

Promoting Equitable Quality Education for All



UWEZO TANZANIA STRATEGY FOR 2020-2023

— MAY 2019 —



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ABBREVIATIONS

AGM	Annual General Meeting
ASER	Annual Status of Education Report
CESA	Continental Education Strategy for Africa
ECE	Early Child Education
CLA	Citizen Led Assessment
DFID	Department for International Development (UK)
ED	Executive Director
EFA	Education For All
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EP4R	Education Program for Results (Tanzania)
EQUIP(T)	Education Quality Improvement Program (Tanzania)
GEMR	Education Monitoring Report
HR	Human Resource
LAN	Learning Assessment Network
LANES	Literacy and Numeracy Education Support Programme (Tanzania)
MDG	Millennium Development Goal
MEL	Monitoring Evaluation and Learning
MOEST	Ministry of Education Science and Technology
PA	Public Agency
PAL	People's Action for Learning
PO	Program Officer
PORALG	President's Office Regional and Local Government
SAQMEC	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDGs	Sustainable Development Goals
TaRL	Teaching at The Right Level
Tenmet	Tanzania Education Network/ Mtandao wa Elimu Tanzania
UNICEF	United Nations International Children Education Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education

FOREWORD

It is our pleasure to introduce the Strategy of Uwezo Tanzania Organization for the period 2020-2023. In 2019 a decision was reached at Twaweza East Africa to spin off its flagship Uwezo program into three independent entities separately registered in Kenya, Uganda and Tanzania. That was in recognition to the credible work that Uwezo has accomplished over the past 10 years since 2009 -2019 under Twaweza in Tanzania, Kenya and Uganda. Uwezo's main function has been to generate data and curate evidence on actual literacy and numeracy competency levels among children aged 6-16 years in a manner that informs the public, stimulates countrywide debate, and creates pressure for policy change from the bottom-up.

Uwezo has also used the assessment evidence to experiment and conduct innovative interventions that demonstrate what works to improve learning outcomes especially on literacy and numeracy skill. Quality education is key in empowering children to learn and excel in their adult life. However, despite the fact that for the past two decades' access to education has been made almost universal in East African countries, significant challenges remain in terms of learning and equity.

The decision to spin off Uwezo from Twaweza, resulted into the establishment of three Uwezo entities namely Uwezo Tanzania, Uwezo Uganda, and Uwezo Kenya which was later registered as Usawa Agenda. The Uwezo teams in the three countries teamed up and produced regional Uwezo 2020-2023 strategy which was later customized to fit the context of specific country.

This Uwezo strategy was initially developed in January 2019 with consultation of a wide range of specialists from East Africa and beyond, many of whom attended a planning workshop held for this purpose in Dar es Salaam on 20th-22nd February 2019.

We would like to express our sincere appreciation to all those who have contributed to the preparation of this strategy in its various stages, including the leadership of Twaweza East Africa, Founding members of Uwezo Tanzania, the members of Uwezo Tanzania's Board of Directors, and Uwezo Tanzania staff.

The key elements of the Uwezo strategy focus on improving equitable learning outcomes through a) generating evidence, b) Experimenting and testing innovations that improve learning outcomes and c) advocating for changes in policy and practice to support equitable learning.

The strategy was approved by the Board of Directors of Twaweza East Africa in May 2019. Following the official registration of Uwezo Tanzania in January 2020 and establishment of Uwezo Tanzania governance board, the adapted strategy was slightly amended to accommodate the current context in the country including Covid-19 experience. Thereafter, the strategy was adapted and approved by the Uwezo Tanzania's board of Directors by April 2020.

The start of the new organization in 2020 was challenged by the outbreak of Covid-19 pandemic. Uwezo Tanzania managed to position itself and continued to operate while adapting some changes in the program implementation and engagement with the government, including contributing to the development of Ministry of Education, Science and Technology (MOEST) Covid-19 response plan. In addition to that, Uwezo Tanzania continued to engage with parents and teachers by providing them with communication and learning materials (parent posters, story books, literacy and numeracy test etc) and through community libraries, for them to support children to continue learning during school closure.

In the implementation of this strategy, Uwezo Tanzania is committed to use evidence and insights from learning assessment, and innovative interventions that improve learning outcomes, to influence policy and practices to promote equity in basic education and quality of learning outcomes for all boys and girls. We shall pay attention to Covid-19 situation and adjust our approach and programs accordingly.

Please join, partner and support us to implement this strategy to achieve the desired impact.

Dr. Hilary Dachi
Chairperson,
Uwezo Tanzania Board of Directors

Zaida Mgalla
Executive Director,
Uwezo Tanzania

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 (MDGs) and the Education for All (EFA) 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 shown little improvement on numeracy and literacy competencies among children aged 6-16 years, since the Uwezo Learning assessments started in 2010. The 2017 assessment in Tanzania indicates an improvement in Swahili literacy, but a decline in English literacy. While 62% of the children in class 3 were fluent in reading a simple Kiswahili story of class two level, only 15% were able to read a simple English story of the same level. In class 7 only 47% were able to read a simple class two level English story. About 14% of children who completed primary education could not read a simple Kiswahili story. 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.

