ANNUAL 20 REPORT 21





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LIST OF ABBREVIATIONS AND ACRONYMS

AKF-	Aga Khan Foundation
CSOs :	Civil Society Organizations
ECE :	Early Childhood Education
IPSAS :	International Public Sector Accounting Standards
MZF:	Milele Zanzibar Foundation
NGO :	Non-Governmental Organization
PAL Network:	Peoples Action in Learning Network
RELI :	Regional Education Learning Initiative
TaRL :	Teaching at the Right level
Ten/Met:	Tanzania Education Network

NETWORKS WE ARE







Education: access ·equity · quality



THIS REPORT

This report presents our achievements in the narrative report and the accompanying financial statements for the year ending on 31 December 2021. The Financial statements are prepared in strict compliance with the NGO ACT, The commitment to our members, donors, partners and the general public. Additionally Uwezo prepares and presents its financial information in line with International Public Sector Accounting Standards (IPSAS).



It's been a remarkable year for Uwezo Tanzania. On behalf of the Board, I wish to congratulate Uwezo Tanzania team for the achievements of 2021. What we present to you in this report is the result of commitment and hard work of Uwezo team and our partners and funders to make an impact towards achieving our vision of a society in which all children and youth are learning and realizing their full potentials. I thank board members for creating supportive environment to ensure Uwezo secretariat delivers quality work and achieve the intended objectives for the year. Despite the continued impact of Covid-19 that affected cross regional and international physical contacts and exchange of knowledge and best practices in meetings and conferences, we appreciate that the Uwezo team managed to remain relevant and connected with key actors and partners in the country, at regional and global community through technology (e.g. zoom meetings)

We are bothered about children who complete school without achieving foundational and holistic learning and skills relevant to their further education and livelihood. We understand that it is the role of the government to ensure provision of quality education for all children and citizens at large. However, we also appreciate that educating a child is a business of everyone in the society including CSOs, private sector and citizens.

We thank all our partners, funders and benefactors, for their generosity to support Uwezo Tanzania financially and technically which enabled us to celebrate the achievement we are presenting in this report. We promise to always foster the work that touches the learning of our children to bring change in learning outcomes, and bring together systems, partners, and stakeholders to foster equitable, inclusive and quality learning for all children.

The board appreciates the work accomplished by Uwezo Tanzania in the year, especially conducting assessment for Pre-school children to measure quality of school readiness in Tanzania, demonstrating on what works to improve teachers professional capacity and learning outcomes e.g. through TaRL approach, and aligning education systems, local leaders and stakeholders to achieve public policy objectives related to provision of quality and inclusive education for all children.

We thank the partners, government authorities, teachers, education officials, local leaders, children and parents that we worked with in all our intervention districts councils including Handeni, Gairo, Kilolo, Mbarali and Ludewa.

We wish to share our annual report 2021 with you all and we hope that you will enjoy reading it and inspired to do more with us in future for the prosperity of our children.

Dr. Hillary Dachi, Board Chairperson, Uwezo Tanzania, Senior Lecturer and Former Dean, School of Education, University of Daressalaam,





It was an exciting year as we realize our second year of operations since the establishment of new Uwezo NGO.

This report presents part of our efforts to deliver on our mandate to realize our vision of a society where all children learn and realize their full potential. We're passionate about children learning because we believe quality education provide a strong foundation for life and well-being.

In 2021 we continued to implement the Uwezo na Jamii community intervention and Jifunze intervention which adapted the Teaching at the Right level (TARL) approach to support children who are left behind by the conventional classroom to acquire the basics of reading and numeracy. Jifunze/TaRL approach has proved to be powerful to improve literacy and numeracy competencies among the grade 3-6 children lagging behind just between 30-60 days! We worked closely with district authorities, to implement Jifunze program, and Uwezo na Jamii that have yielded the impacts that are presented in this report. The assessment on Early Childhood education that was conducted in 30 primary schools is expected to produce insight data that will inform in the quality of ECE provided to children for school readiness.

Through our Networking effort we continued to connect with PAL Network and RELI East Africa to jointly push the quality education agenda for our children in Tanzania and East Africa. We have seen significant success in this networking. In 2021 Uwezo Tanzania Co-hosted the international PAL Network Conference in collaboration with Facilidade Mozambique and PAL Secretariat. Uwezo Tanzania managed to bring in the Board Chair of GPE to participate in the PAL conference and delivered a keynote speech to more than 200 participants globally who joined the conference session on 2nd Nov 2021. Through the conference we were able to contribute to global deliberations to building better partnerships and systems that promote equitable and quality foundational learning for all children.

We're proud that throughout the year, we embraced opportunities to work together with other key actors for wider impact. We entered an exciting partnership with Aga Khan Foundation (AKF) to implement School2030-Human Centered Design project in Tanzania. We also formalized new agreements with MZF to support implementation of Assessment of Life skills and values (ALIVE) in Tanzania.

We appreciate the trust placed in us by the board of Directors, founding members, and our esteemed funders to responsibly execute upon our mandate, and the collaborative relationship we have with the government through district authorities.

We'd like to express our deepest thanks and gratitude to Wellspring Philanthropic Foundation and DFID/FCDO (via Twaweza) for financial support that enabled to reach more than 15,180 children in primary schools through Jifunze intervention , in 30 villages from 2 districts and both basic and Early Child Education learning Assessment (more than 500 Children). We appreciate the partnership we entered with AgaKhan Foundation to implement School2030 HCD project and Milelel Zanzibar to conduct ALIVE assessment.

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We're thankful to our Board of Directors and founding members who supported us throughout the year and we were able to achieve our objectives for 2021. Our employees supported each other, and worked hard to accomplish our mandate. We look forward to moving ahead together, to expand our impact to ensure all children are learning and realizing their potentials.

Zaida Mgalla, Executive Director,



BOARD OF DIRECTORS



Dr. Hillary Dachi Chair Person of the Board of Directors



Asha Kisesa Member, Board of Directors



Scholastica Julu Member, Board of Directors



Zaida Mgalla Executive Director & Secretary of the Board of Directors



Dr. Stigmata Tenga Member, Board of Directors



Elvis Mushi Member, Board of Directors



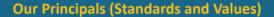
Joseph Ngwegwe Member, Board of Directors



Harold Sungusia Member, Board of Directors



OUR TEAM



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 Management 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.

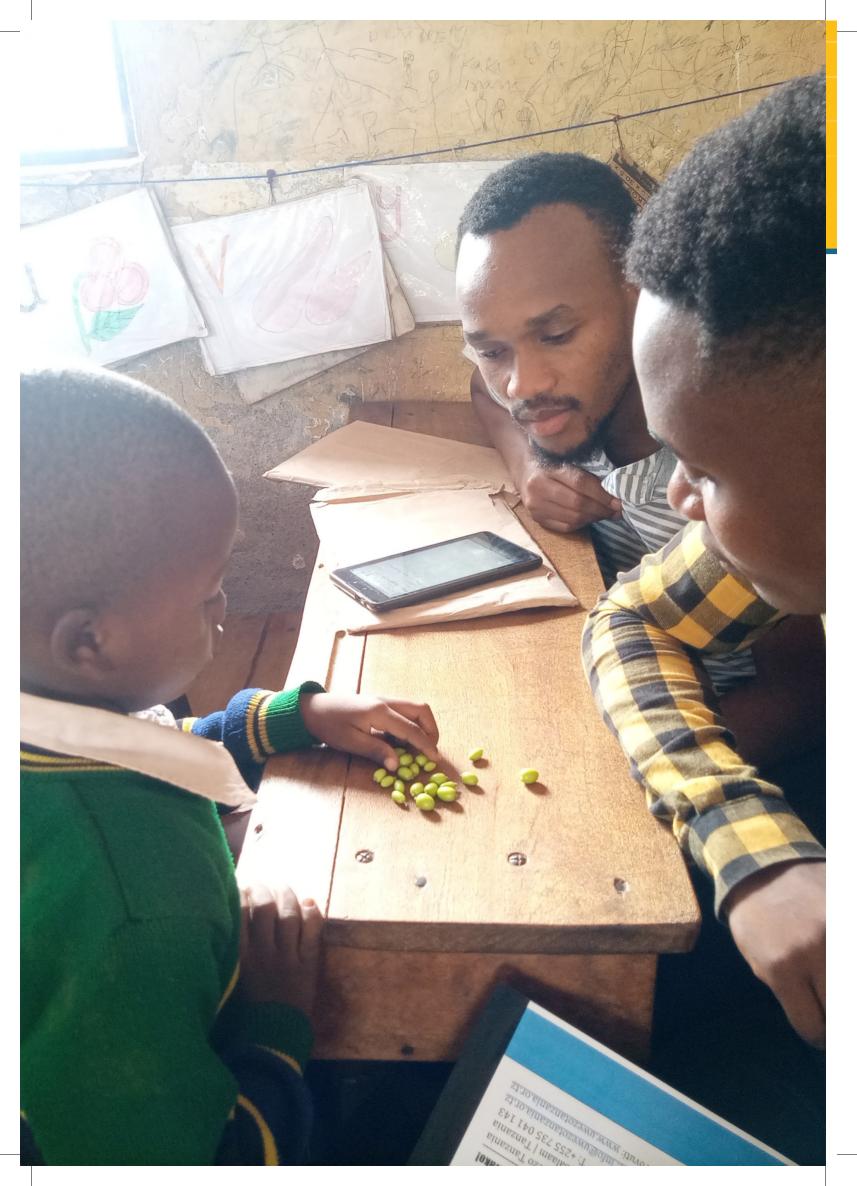




SUMMARY OF OUR 2021 ACHIEVEMENTS IN NUMBERS

Basic Assessment Conducted (ECE age 4-5 and Learning assessment for children age 6-16 in 597 HOUSEHOLDS)	 Villages: 30 Primary Schools: 30 House Holds Visited: 597 Pre-primary children: 500
Jifunze/TaRL Learning Camps Conducted in 15 schools	 Children assessed: 3932 (1976 girls and 1956 boys) Children enrolled in learning camps (Numeracy): 1,742 (44%) Children Improved Numeracy skills to the division level: 83%
The Success of Community Engagement initiatives in 2 districts(Handeni and Gairo)	 Number of Members of Village Social Service Committees offered with Capacity Building training to lead other citizens to take actions to improve education of their children: 450 Number of Classrooms built by citizens as a result of Community engagements: 16 Number of Pupil toilets by citizens as a result of Community engagements: 33 Number of schools started to provide school meal to children due to parents agreeing to contribute: 21
Awards and Appreciation by others	NUMBER OF AWARDS RECEIVED: 1 (BY FOUNDATION FOR CIVIL SOCIETY)
National & International Conference organized and hosted	 Number of International Education Conference hosted: 1 Number of National Education Conference attended: 6
Our reach through the Media	 Number of Social media followers gained in a year: 500 Number of Education stakeholders reached through Uwezo Newsletter: 500 Number of newspaper, radio and TV coverage and mention: 70 times

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OUR VISION AND MISSION



Vision:

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

We believe that Provision of quality education to our children will transform life, enhance prosperous, resilient and equitable society in future.



