



Annual Report 2024

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List of Abbreviations – Uwezo Annual Report 2024

CBC	Competency-Based Curriculum
COSTECH	Commission for Science and Technology
CSO	Civil Society Organisation
EAC	East African Community
ECE	Early Childhood Education
EQUIP-T	Education Quality Improvement Programme - Tanzania
FCDO	Foreign Commonwealth & Development Office
FLARE	Foundational Learning Assessments for Regional Equity
FLN	Foundational Literacy and Numeracy
GAWE	Global Action Week for Education
GPE	Global Partnership for Education
IQEC	International Quality Education Conference
JICA	Japan International Cooperation Agency
MCDGC	Ministry of Community Development, Gender and Children
MOEST	Ministry of Education, Science and Technology
MSDF	Michael and Susan Dell Foundation
NBS	National Bureau of Statistics
NECTA	National Examinations Council of Tanzania
NGO	Non-Governmental Organization
PAL Network	People's Action in Learning Network
PO-RALG	President's Office – Regional Administration and Local Government
RELI	Regional Education Learning Initiative
SDG	Sustainable Development Goals
SMS	Short Message Service
TAMISEMI	Tawala za Mikoa na Serikali za Mitaa (Local Government Authority)
TECDEN	Tanzania Early Childhood Development Network
TENMET	Tanzania Education Network
TIE	Tanzania Institute of Education
TOC	Theory of Change
USAID	United States Agency for International Development
VALI	Values and Life Skills Initiative
WEO	Ward Education Officer

Partnerships and Networks

We are members of different Networks.



RELI
Regional Education
Learning Initiative



TECDEN
TANZANIA ECD NETWORK
Mtandao wa Malezi, Makuzi na
Maendeleo ya Watoto Wadogo Tanzania

Our Donors



**HEMPEL
FOUNDATION**
ACCELERATING CHANGE TOGETHER



Department
for International
Development



Sida



WILLIAM + FLORA
**Hewlett
Foundation**

- Over 300 Partner Organizations.
- We also collaborate with government Institutions eg. COSTECH, TIE, NECTA, NBS and Ministries.

This Report

This report presents our achievements and success stories in the narrative and the accompanying financial statements for the year ending on 31 December 2024. 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).



A Word from Executive Director

As 2024 ends, we want to reflect on the strides we've made together, acknowledge the challenges we continue to face, and express our profound gratitude for your tireless efforts to improve the lives of young children, youth and their families in Tanzania. This year has been a testament to our resilience and collaboration, marked by both significant achievements and reminders of the urgent work still needed.

While we celebrate the work diligently done in 2024, the escalating children and youth 21st Challenges around the globe weigh heavily on us all. Conflict, poverty, inequality, and unequal access to education are pushing millions of children to the brink of survival and being left furthest behind. In the face of such adversity, we are particularly inspired by our work and that of partners working relentlessly in remote rural; educating, saving lives, mobilizing resources, and advocating for those who are the most vulnerable. Their unwavering dedication brings hope in even the most difficult circumstances.

National and Regional Level Achievements

Among other key national and regional engagements, Uwezo Tanzania was part of Inaugural East African Community Regional Education Conference Commemorating the AU Year of Education held in August 12th - 15th 2024 in Arusha Tanzania where we presented our my village approach, functional literacy report and our participation in EduTech. Also through TENMET, we were part of the preparation committee in the 4th International Quality Education Conference (IQEC) held at the Julius Nyerere International Convention Centre from November 12th to 14th, 2024. Again 2024 saw us rekindling Regional Relationships – reviving Uwezo East Africa Assessments through a joint fundraising program known as, FLARE- Foundational Learning Assessments for Regional Equity. Our team visited Nepal for cross border learning on my village implementation. We participated in both CSO and NGO week, visited the registrar office and its coordinated meetings to enhance our collaboration in the sector. Uniquely, among other donor visits set in Feb 2025, the founders of Social initiative from Sweden visited our programs in Dar es Salaam to forge a 3 -4 yr partnership in implementation of our programs.

Key Network Achievements

Other generic key milestones include the revival of close collaboration with the central and local government's key decision makers at the Ministry of PROLARG, MOEST and MCDGC. Four studies namely functional literacy, Early Childhood Education, Jifunze and Uwezo na Jamii reports were successfully completed and made publicly available, our Website is being revamped to modernize it and make it more accessible and reliable, our governance is reviewed, Madam Zaida has rejoined found members, Completion and endorsement of 2024 -2028 SP, recruitment of additional competent staffing from 4 to 9 exclusive of par time experts, forging new partnerships with donors the likes of FCDO, PREVAIL, Echidna Giving, Social initiative, Michael and Susan Dell Foundation, Uwezo Tanzania became TECDEN strategic member, also for the first time we received direct Government funding from Ludewa district to support our Jifunze initiative, through partnering with IBO Italia we have expanded our inclusiveness by training 221 children with disability (130 male and 91 female) in three (3) schools in 1 in Iringa District, 1 in Mufindi District and 1 in Kilolo District. Ground heating of Parent Engagement in nurturing life skills and values in Tanzania through the ALIVE project both mainland and Zanzibar is another remarkable hit.