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 (Uwezo Uganda 2016, 32-33). Uwezo assessment in Tanzania revealed that only 23% of primary schools provide meals to pupils. The Pupil Toilet ratio was 58:1. The ratio for Boys and girls were 60:1 and 56:1 respectively (Uwezo Tanzania- 2017 assessment report). 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 prioritized since they are countable, can be completed in fairly short timeframes and are visible. In addition, inequities in learning outcomes are often insufficiently prioritized in policy and interventions. These problems have not diminished sustainably over the past ten years despite interventions by state and non-state actors.

In Tanzania for example, in 2014, the government with support from Global Partnership for Education started a three- year program which focused on improving literacy and numeracy skills for primary education children (URT, 2014). Several NGO initiatives such as EQUIP (T), EP4R, and Tusome Vitabu Project (TVP managed by Care International) also aimed at improving learning outcomes in primary schools, particularly for girls, improving education systems management from school level to the top, teacher competency, and reading abilities of children e.g. through establishment of libraries in primary schools. The Children's Book Project has increased the supply of books for children in Swahili. The Save the Children Project in Mtwara sought to improve the quality of teaching through use of child-centered approaches.

With all these efforts, the main question Uwezo asks is: **Are Our Children Learning?**

Such 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. Regular independent learning assessments such as the one conducted by Uwezo are needed in all main levels to monitor and track progress in quality of learning outcomes.

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 (Inglehart and Norris 2016). 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 and quality aspect of education during the period of this strategy. Education provided to our children cannot be relevant in their future unless the quality of education is significantly improved.

The outbreak of Covid-19 in early 2020, has left a remarkable experience and memory Globally and at every nation. By March 2020 many schools and learning institutions globally, were closed to prevent further spread of corona virus. Over 1.5billion children were not in school because of the health threat posed by the deadly Covid-19 pandemic. This crisis did not leave East Africa untouched. In Tanzania, schools and other learning institutions were closed in March 2020 and over 10million children missed school during school closure from March to June 2020. According to GPE (2020), the low side of COVID-19 was children losing what they have learned which increased the number of those who were left behind. For example, Children in grade 1 and 2 who had just started to experience learning to obtain basic literacy and numeracy skills, were likely to lose the skills they already gained before school closure in March 2020.

During school closure many efforts were invested by the Ministry of Education and CSO actors to help children access learning content on line which was available for primary, secondary schools and colleges. Yet, disadvantaged children especially from poor families and remote areas could hardly access the learning content through the

media channels or on line platforms. Such scenario may increase the inequality gap in learning among the children. Research is therefore, important to find out how many children are lagging behind in learning and how many cannot access appropriate technology for learning.

This will help to raise awareness among parents and hold the government accountable to invest more in supporting all children to learn both in school and out of school setting, and ensure no one is left behind in learning.

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 all districts of the three countries, reached hundreds of thousands of households

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 recognize that equity has many dimensions that can only be explained if we expose these variations.

We also recognize 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.

We have recognized 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 utilized 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).

“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”.

OUR SUCCESSES, CHALLENGES AND LESSONS LEARNT



Successes

1. Through the basic and beyond basics assessment of learning, we have generated sufficient robust evidence to demonstrate that children are not learning and that, although most 9 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 ASER'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 EGMA (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 systems in the Learning Assessment Network (LAN), Uwezo has helped to shift the priorities of the governments of low-income countries and of international development agencies from the MDGs of UPE 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, referenced in the opening of 2018 World Development Report (World Bank reports, 2015, 2018) and our learning assessments acknowledged in UNESCO Institute for Statistics (2018) SDG4 (Data Digest of 2018). We have helped to shape the agenda for Sustainable Development Goal 4 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 program.
7. High standards of financial transparency and management. (The 17 audits during our previous five-year strategy with Twaweza all gave positive reports).



Challenges

1. Uwezo has fallen short of achieving its goal of a long-term strengthening of citizen agency and engagement through household based instant feedback following assessment findings of literacy and numeracy among children aged 6-16 years. The expectation was that parents in respective households would team up in the entire community to address learning challenges of their children as revealed through the Uwezo assessment, and hold government to account. 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 instant feedback was quite elusive (Elks 2016: 19-21; Lieberman et al. 2014; Results for Development Institute 2015). The new strategy has to address this challenge and apply better ways of fostering community engagement to improve quality of education provided to children.
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.
3. Independent research findings seen as threat by some policy actors. This interfered with our assessment plans, though it was later sorted out e.g. in Tanzania. This requires strategic engagement with government to demonstrate the comparative advantage of independent research to complement data collected through government systems in the education sector. Data that will be collected from our Experimental work on what works to improve learning outcomes will add value to demonstrate to the government the relevance of independent data in the education sector.



