

Promoting Equitable Quality Education in East Africa

Uwezo Strategy (2020-23)



[Approved by Twaweza East Africa Board in May 2019]

Uwezo Uganda-Adapted Strategy (2020-23)

Approved by Uwezo Uganda Board of Directors on 20th March 2020

[Slightly amended in June 2020 to respond to Covid-19]

[Extended by Uwezo Uganda Board of Directors to run up to end of December 2024]

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Abbreviations

ASER	Annual Status of Education Report
ASAL	Arid and Semi-Arid Land
CSO	Civil society organisation
DFID	Department for International Development (UK)
ECE	Early childhood education
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EP4R	Education Programme for Results (Tanzania)
FENU	Forum for Education NGOs in Uganda
GEMR	Global Education Monitoring Report
LANES	Literacy and Numeracy Education Support Programme (Tanzania)
MDG	Millennium Development Goal
MEL	Monitoring, evaluation and learning
NCDC	National Curriculum Development Centre (Uganda)
NGO	Non-governmental organisation
OPM	Oxford Policy Management
PAL	People's Action for Learning
PRIEDE	Primary Education Development Project (Kenya)
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDG	Sustainable Development Goal
SESL	Strengthening Education for Improved Learning (Uganda)
SHRP	School Health and Reading Programme (Uganda)
UBOS	Uganda Bureau of Statistics
UNATU	Uganda National Teachers' Union
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UPE	Universal primary education
USAID	United States Agency for International Development
UTSEP	Uganda Teacher and School Effectiveness Programme

Foreword

We have the honour to introduce the Strategy of Uwezo Uganda for the period 2020-2023.

Work on this strategy began formally in January 2019, when the idea was put forward that Uwezo East Africa, hitherto a program within Twaweza East Africa, should become an independent entity. The Uwezo Strategy was developed with consultation of a wide range of specialists from East Africa and beyond, many of whom attended a workshop held for this purpose in Dar es Salaam on 20th-22nd February 2019. The process was completed with approval of the strategy by the Twaweza East Africa Board of Directors in May 2019, but subsequently a decision was made by the Board to spin off Uwezo into three independent and autonomous country entities separately registered in Kenya, Uganda and Tanzania. This agreement has resulted in the formation of Uwezo Uganda, Uwezo Tanzania and Usawa Agenda (formerly Uwezo Kenya) as independent entities, as from October 2019. The three independent country operations are unified by an overarching Uwezo 2020-2023 strategy that was developed at a regional level. The key elements of the overarching strategy, focus on improving equitable learning outcomes through a) generating evidence, b) identifying and testing innovations that improve learning and c) advocating for changes in policy and practice to support equitable learning.

This strategy document is therefore adapted for the use of Uwezo Uganda specifically. Actual activities have been customised to reflect the country context, government engagements and resource availability. We wish to express thanks to all those who have contributed to the preparation of the strategy in its various stages, including the members of Uwezo Uganda's Board of Directors, Uwezo Technical Advisory Committee and the staff of the organisation.

Uwezo Uganda was still finding its feet as an independent entity when the Covid-19 emergency began, in March 2020, bringing with it unprecedented challenges. This organisation has, however, proved resilient. Not only did it manage to continue operation during the period of maximum restriction of movement, but it also responded in a timely manner to the crisis, contributing to the planning, led by the Ministry of Education and Sports, of support for the continuation of learning during the closure of schools.

Some adjustments have been made to the programming contained within the Strategy in response to the new situation. Uwezo Uganda, in addition to its long-term concern with the quality and equity of basic education, is resolved to support the tasks of the education sector in adapting to, and recovering from, the emergency.

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● The Context of Uwezo's Work

The promise of education is not guaranteed for all children in East Africa. Even though global declarations and plans such as the Sustainable Development Goal (SDG) 4 on ensuring inclusive and quality education for all, the preceding Millennium Development Goals and the Education for All goals were bold in aspiring to a better future for all children through the formal education pathway, many are still out of school. For those who are in school, the quality and relevance of the education provided is in doubt and it is estimated that, for a very large number of children, education's promise is not fulfilled (World Bank 2018; UNESCO 2018).

In East Africa, the work of Uwezo over the last decade has centred on revealing the gap between goals and achievements in children's learning. We have done this through assessing and curating evidence on children's literacy and numeracy competences and communicating the findings widely to increase awareness and stimulate action for improved learning. From the Uwezo national assessments of 2015, for example, we showed that, of children aged 9-13, large proportions had not acquired Grade 2 literacy competencies in any of the languages assessed: 31% in Kenya, 46% in Tanzania and 70% in Uganda (Uwezo 2017, 14). Even larger proportions were unable to perform Grade 2 level numerical tasks. The intended age of children in Grade 2 was 7-8 in Kenya and Uganda and 8-9 in Tanzania.

The national results of the Uwezo assessments have not shown much, if any, improvement since the assessments started. The 2017 assessment in Tanzania indicates an improvement in Swahili literacy, but a decline in English literacy. More recently, Uwezo Uganda's learning assessment evidence showed that the percentage of Primary 3-7 children who could read and comprehend a basic Primary 2 level story dropped from 39% in 2015 to 33% in 2018 and the percentage of P3-7 children who could do P2 division dropped from 52% to 45% (Uwezo 2019). Uwezo's evidence of the continuing 'learning crisis', together with evidence from other assessment systems, has been a basis for successful advocacy of a shift in policy. Education policy in East Africa, and indeed globally, is now more focused on learning outcomes, as opposed to enrolments, as a measure of success.