Looking Ahead

As we approach 2025, let us build on this year's momentum to address both opportunities and challenges with collective action and collaboration. Our priorities include unlocking our financial diversification possibilities by maximizing our donor relations for continued support to young children and youth by ensuring funding is self-sufficient, inclusive, and sustainable; bank into our existing district and regional network of over 360+ COS for empowering grassroots advocacy to generate public demand for high-quality Child education and childcare; strengthening our internal policies and systems ready to work with institutional donors, building pool of highly skilled and professional staffing team; 360 degree programming and aligning to country priorities including supporting the implementation of competency based curriculum (CBC).

We will also focus on preparing for the renewal of the Sustainable Development Goals, keeping the needs of young children and youth central to national decision makers. Regional and Global agendas while building bridges between movements and sectoral re-positioning. These efforts reaffirm Uwezo Tanzania's commitment on demonstrating how to improve learning outcomes and keeping communities and leaders focused on learning through assessment, research, innovations, partnerships and engagement.

We want to express my sincerest thanks to each of you for your contributions. We are truly grateful for the collaboration and coordination efforts within the organization. By working together, we can achieve greater impact and drive systematic change to support children and youth to reach their full potential. Let us also take pride in all we have accomplished together as we look forward to an impactful year ahead.

Lastly, we extend our heartfelt appreciation to the founding members for their exemplary leadership, the board of directors for their guidance and oversight of organizational operations, the management team for their diligent daily operations ensuring the implementation of the annual plan

Here is to a successful 2025 filled with hope, opportunities, blessings and success.

Our Vision and Mission



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



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

Our principles | Standards and Values

In our methods of working and realizing broad achievements, we are guided by the following general principles:

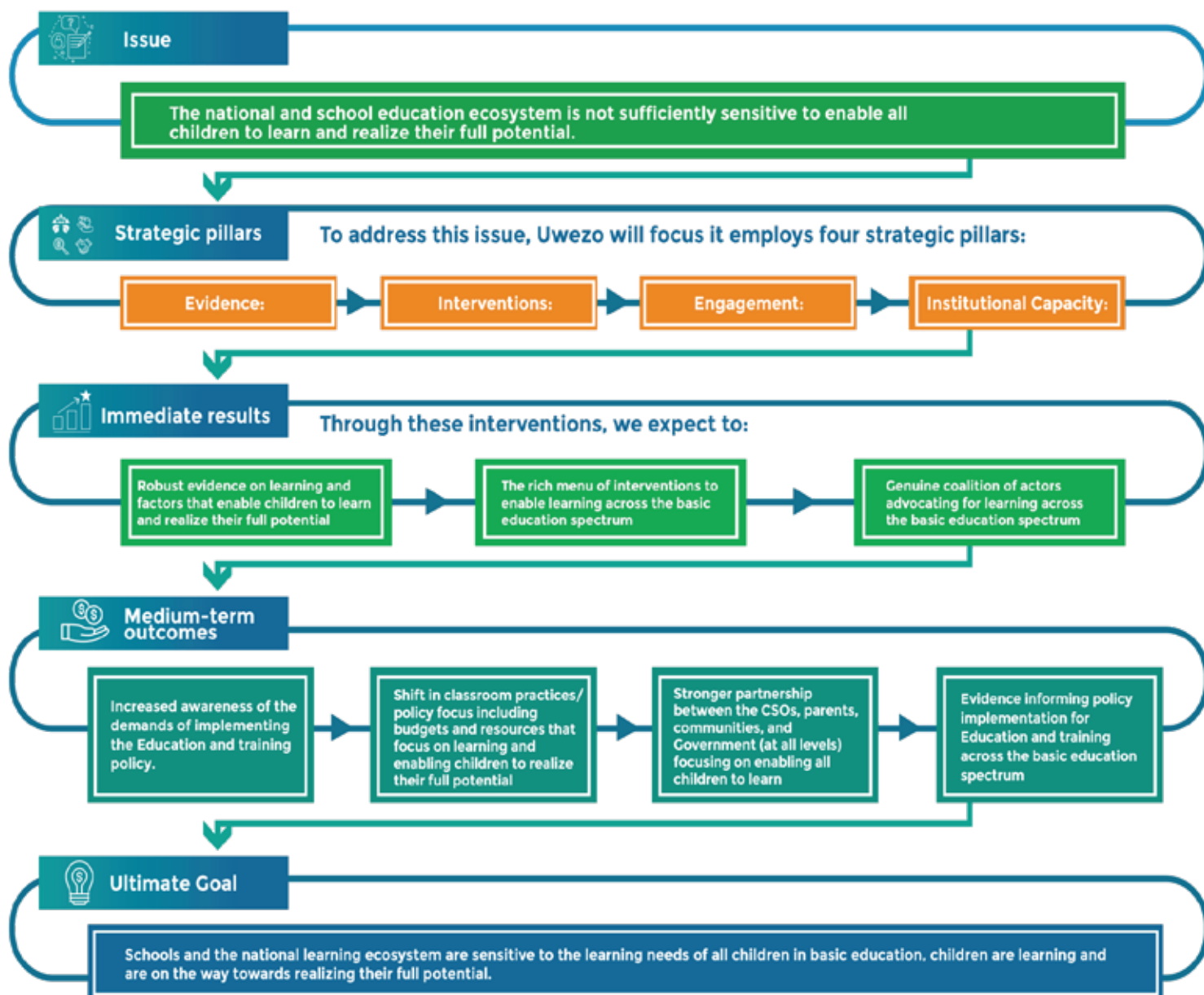


1. Collaborative decision-making: Strategic decisions are based on wide consultations and treated as a collective responsibility of senior staff members.
2. Openness to innovation: New ideas are considered on their merits, and room is made for experiments. Organizational learning is also encouraged.
3. Objectivity: Our findings are based on evidence, and we distinguish between fact and opinion.
4. 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 academia.
5. Sharing of knowledge with civil society (knowledge sharing): We aim to interact widely with concerned citizens and to be accessible to them.
6. Protection of respondents and sources: The welfare of the children we observe and assess is duly considered, and the anonymity of informants is respected.
7. Partnership: Entails partnering with other actors for wider advocacy and impact.

