-year strategy (2020-2023) as an independent entity.

GOAL I: Assessment Of Learning

To produce independent evidence on the learning levels of children, their distribution and factors associated with them.

Outcomes for Goal I

1. Policy actors, practitioners and the public have increased knowledge, awareness and understanding of children's learning outcomes and their distribution.
2. The evidence is used to improve resource allocation and the delivery of education.

This goal has been paramount in our previous work and continues to be necessary, as a large proportion of children are taking much too long to acquire the intended skills and knowledge from primary education while others are not acquiring them at all.

In 2020, we shall expand the pilot assessment of literacy and numeracy of young people aged 14-20 years to understand how the methodology and tools can be used to generate representative data at district level. This assessment of everyday and workplace knowledge is intended to provide evidence of the long-term learning outcomes that the education system is able to deliver. A framework for assessing young people has been piloted in Uganda in 2019 in collaboration with Oxford Policy Management (OPM) under DFID's Strengthening Education Systems for Improved Learning (SESIL) programme to refine the methodology. We had planned to apply the refined methodology and tools to more representative samples in at least 4 districts located in different regions of Uganda during the 2nd term school holiday. However, due to the current school shut down, it is no longer tenable to conduct the actual assessment in 2020. We now propose to do the actual assessment in 2021.

The following activities will be implemented in 2020 in relation to the young people assessment:

- Working closely with Uganda Bureau of Statistics (UBoS) to finalise generation of a representative sample of enumeration areas (EAs) for the sampled districts
- Acquisition of enumeration area maps for the sampled EAs
- Obtaining ethical and research approvals for the assessment from different entities e.g. MoES, MGLSD, Local Government, UNCST, approved REC
- Refining the assessment instruments, especially the math tool based on lessons from the pilot study
- Conduct an extensive literature review related to adult learning and assessment and fine-tune the study conceptual framework
- Develop one academic paper using data from the pilot study
- Develop one blog using data from the pilot study and comparison of data from Uwezo basic learning assessment of literacy and numeracy

In addition, building on the successful 2017 pilot of Uwezo assessment in refugee contexts, in 2020 we

shall undertake preliminary work for an in-depth study of the extent and effect of the spill over of refugee children in mainstream schools to inform a future scale-up of the pilot. The overall objective of this study is to understand the integration issues for schools with large numbers of refugee children, using examples in West Nile districts and focusing on cases with South Sudanese refugees. The actual study is planned to be undertaken in two refugee-hosting districts in the West Nile in March 2021 with the aim of contributing to local and global knowledge in regard to learning levels for children in difficulties or in isolated localities and the factors at play. We will also use the research opportunity to understand the effect of COVID-19 and school closures on learning in refugee contexts.

During April 2020 the following activities will be implemented:

- Finalise the study design and methodology
- Develop and pre-test the research instruments
- Conduct an extensive literature review related to the study and fine-tune the study conceptual framework

Goal II: Research and Experimentation

To carry out research and promote innovations that have the potential to improve the level and distribution of learning outcomes in basic education

Outcomes for Goal II

1. As a result of the research and experimental work of Uwezo, policy actors and practitioners have increased knowledge and awareness of interventions that could improve learning outcomes and make them more equitable.
2. The findings from the research and experimental work are used to improve educational policies and practices.

We plan to use the available resources to continue supporting research and innovations aimed at improving literacy and numeracy skills and the circumstances in which children learn. In April 2020-March 2021, we plan to research into the Development of Viable Models of Preschool Provision. The relative neglect of early childhood care and education (ECCE) in public service provision and in international aid continues to affect many low-income countries, Uganda being a notable case. In the period 2000-2015, a politically

driven focus on the Millennium Development Goals of UPE and gender parity in education tended to marginalise ECCE, despite its recognition in Education for All Goal 1 and in the work of UNICEF. SDG Goal 4 calls for an equitable and inclusive delivery of ECCE, but it is only recently that World Bank research has started to recognise the vital part to be played by ECCE in responses to the 'learning crisis' affecting primary (elementary) education (Bashir et al. 2018, 100, 439).

For East Africa and comparable settings, there is compelling evidence of the benefits to children from attending ECCE programmes, including ones with relatively limited resources. A well-designed study from East Africa demonstrates children's cognitive gains from attendance at low-cost community-based preschools, as well ones with NGO support (Mwaura et al. 2008). A study of an improved preschool programme in Bangladesh (Moore et al. 2008) supports the view that more interactive learning methods can be implemented at very low cost and result in important cognitive gains for children in a low-income setting. Case studies of transition to primary school in low-income urban settings by Margetts and Phatudi (2013) illustrate gains in children's social competence and emotional development that were attributable to preschool attendance. The Uwezo Assessment of 2018 in Uganda shows advantages in literacy and numeracy for children who had attended at least two years of ECCE (Uwezo 2019, 29). These are a few examples

among many. A large body of relevant research on developing countries, showing the potential benefits of ECCE, has been reviewed by Rao et al. (2017).

Uganda's Early Childhood Development (ECD) Policy of 2007 (Government of Uganda 2007) attempted to regulate the pre-primary sub-sector and provided guidance on curriculum and pedagogy, but specifically avoided any commitment to public funding of the service. This consignment of ECCE provision to market forces and occasional philanthropy was made more likely by a policy environment which had been influenced by neo-liberal assumptions and favoured privatisation and commercialisation of services, including parts of the education sector (Collier and Reinikka 2001, 37-38; Openjuru 2011). Professional limitations of the provision were discussed by Ejuu (2012). In 2016 the Ministry of Gender, Labour and Social Development (MoGLSD) launched an action plan for integrated early childhood development from birth to the age of eight, with the support of UNICEF (MoGLSD 2016). But this has not fundamentally changed the dependence of preschools on private or community management and fees charged to parents.

