



STRATEGIC PLAN

2024-2028

Preface

As Uwezo Tanzania embarks on this ambitious five-year strategic plan, we find ourselves at a pivotal moment in our mission to ensure every child is learning and thriving. For over a decade, our pioneering citizen-led assessments have consistently generated valuable data and insights on the state of education in Tanzania. However, we recognize that while assessments remain essential, they are not sufficient to drive the systemic changes needed to transform learning outcomes, particularly for the most marginalized children.

This strategic plan represents a bold evolution and expansion of our role as an organization. Building on our assessment expertise, we are embracing a more holistic, action-oriented approach to address the problem of children learning and holistic development. We will invest in designing, testing, and scaling evidence-based interventions that improve learning both inside and outside the classroom. We will amplify our advocacy and engagement to empower citizens and duty-bearers to prioritize and enable quality learning for all. And we will strengthen our organizational capabilities and partnerships to sustain and magnify our impact.

Our new strategy is grounded in the realities and aspirations of the communities we serve. Through extensive consultations and reflections with stakeholders at all levels, we have strived to articulate a contextually relevant, technically sound, and adaptive plan of action. We are inspired by the government's ambitious Education and Training Policy (2023) and the global momentum to accelerate progress towards SDG 4. At the same time, we are clear-eyed about the complex challenges facing Tanzania's education system, from deep-seated inequities to the lingering impacts of COVID-19.

To navigate this dynamic landscape, Uwezo will remain steadfast in our commitment to evidence-based, citizen-driven, and collaborative approaches. We will continue to leverage our unique strengths in learning assessment and mobilization, while constantly innovating and adapting to emerging needs and opportunities. We will be a constructive partner to government and civil society, but also an independent voice for the rights and aspirations of Tanzania's children.

As we embark on this journey, I am filled with gratitude for the remarkable team, partners, and supporters who have brought us to this pivotal moment. Together, I believe we can build a movement that unlocks the potential of every young Tanzanian to learn, lead, and thrive. Join us.



Dr Hillary Dachi, PhD
Chairperson, Board of Directors
Uwezo Tanzania



Executive Summary

Uwezo Tanzania, a pioneer in assessing and improving learning outcomes since 2008, stands at a critical juncture. While our citizen-led assessments have shed light on Tanzania's learning crisis, we recognize that assessments alone are not enough. To truly fulfill our vision of a society where all children learn and thrive, we must expand our scope and change our approach.

This strategic plan for 2024-2028 represents a bold evolution for Uwezo. We will build on our assessment expertise to drive interventions, engagement, and institutional capacity development across the entire basic education spectrum. Our focus will extend beyond foundational literacy and numeracy to encompass early childhood development, life skills, digital literacy, and more. Crucially, we will position ourselves as catalysts of a grassroots movement, empowering communities to champion learning.

Four strategic pillars will guide our work:

1. **Evidence:** Assess gaps, monitor progress, and inform solutions through citizen-led research.
2. **Interventions:** Co-create, test, and scale effective, contextual approaches to improve holistic learning outcomes.
3. **Engagement:** Mobilize stakeholders at all levels to prioritize and enable universal learning.
4. **Institutional Capacity:** Strengthen our people, systems, and resources to deliver quality programs at scale.

In 2024, we will lay the groundwork through action research, partnership building, and organizational development. From 2025 onward, we will implement 16 strategic objectives and 35+ key initiatives to drive systemic change.

Rigorous monitoring, evaluation, and learning will ensure we generate evidence, remain accountable, and continuously improve our work. We will also proactively mitigate risks to successfully navigate the path ahead.

Realizing our ambitious goals will require significant resources - an estimated \$19.9 million over five years. We will pursue a diversified funding model spanning partnerships, social enterprise, and innovative financing to secure sustainable support.

By 2028, Uwezo aspires to help build a Tanzanian education system that is competency-based, equitable, and responsive to all children's diverse learning needs. We invite partners from government, civil society, communities, and beyond to join us in making this transformative vision a reality. Together, we can empower a generation of resilient, engaged learners and leaders.

The journey ahead will be challenging, but the potential rewards - for our children, our communities, and our country - are immeasurable. Let us embrace this pivotal opportunity to reimagine what is possible in basic education. The time is now to ensure every child in Tanzania can learn, grow, and thrive.

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List of abbreviations and acronyms

3Rs	Reading, writing and arithmetic
AGM	Annual General Meeting
ALIVE	Assessment of Life Skills in East Africa
ASER	Annual Status of Education Report
CBOs	Community-Based Organizations
CESA	Continental Education Strategy for Africa
CLA	Citizen-Led Assessments
CSO	Civil Society Organization
ED	Executive Director
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
ELANA	Early Language, Literacy, and Numeracy Assessment
EPforR	Education Program for Results
ESA	Eastern and Southern Africa Hub
ESDP	Education Sector Development Plan
FCDO	Foreign, Commonwealth, and Development Office
ICT	Information and Communication Technology
KKK	Kusoma Kuandika na Kuhesabu (Read, Write and Do Math)
MEL	Monitoring, Evaluation, and Learning
MNCH	Maternal, Newborn, and Child Health
MOEST	Ministry of Education, Science and Technology
NECTA	National Examinations Council of Tanzania
NGOs	Non-Governmental Organizations
PAL	People's Action for Learning Network
PORALG	President's Office and Regional and Local Governments
RELI	Regional Education Learning Initiative
SDG	Sustainable Development Goals
SRHR	Sexual and Reproductive Health and Rights
STEM	Science, Technology, Engineering and Mathematics
TaRL	Teaching at the Right Level
TENMET	Tanzania Education Network/Mtandao wa Elimu Tanzania
TIE	Tanzania Institute of Education
UDSM	University of Dar es Salaam
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Education Fund
Uwezo	Uwezo Tanzania
VETA	Vocational Education and Training Authority

1. Introduction and Context

For over a decade, Uwezo Tanzania has illuminated the problem of low and inequitable foundational learning through pioneering citizen-led assessments. Our data and insights have informed education discourse and policy, while our network of volunteers and partners have mobilized communities around the cause of learning.

Yet despite our strides, the problem persists. Millions of Tanzanian children still lack the foundational skills and broader competencies needed to realize their potential. The COVID-19 pandemic has further exposed and exacerbated inequities in the system. At the same time, the government's ambitious Education and Training Policy of 2023 has created new imperatives around basic education.

In this evolving context, Uwezo has taken a step back to reimagine our role. Through in-depth analysis and stakeholder consultations, we have charted a path to expand our focus and impact - from assessments to interventions, from foundational skills to holistic development, from advocacy to movement-building. This strategic plan articulates that journey.

1.1 Analyzing Our Strengths and Weaknesses

Uwezo has established itself as a pioneer and leader in citizen-led learning assessments in Tanzania. Our unique approach, engaging citizens and local partners, has allowed us to consistently generate nationally representative data on children's literacy and numeracy skills, even in remote areas. This has made Uwezo a credible voice in education discourse and policy.

However, we recognize that our historical focus on assessments, while important, has limitations. Our data has been underutilized by key stakeholders like teachers to inform classroom practices. The link between our assessment results and concrete actions to improve learning has not always been clear or consistent.

As we seek to expand our programs and impact, we will need to build new technical and organizational capacities. Evolving from an assessment-focused initiative to a holistic learning improvement organization will require deepening our expertise in pedagogy, teacher training, early childhood development, and other domains. We must also strengthen our MEL systems, financial sustainability, and talent management to effectively deliver at an increased scale and scope.

1.2 Assessing the External Landscape

Tanzania's education landscape presents both opportunities and challenges for Uwezo's work. The government's ambitious Education Sector Development Plan and initiatives like Tanzania's Education Program for Results (EPforR) demonstrate a high-level commitment to improving learning outcomes. The recently adopted Education and Training Policy (2023) promises further reforms towards competency-based curricula, early childhood education, and 21st century skills.

These policy developments create entry points for Uwezo to support and influence implementation through our assessment data, evidence-based advocacy, and learning interventions. The decentralization agenda and rise of community-led development also align well with our locally-driven, citizen-led approach.

However, deep inequities in educational access and quality persist, often linked to children's socioeconomic status, gender, geography, and other factors. These have been exacerbated by the learning losses and increased dropout rates resulting from COVID-19 school closures. Infrastructure gaps, low teacher capacity, and insufficient learning resources remain endemic challenges, particularly in rural and marginalized communities.

In this context, Uwezo must strategically target our interventions to reach the most vulnerable children while advocating for system-level changes. We must also navigate a complex stakeholder landscape, building reciprocal partnerships with government, civil society, academia, and funders to leverage our respective strengths towards common goals.

1.3 Understanding the Policy Environment

Tanzania's education policy framework is increasingly aligned with global commitments to universal quality education, as exemplified in the Sustainable Development Goals (SDGs) and the Continental Education Strategy for Africa (CESA). The Education Sector Development Plan (2016/17-2020/21) outlines priorities and strategies resonant with Uwezo's mission, such as enhancing basic education quality, strengthening literacy and numeracy, implementing competency-based curricula, and mainstreaming early childhood and ICT in education.

