



ANNUAL PLAN – 2021

Approved by the Board on 15th December 2020 [amended in March 2021]

TABLE OF CONTENTS

ABBREVIATIONS	3
INTRODUCTION: LEARNING FROM 2020; LOOKING POST-COVID-19.....	4
LONG-TERM GOAL, OUTCOMES, ACTIVITIES AND EVALUATION PLAN FOR 2021	4
Long-term Goal	4
Outcomes.....	5
THEORY OF CHANGE	5
ACTIVITIES TO BE PURSUED TO ACHIEVE THE INTENDED OUTCOMES.....	6
Outcome 1: Activities, Timeline and Measurement & Learning Plan	6
Activities	6
Timeline	8
Measurement & Learning Plan.....	8
Outcomes 2: Activities, Timeline and Measurement & Learning Plan	9
Activities	9
Timeline	9
Measurement and Learning plan.....	9
Other activities	9
Outcomes 3: Activities, Timeline and Measurement & Learning Plan	10
Activities	11
Timeline.....	12
Measurement and Learning plan.....	12
Outcome 4: Activities, Timeline and Learning Plan	12
Activities in 2021:.....	13
Timeline	14
Measurement and Learning Plan.....	14
MONITORING, EVALUATION AND LEARNING	15
Monitoring	15
Evaluation	16
HOW GENDER IS INTEGRATED INTO OUR PROGRAMMING	17
RISK MANAGEMENT	16
BUDGET	19

ABBREVIATIONS

ALiVE	Assessment of Life Skills and Values in East Africa
ASER	Annual Status of Education Report
BEWG	Basic Education Working Group
CIES	Comparative and International Education Society
CLL	Community Led Learning
CSO	Civil Society Organisation
EA	Enumeration Area
FCDO	Foreign, Commonwealth and Development Office
GPE	Global Partnership for Education
ICAN	International Common Assessment of Numeracy
ICARe	International Common Assessment of Reading
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
MoES	Ministry of Education and Sports
MoGLSD	Ministry of Gender, Labour and Social Development
NCDC	National Curriculum Development Centre
PAL Network	People's Action for Learning Network
PPS	Probabilities Proportional to Size
REC	Research Ethics Committee
RELI	Regional Education Learning Initiative
SDGs	Sustainable Development Goals (SDGs)
SEN	Special Education Needs
SESIL	Strengthening Education Systems for Improved Learning
SMS	Short Message Service
TAC	Technical Advisory Committee
UBOS	Uganda Bureau of Statistics
UCE	Uganda Certificate of Education
UNCST	Uganda National Council for Science and Technology

1. INTRODUCTION: LEARNING FROM 2020; LOOKING POST-COVID-19

Uwezo Uganda is an independent not-for-profit company limited by guarantee with registration number: 80020002150575 in Kampala, Uganda since 15th October 2019. Uwezo envisions a society in which all children are learning and realising their full potential. Its mission is to demonstrate how to improve learning outcomes and keeping communities and leaders focused on learning through assessment, research, innovations, partnerships and advocacy.

From 2009 to 2019, Uwezo (a Swahili word which means ‘capability’), had been a programme of Twaweza East Africa, a regional organisation which works on enabling children to learn, citizens to exercise agency and governments to be more open and responsive in Tanzania, Kenya and Uganda. Uwezo’s main function in this scheme of work has been to generate and curate evidence on learning outcomes and use it to engage with policy actors and citizens to improve learning.

Uwezo has adapted the approach and methodology pioneered by the Annual Status of Education Report (ASER) in India, in which trained citizen volunteers carry out assessments and obtain other relevant data, in the household setting, from large, nation-wide samples of children. To mobilise volunteers, Uwezo has collaborated with hundreds of local organisations that broadly represent civil society.

At the global level, Uwezo Uganda has since 2017, been a member of the Regional Education Learning Initiative (RELI), which is a knowledge hub of over 70 Civil Society Organisations (CSOs) partnering to strengthen their capacity for education advocacy and policy influence, as well as promote quality learning for all children in Uganda, Kenya and Tanzania. Uwezo has also, since 2015, been a member of the People’s Action for Learning Network (PAL Network), a south-south partnership of countries and organisations working across Africa, Asia and Latin America to assess basic reading and numeracy competencies.

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

Some adjustments have been made to the programming contained within our strategy¹ in response to the new situation. In addition to our long-term concern with the quality and equity of basic education, we are resolved to support the tasks of the education sector in adapting to, and recovering from, the emergency.

2. LONG-TERM GOAL, OUTCOMES, ACTIVITIES AND EVALUATION PLAN FOR 2021

Long-term Goal

Our planning for the year 2021 reflects our intention both to recover any lost ground in our programme as the Covid-19 crisis and the interruption of schooling gradually recede and to continue engaging with problems in the education sector that have been caused or intensified by the crisis. In

¹ Uwezo Uganda, *Promoting Equitable Quality Education in East Africa: Uwezo Strategy (2020-23)*, Kampala: Uwezo Uganda, 2020. [https://uwezouganda.org/wp-content/uploads/2020/10/UwezoUganda2020-2023Strategy- FINAL_jntmgn.pdf]

doing so, we will continue to contribute to our **long-term goal of ensuring that the Government and other providers of education in Uganda give priority to goals of effective learning and equitable learning opportunities for all children, using evidence systematically to achieve their goals.**

We will also continue to be guided by our four strategic goals of i) Producing independent evidence on the learning levels of children and young people through learning assessments ii) Carrying out research and promoting innovations that have the potential to improve the level and distribution of learning outcomes in basic education iii) Engaging with policy actors and with the public to influence and promote policies and practices for improved and more equitable learning outcomes iv) Developing Uwezo as an independent organisation with the capacity and resources to execute its mission effectively.

Outcomes

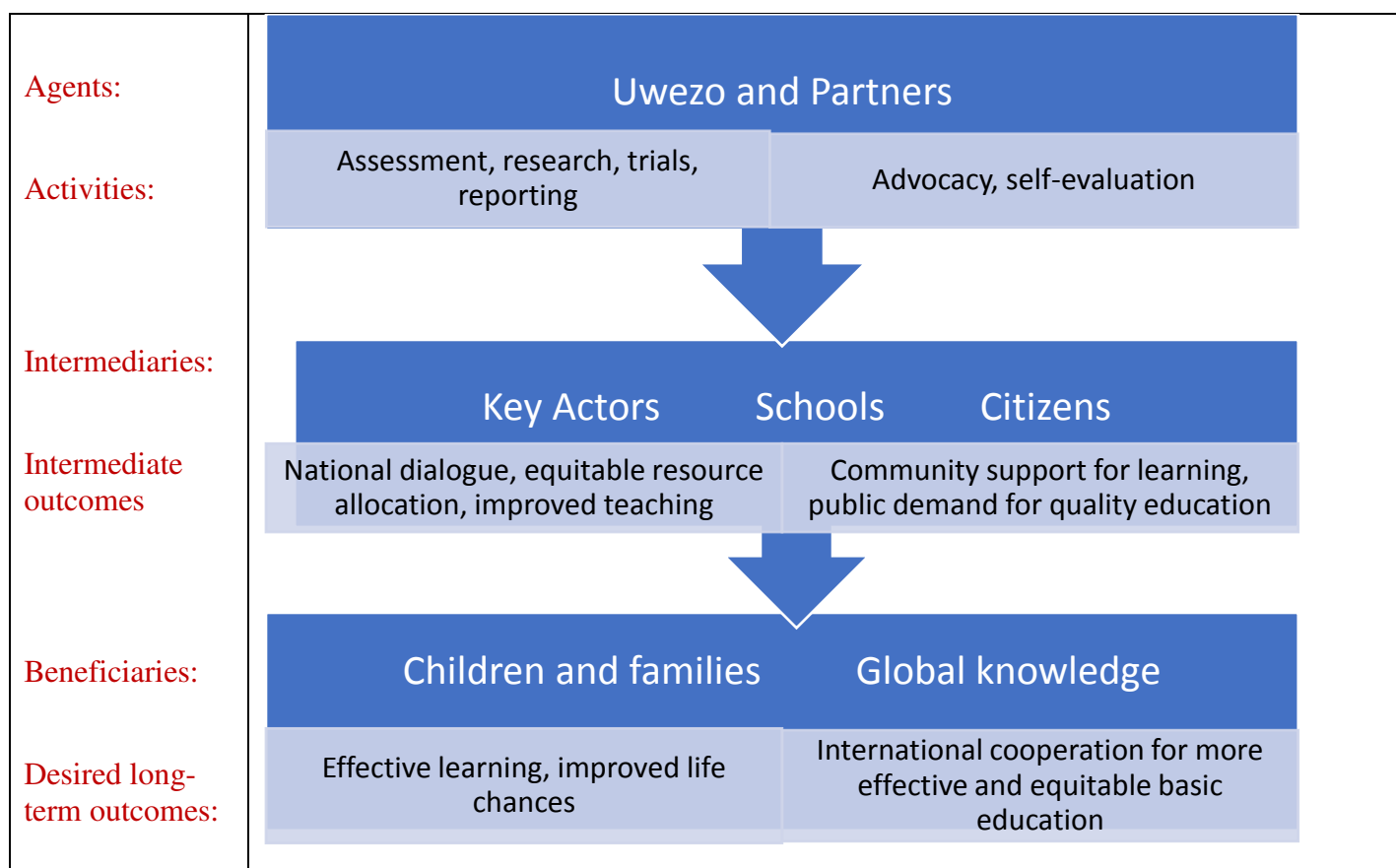
The short-time outcomes we intend to achieve during this calendar year (and to which Echidna Giving support will also be contributing) include the following:

1. Evidence on the basic literacy and numeracy skills of children 4-16 is available to policy makers and practitioners and they use it to emphasise learning outcomes as a measure of an effective education system.
2. Evidence is available on potential drivers of learning outcomes and their distribution and as a result of this evidence policy actors and practitioners have increased knowledge and awareness of interventions that could improve learning outcomes and make them more equitable for all children.
3. As a result of the evidence and influence of Uwezo Uganda and other stakeholders, public and policy makers' awareness of inequalities of educational provision will be enhanced and there will be increased efforts to improve educational opportunities at all levels for all children including those who are disadvantaged by gender, location, social background, or language group.
4. Uwezo Uganda has strengthened its own capacity for independent assessment, research and advocacy in the education sector, having recruited and/or retained staff and partners with the necessary expertise and having put in place strong organisational systems and governance structures and consolidated its expertise in supporting local Civil Society Organisations (CSOs).

3. THEORY OF CHANGE

We continue to situate our work within the **theory of change** we set for our 4-year strategic period, 2020-2023 (Figure 1). We adopt a multifaceted approach to tackling education problems, through locally organised studies and experiments and the insights gained from our learning assessments. We will continue to use our long-established civil society network to mobilise citizen-led response and action to persisting problems and those that have been triggered by the Covid-19 pandemic.

FIGURE 1: UWEZO UGANDA’S THEORY OF CHANGE



Uwezo’s theory of change incorporates our modest engagement in innovative educational assessment, research and innovation (alongside and in collaboration with some of the key actors) and a specific link with schools and the community (citizens). Children continue to be the main beneficiaries of our work, but we also seek to influence key actors at subnational and national level, schools, citizens and the global community. Our main activities, aligned to our programmatic goals, are (1) assessments of learning, (2) research and experimentation, (3) professional reporting and advocacy. All in all, the main focus of all the activities we will engage in in 2021 is on the goals of effective learning and equitable learning outcomes. In the sections that follow, we outline the activities that we shall pursue to achieve the intended outcomes.

4. ACTIVITIES TO BE PURSUED TO ACHIEVE THE INTENDED OUTCOMES

Outcome 1: Activities, Timeline and Measurement & Learning Plan

Evidence on the basic literacy and numeracy skills of children 4-16 is available to policy makers and practitioners and they use it to emphasise learning outcomes as a measure of an effective education system.

Activities

- a) *A national assessment of children’s literacy and numeracy, in the age range 4-16, will be completed and reported*

Assessing learning has been paramount in our previous work and continues to be necessary. At the basic level, a large proportion of children are taking much too long to acquire the intended skills and knowledge from primary education while others are not acquiring them at all.

The last national scale basics learning assessment we did was in 2018. Since then, many new challenges have emerged, including the school closure resulting from the Covid-19 crisis, the introduction of home schooling and new e-learning programmes. There is, therefore, need for evidence of a national nature on the status of learning in the context of all these changes to estimate the learning loss and/or gains and inform policy and practice as well as use the 2018 assessment as a benchmark to track progress.

In 2021, we plan to conduct a national learning assessment of literacy and numeracy skills among children aged 4-16, in 29 districts. A new element of this assessment from what has been done previously is the inclusion of the pre-school years (4-5 years) to assess children's readiness for school. Overall, this national assessment of children's learning will have its primary function of monitoring levels of literacy and numeracy, variations in the levels and related factors. In addition, data will be sought on children's access to learning and learning experiences during the period of school closure. We will also include in the survey a question at household level about whether children have been re-enrolled and, if not, the reasons given. The assessment will be conducted in partnership with a network of district-based CSOs. The findings of the assessment will be analysed and packaged into a report to inform policy, increase professional knowledge and inform public opinion about access, quality and equity issues in primary education during and after the Covid-19 pandemic.

The assessment methodology

Children aged 4-16 will be assessed in the household setting and background information will be obtained through related surveys of the households, their local communities and the primary schools which most children in the area attend. Relevant details about the children and the household will be obtained from the household head or another adult representative. Information will also be obtained about the educational services and infrastructure in the local community from the local council leaders. School indicators will be obtained from school heads or their representatives and by direct observation.

Sampling

We will partner with Uganda National Bureau of Statistics (UBoS) to generate the assessment sample. The sampling procedure will be based to some extent on the framework of the 2014 Uganda Population and Housing Census. The primary sampling units will be 29 districts (from a 2021 total of 136), which will be selected within 15 sub-regional strata. Except in the case of Kampala, which will be sampled with certainty, the districts will be selected from the sub-regions with probabilities proportional to size (PPS) and in numbers determined by the size of the sub-region.

Within each district, 15 enumeration areas (EAs) will be selected with PPS (according to the number of households they contain) and, within each of these, 20 households will be selected for data collection. The household sample, therefore, will be approximately self-weighting up to the district and sub-regional levels. Within each household selected, as far as possible, all available children aged 4-16 who regularly reside in the household will be assessed. It is estimated that a total of 8,700 households will be reached. Through the households, it is estimated that 17,400 children aged 4-16, will be assessed in literacy and numeracy.

For the school survey, one primary school will be selected from each EA, being the one attended by the largest proportion of children residing in the EA, irrespective of ownership. The schools will be identified with the help of local council leaders. The sample will consist approximately 435 schools.

The survey instruments and literacy and numeracy assessment tools

Data will be collected at enumeration area, school and household levels using a structured survey tool. The tool will be an adaptation of the survey tool we developed for the 2018 learning assessment (<https://www.twaweza.org/go/uwezo-learning-assessment-survey-tool-2018>). Some items relevant to the Covid-19 context such as questions on re-enrolment will be added to the tool. Each child aged 4-16 in each of the sampled households will be assessed on basic literacy and numeracy.

The literacy and numeracy items used in the assessment will be a product of a carefully designed process of test development resulting in samples of tests with the same level of difficulty for each subject, similar to those we developed and used in the 2018 assessment, which can be accessed from: <https://www.twaweza.org/go/uwezo-learning-assessment-survey-tool-2018> . We will partner with a team of test developers composed of primary school teachers, book authors and teacher educators, supported by experts from the National Curriculum Development Centre (NCDC). The Uganda Primary 2 curriculum will be referenced in the development of these tests, which will be extensively pre-tested (twice) in both rural and urban areas.

The actual assessment will be conducted by a group of volunteers (30 per districts) with a minimum qualification of a Uganda Certificate of Education (UCE) who will be recruited and trained by district-based CSOs (one CSO per district) that are partnering with Uwezo Uganda.