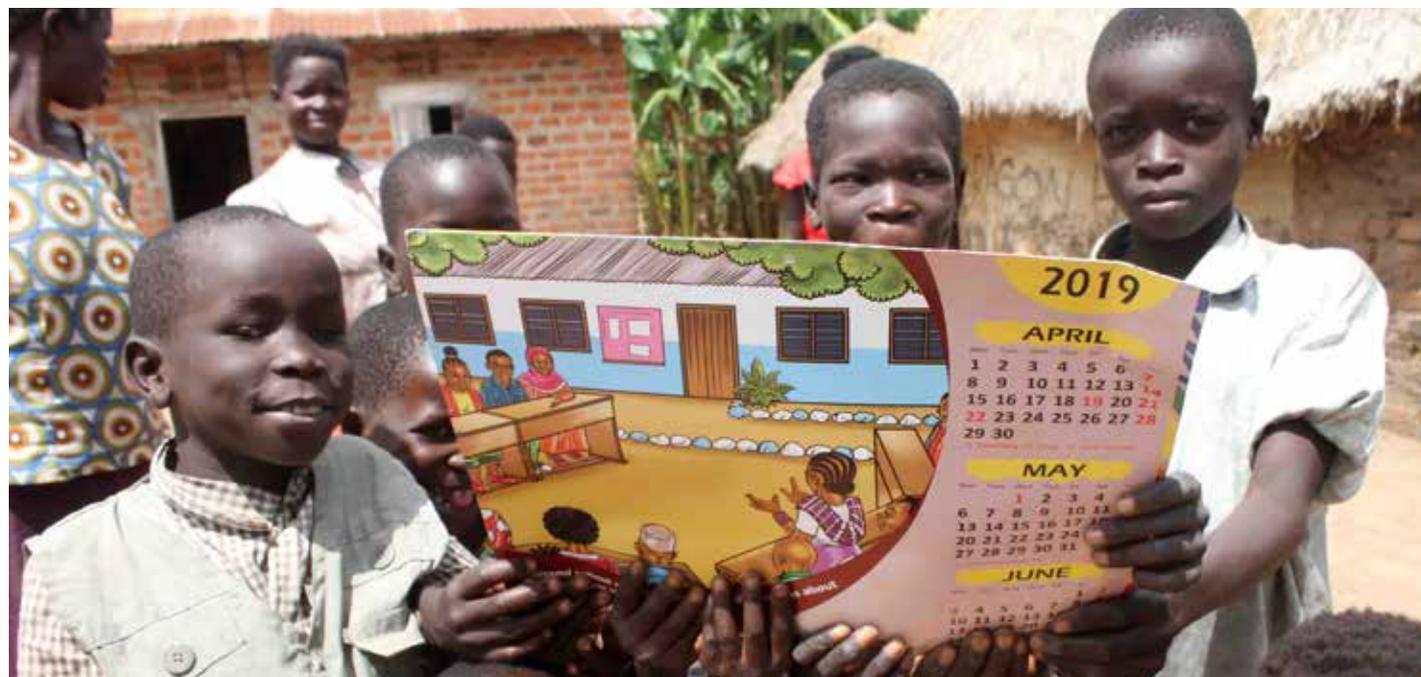
In the past few years, pressures have mounted on the Ministry of Education and Sports to reconsider its position on ECCE. Within Uganda, increasing numbers of under-age children are being 'parked' in primary schools by parents who cannot afford preschool fees. An external review of the 2007 Policy

(Cambridge Education 2017) helped to show that the complex patchwork of early childhood services was very inequitable, both in quality and in accessibility, that regulation was weak and that the training of teachers and carers had little coordination. This led to the drafting by MoES in 2018 of a revised policy document for ECCE, which seemed to promise stronger government support at the preschool level, but the draft has not yet been adopted.

There are strong grounds for believing that, even in the absence of public subsidy, preschools owned and managed by local communities can be organised in such a way as to expand access to ECCE through low-cost models and a graduated fee structure. In Uganda, preschools that are owned or managed

by local communities (about one-fifth of the total nationally) are reported to be relatively popular in rural areas and in poorer districts and to have some effective results (Cambridge Education, 2017, pp. 18, 30). The supporting evidence from Kenya is equally significant: even before the Kenyan government's recent reform, enrolment in ECCE had increased rapidly (from 1.1 million in 2000 to 1.7 million in 2008) and one of the key factors was 'community involvement and ownership' (Okengo, 2011, p. 33).

The purpose of Uwezo pilot study is to identify and refine models of ECCE provision which can help to increase its availability and enhance its quality in the context of Uganda. It is intended that these models should involve community ownership and



management as far as possible and should be suitable for public subsidy in the future. The research and advocacy in this area, as well as developing models for partnership, will aim at increasing the clarity of government policies, the support for ECE in local communities and parental awareness of its benefits.

The main research questions are as follows and will apply to a variety of cases selected for in-depth and comparative study:

- i) What structures, practices and resources can enable the preschool to be controlled by, and accountable to, representatives of a local community or other relevant community?
- ii) What structures, resources and system of funding can help to make the preschool accessible and affordable to all or most households in the locality? How far can these elements be sourced within the community?
- iii) What are the essential human and physical resources for the preschool to be of acceptable quality and how should the standards for these be stated for purposes of management and evaluation? How far can the community provide these resources?
- iv) Given the existing provision of resources, what should be the priorities for improving leadership, teaching and care in the preschool?

- v) How can the preschool best be linked with schools, health and social welfare services and existing demand-side interventions?

While we had planned to implement this study in Quarter 2 and 3 of 2020 and produce the draft report in Quarter 4 of 2020, the impact of COVID-19 which has led to closure of all education institutions and restrictions on travel and fieldwork necessitates reprogramming. We now plan to concentrate on preparations for the research that can be done at a distance during April-September 2020 and do the actual fieldwork during the course of October-December 2020. Data analysis and report writing will be done in January-March 2021. Furthermore, due to the budget cuts, we intend to implement the research at a reduced cost by reducing the sample from six preschools to four preschools in two carefully selected districts. This would reduce fieldwork costs substantially.

The following activities will be undertaken during the course of April 2020-March 2021:

- Consultations on the study design for peer review and feedback
- Development of observation procedures and research instruments
- Pre-test of the research instruments
- Selection of districts and case study preschools
- Engagement of district partners and research assistants

- Training of researchers and research assistants
- Actual data collection in four preschools in two districts
- Data analysis and report writing

We will also produce other research products during this period, using data from previous Uwezo learning assessments. The proposed research products include, but not limited to the following:

- A policy brief on the inequality of learning outcomes of children and factors that account for them. This would be based on sub-sampling and re-analysis of the 2018 Uwezo Uganda Assessment data.
- A policy brief on pupil and teacher absenteeism in primary education, using Uwezo data and other sources.
- A joint blog with RISE on considerations for reopening schools post-covid-19, using Uwezo data.
- An opinion piece on educational provision for children with disabilities and SEN: how best to obtain data on the children and on current provision for them

Goal III: Engagement

To engage with policy actors and with the public to influence and promote policies and practices for improved and more equitable learning outcomes

Outcomes for Goal III

1. Policy actors and practitioners use the evidence from the assessments, research and innovations of Uwezo to inform decision making and educational practices.
2. Uwezo partners (including trainers, District Coordinators, Village Coordinators, Volunteers and Local Council leaders in up to 32 districts) become strong allies in communicating messages about COVID-19 and supporting learning during and after the school closures.
3. Parents and communities become stronger partners of schools at the local level to improve learning.

Uwezo's major assessment exercises and our engagement with various aspects of the educational process through research and innovation will lead to advocacy of two kinds at the national and grass roots level.

Engagements at sub-national level

In 2020 we plan to work with Uwezo partners in up to 32 districts (8 trainers, 32 District coordinators, 96 Village Coordinators, 1,920 volunteers and 1,920 LC1 leaders to disseminate information on safeguarding against COVID-19 and supporting children's learning during and after the school closures using SMS and WhatsApp. The content of the messages will be aligned with the study materials that have been developed by NCDC in collaboration with Uwezo Uganda and with messages already developed by SESIL. We believe that messages targeting this network of partners will have a multiplier effect of trickling down to parents, guardians, children and other local leaders in the communities in which the various partners live or work.

It is widely acknowledged that community and parental engagement is key to improved learning outcomes (Centre for Economic Prosperity 2012). Parents play an important role in the lives of children not just as providers of the materials they need for schooling, but as primary educators and role models. Communities too have a key role in the management of schools through their various community-level structures. The disengagement of both from issues of education have obvious consequences for accountability of those running schools and for learning outcomes. There have been efforts by Ministries of Education to promote the role of communities and parents in education, such as

through School Management Committees (SMCs) and Parent-Teacher Associations (PTA), with varying results. Uwezo Uganda wishes to use its network of partners to strengthen the parents' and community's engagement in safeguarding and supporting learning during the coronavirus pandemic period.