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 catalyze 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 get 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 that can collect credible, reliable and rigorous evidence that amplifies the shades of inequality and tracks efforts in addressing it. With a cost-effective infrastructure of over 400 partner organizations 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 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.

2. 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).
3. Uwezo has been designed to provide that systematic monitoring of SDG4 and other SDGs that link with learning agenda. Uwezo annual learning assessment continuously generate new information annually on children's literacy and numeracy in Tanzania, in a manner that informs the public, stimulated countrywide debate, and created pressure for policy change from the bottom-up. Uwezo initiative has demonstrated that assessing children's learning outcomes at the households setting, particularly on basic literacy and numeracy skills can provide a more holistic and inclusive picture than pass or fail rates in school examinations. Therefore, the emphasis of the Uwezo annual leaning assessments is on whether children are actually learning, not just passing through school. The main questions of interest are: Can a child read? Can a child solve numeracy problems correctly?
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 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 household level).



- g. High standards of financial transparency and management. (The 17 audits during our previous five-year strategy within Twaweza all gave positive reports).



UWEZO VISION, MISSION AND VALUES



Vision

A society in which all children are learning and realizing 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 and related influencing factors 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. Organizational 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 anonymity of informants is respected.
- G. Partnership** with other actors for wider advocacy and impact

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 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, we need to work on a wider front to stimulate action. Uwezo plans, in the new strategy, to adopt a multifaceted approach to tackling the problems, through locally organized studies and experiments and the insights gained from its assessments. Uwezo will also use its long-established civil society network to mobilize citizen-led response and action.

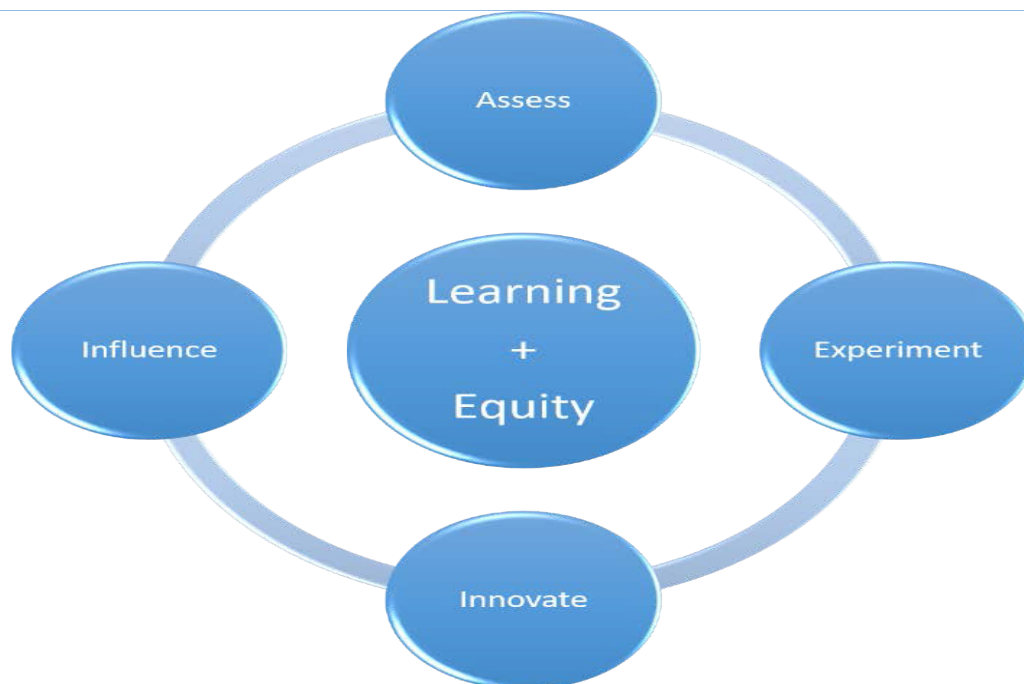
The theory of change for this strategy therefore incorporates, as new elements, Uwezo's own modest engagement in educational assessment, research and innovation (alongside and in collaboration with some of the key actors) and a specific link with schools. These elements are based on the belief that Uwezo, 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 can increase the relevance and usefulness of its recommendations and advocacy.

Children are intended to be the main beneficiaries of Uwezo'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).