Our Theory of Change

Our theory of change outlines how we believe our work will contribute to the vision of all Tanzanian

Uwezo Tanzania Theory of Change



What We Do

We work with concerned citizens and other education practitioners, with the aim to contribute to the improvement of learning outcomes through:

- Conducting Assessment to children's and young adults on learning levels and acquisition of essential skills required.
- Conducting research and encouraging unique innovations that may help to improve learning outcomes for children.
- Conducting policy engagement and advocacy for governments, education practitioners and citizens to take action to improve children learning outcomes.
- Raising awareness about children's rights related to education and triggering discussions on issues of quality education for all the children.
- Conduct joint advocacy initiatives to influence the awareness and nurturing of life skills and values to adolescents in Tanzania and East Africa .

Our Reach in year 2024

This year, Uwezo continued to focus on its mission, with children at the center of its activities. To ensure data generation, it conducted the International Common Assessment of Numeracy (ICAN) in three districts, assessing foundational literacy and numeracy. Additionally, preparations began for the national representative assessment of children aged 4–16 years for the ICAN ICARe assessment, scheduled for 2025.

To support children who are lagging behind, the My Village initiative was implemented in 20 schools in Ludewa District. Advocacy remained central to Uwezo's efforts in communicating its work. Various initiatives and engagements took place, including participation in international conferences such as GAWE, IQEC, and the EAC Conference on Education, as well as meetings with government officials at both national and local levels

ALiVE is another key area of engagement that Uwezo has been involved in over the years. This includes advocacy efforts to ensure that the work of ALiVE reaches all stakeholders and policymakers. Over the years, Uwezo has publicized a number of activities and interventions carried out through community engagement, ALiVE conferences, and strategic meetings conducted by both implementing partners and other stakeholders. More information can be accessed through the organization's website, social media platforms, and newspapers



Uwezo and ALiVE TZ team at the Meeting with the Director of Youth at Primary Minister's Office – Labor, Youth, Employment and Persons with Disability

What did we achieve in the year 2024?

→ Goal 1: Evidence

(a) - Secured government trust and official authorization for Uwezo's research on International Common Assessment of Numeracy (ICAN) at national and local levels (COSTECH, TAMISEMI, regional, and district authorities), enabling large-scale data collection and policy engagement to improve learning outcomes which was conducted in Korogwe, Handeni and Muheza.

- Uwezo conducted assessment for the ICAN to three districts of Korogwe, Handeni and Muheza. The assessment conducted at sampled households and assessed all children aged 4 to 10 years. And estimated to reach a total of 3,600 children.

- Piloted and generated critical evidence on learning outcomes in Korogwe, Handeni, and Muheza districts, informing education policy and interventions. The data focus to incorporate SDG 4.1.1a for the foundational literacy and numeracy skills to standard two and three children.

- Empowered 180 Volunteers in Data Generation – Trained and equipped volunteers with data generation skills, enabling them to apply their experience in other research and professional activities.

(b) - As part of the ALiVE team, Uwezo has been actively engaged in advocacy and engagement at the national and regional level. Also, using its expertise on the research being involved in the assessment of Life Skills activities and achieved the following:-

- Played a key role in the ALiVE technical committee by successfully testing assessment tools for children aged 13–17 years in three districts of Mpwapwa, Bukombe, Nzega. The tools tested three skills of problem solving, collaborations, and self-awareness. These open-source tools are now accessible to stakeholders, supporting evidence-based interventions in education.

- Uwezo actively participates in ALiVE activities and meetings, enhancing staff capacity in assessing and nurturing life skills to the children and adolescents. These engagements strengthen Uwezo's expertise in evidence-based advocacy and program implementation.

(c) - Uwezo actively disseminates its research to the public and policymakers, fostering evidence-based decision-making. This year, it successfully produced and published key reports on Early Childhood Education (ECE), Jifunze, and Community Engagement. These reports are freely accessible on the Uwezo website, ensuring broad access for education stakeholders.

→ Goal 2: Interventions

Uwezo implemented its key intervention program My Village phase two in 20 villages from Ludewa. This supported children in foundational literacy and numeracy skills but also covering other skills such as social emotional, library, and community engagement.