In the three countries where Uwezo has worked, this shift is reflected in large and well-coordinated development assistance interventions, focusing more attention on learning outcomes and on the search for ways of improving them. In Kenya, the Primary Education Development Project (PRIEDE), operational since 2016 and funded by the Global Partnership for Education, has focused on improving the teaching and learning of mathematics in Primary Grades 1-2. The Safaricom Foundation is funding a pilot programme for accelerated learning in three counties of Kenya. In Tanzania, the Literacy and Numeracy Education Support Programme (LANES), supported by the Global Partnership for Education, also aims at improving the acquisition of reading, writing and numeracy skills (the Three Rs) among children in and out of school. The Education Programme for Results (EP4R) that has been implemented in Tanzania since 2014, and funded by the UK Department for International Development (DFID), has a general concern with the effectiveness of primary and secondary education, but has given close attention to the Three Rs in Grade 2. Another programme, EQUIP Tanzania, which is managed by Cambridge Education, also focuses on increasing the quality of primary education and improving pupil learning outcomes, in particular for girls. Comparable programmes for Uganda

are USAID's School Health and Reading Programme (SHRP) and DFID's Strengthening Education Systems for Improved Learning (SESIL), both of which are aimed at improving the quality and equity of basic education in Uganda at foundational level. There have also been curriculum reforms, placing learning outcomes at the core of the new curricula, such as Kenya's new 'competency-based curriculum' in Grades 1-3. In short, the problem of low learning outcomes is acknowledged and efforts to promote changes in the processes of teaching and learning have been launched in all three countries. In the years ahead Uwezo plans to complement such efforts and make a distinctive contribution, both in monitoring impact of the interventions and in support for specific innovations, as well as advocacy.

What has not been acknowledged as widely, nor responded to so far, is the twin problem of inequity in the distribution of the learning outcomes. Yet this is a persistent feature in the region, shown by Uwezo evidence over the years (Uwezo 2017) and also recognised by other agencies (e.g. World Bank 2018). Within each country,

children's opportunities for learning are very unequal: the factors associated with inequalities in learning outcomes include region, location (urban or rural), school type, preschool attendance, parents' level of education, and household socio-economic circumstances.

Within all three countries, large regional and locational differences in outcomes are of particular concern. In Kenya, for example, the 12 traditional Northern Counties and Arid Counties disproportionately report low scores in national examinations. Recent research shows a systematic relationship between county poverty and performance in the Kenya Certificate of Primary Education (Oketch 2019). In Tanzania, children living in remote districts have been found to possess poor learning outcomes compared with their peers in districts with urban features. For example, 70% of Grade 3-7 pupils living in urban areas showed Grade 2 level competences in reading and numeracy, compared to 59% of those living in rural areas (Uwezo Tanzania 2017).

In Uganda the Uwezo Assessment of 2015 showed large differences between sub-regions in the proportions of Primary 3-7 pupils with English reading competence: for example, 26% in East Central compared to 54% in South West (Uwezo Uganda 2016, 28). The situation has remained unchanged to-date. The recent learning assessment conducted in Uganda in October 2018 indicated that, as usual, children in urban areas outperform their rural counterparts. The estimated rates of English reading competence in P3-P7 are 42% for urban and 30% for rural children and those of numeracy competence are 50% (urban) and 45% (rural). More importantly, perhaps, regional inequalities in Uganda persist. The evidence comparing the proportions of the sample of children aged 6-14 in each sub-region who had reached at least the paragraph level in English reading and at least the subtraction level in numeracy indicated sub-regions in Ankole, Buganda, Kigezi and Kampala being at an advantage (Uwezo 2019, 31).

Disparities in learning outcomes are made more likely by disparities in primary school inputs, some of which are very serious. In Nairobi City, Kenya, for example, there are 200 public primary schools, which hardly meet 50% of the access needed and are concentrated in affluent areas, leaving some informal settlements with no schools (Japanese International Cooperation Agency 2013). The Uwezo 2015 survey of primary schools in Uganda showed an average pupil-classroom ratio of 105.2 in the Northern Region, compared to 67.8 in the Central Region (Uwezo Uganda, 2016, 31).

Another factor linked to the varied learning outcomes is rates of progression through primary education. The Uwezo surveys confirm that the three countries have all sustained UPE and gender parity to a large extent, but they also provide some evidence of the persistent problems of late starting, excessive grade repetition and dropout, especially in rural and remote areas (Jones et al. 2014, 656-660). Repetition, absenteeism and dropout are most likely to affect pupils from the poorer households and those who experience failure in the classroom. In part, these are demand-side problems, but schools also contribute to them.

Children's rights and welfare, as well as their learning outcomes, are also an important issue for the delivery of education in East Africa. Uwezo's 2015 survey of primary schools in Uganda, for example, showed that 35% of the schools did not have safe drinking water, 58% had no teacher trained in first aid and 70% had no teacher with training in special educational needs. In the Eastern and Northern Regions there were acute shortages of classrooms and toilets (Uwezo Uganda 2016, 32-33). The 2018 learning assessment in Uganda indicated that half of the schools had no hand-washing facility, and the testing of drinking water in primary schools showed bacteria present in about half of the cases (Uwezo 2019, 38 and 40). Such conditions are inconsistent with Articles 23 and 24 of the UN Convention on the Rights of the Child (United Nations 1989, 8)



● The Problem

Statement of the problem

While it is widely acknowledged that learning outcomes in basic education are low, inputs and visible infrastructural development or monetary concessions are often prioritised since they are countable, can be completed in fairly short timeframes and are visible. In addition, inequities in learning outcomes are often insufficiently prioritised in policy and interventions. These problems have not diminished sustainably over the past ten years despite interventions by state and non-state actors. These interventions require constant independent monitoring to ensure they sustain focus on improving learning outcomes and new impactful ideas need to be regularly injected into the sector. These persistent problems in education pose a threat to sustainable development in the region¹.