Data entry and analysis

We will partner with a local data entry firm to support with the management of the large-scale assessment data. Thereafter we will commence the process of data analysis and report writing. The analysis and presentation of findings will be divided into several parts including, but not limited to an overview of the participation of children in basic education, including details about absenteeism and non-enrolment; a report on the performance of children attending school by grade in the Uwezo assessment tasks of reading and simple arithmetic; a report on performance, in the same tasks, by age cohorts; a report on factors relating to inequalities in learning outcomes; and a report on resources and practices in households and primary schools that form part of the environment for children's learning.

Timeline

Item development and sampling in Jan-Mar 2021; assessment approvals, district partner recruitment, household listing, volunteer recruitment, training of trainers, volunteers training and actual assessment in April-June 2021; data entry, analysis, reporting and national launch (July-Sept 2021).

Measurement and Learning plan

The overall success of this activity will be the generation of up to date data and production of a report on the status of children's learning outcomes among children in Uganda. Other success indicators will be in relation to the activities we plan to undertake and these include;

- securing of research approvals for the assessment
- development of a nationally representative sample
- Engagement of partners in all 29 districts
- Development of new sets of assessment tests and tools
- Production of the learning assessment report within 100 days after data collection.

As part of learning, the findings will be presented to, and discussed with, educational authorities at national and district levels, as well as development partners and relevant NGOs.

Outcomes 2: Activities, Timeline and Measurement & Learning Plan

Evidence is available on potential drivers of learning outcomes and their distribution and as a result of this evidence policy actors and practitioners have increased knowledge and awareness of interventions that could improve learning outcomes and make them more equitable for all children.

Activities

a) Research and Action on Pupil Absenteeism and Non-enrolment undertaken

In Uganda, alarming levels of pupil absenteeism (between 30 and 40 per cent) have been shown, both by the World Bank's service delivery indicator survey (Wane and Martin 2013)² and by our recent 'Beyond Basics' pilot assessments. In addition, before Covid-19 there was a small but persistent minority of children (about 10% of children aged 8-10) who were out of school. One can assume that this percentage will increase as a result of the pandemic and prolonged school closure. We will conduct qualitative research into this problem in selected local areas, taking advantage of our network of volunteers to obtain data in both household and school settings. A major question for the research will be the extent to which households and/or schools are contributing to the problems of absenteeism and non-enrolment. We will make use of the research findings to support advocacy campaigns and action at the local level (working with our volunteers and district partners) for the purpose of raising attendance and enrolment levels.

Timeline

Preparation of the research design and research instruments from -September 2021; Selection and training of researchers and research assistants; and actual data collection in November; Data analysis and report writing in December 2021.

Measurement and Learning plan

The overall success of this activity will be the generation of data and production of a report with insights on the extent of absenteeism and non-enrolment and the underlying factors thereof.

The findings will be presented to, and discussed with, representatives of the Ministries of Education and Sports and Local Government, and at community level with parents, teachers and local leaders.

Other activities

Other activities that will be undertaken to achieve outcome 2 include the following:

- Completion of the preschool study report in Jan-March 2021 using interview and observation data collected in December 2020. This study will develop models of community-based management for possible adoption by a number of communities in the poorer districts. In addition, the study findings will be used to encourage national and district authorities to promote use of the identified preschool models.
- The refugee impact study, in March-May 2021. Building on our previous research in refugee contexts³, carry out research with mixed methods (quantitative and qualitative) on issues arising from the large intake of refugee children to basic education, in selected districts. The study is hoped to inform policy makers on issue faced by the host and refugee community

² Wane, W and Martin, GH (2013) *Education and Health Services in Uganda: Data for Results and Accountability*, Washington DC: The World Bank.

³ Uwezo (2018) *Are Our Children Learning? Uwezo Learning Assessment in Refugee Contexts in Uganda*, Kampala: Twaweza East Africa.

attending schools outside the refugee settlements and Identify strategies to address issues of management, curriculum and pedagogy.

Outcomes 3: Activities, Timeline and Measurement & Learning Plan

As a result of the evidence and influence of Uwezo Uganda and other stakeholders, public and policy makers' awareness of inequalities of educational provision will be enhanced and there will be increased efforts to improve educational opportunities at all levels for all children including those who are disadvantaged by gender, location, social background, or language group.

It is crucial for any organisation to stay in contact with their audience, beneficiaries, partners and other stakeholders in order to maintain goodwill, influence and promote good policies and practices, share knowledge on their activities and stay relevant. Communications is critical to the advancement of the mission and vision of Uwezo Uganda. To contribute to ensuring that all children are learning and maximising their potential, we need to rally those in the development field to come together to join efforts and campaigns for equitable quality education. We need to advocate nationally and globally for policy makers to implement measures that will ensure that all children are in school and learning. We also need to persuade development partners, private and public funders that promoting equitable quality education is a worthy investment.

We are committed to implementing an audience-targeted communication strategy and ensuring that we communicate in a manner that is both visually and linguistically compelling and clear, and that is true to our brand and mission.

In 2020, we made a number of strides aligned to our communications and engagement goal.

We developed a one-stop information website⁴, which has enhanced our capacity for communication and advocacy.

We also launched a Newsletter⁵, which captures updates from Uwezo Uganda secretariat and profiles work of some of Uwezo district partners. Through the newsletter we have been able to strengthen our capacity to package and communicate what we do in a regular and compelling manner.

Furthermore, in partnership with a short message service (SMS) company we started sharing messages on continued learning and safeguarding against Covid-19 with thousands of our district-based partners (who include volunteers, parents, head teachers and Local Council 1 Chairpersons). Feedback from self-reports indicates that the recipients found the messages useful and actionable.

We also contributed actively to national education debates through local media, especially on the implications of Covid-19 on learning and on the education sector more generally. We were regularly consulted (at least 3 times per quarter) by leading print media, TV and radio stations to give independent opinions on current education issues. We were also solicited by relevant Government Ministries to contribute to national dialogues on education. For example, in November 2020 we delivered a keynote address on the **Implications of Covid-19 on Children's education and learning in Uganda** at the Ministry of Gender, Labour and Social Development 2020 National Learning Event on Child Wellbeing.

At the global level, we participated in the **Save our Future** global campaign and contributed to the **Save Our Future White Paper**, which 'sets out priority actions to deliver changes in the coming 6-24 months in order to avert an education catastrophe' posed by the Covid-19 pandemic. We also

⁴ <https://uwezouganda.org/>

⁵ <https://uwezouganda.org/publications/newsletters/>

collaborated in the launch of the International Common Assessment of Numeracy (ICAN) report in partnership with countries united under the PAL Network. We further co-hosted the country convening of the Uganda chapter of RELI under the theme '**Advancing Learning for All in Challenging Times**' in collaboration with 20 Uganda-based organisations. In addition, we were engaged as a Learning Partner in the Aga Khan Foundation-coordinated global Schools2030 initiative to support in the documentation of innovative stories that have potential to improve holistic learning outcomes in Uganda. Finally, we participated and presented in international conferences such as the Comparative and International Education Society (CIES) virtual conference in April 2020, thereby contributing to global knowledge drawing on evidence from our learning assessments and research.

We clearly enhanced our engagement capacity in our first year of operation as an independent entity. We will be working to consolidate this strength in 2021.

Activities

In addition to sustaining most of the communication work started in 2020 as highlighted above, in 2021 we shall focus our advocacy work on the following activities:

- During the national learning assessment our volunteers will be trained on how to communicate with parents, where necessary, at the end of the assessment and other data collection at household level, on the need to re-enroll their children in schools. We will also encourage our district-partners to seek free or subsidised air time on local radios to pass on the same message at district level.
- We will communicate the findings from our national learning assessment and other planned research studies through formal report launches at national level and through the use of mass and social media and stakeholders' workshops. We will also seek to present the findings at meetings for education sector reviews that are held occasionally. In addition, we shall use the mass and social media as well as our formal reports to communicate important issues of quality and equity in education to the wider public. The local CSOs who collaborate with us to carry out assessment and action will be encouraged to work on such issues within local communities, making use of our district-level findings.
- Drawing from previous Uwezo assessment evidence on delayed learning even before Covid-19, we shall advocate formalisation and inclusion of remedial teaching and learning on the school time table nationally. While we acknowledge that provision of remedial learning for children left behind is a role expected of each teacher, a national effort is likely to be most effective.
- We shall draw evidence from the preschool study to advocate public subsidy for community-based preschools and increased enrolment in preschool. In addition, we shall advocate for local community ownership and management of preschools for increased accessibility based on models that may be developed from our research.
- Drawing evidence from the planned research in refugee-hosting districts, we shall advocate for improvements in the teaching and learning environment in schools in host communities that enroll a large proportion of refugee children.
- Drawing on evidence from our CSO study we shall advocate for increased cooperation among CSOs for education advocacy.