In addition to involving Uwezo district partners and volunteers, we shall also seek to deliberately involve local government officials in the 32 districts (including DEOs, CAOs and DIS) and UNATU district chairpersons in the messaging and any follow-up activities. The media is also a powerful way of communicating good practice to large audiences. We will seek to include our network of editors and education journalists (up to 20 in total) in the messaging and any follow-up activities. This way, good practices and lessons emerging from the intervention can be shared widely.

The effect of this work will be monitored through self-reports by partners on the perceptions of the messages communicated and number of other people reached. We will also include questions in the young persons' assessment in 2021 to measure the reach of the various communication options and effect of the messages in the overlapping districts, if any.

Engaging with Policy Makers

Policy advocacy has been and will continue to be an area of focus for Uwezo Uganda in 2020. We have recorded successes in the past, especially in contributing to the shift in narrative around education from inputs into the sector to learning outcomes as the measure of progress.

From our assessments and from all our intended areas of research and development, the findings and their implications need to be made available to decision-makers if they are to be utilised. We will facilitate this process by involving key policy makers such as parliamentarians in Uwezo research processes to give them an understanding of what we do as opposed to merely inviting them at report launches. We will also involve our Board members in key activities so that they serve as ambassadors of Uwezo findings within their networks nationally and globally.

We will seek strategic partnerships with influential entities such as UNATU, FENU, NCDC, UBoS, Faith-Based and Cultural Organisations, development partners as well as ensuring that our findings are communicated at global level through conferences and workshops to contribute to global knowledge. We also plan to officially share the findings from the pilot assessment of everyday and workplace literacy and numeracy skills of young people (14-20 years) to the SESIL Steering Committee and other Ministry

of Education organs, including the Basic Education Working Group, among others, ahead of the planned scaled up study in 2021.

Finally, in addition to engagement at sub-national level and with policy makers, we will also strengthen our organisational communication capacity on education matters through the following:

- a. A monthly Uwezo Uganda newsletter.
- b. Twitter and Facebook posts on trending or critical education matters.
- c. Developing the Uwezo Uganda website and keeping it updated with weekly and monthly relevant materials.
- d. Branding and communicating what we stand for to the wider society through publicity materials such as brochures and banners.



GOAL IV: Institutional Development

To establish and develop Uwezo Uganda as an independent not-for-profit organisation in Uganda with the capacity and resources to execute its mission effectively.

Outcomes for Goal 4

1. Governance structures and systems are in place and regularly reviewed and improved.
2. Uwezo has the human and financial resources and capacity to carry out its mission.
3. Partnerships are established with relevant stakeholders from the village to the global level and they support Uwezo Uganda to achieve and sustain its mission.

This goal aims at establishing and strengthening Uwezo as an independent organisation working in education in Uganda with an operational relationship with government, civil societies and other actors nationally and internationally. This will include establishing (1) organisational systems and governance structures, (2) policies, standards and procedures on staffing, (3) learning, monitoring and evaluation systems and (4) financial and administrative systems, to comply with national and international standards.

Key activities under this goal include customising the East African Uwezo strategy to Uganda, reviewing the annual plan in the context of COVID-19 and packaging it in an accessible manner, development of key organisational policies and standards, setting up accountability structures including formation and/or operationalisation of the governing board and technical advisory committees, developing a Board Charter and generating terms of reference for board members, and advisory committees. This will also involve securing physical space for Uwezo Uganda, and ensuring that staff are motivated and work in a safe and secure environment.

Uwezo will also strengthen its capability-driven value in partner and volunteer networks, coordination expertise, data management, analysis, and communication. With these assets we can support other like-minded organisations working to achieve the same goal of improved and equitable learning outcomes under normal circumstances and in the context of COVID-19. We shall be open to providing infrastructure-as-a-service for independent assessment of learning for other initiatives and populations and for independent research and monitoring of progress towards other SDGs (e.g., those concerned with water quality, health, nutrition, poverty and disability). We are also open to partnerships with other organisations such as AKF Schools2030, PAL Network, RELI, Hello World and others, as a learning partner



● Monitoring, Evaluation and Learning for Uwezo Uganda (MEL)

Monitoring, evaluation and learning (MEL) is at the heart of the work of Uwezo Uganda. MEL will distinguish between reporting for internal purposes – which will be coordinated by the Advisor (Research, innovations and fundraising) supported by the Senior Program Officer for Research and reporting that is part of the core activities and seeks to influence a range of stakeholders. A number of different processes and methods (qualitative and quantitative) and a variety of tools will be put in place to facilitate effective MEL for organisational learning and measurement. Specific indicators will be identified early at the planning stage in Quarter 1 and used during implementation to monitor progress in achieving the set goals and evaluate achievement of the expected outcomes and impact.

Monitoring

Monitoring will be concerned mainly with the baseline (the initial situation), with the inputs and processes of the various activities (such as staff, volunteers, software, time spent and costs) and with the immediate outputs and feedback (such as data obtained, findings reported and interactions with stakeholders). The monitoring focus will also

be on coverage, reach, quality of the product, users' feedback, emerging effects, stories of change from the field as well as challenges. The monitoring records will enable issues of cost-effectiveness to be considered.

Since we shall be working with a large number of volunteers and partners who will be entrusted with additional responsibilities, a rigorous process of follow up, performance assessment, recording progress, changes and lessons will be put in place to manage their quality and results. We will leverage technology to improve the quality of monitoring data collected and the turnaround time, as well as controlling the cost of the entire process.

The monitoring process will focus on the following main activities from the planning to the implementation stage:

- i. Participatory planning and reporting: To ensure clear understanding of the monitoring plan and activities, the planning and reporting process will be done collaboratively with all staff. An annual staff retreat (3-4 days) will be organised to reflect on the progress made in the year, and

to plan rigorously for the following year. The annual staff retreat is envisioned to allow staff to reflect on their practice and performance, document progress, gaps, lessons, challenges and way forward. Opportunities for staff to share experience and insights, and to allow the strengthening of continuous learning, participation and teamwork will be provided. The outcome of the retreat will be a draft annual report and plan.

- ii. Drawing from the annual plan, we will be sitting quarterly for half a day or one day to review progress of implementation and adjust accordingly. The report will be shared internally with all staff and Board for advice and internal learning.
- iii) Media monitoring – We shall create an internal monitoring tool, as well as partnering with specialised organisations to conduct media monitoring and track media coverage of Uwezo activities as a measure of wider influence.
- iv) Monitoring of engagement – Since we shall engage with policy makers, practitioners and

citizens at national and community level, we will monitor the effect of activities implemented as part of the engagements through documentation of outputs and reflections on meetings attended.

- v) Field visits and observations: The monitoring framework will include activities such as site visits, surveys, observations, interviews and self-reports to understand the effect of our interventions from the perspective of the beneficiaries.

Evaluation

Evaluation exercises will focus on immediate and longer-term outcomes and will focus on whole areas of activity (e.g. the national assessments of learning). Such exercises will be carried out mainly in the third and fourth years of the strategy period (2022-3). However, evaluators will be well briefed on the baseline, inputs, processes and outputs in order to reach valid conclusions.