In describing the context, we have shown that the 'learning crisis' in primary education has still to be resolved and that children's opportunities to learn are very unevenly distributed. Within each country, and between the countries to some extent, there are large differences in learning outcomes that are attributable to factors other than individual ability. Socio-economic gaps in cognitive achievement tend to grow as children progress – or fail to progress – through the educational system (World Bank 2018, 3-11). The educational outcomes may be expected to reinforce socio-economic inequality, which is already high in the region.

Not only is there a moral imperative to reduce poverty, but we are aware that a high level of income inequality in the future could be a threat to social cohesion, increasing the risks of political unrest and authoritarian responses. There is also some evidence that low intergenerational mobility has a negative impact on economic growth (Aiyar and Ebeke 2019). For these reasons, Uwezo will give particular attention to equity issues during the period of this strategy.

¹ Gini coefficients, representing inequality of family income, have been estimated as follows: 48.5 for Kenya in 2016, 37.6 for Tanzania in 2007 and 39.5 for Uganda in 2013 (source: CIA World Factbook).

● The Uwezo Journey and Approach to the Learning Crisis

Uwezo, a Swahili word which means 'capability', has been a programme of Twaweza East Africa since 2009. 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 most 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 to become advocates for the improvement of basic education in their communities. The 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. According to the theory of change adopted by Uwezo, the quality of a service is more likely to improve if demands are articulated simultaneously by civil society and by professional opinion and if these are directed at various levels of the chain of delivery – in this case policy-makers, educational administrators and teachers.

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 in Uganda, 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 (Uwezo Uganda 2020). 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 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 small, comparative 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 the 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).



● Our Successes, Challenges and Lessons Learnt

Successes

1. Through the basic, beyond basics and young people assessment of learning, we have generated sufficient robust evidence to demonstrate that children are not learning and that, although most children have access to schooling, this does not necessarily guarantee the minimum skills that would give them a foundation, not only for subsequent learning, but also for navigating the complex world of adult life.
2. We have, directly and through various media, spread the message of low outcomes across the region. Uwezo assessments have been a wake-up call for governments in the region. On average, children in school are mastering Primary Grade 2 levels of reading and numeracy only when they have reached Grade 5, while a significant minority of pupils completes primary school without being able to read and comprehend a short story (of Grade 2 level) in one of the languages of instruction (Jones et al. 2014; Uwezo 2017). The 'Beyond Basics' assessments show similar delays in the mastery of skills intended for Primary Grade 4 (Uwezo 2018a). This pattern of delayed and unequal learning of basic skills has been consistent over time in East Africa (Uwezo 2017) and is broadly comparable to the findings of AS-ER's assessments in South Asia (Jones et al. 2014: 663-4). It is also in broad agreement with the results of other assessments done for monitoring purposes in East Africa, such as SACMEQ, EGRA and EGMA² (Elks 2016).
3. Uwezo's reports on the assessments have also helped to draw attention to inequalities in learning outcomes and to groups of children who are particularly disadvantaged in these outcomes. The factors associated with inequalities in learning outcomes that have been measured and discussed in at least two of the three countries include region, urban or rural location, pre-school attendance, mother's level of education and household possessions. The child's nutritional status has been included in Tanzania, while the water and food quality of the household has been included in Uganda. Gender differences in outcomes at the national level have been negligible except in Kenya, where girls tend to outperform boys (Uwezo Kenya 2015). In all three countries, the reports have identified regions and districts with particularly high or low outcomes. While the arid and semi-arid regions of Kenya and the Karamoja sub-region of Uganda are relatively well known as areas of deprivation, Uwezo has also shown relatively poor learning outcomes in the Eastern Region of Uganda and in Tanzanian regions such as Rukwa, Katavi, Tabora and Simiyu, which are not so well known from other sources (Uwezo Uganda 2016; Uwezo Tanzania 2017).
4. While the Uwezo assessments are not the first to have indicated the learning crisis in the context of the Millennium Development Goals (MDGs) in low-income countries, they have helped to raise public awareness and concern in the East African region, the findings being easy to communicate to non-specialists and having a wide coverage of the primary age group. Along with other partners in the People's Action for Learning (PAL) Network, Uwezo has helped to shift the priorities of the governments of low-income countries and of international development agencies from the MDGs of UPE

² For the full names of SACMEQ, EGRA and EGMA, refer to the list of abbreviations in the front pages

and gender parity to the need for effective learning, reflected in the emphasis on quality in SDG4, to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

5. We have contributed to the global debate on learning outcomes and how to measure them, our work being referenced in the opening of 2018 World Development Report (World Bank 2018) and our learning assessments acknowledged in UNESCO Institute for Statistics (2018) SDG 4 Data Digest. We have helped to shape the agenda for Sustainable Development Goal Four on inclusive, quality education.
6. We have also influenced the policy space in East Africa. In Tanzania, the education policy reform and revision of the curriculum for the early primary grades to focus on reading, writing and arithmetic has been partially driven by Uwezo findings and advocacy; in Kenya Uwezo staff advised on the recent curriculum reform; in Uganda too Uwezo was one of the forces that pushed the government in the direction of implementing a nationwide early reading programme.