Engagements will be made with the relevant Minister in the Ministry of Education and Sports (MoES), the Permanent Secretary, other members of the MoES Technical Team, the leadership of the Parliamentary Committee on Education, the Parliamentary forum for Quality Public Education, Local Government leaders and key actors in the refugee sector. We will also hold radio engagements

targeting parents, teachers and community leaders. The campaign related to increased cooperation among CSOs for education advocacy will engage CSO leaders in selected districts.

Before implementing any of the outlined advocacy activities we shall segment the target audiences and develop targeted messages for each audience for effective communication.

Timeline

Such advocacy will be continuous through the year and will make use of our findings as they become available

Measurement and Learning plan

We shall continually monitor our own ability to interact with policy makers, the public and with educators at the national and international levels. We shall also monitor the effects of our publicity and try to capture examples of successful local activism for dissemination. Other indicators of success will include: number of launch events, media reports related to the launches, the various advocacy activities, partner engagements, quantity and quality of branding materials for the various campaigns and the extent to which parents and communities become stronger partners of schools at the local level to improve learning.

Outcome 4: Activities, Timeline and Learning Plan

Uwezo Uganda has strengthened its own capacity for independent assessment, research and advocacy in the education sector, having recruited and/or retained staff and partners with the necessary expertise and having put in place strong organisational systems and governance structures and consolidated its expertise in supporting local Civil Society Organisations (CSOs).

This outcome is aimed at strengthening Uwezo Uganda as an independent entity, and enable it to sustainably attain capacity and resources to execute its institutional goals and mission effectively. Through this outcome we will continue to strengthen our governance structures and systems and attract and sustain the human and financial resources needed to carry out our mission. We will also continue to establish partnerships with relevant stakeholders to support the achievement of equitable learning outcomes in Uganda. Specifically through this goal we aim to sustain strong; (1) organisational systems and governance structures, (2) policies, standards and procedures on staffing, (3) learning, monitoring and evaluation systems and (4) financial and administrative systems. We will continue to develop key organisational policies and standards as well as keep improving the accountability and governance structures we have established.

Through collaboration we aim to sustain, strengthen and continue to establish flexible networks with non-governmental organisations in education, teachers unions, the media sectors and relevant government entities. The collaboration will involve joint activities and communication of Uwezo's assessment and research findings to other researchers and development agencies.

We will also continue to strengthen our capability-driven value in partner and volunteer networks, coordination expertise, data management, analysis, report writing and communication. With these assets we will continue to support other like-minded organisations working to achieve the same goal of improved and equitable learning outcomes, especially those focused on addressing the learning challenges caused by the Covid-19 pandemic. We shall be open to providing infrastructure-as-a-service for independent assessment of learning for other initiatives and populations and for independent monitoring of progress towards other Sustainable Development Goals (SDGs) (e.g., those concerned with water, sanitation, hygiene, health, nutrition, poverty and disability). We are also open to widening partnerships with other organisations.

Key achievements in 2020

Achievements under this goal are listed for six major areas: governance; policies and guidelines; risk management; strategy and annual planning; audit and compliance; monitoring and learning.

Governance

- The Uwezo Board was constituted and its terms of reference were developed
- Board committees (Finance and Audit Committee and Partnerships and Resource Mobilisation Committee) were constituted and terms of reference were developed.
- Four board meetings and three board committee meetings were conducted.
- The Technical Advisory Committee (TAC) was constituted and terms of reference were developed.
- Three TAC meetings were held.

Policies and guidelines

The following policies and/or guidelines were developed and approved by the Board and/or Management as applicable:

- Human Resources Manual.
- Finance and Administration Regulations.
- The Board Charter.
- Governance and Management Policy.
- Child Protection and Safeguarding policy.
- Fraud and Anti -corruption policy.
- Delegation Matrix (approved by Management).

Risk management:

- A risk mapping exercise was conducted and a risk matrix was developed.
- A delivery risk chain map was developed.

Strategy and annual planning

- The Uwezo Uganda four-year strategy was developed and approved by the Board.
- The Uwezo Uganda Annual Plan 2020 was developed and approved by the Board.
- An annual retreat for the year 2020 was conducted and an annual plan for 2021 finalised.

Audit and compliance

- Internal Auditors were appointed by the Board and conducted an internal audit for the period January – September, 2020.
- External Auditors were appointed by the Board.

Monitoring, evaluation and learning (MEL):

- A learning agenda was developed and operationalised.
- A monitoring and evaluation framework was developed.

Activities in 2021:

- a) Establishing organisational systems and governance structures

This activity will include the following sub-activities:

- Putting in place a system for annual planning and reporting to ensure timely delivery of quality outputs, plans, reports.
- Providing management and strategic support to Management team and senior staff. This will be done through one-day quarterly meetings involving senior management and senior staff to reflect on achievements and challenges and prepare for quarterly reports and plans.
- Putting in place strong values, policies, and procedures, and enabling staff to comply with them. This will involve developing key organisational policies and strengthening internal capacity to comply with statutory requirements such as financial and tax regulations. Some of the new policies we plan to develop in 2021 include a procurement policy, a partnership and resource mobilisation policy, programme policies and a risk management framework.
- Having in place a strong Governance Board, operationalising the Board Charter and putting in place a system of consulting, engaging and informing the Board members and donors on pertinent matters related to the organisation through quarterly meetings and annual retreats.

b) Establishing policies, standards and procedures on staffing

This activity ensures that Uwezo Uganda is able to attract and retain a strong human resource that is supported with effective financial, administrative, human resource and IT management systems. The sub-components for this activity will include the following:

- Attracting and retaining key staff and motivating them to realise Uwezo goals in a clean, safe and supportive environment
- Procuring assets and equipment and ensuring they function optimally and are well managed
- Putting in place a fast and reliable internet and acquiring relevant support software licenses

c) Establishing learning, monitoring and evaluation systems

This activity will involve having in place the human resource with expertise to manage the Monitoring, evaluation and learning (MEL) function of the organisation; putting in place a MEL framework that enables collection of data for internal purposes and for reporting that is part of the core activities and seeks to influence a range of stakeholders; and having in place a strong internal learning agenda that ensures learning from successes and failures and continuous staff capacity development and enhancement.

d) Putting in place financial and administrative systems, to comply with national and international standards

This activity will involve sustaining an online banking system for local and international transactions, supporting internal and external audits and having in place a system for managing fixed assets. We will operationalise automated systems for some aspects of finance and operations by fully embracing Salesforce, Xero and Aruti management systems.

Timeline

Developing, strengthening and sustaining institutional capacity is a continuous activity. Uwezo Uganda being a newly independent organisation put in place organisational systems, governance structure and human and physical resources in 2020. We will seek to sustain and continuously improve these throughout 2021 and beyond.

Measurement and Learning Plan

The success indicators for our institutional development goal include the following: a) Governance structures and systems are in place and regularly reviewed and improved b) Uwezo has the human and financial resources and capacity to carry out its mission c) Partnerships are established with relevant stakeholders from the village to the global level and they support Uwezo to achieve and sustain its mission d) A network of capable and motivated Uwezo assessment volunteers is sustained and working towards assessing and improving learning.

We shall continuously seek to strengthen and improve Uwezo Uganda's capacity to deliver on its mission and goals through continuous reflection and lesson documentation. We will do this through weekly staff meetings, quarterly team reflective meetings, annual retreats and having in place a structured but flexible organisational learning agenda.