In relation to evaluating the policy impact of Uwezo's work, great caution will be taken. In many situations the influence of educational research on national policy is neither direct nor immediately visible (Urwick 2013). In some cases, it may influence global understanding sooner than it influences policy.

As in the past, Uwezo Uganda will seek to involve external researchers or consultants in evaluation exercises.

There will be two main evaluation exercises:

- a) Midterm review: This will take place after two years of implementation. The evaluation report will be for internal use and will be shared with the board and funders to understand and further support the progress towards achieving the strategy goals and outcomes; and
- b) Final/ endline evaluation to be conducted in the final quarter of the fourth year of the strategy. Evaluators will be provided with necessary information, documents and baseline reports for reference and other related support. The evaluation will track outcomes and impact at the national, subnational and global level. This evaluation report will be shared with the board, funders, partners, and the wider public by posting on our website.

Organisational learning

The learning approach for Uwezo Uganda will draw on the insights or lessons gained from the monitoring and evaluation processes and reports, to inform improvement of practice and performance. Opportunities will be created for sharing experiences acquired from within and outside, e.g. from attending

conferences and external meetings. Staff will be supported to attend relevant short trainings, study visits and selected conferences as part of learning to improve their professional knowledge and skills. Those who attend these events will be expected to lead learning sessions at organisational level for the benefit of the rest of the staff.

We shall create learning opportunities for selected fresh graduates through 3-6 month internships. Besides internship, we shall also provide opportunities for established academics and researchers to spend their sabbatical leaves with us, utilising our data to do their writing and thereby enhancing our visibility and contribution to global knowledge, but also feeding us back on any data quality issues they encounter with our data. Such academics may be involved in designing and executing specific studies as per our strategic plan to complement internal capacities.

Risk Management

Uwezo has an ambitious programme, but we seek to be adaptable and diplomatic in pursuing our goals. We are aware that during implementation there could be some risks that may affect implementation of the planned activities. Annex I gives examples of risks that we anticipate and the ways in which we would respond.

Budget

The estimated revised budget for Uwezo Uganda in 2020 is \$508,698 (Annex II). Annex III details the quarterly deliverables for 2020.

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Annex 1: Uwezo Uganda Risk Mapping

Risk Description	Risk category	Likelihood	Impact	Gross Risk	Mitigation Strategy	Impact	Residual Risk	Risk Owner
Reduced activity implementation should coronavirus continue to prevail and lead to continued travel/meeting restrictions and closure of offices and schools	Context	Likely	Major	Major	Prioritise work that can be done at a distance. Consider alternative data collection procedures in the context of restrictions on travel and meetings. Re-scheduling	Moderate	Moderate	ED
Reduced activities and increased staff turnover as a result of budget cuts due to Covid-19 and changed funders' priorities	Context	Likely	Major	Major	Prioritise staff retention and retention of critical programme work Increased fundraising efforts	Moderate	Moderate	ED
Tight regulation and delayed implementation of future surveys due to stringent regulations by government	Context	Likely	Major	Major	Seek any necessary UBOS approvals early enough Seek support from the UBOS representative on the Board	Moderate	Moderate	SPO
Organisational transition process for Uwezo/Twaweza programmatic implications	Delivery	Likely	Major	Major	Discuss the restructuring process and broadening funding sources to minimize financial loss in the transition.	Moderate	Moderate	ED
In the research on community-based initiatives or projects, some of the providers assume that Uwezo is a funding agency and expect donations or gifts.	Delivery	Likely	Moderate	Moderate	Clarity on the project goals and Uwezo mandate	Minor	Minor	Comms Officer SPO
In relation to advocacy activities, some officials and/or politicians accuse Uwezo of meddling in policy matters and seek to curtail our activities.	Delivery	Likely	Major	Major	Act professionally. Avoid any political party alignment, but insist on open debate.	Moderate	Moderate	ED Comms Officer
Transition leads to weakened governance and financial systems	Operational	Likely	Major	Major	Clone Twaweza systems for the new entity Retaining staff that are already trained on the systems. Continued support from Twaweza for the first 6 Months	Moderate	Moderate	Uwezo ED Twaweza ED
Cloning of Twaweza systems takes long, leading to delayed automation of processes and implementation of activities	Delivery	Likely	Moderate	Moderate	Seek formal contract with Twaweza Use excel and paper processes in the interim	Minor	Minor	ED, Accountant, HR Associate

Risk Description	Risk category	Likelihood	Impact	Gross Risk	Mitigation Strategy	Impact	Residual Risk	Risk Owner
Reduced confidence of donors in the new entity	Reputational	Moderate	Moderate	Moderate	Continued support and references from Twaweza Having a reputable board Direct engagements with the donors Communication plan in place Recruit an experienced Accountant to sustain good financial management	Minor	Minor	ED, Comms Officer, Accountant
Fraud within Uwezo partners	Fiduciary	Likely	Major	Major	Reduce timeline for accountabilities after activity is complete. Ensure no new imprest funds are disbursed before prior imprests are accounted for. Output based contracts in place to guide funds disbursement. Due diligence is made on partner organisations before they are engaged. Strengthen internal controls	Major	Major	ED, Account
Foreign exchange risk	Fiduciary	Likely	Major	Major	Take advantage of foreign exchange fluctuations Use short term foreign exchange hedging against foreign exchange fluctuations	Moderate	Moderate	Accountant, ED
Harm, abuse of children/ respondents by any of our representatives or partners	Safeguarding	Likely	Major	Major	Rigorous due diligence assessment of our partners. Effective child protection and safeguarding policy instituted. Safeguarding issues incorporated in the training of our partners. Strengthening our due diligence on our frontline downstream volunteer partners through at least two reference checks. Signing declaration forms with staff. In order to ensure that the households know and have a direct line of complaint to Uwezo, we will include a complaint phone number in the materials given to households.	Major	Major	SPO Comms Officer HR Associate

Uwezo Uganda Budget for 2020-2023

Outcomes	Outputs/ Activities	Target Audience	Key Partners	Key Partners	Responsible unit, person	Q1	Q2	Q3	Q4	Total
	GBP Rate	0.80928	USD	GBP						
Grand total			551,698	-		128,860	123,548	151,335	147,955	551,698
ANNEX II: UWEZO UGANDA 2020 BUDGET			551,698							
Goal G1:A8 To produce independent evidence on the learning levels of children and young persons, their distribution and factors associated with them.			25,140	20,345						
			25,140	20,345						
	Activity 1. Finalisation of the pilot study on Assessing everyday young persons' reading, writing and math	Total	6,300	5,098	BLANK					
	Assessment support and Monitoring	Young persons, 14-20 years, UBTEB, UNEB	OPM, Independent Consultant		Evidence	800				800
	Data entry and management		OPM, Consultant		Evidence	500				500
	Quality assuring the report writing through peer review		OPM, Consultant		Evidence	1,000				1,000
	Report designed and printed		Design and printing firm		Evidence	2,000	2,000			4,000
	Activity 2. Scaling up of study on assessing everyday young persons' reading, writing and math to 4 districts?	Total	4,840	3,917	Evidence					
	Sampling				Evidence	1,400	1,400			2,800
	EA maps	MoES, UBTEB, UNEB	UBoS		Evidence		840			840
	Ethical and research approvals				Evidence		1,200			1,200
	Activity 3. Indepth study of the extent and effect of the spill over of Refugee children in mainstream schools	Total	14,000	11,330	Evidence					0

