

2026 Annual Plan

BUILDING MOMENTUM FOR EVIDENCE GENERATION AND USE



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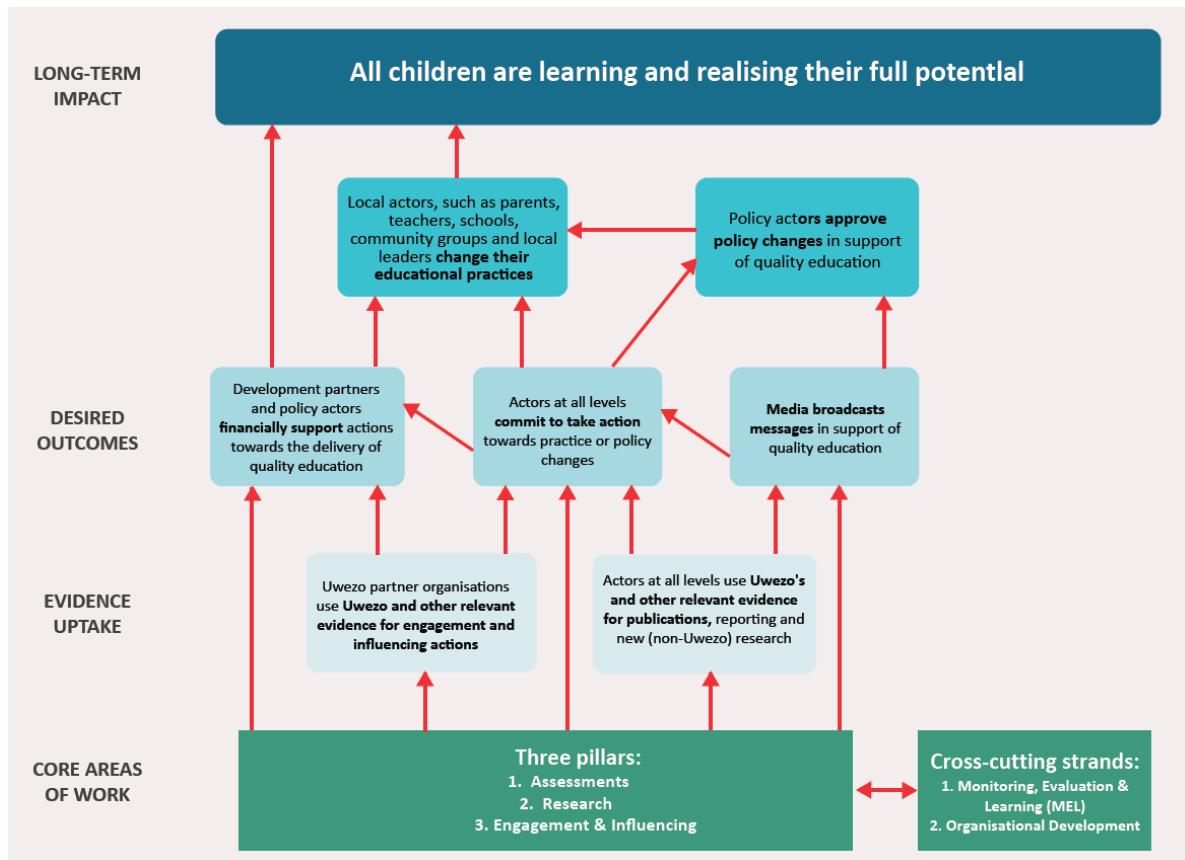
Abbreviations

ALiVE	Action for Life Skills and Values in East Africa
CIES	Comparative International Education Society
CLA	Citizen-led Assessment
Cop	Community of Practice
DRBCP	Disaster Risk and Business Continuity Planning
FICH	Foundation for Inclusive Community Help
FLN	Foundational Literacy and Numeracy
ICAN	International Common Assessment of Numeracy
ICARe	International Common Assessment of Reading
ISATT	International Study Association on Teachers and Teaching
LSV	Life Skills and Values
MEL	Monitoring, Evaluation, and Learning
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Center
NUDIPU	National Union of Disabled Persons of Uganda
PAL	People's Action for Learning
PII	Personally Identifying Information
PTA	Power Teachers Africa
REAL	Research for Equitable Access and Learning
SDG	Sustainable Development Goal
SEO	Search Engine Optimization
SEL	Social Emotional Learning
TAC	Technical Advisory Committee
UKFIET	United Kingdom Forum for International Education and Training
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USDC	Uganda Society for Disabled Children