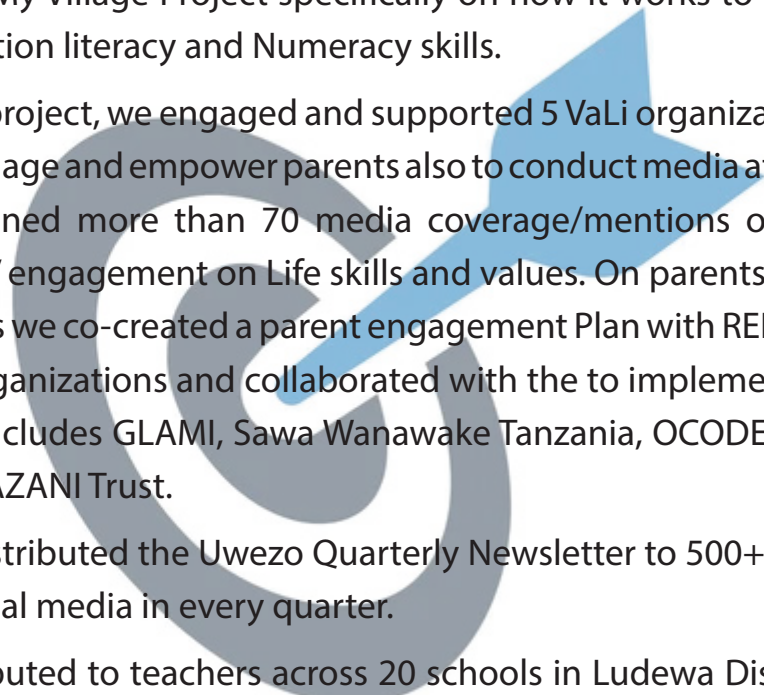
- Through foundational learning program Uwezo managed to identify children with learning needs from 20 villages and supported them in acquiring the literacy and numeracy skills through learning camps running in schools.
- Generated baseline and end line data to assess learning progress among children, providing evidence on the impact of the intervention project at the district level. These insights support policymakers in making informed, data-driven decisions to improve education outcomes.
- Uwezo successfully generated evidence through an A/B testing approach on learning support, identifying key variables for improving education outcomes. The research focused on close monitoring of My Village implementation by the head teachers. The findings will guide policymakers in making data-driven decisions to enhance learning through evidence-based interventions.
- Presented evidence-based insights at the East Africa International Conference, sharing key findings from the My Village study. This contribution enriched regional discussions on strategies for improving learning outcomes.

→ Goal 3: Engagement:

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

Achievements

- Uwezo participated and chaired the national committee for Global Action week for Education event under coordination of TENMET that took place in June 2024 in Geita Region and also Participated in the IQEC Conference in November in Dar es Salaam. Through these events Uwezo could engage with more than 900 education stakeholders and advocated on Uwezo insights and achievement.
- Also Uwezo staff members participated in the East African Education Conference presenting findings on functional literacy and participated in the Panel session for low-tech initiatives to share the insights of Uwezo SMS to parents under My village project.
- Organized and participated and shared Uwezo insights in the virtual event for Commemorations of the World teacher's day in collaboration with PAL Network and also RELI Africa in October.
- Managed to join membership for TECDEN. Uwezo is now a member of TECDEN and enjoyed the partnership spaces through this network as well as expanding its visibility.
- Over 15,000 SMS messages containing literacy learning content sent to parents and teachers in Ludewa, Kisarawe, and Gairo. Along with that, the Uwezo SMS solution was tested using the EQUIP T framework by Shule Direct and Dignitas, assessing its efficiency and gaps.
- Over 20,000 views gained on social media tweets related to Uwezo's work and ALiVE activities.
- Gained coverage by 40+ mainstream media outlets during various engagements including education conferences. Media coverage includes TBC1, Tanzania Kidstime, Tumaini Media, Uhondo Media, and Azam TV etc.
- Successfully Opening other Uwezo social media accounts, including the Instagram account and Facebook.
- Worked with the consultant-a designer and produced various Uwezo advocacy and ALiVE materials such as reports, banners, and flyers for various advocacy.