5. MONITORING, EVALUATION AND LEARNING

Monitoring and Evaluation (M&E)

Our M&E work aims at tracking and assessing the results of our interventions each year in contributing to the attainment of the goals we set for our 4-year strategy (2020-23). It is intended to guide and help track the implementation of the activities under each goal at both strategic and implementation level. The specific purposes of our M&E efforts are:

- To allow us work effectively and efficiently towards achieving our four goals.
- To monitor progress of implementation, achievement of core outcomes and identify challenges for course correction in a timely manner.
- Organise plans for quality data collection, sharing, analysis, and use.
- Monitor and evaluate our achievements and impact as highlighted in our current strategy.

Monitoring

Monitoring will be concerned mainly with the baseline (the initial situation), with the inputs and processes of the various activities (such as staff, volunteers, software, time spent and costs) and with the immediate outputs and feedback (such as data obtained, findings reported and interactions with stakeholders). The monitoring focus will also be on coverage, reach, quality of the product, users' feedback, emerging effects, stories of change from the field as well as challenges.

Since we shall be working with a large number of volunteers and partners who will be entrusted with additional responsibilities, a rigorous process of follow up, performance assessment, recording progress, changes and lessons will be maintained to manage their quality and results.

The monitoring process in 2021 will focus on the following main activities:

- a) Participatory planning and reporting: To ensure clear understanding of the monitoring plan and activities, the planning and reporting process will be done collaboratively with all staff. An annual staff retreat (3 days) will be organised to reflect on the progress made in the year, and to plan rigorously for the year 2022. The outcome of the retreat will be a draft annual plan.
- b) Drawing from the annual plan, the staff will be sitting quarterly for one day to review progress of implementation and adjust accordingly. Reports will be shared with the entire organisation, the Board and our funders for advice and internal learning.
- c) Media monitoring – We shall maintain an internal monitoring tool, as well as partnering with a specialised consultant to conduct media monitoring and track media coverage of Uwezo activities as a measure of wider reach and influence.

- d) Monitoring of engagement – Since we shall engage with policy makers, practitioners and citizens at national and community level, we will monitor the effect of activities implemented as part of the engagements through documentation of outputs and reflections on meetings attended.
- e) Field visits and observations: The monitoring framework will continue to include activities such as site visits, observations, interviews and self-reports to understand the immediate effect of our interventions from the perspective of the beneficiaries.

Evaluation

In Quarter 4 of 2021, we will commence plans for a midterm review which is planned to take place in Quarter one of 2022, after two years of implementation of our current strategy. The evaluation report will be for internal use and will be shared with the Board and funders to understand and further support the progress towards achieving our strategic goals and outcomes.

Learning

Our learning agenda adapts the kinds of learning activities for staff that have been developed by Twaweza (our previous organisation), for the purposes of maintaining a learning culture, encouraging innovation, expanding practical skills and keeping in touch with social realities (Twaweza 2015, 27-28)⁶. The learning approach will also draw on the insights or lessons gained from the monitoring and evaluation processes and reports (as described in the M&E approach), to inform improvement of practice and performance.

The learning agenda will create opportunities for sharing experiences acquired from within and outside, e.g. from attending conferences and external meetings. Staff will be supported to attend relevant short training courses, study visits and selected conferences as part of learning to improve their professional knowledge and skills. Those who attend these events will be expected to lead learning sessions for the benefit of the rest of the staff. Staff in charge of MEL shall document the lessons from implementation of all programmes, either carried out by Uwezo on its own or in partnership with others, to inform internal learning.

Our learning agenda for 2021 will be achieved through the following modes:

1. *Learning Sessions*: These will aim at strengthening staff understanding and engagement with the organisational strategy, theory of change, organisational policies, and evaluation and monitoring framework, among others. They will also provide opportunities for staff to share learning acquired from participating in conferences, workshops or from attending specialised training. Learning sessions will happen at least twice a month and will be facilitated by staff.
2. *Skills Lab*: This is aimed at expanding staff practical skills relevant for work as well as personal development e.g. use of social media, data analysis skills, qualitative data skills etc. These will be organised once per month, largely by staff and occasionally by external individuals.
3. *Food for Thought sessions*: These provide an informal space for sharing new ideas and work-in-progress, and external inspiring people and initiatives. These sessions will happen as needed and will be facilitated either by staff who have something new to share or by head-hunted inspiring external individuals

⁶ Twaweza (2015) *Twaweza East Africa Strategy 2015-2018*, Dar es Salaam: Twaweza East Africa.
<https://www.twaweza.org/uploads/files/TwawezaStrategy2015-2018.pdf>

In addition to the above four learning modes, which directly involve staff, we shall also create the following learning opportunities for, or through external individuals:

- a) We shall create learning opportunities for selected fresh graduates through 3-6 month internships.
- b) In addition to internship, we shall provide opportunities for an established international academic and/or researcher to spend 1-2 weeks with us, utilising our data to do their writing and thereby enhancing our visibility and contribution to global knowledge, but also informing us of any data quality issues they encounter with our data. Such an academic or researcher may also be involved in designing and executing specific studies as per our strategic plan to complement internal capacities or in designing a funding proposal to contribute to our financial resources and sustainability. Utilisation of this opportunity will very much depend on the availability of funds and the Covid-19 and travel situation in 2021.

6. HOW GENDER IS INTEGRATED INTO OUR PROGRAMMING

As part of Uwezo Uganda's general concern with equity, gender issues are built into our work. Our assessments regularly obtain measures of children's learning outcomes that are compared by gender as well as other attributes. Gender differences in basic literacy and numeracy in Uganda are generally small: but data from 2018 show that, in the Central Region (which has developmental advantages over other regions), girls aged 6-14 outperform boys in the reading of English (the difference between means being significant at 10%). This advantage of girls may reflect maturation differences to some extent (as in many countries), but raises issues about the motivation of boys.

As an organisation we seek to maintain a gender balance in our staffing as far as possible. We support the principle of equal employment opportunities for men and women. Our current staffing is composed of four women and three men.

Effort are also made to ensure good representation of women at all levels of trainers and volunteers for the learning assessments. At the volunteer level, we include a note on the call for volunteers encouraging women to apply. One of the volunteer recruitment criteria is that at least one of the volunteers per EA is a woman. Despite all efforts made, it is not usually possible to achieve an equal representation of women and men for the learning assessment activity, usually attaining 40% women and 60% men who are involved in the various assessment processes as trainers, district coordinators, village coordinators and volunteers.

7. RISK MANAGEMENT

Uwezo has an ambitious programme, but we seek to be adaptable and diplomatic in pursuing our goals. We are aware that during implementation there could be some risks that may affect implementation of the planned activities. Examples of such anticipated risks and the ways in which we would respond are given below:

Risk Description	Risk Category	Likelihood	Impact	Gross Risk	Mitigation Strategy
While the gradual and staggered reopening of schools for some classes brings some hope, the continued closure of other classes poses a risk to some of our planned research for. The school survey and classroom observation component of the learning assessment might be affected.	Context	Likely	Major	Major	<ul style="list-style-type: none"> • Prioritise research than can be done at household level • Devise means of collecting data outside school via phone and through community-based partners
Tight regulation and delayed implementation of future surveys as a result of the Uganda Bureau of Statistics – UBOS (Censuses and other surveys by other agencies) stringent rules	Context	Likely	Major	Major	<ul style="list-style-type: none"> • Work closely with the UBOS representative to Uwezo Board/National Advisory Committee to ensure full understanding and appreciation of the Uwezo surveys as independent and complementary to the official surveys Seek any necessary UBOS approvals early enough
In the research on community-based initiatives or projects, some of the providers assume that Uwezo is a funding agency and expect donations or gifts.	Delivery	Likely	Moderate	moderate	Explain about Uwezo mandate and specific project goals. Discuss clearly with community about the core requirement of the activity, responsibilities of each party and the expected benefits in order to pre-empt any monetary expectations.
Budget reductions due to FCDO cuts and changing priorities of other funders post-Covid-19. This poses a major risk to sustaining program work and staff retention.	Context	Likely	Major	Major	Diversifying funding sources through responding to bids and pursuing Foundations funding education programs. Negotiations with FCDO and other funders on the importance of Uwezo work, especially the provision of independent learning assessment data and contribution to Community Led Learning initiatives.
The continued risk of Covid-19, given that it might take long for Uganda to secure vaccines for all.	Context and Delivery	Likely	Major	Major	Prioritising staff safety through following the Standard Operating Procedures (SOPs).
Post-election unrest	Context	Likely	Major	Major	Prioritise safeguarding of staff from violence and harm e.g. avoid fieldwork in violence-prone areas
In relation to advocacy activities, some officials and/or politicians accuse Uwezo of meddling in policy matters and seek to curtail our activities.	Delivery	Likely	Major	Major	Present our work, including advocacy, as a professional and responsible contribution to public discourse on education. Avoid any political party alignment but insist on open debate.