Introduction: Learning from the First Year of Strategy Implementation

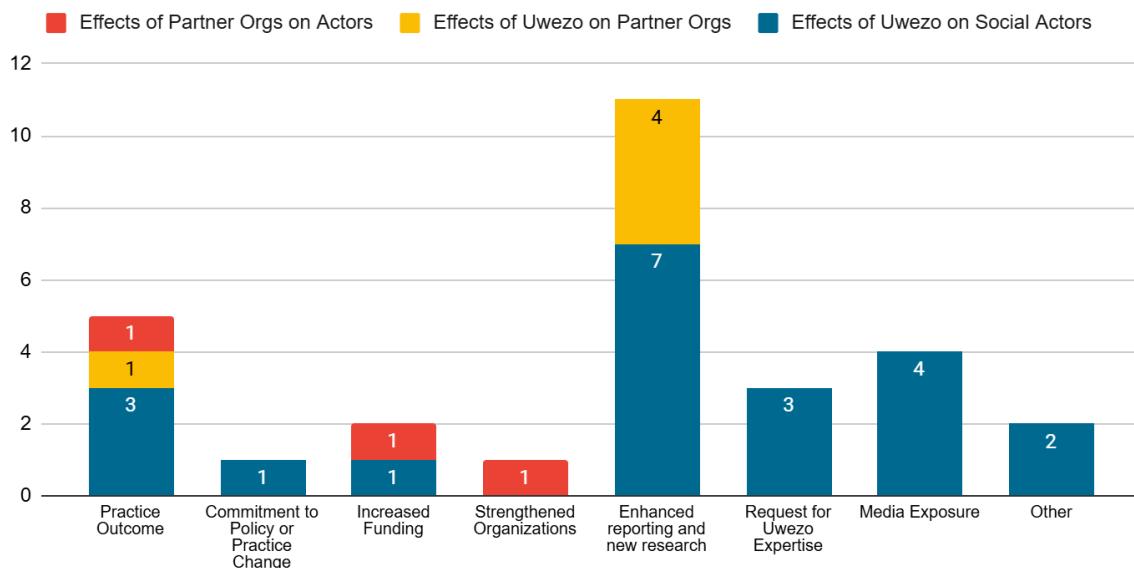
The year 2025 marked the first year of Uwezo Uganda's new strategy implementation. Throughout the year, we pursued the outcomes in our theory of change (see Figure 1), carefully influencing evidence use, partner practice, and educational policy through our assessment, research, and engagement & influencing activities.

Figure 1: Uwezo Uganda Theory of Change



Supported by strong efforts towards organisational development and a new monitoring, evaluation, and learning (MEL) framework, we made notable progress in these efforts. Early results from a late 2025 outcome harvest, intended to evaluate achievement of our intended outcomes, suggest that our evidence was used by media, other researchers to undertake new research, and more. Further, our work strengthened local partner practice and strategically influenced policymakers, who both cited our evidence and committed to making lasting changes in their education work (see Figure 2).

Figure 2: 2025 Outcome Harvest Preliminary Findings



This 2026 Annual Plan benefits from learning derived from the first year of implementation, while charting a course to strengthen achievement of outcomes in 2026. Generated through a consultative process involving Uwezo staff and Uwezo Board members, 2026 annual plans were finalised during a week-long retreat from November 3-7, 2025. At the retreat, staff and board members reflected on Uwezo achievements, including its strong reputation for generating high quality assessment and research evidence across a range of foundational skills; its emerging power as a convener of local, national, and even international actors in education; and its strong organisational foundation. Given these strengths, and Uwezo's resulting reputation, we recognise 2026 as a key moment to build momentum for evidence generation and use. Our 2026 Annual Plan demonstrates our commitment to increasing our research generation and strengthening the usability of our assessment and research evidence. Further, in 2026, we will also strengthen local partner, national government, and global actor evidence generation and use by strengthening partner capacity, targeting products to intended users, and engaging strategically in regional and global discourse on foundational learning and evidence use.

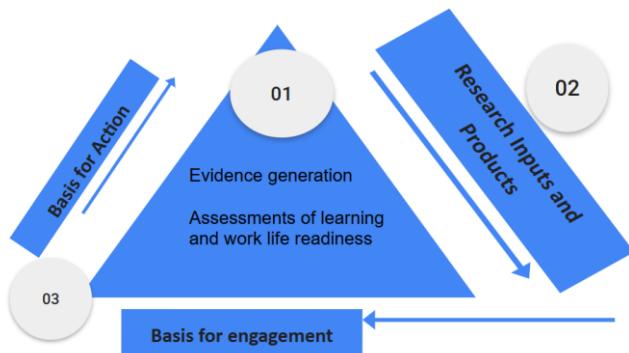
The below sections outline our plans to build momentum for evidence generation and use through each of our three strategic pillars (assessment, research, and engaging & influencing), as well as through our cross cutting organisational development and MEL work. Following these sections, we share potential risks and mitigation strategies as well as the 2026 annual budget.

Pillar 1: Assessment

Context

At the core of Pillar 1 is evidence generation from assessments conducted on foundational literacy and numeracy and on work and life readiness. Using the citizen-led assessment (CLA) approach, we generate village, school, household and child assessment data that shows how well children are learning, how these learning levels differ across locations, and factors that influence children's performance.