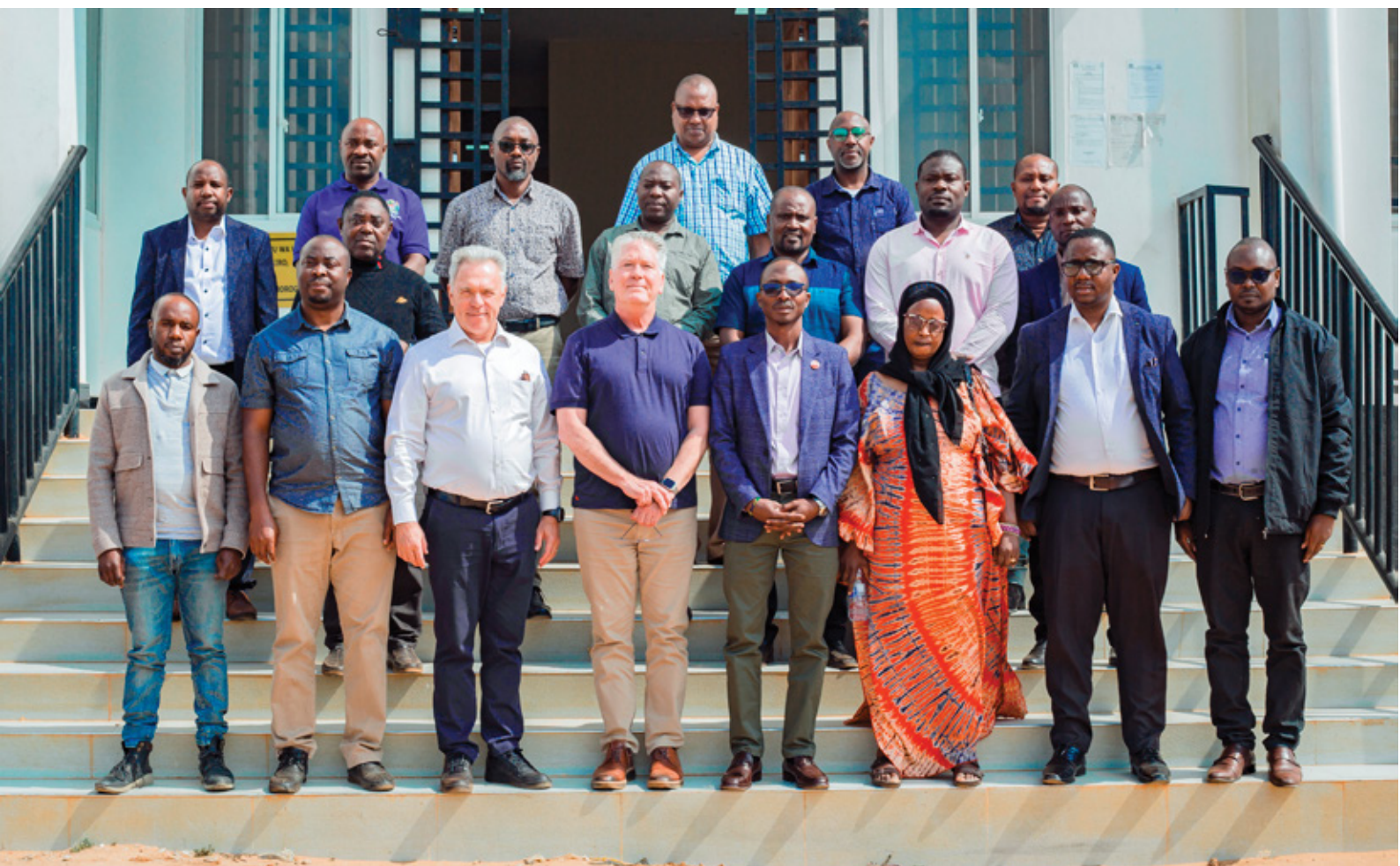
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- Produced and printed My Village documents such as training manuals for teacher training in Ludewa.
 - Effectively engaged the Ministry- MoEST, PORALG and USAID and were able to share insights of Uwezo My Village Project specifically on how it works to support children improve in Foundation literacy and Numeracy skills.
 - Under the ALIVE project, we engaged and supported 5 VaLi organizations in Tanzania and Zanzibar to engage and empower parents also to conduct media at the sub national levels. This has gained more than 70 media coverage/mentions on ALIVE project, specifically parents' engagement on Life skills and values. On parents engagement on Life skills and values we co-created a parent engagement Plan with RELI- VALI members then engaged 5 organizations and collaborated with the to implement the initiatives, this organization includes GLAMI, Sawa Wanawake Tanzania, OCODE, Milele Zanzibar Foundation, and SAZANI Trust.
 - Produced and distributed the Uwezo Quarterly Newsletter to 500+ stakeholders via Mailchimp and social media in every quarter.
 - 900 books distributed to teachers across 20 schools in Ludewa District to promote community and school libraries.
 - Produced a Video documentary for the Uwezo My Village project, and also worked with the consultant to produce a Video Documentary for Parents engagement for Life and values. A 15 minute video Documentary produced on parents' engagement. This video is shared widely through various channels including through TBC 1 TV.

→ Goal 4. Institutional Development

As part of its institutional development, Uwezo Tanzania has undertaken several initiatives to enhance organizational growth and effectiveness. A significant milestone has been the expansion of its staff and the recruitment of an Executive Director to ensure stability and efficient operations.

Additionally, in Quarter 3, staff members participated in fundraising training, equipping them with essential skills in various fundraising strategies. To foster stronger relationships among staff, the organization organized a five-day retreat in Bagamoyo. During the retreat, team members reviewed the annual budget and engaged in team-building activities. The retreat also included a one-day visit to Saadani National Park, providing an opportunity for relaxation and reflection.

Beyond these efforts, Uwezo Tanzania has made considerable progress in several key areas:



Strengthening Collaboration with the Government

In 2024, Uwezo Tanzania has worked closely with the government to support its efforts in providing equitable and quality education. The organization has held multiple meetings and presentations with the Ministry of Education, Science, and Technology (MOEST) in Dodoma, showcasing its initiatives aimed at assisting children who are falling behind academically, particularly in Ludewa. As a result, the government has partnered with Uwezo to support several schools in implementing the Jifunze Initiative, which focuses on helping children catch up in their learning.



Annual General Meeting (AGM) and Board Meetings

In 2024, Uwezo Tanzania successfully conducted one Annual General Meeting (AGM) and four board meetings—one per quarter. During these meetings, the board reviewed and approved key reports, including quarterly narrative progress reports and financial reports. Additionally, the board discussed various strategic issues to ensure the organization's stability and long-term sustainability.



Policy and Governance Review

In 2024, Uwezo Tanzania developed a bold new five-year strategic plan, outlining its vision for program improvement, organizational strengthening, stakeholder engagement, scaling impact, research, advocacy, and government collaboration. As part of this strategy, the organization initiated a policy and governance review to assess strengths and identify areas for improvement. This process involved engaging key stakeholders and donors to gather their insights and recommendations.

Through these concerted efforts, Uwezo Tanzania continues to enhance its institutional capacity, strengthen its partnerships, and advance its mission of improving education outcomes in Tanzania.