Outcomes	Outputs/ Activities	Target Audience	Key Partners	Key Partners	Responsible unit, person	Q1	Q2	Q3	Q4	Total
	GBP Rate	0.80928	USD	GBP						
	Building on the successful pilot of Uwezo assessment in refugee contexts, undertake an in-depth study of the extent and effect of the spillover of refugee children in mainstream schools to inform a future scale-up of the pilot: a study undertaken on the extent and effect of the spillover of refugee children in mainstream schools in at least 2 refugee-hosting districts in the West Nile.				Evidence	5,000		4,500	4,500	14,000
G2: To carry out research and promote innovations that have the potential to improve the level and distribution of learning outcomes in basic education			17,080	13,823						
Project 4: Developing Viable Models of Preschool Provision			17,080	13,823						
	Activity 1. Developing Community Based Preschools for Greater Accessibility and Improved Learning	Total	17,080	13,823	Insights					
	A pilot indepth study undertaken in up to four districts (with rural and urban characteristics) involving a selection of community ECD centres in the districts				Insights			6,500	6,500	13,000
	A pilot indepth study undertaken in up to four districts (with rural and urban characteristics) involving a selection of community ECD centres in the districts				Insights			4,080		4,080
GOAL III: To engage with policy actors and with the public to influence and promote policies and practices for improved and more equitable learning outcomes			60,700	49,123						
Engaging with Citizens			26,200	21,203						
	Activity 1. Sub-National Engagements	Total	26,200	21,203						
	Engaging selected district partners and volunteers in messaging COVID-19 safeguards and supporting home learning during school shutdown and when schools re-open				Advocacy		5,000	5,000		10,000

Outcomes	Outputs/ Activities	Target Audience	Key Partners	Key Partners	Responsible unit, person	Q1	Q2	Q3	Q4	Total
	GBP Rate	0.80928	USD	GBP						
	Uwezo staff participation in supporting and monitoring collective commitments and actions from village meetings adapting a facilitated advocacy approach				Advocacy				2,200	2,200
	Collaboration and engagement with local government officials				Advocacy			1,250	1,250	2,500
	Collaboration and engagement with media- education journalists from at least 10 media houses (print, radio & TV) at national and district level involved in the Uwezo 2020 activities for exposure and doing evidence-based reporting.-				Advocacy				2,500	2,500
	Uwezo partners at district level engaged in sharing of evidence through media and face-face meetings				Advocacy			2,500	2,500	5,000
	National and subnational materials produced				Advocacy	2,000	2,000			4,000
										0
Engaging with Policy Makers			34,500	27,920						
	Activity 1. Engagement at National level	Total	26,500	21,446	Advocacy					
	NAC, Board and policy makers participate in Uwezo 2020 activities				Advocacy			1,000	1,000	2,000
	Collaboration with Education Coalitions e.g. FENU and participation and support to education related events organised by other actors such as MoES, SESIL, Reading Association of Uganda, MGLSD, NCDC, Cultural and Religious Institutions' Departments of Education and other CSOs.				Advocacy	1,000	500	1,000	1,000	3,500

Outcomes	Outputs/ Activities	Target Audience	Key Partners	Key Partners	Responsible unit, person	Q1	Q2	Q3	Q4	Total
	GBP Rate	0.80928	USD	GBP						
	Collaboration with Education Coalitions e.g. FENU and participation and support to education related events organised by other actors such as MoES, SESIL, Reading Association of Uganda, MGLSD, NCDC, Cultural and Religious Institutions' Departments of Education and other CSOs.				Advocacy			9,000	1,000	10,000
	Collaboration with UNATU at national and district				Advocacy		500	500	500	1,500
	Engagement with Parliamentary committees and Forums				Advocacy				1,000	1,000
	Sharing of assessment findings from the young persons assessment of reading, writing and math				Advocacy		1,000			1,000
	General branding and communicating the new entity				Advocacy		5,000	1,500	1,000	7,500
	Activity 2. Engagement at Global level-Contribution to global knowledge through presentations and publications:	Total	8,000	6,474	Advocacy					
	Participate actively in global networks for learning and sharing				Advocacy			2,000	3,000	5,000
	Selected strategic conferences attended and Uwezo findings presented				Advocacy	3,000				3,000

Outcomes	Outputs/ Activities	Target Audience	Key Partners	Key Partners	Responsible unit, person	Q1	Q2	Q3	Q4	Total
	GBP Rate	0.80928	USD	GBP						
GOAL IV: To establish Uwezo as an independent, East African, not-for-profit organisation with the capacity and resources to execute its mission effectively.			448,778	363,187						
Establish organisational systems and governance structures			44,310	35,859						
	Activity 1: Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports.	Total	6,000	4,856	Gov					
	Uwezo 4-year strategy customised to Uganda, designed and printed				Gov	2,000	2,000			4,000
	Annual plan designed and printed				Gov	1,000	1,000			2,000
					Gov					0
	Activity 2: Management and strategic support provided to the Senior Management team and senior staff	Total	1,810	1,465	Gov					
	Quarterly reflection and reporting Mgt and Senior staff meeting				Gov	1,000	270	270	270	1,810
	Activity 3: Uwezo has strong values, policies, and procedures, and staff are enabled to ensure compliance	Total	17,000	13,758	Gov					
	Key policies developed/customised for Uwezo				Gov	1,500	500	500	500	3,000
	Full statutory compliance completed, including company annual returns, financial audits, property and income taxes, retainer of a legal firm and immigration requirements, if required					1,000				1,000
	Full statutory compliance completed, including company annual returns, financial audits, property and income taxes, retainer of a legal firm and immigration requirements, if required				Gov	1,000	2,000	5,000	5,000	13,000
	Activity 4: Governance Board and donors are consulted, engaged, and informed on all pertinent matters related to Uwezo	Total	19,500	15,781	Gov					

Outcomes	Outputs/ Activities	Target Audience	Key Partners	Key Partners	Responsible unit, person	Q1	Q2	Q3	Q4	Total
	GBP Rate	0.80928	USD	GBP						
	Governance Board exercising statutory and management oversight, and engaged and motivated to provide support, advice, and insight into Uwezo goals and strategy.				Gov	1,500	3,000	1,500	1,500	7,500
	Technical Advisory committee instituted and engaged to advise on Uwezo program activities					1,000				1,000
	Technical Advisory committee instituted and engaged to advise on Uwezo program activities				Gov		1,000	1,000	1,000	3,000
	Fundraising conducted (events, network meetings, expertise sought)				Gov			1,000	4,000	5,000
	National, Regional and international travel for the Executive Director for knowledge sharing, networking, promoting the organisation and fundraising				Gov			2,000	1,000	3,000
Establish policies, standards and procedures on staffing,			77,274	62,536						
	Activity 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place	Total	0							
										0
	Activity 2: Staff recruited and motivated to realize Uwezo goals in a supportive environment	Total	2,062	1,669	Ops					
	Ensure all logistics to support interview are done effectively and efficiently: Advertisement, follow up with candidates and interview panel as necessary, prepare required stationaries, meeting room and other relevant materials				Ops	500				500
	Quality Tea and coffee and clean and safe drinking water purchased				Ops	372	149	372	372	1,265