Figure 3: Assessment Pillar Contribution



As depicted in Figure 3, this pillar contributes to realising Uwezo's short term and long-term impacts by (1) generating evidence that is used to (2) develop research inputs and products, and (3) fuel engagements with system actors to utilise the evidence for action. Assessment evidence informs our and partners' advocacy and action (commitments, practice and policy changes) to address the learning crisis.

Achievements and Challenges in 2025

In 2025, Pillar 1 engaged in assessment activities and supported the use and application of learning to strengthen the education system. Key achievements include the following:

- As part of the People's Action for Learning (PAL) network's 11-country assessment of progress toward sustainable development goal (SDG) 4.1.1.a, we implemented a nationally representative assessment of foundational learning in Uganda using the International Common Assessment of Numeracy (ICAN) and the International Assessment of Reading (ICARe) assessments. The full comparative report with other participating countries in the assessment is accessible [here](#).
- In partnership with Action for Life Skills and Values in East Africa (ALiVE), we co-developed learning progressions for three skills (problem-solving, creative thinking and cooperation) for three classes (P6, S1, and S3). This process began in 2024 and involved understanding how the three skills manifest, developing assessment items to integrate the skills into classroom assessment, and collecting school-based data to feed into a process that will yield resource materials needed to support the nurturing of life skills and values.
- We supported several partners to use Uwezo tools, data, and methods to inform and evaluate interventions addressing learning gaps. For example, we collaborated with the Foundation for Inclusive Community Help (FICH) in Oyam district to assess learning and gender inclusivity from P3-P5 in 32 schools in Northern Uganda. Further, Uwezo supported Power Teachers Africa (PTA) to conduct a baseline assessment, using Uwezo literacy and numeracy tools, to evaluate the effect of their teacher motivation and transformation program on children's learning outcomes.

While we were successful in supporting partners to use Uwezo assessment tools, data, and methods, we were challenged to strengthen use of our data by academics and research institutions. At the beginning of 2025, we set out to enhance utilisation of our data by academia in order to increase publications and research products from Uwezo data. This was, however, not achieved, although efforts were made to ensure academics participated in the *National Conference on "What Works in Girls' Education,"* where some papers presented drew on Uwezo findings.

Plans for 2026

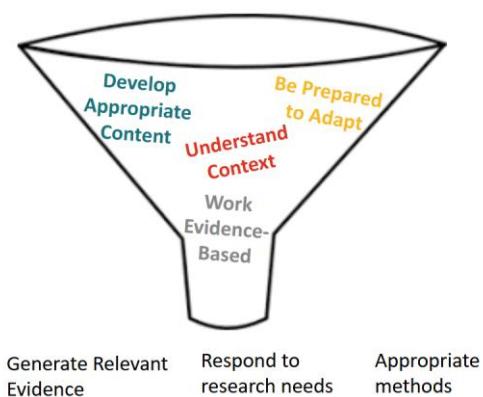
Pillar 1 contributes to several key outcomes from our theory of change, especially outcomes related to actors using our evidence for publication, reporting, new research, or to engage and influence. To realise these outcomes in 2026, we plan to implement the following activities:

- **Foundational Literacy and Numeracy + Life Skills and Values (LSVs) Regional Assessment:** We will add LSVs to our bi-annual foundational skills assessment. The assessment will be conducted across the East Africa region, generating both country and region-specific data on learning outcomes to inform regional and global efforts for addressing the learning crisis.
- **Social-Emotional Learning (SEL) and Foundational Literacy and Numeracy (FLN) Pilot Assessment in Emergency and non-Emergency Contexts:** In partnership with The People's Action for Learning (PAL) Network, we will integrate social-emotional learning (SEL) into citizen-led learning assessments to assess learning and well-being outcomes for 6-17 year old children in selected refugee-hosting districts and within refugee settlements. Findings will be useful for understanding children's well-being and learning in refugee and non-refugee settings. Further, findings will support the co-creation of evidence-driven strategies to ensure improvement of foundational learning in both emergency and non-emergency contexts.
- **Support Use of Data, Tools and Methodology:** In an effort to increase evidence uptake, we will produce and publish assessment products such as reports, articles, and policy briefs. More to this, we will support partners to utilise Uwezo assessment tools to design and evaluate programs. We will continue to support FICHI to implement a midline and endline evaluation of its education programs using Uwezo assessment tools and methods, as well as support a few other interested organisations that may approach us from time to time. In addition, we will support data use for academic and scholarly purposes by working with academic institutions to organise writeshops where scholars will be introduced to the different assessment datasets and receive support to generate articles and other academic products using the assessment data.
- **ALiVE Phase 2 and 3 Implementation:** We will finalise assessment-related activities accrued from phase 2 of ALiVE systems shift activities, including continuing to support the learning progressions work through evidence generation as well as support any new assessment activities in ALiVE phase 3, including teacher education modules finalisation, in partnership with ALiVE assessment and teacher education lead organisations.