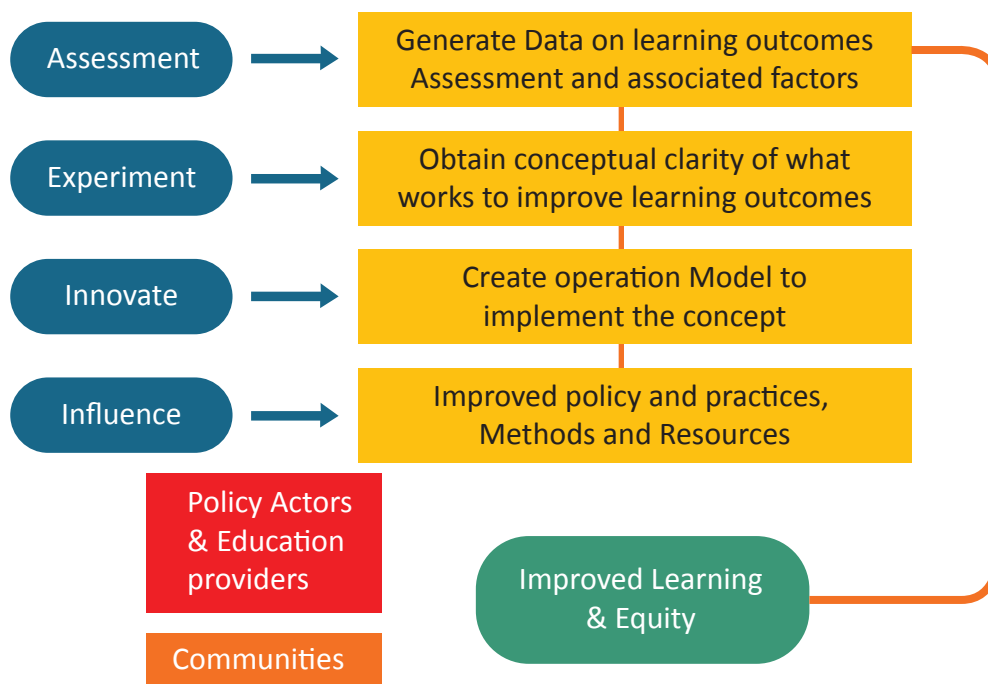
Figure 1 shows an idealized cycle of activities, in which assessment data contribute to our research and experimentation and this in turn leads to innovation (usually carried out by other actors).

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: The cycle of activities



Elaboration:



STRATEGIC GOALS AND OUTCOMES FOR 2020-2023

Uwezo has the challenging task of stimulating evidence-based policies that would result in more use- full 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 “institutionalization 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). There is also national recognition in Tanzania, where Tanzania Education Network, of which Uwezo is a member, has consistently championed a discussion with the government (e.g. during annual Joint Education Sector Reviews) about quality of education provided to children, related challenges and potential solutions. Uwezo has also been invited to share data to the Tanzania SDG monitoring forum in the effort to monitor country efforts in achieving Sustainable Development Goal 4 (SDG4). The National Bureau of Statistics in Tanzania is also currently exploring ways to incorporate data generated by citizens for use in national education data base and for planning.

We shall seek to consult a wide range of stakeholders in the design of our assessments, research and innovations. 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 that 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 East Africa, for the first four years of Uwezo as an independent entity.



GOAL I: Evidence

Evidence generated by Uwezo Tanzania on the learning outcomes of children and related inequality leads to improved equity in education and quality learning outcomes as policymakers, educators and stakeholders innovate and collaborate to solve the problem.

Outcomes for Goal I

1. Policy actors, practitioners and the public have increased knowledge, and awareness of the trends of children’s learning levels, and related inequality
2. Policy actors, practitioners and the public have increased knowledge, and awareness of learning levels among children and young adults and related inequality
Indicators- Proportion of policy makers using Uwezo generated evidence to advocate issues related to learning outcomes
3. Increased knowledge and awareness on how to assess Early Years learning for a better learning experience for young children
4. Uwezo generated evidence used by government, CSOs and other stakeholders to ensure equitable distribution of resources for marginalized children

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 learning levels of children aged 4-16 but with

- i) Reduced scale that maintains a national and district representation,
- ii) Reduced frequency, e.g., of 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 and lower secondary age groups.

We shall also explore an approach to assessing the literacy and numeracy competences of young adults (14-20) who have left school, in order to understand better the long-term effects of school-based learning. We shall do disaggregation of assessment data by gender to show the results for boys and girls separately. This will help to understand the differences in accessing school and learning performance among girls and boys from different families and settings.

We believe that by using the principles of simple and citizen-led evidence generation, we can accelerate evidence generation while still achieving the added benefit of well-organized 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 2020 onwards.

Assessment data will be analyzed with a gender lens and findings published for comparison between districts/ counties and across countries, and shared with citizens and policy-makers to trigger community and government action to improve learning outcomes.

In addition to learning assessments that are to be conducted under Goal I, we shall also carry out mini-research studies on various aspects of basic education delivery to unearth variations and advocate for equitable provision especially focusing on girl child and children with disability. Research under this goal will include, but not be limited to, teacher distribution and motivation, parental and community engagement, and school enrolment and attendance among boys and girls.



GOAL II: Insight

Uwezo research and experiments lead to increased knowledge and awareness of interventions that lead to equitable learning outcomes and enhanced partnerships among parents, teachers and community at large.

Outcomes

1. Increased knowledge and awareness of policy actors and education practitioners on innovations and interventions that enhance quality teaching and learning outcomes
2. Research findings and experimental work are used to influence policy, and practices leading to improved learning outcomes

To make the best use of available resources, we plan to support research and innovations aimed at improving literacy and numeracy competencies. In some of these, teachers and our citizen volunteers and their local communities can play a significant part. But we shall also be open to support innovations initiated by schools or our partners which demonstrate best practice or have potential to improve children's learning outcomes. The activities planned for this goal, as described below, will not necessarily be implemented in all three countries.

