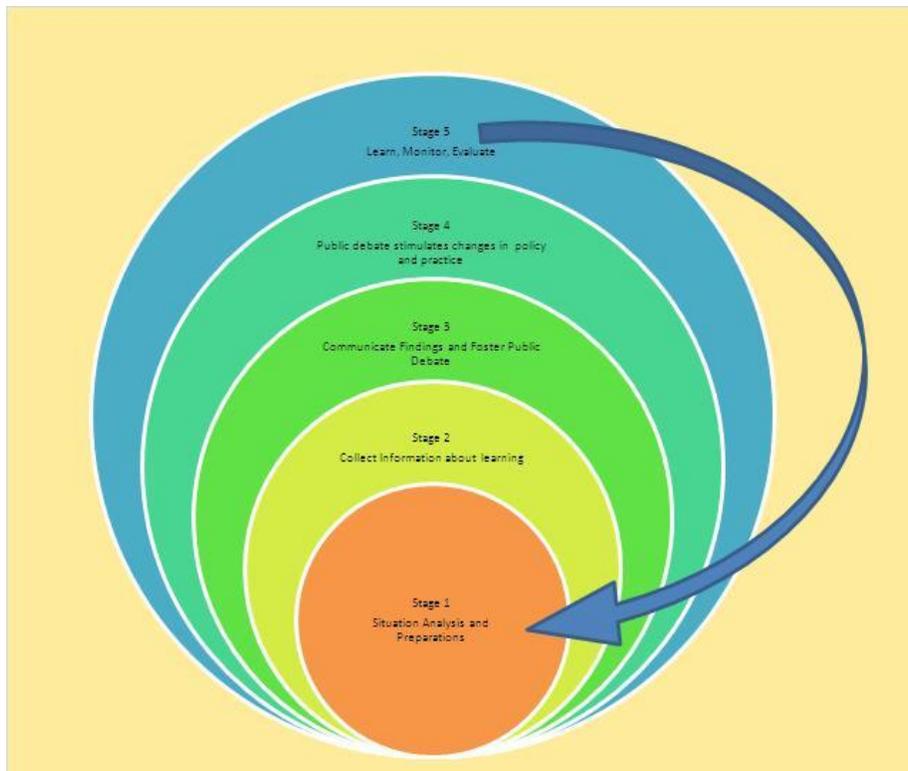


Uwezo!

Promoting Learning in East Africa



ACRONYMS AND ABBREVIATIONS

ASER	Annual Status of Education Report
CSO	Civil Society Organization
EFA	Education for All
EGRA	Early Grade Reading Assessment
GOK	Government of Kenya
GOU	Government of Uganda
IIEP	International Institute for Education Planning
KESSP	Kenya Education Sector Support Program
MALP	Monitoring Achievement in Lower Primary
MDG	Millennium Development Goal
MLA	Monitoring Learning Achievement
MoE	Ministry of Education
MoES	Ministry of Education and Sports
MP	Member of Parliament
NAPE	National Assessment of Progress in Education
NASMLA	National Assessment System for Monitoring Learning Achievement
NGO	Non Governmental Organization
PEDP	Primary Education Development Plan (Tanzania)
PLE	Primary Leaving Certificate
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SNV	Netherlands Development Organization
TENMET	Tanzania Education Network
TVP	Tusome Vitabu Project (Tanzania)
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNNGOF	Uganda National NGO Forum
UPE	Universal Primary Education
WERK	Women Educational Researchers of Kenya

EXECUTIVE SUMMARY

“In our eagerness to assist countries to achieve the EFA and MDG goals, the overriding conclusion ... is that we need to be wary of offering ‘solutions’ without ensuring that we are enabling countries to carry out those local investigations and contextualizations which are necessary to give meaning to the use of evidence” (Abby Riddell 2008)

Uwezo, meaning “capability” in Kiswahili, is a four year initiative to improve competencies in literacy and numeracy among children aged 5-16 years in Kenya, Tanzania and Uganda through an innovative, civic-driven and public accountability approach to social change. Uwezo will enable policy makers as well as ordinary citizens – i.e. parents, students, local communities and public at large – to become aware of actual levels of children’s literacy and numeracy, and build on that awareness to stimulate practical and policy change across East Africa.