Pillar 2: Research Context

Our research pillar plays a critical role in achieving our theory of change, while also relying on the successful implementation of the other three pillars to access quality data and strengthen the use and application of research evidence. Our research pillar applies our principles—such as working in an evidence-based way, understanding context, adaptation, and developing appropriate content—to abide by key research principles including relevance, responsiveness, inclusivity, and appropriateness of methods (see Figure

Figure 4: Operationalizing Uwezo's Principles for Research



4). Our research pillar focuses on implementing research that is not only relevant to the Ugandan education system, but responsive to current needs and challenges. Further, our research is inclusive of marginalised groups, and ensures that these groups are represented in our research and data. Finally, we select the best method for the research question by starting with the question and following with the method. These applications of our principles support the development and dissemination of high quality, useful research evidence.

Achievements and Challenges in 2025

In 2025, we completed a positive deviance study on factors affecting learner outcomes and completed a literature mapping on children with disabilities in Uganda. While the positive deviance study and the literature mapping will be disseminated in December 2025, we recognise that we can disseminate research findings in a more timely manner in the future; thus, strengthening research dissemination and discoverability is a key part of the 2026 plan. In 2026, we also hope to implement more research studies in order to contribute more to the growing body of evidence on what works in education.

Plans for 2026

In 2026, our research pillar activities are focused on three key areas: evidence generation, evidence use, and our contribution to the ALiVE initiative. These activities directly contribute to achieving Uwezo's evidence uptake and media outcomes by supplying the research evidence to be used, and by strengthening research dissemination and discoverability. Activities under the research pillar then indirectly contribute to achieving our longer-term outcomes, including influencing actors to commit to take action, practice change, and policy change.

Evidence Generation

Uwezo is committed to generating evidence on education in Uganda. To do this, we plan to develop a research agenda that will strategically organise research efforts alongside our Strategy and theory of change. In addition, we plan to implement two research studies in 2026. We also remain open to collaborating in other critical research that is relevant to the achievement of our strategic objectives. The specific activities are described in detail below:

- **Research Agenda:** The research agenda will organise our research areas of inquiry to ensure they align with our Strategy, national education sector needs, and local partner needs. The research agenda will serve as a roadmap for our research generation efforts.
- **Status Report on Children with Disabilities:** Having completed a literature mapping on children with disabilities in 2025, we will develop a status report, that would map the assets of the special needs education sub-sector more generally and indicate the main challenges that it faces. This effort will begin with engagement with the Uganda Society for Disabled Children (USDC), National Union of Disabled Persons of Uganda (NUDIPU) and other disability-focused organisations to ensure the report and its dissemination are relevant and respectful to people with disabilities.
- **Research Study: Funding and Education Provision:** We will begin this study by examining the relationships between funding, class size, and teacher provision in Northern Uganda alongside our long-time partner, FICH. Given large class sizes throughout the country and the assumed effects this has on education quality and student learning, this study will seek to uncover the levers for reducing class size and make recommendations for change.

Evidence Use

Alongside strengthening evidence generation, we seek to strengthen use of our evidence in 2026. We will strengthen dissemination and discoverability of our research evidence. Any work done to strengthen research evidence use will also be applied to assessment data use; thus, we use “evidence” below to jointly refer to evidence and data generated from research under pillar two or assessment under pillar one.

- **Girls' Education Conference Book:** Having convened the National Conference on “What Works in Girls' Education” in October 2025, we plan to select key papers from the conference for publication in an edited book. In 2026, we will secure a consultant to lead the paper selection, peer review and publication process.
- **Evidence Dissemination:** In 2026, we are committed to timely dissemination of research, with plans to strengthen website presentation of data and evidence as well as to host events to disseminate research findings, including an open data and evidence in education day (ODEED).
- **Evidence Product Discoverability:** While our evidence is used frequently by those to whom our work is well known, we seek to strengthen the ability of those who are not aware of Uwezo's work to find our data and evidence. To strengthen the discoverability of our evidence, we will investigate search engine optimisation (SEO) and apply what we learn to our website and product development.
- **Partner Research Capacity Strengthening:** We work alongside our district partners in our research efforts. We commit to undertake proactive capacity strengthening of our district partners in order to strengthen research capacity in these practice-driven partners. We will strengthen capacity both as we implement research alongside key partners in 2026, as well as by hosting research training events for local partners whenever local partners are gathered together.