Challenges

1. Uwezo has fallen short of achieving its goal of a long-term strengthening of citizen agency in the education sector. Despite anecdotal examples of individuals and selected communities taking action to improve their children's learning, the widespread change that Uwezo hoped to achieve through the household-based assessments and instant feedback was quite elusive (Elks 2016: 19-21; Lieberman et al. 2014; Results for Development Institute 2015). Implementation and monitoring progress in this area remain major challenges.
2. While Uwezo findings have helped uncover the scale of the learning crisis in East Africa and contributed to the shift in global narrative on education from access and gender parity to the imperative for improving learning outcomes, we have not contributed to demonstrating how to improve the status quo. The time is ripe for us to demonstrate new ideas that can help children learn.

Lessons Learnt

1. We have along this journey come to appreciate that the task of improving learning is complex, not linear and requires a multifaceted approach. We thought and planned to make the governments, policy actors and parents aware of the learning crisis. We involved citizens in generating the evidence in the hope that this would spur them into action to improve learning for their children. We hoped that the message that Our Children are Not Learning would trigger a national conversation, a call to action and sustain this momentum to give each child the promise of education. However, this change has not happened to the extent that we hoped. We conclude that information is necessary but not sufficient to catalyse this kind of sustainable collective action.
2. We believed and worked on generating our data and perceived the policy makers as an audience that would act on this evidence. We did this to retain our independence and as part of our values. However, we need to find ways of giving the policy actors a sense of ownership of the evidence, so that they use it more actively. A shared understanding about areas of focus will help in this regard.
3. Commitments towards learning are not necessarily matched by resource allocations. Our message, amplified through active engagement, resulted in a change of policy discourse: a shift from enrolments to learning outcomes as the measure of educational success. But increased resources are needed if learning is to improve substantially. Although education continues to receive a large share of government annual budgets in East Africa, there is an underlying problem of insufficient tax revenue and low public expenditure per pupil in Sub-Saharan Africa, in comparison with other regions (Bashir et al. 2018, 353-5). This makes the children in the lowest part of the education pyramid even more vulnerable and presents a continuing challenge for Uwezo in our advocacy work.



● Why Uwezo is Well Placed for this Work

1. **Experience in conducting low cost and citizen led independent assessments:** Uwezo retains the largest infrastructure for collecting credible, reliable and rigorous evidence that shows the extent of inequality and supports efforts to address it. With a cost-effective infrastructure of over 400 partner organisations across Kenya, Tanzania and Uganda, Uwezo has developed the capacity to deploy tens of thousands of citizen volunteers to collect household, school/facility and village data, and to process it into valuable, policy-relevant analysis and insights. Uwezo's approach of assessing learning at household level through local
2. **Citizen-volunteers also ensures equity and effectiveness in reaching marginalized and vulnerable populations.** Uwezo's household-based assessment ensures that children who would be left out of school-based assessments (such as those who have never attended, dropouts and those absent from school on any given day) are reached. If the global commitment is to ensure 'learning for ALL children', then learning assessments should also be representative of all children to ensure equity.
3. **In addition, the fact that the Uwezo assessment is done by local volunteers who are members of the communities in which the assessment is conducted,** means that they '... are likely to be more sensitive to the specificities of local population distribution and (recent) changes than those centrally trained; and may be more effective at reaching hard-to reach groups'. The Uwezo survey has been found to 'provide a better coverage of populations and specifically of hard-to-reach poorer areas than the international standardized household surveys' (Carr-Hill 2017, 249). Assessment that is citizen-led and community-driven also has other advantages. There is strong research evidence that supports use of participatory community monitoring for increased academic achievement at the primary school level (Burde et al. 2015, vi).
4. **We also have the following strengths:**
 - a. Capacity to assess, in local contexts, the effects of educational interventions to improve basic learning.
 - b. We have an army of volunteers, close to 30,000, across the three countries, with potential to assist in assessment, research and advocacy.
 - c. A highly dedicated staff of education and research specialists with extensive local knowledge.
 - d. Significant, relevant networks in the public bodies responsible for education in each country.
 - e. Media contacts that amplify the message of low and inequitably distributed outcomes.
 - f. Expertise and significant success in research, in inspiring joint problem-solving in communities and pioneering innovations (e.g. testing for nutrition status, visual acuity and implementing the first large scale water quality test at school and household level).
 - g. High standards of financial transparency and management. (The 17 audits during our previous five-year strategy with Twaweza all gave positive reports).

● 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.

Our General Areas of Activity

Working with concerned citizens, we aim to contribute to the improvement of basic education by:

1. Assessing children's acquisition of basic skills and knowledge
2. Observing the resources of schools, their educational processes and the conditions in which children attend and learn
3. Carrying out research and encouraging innovations that may help to improve learning outcomes and the school environment
4. Raising the awareness of governments, educators and citizens about the intended and actual achievements of basic education, especially the problems of learning outcomes that are insufficient in general and unevenly distributed, and
5. Raising awareness about children's rights relating to education and triggering discussions on issues of quality education for children.

Our Standards and Values

In our methods of working, we are guided by the following general principles:

- A. **Collaborative decision-making:** Strategic decisions are based on wide consultations and treated as a collective responsibility of senior staff members.
- B. **Openness to innovation:** New ideas are considered on their merits and room is made for experiments. Organisational learning is also encouraged.
- C. **Objectivity:** Our findings are based on evidence and we distinguish between fact and opinion.
- D. **Transparency:** We have a duty to inform stakeholders about the methods and results of our work. We have an open source data policy and encourage further data usage by both policy formulators and the academia.
- E. **Sharing of knowledge with civil society (knowledge sharing):** We aim to interact widely with concerned citizens and to be accessible to them.
- F. **Protection of respondents and sources:** The welfare of the children we observe and assess is duly considered and the confidentiality of respondents is respected

● 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.