This document outlines the proposal for the first four years (2009-2013) of this initiative, specifically: (1) the situation analysis; (2) theory of change; (3) goal, outcomes and outputs; (4) Uwezo’s progress so far; (5) program activities; (6) governance and management structure; (7) reporting; (8) potential risks and mitigation strategies; and (9) budget. Section is an annex.

In recent years there has been unprecedented growth in primary school enrolment in Kenya, Tanzania and Uganda, coupled with large increases in public budgets for education. These results have put the three countries on track to achieve the MDG (enrolment and gender parity) goals for primary education by 2015. At the same time, however, education quality has remained low and may have declined. Government efforts to improve quality appear to have borne little fruit, and innovative ‘pilot’ projects prove to be difficult to sustain or replicate at scale. Education budgets tend to prioritize construction and other inputs, and not aspects that may more effectively contribute to or create incentives for quality. As children continue to leave school without the most basic literacy and numeracy skills and the wherewithal to thrive, there is an increasing realization among policymakers and the public that education is failing to live up to its promise.

Educational assessment studies have increased in all three countries. However, their use and impact appears to be limited. The fact that they are undertaken under government auspices may limit their independence. Another major problem is that the assessments tend to be overly technocratic and complex in nature, and are difficult for most people to understand. Access to their findings remains limited to small circles, and their dissemination seems to have failed to stimulate the public imagination or lead to policy change.

Uwezo seeks to fill this gap by generating new information on children’s literacy and numeracy across East Africa, in a manner that informs the public, stimulates countrywide debate, and creates pressure for policy change from the bottom-up. Building on the pioneering approach of the Annual Status of Education Report (ASER, www.asercentre.org) in India, Uwezo will have the following key components:

- a large household based survey covering all districts in each country;
- the use of a very simple tool to assess literacy and numeracy that can be easily administered;
- inspiring a citizen volunteer-driven approach to conduct the assessment over a few days;
- instant feedback of the assessment results to parents/guardians, children and local leaders;
- broad communication across the country through the media and other forms to create debate;
- facilitating thoughtful learning and monitoring throughout whose lessons are fed back into next year preparations, and
- repeating survey each year to create and sustain momentum for change.

The Uwezo approach is more fully and logically presented in Section 2 below.

Monitoring and Evaluation (M&E) will be an important part of the Uwezo initiative especially in as far as it relates to program implementation and achievement of outcomes. A careful monitoring and evaluation system, with constant feedback, will be developed (see figure 1 and 2 below). An end of project evaluation will be carried out early in the final year. M&E will inform program decision making, strengthen learning and program effectiveness and accountability for results.

Uwezo will deploy a somewhat unusual governance structure to ensure the right combination of inclusive decision-making and accountability. Overall management and quality assurance responsibility will lie with Hivos/Twaweza that will house the overall East African initiative. Correspondingly, day to day responsibility will be delegated to the Regional Manager, who will serve as the overall leader of the initiative and be responsible for management, quality performance, East Africa wide synergies and coordination. The Regional Manager will be based within and report to Hivos/Twaweza, who will exercise general oversight. At the country level the three host organizations (TENMET in Tanzania, WERK in Kenya and UNNGOF in Uganda) will assume legal and implementation responsibility. The Country Coordinator who will be hosted within national organizations will lead and manage all country level work, and take particular responsibility for all technical and research aspects. The Country Coordinators will report to the Regional Manager as well as through the internal governance mechanism of the host organization, though exercise a great deal of autonomy on day to day aspects. Finally, advisory bodies will be established at the East Africa and country level, comprising of experts and key actors from diverse backgrounds. The advisory bodies will review strategies, plans, budgets and implementation; provide independent feedback and guidance, and foster linkages with governmental and civil society networks.