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 Theory of Change

To realize our vision, mission and strategy we have a four-faced Theory of Change (TOC) as below.

Asses Influence Learning + Equity Equity Innovate	Assess:	Generate data and evidence on status of learning outcomes and factors affecting learning outcomes and deriving inequality in learning
	Experiment	To experiment and obtain conceptual clarity of what works to improve learning outcomes, and addressing inequality and equity in learning
	Innovate:	An operational model that implements the concept on workable solutions in schools and communities e.g. Jifunze and Uwezo na Jamii program
	Influence:	Focus to influence Policy and community for effective response to strengthen partnership among education stakeholders and key actors, and improve resource mobilization and allocation to support children to access school and learn adequately.



We generate and share evidence on quality of learning outcomes and insights from best practices that improve learning outcomes in order to trigger government response and citizens' action to address education challenges, and improve education systems for improved learning outcomes among the children.

1. Learning Assessment

We assess Foundational Literacy and Numeracy skills among children aged 4-16 years and functional literacy for young adults of age 16-20 years. We also collaborate with international actors through PAL Network to test, generate and advocate for tools that can be used globally for Early Literacy and Numeracy Assessment (ELANA). We also conduct assessment for pre-school to establish evidence on quality of pre-school education and its relevance for school readiness.

We supported Milele Zanzibar Foundation to replicate Uwezo assessment in Zanzibar.

2. Teaching at The Right Level/Jifunze program

This is a 30 days learning program that aims to improve classroom teaching and support children in grade 3-6 to obtain foundational literacy and numeracy skills through plays and other fun activities targeted to a student's learning level. Among the children assessed in 3 districts 44% of grade 3-6 children cannot do numeracy operations up to division level.

In the spirit of sharing knowledge, collaboration and scale of best practices, we provide technical support to other organizations to adapt TaRL for wider coverage and impact in reaching more children to improve foundational literacy and numeracy skills.

3. Uwezo na Jamii- Extended feedback

This is a Community mobilization and engagement program that uses Uwezo assessment data to raise awareness among citizens on education challenges that affect children learning outcomes in their local community. We mobilize community members and local leaders to generate collective local solutions that address the education challenges. Through the program parents in 75% of primary schools in Gairo and Handeni contributes for meals to pupils at school and that has reduced pupil absenteeism in school and improved their academic performance.

4. Policy advocacy and engagement at national and international level to influence change in education policy and practices for improved learning outcomes.

Uwezo participated in the national education stakeholders' forums in Dar es salaam and Zanzibar to share assessment data and insights from TaRL intervention, to input to the ongoing curriculum reform process. Teaching at the Right Level approach is cited in the current Tanzania National Framework for Teacher Continuous Professional Development (TCPD) as one of the approach to be adapted for TCPD.

We also partner with national and international CSOs and networks e.g. RELI, PAL, and Tenment for joint advocacy to amplify our voice and share evidence and insights from our assessment work and intervention programs to influence policy and practice at national and global level to ensure provision of quality and inclusive education for all children.





OUR ACHIEVEMENTS



Assessing Learning Outcomes among children aged 4-16 years

a) In the year 2021, Uwezo Tanzania invested in evidence generation for pre-primary education aged 4-5 years to assess school readiness.

Assessing school readiness and learning outcomes among children is important to measure the outcome of government investment in the education sector, and quality of education provided to pre-primary and primary school aged children. The SDG Goal 4 calls for an equitable and inclusive delivery of ECE, but it is only recently that World Bank research has started to recognize the vital part to be played by ECE in responses to the 'learning crisis' affecting primary (elementary) education (Bashir et al., 2018, pp. 100, 439). The pre-primary education has been made mandatory in the Tanzania education system. However, there is limited independent research evidence to inform policy makers and education stakeholders on the standard and quality of pre-primary education provided to children.

In collaboration with different experts, various assessment tools were developed and the assessment was conducted among children aged 4-5 years who were attending pre-primary class in 30 primary schools in Chalinze district. In total about 500 pre-school children were assessed to establish evidence on their learning competencies and the quality of learning environment and supporting system from home and school. Data analysis is in progress and findings will be shared by early 2022. However, preliminary findings have revealed some gaps worth reporting to the government for example:

The findings show that a total of 1,407 children were enrolled in pre-primary education classes. Of the enrolled children 52% were boys while 43% were girls - Also findings reveal that large number of children are not getting meals at school. Only 32% of schools providing meals.

A second assessment was also conducted in Chalinze district to assess literacy and numeracy competency levels among children aged 6-16 years. The assessment was conducted by 60 citizen volunteers who walked tirelessly and visited about 597 households in 30 villages for data collection. In total about 705 children were assessed and school based data was collected from 30 primary schools. Despite the fact that the assessment was done in 597 households only due to limited funding, the findings still provide useful information for the government to address in order to ensure provision of quality and equitable education for all children.

b) We call for education actors and development partners to support Uwezo Tanzania to carry out a large scale learning assessment that is required more than ever especially to inform the ongoing education policy and curriculum reforms in Tanzania.





Uwezo Assessment Replicated in Zanzibar

Uwezo Tanzania supported Milele Zanzibar Foundation (MZF) to adapt Uwezo learning assessment in Zanzibar. Uwezo trained about 14 education experts including MZF staff and their partners from the government and CSOs to master Uwezo assessment process and development of assessment tools. During the training MZF was supported to develop the following: The Assessment standards relevant to their context, test development framework and 3 samples of tests each for Kiswahili, English and Numeracy subjects. Milele Zanzibar was given permission by respective Ministry of Education to replicate Uwezo Assessment in Zanzibar. This was among the great achievement of the year to influence other organisations and government officials beyond Tanzania mainland to take up the Uwezo assessment in an attempt to measure the outcomes of the government investment in the education of the children. The MZF will share a full assessment report by 2022.

b) Uwezo in Partnership with MZF to conduct ALIVE assessment in Tanzania

Uwezo Tanzania teamed up with RELI Africa team from Value and Life skills (VALI) cluster to develop assessment tools for life skills and values assessment (ALIVE) in East Africa. Following that, Uwezo Tanzania entered in partnership agreement with Milelel Zanzibar Foundation (MZF) to coordinate and conduct Alive assessment in Tanzania mainland from 34 sampled districts which is estimated to reach more than 27,200 Adolescents aged 17-20 years. This is a large scale life skills assessment ever to happen in East Africa, and this partnership demonstrates recognition of Uwezo capacity in conducting large scale learning assessment surveys in East Africa. The actual assessment will be conducted in 2022.

Improving Foundational Literacy and Numeracy skills within 30 days through Teaching at the Right Level Approach/Jifunze

Schooling is not learning. There are many children in school but not learning adequately. In an attempt to demonstrate how children can be supported to obtain foundational literacy and numeracy skills, Uwezo Tanzania, implemented a Teaching at The Right Level intervention program which we named "Jifunze" (meaning learning for yourself) in 15 primary schools from Ludewa, Kilolo and Mbarali districts. The intervention aimed to support children in grade 3-6



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with poor literacy and numeracy competencies. A total of 3,932 children were assessed out of those 1,976 were girls and 1,956 were boys. Among these, 1,742 (44%) could not do simple numeracy operations up to division level, and therefore were enrolled to the Jifunze class for remedial support within the intervals of 30 days. On average, about 83% of the children enrolled in the TaRI/Jifunze program (Boys 80% and girls 86%) mastered numeracy skills up to division level within the interval of 30 days in all three districts.



Is TaRL A promising approach for scaling up?

Uwezo Tanzania has developed contextualized training manuals for TaRL approach to fit the learning needs of the children in Tanzania. The manuals are in Kiswahili language. The manuals have been presented to Tanzania Institute of Education/Curriculum unit (TIE) for review and approval. Initial review has indicated that the government is interested on the TaRL approach and have appreciated Uwezo contribution to initiate TaRL in Tanzania. Uwezo TaRL manuals have been adopted by a number of organizations and networks including RELI Tanzania who used the manuals to develop more teaching and learning materials including the digitization of stories to enhance reading and listening skills among the children who are struggling to obtain literacy skills. RELI is also using the manuals and teaching materials to advocate for scaling up of the approach to reach many children in Tanzania primary schools.

Uwezo was invited by the Deputy Permanent Secretary (DPS) from the Ministry of President's Office Regional Administration and Local Government (PO-RALG) to share experience and insights about TaRL approach. The DPS and his team (including Directors of Primary and Secondary education, and Quality assurance) were very much excited about the impact of Jifunze program that has adapted a TaRL approach. The demand to extend Jifunze interventions to more schools and districts is very high. The government made special request to partner with Uwezo Tanzania to scale up TaRL intervention to reach more schools and ensure no child is left behind in learning. Uwezo will follow up closely on this engagement for the way forward.



Policy advocacy and Engagement to influence education policy and practice

In the year, Uwezo conducted a number of advocacy activities and engagement to influence policy and practice for improved teaching and learning outcomes.

- 1. The significance increase of demand and usage of Uwezo Assessment data by Academicians, professionals and others
 - We have successfully influenced interested Academicians and professionals to use Uwezo data and continue to influence the policy makers and other education stakeholders to change practice and focus on improving children's learning outcomes. For instance, Uwezo data was requested and utilized by Kids Tanzania NGO by publishing analytical articles with data via their site at: http://www.tanzaniakidstime.org/2021/09/ takwimuuwiano-wa-kusoma-na-kuhesabu-kwa_16.html
- c) The academicians Dr. Eugenia J. Kafanabo and Mr. Albert M. Chagula of University of Dar es salaam, have produced an article for publication based on Uwezo assessment data. The article has been entitled: 'Contrasting and comparable barriers of students' learning outcomes between rural and urban primary schools in Tanzania'. It will be published on various sites including Uwezo Website.
 - Also two students from Cambridge University have accessed Uwezo assessment data set and used it for their PhD studies. Over the years many students nationally and internationally have shown great interest to use Uwezo data on their academic writing and publications. This amplifies the relevance of independent data on learning outcomes.