Fundraising efforts

Uwezo has made significant efforts in fundraising in 2024 and has opened up communication with several donors who were willing to fund Uwezo, such as Social Initiatives, MSDF, Prevailing Funds, WPF, JICA, Play Africa, Luminous Learning, Hempel Foundation and USAID.

Uwezo also managed to secure funds from Echidna Giving. Also Uwezo managed to attempt numerous proposals including UEFA foundation call, Proposal submitted to USAID T-MELA Youth Research & Internship Grants Program, Concept note submitted in collaboration with St. John University of Tanzania on the call REGIONAL FACILITY FOR TEACHERS IN AFRICA-Innovative Solutions for Teacher Education in Sub-Saharan Africa. Also there is ongoing positive communication to secure corporate social responsibility funds from Stanbic Bank Tanzania-Centre branch.



Internal monitoring

For every project implemented, the responsible project staff closely oversee its execution and produce reports that inform its implementation. To ensure that implementers and participants are part of the reporting process, evaluation forms both in paper or electronic format are distributed and completed.

To ensure projects are implemented to high standards, staff have a platform for sharing feedback during weekly meetings. Additionally, an annual implementation plan guides project execution throughout the year.



Independent monitoring

To ensure independent feedback, Uwezo obtains reports from independent individuals involved in the implementation of the project. This includes trainers, host partners, and other stakeholders who submit their reports, including comments, recommendations, and areas for improvement. The reports are reviewed, and all issues are addressed by the program staff.

Challenges

Challenge:

- Bureaucratic Delays: Encountered delays in receiving necessary governmental permits for project initiation, significantly affecting timelines.

Mitigation

Submit the request for a permit early at the beginning of the year and conduct close follow-ups to ensure timely responses are received.



Challenge

- As the approach is recognized by wider society and government we received request to extend the project to wider coverage within the district and other district but failed due to funding challenges.

Mitigation

Try out an intervention program with minimal costs for easy implementation by the government.

Lessons Learnt:

Uwezo still trusted organization on the learning outcome data. Therefore continued maintaining standard in data generation should be the key of project implementation.

Appendices

Stories and Testimonials from Teachers and parents on My Village Project and ALIVE Project

A New Beginning – How Life Skills Education Transformed Maramla's Approach to Life and Work

Maramla Mbegu, a young man from Kitopeni-Kiromo ward, Bagamaoyo has experienced a profound transformation in his personal and professional life, thanks to life skills education. Prior to receiving this training, he struggled with communication and teamwork, unaware of the impact these challenges had on his relationships with people in his community.

Everything changed when a champion trained on Life skills and values visited the bodaboda station where Maramla worked. The champion introduced the concept of life skills, and Maramla vividly recalls, "I remember the day the trainer came and spoke to us. It felt like a new beginning for me. That's when I realized I had so much to learn."

Before gaining an understanding of life skills, Maramla faced several challenges, particularly in his interactions with customers. He often lost business because he didn't communicate effectively or make customers feel valued. "I thought I was communicating well, but after the session, I realized where I was making mistakes," he explains. "From now on, I will improve my communication to better retain and value my customers."



How Jifunze Teaching Methods Transformed my Teaching

“My name is Midian Robert Nardo, a teacher at Mafizi Primary School in Kisarawe District, Pwani Region. I am one among the teachers who benefited from Uwezo Tanzania’s My Village Project and Jifunze teaching techniques. Before Uwezo Tanzania’s project reached, I lacked effective techniques to support student learning. Through Uwezo Tanzania, I have achieved significant milestones. Recently, I received the award for the most innovative and outstanding teacher at the district level, as well as the hardworking employee award on labour day in May 2024. Additionally, I was recognized as the hardworking employee at my school. All the achievements are the results of the capacity-building training sessions from Uwezo Tanzania and the implementation of their excellent and student-friendly teaching methods-Jifunze.

The Jifunze methods have successfully addressed the literacy and numeracy challenges (KKK) in my community, all the students in my class can now read and numerate correctly.

Parents have appreciated the My Village Project and they frequently ask when the program will come again, they are proud of their children who can now read, write and do math operations easily.

Also, through life skills sessions, that we conducted under my My village project in year 2023, students have adopted positive behavior changes, transforming negative habits into constructive ones. Uwezo Tanzania’s project has elevated my value as a teacher, and I am proud to contribute to shaping the future of my students.

Along with my story, also, I have a story for my student, Latifa Hamisi Makame. Latifa is an out of school student who participated in the Uwezo Jifunze program under My village project. She joined the program after missing the opportunity to enroll in formal primary education. Through Jifunze classes, she has learned to read, write, and count proficiently. Latifa is immensely grateful for gaining these essential skills, feeling empowered to overcome ignorance in her life.” Midian Robert Nardo, a teacher-Kisarawe District.

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“My name is Sarah Allen Komba. Am a teacher at Kiluvya A Primary School, Kisarawe District, Pwani Region. Before participating in the Jifunze/Teaching at the Right Level (TaRL) training by Uwezo Tanzania NGO. I faced significant challenges in my teaching career. I lacked the skills to teach children who had difficulties in reading, and my classroom had a large number of students who could not read, write, or count.

The teaching methods I used did not actively engage the children. Additionally, I did not have the confidence to train or guide other teachers. As a result, the lack of improvement in my students made teaching feel overwhelmingly difficult, to the point where I considered leaving the profession to pursue other opportunities.