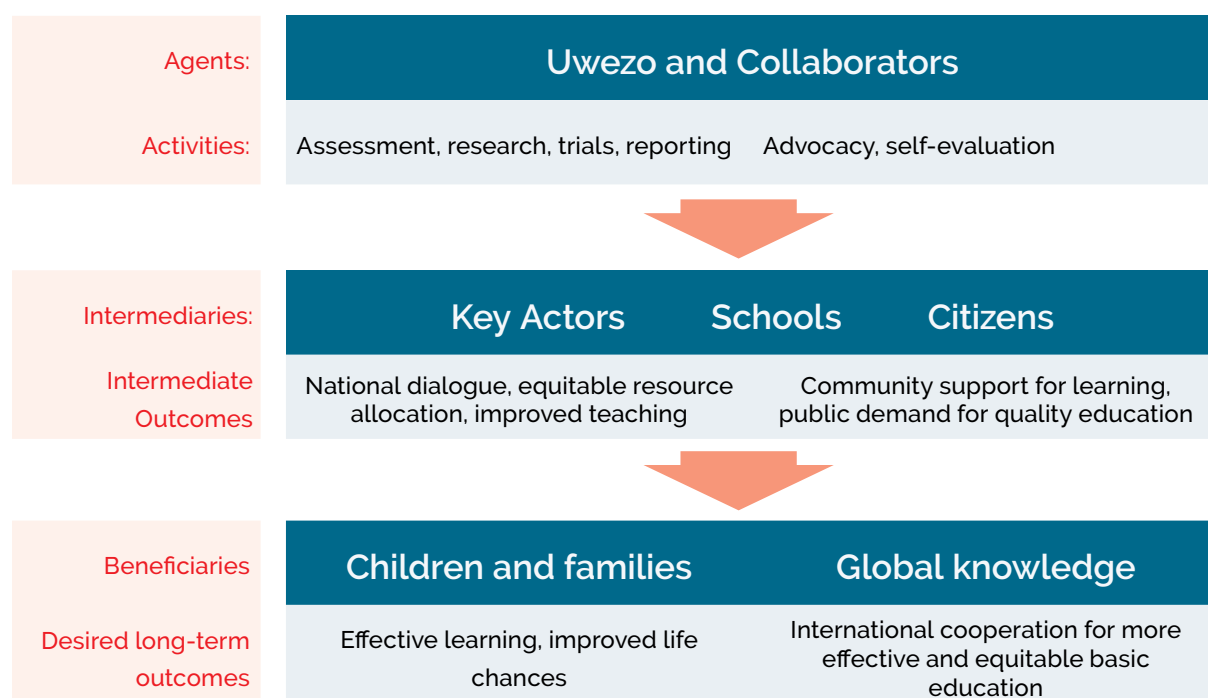
The theory of change for Uwezo Uganda therefore incorporates, as new elements, Uwezo's own modest engagement in innovative educational assessment of learning, research and innovation (alongside and in collaboration with some of the key actors) and a specific link with schools. These elements are based 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 2020-2023

Uwezo has the challenging task of stimulating evidence-based policies that would result in more useful learning outcomes for all children, including the most disadvantaged. In its relationship with policy actors, therefore, Uwezo needs to encourage them to establish a culture of demand for, and use of, evidence. This process has been described as "institutionalisation of the use of evidence" (Langer et al. 2015). Although Uwezo has limited resources and leverage for this process, it is an advantage that our assessment data and findings have received some recognition internationally (Bashir et al. 2018, 59; UNESCO Institute for Statistics 2018, 94-96; World Bank 2018, 5, 18, 202).

We shall seek to consult a wide range of stakeholders in the design of our assessments and research. In some instances, there may be opportunities to collaborate with practitioners in the creation of evidence. This kind of "co-creation" may be feasible where we collaborate with teachers, in the tradition of "action research", but would be more difficult to achieve with policy actors (Twalo 2018; Newman et al. 2011).

We shall engage in carefully prepared advocacy to influence policies and practices that affect learning at the national and local levels for all children. Drawing from lessons and successes in generating and curating evidence, we shall engage at all levels to harness improvements. In the same manner, we shall tailor, promote, encourage and disseminate innovations to demonstrate workable and sustainable models and practices that may yield improved educational benefits. These will form the main basis of our work within the strategy period 2020-2023.

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 four years of Uwezo 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.

For this purpose, we shall continue conducting strategic, citizen-led learning assessments to establish actual basic literacy and numeracy levels of children aged 4-16, but with (i) reduced scale that maintains a national and district representation, (ii) reduced frequency, e.g., at two-year intervals, rather than annually, (iii) coverage of a wider range of outcomes, (iv) improved methodology and (v) attention to the pre-primary as well as the primary age groups. We shall also explore an approach to assessing the literacy and numeracy competences of young people (aged 14-20), in order to understand better the long-term effects of school-based learning.

We believe that by using the principles of simple and citizen-led evidence generation, we can accelerate the presentation of evidence, while still achieving the added benefit of well-organised instant feedback. Uwezo data retains traction due

to its simplicity and practicality. We shall engage in collaboration, involving communities, as well as public and private actors in the education space, to illustrate our twin problems of low learning outcomes and their inequitable distribution. The collaborative approach will enhance acceptability of the evidence and broaden its chances of being used both for intervention and policy formulation and implementation.