Project 1: Research on Teacher Distribution and Motivation

Education Literature have illustrated a persistent problem of unequitable teacher distribution in Sub-Saharan Africa including Tanzania: many governments are not deploying their teachers in an equitable manner (Bashir et al. 2018, 255-262). In spite of the rapid growth in the number of teachers, both primary and secondary, their distribution is distorted in favor of certain geographical areas. Wider PTRs caused by inequitable distribution of teachers was

found a common characteristic feature dominated the remote rural primary schools in Tanzania (John Losing, 2013). Also in remote rural areas there are different pushing factors that always make the teachers get out their working stations including unreliable working environment, hence inequitable distribution of teachers. The geographical disparities in learning outcomes, as shown by Uwezo's assessments, are congruent with the disparities in pupil-teacher ratio. In Uganda, locational inequalities in teacher distribution are also visible. The Uwezo survey conducted in Tanzania in 2017 established that the average pupil-teacher ratio in Kibondo, a remote district was 65:1 compared with 33:1 in Iringa Municipality. (Uwezo Tanzania, 2017).

The challenge of equitable teacher distribution especially between rural and urban areas in Tanzania is not a trivial matter. It hinges, however, on the issue of incentives and teacher motivation. What is paid to teachers is not attractive enough to encourage voluntary choice of the remoter areas by teachers. The Teachers' Service Commission is then left with the option of sending to these areas new inexperienced teachers, who also in most cases find justifiable reasons to be transferred to urban areas, or quit the job and increase the gap of high turnover of teachers.

Creating a suitable and sustainable incentives structure that constantly motivate teachers to voluntarily work in hitherto disadvantaged areas is a challenge that calls for an understanding of teacher motivation and of the labor market for teachers. Up-to-date evidence and policy advocacy is needed in this area, though previous research has laid a foundation (Bennell and Akyeampong 2007; Urwick and Kisa 2014).

Project 2: Research and Action on Pupil Absenteeism and Non-enrolment

In Tanzania, the Uwezo Assessment of 2015 revealed that pupil absenteeism in assessed primary school was 29%. In addition, there is a small but persistent minority of children in the region who are completely left out of schooling, UPE policies notwithstanding. In Tanzania for example, among the children aged 7-16 years, 11% were out of school (Uwezo Tanzania 2017).

Although reported in surveys, these demand-side problems have received little close attention from researchers. Uwezo 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 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 3: Innovations in and Providing Support for Improved Pedagogy

Previous Uwezo research has revealed that while many children have been enrolled in school, some are not learning adequately. Uwezo Tanzania learning assessment report shows that almost 40% of children in grade 3 cannot read a simple Kiswahili story of grade 2 level while about 14% of the pupils of grade 7 complete primary education without obtaining reading proficiency of grade 2 level (Uwezo Tanzania, 2017 Report). It is well noted globally that children who cannot read any text at the age of 9-10 or at the latest by the end of primary school - usually fail to master reading skills later in life and are poorly positioned to continue with further learning in higher grades.

This scenario requires teachers who can apply transformative teaching approach that supports children to learn the basics at appropriate grade level. Other obstacles to children's learning in East Africa and Tanzania specifically, are large classes (e.g.60-100 pupils) in Primary schools, 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 districts, local communities and their primary schools in order to mobilize volunteer teaching assistants and practicing teachers to strengthen their

professional capacity of adapting new teaching approaches that can improve teaching of literacy and numeracy competencies in a short time to improve learning outcomes. Our goal will be to initiate experimental projects in developing and delivering cost-efficient and scalable learning interventions with a proven potential for scale. Reference will be made to Pratham's 'literacy and learning camps' through Teaching at the Right Level (TaRL), approach, developed in India (Pratham 2016) and other successful initiatives in comparable settings.

Within the period of this strategy, Uwezo will seek to experiment with a TaRL-inspired approach that incorporates a volunteer-led model in different environments, working with teachers and head teachers who are willing to participate. Selected teachers could be trained alongside volunteers and we shall influence to have some official school time should be allocated to the TaRL-inspired activities, e.g., a minimum of 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 proven to successfully improve learning outcomes 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 contexts.

Technology to promote learning: Uwezo will also explore potentials of using low - technology such as Mobile phones -SMS which is easily affordable to many parents in order to reach many children remotely and support them to access learning content even while at home to continue learning and improve literacy and numeracy skills. This is very important especially in the context where the world is struggling to address the impact of Covid-19 pandemic and its future uncertainties. Remote learning through affordable low-technology will help to reach disadvantaged children for them to continue learning anywhere.

Project 4: Generating evidence on Preschool Provision status and Quality

Among the potential changes that could help to improve learning outcomes at the primary level, is providing wider gender balanced access to quality early childhood education (ECE.)