The government's new Education and Training Policy (2023) further emphasizes competency-based learning, teacher professional development, and decentralized education management. It also extends free and compulsory basic education from 7 to 10 years. These policy thrusts present opportunities for Uwezo to strategically align our programs and advocacy to support effective implementation and monitoring of results.

For instance, our expertise in learning assessment can help track progress on Tanzania's SDG 4 targets around primary and lower secondary completion, early childhood development, and youth/adult literacy. Our experience with competency-based pedagogies like "Teaching at the Right Level" can inform in-service teacher training and performance management reforms. And our engagement of parents and communities can accelerate the policy's focus on localized, learner-centered education delivery.

At the same time, we must continue to constructively engage government and other stakeholders to address policy gaps and resource deficits affecting learning quality and equity. This includes advocating for adequate, equitable education financing, strengthened school governance, and targeted support to marginalized learners. Our independent assessment data and on-the-ground insights will be crucial to informing evidence-based policy dialogues and holding duty-bearers accountable.

1.4 Going Beyond Assessments to Fulfill Our Mission

Since our inception, Uwezo's theory of change assumed that consistently generating and communicating evidence on learning outcomes would mobilize parents, communities, and policy actors to take actions to improve education quality. While we have made strides in shifting mindsets and discourse, we recognize that assessments alone are not sufficient to catalyze the systemic changes needed. In our inaugural strategy, we accepted the big call to participate in efforts to help children to learn. We understudied and rolled out pedagogy based interventions to help children learn such as Jifunze (inspired by the Teaching at the Right Level – TaRL) and “My Village, My Initiative” (a whole community approach).

We picked lessons but most importantly that it will need to go beyond classroom based interventions for children to learn foundations. The bigger realization is that our mission statement calls us to go beyond foundational learning- to enable and advocate for children to realose their full potential. And this has inceased our appetite in the intervention sphere. To live up to our name and potential impact, Uwezo will evolve to more directly support stakeholders to act on the evidence we generate. This means expanding our programs to include:

- Contextually relevant, evidence-based learning interventions that tangibly improve competencies and skills for children, particularly those lagging behind
- Sustained, targeted engagement with policymakers, educators, and partners to advocate for and inform key education decisions and reforms
- Grassroots organizing and capacity-building of citizens, especially parents and youth, to champion learning in their local contexts
- Strategic, mutually beneficial partnerships that harness our assessment expertise towards shared learning improvement goals

This expanded mandate positions learning assessments as a means to identify gaps and galvanize stakeholder actions, rather than an end in itself. It leverages our strengths and networks in assessment to drive interventions, engagement, and partnerships that enable real, measurable changes in children's learning experiences and outcomes. Ultimately, it empowers us to more fully deliver on our mission of ensuring all children in Tanzania learn and realize their full potential.

1.5 Focusing on Holistic Learning and Development

Uwezo's work has historically focused on the foundational literacy and numeracy competencies that are essential for children's further learning. However, we recognize that learning is a holistic process involving multiple, interconnected domains and skills. To equip children to thrive in school, work, and life in an evolving 21st century context, we must adopt a more comprehensive view of learning that spans the full basic education cycle.

Going forward, our assessments and interventions will progressively expand to cover early childhood development, a range of academic subjects, socio-emotional skills, digital literacy, and other key competencies. This aligns with Tanzania's Education and Training Policy (2023) which emphasizes the integration of 21st century skills and competency-based learning.

We will pay particular attention to school readiness, acknowledging that investments in early learning lay a critical foundation for children's future educational success. This means assessing and supporting children's cognitive, physical, social and emotional development before and during the early primary years.

Our programs will also intentionally address the various barriers to learning both inside and outside of classrooms. These include learner well-being factors like nutrition, mental health, safety, and water/sanitation access which affect children's attendance, participation, and achievement in school. By partnering with sector experts, we aim to test and scale integrated interventions that create a nurturing, inclusive environment for all learners to thrive.

Ultimately, our goal is to generate evidence and support action towards learning environments and experiences that develop the whole child. This holistic approach will position Uwezo as a leader in 21st century learning and enable us to more fully contribute to children's lifelong success.

1.6 Engaging Stakeholders as Partners

Uwezo's work has always been grounded in the power of citizens and collective action. As we evolve our strategy, we will deepen our approach to stakeholder engagement, repositioning key actors as partners and co-creators rather than just beneficiaries of our programs.

Our assessment data has revealed a wide ecosystem of people who shape children's learning experiences and outcomes. This includes not only teachers and education officials, but also parents, community leaders, researchers, funders, and the children themselves. Each brings unique knowledge, resources, and influence that can drive or constrain learning improvements.

In the next strategic phase, we will work to harness these diverse stakeholder energies into a broad-based learning movement. Our engagement will be anchored in two key principles:

- 1 Empowering stakeholders with accessible, actionable evidence and capacity to champion learning in their contexts. This means investing in targeted communications, training, and mobilization that enables citizens and duty-bearers to understand education challenges and implement practical solutions.
- 2 Facilitating meaningful collaboration and co-creation among stakeholders towards shared learning goals. We will broker strategic partnerships and coalitions that leverage stakeholders' comparative strengths, resources, and spheres of influence to jointly advocate for and deliver on learning improvements.

For instance, we will work closely with district officials and school leaders to interpret and apply our assessment data in their planning and performance management. We will support parent associations and youth groups to monitor learning in their communities and constructively engage educators and policymakers. And we will partner with research institutions and peer organizations to test and scale promising learning and holistic development models.

By cultivating local leadership and ownership, we believe this partner-oriented approach will yield more relevant, sustainable impact than top-down, expert-driven interventions alone. It recognizes that enduring change hinges not only on technocratic solutions, but on the agency and collective will of the people at the frontlines of children's learning and holistic development.

1.7 Adapting to the Post-2023 Context

Tanzania's education landscape is poised for significant shifts in the coming years, driven by the government's new Education and Training Policy (2023) and the global push to accelerate SDG 4 progress in the wake of COVID-19. As a key civil society actor, Uwezo must anticipate and adapt to these contextual developments to remain relevant and impactful.

The new policy introduces several transformative changes, notably:

- Extending free and compulsory basic education from 7 to 10 years
- Mainstreaming competency-based curricula and continuous assessment
- Strengthening early childhood and alternative education modalities
- Institutionalizing ICT integration in teaching and learning
- Enhancing teacher professional development and management
- Decentralizing education planning and delivery to local levels

These policy thrusts align with Uwezo's strategic focus on holistic learning, 21st century skills, sub-national engagement, and use of digital solutions. We will seize this alignment to position ourselves as a trusted partner to government and communities in realizing the policy's ambitious goals.

For instance, our expertise in competency-based assessment can inform the design and rollout of the new national assessment framework. We can adapt our proven "Teaching at the Right Level" intervention to support remedial instruction in the early grades of the extended basic education cycle. And our network of district champions and volunteers can bolster localized education planning and accountability mechanisms.

At the same time, we must navigate the anticipated challenges and uncertainties of the post-2023 transition. These include:

- Gaps between policy aspirations and implementation realities on the ground
- Strained education financing and infrastructure to accommodate the expanded basic education cycle
- Resistance to change among some stakeholders, especially regarding competency-based approaches
- Widening learning disparities due to COVID-19 disruptions, particularly for marginalized groups
- Evolving roles and relationships among government, civil society, and funders in the new policy context

To mitigate these risks, we will invest in proactive scenario planning, stakeholder engagement, and adaptive management capacities. We will also redouble our commitment to equity and inclusion, ensuring our programs reach and benefit the most vulnerable learners. And we will model the kind of evidence-based, contextually grounded, and politically savvy approaches needed to drive systemic change in a complex, dynamic environment.

Ultimately, the post-2023 landscape presents a critical window of opportunity for Uwezo to influence and support Tanzania's education transformation towards our shared vision of equitable, quality learning for all. By striking a balance between constructive collaboration and principled advocacy, we believe we can make a lasting difference for children's learning and life outcomes in the pivotal decade ahead.



2 Strategic Focus



Uwezo's strategy for 2024-2028 is anchored in a clear theory of change and organized around four mutually reinforcing pillars.