Risk Description	Risk Category	Likelihood	Impact	Gross Risk	Mitigation Strategy
Reduced confidence of donors in the new entity, Reduced funding	Reputational	Likely	Moderate	Moderate	<ul style="list-style-type: none"> Continued support and references from Twaweza Having a reputable board Direct engagements with the donors (old and new) Maintain a vibrant communication plan and be vigilant in its implementation Encourage the finance team to engage in any value adding trainings to sustain good financial management. Reduce the ED's time on program work to focus more on strategy
Delayed disbursement of funds from donors	Delivery	Likely	Moderate	moderate	<ul style="list-style-type: none"> Improve timely reporting both programme and finance. Ensure timely signing of contracts to ensure timely disbursements. Agree on realistic deliverables. Be clear on issues that may result into delay or cash flow challenges
Fraud within Uwezo partners	Fiduciary	Likely	Major	Major	<ul style="list-style-type: none"> Currently in place: Timeline of response for accountabilities is reduced to 5 working days after activity is complete. Ensure no new imprest funds are disbursed before prior imprests are accounted for. Output based contracts in place to guide funds disbursement based on accountabilities. Due diligence is made on partner organisation before they are brought on board to support activities. We shall continue to strengthen our internal controls
Harm, abuse of children/ respondents by any of our representatives or partners	Safeguarding	Possible	Major	Major	<ul style="list-style-type: none"> We have a rigorous due diligence assessment of our partners. Effective child protection and safeguarding policy instituted. Safeguarding issues incorporated in the training of our partners. Supporting partners to develop safeguarding policies. Strengthening our due diligence on our frontline downstream volunteer partners through at least two reference checks. Signing declaration forms with staff. Include a complaint phone number in the materials given to households.

Risk Description	Risk Category	Likelihood	Impact	Gross Risk	Mitigation Strategy
Foreign exchange risk	Fiduciary	Likely	Major	Major	We plan to work closely with our bank to take advantage of foreign exchange fluctuations to the benefit the organisation. In the likely event that there is depreciation in the local currency, we plan to move fast to seize the advantage by forecasting future local currency needs and making local currency conversions to seize the forex gains.

BUDGET - SUMMARY

The estimated budget for Uwezo Uganda in 2021 is **USD 730,925 (GBP 528,049)** as summarised below:

UWEZO UGANDA ANNUAL WORKPLAN AND BUDGET 2021		
SUMMARY	TOTAL	TOTAL
	USD	GBP
TOTAL	\$730,925	£528,049
BREAKDOWN		
Goal 1: Learning Assessment	\$201,000	£145,210
Staff costs - Learning Assessment	\$92,578	£66,882
Total Goal 1	\$293,578	£212,092
Goal 2: Research and Experimentation	\$32,981	£23,827
Staff costs - Research and Experimentation	\$51,864	£37,469
Total Goal 2	\$84,844	£61,295
Goal 3: Public and Policy Engagements	\$36,100	£26,080
Staff costs - Engagements	\$59,815	£43,213
Total Goal 3	\$95,915	£69,293
Goal 4: Organisational Development		
Establish organisational systems and governance structures	\$36,910	£26,665
Establish policies, standards and procedures on staffing	\$57,801	£41,758
Establish learning, monitoring and evaluation systems	\$14,500	£10,475
Partnerships are established with relevant stakeholders from the village to the global level and they support Uwezo Uganda to achieve and sustain its mission.	\$25,423	£18,366
Staff costs - Institutional Development	\$121,954	£88,104
Total Goal 4	\$256,587	£185,369
Grand total	\$730,925	£528,049