The age range for assessment will be adjusted to include children aged 4-5, so as to provide feedback for early childhood education. It is planned to include this age group in the main assessments from 2021.

Assessment data will be analysed and findings published for comparison between districts, and shared with citizens and policy-makers to trigger community and government action to improve learning outcomes.

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.

To make the best use of available resources, we plan to support research and innovations aimed at improving literacy and numeracy skills and the circumstances in which children learn. In some of these, our citizen volunteers and their local

communities can play a significant part. But we shall also be open to supporting innovations initiated by schools or our partners which demonstrate best practice or have the potential to improve children's learning outcomes.

The activities planned for this goal will include the following:

Project 1: Research and Action on Pupil Absenteeism and Non-enrolment

In the case of Uganda, alarming levels of pupil absenteeism (between 30 and 40 per cent) have been shown, both by the World Bank's service delivery indicator survey (Wane and Martin 2013) and by the recent 'Beyond Basics' pilot assessments. In addition, there is a small but persistent minority of children in the region who are completely left out of schooling, UPE policies notwithstanding. Data from the Uwezo Assessment of 2015 in Uganda suggest that about 10% of children aged 8-10 were out of school.

Although reported in surveys, these demand-side problems have received little close attention from researchers. Uwezo Uganda plans to conduct qualitative research in selected local areas, taking advantage of our network of volunteers to obtain data in both household and school settings. This would help us to put a 'human face' on the problems of supply and demand. The research will enhance our understanding of poverty-related barriers to schooling. A major question for the research is how far the schools themselves are contributing to the problems through failure to motivate certain children and parents. UNICEF's criteria for child-friendly school environments are relevant. The need for a multi-sectoral approach to problems of social deprivation will also be kept in mind. The informants will include pupils, teachers, parents and local leaders.

Uwezo Uganda will make use of the research findings to support practical initiatives at the local level for the purpose of raising attendance and enrolment levels. Volunteers and partners can assist in such initiatives, working with School Management Committees.

Project 2: Innovations in and Providing Support for Improved Pedagogy

Some of the obstacles to children's literacy and numeracy are large classes (e.g., 60-100 pupils) in Primary Grades 1-3, combined with scarcity of learning materials and lack of teaching assistants, making an interactive pedagogy hard to achieve.

Uwezo plans to make a distinctive contribution by engaging with selected local communities and their primary schools in order to mobilise volunteer teaching assistants. Our goal will be to initiate experimental projects in teaching for literacy and numeracy. Reference will be made to Pratham's 'literacy camps', Teaching at the Right Level (TaRL) in India (Pratham 2016) and other successful initiatives in comparable settings.

Within the period of this strategy, Uwezo Uganda will seek to experiment with a TaRL-inspired approach that uses a volunteer-led model in different environments, working with head teachers who are willing to participate. Selected teachers could be trained alongside volunteers and, if possible, some official school time should be allocated to the TaRL-inspired activities, e.g., three hours per week for selected classrooms. Quasi-experimental research designs would enable comparisons to be made between experimental and control classrooms.

TaRL is a good example of integration of assessment and action to improve learning. It is a methodology that was first developed by Pratham India and later extensively evaluated by the Abdul Latif Jameel Poverty Action Lab (J-PAL). TaRL methodology is used for children in middle and upper primary school to ensure that they acquire basic literacy and numeracy skills before exiting primary school.

Through small and large-scale evaluations done in India and by J-PAL, TaRL has been shown to improve learning outcomes successfully when it is well implemented and aligned with the TaRL principles. It is because of these proven successes that now a number of education development partners are investing resources to have the methodology tested and scaled up in varied contexts³.

Project 3: Developing Viable Models of Preschool Provision

Among the potential changes that could help to improve learning outcomes at the primary level, providing wider access to early childhood education (ECE) is one that has been neglected until recently by national governments and by major donors. Within the region, however, the Government of Kenya has now provided increased support and ECE participation has improved in Kenya. Participation is low elsewhere, especially in Uganda. In 2017 a study commissioned by the Government of Uganda, on the impact of its 2007 policy for Early Childhood Development, showed the sub-sector to be inequitable, poorly regulated and with hardly any public funding (Cambridge Education 2017). Uwezo had already drawn attention to these problems in general terms (Uwezo Uganda 2015: 15-17). Curricula, where they exist, are not well enough known. Few teachers have relevant training and the physical facilities are often inadequate. Because this sub-sector is funded almost entirely by households and is of very varied quality, it is one of the main sources of inequality in educational and social outcomes.

Public and community investment in ECE has many potential benefits for the equity and efficiency of educational systems. It is part of the necessary response to the current 'traffic jam' in the lower primary grades (Bashir et al. 2018, 147-161). More children could acquire the basic cognitive and language skills they need for success in primary school. Research by the Agha Khan Foundation provides relevant evidence for East Africa (Mwaura et al. 2008). The earlier start to organised learning could reduce dropout and repetition at the primary level (Denboba et al. 2014, 11). Children's social competence and emotional development could also be enhanced, as the case studies by Margetts and Phatudi (2013) indicate.

Uwezo Uganda will seek to identify examples of successful practice in ECE, particularly for the 3-5 age group. The goal is to develop a model which (a) offers care and education of adequate quality, (b) is subject to community control, (c) is

³ <https://www.teachingattherightlevel.org/>

suitable for public subsidy and (d) on this basis, is financially accessible to most households. A recent policy impact assessment in Uganda (Cambridge Education 2017) showed that community-based ECE centres tend to be more popular in the poorer and remoter districts, compared to privately owned centres. However, some successful private centres could also be studied.