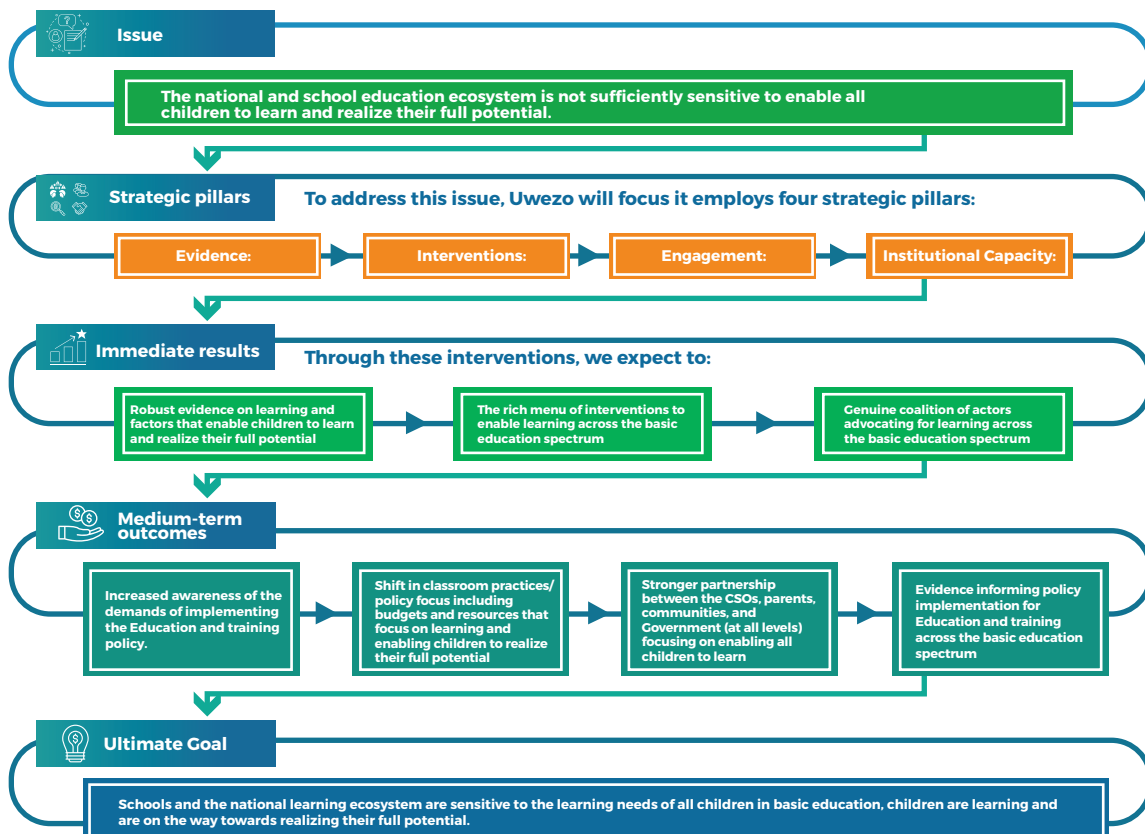
2.1 Theory of Change

Our theory of change outlines how we believe our work will contribute to the vision of all Tanzanian children realizing their potential.

We recognize that the issue at hand involves an insensitive learning ecosystem made up of multiple actors who are playing or not playing their direct or indirect roles related to learning and holistic development of children in the basic education spectrum. As a result, children are not learning enough and this, in turn, limits the chances of these children to realize their full potential (developing holistically). As Uwezo Tanzania, we are taking a mobilizing role to focus these multiple actors through demonstrating the power of interventions (pedagogical and outside the classroom) and evidence from assessments and research how the different factors in the ecosystem relate/enable children to learn and realize their full potential. The robust evidence (of different scales), the mix of interventions (with contextual touch), and a coalition of genuine actors will commit to the cause of children's learning, resulting in the shift in classroom, policy, and community practices that focus on learning and enabling children to achieve their full potential across the basic education spectrum. Ultimately, this shift will result in all children in the basic education spectrum learning and realizing their full potential.

This conceptualization is shared in the figure below and the details are presented in Annex 1

Uwezo Tanzania Theory of Change



2.2 Strategic Pillars and Initiatives

We confront the underlying issue, we seek to implement a raft of interventions organized around four pillars, namely: evidence, interventions, engagement, and institutional building. Under each of these strategic pillars, we have identified a set of objectives to realize, identified strategic interventions to pursue, and a host of strategies to apply. Below is the summary of our pillars.

1. **Evidence:** We will continue to expand the menu of our assessments and conduct research at various scales to identify gaps, inform interventions, and monitor progress in learning across the basic education spectrum. We will expand the focus beyond foundational and 21st-century skills, inclusion, and social-emotional learning, among other topical issues/associated learning, and enable children to realize their full potential.
2. **Interventions:** We will adopt, adapt, co-create, test, replicate, and scale effective pedagogical practices and interventions that enable children to learn and children to realize their full potential both directly and through partnerships. Initial focus areas include level level-based teaching and learning approach of Jifunze (adopted from Teaching at the Right Level), community-based solutions (scoped from communities) that touch on school feeding, early childhood development, child protection, WASH, mental health, MNCH, and life skills & values and relate with learning across the basic education spectrum.
3. **Engagement:** We will continually advocate with the government and mobilize stakeholders at all levels to prioritize and enable learning. We will work towards strengthening civil society coalitions and enter into strategic partnerships, including with ministries, local governments, communities, media, funders, and regional/global networks to increase the reach and impact of our programming.
4. **Institutional Capacity:** We will develop the people, systems, and resources necessary for Uwezo to innovate and deliver quality programming at scale. We will enhance technical expertise in new program areas, MEL, communications, and fundraising. We will seek to diversify funding and partnerships.

2.2.1 Evidence

We will expand our role as a leader in generating and leveraging evidence to drive education reform. Building on our expertise in citizen-led assessments, we will develop a comprehensive learning assessment framework aligned with Tanzania's Education and Training Policy (2023). This framework will guide our efforts to measure learning outcomes and inform policy and practice across the basic education spectrum.

We will establish Uwezo as a trusted source of annual, district-level learning data and insights. Our assessment tools and processes will be further digitalized and made accessible to a wide range of stakeholders. We will also invest in research and innovation to contribute to the global knowledge base on what works to improve learning.

Through strategic dissemination and capacity-building, we will empower policymakers, educators, partners, and communities to understand and apply evidence to drive change. Collaborating with government, research institutions, and assessment networks, we aim to strengthen the culture of data-driven decision-making in Tanzania's education sector.

5-Year Objectives

- Develop and implement a comprehensive learning assessment framework that covers key competencies and learning outcomes across the basic education spectrum, aligned with the Education and Training Policy (2023).
- Establish Uwezo as a trusted source of annual, district-level learning data and insights for policymakers, educators, partners, communities, and parents
- Demonstrate effective strategies for translating assessment and research results into evidence-informed actions to improve learning and enable children to realize their full potential.
- Contribute to advancing the field of citizen-led assessment and action through research, innovation, and knowledge-sharing.

We intend to roll out assessment initiatives of varying scales, namely:

- Co-created learning assessment. We intend to co-create a national learning assessment aligned with monitoring the implementation of the Sustainable Development Goals. We will seek to co-create the assessment with the Ministries of Education, other policy agencies, and civil societies across the SDG spectrum. This new approach will allow us to generate contextually relevant SDG data.
- We will roll out small-scale assessments as proofs of concept. These assessments will demonstrate how citizen assessors can assess skills beyond the foundational learning skills of literacy and numeracy. We will co-create these studies with policy agencies and other partners in the relevant areas. These three assessments include 1) assessment of 21st century skills, 2) inclusive assessments, and 3) socio-emotional assessments.
- Implement a trial of converting the existing assessment tools into assessment for learning tools. This assessment will be implemented on a limited scale to demonstrate how teachers can use the existing Uwezo classroom tools to make pedagogical decisions.
- Implement large-scale assessments for advocacy. In these types of assessments, we will be converting the existing tools into tech-based Do It Yourself kits that will expand the utilization of our tools. This will allow more citizens interested in monitoring learning to assess children at their convenience. We will develop a platform that will monitor the utility of this tool, complete with assessment manuals, instant reporting, and interpretation guidelines. This will allow groups often left out of the assessments to "discover" learning levels in the geographical locales of their interest. These groups include parents who can assess children in the comfort of their households. These assessments may not necessarily be as detailed as the assessments of learning since they are aimed at stimulating the general public's interest to participate in assessments.

On the research front, we intend to partner with policy actors to design, roll out, analyze, and report on several research initiatives that include:

1. Mine our existing data to reveal insights that will inform policy actors' actions in the rollout of the Education and Training (2024) policy.
2. Roll out a formative study to identify potential research areas because of factors that enable children to learn and realize their full potential.
3. Roll out studies of different scales using different methodologies to establish the relationship between the different factors and learning and children realizing their full potential. These factors include pre-school conditions in the household, school feeding/nutrition, water, and hygiene among others.
4. Convert our data into research outputs including book chapters and articles in peer-reviewed journals.
5. Roll out a research fellowship program aimed at increasing the utilization of our datasets.

Strategies

- Digitalize assessment tools and expand their accessibility to a wide range of stakeholders for various purposes beyond education.
- Leverage technology, such as digital data collection tools and interactive data visualizations, to streamline assessment administration and enhance data use.
- Invest in the continuous capacity development of citizen assessors, district officials, and school leaders to interpret and apply our assessment data and research outputs in decision-making.
- Continue loading research questions on the different assessments to be conducted.
- Cultivate strategic partnerships with government agencies, research institutions, and international assessment networks to inform design and amplify impact.
- Establish a dedicated research and innovation unit to drive cutting-edge methodological developments and promote a culture of learning across the organization.