Outcomes	Outputs/ Activities	Target Audience	Key Partners	Key Partners	Responsible unit, person	Q1	Q2	Q3	Q4	Total
	GBP Rate	0.80928	USD	GBP						
	Fitness/Aerobics organized to enhance staff health and wellbeing and give staff an opportunity to mingle with each other beyond working hours and get to learn from each other.					297				297
	Activity 3: Office and assets functioning optimally and well managed	Total	36,714	29,712	Ops					
	Rent for Uganda office paid on time consistent with agreement and policies. Ensure compliance with relevant authorities include payment of compulsory fees that clearly is the responsibility of the organization.eg. registration with relevant authorities eg. city council				Ops	7,350	4,350	4,350	4,350	20,400
	Security of Uganda office including staff, assets and all materials maintained throughout				Ops	300	300	300	300	1,200
	Ensure staff safety all the time as per policies and practises Fire extinguisher 4 pcs refill @ USD 21 + learning session				Ops	450	141	200	60	851
	Cleanliness of the office well maintained including garbage collection				Ops	600	600	600	600	2,400
	Plumbing repairs and maintenance done on time and at reasonable costs to ensure value for money				Ops		30	30	30	90
	Electricity repairs and maintenance done on time and at reasonable costs to ensure value for money				Ops	45	45	45	45	180
	Office furniture and equipment procured and repaired				Ops	3,000	45	45	45	3,135

Outcomes	Outputs/ Activities	Target Audience	Key Partners	Key Partners	Responsible unit, person	Q1	Q2	Q3	Q4	Total
	GBP Rate	0.80928	USD	GBP						
	Photocopy machine repaired and serviced on time as per agreement and policy				Ops			150	150	300
	Computers, projector, office equipment and other machines available and functioning in all offices				Ops		40	40	120	200
	A standby driver engaged and ad hoc taxi services or Uber/Bolt managed as per policy				Ops	450	150	300	300	1,200
	Insurance of assets				Ops		30	30	300	360
	Monthly electricity bills assessed to ensure accuracy and payments made on time.				Ops	360	240	360	360	1,320
	Quality toners for photocopiers purchased as per policy				Ops	60	120	240	180	600
	Required stationeries purchased taking into consideration quality, and needs of the organization as per policy.				Ops	600	600	600	600	2,400
	Landline bills received, assessed, reconciled and payments made on time				Ops	60	26	60	60	206
	All staff provided with mobile telephone units on time as per policy				Ops	468	468	468	468	1,872
	Activity 4: Internal documentation and correspondence efficiently managed	Total	197	159						
	Manage and track receipt and timely response of correspondence by all means (post, courier, email, fax, etc)				Ops	17	60	60	60	197
	Activity 5: Information technology	Total	24,488	19,818	Ops					
	Internet and other Communication Services (e.g. Polycom) and the website, working and maintained				Ops	4,686	5,686	6,686	6,686	23,744

Outcomes	Outputs/ Activities	Target Audience	Key Partners	Key Partners	Responsible unit, person	Q1	Q2	Q3	Q4	Total
	GBP Rate	0.80928	USD	GBP						
	Other miscellaneous Software licenses requested by staff				Ops	94			250	344
	Annual computer replacement program and Routine and internal servicing of office computers properly done				Ops				400	400
	Activity 6: Office assets/Equipment	Total	9,190	7,437						
	Office equipment (Photocopier)				Ops	2,700				2,700
	Projector				Ops	1,000				1,000
	TV projector				Ops	1,000				1,000
	DSTV installation and subscription				Ops	310	60	60	60	490
	Replace faulty /laptops and desktops				Ops	3,000	1,000			4,000
	Activity 7: Others	Total	4,624	3,742						
	Bank charges				Fin	270	270	270	270	1,080
	Other non-recurrent staff expenses e.g. death of staff or immediate family member and any other emergencies and expenses during the course of the year.							1,772	1,772	3,544
	Establish learning, monitoring and evaluation systems		17,700	14,324						
	Activity 1: Participatory planning and reporting	Total	10,500	8,497	MnE					
	A three-day annual retreat involving staff and key partners				MnE				4,500	4,500
	Media and engagement monitoring				MnE	1,500				1,500
	Field monitoring visits to understand the quality and effect of our interventions from the perspective of the beneficiaries.				MnE		1,500	1,500	1,500	4,500

Outcomes	Outputs/ Activities	Target Audience	Key Partners	Key Partners	Responsible unit, person	Q1	Q2	Q3	Q4	Total
	GBP Rate	0.80928	USD	GBP						
	Activity 2. Organisational learning	Total	1,200	971						
	Staff supported to attend short capacity enhancement trainings				MnE	200			200	400
	Purchase of library books				MnE	200	200	200	200	800
	Activity 3. Interns	Total	6,000	4,856	MnE					
	Young people engaged in productive short-term arrangements, contributing to their own learning and beneficial to the organization.				MnE	1,500	1,500	1,500	1,500	6,000
STAFF COSTS			309,494	250,467						
Staff	Staff costs	Total	309,494	250,467	Fin					
	Salaries Staff costs Evidence				Fin	24,920	15,773	15,773	15,773	72,240
	Staff costs Insights				Fin	13,666	8,033	8,033	8,033	37,766
	Staff costs Engagements				Fin	15,476	10,007	10,007	10,007	45,495
	Staff costs Independent Uwezo				Fin	16,709	18,905	18,905	18,905	73,424
	Salaries Staff costs Evidence				Fin		7,129	7,129	7,129	21,387
	Staff costs Insights				Fin		4,937	4,937	4,937	14,811
	Staff costs Engagements				Fin		4,721	4,721	4,721	14,164
	Staff costs Independent Uwezo				Fin		7,224	11,492	11,492	30,207

Annex III: Uwezo Uganda Deliverables for 2020

Implementation Quarter	Objective	Activity	Deliverable	Verification	Staff responsible
Q1 (Jan – Mar)	To produce independent evidence on the learning levels of children and young persons, their distribution and factors associated with them.	Finalisation of the report of the pilot study on assessing everyday young persons' reading, writing and math	Data analysed and report written	Pilot report on assessing everyday young persons' reading, writing and math	Faridah
		Scaling up of the study on assessing everyday young persons' reading, writing and math to 4 districts	Study design A representative sample of Enumeration Areas (EAs) for four selected districts	Study design Contract with a sampling expert List of EAs for the selected districts	Faridah
		In-depth study of the extent and effect of the spill over of Refugee children in mainstream schools	Study design and tools for the study	Design for the study Draft tools for the study	Yovani
	To carry out research and promote innovations that have the potential to improve the level and distribution of learning outcomes in basic education	A Pilot Study on Developing Community Based Preschools for Greater Accessibility and Improved Learning	Research Design developed	Research design concept paper	James
	To engage with policy actors and with the public to influence and promote policies and practices for improved and more equitable learning outcomes	Collaboration with Education Coalitions and participation and support to education related events.	At least one partnership realised	Report of the event Copy of the contract/ MoU where this exists	Judith
	Contribution to global knowledge through presentations and publications	Presentation at conferences and workshops	At least one conference presented at	Copy of conference presentation	Goretti
	To establish Uwezo as an independent, not-for-profit organisation with the capacity and resources to execute its mission effectively.	Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports.	Uwezo 4-year strategy customised to Uganda, designed and printed 2020 annual plan designed and printed	Copies of the 4-year strategy and Annual plan	Goretti, Judith, Daphine