BUDGET - DETAIL

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021														
Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
Grand Total			730,925	-	191,163	138,104	291,902	210,882	117,477	84,870	130,382	94,193	730,925	528,049
Goal G1: Learning Assessment: To produce independent evidence on the learning levels of children, their distribution and factors associated with them.			201,000											
		Total	201,000											
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Activity 1. Uwezo Basic Assessment of learning Outcomes Conducted	Total	201,000										0	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Research Approvals			Assessment /FN	800								800	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Sampling			Assessment /FN	1,500								1,500	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	EA maps			Assessment /FN	1,000								1,000	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Partner Due Diligence Assessment & recruitment			Assessment /FN	1,400								1,400	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Partner Induction for Heads of Organisations			Assessment /FN	1,305								1,305	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Test Development and pre-tests			Assessment /FN	5,870		5,870						11,740	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Assessment materials & tools designed and printed (including comms products)			Assessment /FN			5,235						5,235	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Pre assessment training			Assessment /FN			10,800						10,800	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Recruitment of volunteers and household listing- Partner Organizations given support to visit sampled Enumeration Areas, recruit volunteers and sample households			Assessment /FN			6,750						6,750	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	District partner expenses for assessment and pre assessment processes and admin costs			Assessment /FN			28,500						28,500	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Local council leaders facilitated to support Household listing and Volunteer recruitment			Assessment /FN			1,350						1,350	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Pre assessment monitoring in districts			Assessment /FN			2,400						2,400	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Training of trainers			Assessment /FN			1,560						1,560	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
Basic Assessment of learning Outcomes (UG1T1A3-EV)	National training for District partners			Assessment /FN			10,800						10,800	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Stationery for all trainings (TOT, national & volunteer trainings)			Assessment /FN			1,950						1,950	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	National trainers engaged			Assessment /FN			1,400.00						1,400	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Trainers engaged			Assessment /FN			8,640						8,640	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Volunteer training and assessment expenses -inclusive of field practice			Assessment /FN			68,310						68,310	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Volunteer-Transport re-imbursed to return survey booklets			Assessment /FN			3,600						3,600	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Volunteers paid modest honoraria			Assessment /FN			15,300						15,300	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Assessment materials couriered to 30 districts.			Assessment /FN			1,200						1,200	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Group personal accident cover procured for DCs, VCs, CCs, trainers and volunteers during the assessment			Assessment /FN			460						460	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Assessment support and monitoring			Assessment /FN			8,000						8,000	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Data Management (Entry, re-entry and analysis)			Assessment /FN					4,500				4,500	
Basic Assessment of learning Outcomes (UG1T1A3-EV)	Quality assuring the report writing			Assessment /FN					2,500				2,500	
G2: To carry out research and promote innovations that have the potential to improve the level and distribution of learning outcomes in basic education			32,981											
Activity 1: Research and Action on Pupil Absenteeism and Non-enrolment			20,000											
Research on Pupil Absenteeism (UG2T1A1-EV)	Home and School Factors in Pupil Absenteeism and Non-enrolment	Total	20,000											
Research on Pupil Absenteeism (UG2T1A1-EV)	Case studies of schools in 4 districts:										6,000		6,000	
Research on Pupil Absenteeism (UG2T1A1-EV)	Field work by 4 researchers			Research/JU							7,200		7,200	
Research on Pupil Absenteeism (UG2T1A1-EV)	Field work by 8 research assistants			Research/JU							2,000		2,000	
Research on Pupil Absenteeism (UG2T1A1-EV)	Transport			Research/JU							500		500	
Research on Pupil Absenteeism (UG2T1A1-EV)	Facilities & materials			Research/JU							800		800	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
Research on Pupil Absenteism (UG2T1A1-EV)	Data management			Research/JU							3,500		3,500	
Activity 2: Developing Viable Models of Preschool Provision			5,714											
Developing Community Based Preschools for Greater Accessibility and Improved Learning (UG2T4A1-IN)	Developing Sustainable Models for Community-Based Preschools in Uganda	Total	5,714											
Developing Community Based Preschools for Greater Accessibility and Improved Learning (UG2T4A1-IN)	A pilot indepth study undertaken in up to four districts (with rural and urban characteristics) involving a selection of community ECD centres in the districts			Research/JU	5,714								5,714	
Activity 3: Refugee Study			7,266											
Exploring Issues Faced by Schools in Host Communities as a Result of the Large Intake of Refugee Children (UG1T1A3-EV)	Exploring Issues Faced by Schools in Host Communities as a Result of the Large Intake of Refugee Children													
Exploring Issues Faced by Schools in Host Communities as a Result of the Large Intake of Refugee Children (UG1T1A3-EV)	Pretesting supervision			Research /MGN	158								158	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
Exploring Issues Faced by Schools in Host Communities as a Result of the Large Intake of Refugee Children (UG1T1A3-EV)	Professional fee (DC and Research Assistant Fees)			Research /MGN	1,008								1,008	
Exploring Issues Faced by Schools in Host Communities as a Result of the Large Intake of Refugee Children (UG1T1A3-EV)	Communication			Research /MGN	98								98	
Exploring Issues Faced by Schools in Host Communities as a Result of the Large Intake of Refugee Children (UG1T1A3-EV)	Preparatory activities			Research /MGN	622								622	
Exploring Issues Faced by Schools in Host Communities as a Result of the Large Intake of Refugee Children (UG1T1A3-EV)	Fieldwork			Research /MGN	798								798	
Exploring Issues Faced by Schools in Host Communities as a Result of the Large Intake of Refugee Children (UG1T1A3-EV)	Consumables			Research /MGN	849								849	
Exploring Issues Faced by Schools in Host Communities as a Result of the Large Intake of	Data management			Research /MGN	54								54	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
Refugee Children (UG1T1A3-EV)														
Exploring Issues Faced by Schools in Host Communities as a Result of the Large Intake of Refugee Children (UG1T1A3-EV)	Uwezo staff supervision			Research /MGN	1,614								1,614	
Exploring Issues Faced by Schools in Host Communities as a Result of the Large Intake of Refugee Children (UG1T1A3-EV)	Dissemination			Research /MGN	1,365								1,365	
Exploring Issues Faced by Schools in Host Communities as a Result of the Large Intake of Refugee Children (UG1T1A3-EV)	Ethical approvals			Research /MGN	701								701	
GOAL III: To engage with policy actors and with the public to influence and promote policies and practices for improved and more equitable learning outcomes			36,100											
Engaging with Citizens			13,500											
Sub-National Engagements (UG3T1A1-AV)	Activity 1. Sub-National Engagements	Total	13,500											
Sub-National Engagements (UG3T1A1-AV)	Producing communication and advocacy materials for use during			Comms/JNT			1,000		1,000				2,000	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
	National and Sub-National events													
Sub-National Engagements (UG3T1A1-AV)	Collaboration and engagement with local government officials			Comms/JNT			1,000		1,000		1,000		3,000	
Sub-National Engagements (UG3T1A1-AV)	Collaboration and engagement with media- education journalists from at least 10 media houses (print, radio & TV) at national and district level involved in the Uwezo 2021 activities for exposure and doing evidence-based reporting.-			Comms/JNT					2,500				2,500	
Sub-National Engagements (UG3T1A1-AV)	Engaging local radio stations and communities on absenteeism and/or re-enrolment campaigns			Comms/JNT			2,000		2,000		2,000		6,000	
Engaging with Policy Makers			22,600											
Engaging with Policy Makers (UG3T2A1-AV)	Activity 1. Engagement at National level	Total	22,600	Comms/JNT										
Engaging with Policy Makers (UG3T2A1-AV)	NAC, Board and policy makers			Comms/JNT			1,000		1,000		1,000		3,000	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
	participate in Uwezo 2020 activities													
Engaging with Policy Makers (UG3T2A1-AV)	Collaboration with Education Coalitions e.g. FENU and participation and support to education related events organised by other actors such as MoES, SESIL, Reading Association of Uganda, MGLSD, NCDC, Cultural and Religious Institutions' Departments of Education and other CSOs.			Comms/JNT	1,000		0		1,000		1,000		3,000	
Engaging with Policy Makers (UG3T2A1-AV)	Collaboration with UNATU at national and district			Comms/JNT			500		500		500		1,500	
Engaging with Policy Makers (UG3T2A1-AV)	Engagement with Parliamentary committees and Forums			Comms/JNT			1,000		1,000				2,000	
Engaging with Policy Makers (UG3T2A1-AV)	Engagement with key MoES officials including the State Ministry for Primary Education and the Permanent Secretary		MoES	Comms/JNT	1,000		1,000		1,000		0		3,000	
Engaging with Policy Makers (UG3T2A1-AV)	Sharing of assessment findings			Comms/JNT			1,000						1,000	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
	from the refugee study													
Engaging with Policy Makers (UG3T2A1-AV)	Sharing of assessment findings from the pre school study			Comms/JNT			1,000						1,000	
Engaging with Policy Makers (UG3T2A1-AV)	Designing, printing and launching the assessment report			Comms/JNT							6,100		6,100	
Engaging with Policy Makers (UG3T2A1-AV)	Physical and social media branding			Comms/JNT	500		500		500		500		2,000	
GOAL IV: Organisational Development: To establish Uwezo as an independent, East African, not-for-profit organisation with the capacity and resources to execute its mission effectively.			460,844											
Establish organisational systems and governance structures			36,910											
	Activity 1: Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports.	Total	1,000	ED										
Planning and reporting (UG4T1A1-GV)	Annual plan designed and printed			ED	1,000								1,000	
	Activity 2: Management and strategic support	Total	810	ED										