2.2.2 Interventions

Uwezo will evolve from an assessment-focused organization to one that also develops, tests, and scales effective learning interventions. Leveraging our assessment data and partnerships, we will identify and adapt evidence-based, contextually relevant programs that demonstrably improve learning outcomes.

Our intervention portfolio will holistically address the diverse factors influencing learning, from early childhood development to mental health, life skills, child protection, and more. We will pilot and validate these interventions across the basic education spectrum before scaling the most promising models.

Uwezo will establish itself as a recognized innovator and leader in citizen-led learning improvement. We will co-create interventions with partners, harnessing ICT solutions, modular designs, and do-it-yourself approaches to maximize reach and impact. An innovations lab will be launched to incubate and rigorously test new intervention models. Ultimately, we aim to catalyze a vibrant ecosystem of education innovators collaborating to ensure all children learn and thrive.

5-Year Objectives

1. Develop and validate a portfolio of cost-effective, scalable interventions that demonstrably improve key competencies and learning outcomes for children across the basic education spectrum.
2. Expand our interventions to holistically address child well-being, including early childhood development, nutrition, women and youth empowerment, child protection and safeguarding, mental health, clean cooking, and life skills.
3. Establish Uwezo as a recognized leader in citizen-led learning improvement, with proven models adopted by government and civil society partners.
4. Contribute to building a vibrant ecosystem of education innovators and practitioners in Tanzania through capacity building, learning communities, and grants.

We intend to roll out pedagogy-based and other initiatives of varying scales, namely:

1. Expand the reach of existing learning pedagogies (Jifunze, My Village My Initiative). We are convinced that pedagogy-based approaches, albeit the cost, could unlock learning for hundreds of thousands of children in and out of school who still miss the learning opportunities. We will continue expanding opportunities for reaching more children in different locales.
2. Scope and implement other low-cost pedagogical strategies to improve learning. We seek to scope and implement interventions that have worked in and outside the country that could support learning. These interventions focus on both foundational and beyond foundational learning.
3. Support local-based bottom-up trials. We intend to open up room for locally viable solutions for learning. We want to develop and roll out a platform allowing crowdsourcing solutions across the country. This will enable us to co-create learning solutions with locally-based systems and institutions.
4. Design and pilot a contextualized, evidence-based intervention package that supports the effective implementation of the competence-based curriculum across grades and subjects.
5. Develop and test complementary interventions to promote early childhood stimulation, school readiness, and parent engagement in learning.
6. Integrate mental health and life skills components into our core learning programs in partnership with specialized providers.
7. Train and mentor, a cadre of local youth volunteers to serve as learning facilitators and community mobilizers.
8. Establish peer learning networks and communities of practice to facilitate knowledge sharing and continuous improvement among education practitioners.

While implementing interventions aimed at improving both foundational and beyond foundational learning competencies, we will embrace several strategies that include:

- Co-creating with partners in the education system to identify evidence-based, cost-effective learning interventions. We recognize that the Government and non-government organizations have alternative data and could also be willing to generate more data with us that will guide us in making decisions around the nature and degree of our interventions.

- Application of ICT-driven solutions to increase the scope, reach, and impact of the solutions. We recognize the role that ICT continues to play in delivering educational benefits. To this end, we intend to continue embracing low-cost technologies that include SMS, radio, and television-based solutions for learning. We have learned from experience that these platforms are cheaper and cover a wider reach than other online-enabled learning solutions.
- Imbibing high-cost technology where readiness is evident. Such technologies could stem from multiple partners including but not limited to EdTech, and Shule Direct among others.
- Embracing Do It Yourself (DIY) approaches to increase the reach of solutions to the learning problems. We recognize the increasing nature of liberalizing classrooms and parents in helping children learn. To this end, solutions that are not necessarily dependent on the teacher could deepen the benefits of children's learning.
- Adopt a modular, evidence-based intervention design that allows for cost-effective customization and integration with government systems and curricula.
- Invest in the continuous capacity development of local youth volunteers, teachers, and district officials to effectively deliver and sustain our interventions.
- Cultivate strategic partnerships with government agencies, teacher training institutions, and international education organizations to inform intervention design and enable scale-up.
- With partners, seek to establish a dedicated innovations lab to drive rapid prototyping, testing, and scaling of new intervention models and engage external innovators.

2.2.3 Engagement

Uwezo will galvanize widespread citizen and stakeholder action to transform the learning landscape in Tanzania. We will position ourselves as a leading voice and convenor on education quality and equity, shaping public discourse and policy agendas through compelling evidence-based advocacy and strategic policy dialogue with government.

Simultaneously, we will mobilize a grassroots movement of parents, youth, and communities to champion learning in their contexts. By building the capacity of district partners and organizing local forums, we will foster bottom-up accountability and solution-finding for education challenges.

Uwezo's engagement will be strategically aligned with key policy moments and leverage diverse channels, from mainstream media to a "Friends of Uwezo" network. We will broker powerful coalitions among civil society, government, and the public to collectively drive systemic change and resource mobilization for learning. Our goal is to make education quality a shared national priority and responsibility.

5-Year Objectives

1. Establish Uwezo as a leading voice and convenor on education quality and equity issues in Tanzania, shaping public discourse and policy agendas.
2. Mobilize a grassroots movement of citizens, particularly parents and youth, to demand and support improved learning outcomes in their communities.
3. Strengthen the capacity and influence of civil society organizations to advocate for education reform and hold the government accountable.
4. Secure policy wins and resource commitments from the government to scale evidence-based interventions and address systemic barriers to learning.

We intend to roll out the following initiatives in engaging with the different actors in the basic education ecosystem in Tanzania that include:

1. Explore a partnership with the Open University of Tanzania to support the training of teachers on effective classroom practice using our approaches in the rollout of the Education and Training Policy (2023).
2. Explore a partnership with the National Examination Council of Tanzania with a view of converting our tools into pedagogical monitoring practice in the classroom.
3. Continually advocate for fidelity to the implementation of the Education and Training Policy (2023).
4. Lobbying for the uptake of our approaches and infrastructure in the implementation of the Education and Training Policy (2023).
5. Sharing lessons and stories of community-based solutions that help children learn and realize their full potential that we will identify, profile, and showcase.
6. Co-host a national research conference on the implementation of the Education and Training Policy. We will seek to co-host this conference with the Ministry of Education, a local University, and ourselves. The conference will collate evidence emerging on the policy shift and the factors that enable children to learn and realize their full potential.
7. Co-create and launch campaigns aimed at increasing public knowledge and participation in implementing the Education and Training policy to enable children to learn and realize their full potential.
8. Develop and disseminate accessible, compelling advocacy materials that translate assessment findings into clear policy recommendations and calls to action.
9. Co-create and organize sub-national district (in selected districts) forums that bring together citizens, educators, officials, and partners to review progress and commit to shared actions toward enabling children to learn and realize their full potential.
10. Build the capacity of our district-based partners to further mobilize parents and youth advocacy groups to champion learning in their schools and communities.
11. Engage in strategic policy dialogue and advisory processes with the government at national and local levels to inform education planning, budgeting, and reform efforts.
12. Generate position papers and policy briefs aimed at addressing policy issues in the implementation of the Education and Training policy.

We have organized our engagements into three buckets of interventions, namely:

Continuous engagement for policymakers at the national level

We want to work with policymakers involved in the education system across the country. We know that the Ministry of Education, PoRALG, Tanzania Institute of Education (TIE), Ministry of Community Development, Gender, Women and Special Groups (WMJJWM) and other education-related agencies will continue to play a significant role in enabling children to learn and achieve their full potential. We also need to engage with other agencies like the National Bureau of Statistics, Tanzania Commission for Science and Technology (COSTECH) and the Parliament Social Services Committee, which has an education function. We aim to work with these institutions and bureaucracies from the national to village level while preserving our program and institutional independence. To us, co-creation as a mechanism of collaboration should not result in cooptation. We will undertake advocacy (from the results of our work).

Strategies

While engaging with policymakers at the national level, we will apply several strategies that include:

- ▶ We are securing broad-based MOUs with government institutions. Such MOUs will be negotiated to ensure the participation of government institutions in Uwezo activities where there is possible mutual benefit.
- ▶ We are aligning engagements with policy moments. We will seek to align our annual plans with the policy moments as captured by the emerging national priorities. We are convinced that evidence-based advocacy is most effective where policy moments exist, such as regime-based adjustments and global policy declarations and commitments. The Education and Training Policy rolled out in 2024 is a policy moment that we are keen to utilize. To a large extent, we will be aligning our programming with the demands of this major policy shift.
- ▶ We are aligning annual plans with policy plans. At the end of each year, our planning will consider the policy-based priorities in locale and scope and make adjustments where possible that will eliminate duplication of effort and catalyze the interventions in learning.
- ▶ Mapping of policy champions across the education landscape. Annually, we will map champions (policymakers who are "sympathetic" to our cause) and, on each engagement, seek to identify more allies and constantly use these champions as entry points to our work within their relevant institutions. We will strive to engage at least two champions in each policy institution of interest.