Implementation Period	Goal	Activity	Deliverable	Verification	Staff responsible
Apr- June 2020	To produce independent evidence on the learning levels of children and young persons, their distribution and factors associated with them.	Popular and academic writing using data from the pilot assessment of everyday young people's literacy and numeracy and prior Uwezo basic learning assessment data	A joint blog with Research on Improving Systems of Education (RISE) on Insights from the Uwezo survey: Issues education systems will need to consider when reopening post-COVID	Blog	James and Goretti
		Preparations for scaling up of the study on assessing everyday young people's reading, writing and math to 4 districts	Study design finalised with an updated literature review A representative sample of Enumeration Areas (EAs) for four selected districts generated Maps generated for the sampled EAs	Study design inclusive of an updated literature review chapter Final list of sampled EAs for the selected districts EA maps	Faridah, James
		In-depth study of the extent and effect of the influx of refugee children in mainstream schools in Uganda	Literature review conducted and study design refined	Design for the study with a refined methodology and updated literature review chapter	Yovani, James, Goretti
	To carry out research and promote innovations that have the potential to improve the level and distribution of learning outcomes in basic education	A Case Study on Developing Community Based Preschools for Greater Accessibility and Improved Learning	Development of observation procedures and research instruments	Draft research instruments	James

Implementation Period	Goal	Activity	Deliverable	Verification	Staff responsible
	To engage with policy actors and with the public to influence and promote policies and practices for improved and more equitable learning outcomes	Collaboration with Education Coalitions and participation and support to education related events.	At least one partnership realised	Report of the event or Copy of the contract/ MoU where this exists	Judith, Goretti, Faridah, James, Yovani
		Uwezo Uganda and partners' communication and advocacy capacity on education matters enhanced	Uwezo Uganda website developed and at least three staff trained on how to maintain it	Contract with a website designer	Judith, Vicent, Daphine
			Monthly Uwezo Uganda newsletter initiated	Preliminary work on the website	Judith, Vicent, Daphine
			Weekly communication on trending or critical education matters posted on Uwezo Uganda twitter, Facebook and website pages	Copy of the June newsletter	
			Messages on safeguarding against, and coping with COVID-19 and tips for supporting continued learning during and after the school shutdown developed	Active Uwezo Uganda Twitter, Facebook and website pages	Judith, Goretti
			Online/telephone survey undertaken to assess and enhance the capacity of CSOs for education advocacy	Sample messages	James, Judith, Yovani, Faridah, Goretti
				Survey design and items	
	Contribution to global knowledge through presentations and publications	Presentation at conferences, workshops, seminars, webinars	At least one virtual or face to face conference / workshop / seminar / webinar presented at	Copy of presentation	Goretti, James, Judith, Yovani, Faridah

Implementation Period	Goal	Activity	Deliverable	Verification	Staff responsible
	To establish Uwezo as an independent, not-for-profit organisation with the capacity and resources to execute its mission effectively.	Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports.	Uwezo 4-year strategy updated to respond to COVID-19 Uwezo 2020/21 annual plan updated to respond to COVID-19 One quarterly reflection meeting held	Updated strategy Revised annual plan Quarterly reflection meeting report	Goretti Goretti Yovani, Daphine, Goretti
		Governance Board and donors are consulted, engaged, and informed on all pertinent matters related to Uwezo (either face to face or virtual meetings)	One Board meeting held in Q2 At least two Board committee meetings held Development of a Board Charter	Board meeting minutes Board/Technical committee meeting minutes Draft Board Charter	Goretti, Daphine Azamu, James, Faridah, Daphine, Goretti Azamu, Goretti
		Strong values, policies, and procedures are established and staff are enabled to ensure compliance	HR manual and policies finalised Delegation matrix developed	Final HR Manual Draft delegation matrix	Goretti, Judith, Daphine Azamu, Daphine, Goretti
		Office and assets functioning optimally and well managed	Developing a template for the fixed assets register	Fixed assets register	Azamu, Daphine, Judith
		Financial and administrative systems, that comply with national and international standards established	Customisation of Twaweza Finance & Administration Regulations to Uwezo Complete online banking system setup	Customised Finance & admin regulations manual Online banking system up and running	Azamu Azamu, Vicent
		Learning, monitoring and evaluation systems established	Developing a framework for monitoring all planned program activities Developing an organisational learning agenda	Monitoring Framework Learning agenda/schedule	Yovani Yovani

Implementation Period	Goal	Activity	Deliverable	Verification	Staff responsible
July – Sept 2020	To produce independent evidence on the learning levels of children and young persons, their distribution and factors associated with them.	Popular and academic writing using data from the pilot assessment of everyday young people's literacy and numeracy and prior Uwezo basic learning assessment data	A policy brief on the inequality of learning outcomes of children and factors that account for them. This would be based on sub-sampling and re-analysis of the 2018 Uganda Assessment data.	Policy brief	James and Goretti
		Continued preparation for scaling up the study on assessing everyday young people's reading, writing and math to 4 districts	Obtaining ethical and research approvals and/or introduction letters from different entities e.g. MoES, MGLSD, Local Government, UNCST, REC, etc., for the assessment	Ethical approval by a recognised REC Approval or substantial progress towards getting approval from UNCST Introduction letter from MoES	Faridah

Implementation Period	Goal	Activity	Deliverable	Verification	Staff responsible
		In-depth study of the extent and effect of the influx of refugee children in mainstream schools in Uganda	Developing and pre-testing the research instruments/tools Applying for ethical and research approval with a recognised REC, UNCST and Office of the Prime Minister (OPM)	Data collection instruments Ethical approval by a recognised REC Substantial progress towards getting approval from UNCST Approval by the Office of the Prime Minister	Yovani, James, Goretti Yovani, Faridah
	To carry out research and promote innovations that have the potential to improve the level and distribution of learning outcomes in basic education	A Case Study on Developing Community Based Preschools for Greater Accessibility and Improved Learning	Pre-testing of the research instruments Applying for ethical and research approval with a recognised REC and UNCST Selection of districts and case study preschools Engagement of district partners and research assistants	Report of the pre-test and refined research instruments Ethical approval by a recognised REC and approval or substantial progress towards getting approval from UNCST Contact details on district and case study pre-schools List of district partners and research assistants	James, Faridah