Extending the national assessments to include children aged 4-5, as mentioned above, will improve the evidence base for action on ECE. The wider scope of the learning outcomes to be measured can also throw light on the effects of ECE attendance.

The research and advocacy in this area, as well as developing models for partnership, should aim at increasing the clarity of government policies, the support for ECE in local communities and parental awareness of its benefits. Uwezo Uganda will seek the support of district authorities for this work.

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. 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.

Engaging with Citizens

We shall seek to rally citizen support on key policy issues, such as a system of subsidy for preschools,

government support for and regulation of the training of ECD teachers, and provision for reduced class sizes in lower primary education. Secondly, we shall encourage our volunteers to strengthen the links between schools and local communities so as to raise the quality of education.

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 (PTAs), 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.

Drawing from our public agency experience (Twaweza 2017), we shall develop, trial out and promote models that activate community and parental engagement in support of improved learning outcomes. This includes creating mutual accountability among communities, parents and teachers to ensure that children attend school, and while there, that they learn. We will work to be 'thought leaders' in this critical area by exploring key issues and methodologies of community engagement relevant to our research and development projects.

We shall review the model of volunteerism in assessments and invest in capacity building of the volunteers to engage at the community level, using the facilitated advocacy approach piloted in Uganda in 2018 (Nakabugo and Savage 2018). Facilitated advocacy is an approach to development initiatives that enables people to engage with each other equitably and to identify desired changes in policy and practice. The approach's purpose is

for people to advocate for actions to improve their lives. Developed over several years in Asia and Africa, the facilitated advocacy approach grew out of experiences of listening to the voices of people in change processes that place the so-called target group at the centre of development efforts, and that support them to advocate for what they value (Haylor and Savage, 2019). In the case of a particular community, the specific advocacy actions would be aimed at changes in policy and practice (at local level) to improve children's learning conditions and ultimately their learning outcomes. The promotion of a facilitated advocacy approach is also in alignment with the Sustainable Development Goals (SDGs) agenda to 'leave no one behind', to foster dialogue in which all parties collaborate in a spirit of equality, to listen and act on the freely-expressed concerns of people affected by policy decisions, and to build an understanding of people's lives through the power of stories told in their own words.

Engaging with Policy Makers

Policy advocacy has been and will continue to be an area of focus for Uwezo. 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. We will engage in multi-layered, strategic advocacy. This will involve creating strategic partnerships to gain a foothold in policy making. We will engage in co-framing the issues of policy relevance and interest together with the policy actors (government, private sector, civil society, communities and development partners). We will endeavour to contribute to institutionalisation of the use of evidence in the policy-making and policy review processes.

Uwezo Uganda will further engage with national and subnational budget analysis (with reference to government-relevant documents and in collaboration with other actors' initiatives on the same). We will seek to link up with existing financial tracking activities, such as public expenditure tracking surveys and related activities by NGOs (e.g., through individual CSOs, and the Civil Society Budget Advocacy Group in Uganda) to advocate equitable resource allocation.

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,⁴ faith-based and cultural organisations, development partners, local and international academic and research institutions, as well as ensuring that our findings are communicated through conferences and workshops to contribute to global knowledge.

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.

⁴ The full names of these organisations are shown in the list of abbreviations

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 to achieve and sustain its mission.
4. A network of capable and motivated Uwezo assessment volunteers is established and working towards improving learning.

This goal aims at establishing and strengthening Uwezo Uganda as an independent organisation working in education 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 development of key organisational policies and standards, and setting up accountability structures including formation of governing and technical advisory committees.

Collaboration with key individuals, organisations and government departments is also important for Uwezo's assessment, research and advocacy. The collaboration is incorporated in Uwezo Uganda's governance structure, as well as the establishment of flexible networks with non-governmental organisations in education, teachers unions, and the media sectors. Collaboration with relevant government entities such as the

Uganda National Bureau of Statistics (UBOS) and the National Curriculum Development Centre (NCDC), among others, will be strengthened and new ones developed. The communication of Uwezo's assessment and research findings to other researchers and development agencies is important for achieving collaboration.

Uwezo Uganda will also strengthen its capability-driven value in partner and volunteer networks, coordination expertise, data management, analysis, report writing 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 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 the Aga Khan Foundation, the PAL Network, the Regional Education Learning Initiative and Hello World, as a learning partner.



● Monitoring, Evaluation and Learning for Uwezo Uganda

Monitoring, evaluation and learning (MEL) will be at the heart of implementing the proposed strategy. MEL will distinguish between reporting for internal purposes – which will be coordinated by the Monitoring, Evaluation and Learning (MEL) Officers – 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 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:

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.

- a. Drawing from the annual plan, the staff will be sitting quarterly for one day to review progress of implementation and adjust accordingly. Reports will be shared with the entire organization and Board for advice and internal learning.
- b. 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 reach and influence.
- c. 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.

- d. 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.
- b. Final/ end-line 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 according to the goals of the activities. This evaluation report will be shared with the board, funders, partners, and the wider public by posting on our website.