Securing and sustaining local, regional, and global collaborations with other civil society organizations

We know that we are not the only ones working in education. We want to make our relationships with other organizations in Tanzania and beyond more robust and diverse. We know that we need to keep building relationships with regional (Eastern and Southern Africa), national, and global organizations. In this strategic period, we will look out for partnerships with organizations that do similar work to ours and those that do different work to learn from them.

We will continue to be active in the work of TENMET, which coordinates civil society organizations in Tanzania. We will also work with our partner organizations, Uwezo Uganda and Usawa Agenda, in Uganda and Kenya. These two organizations started as independent organizations in 2020 but have a shared history with us. We will learn from each other and explore opportunities to work together when we have similar implementation themes.

Along with that, we will remain to be RELI Africa member and actively participate into all RELI initiatives with other education stakeholders in Tanzania and East Africa where RELI Africa members exist. Also, as we are the member of TANZANIA EARLY CHILDHOOD DEVELOPMENT NETWORK (TECDEN) we will strengthen our relationship with this network and seek to co create interventions and researches together for the benefit of children of Tanzania.

Moreover, we will continue our collaborations with our strategic partners including Shule Direct NGO, ST JOHN'S UNIVERSITY OF TANZANIA (SJUT) and other CSOs.

We will also continue to participate in the PAL Network, a group of organizations and programs that share our goals and values. We were one of the first members of this network, and it gives us a chance to share our work and learn from others on a global scale. The PAL Network recently adopted a strategy that helps members raise money together, and we want to continue to be part of that. We also work with the PAL Network's Eastern and Southern Africa Hub.

We will keep looking for organizations to work with to share what we have learned and to learn from them. We will coordinate the sharing of this information so that it is helpful to everyone.



The Uwezo Executive Director, Baraka Mgothamwende at the PAL Network Annual General meeting in Nairobi Kenya. The meeting took place in March 2024.

Strategies

In collaborating with other civil society organizations, we will apply the following strategies:

- Joint fundraising with other civil society organizations on programs and themes of common interest.
- Cross-posting and visibility on communication platforms such as each other's website.
- Joint publication of academic outputs on data generated collaboratively, even on topics of common interest.
- Joint design and implementation of activities and programs of common interest that enable children to learn and realize their full potential.
- Strategic implementation where we will pick on components that easily align with our work such as monitoring where we may be undertaking joint bidding with other civil society organizations. This is helpful particularly where we are stepping into new areas.

Communicating our work

We intentionally share the progress on the learning status and the interventions undertaken by our partners and ourselves. We will seek to package and tell these stories compellingly and inspiringly. We are keen to explore the use of both traditional and emerging media for information sharing. We intend to make our website a one-stop information site (linked with our social media accounts) while sharing regular updates with our partners and policymakers. We will also share bi-annual newsletters that compile updates of the previous six-month period and offer quick plans over the subsequent period. We will keep collecting contacts and use this master contact list to share updates and reports on our work. In telling our stories, we will use visually appealing formats (adopt lean texts), simple language in our texts, and creative formats. We will retain traditional mainstream media, including developing and sharing flyers, appearing on mainstream media, and preparing and sharing opinion pieces and blogs. We will also be generating our internal blog to share stories of learning.

Strategies

In communicating our work, we will apply the following strategies:

- Revamping our website to become a one-stop destination with organizational information, tools, templates, and updates.
- We are adopting cross-posting of information by posting messages from our strategic partners and asking them to post our messages to increase reach. We will also provide links to the websites of our critical partners.
- We are adopting a global calendar-based communication. We intend to link the international education calendar to our organizational calendar to capture important dates and events worldwide. This will enable us to tweak information sharing to these important events and dates, such as the International Day of Education, World Teachers Day, Day of the African Child, Day of the Girl Child, and Global Action Week, among others.
- Introduce and sustain the Friends of Uwezo Tanzania movement. We intend to introduce a badge of honor for individuals who associate themselves with our work. We will map these critical friends in and outside the country and facilitate them with bite-sized information to engage with the broad public and policymakers in and outside Tanzania.

2.2.4 Institutional Capacity

To achieve our ambitious mandate, Uwezo will invest in strengthening our organizational capabilities and resources. We will build a diverse, skilled, and motivated team through targeted recruitment, training, and leadership development programs. A competency-based talent management approach will ensure our human resources are aligned with our strategic priorities.

Uwezo will also focus on diversifying and expanding our funding base to enhance financial sustainability and programmatic independence. This will involve implementing a proactive resource mobilization strategy, establishing a dedicated partnerships unit, and exploring innovative financing mechanisms.

Internally, we will foster a culture of continuous learning, adaptation, and values-driven performance. Fit-for-purpose technology platforms and data management systems will be adopted to drive efficiency and informed decision-making. Our Board and funders will be engaged as strategic thought partners and advocates for our mission.

Uwezo will deepen its participation in national and global education networks and communities of practice. This will keep us at the forefront of emerging evidence and innovations while expanding our influence and partnership opportunities to accelerate progress towards universal, quality learning for all Tanzanian children.

5-Year Objectives

1. Build a diverse, skilled, and motivated team with the technical and leadership capabilities to drive our strategic goals.
2. Establish robust, transparent, and accountable governance and management systems that uphold our values and meet global standards.
3. Diversify and grow our funding base to ensure long-term financial sustainability and independence.
4. Cultivate strategic partnerships that expand our reach, resources, and impact across the education ecosystem.

Key Activities

1. Conduct a comprehensive organizational capacity assessment and develop a prioritized institutional strengthening plan.
2. Invest in targeted staff recruitment, training, and leadership development programs to build a high-performing, adaptive team.
3. Review and upgrade our operational policies, processes, and systems, with a focus on financial management, MEL, safeguarding, and human resources.
4. Diversify our funding base through a proactive resource mobilization strategy that leverages partnerships, social enterprise, and innovative financing mechanisms.
5. Establish a Board sub-committee and leadership succession plan to ensure strong, stable governance and sustainability.
6. Develop a partnership strategy and management system to effectively identify, engage, and deliver value with strategic partners.

Strategies

- Adopt a competency-based talent management approach that aligns staff roles, performance metrics, and professional development with our strategic priorities.
- Invest in fit-for-purpose technology platforms and data management systems to enhance efficiency, collaboration, and evidence-based decision-making across teams.
- Cultivate a values-based, inclusive organizational culture that promotes diversity, well-being, and continuous learning among all staff and volunteers.
- Engage Board members and funders as strategic thought partners and advocates to expand our networks, capabilities, and resources.
- Establish a dedicated partnerships unit to proactively identify, assess, and manage strategic alliances with government, civil society, private sector, and research partners.
- Participate actively in national and global education networks and communities of practice to expand our access to funding, knowledge, and influence.

2.3 Progressive implementation through Year Zero (2024)

Our 2024-2028 strategy is not only ambitious but takes a paradigm shift in expanding the focus from foundational learning to the whole spectrum of basic education, which has been occasioned by the rollout of the competence-based curriculum and the desire to expand the focus of our work. This places a huge demand on our part to carefully review the decisions that we are making in our theory of change. To go through this shift, we are implementing one-year action research on a reduced scale of our work. We are referring to action research as Year 0.

During Year Zero, Uwezo will focus on laying the groundwork for successfully implementing our 2025-2028 strategic plan. Key activities under each pillar include:

- Conduct a formative study on the status and demands of implementing the Education and Training Policy (2023) because of our work (place of our assessments, interventions, and planning for our engagement)
- Conduct stakeholder mapping and engagement to build support for Uwezo's new strategic direction and identify potential champions and partners
- Convene a stakeholders' forum to reflect on the assumptions underlying our theory of change and situate our commitments during the strategic period.
- Launch a public awareness campaign to introduce Uwezo's expanded focus and invite citizen participation in our programs
- Conduct an organizational capacity assessment and develop a prioritized institutional strengthening plan
- Review and update key policies and processes, including financial management, human resources, and safeguarding

By focusing on these foundational activities in Year Zero, Uwezo will be well-prepared to implement our strategic plan in 2025 and beyond fully.

These pillars interact and reinforce each other. For example, evidence from assessments will inform advocacy messages and the design of interventions, which will, in turn, be refined through further study. Engagement with the government shapes the enabling environment and sustainability of interventions delivered by leveraging Uwezo's institutional assets like its assessment tools and volunteer network.



3 Implementation Approaches



To operationalize the above strategies, Uwezo will employ four key approaches during implementation:

1 Direct implementation

This preferred approach will see us lead on program design and delivery, supported by staff, volunteers, and consultants, to develop capabilities and proof of concept, especially for assessments and flagship interventions. We will continue to implement programs in areas of our strengths especially those that touch on assessments and interventions that we have conducted with ease previously. We will progressively shift into direct implementation of our new assessments and interventions.