ALiVE Research, MEL, and Communications

Uwezo Uganda is responsible for ALiVE Phase 3 research, MEL, and communications. Our approach to leading in these areas is to engage members across all three countries in planning, and then lead implementation in Uganda. Planned activities for ALiVE in 2026 are listed below:

- **ALiVE MEL Plan:** Uwezo will lead the development of an ALiVE MEL plan to include a plan for monitoring progress through indicators as well as learning through key learning questions. Partner countries will be asked to influence the plan before it is finalised. We will also collect indicator data from all countries to support the writing of a section of the ALiVE annual report on tracking and progress.
- **ALiVE Research Agenda:** We will engage with ALiVE partners to develop a research agenda that is relevant to all partners and aligns with our own research agenda.
- **ALiVE Research Study:** We will work with ALiVE partners to select and begin to implement at least one research study in 2026.
- **ALiVE Communications Plan:** We will develop a communications plan to ensure ALiVE evidence is disseminated across all three countries and globally. We will then lead implementation of this communications plan for Uganda and globally, relying on partner communication teams to implement the plan for their countries
- **Uganda Education Agency and Department Engagement:** We will engage with several national education actors in Uganda to strengthen the integration of life skills and values assessment and practice in the education system. Specifically, we will engage the Ministry of Education and Sports (MoES), its relevant departments and semi-autonomous agencies such as the National Curriculum Development Center (NCDC) to support integration of life

skills and values into national curricula as well as with the Uganda National Examinations Board (UNE) to support integration of life skills and values assessment into national assessments.

Pillar 3: Influencing and Engagement

Context

Pillar 3 remains a keystone of our work, focusing on engaging and influencing policies and practices to drive improved learning outcomes. By bridging the gap between evidence generation and policy implementation, Pillar 3 complements the efforts of Pillars 1 and 2, ensuring a comprehensive approach to realising meaningful impact and delivery of our strategy (see Figure 5). Through sustained engagement with policy actors and practitioners, we have made significant strides in advocacy and influence, fostering strong relationships with key education stakeholders and policymakers to champion quality education for all children.

Achievements and Challenges in 2025

In 2025, we influenced and engaged with actors from global to national to local, ensuring our evidence was appropriately packaged and delivered across all audiences. Key achievements include the following:

- **Conference Participation:** At the global level, we participated in international conferences including the Comparative and International Education Society (CIES), the United Kingdom Forum for International Education and Training (UKFIET) and the International Study Association on Teachers and Teaching (ISATT) conference. Further, the Uwezo-convened [National Conference on “What Works in Girls’ Education”](#) attracted participation at the global level.
- **Launch of the 2024 National Learning Assessment Report and District Report Cards:** We published national and district reports from assessment data collected in July/August 2024 from 29 districts. The national report launch generated insights on changes in learning outcomes and learning conditions. District report cards continue to be disseminated through public and policy dialogue events.
- **ALiVE Parental Engagement:** As part of the ALiVE initiative, we implemented parent and community engagement activities and dialogues in six districts (Sheema, Tororo, Oyam, Kanungu, Kampala, and Mukono) for 10 weeks. The intervention raised awareness of the importance of LSVs, especially problem-solving, and promoted efforts to nurture them at home and school.
- **Media Engagement:** Uwezo’s continuous engagement with media exposed media firsthand to Uwezo assessments, ALiVE community engagement activities, and PAL Network common assessments (ICAN/ICAR). This engagement enabled informed media reporting, amplified the importance of improving learning outcomes and nurturing LSVs, and strengthened Uwezo’s

Figure 5: Pillar 3 as a Keystone



role as a trusted, reliable source of education data and evidence. Indeed, Uwezo's insights have been proactively sought by media, including at the release of national exams and during discussion on education quality and LSVs.

While Uwezo's accomplishments were numerous in 2025, Uwezo seeks to strengthen its social media presence in 2026 in order to further share Uwezo Uganda's work locally, nationally, and globally.

Plans for 2026

Pillar Three supports the achievement of several outcomes across our theory of change, from evidence use to media engagement to policy and practice change. Planned activities for 2026 are outlined below:

- **District Partner Community of Practice (CoP):** We will strengthen a CoP with our district partners through which their capacity for evidence generation and use to promote children's acquisition of foundational learning can continue to grow.
- **Citizen-led Journalism:** We will enable district partners to engage in and support citizen journalism through social media to promote foundational learning. Citizens will report on assessment and action undertakings in their communities to promote understanding and uptake of practices with potential to improve foundational learning (including life skills)
- **International Education Days:** We will continue to develop messages/posters and also collaborate with partners to co-convene learning events and/or webinars in commemoration of international days (e.g. International Literacy Day) to amplify the need for action around foundational learning (including life skills and values).
- **Policy Dialogues and Policy-Maker Engagement:** We will convene policy dialogues to disseminate findings and highlight key issues from Pillar 1 and Pillar 2. In addition, we will provide policy makers—including the Uwezo Technical Advisory Committee, the National Advisory Committee, and the Uwezo Board—with first-hand exposure to assessment and research implementation in order to increase awareness of how we generate evidence for advocacy and influence and also receive feedback on our work.
- **Media Engagement:** We will continue to engage media partners to strengthen their understanding of our activities and to increase dissemination of our evidence on foundational learning and life skills. Further, we will continue to strengthen our engagement on social media and our website.
- **Evidence Dissemination:** We will disseminate evidence at the national, regional, and global levels. Nationally, we will disseminate our evidence to key stakeholders at the MoES, including the Basic Education and Gender Mainstreaming working groups and continue to engage in development partner meetings. Regionally and globally, we will continue to participate in global learning networks and conferences.