My journey with Jifunze teachings began in 2019 during the first phase of training. After Attending Jifunze teaching techniques Training by Uwezo, This opportunity exposed me to new and effective teaching techniques. Over time, I continued participating in various Uwezo Jifunze trainings and community-led initiatives across different districts.

The Jifunze training significantly transformed my teaching approach and produced remarkable results. I gained simple and practical techniques to help children read, write, and count, making my teaching experience easier and more enjoyable. I became capable of managing classrooms with students who face learning challenges. In 2019, during the first phase of the program, I successfully eliminated reading, writing, and counting difficulties among all my students. This achievement earned me recognition, leading to my selection as a national trainer through the Uwezo Tanzania NGO.

Following this success, I was trusted by education officials in the district and tasked to train other teachers in at other school named Kurui, situated in Mzenga Ward, Kisarawe District,

where I shared effective strategies that had brought success to my own school. My efforts were recognized further when I received the best teacher award for addressing 3R (Reading, Writing, Arithmetic) challenges in Kisarawe District. Consequently, I was transferred to Kiluvya Ward in the same district to extend support to other schools with children facing similar difficulties.

When I was at Kiluvya A Primary School, through dedication and the application of Jifunze techniques, I ensured that all students under my care achieved the ability to read, write and numerate. I also extended my support to other schools, supporting students in examination classes. As a result, those students improved and successfully passed their Standard Four and Seven exams.

Beyond the classroom, I received numerous invitations to train other teachers in the district and regional level. This led to recognition from the Ministry of Education, which several times invited me to participate in national-level training sessions. Since 2020, I have trained teachers in various districts, including Mvomero, Gairo, Kilolo, Mpwapwa, Mbarali, Ludewa, and Iringa. Additionally, I been invited and collaborated with organizations such as Uwezo Tanzania, IBO Italy in Iringa, Tanzania Diaspora in Temeke, and Orkeeswa NGO in Monduli, Arusha to train teachers and contributing to their education initiatives to improve children education in Tanzania.



Testimony of a Child after losing hope from Education

I would also like to share a powerful testimony of children who had lost hope in their education, this child was a student at Kiluvya B Primary school, in standard three. This child could not read at all, and his guardian, is a retired teacher, had completely lost hope, telling me, "I can't help this child." However, after applying the teaching techniques I had learned, the child gradually learned to read, write and numerate. The parent was overwhelmed with joy and came to thank me, astonished by the transformation. The child later performed well in his Standard Four exams and is now happy and passionate about reading books.

The second child was from Kiluvya A Primary School. This student had repeated Standard Four several times due to illiteracy. Teachers perceived the child as coming from a family or lineage known for not being able to read, suggesting that it was simply part of their family history. However, using these new teaching methods, the child made remarkable progress, defying the negative assumptions associated with their family background. The child is now proud to be the first in their family to read, write and numerate and has successfully advanced beyond the grade he had been stuck in for more than two years",
Sarah Allen Komba, a teacher- Kisarawe District.

I am grateful to Uwezo for Introducing Impactful Teaching Techniques

"After being exposed to the Uwezo Jifunze teaching methods. I gained new and innovative teaching techniques. These techniques have greatly benefited my students. They loved attending class are eager to learn and free to ask me anything regarding the lesson, many times they approach me on their own for guidance. Sometimes, there were children who initially struggled

with basic arithmetic, such as addition and subtraction, but now, thanks to the Uwezo methods, they have mastered these skills.

Personally, I am very grateful to Uwezo Tanzania for introducing these impactful teaching strategies. I will continue to apply them because they significantly enhance students' academic performance. Even the parents of children who attended the learning camps have expressed their appreciation for these innovative teaching approaches.

Thank you so much, and may God bless you abundantly!" **Teacher Divinity Mtweve.-Ludewa District, Njombe.**



SUMMARY OF UWEZO TANZANIA REPORT BY THOSE CHARGED WITH GOVERNANCE AND AUDITED FINANCIAL STATEMENTS FOR YEAR ENDED 31 DECEMBER 2024

To access full report please visit our website; www.uwezotanzania.or.tz

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 2024, 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 2024, 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 2024.

Other Information included in the Organization's Annual Report

The management team is responsible for the other information. The other information comprises the organization information, glossary of acronyms and abbreviations, management report, statement of managements' responsibilities and the declaration of the head of finance/accounting of Uwezo Tanzania but does not include the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements, or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work we have performed on the other information that we obtained prior to the date of this auditor's report, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

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.

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

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

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.

Auditor's Responsibilities for the Audit of the Financial Statements

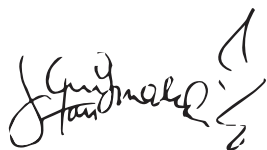
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee 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. We are responsible for the direction, supervision and performance of the entity audit. We remain solely responsible for our audit opinion. We communicate with the management regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Other Legal and Regulatory Requirements

This report, including the opinion, has been prepared for, and only for the management of Uwezo Tanzania as a body in accordance with Section 29 of NGO Act, No. 24 of 2002 and for no other purposes. As required by the NGO Act, No. 24 of 2002, each Non-Governmental Organization shall for every activity calendar year and financial reports:

- . Prepare a report of its activities which shall be made available to the Public, the Council, the Board and other stake holders; and
- . Prepare an annual audited report and submit copies thereof to the Council and the Board.