Quality early-learning programs not only prepare young children to succeed in school and in life, but they also improve the efficiency and effectiveness of education systems' programs by fostering foundational skills, promoting gender equity and boosting children's ability to learn. With quality early-learning and supportive learning environment, children's social competence and emotional development could be enhanced and set them up for success in life, as the case studies by Margetts and Phatudi (2013) indicate. Research in education in East Africa (Mwaura et al. 2008, Denboba et al. 2014, 11) show that the earlier start to organized learning could reduce dropout and repetition at the primary level.

Despite the expected benefits of ECE, participation in Early Child Education in many African countries, is still low. The African Union notes that preprimary education across the continent is still "severely underdeveloped," characterized by "disparities, poor management, and a lack of coherent curriculum and linkages with primary education" (CESA 16- 25).

However, some countries are addressing the ECE with critical eye. For example, Kenya has provided increased support and ECE participation has improved. 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). In most cases ECE is funded by households. Uwezo Tanzania assessment findings (Uwezo Tanzania, 2017) had already drawn attention to low enrolment in preschool which was at 35% partly because of limited awareness among parents on benefits of ECE and some parents cannot

afford to pay required contributions for their children to be enrolled in pre-school. Because this sub-sector is of very varied quality, it is one of the main sources of inequality in educational and social outcomes.

Also, few teachers have relevant training to teach in pre-school and the physical facilities are often inadequate. Uwezo will seek to study and generate evidence on status of ECE provision and factors that hamper children readiness for success in later grades of learning. This will include addressing issues of equitable and inclusive access to ECE, gender inequality to access ECE, inclusive and quality learning outcomes, the assessment style that is appropriate for young children, and ECE financing.

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 enrolment and 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 funding and support for ECE provision and parental awareness of its benefits. Uwezo will seek the support of ECE experts, respective Ministry of Education and PORALG, teachers and district authorities for this work.



GOAL III: Engagement

Education policies, practices, decision making and resource allocation at all levels promote equitable learning outcomes.

Specific Outcomes: -

Policy actors and practitioners use the evidence from the assessments, research and innovations/ experimental work for decision making to improve education policy and practices and resource allocation that improve learning outcomes.

1. Parents and citizens in communities become stronger partners of schools at the local level to improve learning environment, pupil attendance to schools and learning outcomes

Outcomes for Goal 3

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 committees and parent teacher associations, with varying results.

Drawing from our public agency (PA) 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) and the Community Extended feedback intervention piloted in Tanzania in 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 center 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 endeavor to contribute to institutionalization of the use of evidence in the policy-making and policy review processes.

Uwezo will further engage and work in collaboration with other actors e.g., through CSOs, and Tanzania Education Network to advocate for equitable resource allocation in the education sector.

It is realistic to acknowledge that the issues of resource allocation in the government are complex, that the influences on policy are multiple and requires joint advocacy with other actors in the sector.



GOAL IV: Institutional Development

Building out Uwezo Tanzania as a durable institution

Outcome

1. Uwezo's organization structures and systems fully established and functioning, with adequate staff and financial capacity to execute its mission effectively.
2. Partnerships are established with relevant stakeholders from the village, national, regional and to the global level and they support Uwezo to achieve and sustain its mission.

This goal aims at establishing and strengthening Uwezo as an independent East African organization working in education with an operational relationship with government, civil societies and other actors nationally and internationally. This will include establishing (1) organizational 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 inter- national standards.

Key activities under this goal include development of key organizational policies and standards, setting up accountability structures including formation of governing or advisory boards and possible identification of an interim host organization. It will also be necessary to register the new entity and regularize it in the relevant countries, to develop a Board Charter and generate terms of reference for board members, among others.

Collaboration with key individuals, organizations and government departments is also important for Uwezo's assessment, research and advocacy. The collaboration is incorporated in Uwezo's governance structure, such as the National Advisory Committees, as well as the establishment of flexible networks with non-governmental organizations in education, teachers' unions, and the media sectors. Collaboration with relevant government entities such as bureaus of statistics and curriculum institutions/canterns, councils of science and technology, 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 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 organizations working to achieve the same goal of improved and equitable learning outcomes. 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).

A possible area for collaborative service provision is the assessment of everyday adult literacy and numeracy of young people aged 14-20. This 'beyond the basics' assessment is intended to provide evidence of the long-term learning outcomes that the education system is able to deliver.



MONITORING, EVALUATION AND LEARNING (MEL)

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 organizational 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:

- 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 organized 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, the staff in each country will be sitting quarterly for half a day or 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.
- iii. Media monitoring – We shall create an internal monitoring tool, as well as partnering with specialized organizations 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 subnational level (including communities, 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 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/ 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. This evaluation report will be shared with the board, funders, partners, and the wider public by posting on our website.

Organizational learning

Uwezo plans to adapt the kinds of learning activities for staff 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 from various activities, 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 country or organizational level for the benefit of the rest of the staff. The MEL officers in all the countries shall document the lessons from implementation of all programs, 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, utilizing 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.