Monitoring, Evaluation, and Learning

Context

Uwezo Uganda's Monitoring, Evaluation, and Learning (MEL) work cuts across its three pillars, supporting learning and accountability across the organisation's work (see Figure 4). Originally conceptualised in December 2024 in the wake of the development of the new Strategy, the current MEL framework and operational guidelines demonstrate our commitment to data-informed decision-

making, consistent learning and adaptation, accountability, and quality. On the foundation of this commitment, the 2026 annual plans for MEL build upon the current MEL framework by strengthening the underlying conceptual frameworks, formalising quality standards, and implementing key processes for learning and accountability.

Achievements and Challenges in 2025

Since the beginning of our new Strategy in 2025, we have developed a MEL Framework and operational guidelines. Significantly, these documents provide a focused theory of change that clearly lay out how our three pillars contribute to short and long-term outcomes in service of reaching our long-term goal of “all children learning and realising their full potential.” In late 2025, informal interviews with the Uwezo Secretariat team revealed that the theory of change had proved to be useful and appropriate to the work of Uwezo Uganda, though the MEL framework had not been fully implemented given staffing shortages, excluding a media tracker that was useful in tracking incidence of Uwezo data and evidence being disseminated by media outlets around the world. Given the strength of our theory of change and the need for full implementation of a MEL plan, the 2026 annual plan focuses on strengthening MEL implementation through various means, beginning by revising the MEL Framework.

Plans for 2026

Since MEL supports all pillars, it does not align with any one outcome, but instead supports realisation of all outcomes in our theory of change. To do this, MEL plans for 2026 focus on two categories of work: tracking and reporting progress, and learning and adapting programming.

Tracking and Reporting

We rely on our MEL plan to track progress along our theory of change and to report progress to our leadership and funders. In addition, our MEL work in 2026 will track and report progress across national education indicators as well, ensuring awareness and accountability across the education sector. Activities planned for 2026 are described below:

- **Systems Tracking Hub:** The systems tracking hub will provide one central place for those interested in the education sector in Uganda to track changes to key indicators over time. This tool will be useful for stakeholders to have the necessary information to hold key education actors accountable for education system performance. Work under this activity includes engaging with education agencies and departments, determining key indicators, identifying data sources, visualising data, and hosting the hub on our website.
- **MEL Plan Revision and Implementation:** MEL plan revisions will focus on developing and collecting data on output and short-term outcome indicators and establishing formalised annual reporting. As part of this effort, we will develop data guidelines to ensure data quality is managed through data collection, analysis, reporting, presentation, and use.
- **Outcome Harvesting:** We will finish implementing our 2025 light-touch outcome harvest in 2026, looking back retrospectively to 2025. This effort will virtually engage district partners in harvesting outcomes in order to capture achievements over the year. This will be followed by a 2026 outcome harvest towards the end of 2026.

Figure 4: MEL as Learning and Accountability



- **MEL Capacity Strengthening:** To ensure our staff and partners understand and have the capacity to participate in our MEL plan and have increased MEL capacity, we will host MEL training for our staff and partners.

Learning and Adapting

Our MEL plan is crucial for learning from activity implementation and adapting accordingly. To achieve this learning and adaptation, we have several activities planned for 2026:

- **Learning Agenda:** We will develop a learning agenda to guide our learning over the rest of the Strategy. Learning questions may arise from key areas of inquiry important to achieving the Strategy or from assumptions inherent in our theory of change. Evidence gleaned from learning agenda questions will be examined during quarterly reflection sessions and used to plan for adaptation and to revise the learning agenda as needed.
- **Midterm Evaluation Planning:** Our Strategy mid-term evaluation will occur in early 2027. The midterm evaluation will focus on learning what we did well and what we can improve for the remainder of the Strategy period and for the next Strategy period. Planning for this evaluation will begin in late 2026 for implementation in 2027.
- **Stakeholder/User Analysis:** We will develop a process for implementing stakeholder or user analysis before any MEL, research, or assessment activities are begun in order to ensure intended users are engaged early on and that resulting products are the most useful to them.
- **Knowledge Management:** We will organise our documents and datasets within our current shared drive and develop processes for uploading information within this file structure in order to ensure all our staff have access to files.