2. Receiving Awards for Outstanding contribution to the education Sector

Uwezo Tanzania participated in CSO week event in October, 2021, and through our exhibition booth we were able to share our work experience, and more than 3000 copies of communication products such as fliers, reports, fact sheets and newsletter to more than 1,500 CSO actors who attended the event. During the event Uwezo Tanzania was given an award by Foundation for Civil Society (FCS) for being an outstanding, innovative and creative NGO in achieving changes in the education sector.

This is the result of the impact Uwezo is making in the education sector, and in the advocacy space to demand for the government to improve quality of education services and ensure all children excel in learning.



Dr. Stigmata Tenga

resident FCS



This Certificate is Presented to

Uwezo Tanzania

In recognition of their outstanding use of innovative and creative methods to achieve change

Presented during CSO Week 2021

★ 1ST RUNNER UP ★

Francis Kiwanga Executive Director F

Uwezo Tanzania also received a certificate of appreciation from Tenmet and Rorya District Council for remarkable contributions in Education and outstanding contribution in the commemoration of Global Education Week campaign on Education (GAWE) which was held nationally in Rorya District, in August, 2021

3. Uwezo Tanzania featuring in CIES Conference 2021

Uwezo Tanzania Executive Director participated in the virtual conference of Comperative International Education Society (CIES) 2021 and presented a paper to share insights about the adaptation of TaRL in Tanzania. The abstract of this paper was included in the CIES Conference Abstract book, 2021. This was a good opportunity to share insights with global community on what works to improve learning outcomes. Especially in the low developing countries. The paper revealed that about 78% of the children enrolled in TaRL classes obtained full reading competency in Kiswahili just within 30 days of TaRL/Jifunze remedial learning sessions.

4. Uwezo Tanzania Co-hosted PAL Network International Conference in 2021

This year Uwezo Tanzania co-hosted the 2021 PAL Network International Conference in collaboration with Facilidade Mozambique and PAL Secretariat. This was a great honor of the year to be trusted to co-host such an important and insightful international conference. The best moment of the year is when Uwezo Tanzania managed to bring in the GPE Board Chairperson, HE. Dr. Jakaya Mrisho Kikwete to officiate the conference and give a key note speech addressing more than 200 conference participants from the globe. Dr. Kikwete addressed the participants from the mini conference event that was held at Hyatt Regency, The Kilimanjaro Hotel, in Dar salaam, Tanzania. Among other things in his speech, the GPE chairperson, Dr. Kikwete made a call for action:

"All education actors and stakeholders should collaborate and take action to consciously ensure equity and inclusion in education so that all children can learn in a safe and healthy environment free of discrimination, to ensure that no child is left behind in learning".



(Hon. Dr Jakaya Mrisho Kikwete, GPE Board Chairperson, 2021)

Uwezo Team with His Excellency Hon. Dr. Jakaya Kikwete, during the PAL Network Conference 2021



Uwezo contributed to a joint paper on TaRL experience in the East and Southern Africa (ESA) Region which was presented during the conference. The paper was entitled: *Knowledge Adaptation in the Global South; ContextualisingTeaching at the Right Level (TaRL) in East and Southern Africa (ESA) Region.* Authors: Ngindiru, Virginia (Zizi Afrique, Kenya); Mgalla, Zaida (Uwezo Tanzania); Letsomo, Thato (Young 1ove Botswan; Nakabugo, Mary and Uwezo Uganda); and Ussene, Amelia (Facilidade Mozambique). The paper will be published in the PAL network conference e-book.

5. Uwezo Tanzania joining other Education CSOs to commemorate international Education Events

a) GAWE:

Uwezo Engagement, Communication and Advocacy Officer chaired the National committee for preparation and commemoration of Global Action Week on Education campaign which was coordinated by Tanzania Education Network (Tenmet) members held in Rorya District to debate about various issues that affect or enhance provision of quality and inclusive education for all children. Through the event about 500 people from all over Tanzania were reached including citizens, teachers, parents, government officials, policy makers, CSO representative. The event brought together education stakeholders to debate on education issues and deliberate on how we can build better and resilient education systems for improved learning outcomes among our children. The event officiated by the guest of Honor – **Deputy Minister of Education Science and Technology.**

Prior to the pick of GAWE event, Uwezo in collaboration with other Tenmet members facilitated public debates on education issues with citizens, teachers and students in selected 5 villages, Secondary and Primary schools in Rorya district. Uwezo Tanzania contributed greatly by sharing strong awareness raising and advocacy messages that were posted on Tenmet billboards for GAWE event to remind stakeholders about the relevance of educating children and factors that affect provision of quality and inclusive education for all children. Some of the messages included the following:

"A hungry child cannot learn adequately, take action and feed us in school"!

"All children deserve to learn in a safe and inclusive environment"

"Disability is not inability, create conducive learning environment for children with disability.

A full report of recommendations from education CSOs was submitted to the Guest of Honor for action by the Ministry of Education and the entire government at all levels.

b) Commemorating International Day of African Child

Uwezo Executive director was honored to be a guest speaker by Zizi Afrique Foundations in Kenya during the celebrations of International Literacy day whereby she engaged online with more than 40 primary school children from 4 counties in Kenya and narrated to them the digitized stories from TaRL/Jifunze intervention to improve children literacy and listening skills. The children in Kenya were so excited to listen to storytelling in Kiswahili by an expert from Tanzania. The purpose was also to share insights on how the stories can be digitized for easy access by children and facilitate them to improve reading skills anywhere they are.

6. Uwezo Tanzania Influencing other Actors to adapt TaRL

We are proud to be a member of RELI Tanzania which has given us space to engage with outher CSOs and learn together on what works to improve education systems and learning outcomes. During the 2021 RELI Tanzania convening in August 2021, Uwezo Tanzania teamed up with Teachers Development and Support cluster to demonstrate live with students on how TaRL works to support children improve Literacy and Numeracy skills. Some RELI members such as OCODE, SAWA Morogoro, PWC and Milele Zanzibar have shown great interest to replicate TaRL in the education programs. Uwezo provided technical support for capacity building of OCODE staff during their training of primary school teachers to adapt TaRL approach in their classroom teaching. RELI members who were trained by Uwezo Tanzania as TOTs have been very instrumental in the replication of TaRL by other organization as they were effectively used by various organizations to train teachers to adapt TaRL in their classroom teaching. Uwezo celebrates these achievements as it has been their wish to see TaRL adapted by many teachers and institutions to create more impact on children learning outcomes.

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7. The Strategic Engagement and Recognition by Government



Uwezo's contribution in improving children's learning outcomes has been recognized by the government and its institutions. This can be evidenced by Uwezo being approached and welcomed to participate in some key government education meetings/forums. For example, Uwezo partnered with Tanzania Institute of Education and Ministry of Education and supported them to conduct the Education stakeholders meeting in Zanzibar to collect input for the ongoing curriculum review. The meeting was attended by more than 2000 individuals including: government officials, academicians, policy makers, teachers from primary and Secondary school, local and religious leaders, parents and students and CSO actors. Uwezo Tanzania Executive Director, Zaida Mgalla presented a summary of stakeholders opinions and recommendations to the Minister for the Ministry of Education Science and Technology Prof. Joyce Ndalichako who was the guest of honor during the event. The Minister for Education made commitment on behalf of the government to work on the given recommendations to ensure that the new curriculum addresses the learning needs of our children in the 21st century for example incorporating technology and life and communication skills in the new curriculum at all levels.

8. Sharing Uwezo Assessment findings, insights and good practices at Teachers Training Colleges (TTC) and University Academicians.



This year Uwezo successfully conducted 2 Education seminars with academicians from Dar es Salaam University College of Education (25 scholars) and Al Haramaine Teachers College in Dar es Salaam (250 Teachers Trainees).

In total about 275 students had an opportunity to learn about Uwezo assessment data and some insights of Jifunze (TaRL) interventions.



Masters Student from DUCE, Faculty Education, attending research seminar at Uwezo meeting room.



Alharamain Teacher Training College is interested to incorporate TaRL in their teacher training courses. Uwezo is following up to provide the needed support.

9. Expanding our reach through the Media

- In continuing to sensitize parents, general Communities and all other education stakeholders participate
 effectively to improve learning outcomes for children. We have used the media appropriately to popularize
 Uwezo activities and best practices. On average we have attended more than 20 media talk shows and also
 been featured in news and mentioned more than 50 times by the media. The coverage was from various
 media including:- Mwananchi Newspaper, TVE, RADIO EFM, TBCFM, TBC TAIFA, BBC, VOA TV, STAR TV, THE
 HABARI BLOGSPOT, MICHUZI BLOGSPOT etc.
- Also, Uwezo social media-twitter @UwezoTanzania and website, www.uwezotanzania.or.tz and U-tube channel have attracted majority of followers eg. More than 500 followers in just a year, making more than 1000 followers in Twitter currently and through our reach and activeness in social media, we were approached by an NGO from abroad- NALIBALI of South Africa requesting for partnerships.
- Also, through the Uwezo Newsletter (Tuzungumze Elimu) we have been proactive to reach parents and communities and engage them with good practices Education stories. In the year 2021 we managed to reach more than 500 subnational education stakeholders through Newsletter. Several positive feedbacks have been received as comments from those stakeholders received our Newsletter, this is one of the feedback. "Hello! Thanks for sharing this important document (Uwezo Newsletter). It's a noble work of concern for the good future citizen". Fr. Isaia Bambara.

10. Counting the Success of Community Engagement initiatives in Handen and Gairo districts.



We are also proud of the notable achievements that we have been witnessing year after year from our unique Community engagement program (Uwezo na Jamii). In the year 2021 we have seen; communities mobilizing themselves and took some actions to improve learning environments eg. Building of Classrooms- a total of 16 Classrooms and 33 pupils toilets were built by community members in 2 districts of Handeni and Gairo, and also in total 21 schools in both districts started providing school meals for children as the results of parents agreement during Community meetings organized by Uwezo. Also citizens have teamed up and held accountable the authorities on shortage of teachers hence some schools received teachers after that initiatives. More than 12,000 primary school children from 30 primary schools in the sampled villages in Gairo and Handeni have benefited from this program.