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



Auditax International
Certified Public Accountants
Dar es Salaam, Tanzania

14 APR 2025

Signed by Dr. Straton Makundi (CPA-PP-FCCA)

Date 14 APRIL 2025

Registration No ACPA 1747

UWEZO TANZANIA

STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 DECEMBER 2024

	Notes	2024 USD	2023 USD
Revenue			
Revenue from non exchange transactions	5	402,273	299,589
Total Revenue		<u>402,273</u>	<u>299,589</u>
Expenses			
Program related costs	6	261,535	200,246
Administration costs	7	140,738	99,343
		<u>402,273</u>	<u>299,589</u>
Surplus/Deficit		-	-
Income tax expense		-	-
Total surplus/(Deficit) for the period		<u>-</u>	<u>-</u>

UWEZO TANZANIA

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2024

	Note	2024 USD	2023 USD
ASSETS			
Non-current assets			
Property and Equipment	9	5,701	6 558
Current assets			
Receivables from non exchange transactions	10	-	2 686
Other receivables	11	4,323	1 680
Cash and bank balances	12	95,238	92 100
		99,561	96 466
Total Assets		105,262	103 024
LIABILITIES			
Non-current liabilities			
Deferred capital grant	13	5,701	6 558
Tax liability	14	1,268	-
		6,969	6,558
Current Liabilities			
Payables from exchange transactions	14	28,713	3,208
Deferred Income grant	15	69,580	90,258
		98,293	96 466
Total Liabilities		105,262	103,024

The financial statements on pages 13 to 20 were approved and authorised for issue by the Board on 03/04/2025 and were signed on its behalf by



Chairperson of the Board of
Directors

12/04/2025



Executive Director

14/04/2025

UWEZO TANZANIA

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2024

	Accumulated Surplus USD	Total USD
As at 1 Jan 2024	-	-
Surplus/deficit for the year	-	-
As at 31 Dec 2024	-	-
As at 1 Jan 2023	-	-
Surplus/deficit for the year	-	-
As at 31 Dec 2023	-	-

UWEZO TANZANIA

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2024

	Note	2024	2023
Cash flow from Operating Activities			
Surplus/(deficit) before income tax		-	
Adjusted for			
Loss from disposal of assets	7	-	
Depreciation charge - Property and equipment	9	4,132	8,216
		<u>4,132</u>	<u>8,216</u>
Changes in working capital			
(Increase)/Decrease in receivables from non exchange transactions	10	2,686	12,585
(Decrease)/increase in deferred income grants	15	(23,678)	(115,411)
(Decrease)/increase in deferred capital grants	13	(857)	(8,216)
(Increase)/Decrease in other receivables	11	(2,644)	18,307
Increase/(decrease) in payables from exchange transactions	14	26,773	(8,773)
		<u>6,412</u>	<u>(93,292)</u>
Tax paid		-	-
Cash (used in) /generated from operations		<u>6,412</u>	<u>(93,292)</u>
Investing Activities			
Plant and equipment acquired	9	(3,274)	-
Net Cash Flows from Investing Activities		<u>(3,274)</u>	<u>-</u>
Cash Flow from Financing Activities		-	-
Net (decrease)/increase in cash and cash equivalents		<u>3,138</u>	<u>(93,292)</u>
Cash and Cash Equivalents			
Cash and cash equivalents at beginning of period		92,100	185,392
Net change in cash for period		3,138	(93,292)
Cash and cash equivalents at end of period	12	<u>95,238</u>	<u>92,100</u>

UWEZO TANZANIA

STATEMENT OF COMPARISON OF BUDGET AND ACTUAL AMOUNTS
FOR THE YEAR ENDED 31 DECEMBER 2024

	Original budget [A] 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	221,653	246,241	467,894	402,273	466,108	1,786	
	221,653	246,241	467,894	402,273	466,108	1,786	[A]
Payments							
Programs related costs	159,937	123,801	283,738	261,535	243,073	40,665	[B]
Administration costs	57,103	36,795	93,898	140,738	130,886	(36,988)	[C]
	217,040	160,596	377,636	402,273	373,959	3,677	
Operating surplus/(deficit)	4,613	85,645	90,258	-	92,149	(1,891)	
Capital expenditures							
Equipment	-	-	-	-	-	-	

UWEZO TANZANIA

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024 (CONTINUED)

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 2024 to 31 December 2024) 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: The variation represent amount that was budgeted to be received for ELANA project implementation but it was not received.

Note B: The variation is explained by the fact that there were budgeted activities for ALIVE project that were not implemented and carried over for implementation in 2025 due to changes in the work plan.

Note C: The variation is due to incurring costs that had not been budgeted prior related to consultancies on policy review, governance review as well as convening meeting for Uwezo East Africa, These were implemented as per the request of our funder.

RECONCILIATION OF ADJUSTMENTS FOR ACCRUED AMOUNT AND NON CASH

	USD
Revenue from non-exchange transactions	402 273
Decrease in deferred income	(20 992)
Capital Grant released to Income	(4,132)
Decrease in grant receivable	2 686
Unrealised exchange gain	(5,827)
Opening cash balance	92,100
Actual Cash during the year	466,108
Program & Administration costs	402 273
Increase in prepayments	2,644
Adj Depreciation	(4 132)
Adj Exchange loss	(53)
Increase in Payables	(26,773)
Actual Cash Spent during the year	373,959



Uwezo Tanzania

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