Implementation Period	Goal	Activity	Deliverable	Verification	Staff responsible
	To engage with policy actors and with the public to influence and promote policies and practices for improved and more equitable learning outcomes	Collaboration with Education Coalitions and participation and support to education related events.	At least one partnership realised	Report of the event or Copy of the contract/ MoU where this exists	Judith, Goretti, Faridah, James, Yovani
		Messages on safeguarding against and coping with COVID-19 and tips for supporting continued learning during and after the school shutdown shared widely with Uwezo partners	Selected Uwezo district partners, trainers and volunteers engaged to share and act on the COVID and continued learning messages	List of engaged partners	Judith, Daphine, Vicent and Goretti
		Uwezo Uganda and partners' communication and advocacy capacity on education matters enhanced	Uwezo Uganda website sustained	A compilation of self-reports from the district partners	
			Monthly Uwezo Uganda newsletter	Uwezo Uganda website up and running	Judith, Vicent, Daphine
			Weekly communication on trending or critical education matters posted on Uwezo Uganda twitter and Facebook	Copies of the monthly newsletters Active Uwezo Uganda Twitter, Facebook and website pages	Judith, Vicent, Daphine
			Online/telephone survey undertaken to assess and enhance the capacity of CSOs for education advocacy	Report of the online survey finalised and published	James, Judith, Yovani, Faridah, Goretti
			Launch of the young people pilot assessment report	Report presented at at least one MoES technical committee Power point presentation Report of the launch event	Judith, Faridah, Goretti

Implementation Period	Goal	Activity	Deliverable	Verification	Staff responsible
	Contribution to global knowledge through presentations and publications	Presentation at conferences, workshops, seminars, webinars	At least one virtual or face to face conference / workshop / seminar / webinar presented at	Copy of presentation	Goretti, James, Judith, Yovani, Faridah
	To establish Uwezo as an independent, not-for-profit organisation with the capacity and resources to execute its mission effectively.	Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports.	One quarterly reflection meeting held	Quarterly reflection meeting report	Yovani, Daphine, Goretti
		Governance Board and donors are consulted, engaged, and informed on all pertinent matters related to Uwezo	One Board meeting held in Q3 At least two Board committee meetings held	Board meeting minutes Board/Technical committee meeting minutes	Goretti, Daphine Azamu, James, Faridah, Daphine, Goretti
		Strong values, policies, and procedures are established and staff are enabled to ensure compliance	Twaweza Governance and Management Policies customised to Uwezo Uganda	Customised Governance and Management Policies	Goretti, Azamu, Daphine
		Office and assets functioning optimally and well managed	Keeping the fixed assets register updated	Up-to-date fixed assets register	Azamu, Daphine, Judith
		Financial and administrative systems, that comply with national and international standards established	A delivery chain risk map that demonstrates how funds flow from the organization to the end beneficiaries is developed in consultation with SESIL/DFID	Draft delivery chain risk map	Azamu, Vicent, Goretti

Implementation Period	Goal	Activity	Deliverable	Verification	Staff responsible
		Learning, monitoring and evaluation systems established	Continued monitoring of program activities Active learning agenda	Monitoring reports Report on the learning activities undertaken in Q3	Yovani Yovani
Oct – Dec 2020	To produce independent evidence on the learning levels of children and young persons, their distribution and factors associated with them.	Popular and academic writing using data from the pilot assessment of everyday young people's literacy and numeracy and prior Uwezo basic learning assessment data	Develop one blog using data from the 2019 pilot study on assessing young persons and comparison with data from Uwezo basic learning assessment of literacy and numeracy	Blog	Yovani and Goretti
		Continued preparation for scaling up the study on assessing everyday young people's reading, writing and math to 4 districts	Obtaining research approval with UNCST	UNCST approval	Faridah
	In-depth study of the extent and effect of the influx of refugee children in mainstream schools in Uganda	Obtaining research approval with UNCST	UNCST approval secured	Yovani, Faridah	
	To carry out research and promote innovations that have the potential to improve the level and distribution of learning outcomes in basic education	A Case Study on Developing Community Based Preschools for Greater Accessibility and Improved Learning	Training of researchers and research assistants for data collection Actual data collection	Training report Raw data	James, Faridah, Yovani, Goretti

Implementation Period	Goal	Activity	Deliverable	Verification	Staff responsible	
	To engage with policy actors and with the public to influence and promote policies and practices for improved and more equitable learning outcomes	Collaboration with Education Coalitions and participation and support to education related events.	At least one partnership realised	Report of the event or	Judith, Goretti, Faridah, James, Yovani	
		Monitoring selected case studies of reported action (drawing from Uwezo partners' self-reports) on messages on safeguarding against COVID-19 and tips for supporting continued learning	Monitoring plan for the intervention developed/refined	Copy of the contract/ MoU where this exists	Yovani, Judith, James and Goretti	
		Uwezo Uganda and partners' communication and advocacy capacity on education matters enhanced	Monitoring undertaken	Monitoring plan		
			Monthly Uwezo Uganda newsletter	Monitoring tools		
			Media launch of the results of the online survey of capacity for CSOs for education advocacy	Weekly communication on trending or critical education matters posted on Uwezo Uganda twitter, Facebook and website pages	Data from the field	Judith, Vicent, Daphine
		General branding and unveiling the new Uwezo entity to the public	Report presented to a selection of education journalists and disseminated via social media	Copies of the monthly newsletters		
			Office and communications materials branding	Active Uwezo Uganda Twitter and Facebook pages and up-to-date website	Power point presentation	Judith, James, Yovani, Faridah, Goretti
			Launch of Uwezo Uganda	Report presented to a selection of education journalists and disseminated via social media	Launch report	
				Office and communications materials branding	Samples of branded materials	
				Launch of Uwezo Uganda	Launch report	Judith, Goretti

Implementation Period	Goal	Activity	Deliverable	Verification	Staff responsible
	Contribution to global knowledge through presentations and publications	Presentation at conferences, workshops, seminars, webinars	At least one virtual or face to face conference / workshop / seminar / webinar presented at	Copy of presentation	Goretti, James, Judith, Yovani, Faridah
	To establish Uwezo as an independent, not-for-profit organisation with the capacity and resources to execute its mission effectively.	Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports.	One quarterly reflection meeting held	Quarterly reflection meeting report	Yovani, Daphine
		Governance Board and donors are consulted, engaged, and informed on all pertinent matters related to Uwezo	One Board meeting held in Q4 At least two Board committee meetings held	Board meeting minutes Board/Technical committee meeting minutes	Goretti, Daphine Azamu, James, Faridah, Daphine, Goretti
		Strong values, policies, and procedures are established and staff are enabled to ensure compliance	Twaweza Child Protection and Safeguarding policy updated and customised to Uwezo Uganda Anti-corruption policy (inclusive of anti-money laundering and counter-terrorism financing) developed Conflict of interest form developed and completed by all staff Conflict of interest monitoring template developed Staff annual appraisals completed	Updated and Customised Child Protection and Safe Guarding policy Draft anti-corruption policy Conflict of interest form Conflict of interest monitoring template Completed staff appraisals	James, Faridah, Goretti Azamu, Goretti Judith, Goretti Judith, Yovani, Goretti Judith, Goretti

Implementation Period	Goal	Activity	Deliverable	Verification	Staff responsible
		Office and assets functioning optimally and well managed	Keeping the fixed assets register updated	Up-to-date fixed assets register	Azamu, Daphine, Judith
		Full statutory compliance completed, including company annual returns, financial audits, property and income taxes, etc.	Internal and External auditors contracted to undertake financial audits of Uwezo Uganda	Contract with the auditors Draft internal audit report	Azamu, Goretti, Board
		Learning, monitoring and evaluation systems established	Continued monitoring of program activities Active learning agenda	Monitoring reports Report on the learning activities undertaken in Q3	Yovani Yovani



Uwezo Uganda Annual Plan
(Jan-Dec, 2020)