We have also conducted capacity building training to 450 members of the Social Service Committee in both districts.



The training focused on empowering them with knowledge and skills to effectively stimulate communities and teaming up together with village leaders, citizens and teachers to take some actions to improve learning outcomes in their localities. The training to Members of Social Service Committees was unique of its kind as almost 95% of the SSC members reported that they have not been oriented on their roles and responsibilities since they were elected. During monitoring it was revealed that, more than 80% of SSC members are using the skills obtained in the training to follow up on community matters and mobilize citizens to address development challenges in their villages. "Uwezo training has made us more active to follow-up citizen concerns and enforce government laws to encourage parents to send all children to school" (Abdalla, Village Chairperson in Handeni)

Eswatin Network of NGOs –SWANCEFA Inspired by Uwezo



One of the memorable moments for Uwezo Tanzania in the year 2021 was receiving two visitors from a Network of NGOs in Eswatin(SWANCEFA) who came for the purpose of earning. This happened in May 2021, whereby two staff from SWANCEFA visited Tanzania to learn on various initiatives to enhance quality eduction for all children. of which one of them being an Uwezo Assessment.

The SWANCEFA team was oriented through presentation and field visits. After presentations at Uwezo offices, the visitor visited one Primary school in Kisarae district to learn how TaRL was implemented and related impact. They met with Jifunze teachers and students who had improved their literacy and numeracy skills through TaRL/ Jifunze. They also had an opportunity to engage with , Education Officers as well as parents. The SWANCEFA team is interested to launch Uwezo assessmet and TaRL in Eswatin.



SOME SUCCESS STORIES FROM TEACHERS ON JIFUNZE INTERVENTION



"Because of Jifunze/TaRL intervention, all 9 grade four (4) children enrolled in Jifunze remedial classes passed their national exam in 2021 and qualified to join grade five(5)".

(A teacher from Nsonyanga Primary school, Mbarali District, Mbeya).



"A class three child was always performing poorly in the class compared to others. After being enrolled in Jifunze class a few months later he became the best performing student in the class ranking among the top three. (A Teacher from Matika Primary school, Ludewa District, Njombe).



"In our school there was about 67children in grade 3-6 who were un able to read fluently and write correctly in Kiswahili. These were enrolled into Jifunze remedial classes. After 30 days of intervention there was no child in our school who could not read and write, they all managed".

(A teacher from, Maholongwa Primary School, Ludewa, Njombe).



"I was a teacher trained by Uwezo to implement Jifunze/ TaRI approach in our school. I was able to support all the children enrolled in Jifunze classes who were struggling to obtain literacy and numeracy skills. All the children mastered the basic literacy and numeracy skills during the intervention period. Following that, I was promoted to become a Head Teacher of the school".

(A head Teaher, from Mwiyendaje Primary school Chamwino, Dodoma).



"Even after Uwezo completed their period to support TaRL intervention in our school, we continued to use Jifunze tactics to assist our poor performing students to improve literacy and numeracy skills.

(A head teacher from Amani P/schoolin hamwino Dodoma.)





MONITORING OF ACTIVITIES IMPLEMENTATIONS

Monitoring of Research and Innovation activities

Uwezo monitors its implementation at two levels. This helps in making sure that activities and its outcomes are of high quality. In implementation of initiatives and research activities internal monitoring is done by Uwezo staff going through project areas to observe and engage in the implementation

On the other hand, external people were engaged to visit and assess implementation of Uwezo initiatives, they submitted monitoring reports with lessons and recommendations for improvement. These reports helps to reflect on organization success and gaps during implementations of its programs. All our reports are documented and saved online in common folders.

Monitoring of Engagement and Communications activities

In the year 2021 we monitored all our engagement activities through various methods. For example, we got all the attendees at the conference/meetings or seminars we organized signed the attendance form so that we now the real numbers of the attendees. Also specific reports were produced for every meeting, conference, seminar or any other event.

We also recorded all the media interviews we attended at various media outlets as well as keeping the newspaper pieces where Uwezo story was covered.

We also shared a specific form with volunteers and our partners at the village and districts where we implement community engagement programs for them to follow up and record any success stories from the action plans the community members set during an intervention.

Challenges

1. Inadequate funding hindered Uwezo to implement a large scale learning assessment, but also un able to participate in various relevant conference.. We believe that this challenge will be minimized only if we manage to solicit enough funds.

Lesson learnt and moving forward

- Edu-tech should be effectively integrated into our education programs to improve children's learning outcomes. From that lesson in future programming we will make sure we also plan to effectively integrate Edu-tech as one of the strategies to reach teachers, parents and children with various learning lessons/contents.
- Independent data generation on the status of Children Learning outcomes is very important as they are highly needed and used by many stakeholders. This has been evidenced by Uwezo data being requested and utilized by various stakeholders from Academicians and others.
- 3. Every normal child is capable in mastering basic literacy and numeracy skills. This is possible when assisted by competent teachers from where she/he got challenged during learning process.

22

Risk and risk management

Risk involves uncertainty about the effects/implications of an activity with respect to something that human's value, often focusing on negative, undesirable consequences. One of the major risks that we always feared in the year 2021 was limited funding considering the fact that we have only one funder. We have been very proactive in the year 2021 to reach out to various funders hence we managed to solicit some partners who provided some funds to us that we used to run some other activities as well as meeting other admin costs.

The major obstacle in implementation of research activities was obtaining permits from responsible organizations. This was delayed for more than five months which resulted in postponement of some activities including assessment of young adults on functional literacy.

In order for Uwezo to conduct assessment we decided to use University permit which was obtained and allowed us to conduct assessment for Early Childhood Education (ECE) and Uwezo Annual Learning Assessment (ALA 2021)





INSTITUTIONAL BUILDING-CONTINUING BUILDING UWEZO TO BE SUPER ORGANIZATION

• Statutory Compliance

For the year 2021, UWEZO maintained compliance to all relevant statutory and regulatory bodies such as the National Social Security Fund, Tanzania Revenue Authority, Workers Compensation Fund, Higher Education Students Loan Board and the registrar of NGOs.

Governance- Board Meetings

Uwezo has had the 4 board meetings, one for each quota and one AGM as per guidelines

Uwezo Policies

Uwezo has several guiding policies which act as a guiding tool for the organization . Such policies include: Human Resource policy, Finance policy, Uwezo Child protection and safe guarding policy, Governance policy, Program policy guidelines and Uwezo constitution.

Organizational systems setup and management eg. Salesforce

Uwezo Tanzania has maintained different operational systems that assist us in preserving documents and having a trail of all that was done within the organization especially for procurement, leave application, financial transactions. Our systems include Aruti, Planmy Leave, Xero and Salesforce.

• Staff Learning & professional development (This includes Book reading and Learning Session)

Uwezo has weekly book reading and learning sessions where staff get an opportunity to present and learn about different subject matters that directly add into our organization and day to day work life.

Conclusion

This annual report details our achievements and challenges during the implementation of our annual plan 2021. Fund raising challenge is key for immediate attention in future.

The challenges and lessons will be used to inform our planning for 2022 for improvements. We real appreciate all the partners and stakeholders who contributed to this achievements.



AUDITED FINANCIAL STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2021

Uwezo Annual Report 2021

LIST OF ABBREVIATIONS

- TaRL: Teaching at the Right Level
- SSC: Social Service Committees
- AKF: The Agakhan Foundation (AKF)
- HCD: Human Centered Design
- NGO: Non-Governmental Organization
- ELTU: Every Language Teaches Us
- PoRALG: . President's Office-Regional Administration and Local Government
- MOEST: Ministry of Education, Science and Technology
- CSO: Civil Society Organization
- TTCs: Teachers Training Colleges
- DUCE: Dar es salaam University College of Education
- **RELI: Regional Education Learning Initiative**
- GPE: Global Partnership for Education

REPORT BY THOSE CHARGED WITH GOVERNANCE AND AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

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REPORT BY THOSE CHARGED WITH GOVERNANCE AND AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

GENERAL INFORMATION

REGISTERED OFFICE

85K SUITES, Plot No.85 Kinondoni Rd P.O Box 8259 Dar es Salaam Tanzania

LAWYERS

Victory Attorneys and Consultants 1st Floor, IT Plaza Building Ohio Street/Garden Avenue P.O.Box 72015 Dar es Salaam Tanzania

ENTITY'S EXTERNAL AUDITOR

Auditax International Certified Public Accountants PPF Tower, 7th Floor Garden Avenue, Ohio Street P.O Box 77949, Dar es Salaam,Tanzania Office: +255 22 212 0692, Cell: +255 719 878 490 Website: http://www.auditaxinternational.co.tz Firm's registration Number: 199925, TIN number: 110-747-985

MAIN BANKER

Stanbic Bank (T) Ltd P.O.Box 75647 Dar es Salaam Tanzania

REPORT BY THOSE CHARGED WITH GOVERNANCE FOR THE YEAR ENDED 31 DECEMBER 2021

Uwezo Tanzania has pleasure in presenting the annual report and the audited financial statements of Uwezo Tanzania (the "Organization") for the year ended 31 December 2021.

1. ORGANIZATION BACKGROUND

Uwezo Tanzania was registered as a non governmental organization on 10th January 2020 with registration number 00NGO/R2/09001.

2. MISSION AND VISION

Vision statement:

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

Mission Statement:

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.

3. PRINCIPAL ACTIVITIES

The principal activity of Uwezo Tanzania is to generate and curate evidence on learning outcomes and use it to engange with policy actors and citizens to address the learning crisis.

4. PERFORMANCE FOR THE YEAR

The Statement of Financial Performance shows no surplus or deficit generated for the year ended 31 December 2021, (2020: nil). Uwezo Tanzania spent funds amounting to USD 459,025 for the year ended 2021 (2020: USD 405,608) to undertake various activities as detailed out in part 4.1 below. The detailed financial performance of the Organization, during the year is set out on page 14 of these financial statements.