2 Strategic partnerships

We will co-create programs with the government, civil society, academia, and communities to leverage complementary expertise, resources, and scale. Potential models include technical assistance, coalition-building, and joint fundraising. We will use this approach in our new program areas to reduce the learning curve, increase synergy, and accelerate impact. We will be placing ourselves in areas of our strength. In the long run, we may go for direct implementation or retain this strategic partnership because of our strengths. However, where co-creation with the national and local systems is involved, we will retain strategic partnerships as a pathway to implementation.

3 Grant-making

We seek to venture into a new space and mobilize and facilitate funds transfer to local partners. We will provide funding and capacity-strengthening support to local NGOs/CBOs to catalyze contextual solutions, especially in underserved areas. We will develop clear criteria and mechanisms for selection, disbursement, and learning from this new implementation approach.

4 Social Enterprise

We seek to start and build a social enterprise to tap into the increasing local revenue base. We will explore revenue-generating activities such as research/evaluation services, and training that leverage Uwezo's assessment expertise to cross-subsidize mission work. We will allow ourselves to run institutional-based consultancies in areas of our comparative advantage such as research and assessments. Our infrastructure of volunteers, tools, and processes is a resource that we intend to organize and optimize as the beginning point for our social enterprise. We will be building a concept note to identify opportunities to leverage as we seek to build the social enterprise albeit modestly.

Across all these approaches, Uwezo will mainstream gender equality, social inclusion, and ethical principles such as non-discrimination, transparency, and child safeguarding. We will also prioritize environmental responsibility, local ownership, and participatory methodologies that empower children, youth, women, and marginalized groups as agents of change.

4. Monitoring, evaluation, and Learning (MEL)



MEL will remain a critical driver of Uwezo's commitment to evidence-based programming, accountability, and continuous improvement. Our MEL system, structure, processes, and activities will be aligned with the four strategic pillars and designed to generate meaningful insights and learning for staff, partners, and stakeholders. Our MEL is characterized by four components: alignment with the pillars, structure, tools, and processes.

4.1 Alignment with Strategic Pillars

The MEL system, structure, tools, and processes will be aligned with this strategic plan's four pillars.

- 1. Evidence:** Indicators tracking the quality, frequency, and use of learning assessments conducted. Emphasis on data disaggregation, citizen/child participation, and feedback loops.
- 2. Interventions:** Indicators measuring outputs, outcomes, and impacts of programs on children's learning, skills, and well-being. Includes both routine monitoring and periodic evaluations.
- 3. Engagement:** Metrics capturing advocacy successes, strategic partnerships, knowledge products, media engagement, and stakeholder participation in programs and campaigns.
- 4. Institutional Capacity:** Indicators assessing organizational health and growth in human resources, funding, compliance, learning, gender/inclusion, etc

4.2 MEL Structure

We will establish a dedicated MEL unit, headed by a MEL Manager, to provide strategic leadership and technical oversight for our MEL function. The MEL Manager will report to the Executive Director and work closely with the Program Partnerships & Resource Mobilization directorates to mainstream MEL across our work.

4.3 MEL Tools

The MEL unit will develop a comprehensive MEL framework and toolkit that is aligned with global best practices and Uwezo's context. This will include:

- ▶ Detailed results frameworks, logical models, and M&E plans for each strategic pillar and program area
- ▶ Standardized data collection and reporting tools (e.g., assessment instruments, surveys, case studies, learning templates)
- ▶ Guidelines and tools for participatory MEL approaches involving children, youth, partners, and communities
- ▶ Dashboards and systems for data management, analysis, visualization, and utilization
- ▶ Evaluation and research protocols for both internal and external studies

4.4 MEL Processes

Uwezo will implement MEL as an ongoing, cyclical process closely linked to our program cycle and decision-making rhythms. Key MEL processes will include:

- ▶ Periodic results framework reviews and evaluations (reflections of Year 0 to substitute a baseline study, mid-term review, and end-line evaluation of the strategic plan) to assess progress toward outcomes and impact

- Quarterly and annual program reviews to track activities, outputs, and finances and identify course corrections
- Routine data collection, analysis, and reporting on key performance indicators (KPIs) to monitor implementation fidelity and quality
- Thematic studies, assessments, and evaluations to generate evidence and learning on what works, for whom, and under what conditions
- Participatory reflection and learning sessions with staff, partners, and stakeholders to make sense of MEL data and insights
- Knowledge management and dissemination to share MEL products and learning internally and externally
- Internal learning sessions involving staff and other critical actors including the Board of Directors and Founder members.

We will employ three levels of monitoring and evaluation.

- In Level 1, we will track inputs, activities, and outputs to assess implementation progress and compliance. All activities will be tracked, and the quarterly implementation reports compiled.
- In Level 2, we will assess intermediate outcomes determine effectiveness, and identify improvements. Level two blends monitoring and evaluation. This will be undertaken each year through the annual reports.
- In Level 3, we will evaluate impact and sustainability to validate our theory of change and inform strategy. This will be purely evaluation and will be undertaken at three points. Since the strategic plan is not undergoing a baseline evaluation, a reflection meeting will be held towards the end of Year 0 to share experiences of implementing the plan, revise the assumptions, validate the theory of change, and tweak the outcomes of the strategic plan. Mid-strategy in 2026, a mid-term review of the strategic plan will be undertaken to reflect on the major achievements, misses, and lessons learned during implementation. In June 2028, the strategic plan will be evaluated.

The MEL unit will undertake Level 1 monitoring and coordinate Level 2 monitoring. However, Level 3 (evaluation) will be implemented by external technical support (outsourced to a consultant). We will continue to foster a culture of evidence-based learning and adaptation, with MEL insights systematically informing our strategies, programs, partnerships, and advocacy. We will build MEL capacity internally and among partners, openly share our MEL products, and uphold the highest standards of transparency, integrity, and ethics in our MEL practice. Our vision is to contribute to a thriving culture of evidence-based, contextually relevant, and child-centred learning and improvement in Tanzania's education sector.

The MEL system will be overseen by a dedicated unit that works closely with program teams and partners to standardize tools, processes, and learning products. Uwezo commits to participatory and creative MEL that empowers stakeholders and children in design, data collection, analysis, and use. MEL data will inform our annual reviews and course corrections.

A detailed MEL framework presented as Annex 2 of this plan.

5. Risks and Assumptions

The strategic implementation period is fraught with significant risks that may hamper the expected impact of our plan. These risks are spread across the operating environment (macro-economic environment) and internal (based on our human, financial, and system capacities). We have mapped them out and projected the likelihood of occurrence, the likely effect, and appropriate mitigation measures. We have accepted to a certain degree the possibility of these risks occurring, occasioning reduction levels, and transferred some while avoiding those likely to affect our work significantly. We broadly classify the risks as programmatic, financial loss, reputation, legal, and safety. Throughout the strategic period, we will be monitoring the risks using our broad risk matrix which will be updated quarterly. This risk register will constitute an integral internal control system that will guide our programming and decision-making. On the broad spectrum, our risks are informed by two context realities:

Macroeconomic Stability

The political environment in Tanzania is stable, and with general elections coming in 2025, there is no expected disruption in the political establishment. There is a likelihood of the economic and education policies remaining stable, with the Government increasing flows towards education while partner support towards education flows through budgetary support. With the rollout of the Education and Training Policy (2023), basic education will continue to be a priority for the government. The implementation and the lessons learned are likely to continue being aligned with the global policy framework that will continue to define education indicators and parameters as the nation measures itself against global metrics such as the SDG 4 indicators on education outcomes. This strategy takes cognizance of this macroeconomic reality.

Internal Capacity

Internally, our deliverability will depend on our governance praxis of accountability and credibility. Our credibility centers on delivering programs effectively and efficiently using standard parameters such as value for money and sustainability of the program benefits to the children and the youth. This requires robust internal control systems that deliver predictable management decisions and proper and well-documented governance that provides expected oversight for posterity. This credibility will allow us to mobilize resources to fund the ambitious programs. This accountability will enable us to sustain relationships with our existing and future funding partners. Therefore, we will likely attract and retain focused and passionate leadership and management keen on posterity.

5.1 Risk Framework

This framework outlines the key risks that could impact the successful implementation of the 2024-2028 strategic plan. It assesses each risk's likelihood and potential impact proposes mitigation strategies and assigns risk owners. The risks are classified as either strategic, operational, or external. The table below summarizes the risk framework.