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
	provided to the Senior Management team and senior staff													
	Quarterly reflection and reporting Mgt and Senior staff meeting				270		270		270				810	
Uwezo values, policies, procedures and Compliance (UG4T1A3-GV)	Activity 3: Uwezo has strong values, policies, and procedures, and staff are enabled to ensure compliance	Total	19,100	ED										
Uwezo values, policies, procedures and Compliance (UG4T1A3-GV)	Key policies developed/customised for Uwezo			ED	500		1,800		1,400				3,700	
Uwezo values, policies, procedures and Compliance (UG4T1A3-GV)	Full statutory compliance completed, including company annual returns, financial audits, property and income taxes,retainer of a legal firm and immigration requirements, if required and Professional liability insurance			ED	3,000		4,100		4,100		4,200		15,400	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
	Activity 4: Governance Board and donors are consulted, engaged, and informed on all pertinent matters related to Uwezo	Total	16,000	ED										
Governance Board and donors are consulted, engaged, and informed on Uwezo related Matters (UG4T1A4-GV)	Governance Board exercising statutory and management oversight, and engaged and motivated to provide support, advise, and insight into Uwezo goals and strategy.			ED	1,500		2,000		2,000		2,000		7,500	
Governance Board and donors are consulted, engaged, and informed on Uwezo related Matters (UG4T1A4-GV)	Technical Advisory committee instituted and engaged to advise on Uwezo program activities			ED	1,000		1,000		1,000		1,000		4,000	
Governance Board and donors are consulted, engaged, and informed on Uwezo related Matters (UG4T1A4-GV)	Fundraising conducted (events, network meetings, expertise sought)			ED			500		500		500		1,500	
Governance Board and donors are consulted, engaged, and informed on Uwezo related Matters (UG4T1A4-GV)	National, Regional and international travel for the Executive Director for knowledge sharing, networking, promoting the organisation and fundraising			ED			1,000		1,000		1,000		3,000	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
Establish policies, standards and procedures on staffing			57,801											
	Activity 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place	Total	0											
													0	
	Activity 2: Staff recruited and motivated to realize Uwezo goals in a supportive environment	Total	1,472	HR/ADMIN /JNT										
Staff recruited and motivated to realize Uwezo goals in a supportive environment (UG4T2A2-P)	Quality Tea and coffee and clean and safe drinking water purchased			HR/ADMIN/JNT	372		400		400		300		1,472	
	Activity 3: Office and assets functioning optimally and well managed	Total	33,747											
Staff Safety - Fire Extinguisher (UG4T2A5-P)	Ensure staff safety all the time as per policies and practises Fire extinguisher 4			HR/ADMIN /JNT	60								60	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
	pcs refill @ USD 21 + learning session													
Office Rent (UG4T2A3-P)	Rent for Uganda office paid on time consistent with agreement and policies. Ensure compliance with relevant authorities include payment of compulsory fees that clearly is the responsibility of the organization.eg. registration with relevant authorities eg. city council			HR/ADMIN /JNT	8,700		5,400		5,400		1,050		20,550	
Office Cleanliness (UG4T2A6-P)	Cleanliness of the office well maintained including garbage collection			HR/ADMIN /JNT	750		750		750		750		3,000	
Plumbing repairs and maintenance (UG4T2A7-P)	Plumbing repairs and maintenance done on time and at reasonable costs to ensure value for money			HR/ADMIN /JNT			30		30		30		90	
Electricity repairs and maintenance (UG4T2A8-P)	Electricity repairs and maintenance done on time and at reasonable costs to ensure value for money			HR/ADMIN /JNT	45		45		45		45		180	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
Office furniture - Procurement, repairs and maintenance (UG4T2A10-P)	Office furniture repaired within three days after being reported			HR/ADMIN /JNT			45		45		45		135	
Photocopy machine repairs and maintenance (UG4T2A11-P)	Photocopy machine repaired and serviced on time as per agreement and policy			HR/ADMIN /JNT	150		150		150		400		850	
Office computers repairs and maintenance (UG4T2A12-P)	Computers, projector, office equipment and other machines available and functioning in all offices			HR/ADMIN /JNT			40		40		120		200	
Standby driver engaged and ad hoc taxi services or Uber/Bolt managed as per policy (UG4T2A13-P)	A standby driver engaged and and ad hoc taxi services managed as per policy			HR/ADMIN /JNT	300		450		450		450		1,650	
Office Assets Insurance (UG4T2A14-P)	Insurance of assets			HR/ADMIN /JNT			30		30		300		360	
Monthly electricity Bills (UG4T2A15-P)	Monthly electricity bills assessed to ensure accuracy and payments made on time.			HR/ADMIN /JNT	360		360		360		360		1,440	
Toners for photocopiers purchased (UG4T2A16-P)	Quality toners for photocopiers purchased as per policy			HR/ADMIN /JNT	180		180		180		180		720	
Office Stationeries (UG4T2A17-P)	Required stationeries purchased taking into consideration quality, and needs of the			HR/ADMIN /JNT	600		600		600		600		2,400	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
	organization as per policy.													
Office Telephone expense (UG4T2A18-P)	Landline bills received, assessed, reconciled and payments made on time			HR/ADMIN /JNT	60		60		60		60		240	
Staff Mobile Phone Airtime (UG4T2A19-P)	All staff provided with mobile telephone units on time as per policy			HR/ADMIN /JNT	468		468		468		468		1,872	
	Activity 4: Internal documentation and correspondence efficiently managed	Total	240	HR/ADMIN /JNT										
Office courier expense (UG4T2A20-P)	Manage and track receipt and timely response of correspondence by all means (post, courier, email, fax, etc)			HR/ADMIN /JNT	60		60		60		60		240	
	Activity 5: Information technology	Total	15,562											
Office Internet and Website maintenance costs (UG4T2A21-P)	Internet and other Communication Services(Polycom), working and maintained			HR/ADMIN /JNT	4,500		1,500		1,500		1,500		9,000	
Office Software licenses (UG4T2A22-P)	Anti virus for all computers (13 User			HR/ADMIN /JNT	125		0				325		450	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
	at \$25 each) + Server anti virus at \$ 125													
Office Software licenses (UG4T2A22-P)	Xero License			HR/ADMIN /JNT	1,200		0		0				1,200	
Office Software licenses (UG4T2A22-P)	Google Apps (Uwezo.net) and Subscription to Uwezo Uganda email accounts @uwezouganda.org (20 Users at \$6 per user) + Domain name subscription at \$12			HR/ADMIN /JNT	1,452		0		0		0		1,452	
Office Software licenses (UG4T2A22-P)	Zoom cloud based conference call			HR/ADMIN /JNT	160		0		0		0		160	
Office Software licenses (UG4T2A22-P)	PlanMy leave (For Uwezo Team)			HR/ADMIN /JNT	800								800	
Office Software licenses (UG4T2A22-P)	Aruti (For Uwezo Team)			HR/ADMIN /JNT	500								500	
Office Software licenses (UG4T2A22-P)	Other miscellaneous Software licenses requested by staff			HR/ADMIN /JNT			400		300		300		1,000	
Routine and internal servicing of IT equipment (UG4T2A26-P)	Routine and internal servicing of office computers properly done (IT repairs and maintenance)			HR/ADMIN /JNT	250		250		250		250		1,000	
	Activity 6: Office assets/Equipment	Total	6,780											
Office equipments (UG4T2A25-P)	Office equipment			HR/ADMIN /JNT			300						300	
Office equipments (UG4T2A25-P)	Replace faulty /laptops and desktops			HR/ADMIN /JNT	2,400								2,400	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
	Activity 7: Other Costs			HR/ADMIN /JNT										
Bank charges (7170-025) (7170-025)	Bank charges			HR/ADMIN /JNT	270		270		270		270		1,080	
Other staff expenses (UG4T2A27-P)	Other staff expenses e.g. death of staff or immediate family member and any other emergencies and expenses during the course of the year.			HR/ADMIN /JNT	700		800		800		700		3,000	
Establish learning, monitoring and evaluation systems			14,500											
Planning and reporting (UG4T1A1-GV)	Activity 1: Participatory planning and reporting	Total	6,600	MEL/ED										
Planning and reporting (UG4T1A1-GV)	3-day annual retreat (reflection and planning) for staff and key downstream partners			MEL/ED							4,500		4,500	
Planning and reporting (UG4T1A1-GV)	Field monitoring visits to understand the quality and effect of our interventions from the perspective of the beneficiaries.			MEL/ED			700		700		700		2,100	
	Activity 2. Organisational learning	Total	1,900											
Organisational learning (UG4T3A2-LM)	Staff supported to attend short capacity			MEL/ED	200		300		300		300		1,100	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
	enhancement trainings													
Organisational learning (UG4T3A2-LM)	Purchase of library books			MEL/ED	200		200		200		200		800	
Interns (UG4T3A3-LM)	Activity 3. Interns and Visiting Scholars	Total	6,000	MEL/ED										
Interns (UG4T3A3-LM)	Young people and Visiting Scholars/Academics engaged in productive short-term arrangements, contributing to their own learning and beneficial to the organization.			MEL/ED	1,500		1,500		1,500		1,500		6,000	
	Partnerships are established with relevant stakeholders from the village to the global level and they support Uwezo Uganda to achieve and sustain its mission.		25,423	FN										
	Activity 1: Community Led Learning Assessment			Assessment/ FN										
	Community Led Learning Assessment			Assessment/ FN	25,423								25,423	
STAFF COSTS			326,211											
	Staff costs	Total	326,211	Fin/AM										
	Salaries Staff costs Evidence			Fin/AM	15,773		21,630		21,630		21,630		80,662	
	Staff costs Insights			Fin/AM	8,033		11,393		11,393		11,393		42,213	

UWEZO UGANDA ANNUAL WOKRPLAN AND BUDGET 2021

Outcomes	Outputs/Activities		Key Partners	Responsible unit, person	Q1	GBP	Q2	GBP	Q3	GBP	Q4	GBP	Total USD	GBP
GBP/USD		0.7224	USD											
	Staff costs Engagements			Fin/AM	10,007		13,389		13,389		13,389		50,173	
	Staff costs Independent Uwezo			Fin/AM	18,905		27,408		27,408		27,408		101,127	
													0	
	Salaries Staff costs Evidence			Fin/AM	11,916								11,916	
	Staff costs Insights			Fin/AM	9,651								9,651	
	Staff costs Engagements			Fin/AM	9,642								9,642	
	Staff costs Independent Uwezo			Fin/AM	20,826								20,826	