4.1. Main achievements and developments for the year include:

4.1.1 During the year, Uwezo Tanzania was able to partner with Kilolo, Mbarali and Ludewa district councils to implement the Jifunze program that has adapted a Teaching at the Right Level approach (TaRL), to support children who are struggling to obtain foundational literacy and numeracy skills. Uwezo also conducted data analysis and report writing of the implemented TaRL program in Kisarawe, Mvomero and Chamwino that were engaged from the year 2020. In total more than 11,000 children in grade 3-6 were reached through the Jifunze program in the 6 districts. On average about 78% of the children improved their Kiswahili reading comepetency up to story level while 80% were able to pass the numeracy test up to division level. District officials from all three districts reported that in 2021 there was no child in grade 4 who failed national grade 4 examination. This was a great achievement through Jifunze program and gives hope for scalling up to ensure that no child is left behind in obtaining basic literacy and numeracy skills in Primary school.

REPORT BY THOSE CHARGED WITH GOVERNANCE FOR THE YEAR ENDED 31 DECEMBER 2021 (CONTINUED)

4.1.2 Uwezo Tanzania conducted a capacity building training to about 300 members of Social Service Committees (SSC) in 30 villages from Handeni and Gairo districts (15 villages per district) as part of implementing its Uwezo na Jamii program. In each village the committee is responsible to oversee the wellbeing of one or two primary schools.

During the training the SSC members were facilitated to comprehend their roles and responsibilities to mobilise community members to address education challenges in their localities and create solutions to facilitate children to access school, and retain them to learn and thrive. There is increased partnership between citizens, local leaders, parents, and teachers in taking responsibilities to implement village action plans to improve school infrastructures and learning outcomes. Through the effort of SSC about 75% of primary schools in the intervention communities are providing meals to pupils through parents contributions. A Total of 9,000 children were reached by the initiatives and benefitted from the feeding programs in schools and throuth other outcomes of the Uwezo na Jamii intervention.

4.1.3 During the year Uwezo Tanzania implemented literacy and numeracy assessment of children aged 6-16 years as well as early childhood assessment of children aged 4-6 years in 600 households in 30 villages in Chalinze district. In total, more than 1,300 children were assessed to generate evidence on their literacy and numeracy competencies. Data was also collected on household variables to identify factors that affect learning among the children. Data has been collected from pre-school teachers to obtain information realted to pre-school curriculum, teaching materials, and learning environment. Data analysis is in progress and the report will be released in 2022.

4.1.4 Uwezo Tanzania was engaged in partnership with The Agakhan Foundation (AKF) as a learning partner to implement School2030 Human Centered Design (HCD) project in 100 sites in Lindi and Dar es Salaam. The project focused on assessing the effectiveness of the HCD process and the developed learning solutions for improving holistic learning outcomes for childrens and youths. Uwezo main assignment was to assess the effectiveness of the HCD process and developed prototypes and solutions by Educators in Schools and NGOs to promote wholistic learning among students and youth outside the school. Uwezo team visited 74 HCD sites in primary and secondary schools and in selected NGO sites and the rest 26 sites were reached remotely through mobile phone. Data analysis and reporting will be done in 2022.

4.1.5 In partnership with PAL Network, Uwezo Tanzania also implemented Every Language Teaches Us (ELTU) project in 4 districts ie Mwanga, Kisarawe, Ilemela and Arusha districts. Through the 8 project champions in the 4 districts more than about 128 language resources were collected from four languages: Swahili, Pare, Sukuma and Maasai (Maa). These were Stories, Songs, Maxims, Legends, Proverbs, Measurement, Tongue twisters and Riddles. The resources will be packaged and used to support children in Jifunze program to improve literay skills. The booklet with the language resources will be produced in 2022.

REPORT BY THOSE CHARGED WITH GOVERNANCE FOR THE YEAR ENDED 31 DECEMBER 2021 (CONTINUED)

4.1.6 Also Uwezo managed to accomplish several advocacy and engagements activities with key stakeholders at the national Government eg. President's Office-Regional Administration and Local Government (PoRALG) and Ministry of Education, Science and Technology (MOEST) and subnational level, e.g. Uwezo participated in the PORALGand CSO Meeting and presented the Teaching at The Right Level approach potential to support children to improve literacy and numeracy skills in a short period of 30-60 days. Uwezo engaged with the Academicians in Universities and Teachers Training Colleges (TTCs) eq. Dar es salaam University College of Education(DUCE) and Alharamine College. More than 275 teacher trainees and academicians were engaged at the TTCs to reflect on the potentials of Teaching at the Right Level approach to promote acquisition of literacy and numeracy skills among children in primary schools and how to use data for effective policy advocacy to improve quality of education in Tanzania. Through engagement activities Uwezo supported the Ministry of Education to conduct a stakeholders forum in Zanzibar to collect opinions of education stakeholders on curriculum review for Secondary education. The event was attended by more than 600 particiants including teachers, parents, education practitioners, CSO representatives, government and religious leaders, academisians and students. Uwezo got the opportunity to also contribute to the curriculum reform process.

4.1.7 Uwezo hosted a team of education experts from SWANCEFA NGO Netsowrk from Eswatini who came to learn about Uwezo assessment and intervention activities with a purpose to replicate them in Eswatini. This was a great achievement on cross country learning and engagement, worth to continue the relationship in future.

4.1.8 Also other engagements and Communications activities were accomplished efficiently through dissemination of communication materials such as Uwezo flier and fact sheets to various actors and stakeholders in various education events, and through both traditional and social media.

4.1.9 Uwezo has maintained its networking and collaboration with national and international education actors and networks such as Tenment, Foundation for Civil Society, RELI and PAL Network for wider visibility and recognition. In 2021 Uwezo Tanzania co-hosted the PAL Network international conference in collaboration with Facilidade Mozambique and PAL Network secretariat. The conference was attended by more than 200 participants globally and was officiated by the GPE Board Chairperson and former President of Tanzania Dr. Jakaya Mrisho Kikwete.

4.2. Main challenges and support requested from others:

During the year, main challenge upon implementation of the various activities was the delay in obtaining permits from relevant authorities which then hampered the timely undertaking of the planned activities. Limited funding was also another challenge which hindered recruitment of additional staff to the organization such as Senior Research Officer and IT Officer. Inadequate funding also affected the expansion of assessment activities to cover more districts.

REPORT BY THOSE CHARGED WITH GOVERNANCE FOR THE YEAR ENDED 31 DECEMBER 2021 (CONTINUED)

5. UWEZO TANZANIA FUTURE PROSPECTS

We are committed to continue demonstrating how to improve learning outcomes, promote equity and inclusivenes in education, and keeping communities and leaders focused on learning through assessment, research, innovations, partnerships and advocacy.

6. SOLVENCY

The Board confirms that applicable accounting standards have been followed and that the financial statements have been prepared on a going concern basis. The Board has reasonable expectation that the Organization has adequate resources to continue in operational existence for the foreseeable future.

The financial position of the Organization as at 31 December 2021 is set out on page 15 of these financial statements.

7. BUDGETS

Detailed annual budgets are prepared by the management for review by the Uwezo Tanzania Board.

REPORT BY THOSE CHARGED WITH GOVERNANCE FOR THE YEAR ENDED 31 DECEMBER 2021 (CONTINUED)

8. BOARD MEMBERS

The Board consists of seven directors headed by Board Chairman. The Board takes overall responsibility for the Organization, including the responsibility for identifying key risk areas, considering and monitoring decisions, considering significant financial matters and reviewing the performance of management plans and budgets.

The Board of Directors is also responsible for ensuring that comprehensive system of internal control policies and procedures is operative and for a compliance with sound corporate governance principles.

The Board Members of the Organisation who held office during the year and to the date of this report were:

Name	Position	Qualification	Nationality	Remarks
Hillary Dachi	Chairman	Senior Lecturer (SOED) University of Dar es salaam, Tanzania	Tanzanian	Appointed on 25th September 2020
Asha Kisesa	Director	Director of Finance and Administration – PACT Tanzania	Tanzanian	Appointed on 25th September 2020
Joseph Ngwegwe	Director	Executive Director, Tanzania Inter-Trade and Investment Solutions Ltd (TIIS), Tanzania	Tanzanian	Appointed on 25th September 2020
Elvis Mushi	Director	Head of Research, Financial Sector Deepening Trust (FSDT), Tanzania	Tanzanian	Appointed on 25th September 2020
Scholastica Jullu	Director	Director of Programs, Legal services Facility (LSF), Tanzania	Tanzanian	Appointed on 25th September 2020
Stigmata Tenga	Director	Founding Member (Uwezo Tanzania), Executive Director Africa Philanthropy Network (APN)	Tanzanian	Appointed on 25th September 2020
Harold Sungusia	Director	Country Director, Sung Consultancy	Tanzanian	Appointed on 25th September 2020

UWEZO Tanzania Board has 2 committees which are the Audit, Risk and Finance Committee and Program & Technical Committee.

The Audit, Risk and Finance Committee is responsible for assisting Uwezo Tanzania in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control,risk management, the audit process and Uwezo's process for monitoring compliance with laws and regulations as well as the code of conduct. The committee has 4 members who were proposed and approved by the board on 9 April 2021.

REPORT BY THOSE CHARGED WITH GOVERNANCE FOR THE YEAR ENDED 31 DECEMBER 2021 (CONTINUED)

The members of Audit, Risk and Finance Committee include:

Asha Kisesa-Chairperson Scholastica Jullu-Member Joseph Ngwegwe-Member Zaida Mgalla-Secretary

The Program & Technical Committee is responsible for assisting the board in reviewing, overseeing and monitoring all program activities of Uwezo Tanzania. The committee has 4 members who were proposed and approved by the board on 9 April 2021.

The members of the Program & Technical Committee include:

Elvis Mushi-Chairperson Hillary Dachi-Member Harold Sungusia-Member Zaida Mgalla-Secretary

During the financial year the board convened 3 meetings. 1 meeting for the last quarter was resechduled to January 2022 as a result of quorum not being met.

During the financial year the Audit, Risk and Finance Committee convened 4 meetings whereas the Program & Technical Committee convened 1 meeting.

9. BOARD MEMBERS' INTEREST IN THE ORGANIZATION

The Board Members do not have any ownership interest in the Organization.

10. RISK MANAGEMENT

The Board accepts final responsibility for the risk management and internal control system of the Organization. It is the task of management to ensure that adequate internal financial and operational control systems are developed and maintained on an ongoing basis in order to provide reasonable assurance regarding:

- The effectiveness and efficiency of operations;
- The safeguard of the Organization's assets;
- Compliance with applicable laws and regulations;
- The reliability of accounting records;
- Business sustainability under normal as well as adverse condition; and
- Responsible behaviors towards all stakeholders.