Organisational Development

Context

Our organisational development work aims at building a sustainable, influential organisation working in education with an operational relationship with government, civil society, and other actors nationally and internationally. We seek to achieve this goal through:

1. Establishing regularly reviewed and improved governance structures and systems.
2. Ensuring we have the human and financial resources and capacity to carry out our mission.
3. Establishing partnerships with relevant stakeholders from the village to the global level.
4. Establishing a network of capable and motivated Uwezo assessment volunteers.

Achievements and Challenges in 2025

In 2025, we completed a variety of strategic, governance, and human resource activities to strengthen our organisation. Our key strategic achievements included the launch of our new four-year strategy, sustaining existing partnerships, and nurturing new ones such as with the Cambridge University Research for Equitable Access and Learning (REAL) Center. We also received funding from Echidna Giving to tap new talent and diversified our investments to strategically sustain the organisation. To strengthen our governance and accountability, we developed an Environmental and Social Governance Framework, received a certificate of compliance in response to our annual compliance report submission to the Financial Intelligence Authority, obtained an unqualified audit opinion from external auditors, and convened quarterly board, board committee, and Technical Advisory

Committee (TAC) meetings. To strengthen our human resources, we both retained existing staff and engaged new staff, including staff to support data management, MEL, writing, advocacy, and fundraising. We also implemented a graduate internship program for four recent university graduates and hosted monthly wellness days to enhance staff wellbeing and productivity.

Plans for 2026

We plan to further strengthen our organisation by continuing key activities from 2025 and pursuing new ones. We will continue to hold board, board committee, and TAC meetings; strengthen and sustain partner relationships; fundraise; and implement internal and external audits. We will motivate and retain staff through providing a conducive working environment and supporting them to grow by availing short-term professional development opportunities. We will continue to hold monthly wellness days and annual retreats. New deliverables for 2026 include the following:

- **Data Protection and Management Policy/Standards:** We will develop a policy/standards, in alignment with our MEL work, to safeguard data entrusted to us through assessment and research, ensuring legal and regulatory compliance and alignment with Uwezo principles.
- **International/Visiting Scholar Opportunities:** We will operationalise plans to host visiting scholars/researchers in a mutually beneficial partnership - as a means of attracting complementary skills and experience to our organisation while strengthening their research and scholarly pursuits.
- **Tax Exemption Certificate:** We will continue to pursue this certificate to boost financial efficiency and re-invest funds into operations
- **Pursue New Sources of Funding:** In order to further diversify our funding and grow the organisation, we will seek out and pursue new partnerships and funding sources.

Risks and Mitigation Strategies

Across our three pillars and cross-cutting work, key risks may hinder our ability to deliver on our 2026 annual plan. Major risks, along with proposed mitigation measures, are presented below. Additional details on these risks, including likelihood and impact, is provided in Annex 1.

Risk	Mitigation Measures
2026 election activities interfere with planned assessment, research, and engagement activities	Plan with relevant authorities, map, monitor, and avoid problematic areas; develop reserve samples for replacement if needed
Changing delivery strategies for jointly conducted assessments affects implementation timelines	Align calendars across partners; employ flexibility
Delayed delivery by partners slows down Uwezo activities	Partner assessments; provide training and additional support if needed
Natural disasters/calamities	Map affected areas; take safety measures to keep staff and participants safe; develop reserve samples for replacement if needed

Others do not access or use Uwezo evidence	Strengthen research discoverability systematically; develop stakeholder analyses and tailor products; host dissemination events; develop clear recommendations for applying findings in all products
Reductions in funding due to over-reliance on a few donors, changing donor priorities, etc.	Review fundraising and resource mobilisation strategy to diversify funding sources
Foreign exchange risk	Work closely with bank to take advantage of foreign exchange fluctuations; plan to move quickly to seize the advantage in case of local currency depreciation
Credit Risk (the government or market fund company fails to pay interest and principle back on maturity)	Monitor the political landscape Diversify investment sources
Information and data security is compromised	Provide staff training on information and data security, including Disaster Risk and Business Continuity Planning (DRBCP) compliance; use electronic data collection; minimise storage of personally identifiable information (PII);