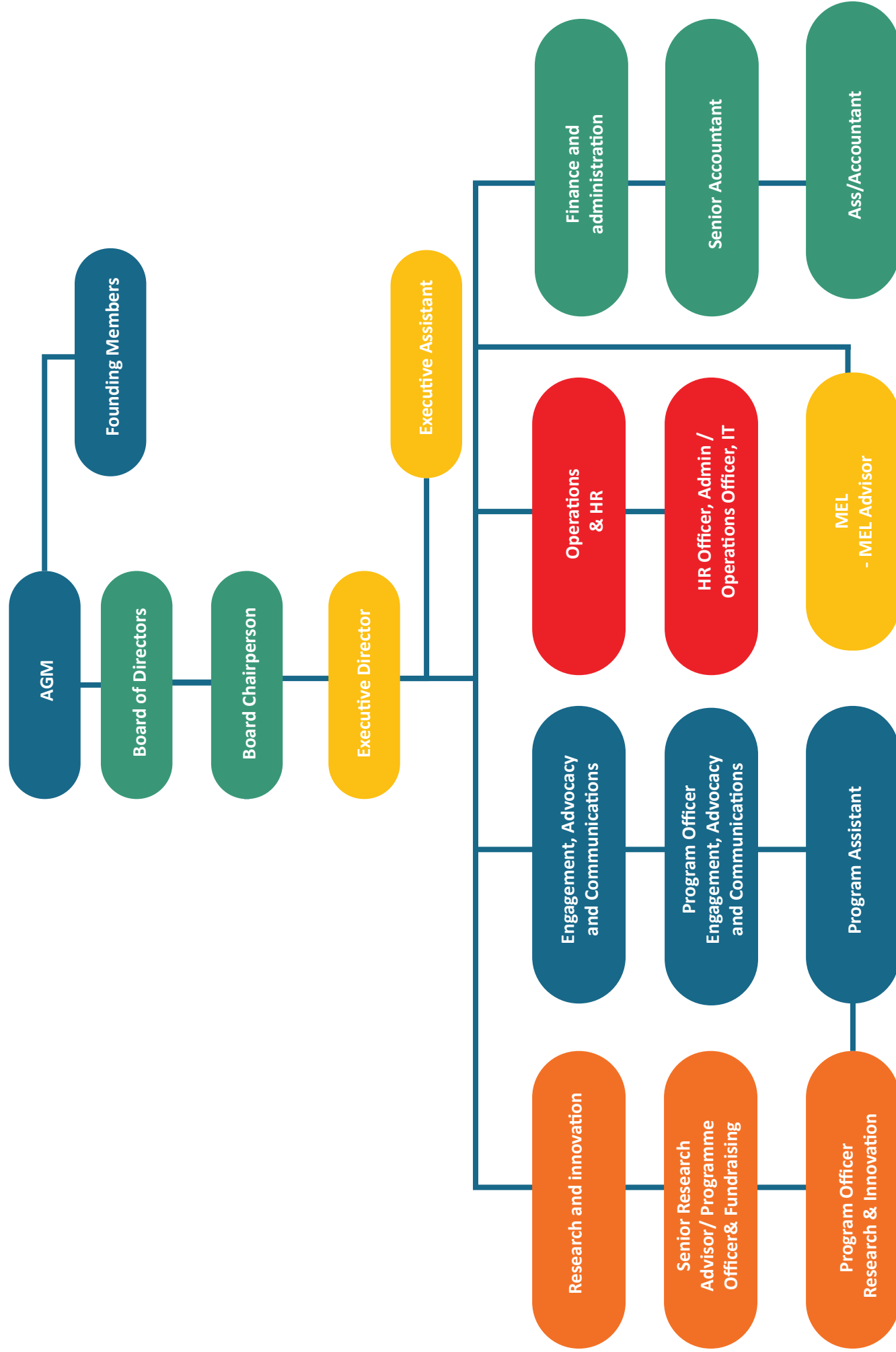
STAFFING

In order to function effectively as an independent entity and achieve the desired results with its enlarged role articulated in this strategy, Uwezo will need a strong professional staff, although it will maintain the partnership with local CSOs and other relevant researchers in accomplishing many of its activities. We anticipate a staff establishment of up to 10 full-time professional positions to deliver on the proposed strategy. However, this will depend on funding status.

Management of Country Office

In the initial years Uwezo Tanzania shall be led by Executive Director and be supported by other core programs and administrative staff as indicated in the indicative budget (Table 2). While the AGM is the supreme organ of the Organization, the Board of Directors will play a governance role to provide oversight of the organization and the executives to ensure accountability and effective performance. The staffing and Governance structures are summarized in the following Organogram:

Uwezo Tanzania Organogram





RISK MANAGEMENT

Uwezo has an ambitious program, 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. Table 1 below gives examples of risks that we anticipate and the ways in which we would respond.