The efficiency of any internal control system is dependent on the strict observance of prescribed measures. There is always a risk of non-compliance of such measures by staff. Whilst no system of internal control can provide absolute assurance against misstatement or losses, the Organization system is designed to provide the Board with reasonable assurance that the procedures in place are operating effectively. The Board assessed the internal control systems throughout the financial year ended 31 December 2021 and is of the opinion that they met accepted criteria.

REPORT BY THOSE CHARGED WITH GOVERNANCE FOR THE YEAR ENDED 31 DECEMBER 2021 (CONTINUED

11. DELEGATION

The overall objectives of the Organization are agreed by the Board, which delegates the day-to-day operations to management for execution. There is a clear Organization structure, detailing the lines of authority.

12. COMPETENCE

Staff skills are maintained both by a formal recruitment process and a performance appraisal system which identifies training needs. Uwezo Tanzania organizes regular learning sessions aimed at enhancing staff skills and widening the understanding of relevance of Uwezo Tanzania's work as well as for personal development.

13. EMPLOYEE BENEFIT PLAN

During the year, Uwezo Tanzania and its employees contributed to the National Social Security Fund (NSSF), which is a statutory defined contribution plan, on monthly basis, under the NSSF Act. The Organization's contributions to the defined contribution plan are charged to the statement of income and expenditure in the year to which they relate. The Organization has no other obligations to pay post-employment benefits.

14. RELATIONSHIP BETWEEN MANAGEMENT AND EMPLOYEES

The relationship between management and employees was reasonably good. There were no unresolved complaints received by management from employees.

15. MEDICAL ASSISTANCE

All members of staff and their dependents are covered with medical insurance.

16. PERSONS WITH DISABILITIES

The Organisation has not recruited any persons with disabilities. However, it is the policy of the Organisation not to discriminate against persons with disability in recruitment.

17. GENDER PARITY

The Organization is an equal opportunity employer. It gives equal access to employment opportunities and ensures that the best available person is appointed to any given position free from discrimination of any kind and regardless to factors like gender, marital status, tribe, religion and disability which does not impair ability to discharge duties. The Organization had the following distribution of employees by gender.

Gender	2021	2020
Female	3	3
Male	2	2
Total	5	5

REPORT BY THOSE CHARGED WITH GOVERNANCE FOR THE YEAR ENDED 31 DECEMBER 2021 (CONTINUED)

18. RELATED PARTY TRANSACTIONS

Transactions with related parties are disclosed in Note 18 to the financial statements.

19. EVENTS AFTER THE REPORTING PERIOD

There are no events after the reporting period which require adjustment to or disclosure in the financial statements.

20. AUDITOR

The auditor, Auditax International, has expressed willingness to continue in office and is eligible for re-appointment.

BY ORDER OF THE BOARD,

Chairperson of the Board of Directors

Q9/04/ 2022

Executive Director

09/05/ 2022

STATEMENT OF RESPONSIBILITIES OF THOSE CHARGED WITH GOVERNANCE FOR THE YEAR ENDED 31 DECEMBER 2021

The Uwezo Tanzania constitution requires directors to prepare financial statements for each financial year that give a true and fair view of the state of affairs of the Organization as at the end of the financial year and of its net income for the year. It also requires those charged with governance to ensure that the Organization keeps proper accounting records that disclose, with reasonable accuracy, the financial position of the Organization. They are also responsible for safeguarding the assets of the Organization and hence taking reasonable steps for the prevention and detection of fraud, error and other irregularities. The external auditor are engaged to express an independent opinion on the annual financial statements.

Those charged with governance are of the opinion that, based on the information and explanations given by management that the system of internal control provides reasonable assurance that the financial records are reliable for the preparation of the annual financial statements.

Those charged with governance are satisfied that the organization has access to adequate resources to continue in operational existence for the foreseeable future. The details for the going concern status of the Organization has been detailed in reports by those charged with governance in the preceeding pages of this report

The external auditors are responsible for independently reviewing and reporting on the Organization's annual financial statements. The annual financial statements have been examined by the Organization's external auditors and their report is presented on page 12 to 13.

The annual financial statements set out on page 14 to 32, which have been prepared on the going concern basis, were approved on behalf of the Board of Directors by:

Chairperson of the Board of Directors

29/04/ 2022

Executive Director

DECLARATION BY THE HEAD OF FINANCE FOR THE YEAR ENDED 31 DECEMBER 2021

The National Board of Accountants and Auditors (NBAA) according to the powers conferred to it under the Auditors and Accountants (Registration) Act No. 33 of 1972, as amended by Act No. 2 of 1995, requires financial statements to be accompanied with a declaration issued by the Head of Finance responsible for the preparation of the financial statements of the entity concerned.

It is the duty of a professional accountant to assist the Board to discharge the responsibility of preparing financial statements of an entity showing a true and fair view of the entity's financial position and performance in accordance with the International Public Sector Accounting Standards. Full legal responsibility for the preparation of the financial statements rests with the Board of Directors as stated under the Directors' Responsibilities on the previous page.

I, **Barbra Abdul Mtemvu**, being the Head of Finance Uwezo Tanzania hereby acknowledge my responsibility of ensuring that the financial statements for the year ended 31 December 2021 have been prepared in compliance with International Public Sector Accounting Standards.

I thus confirm that the financial statements give a true and fair view of the financial position and performance Uwezo Tanzania as on that date and for the year then ended, and that the financial statements have been prepared based on properly maintained financial records.

Herry

Name: CPA (T) Barbra Abdul Mtemvu

Position: Accountant

NBAA Membership No.: 6587 Date: 29/04/2022 Uwezo Annual Report 2021



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Independent Auditor's Report To the Members of Uwezo Tanzania

Opinion

We have audited the financial statements of Uwezo Tanzania, which comprise the statement of financial position as at 31 December 2021, the statement of financial performance, statement of changes in net assets, cash flow statement, statement of comparison of budget and actual amounts of the year ended, and notes to the financial statements, comprising a summary of significant accounting policies and other relevant information.

In our opinion, the accompanying financial statements gives a true and fair view of the financial position of the entity as of 31 December 2021, and of its financial performance and its cash flows for the year then ended in accordance with International Public Sector Accounting Standards.

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the entity in accordance with the International Ethics Standards Board for Accountants' Code of Ethics for Professional Accountants (IESBA Code) together with the ethical requirements that are relevant to our audit of the financial statements in Tanzania, and we have fulfilled our other ethical responsibilities in accordance with these requirements and the IESBA Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. The basis for our opinion is detailed on the following paragraph.

Key Audit Matters

Key audit matters are those matters that, in our professional judgment, were of most significance in our audit of the financial statements of the current period. There were no key audit matters to report during the year ended 31 December 2021.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with IPSASs, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.



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Independent Auditor's Report To the Members of Uwezo Tanzania (Continued)

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Report on Other Legal and Regulatory Requirements

In our opinion, the accounting and other records required by the Non-Governmental Organisation Act, 2002 to be kept by the Entity have been properly kept in accordance with the provisions of the NGO Act.

The engagement partner on the audit resulting in this independent auditor's report is Straton Makundi.

Auditax International Certified Public Accountants Dar es Salaam, Tanzania

Signed by: Straton Makundi (CPA-PP-FCCA)

MAY, 2022 Date

Registration No. ACPA 1747



STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 DECEMBER 2021

Revenue	Note	2021 USD	2020 USD
Revenue from non exchange transactions	5	459,025	405,608
Total Revenue	-	459,025	405,608
Expenses Program related costs Administration costs	6 7	317,035 141,990 459,025	286,781 118,827 405,608
Surplus/Deficit			-
Income tax expense		-	-
Total surplus/(Deficit) for the period			E

	Note	2021 USD	2020 USD
ASSETS		000	000
Non-current assets			
Property and Equipment	9	24,199	29,097
Current assets			
Receivables from non	10	288	233,702
exchange transactions			
Other receivable	11	29,005	34,260
Cash and bank balances	12	223,774	199,781
		253,067	467,743
Total Assets		277,266	496,840
LIABILITIES Non-current liabilities			
Deferred capital grant	13	24,199	29,097
Current Liabilities			
Payables from non exchange	14	29,807	4,581
transactions			
Deferred Income grant	15	223,260	463,162
		253,067	467,743
Total Liabilities		277,266	496,840

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2021

The financial statements on pages 14 to 32 were approved and authorised for issue by the Board on ... 2022 and were signed on its behalf by:

私

Chairperson of the Board of Directors

the

Executive Director

09/05/ 2022

STATEMENT OF CHANGES IN NET ASSETS FOR THE YEAR ENDED 31 DECEMBER 2021

	Accumulated Surplus USD	Total	USD
As at 1 Jan 2021 Surplus/deficit for the year	-		÷.
As at 31 Dec 2021			
As at 1 Jan 2020 Surplus/deficit for the year			e e
As at 31 Dec 2020	-		

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2021

2021		2021	2020
	Notes	USD	USD
Cash flow from Operating Activities Surplus/(deficit) before income tax Adjusted for:		-	-
Loss from disposal of assets		24	366
Depreciation charge - Property and equipment	9	9,234	1,575
Capital Grants released	13		(1,509)
		9,234	432
Changes in working capital:			
(Increase)/Decrease in receivables from non exchange transactions	10	233,414	(233,702)
(Decrease)/increase in deferred income grants	15	(239,902)	463,162
(Decrease)/increase in deferred capital grants	13	(4,898)	-
(Increase)/Decrease in other receivables	11	5,255	(34,260)
Increase/(decrease) in payables from non exchange transactions	14	25,226	4,581
Tax paid		-	-
Cash (used in) /generated from opeations	-	28,329	200,213
Investing Activities			
Plant and equipment acquired	9	(4,336)	(31,037)
Receipt of capital grant	13	-	30,605
Other cash items from investing activities		-	14 3
Net Cash Flows from Investing Activities		(4,336)	(432)
Cash Flow from Financing Activities		÷	5
Net (decrease)/increase in cash and cash equi	valents	23,993	199,781
Cash and Cash Equivalents			
Cash and cash equivalents at beginning of period		199,781	<u> </u>
Net change in cash for period		23,993	199,781
Effect of exchange rate changes on cash		-	1 20
Cash and cash equivalents at end of period	12	223,774	199,781

AND ACTUAL AMOUNTS	
STATEMENT OF COMPARISON OF BUDGET AND A	FOR THE YEAR ENDED 31 DECEMBER 2021

	Original budget USD	Adjustment [B] USD	Final budget [C=A-B] USD	Actual amount on accrual basis USD	Actual on comparable basis [D] USD	Performance difference [C-D] USD	Explanation for material variation
Receipts	504,831	46,363	551,194	459,025	223,456	327,738	
	504,831	46,363	551,194	459,025	223,456	327,738	[A]
Payments							
Programs related costs	361,437	44,363	405,800	317,035	296,187	109,613	[B]
Administration costs	143,394	2,000	145,394	141,990	123,123	22,271	
	504,831	46,363	551,194	459,025	419,310	131,884	
Operating surplus/(deficit)		810	310	10		195,854	
Capital expenditures							
Equipment	4,336	1	4,336	4,336	4,336	ĩ	

Explanation for Material Variations

ORIGINAL AND FINAL APPROVED BUDGET AND COMPOSITION OF ACTUAL AND BUDGET AMOUNTS

Uwezo Tanzania budget is prepared on cash basis using a classification based on function and covers the same period (01 January 2021 to 31 December 2021) as the financial statements. Uwezo Tanzania budget was approved by the Board of Directors. The budget and financial statements are prepared using different basis. The financial statements are prepared on an accrual basis using a classification based on function in the Statement of Financial Performance, whereas the budget was prepared on cash basis. The amount in the financial statement were recast from the accrual basis and reclassified by presentation to be made on the cash basis.