2026 Budget (Summary)

2026 Budget		
Pillar 1 - Assessment	Uwezo Basic Assessment	150,000
	PAL Network SEL-EiE	163,023
	Integrating life skills and values items in Uwezo basic assessment	100,000
	Increasing uptake of Uwezo assessment tools, data and findings	20,000
Human resource costs – Assessment		210,320
Pillar 1 Total		643,343
Pillar 2 – Research	Field research on educational provision for children with SEND	30,000
	Research on teacher demand and allocation at district level	30,000
	ALiVE data, knowledge, storytelling and MEL	161,870
	Research disseminations / publications	98,000
Human resource costs - Research		100,017
Pillar 2 Total		419,887
Pillar 3 - Engagement	Engagement at Global level	10,000
	Launches & dissemination events	30,000
	TAC, Board and policy makers Engagements	20,000
	Collaboration with Education Coalitions	10,000
	Physical and social media branding	30,000
	Sub National Engagement including building CoP	50,000
Human resource costs – Engagement		82,100
Pillar 3 Total		232,100
MEL	Systems Tracking and Data Hub	10,000
	Data Guidelines	15,000
	MEL Plan and Implementation	15,000
	Outcome Harvesting and Midterm Evaluation Planning	25,000
	MEL Capacity Strengthening for Partners and Uwezo Staff	15,000
MEL Total		80,000
Organisational Development	Strengthening organisational systems and governance structures	56,770
	Strengthen policies, standards and procedures on staffing	77,443

	Establishment and maintenance of partnerships with relevant stakeholders from the village to the global level to support achievement and sustenance of Uwezo mission.	60,000
	Participatory planning, reporting and Learning	30,700
	Human resource costs - Organisational Development	162,976
Organisational Development Total		387,889
Total		1,763,219

Annex

Annex 1: 2026 Risk Map

Risk Description	Pillar	Risk Category	Likelihood	Impact	Preventive Mitigation Measures	Mitigation Measures
2026 election activities interfere with planned assessment, research, and engagement activities	Assessment Research Engagement MEL	Political	Very likely	Severe	<ul style="list-style-type: none"> ● Plan for any movement with relevant authorities ● Map problematic areas ● Avoid involvement with political events while working ● Avoid problematic areas while working 	<ul style="list-style-type: none"> ● Monitor the security situation in the areas in which we work ● Ensure a reserve sample is availed during sampling for replacement of assessment locations in case some areas are affected.
Changing delivery strategies for jointly conducted assessments affects implementation timelines	Assessment	Organisational	Likely	Significant	<ul style="list-style-type: none"> ● Align calendars across partners at onset of activities ● Employ flexibility 	<ul style="list-style-type: none"> ● Re-align calendars as necessary ● Employ flexibility
Delayed delivery by partners slows down Uwezo activities	Assessment Research Engagement	Organisational	Possible	Significant	<ul style="list-style-type: none"> ● Undertake partner assessments to map out partners likely to 	<ul style="list-style-type: none"> ● Reinforce and provide additional support ● Enhance capacity for

	MEL				affect delivery; inform training and delivery plans with this assessment	partners and facilitate peer support ● Initiate new partnerships to strengthen implementation
Natural disasters/calamities	Assessment Research Engagement MEL	Operational	Likely	Severe	● Map out & seek information about the affected areas before to plan accordingly	● Ensure a reserve sample is availed for replacement of affected areas ● Take safety measures to keep staff and associates safe
Others do not access or use Uwezo evidence	Assessment Research Engagement	Delivery	Possible	Moderate	● Systematically strengthen research discoverability ● Develop stakeholder analyses ● Hold dissemination events ● Develop clear recommendations for applying findings in all products	● Specifically target key populations not using our evidence through 1:1 meetings and events
Reductions in funding due to over-reliance on a few donors, changing donor priorities, etc.	All	Fiduciary	Possible	Severe	● Periodic review of fundraising and resource mobilisation strategy to ensure sustainability and funding	● Prioritise key activities to remain within budget

					<ul style="list-style-type: none"> ● Increase proposal submissions for new funding ● Keep donors informed of Uwezo activities to ensure Uwezo's relevance is felt 	
Foreign exchange risk	All	Fiduciary	Possible	Moderate	<ul style="list-style-type: none"> ● Work closely with our bank to take advantage of foreign exchange fluctuations to the benefit of the organisation. 	<ul style="list-style-type: none"> ● In the likely event that there is depreciation in the local currency, we plan to move quickly to seize the advantage by forecasting future local currency needs and making local currency conversions to seize the forex gains.
Credit Risk (the government or market fund company fails to pay interest and principle back on maturity)	All	Fiduciary	Possible	Severe	<ul style="list-style-type: none"> ● Keep a keen eye on the political landscape 	<ul style="list-style-type: none"> ● Prioritise key activities to match funding levels ● Diversify investment sources
Information and data security is compromised	Organisation Development	Operational	Possible	Severe	<ul style="list-style-type: none"> ● Ensure staff are trained on information and 	<ul style="list-style-type: none"> ● Immediately secure data and information while assessing

	MEL				<p>data security</p> <ul style="list-style-type: none"> ● Use electronic data collection to reduce likelihood of data theft or loss ● Minimise storage of personally identifiable information (PII) ● Regularly train staff on compliance to Disaster Risk and Business Continuity Planning (DRBCP) 	<p>damage and cause</p> <ul style="list-style-type: none"> ● Take steps to prevent future security compromise.
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