Table 1 Risk Analysis

Risk	How probable	Impact if it occurs	Mitigation strategies	Risk Owner
Government officials question or resist our assessments on the grounds that there are specific entities/ other systems which have mandate of assessing basic learning, e.g. National Examination Council/ Board or insisting to use teachers and MOEST officials to conduct the Uwezo assessment	Possible	Moderate / high	Explain Uwezo's advantages in being an independent assessment, in communicating results and our wide coverage. Maintain a positive relationship and draw lessons from previous experience.	ED
Unable to conduct full assessment because of insufficient funding, (Uwezo cannot include all districts in its assessments.)	Likely	Low / moderate	Proceed with nationally representative samples of districts so that there is adequate quality control. Rigorous sampling will allow for greater efficiency.	ED
Reduced activities and increased staff turnover as a result of budget cuts due to changed funders' priorities in programs and country specific	Likely	Major	Increase fundraising efforts	ED, the Board
Reduced confidence of donors in the new organization	Likely	Moderate	Having strong reputable board of Directors Hire competent accountant to ensure proper financial management Capitalize communications and advocacy of Uwezo work at national and global levels	ED, Accountant
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.	Likely	Moderate	Explain about Uwezo mandate and specific project goals. Discuss clearly with community about the core requirement of the activity, responsibilities of each party and the expected benefits in order to pre-empt any monetary expectations.	POs
Some district officials regard Uwezo's proposed experiments in pedagogy as interference or potentially unaffordable.	Possible	Moderate	Give good introduction of the initiative and how it will involve government officials. It is essential to solicit support for these experiments from ministries of education/ PORALG at the initial stage for buy-in. Where necessary, avoid selecting districts that prove uncooperative.	ED, Program Officers

Risk	How probable	Impact if it occurs	Mitigation strategies	Risk Owner
Abuse of children/ respondents by any of our partners or representatives during Uwezo work	Likely	Major	Develop clear child protection and safeguarding policy, orient and share with respective partners Conduct rigorous due diligence assessment of our partners. Safeguarding issues incorporated in the training manuals and actual training of our partners and volunteers Signing declaration forms with staff and volunteers.	ED, Comms Officer HR Associate HR,
In relation to advocacy activities, some officials and/or politicians accuse Uwezo of meddling in policy matters and seek to curtail our influence.	Possible	Moderate / high	Present our work, including advocacy, as a professional and responsible contribution to public discourse on education. Avoid any political party alignment, but insist on open debate.	ED, Comms officer
New policies and regulations restricting independent data collection and publication (e.g. the Statistics Act in Tanzania, the NGO Act in Uganda).	Possible	High	Actively solicit relevant research permits in advance from relevant government institutions. Strengthen and formalize partnerships with relevant government agencies. Partner with reputable and credible research institutions to handle permit issues. Apply diplomatic techniques to engage with government at initial stages.	ED, Comms officer
Because of funding constraints, Uwezo has difficulty in implementing all the intended activities within the strategy period.	Possible	High	Be ready to engage in partnerships for some activities. Schedule the various field research activities at different times. Develop clear fundraising strategy for implementation	ED, POs, Accountant
Uwezo's activities are found to overlap with those of other agencies in the same country.	Possible	Low / Moderate	Consider opportunities for collaboration; adapt activities so that they are complementary; select different locations within the country.	Program Officers

The Budget

The total budget for Uwezo Tanzania is estimated at about \$ 4.3m for the entire four-year period of the strategy (2020-2023) (see Table 2 below).

UWEZO TANZANIA STRATEGY 2020-2023					
Budget Summary					
Year	2020	2021	2022	2023	Grand Total
Goal 1; Evidence generated on learning outcomes of children and related inequality leads to improved equity in education and quality learning outcomes	24,200	¹ 600,000	200,000	² 500,000	1,324,200
Goal 2: Insights generated through Uwezo research and experiments lead to increased knowledge and awareness of interventions that lead to improved equity and learning outcomes and enhanced partnerships among parents, teachers and community at large.	85,500	80,650	100,150	150,650	416,950
Goal 3: Engagements: Education policies, practices, decision making and resource allocation at all levels promote equitable learning outcomes	64,490	100,000	100,000	200,000	464,490
Goal 4: Building out Uwezo Tanzania as a durable institution - Annual planning retreat, Management team support, Governance Board meetings and AGM	131,106	131,000	111,050	76,050	449,206
Monitoring and Evaluation and Learning activities conducted	20,000	60,000	60,000	60,000	200,000
Staff Salaries (program and administration)	216,744	271,960	276,474	266,188	1,031,366
Operations					
Staff Recruitment, staff benefits, and statutory compliance, Office management, Information Technology, Assets and Equipment purchase (year 1&2) and repair in the rest of the years	163,111.00	112,736	85,289	93,789	454,925
Grand Total	705,151		932,963	1,346,677	4,341,137

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Elimu Bora Tanzania inawezekana, Timiza wajibu wako!

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