Note A: 61% of the variation is contributed by the opening cash balance which was budgeted for to be utilized in 2021. The remainder of the variation represents deffered income grants from Wellspring Philanthropic Fund that had not been utilized in the year 2020 and were budgeted for utilization in 2021.

Note B: The variation is explained by the fact that the Organization did not implement all the planned programmatic activities in its annual plan due to limited funding and challenges posed by delay in obtaining permits to implement research activities. Also planned report launches for Jifunze report, Extended Feedback report and Uwezo assessment report were postponed to following year ie 2022 because the reports were still a work in progress as at end of year.

RECONCILIATION OF ADJUSTMENTS FOR 	ACCRUED AMOUNT AND NON CASH
	USD
Revenue from non-exchange transactions	459,025
Decrease in deferred income	(239,902)
Capital Grant released to Income	9,234
Decrease in deferred capital grants	(4,898)
Actual Cash Received during the year	223,459
Program&Administration costs Decrease in prepayments Adj. Depreciation Increase in Payables	459,025 (5,255) (9,234) (25,226)
Actual Cash Spent during the year	419,310
· · · · · · · · · · · · · · · · · · ·	

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

1. ORGANISATION INFORMATION

Uwezo Tanzania was registered as a non governmental organization on 10th January 2020 with registration number 00NGO/R2/09001. The address of its registered office is described in page 2 of these Financial statements.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The principal accounting policies adopted in the preparation of these financial statements are set out below. These policies have been consistently applied to all years presented, unless otherwise stated.

(a) Basis of preparation and statement of compliance

The financial statements have been prepared under the historical cost convention as a measument basis and in accordance with International Public Sector Accounting Standards (IPSAS). The accrual basis of accounting have been applied as required under IPSAS and presentation of Financial Statement is in United States Dollars (USD), except where otherwise indicated.

The preparation of financial statements in conformity with IPSAS requires the use of certain critical accounting estimates. It also requires management to exercise its judgment in the process of applying the Uwezo Tanzania's accounting policies. The areas involving a higher degree of judgment or complexity, or where assumptions and estimates are significant to the financial statements, are disclosed in note 3.

This is the first year of adoption of IPSAS by the Uwezo Tanzania. This is a change in policy as Uwezo Tanzania was using IFRS before. The Impact of migrating to IPSAS are;

- (i) The capital grant has now been recognised as per IPSAS 23 and not as per IAS 20.
- (ii) Comparable information have been included because the Organisation was using accrual basis framework i.e. International Financial Reporting Standards (IFRS).
- (b) Changes in accounting policy and disclosures

(i) New standards adopted by the Organisation

In the current year, the organisation applied all relevant International Public Sectors Accounting Standards (IPSASs) issued by the International Public Sectors Accounting Standards Board (IPSASB) that are mandatory effective for accounting periods that begin on 1 January 2021.

(ii) New standards that are not yet effective and have not been early adopted by the organization

IPSAS 42, Social Benefit

The objective of this Standard is to improve the relevance, faithful representativeness and comparability of the information that a reporting entity provides in its financial statements about social benefits as defined in this Standard. The information provided should help users of the financial statements and general purpose financial reports assess: (a) The nature of such social benefits provided by the entity;

(a) The hattie of such social benefits provided by the entity,

(b) The key features of the operation of those social benefit schemes; and

(c) The impact of such social benefits provided on the entity's financial performance, financial position and cash flows.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

- b) Changes in accounting policy and disclosures (Continued)
- (ii) New standards that are not yet effective and have not been early adopted by the organization (Continued)

IPSAS 42, Social Benefit (Continued)

To accomplish that, this IPSAS establishes principles and requirements for:

(a) Recognizing expenses and liabilities for social benefits;

(b) Measuring expenses and liabilities for social benefits;

(c) Presenting information about social benefits in the financial statements; and

(d) Determining what information to disclose to enable users of the financial statements to evaluate the nature and financial effects of the social benefits provided by the reporting entity.

An entity that prepares and presents financial statements under the accrual basis of accounting shall apply this Standard in accounting for social benefits. This Standard applies to a transaction that meets the definition of a social benefit. This Standard does not apply to cash transfers that are accounted for in accordance with other Standards. The effective date of IPSAS 42 is January 1, 2022.

IPSAS 41, Financial Instruments

The standards establishes new requirements for classifying, recognizing and measuring financial instruments to replace those in IPSAS 29, Financial Instruments: Recognition and Measurement and is applicable for financial statements covering period beginning on or after 1 January 2022. This standard is not expected to have a material impact on the Organisation. IPSAS 41 provides users of financial statements with more useful information than IPSAS 29, by:

- Applying a single classification and measurement model for financial assets that considers the characteristics of the asset's cash flows and the objective for which the asset is held;
- Applying a single forward-looking expected credit loss model that is applicable to all financial instruments subject to impairment testing; and
- Applying an improved hedge accounting model that broadens the hedging arrangements in scope of the guidance. The model develops a strong link between an entity's risk management strategies and the accounting treatment for instruments held as part of the risk management strategy.

There are no other IPSASs or IFRIC interpretations that are not yet effective that would be expected to have a material impact on the Authority.

(c) Revenue from non-exchange transactions

Revenues from non-exchange transactions with the donors are measured at fair value and recognized on obtaining control of the asset (cash, goods, services and property) if the transfer is free from conditions and it is probable that the economic benefits or service potential related to the asset will flow to the Organisation and can be measured reliably. Donors grants are not recognized until there is reasonable assurance that the Organisation will comply with the conditions attached to them and that the grants will be received.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

(c) Revenue from non-exchange transactions (Continued)

Other donors' grants are recognized as revenue over the periods necessary to match them with the costs for which they are intended to compensate, on a systematic basis. Donors' grants that are receivable as compensation for expenses or losses already incurred or for the purpose of giving immediate financial support to the Organisation with no future related costs are recognized in surplus or deficit in the period in which they become receivable.

(d) Equipment

Property and equipment are tangible assets which the Organisation holds for its own use or for rental to others and which are expected to be used for more than one period. An item of property and equipment is recognised as an asset when it is probable that future economic benefits associated with the item will flow to the Organisation, and the cost of the item can be measured reliably. Also capitalize items that are intended by the entity to serve its business operations in the long term. This is the case for assets with the following characteristics:

- Total cost per unit with an equivalent amount of USD 125 or more incl. VAT
- A probable useful life of at least one year and
- The ability to be used throughout the entire life of the asset.

Property and equipment is initially measured at cost. Cost includes all of the expenditure which is directly attributable to the acquisition of the asset.

Depreciation of an asset commences when the asset is available for use as intended by management. Depreciation is charged to write off the asset's carrying amount over its estimated useful life to its estimated residual value, using a straight line method which best reflects the pattern in which the asset's economic benefits are consumed by the Organisation. Depreciation is not charged to an asset if its estimated residual value exceeds or is equal to it carrying amount. Depreciation of an asset ceases at the earlier of the date that the asset is classified as held for sale or derecognised. The depreciation methods and useful lives of items of property and equipment have been assessed as follows:

Asset	Rate %
Motor vehicles	25
Office equipment	25
Computers and accessors	33.3
Furniture and fittings	12.5

During the year, the entity charged its depreciation rates as indicated above.

The residual value, useful life and depreciation method of property and equipment are reviewed at the end of each reporting period. If the expectations differ from previous estimates, the change is accounted for prospectively as a change in accounting estimate.

The depreciation charge for each period is recognised in the Statement of Financial Performance unless it is included in the carrying amount of another asset.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

(d) Equipment (Continued)

Impairment tests are performed on equipment when there is an indicator that they may be impaired. When the carrying amount of an item of equipment is assessed to be higher than the estimated recoverable amount, an impairment loss is recognised immediately in the Statement of Financial Performance to bring the carrying amount in line with the recoverable amount.

An item of property and equipment is derecognised upon disposal or when no future economic benefits are expected from its continued use or disposal. Any gain or loss arising from derecognition of an item of equipment is included in the Statement of Financial Performance when the item is derecognised. The gain or loss arising from derecognition of an item of equipment is the difference between the net disposal proceeds, if any, and the carrying amount of the item.

(e) Payables

Payable under non-exchange transaction transactions represent grant received but not yet utilized as at the end of the year

Account payable is made up of accrual which represent amount due to support services and/or materials received prior to the year end, but not paid for as at the statement of financial position date and liabilities to pay for goods or services that have been received or supplied but have not been paid, invoiced or formal agreed with the suppliers respectively

(f) Cash and cash equivalent

Cash and cash equivalents comprise cash on hand and cash in bank, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of changes in value. Bank balances are initially measured at fair value and subsequently at amortised cost using the effective interest method.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

(g) Deferred income

Deffered income is determined based on grants received from non exchange transactions which have conditions attached that results to a present obligation and meets definition of a liability.

(h) Employee benefit

Retirement benefit obligations

The Organisation and all its employees contribute to the appropriate National Social Security Fund (the fund), which is a defined contribution scheme.