Table 1: Risk Framework

#	Type of risk	Risk statement	Likelihood of occurrence	Impact	Mitigation measure	Owner
1	Strategic Risks	Shifting government priorities and policies after the 2025 elections impact Uwezo's programs	Low	High	Continuously engage with key government stakeholders to anticipate and adapt to policy changes; Diversify partnerships and funding sources to reduce overreliance on donor funds	Executive Director
2	Strategic Risks	Inability to secure sufficient and diversified funding for strategic plan implementation	Medium	High	Develop and execute a robust resource mobilization strategy; Strengthen grant management and reporting capacity; Explore social enterprise and local philanthropy opportunities	Director of Partnerships & Resource Mobilization, ED, Board
3	Operational	Safeguarding incidents impact children and damage Uwezo's reputation	Low	High	Strengthen safeguarding policy, procedures, and training for all staff, volunteers, and partners; Establish reporting and response protocols; Conduct safeguarding risk assessments and audits	ED
4	Operational	Fraud or misuse of funds by staff, partners, or grantees	Low	High	Strengthen financial management systems, anti-fraud policy, and internal controls; Build finance staff and partner capacity; Regular audits and spot checks	Finance & Admin Director
5	External	Economic instability and currency fluctuations affect program costs and funding	Medium	Medium	Prudent budgeting and financial scenario planning; Inclusion of contingencies; Diverse funding mix and local income generation	Finance & Admin Director, ED
6	External	Reputational damage due to unethical conduct by staff, partners, or affiliation	Low	High	Strong organizational values, code of conduct, and due diligence procedures; Crisis communications protocol; Consistent, transparent stakeholder engagement	ED, Board
7	External	Natural disasters, disease outbreaks, or insecurity disrupt programs	Medium	Medium	Develop business continuity and risk management plan; Flexibility and risk assessment in program design; Duty of care and insurance for staff	ED, Program Director

6. Resourcing the plan

We need to mobilize and manage resources effectively to achieve our ambitious goals. We will:

1. Actively seek funding opportunities aligned with our mission from diverse local and international sources.
2. Nurture existing partnerships while forging new ones, aligning our approaches with funders' priorities where possible.
3. Dedicate resources to strengthening our fundraising capacity, including establishing a resource mobilization unit under the Executive Director. Within this unit will be the effort towards establishing a social enterprise that will optimize our Uwezo infrastructure of people and tools/approaches.
4. Collaborate with partners on joint resource mobilization, leveraging our comparative advantages.
5. Diligently pursue local philanthropy by tapping into corporate social responsibility and individual giving.
6. Continuously improve our financial management and accountability to meet statutory requirements and donor expectations.
7. Optimize the equivalency determination to access a wider pool of international funding.

We estimate a 19,961,672 USD budget to implement this five-year plan, covering both program and operational costs. Prudent financial management and diversified funding will be crucial to resourcing our mission.

Table 2: Budget

Budget description	2024	2025	2026	2027	2028	Grand Total
Evidence and insights to improve learning and holistic development for children generated across the basic education spectrum	494,778	1,039,034	1,090,985	1,145,535	1,202,812	4,973,144
Interventions to improve learning and holistic development for children identified and implemented	270,450	811,350	1,217,025	1,825,538	2,373,199	6,497,561
Policy actors continually engaged to improve learning and holistic development for children	146,712	440,136	660,204	990,306	1,287,398	3,524,756
Uwezo Tanzania's institutional capacity to mobilize partners and actions to improve learning and holistic development for children	40,275	120,825	181,238	271,856	353,413	967,607
Monitoring, evaluation, and learning	38,089	96,454	125,978	169,329	208,673	638,523
Staff costs	97,200	233,280	279,936	335,923	403,108	1,349,447
Other administrative expenses	144,825	347,580	417,096	500,515	600,618	2,010,634
Total	1,232,329	3,088,659	3,972,462	5,239,002	6,429,220	19,961,672

7. Organizational Structure

We are adopting a generic structure that complies with the governance and program implementation demands. This structure is lean and functionally driven (combining related tasks into a given job and associated jobs, creating a function). We are separating these functions for accountability, encouraging specialization, and optimizing available resources. We will apply meritocracy by embracing performance and ethics-based management to engage all people in the strategic plan. We will implement the plan through a 4-layered structure of founding members, board of directors, management, and staff. We will continue sub-letting non-core functions that include general administration (cleaning and transport). We will also engage consultants in implementing specific tasks guided by the program implementation demands.

7.1 Founding Members

The Founding Members are an institution established by the registration statutes. They constitute the annual general meeting and exercise the ultimate fiduciary responsibility. According to the law, they serve in perpetuity. They will be facilitated to meet twice a year.

7.2 Board of Directors

We will retain this institution as a legal requirement, but beyond this, it will continue to oversee management and perform the policy-making function. The Board will meet at least three times a year and will be responsible for deliberating and approving the program plans, reports, and policies. The Board will also be responsible for supporting any adjustment to the strategic plan and will also recruit senior management. We will continue strengthening our Board governance, aiming for diverse expertise, independent oversight, and strategic leadership.

7.3 Management

We will strengthen our senior management by retaining the executive director as the administrative, program, and financial head. As the chief executing officer, the ED will report to the Board of directors and will serve as the official spokesperson of the organization.

We will establish three directorates of programs, partnerships and resource development, finance and operations, and a cross-cutting MEL unit. The four directors (including the executive director) and the MEL manager will constitute the senior management. We will show program and administration functions below these titular heads, officers, and assistants with clear responsibilities. Uwezo will also invest in staff capacity through restructuring, recruitment, training, and performance management aligned with the new strategy.

1) Program Directorate

The directorate will lead the evidence and intervention pillars. It will be a directorate headed by a director with three managers heading the evidence (research and assessments), program manager (heading the intervention stream), and advocacy & communications manager (heading the messaging, branding, and visibility efforts). This will be the anchor directorate in the organization. The Directorate will be supported by an agile structure of project managers/specialists/coordinateurs, senior officers, officers, and assistants on a needs basis. We are making this directorate agile to respond to the programming levels.

2) Partnerships and Resource Mobilization Directorate

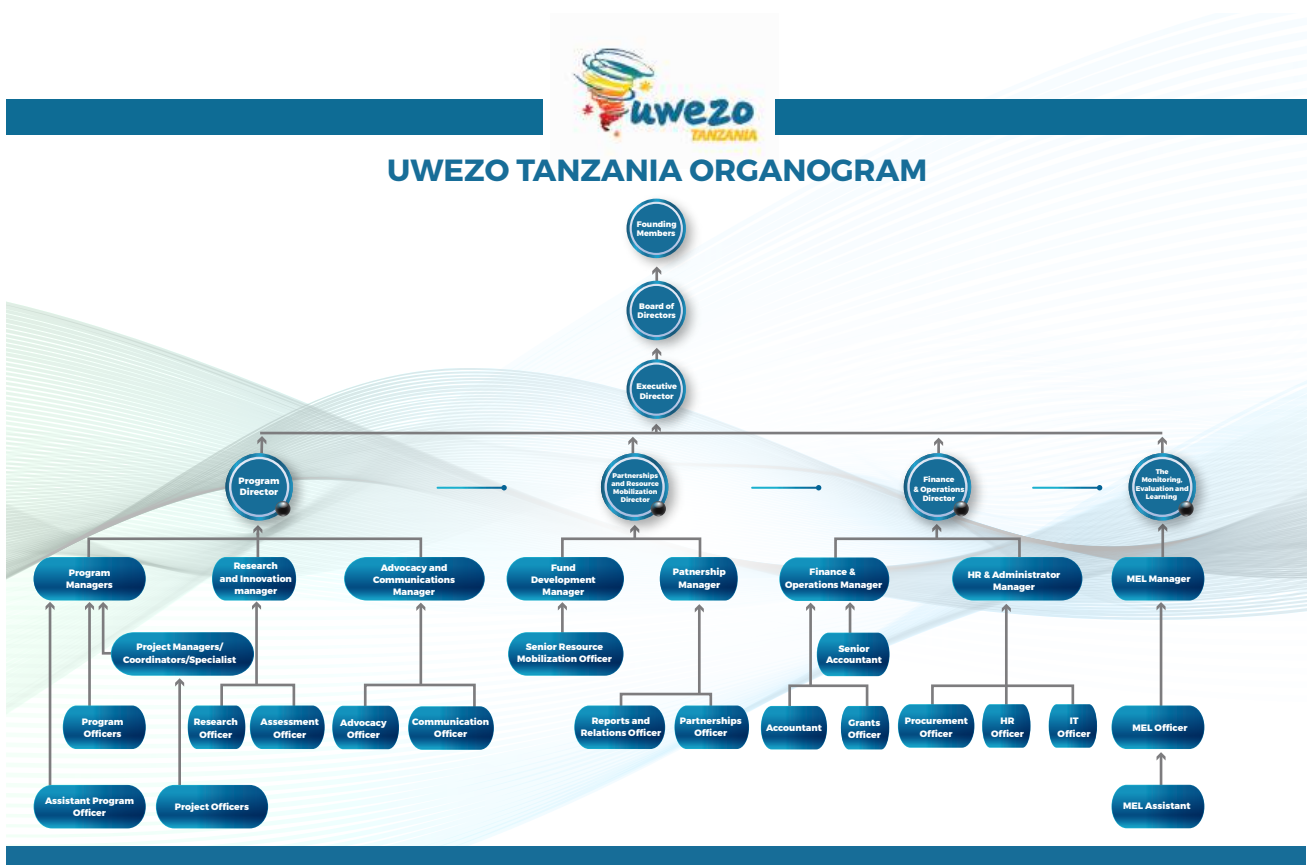
This Directorate will play a dual role of leading in cultivating and nurturing positive local, national, regional, and global partnerships. Most importantly, this Directorate will lead efforts towards resource mobilization through the main grant stream and support the initial efforts to develop a business development unit within the organization (for the social enterprise). These efforts include strategic consultancy as a possible income-generating stream for the organization. A funds development manager, partnerships manager, senior mobilization officer, reports and donor relations officer, and partnerships officer will support the functions within the directorate.