Organisational learning

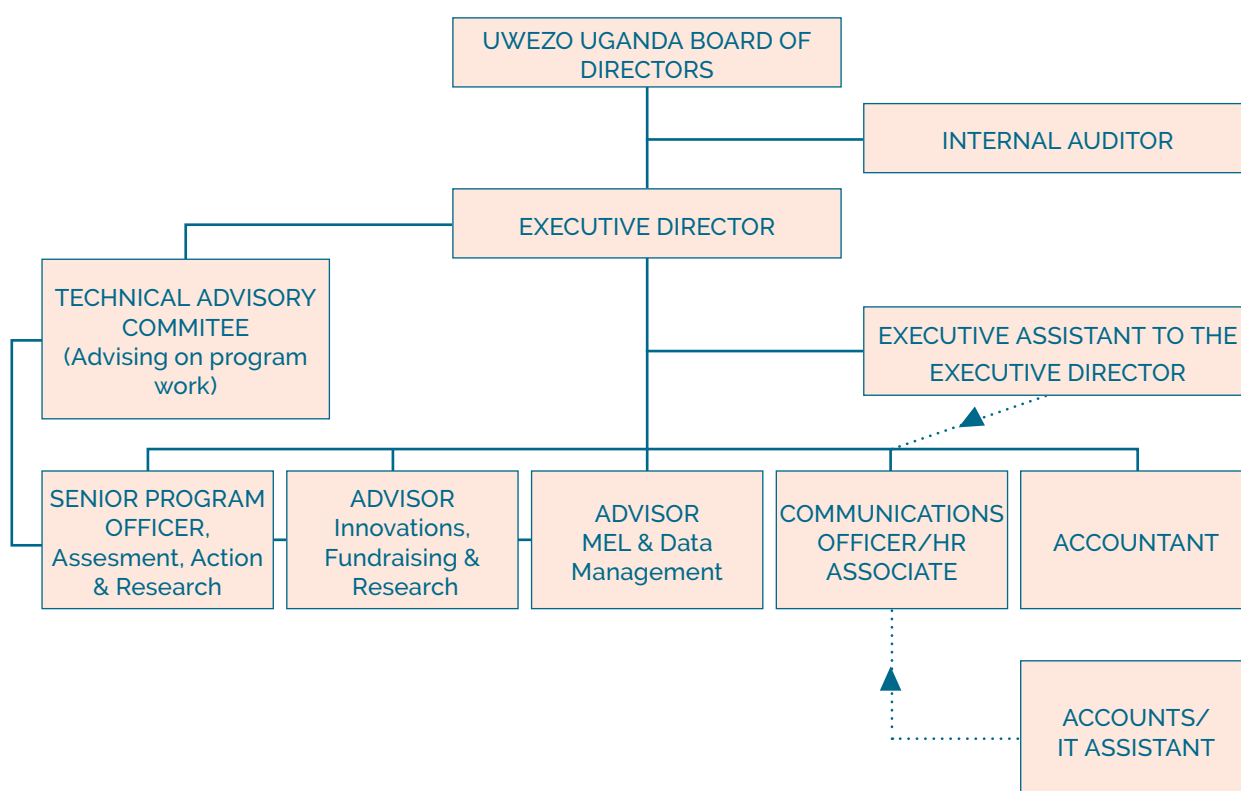
Uwezo Uganda plans to adapt the kinds of learning activities for staff that have been developed by Twaweza, for the purposes of maintaining a learning culture, encouraging innovation, expanding practical skills and keeping in touch with social realities (Twaweza 2015, 27-28). The intended learning approach will also 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 training courses, 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 for the benefit of the rest of the staff. Staff in charge of MEL shall document the lessons from implementation of all programmes, either carried out by Uwezo on its own or in partnership with others, to inform internal learning.

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 informing us of 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.

● Staffing

In order to function effectively and efficiently as an independent entity and achieve the desired results with its enlarged role articulated in this strategy, Uwezo Uganda will need a lean but strong professional staff, although it will maintain the partnership with local CSOs and other relevant researchers in accomplishing many of its activities. We propose a staff establishment of 7 full-time professional positions and 1 overseas consultant (Senior Advisor) to deliver on the proposed strategy and mobilise resources for the sustainability of the organisation. We also propose to have a Technical Advisory Committee (TAC) to advise on programme work from time to time.

Figure 2: Uwezo Uganda Organogram (2020 – 2023)



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
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

Risk Description	Risk category	Likelihood	Impact	Gross Risk	Mitigation Strategy	Impact	Residual Risk	Risk Owner
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

A preliminary estimate of the Uwezo Uganda is \$3,444,013 for the 2020-2023 strategy. Table 1 is a summary of the budget for the strategy period.

Table 1: Budget for Uwezo Uganda, 2020-2023 (US \$)

	2020	2021	2022	2023	All
Total	693,714	1,003,770	720,667	1,025,862	3,444,013

SUMMARY	2020	2021	2022	2023	
Goal 1: To produce independent evidence on the learning levels of children, their distribution and factors associated with them	79,461 ⁵	377,908 ⁶	79,461	400,000	
Goal 2: To carry out research and promote innovations that have the potential to improve the level and distribution of learning outcomes in basic education	50,000	40,000	50,000	40,000	
Goal 3: To engage with policy actors and with the public to influence and promote policies and practices for improved and more equitable learning outcomes	81,700	88,056	81,700	88,056	
Goal 4: To establish and develop Uwezo Uganda					
Establish organisational systems and governance structures	45,000	40,000	45,000	40,000	
Establish policies, standards and procedures on staffing	78,001	71,301	78,001	71,301	
Learning, monitoring and evaluation systems	22,600	22,600	22,600	22,600	
Staff costs	336,952	363,905	363,905	363,905	
Grand total	693,714	1,003,770	720,667	1,025,862	3,444,013

⁵ For scaling up assessment of young person's everyday literacy and numeracy skills in 4 districts

⁶ We shall do a nationally-representative basic learning assessment of literacy and numeracy in 2021

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