A defined contribution plan is a pension plan under which the Organisation pays fixed contributions into a separate entity. The Organisation has no legal or constructive obligations to pay further contributions if the fund does not hold sufficient assets to pay all employees the benefits relating to employee service in the current and prior periods.

The Organisation's contributions to the defined contribution scheme are charged to the statement of financial performance in the period in which they fall due.

Retirement benefit obligations

Provisions are recognised when:

- The Organisation has a present obligation as a result of a past event;
- It is probable that an outflow of resources embodying economic benefits will be required to settle the obligation; and
- A reliable estimate can be made of the obligation.

The amount of a provision is the present value of the expenditure expected to be required to settle the obligation. Where some or all of the expenditure required to settle a provision is expected to be reimbursed by another party, the reimbursement shall be recognised when, and only when, it is virtually certain that reimbursement will be received if the entity settles the obligation. The reimbursement shall be treated as a separate asset. The amount recognised for the reimbursement shall not exceed the amount of the provision. Provisions are not recognised for future operating losses.

(i) Transalation of foreign currencies

(a) Functional and presentation currency

Items included in the financial statements are measured using the currency of the primary economic environment in which the Organisation operates ('the functional currency'). The financial statements are presented in United States Dollars ("USD") which is the Organisation's functional and presentation currency.

(b) Transactions and balances

Foreign currency transactions are translated into the functional currency of the respective entity using the exchange rates prevailing at the dates of the transactions. Foreign exchange gains and losses resulting from the settlement of such transactions and from the translation at period-end exchange rates of monetary assets and liabilities denominated in foreign currencies are recognised in the statement of financial performance.

3. CRITICAL ACCOUNTING ESTIMATES AND JUDGEMENTS

The preparation of the Organisation's financial statements requires management to make judgments, estimates and assumptions that affect the reported amounts of revenues, expenses, assets and liabilities, and the disclosure of contingent liabilities, at the reporting date. However, uncertainty about these assumptions and estimates could result in outcomes that could require a material adjustment to the carrying amount of the asset or liability affected in the future.

Judgments

In the process of applying the Organisation's accounting policies, management has made the following judgments, apart from those involving estimations, which have the most significant effect on the amounts recognized in the financial statements:

Operating lease commitments – Organisation as a lessee The Organisation has entered into lease agreements for office space. The Organisation has determined that it does not retain significant risks and rewards of ownership of these properties and so accounts for them as operating leases.

Estimates and assumptions

There are no key assumptions concerning the future and other key sources of estimation uncertainty at the reporting date, that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

4. FINANCIAL RISK MANAGEMENT OBJECTIVES AND POLICIES

The Organisation's activities expose it to a variety of financial risks: market risk (including foreign exchange risk), credit risk and liquidity risk. The Organisation's overall risk management programme focuses on the unpredictability of financial markets and seeks to minimise potential adverse effects on its financial performance.

Market risk

The Organization is exposed to foreign exchange risk arising from grants receivable/received, purchases, assets and liabilities denominated in currencies other than the functional currency of the Organization, primarily with respect to Tanzania shillings, Uganda shillings and Kenya shillings.

Organization financial assets and liabilities are denominated in Tanzania shillings. As a result, the Organization is exposed to exchange rate fluctuations that have impact on cash flows. Exposure to foreign currency risk is mitigated by the fact that the Organization maintains certain part of its grants in United States Dollar. The effect of the foreign currency risk is not significant and therefore management does not hedge against foreign currency risk. This exposure does not result in significant risk as foreign currency assets and liabilities are normally recovered and settled within a fairly short time.

As at 31 December 2021, if the US Dollar weakened/strengthened by 10% against the Tanzanian shillings with all other variables held constant, change in net income for the year would have been USD 0 (2019: 0) higher/lower mainly as a result of foreign exchange gains/losses on translation of Tanzania Shillings denominated payables, receivables and cash.

4. FINANCIAL RISK MANAGEMENT OBJECTIVES AND POLICIES (CONTINUED)

Credit risk

Credit risk arises from cash and short-term deposits with banks. The Organisation does not have any significant concentrations of credit risk.

The amount that best represents the Organisation's maximum exposure to credit risk at 31 December 2021 is made up as follows:

	2021	2020
	USD	USD
Staff debtors	1	30
Cash and bank balances	223,774	199,781
	223,775	199,811

Liquidity risk

Liquidity risk is the risk that the Organization will not be able to meet its financial obligations as they fall due. Prudent liquidity risk management includes maintaining sufficient cash balances, and the availability of funding from various donors and (or) development partners.

The table below analyses the Organisation's financial liabilities. These financial liabilities will be settled within a period of one year from 31 December 2021. The amounts disclosed in the table below are the contractual undiscounted cash flows.

2021	2020
USD	USD
29,807	4,581
29,807	4,581
	USD 29,807

5	Revenue from non exchange transactions	2021 USD	2020 USD
	Amount released from deferred income grants	449,791	374,863
	Other Income	· · · · · · · · · · · · · · · · · · ·	29,236
	Amount released from capital grant	9,234	1,509
		459,025	405,608
6	Program related costs	50 500	70.000
	Jifunze learning activities implemented in 3 districts	50,583	76,930
	Jifunze learning community reflection meetings	17,737	28,750 22,551
	National report & other UwezoTanzania engagements& advocacy materials produced	17,757	22,001
	Recruit & contract one Partner organisation to coordinate	-	872
	ECED assessment process in selected process Research authorization & designing of research protocol &	÷	6,763
	framework	10.004	
	Action & Community engagements	12,031	-
	Pilot ECED assessment tools in one district AKF Learning and reporting partner School2030 Project	24,037 25,326	
	PAL Network ELTU	7,376	-
	Program staff costs (Note 8a)	179,945	150,915
		317,035	286,781
7	Administration costs		
•	Management and strategic support	4,603	7,194
	Support Staff costs (Note 8b)	63,205	65,128
	Office running costs	17,747	6,970
	Office rent	24,780	-
	Communications/Internet/Utilities	12,756	4,114
	Travel and admin support	9,662	33,479
	Depreciation of property and equipment	9,234	1,575
	Fixed assets written off	- 3	366
	Unrealised Currency Gains Realised Currency Gains	3	- 2
	Realised Currency Gains	141,990	118,827
8	Employee Benefit costs	141,550	110,027
	a) Program employee		
	Salaries	152,717	122,580
	Skills and Development Levy (SDL)	3,038	5,156
	National Social security fund (NSSF)	11,153	12,227
	Health and group insurance	11,762	9,698
	Workers' Compensation Fund (WCF)	1,275	1,255
	h) Summert Employee	179,945	150,915
	b) Support Employee Salaries	53,641	52,900
	Skills and Development Levy (SDL)	1,067	2,225
	National Social security fund (NSSF)	3,917	5,277
	Health and group insurance	4,132	4,185
	Workers' Compensation Fund (WCF)	448	541
		63,205	65,128

Equipm	
/ and	
Property	1000
6	

2021	Computer	Furniture &	Equipment	Total
	Accessories	fittings	Fquipinet	10141
	USD	NSD	USD	NSD
	17 005			
2021		2,320	10,0/4	cno'nc
	1,421	2,475	440	4,336
	1			â
As at 31 December 2021	18,426	5,401	11,114	34,941
As at 1 January 2021	1,421	15	73	1,509
Charge for the year	5,802	668	2,764	9,234
As at 31 December 2021	7,223	683	2,837	10,743
Net book value	11,204	4,718	8,276	24,199
2020 At start of the year 2020				
	j.	E ,	ı,	Ē
	17,436	2,926	10,674	31,037
	(431)	*		(431)
	17,005	2,926	10,674	30,606
At start of the year)	1		
Depreciation charge	1,487	15	73	1,575
Accumulated depreciation on disposal	(99)	r)	1	(99)
Total accumulated	1,421	15	73	1,509
	45 504			
closing net book value	15,584	2,911	10,601	780,62

		2021 USD	2020 USD
10	Receivable from non exchange transactions	030	030
	TWAWEZA -MOU	288	233,702
11	Other receivables		
	Prepayments Staff debtors Partner Prepayment	26,409 1 2,595 29,005	27,463 30 6,767 34,260
12	Bank Balances	223,774	199,781
13	Deferred Capital Grants		
	At start of year Grants received during the year Released to income Write off (note 11)	29,097 4,336 (9,234) - 24,199	31,037 (1,509) (431)
	At end of year	24,199_	29,097
14	Payables from non exchange transaction		
	Other payables Accruals Statutory liabilities	25,807 4,000 - 29,807	395 4,000 <u>186</u> 4,581

	1 (CONTINUED)
FINANCIAL STATEMENTS	FOR THE YEAR ENDED 31 DECEMBER 2021

15 DEFERRED INCOME GRANTS

Deferred Income grants USD	(354,802)	(108,361)	(463,163)		ï	ä		Ľ
Closing balance USD	(354,802)	(108,361)	(463,163)		Ē	Ĩ	i	•
Grant Charged USD	305,432	91,677	397,109		30,605	(8,359)	374,863	397,109
Cash received during the year USD	(660,234)	(200,038)	(860,272)		r.	·	1	T.
Opening balance USD	30	ł	,		Ë	ł.	1	x
Year Ended 31 December 2020	Twaweza East Africa	Wellspring Philanthropic Fund	Total	Recognised as:	Capital Grant (Note 13)	Non cash capital grant	Income Grant (Note 6)	

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16 CONTINGENT LIABILITIES AND COMMITMENTS

The Organization had no contingent liabilities as at year-end (2020: Nil).

The Organization had no capital expenditure commitments at the year-end (2020: Nil).

Operating lease commitment

The Organization has office rent leases but had no non-cancellable lease commitments. There are no contingent rents payable, purchase options and restrictions imposed on the Organization associated with the leases.

17 COMPARATIVE FIGURES

The comparative figures and information for 2020 are presented in the financial statements.

18 RELATED PARTY TRANSACTIONS

Parties are considered to be related if one party has the ability to control the other party or exercise significant influence over the other party by participating in its financial or operational policy decisions.

Transactions with related parties are consumated on terms substantially equivalent to those that prevail in an arm's length transaction.

Remuneration paid to key management personnel who were on contractual terms is as set out below:

Key management remuneration	2021 USD	2020 USD
Salaries and other short-term benefits	117,412	108,200

19 EVENTS AFTER THE REPORTING PERIOD

There are no events after the reporting period that require adjustment to or disclosure in the financial statements.





"Are our children learning?"

Uwezo Tanzania

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