3) Finance & Operations Directorate

This is a cross-cutting Directorate supporting the four organizational pillars. Headed by the Finance & Operations Director, it is a support function under the ED. The Unit will handle all financial accounting, reporting, administration, human resources, procurement, IT, and general administration matters. The directorate will be supported by a human resources and administration manager a finance and operations manager, and a host of other staff including a senior accountant, grants officer, accountant, procurement officer, HR officer, and IT officer. A senior accountant and a junior accountant will support the finance unit.

4) The Monitoring, Evaluation, and Learning (MEL) unit

This is a cross-cutting unit that will support the two implementation directorates. Headed by the MEL Manager, there will be a separate unit under the Executive Director. Two officers will support the manager; a monitoring officer and a MEL assistant.



8. Acknowledgement

This strategic plan development has been made possible by the participation of many stakeholders in and outside the country across the education landscape who spent valuable time and energy to ideate with us. We thank the Government officials across the Ministry of Education, National Bureau of Statistics, National Examinations Council of Tanzania, Tanzania Institute of Education, and President's Office Regional and Local Governments, among others, who shared valuable insights during this planning. We extend deep gratitude to partners in the civil society space who shared valuable lessons with us. We thank the support extended to us by our implementation partners, including our trainers, and regional, and district coordinators. We sincerely appreciate our friends beyond Tanzania who have shared important insights with us, including our funding partners who have made it possible to finalize this long-term planning.

To all we say, Asante sana.



The GPE board Chairperson and former President of Tanzania, His Excellency Dr. Jakaya Mrisho Kikwete with Uwezo board members and staff during PAL Network conference 2021 in Dar es Salaam.

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Annex 1: Description of the theory of change

Issue	Strategic pillars	Immediate results	Medium-term outcomes	Ultimate goal
<p>The national and school education ecosystem is not sufficiently sensitive to enable all children to learn and realize their full potential.</p>	<p>To address this issue, Uwezo will focus it employs four strategic pillars:</p> <ol style="list-style-type: none"> 1. Evidence: Generating and leveraging citizen-led assessments and research on learning across basic education to inform policy and practice 2. Interventions: Developing and scaling evidence-based initiatives to improve the learning and well-being, of the child in basic education 3. Engagement: Mobilizing and co-creating with citizens, policymakers, and partners to prioritize and enable learning for all 4. Institutional Capacity: Strengthening our organizational capabilities and expanding the accessibility programs across basic education 	<p>Through these interventions, we expect to:</p> <ul style="list-style-type: none"> - Robust evidence on learning and factors that enable children to learn and realize their full potential - The rich menu of interventions to enable learning across the basic education spectrum - Genuine coalition of actors advocating for learning across the basic education spectrum 	<p>Increased awareness of the demands of implementing the Education and training policy</p> <p>Shift in classroom practices/policy focus including budgets and resources that focus on learning and enabling children to realize their full potential</p> <p>Stronger partnership between the CSOs, parents, communities, and Government (at all levels) focusing on enabling all children to learn.</p> <p>Evidence informing policy implementation for Education and training across the basic education spectrum</p>	<p>Schools and the national learning ecosystem are sensitive to the learning needs of all children in basic education, children are learning and are on the way towards realizing their full potential.</p>

Annex 2: Detailed MEL Framework

Intervention	Assumptions	Objectively Verifiable Indicators	Means of verification
Pillar: Evidence			
Outcome 1.1: Comprehensive learning assessment framework developed and implemented			
Intervention 1.1.1: Develop a learning assessment framework aligned with the Education and Training Policy (2023)	The Education and Training Policy (2023) provides a clear guideline for developing a comprehensive learning assessment framework	Learning assessment framework document developed Alignment of the framework with the Education and Training Policy (2023) validated by relevant stakeholders	Learning assessment framework document Stakeholder validation report
Intervention 1.1.2: Implement the learning assessment framework across the basic education spectrum	Uwezo has the capacity and resources to implement the learning assessment framework across the basic education spectrum	Number of learning assessments conducted based on the framework Proportion of the basic education spectrum covered by the learning assessments	Learning assessment reports Basic education spectrum coverage analysis report
Outcome 1.2: Uwezo established as a trusted source of learning data and insights			
Intervention 1.2.1: Conduct annual, district-level learning assessments	District-level stakeholders are willing to collaborate with Uwezo in conducting learning assessments	Number of districts covered by the learning assessments annually Proportion of stakeholders accessing and using the learning assessment data	Annual learning assessment reports Stakeholder feedback surveys
Intervention 1.2.2: Disseminate learning assessment results to policymakers, educators, partners, communities, and parents	Stakeholders are interested in and receptive to the learning assessment results	Number of dissemination events organized Number and type of stakeholders reached through the dissemination events	Dissemination event reports Stakeholder attendance lists
Pillar 2: Interventions			
Outcome 2.1: Portfolio of evidence - based, scalable interventions developed and validated			
Intervention 2.1.1: Identify and adapt cost effective, scalable interventions that improve learning outcomes	Evidencebased, cost-effective interventions are available and can be adapted to the Tanzanian context	Number of interventions identified and adapted Proportion of adapted interventions that demonstrate improved learning outcomes	Intervention adaptation reports Learning outcome evaluation reports

Intervention	Assumptions	Objectively Verifiable Indicators	Means of verification
Intervention 2.1.2: Pilot and validate the adapted interventions across the basic education spectrum	Piloting and validation of interventions will provide insights into their effectiveness and scalability	Number of interventions piloted and validated Proportion of validated interventions that demonstrate improved learning outcomes and scalability	Pilot implementation reports Validation study reports
Outcome 2.2: Holistic interventions addressing child well-being implemented			
Intervention 2.2.1: Develop interventions that address early childhood development, mental health, water, WASH, nutrition, and child protection	Addressing early childhood development, nutrition, and child protection will contribute to improved learning outcomes	Number of interventions developed focusing on early childhood development, nutrition, and child protection Proportion of children benefiting from these interventions	Intervention design documents Beneficiary tracking system
Intervention 2.2.2: Integrate life skills and mental health components into core learning programs	Integrating life skills and mental health components will enhance the effectiveness of core learning programs	Number of core learning programs with integrated life skills and mental health components Proportion of learners demonstrating improved life skills and mental health	Program integration reports Learner assessment reports
Pillar 3: Engagement			
Outcome 3.1: Uwezo established as a leading voice in education quality and equity			
Intervention 3.1.1: Develop and disseminate compelling advocacy materials based on assessment findings	Compelling advocacy materials will effectively communicate the importance of education quality and equity	Number and type of advocacy materials developed and disseminated Proportion of stakeholders reporting increased awareness of education quality and equity issues	Advocacy material inventory Stakeholder feedback surveys
Intervention 3.1.2: Engage in strategic policy dialogue with government at national and local levels	Government stakeholders are open to engaging in policy dialogue with Uwezo	Number of policy dialogue sessions conducted with government stakeholders Proportion of policy recommendations adopted by the government	Policy dialogue meeting minutes Government policy documents

Intervention	Assumptions	Objectively Verifiable Indicators	Means of verification
Intervention 3.2.1: Build capacity of district-based partners to mobilize parents and youth advocacy groups	District-based partners have the potential to effectively mobilize parents and youth advocacy groups	Number of district-based partners trained in mobilization strategies Number of parents and youth advocacy groups mobilized	Training reports - Advocacy group membership records
Intervention 3.2.2: Organize sub-national forums to review progress and commit to actions towards improving learning	Sub-national forums will foster collaboration and commitment towards improving learning outcomes	Number of sub-national forums organized Proportion of participants committing to actions towards improving learning	Forum proceedings Participant commitment records
Pillar 4: Institutional Capacity			
Outcome 4.1: Diverse, skilled, and motivated team built			
Intervention 4.1.1: Invest in targeted staff recruitment, training, and leadership development programs	Targeted staff recruitment, training, and leadership development will contribute to building a high-performing team	Number of staff recruited, trained, and engaged in leadership development Proportion of staff demonstrating improved skills and motivation	Recruitment and training records Staff performance assessments
Intervention 4.1.2: Develop a competency-based talent management approach	A competency-based talent management approach will align staff roles, performance, and development with strategic priorities	Competency framework developed and implemented Proportion of staff roles aligned with the competency framework	Competency framework document Staff role alignment analysis



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