The key staff of Uwezo have already been recruited and in place.

The Uwezo budget for the first full program over four years (July 2009 to June 2013) is estimated at USD 16.2 million, of which \$5.8m is for Kenya, \$5.8m for Tanzania and \$4.6m for Uganda. Joint funding for this phase is being requested from 5 to 7 donors. Donors may choose to provide funding for East Africa via Hivos/Twaweza, or directly to one of the host country organizations if earmarked for one country only. However, one joint report for all of Uwezo, showing information by country and overall, will be presented to all donors.

ACRONYMS AND ABBREVIATIONS	I
EXECUTIVE SUMMARY	I
1. SITUATION ANALYSIS	1
1.1 GOVERNMENTS HAVE PRIORITIZED EDUCATION BUT CHILDREN ARE NOT LEARNING	1
1.2 EDUCATIONAL ASSESSMENTS HAVE INCREASED BUT ARE NOT MAKING A DIFFERENCE.....	3
1.3 CSOs HAVE LIMITED REACH AND CREDIBILITY, BUT MEDIA SHOWS PROMISE.....	4
WHAT IS ASER?	6
2. THEORY OF CHANGE	7
FIGURE 2: UWEZO THEORY OF CHANGE INTERIM DIAGRAM (BETTER ONE COMING).....	12
3. GOAL, OUTCOMES AND OUTPUTS.....	13
GOAL: INCREASED LITERACY AND NUMERACY AMONG CHILDREN.....	13
OUTCOME 1: UWEZO ESTABLISHED AND KEY PREPARATIONS COMPLETED	13
OUTCOME 2: CHILDREN’S ACTUAL COMPETENCY LEVELS ESTABLISHED	13
OUTCOME 3: GREATER PUBLIC UNDERSTANDING AND DEBATE ABOUT LEARNING.....	13
OUTCOME 4: POLICIES, PROGRAMS AND PRACTICES EMPHASIZE LEARNING.....	14
OUTCOME 5: LESSONS GENERATED AND INFORM POLICY AND PRACTICE	14
4. CURRENT STATUS OF UWEZO	15
4.1 NATIONAL ADVISORY COMMITTEES.....	15
4.2 PLANNING FOR THE NATIONAL ASSESSMENTS.....	15
4.3 PILOT TESTING.....	17
CALL FOR VOLUNTEERS (UWEZO-KENYA)	19
5. PROGRAM ACTIVITIES.....	20
OUTCOME 1: UWEZO ESTABLISHED AND KEY PREPARATIONS COMPLETED	20
<i>Output 1.1 Host organization capability developed</i>	20
<i>Output 1.2 Supportive networks for Uwezo developed</i>	21
<i>Output 1.3 Research design and implementation framework developed</i>	21
<i>Output 1.4 Public engagement and communications strategy developed</i>	22
OUTCOME 2: CHILDREN’S ACTUAL COMPETENCY LEVELS ESTABLISHED	22
<i>Output 2.1 National Assessment Tests, Tools and processes developed</i>	22
<i>Output 2.2 Household Based Assessments Undertaken.....</i>	23
<i>Output 2.3 Data Accurately Entered and Analyzed.....</i>	24
<i>Output 2.4 district and National Reports produced</i>	24
OUTCOME 3: GREATER PUBLIC UNDERSTANDING AND DEBATE ABOUT LEARNING.....	24
<i>Output 3.1 Instant Feedback to Study Community Provided.....</i>	24
<i>Output 3.2 Findings Disseminated in Accessible Formats</i>	25
<i>Output 3.3 Tailor Made Communication Packs for key actors</i>	25
<i>Output 3.4 Greater Public DEbate and coverage on learning</i>	26
OUTCOME 4: POLICIES, PROGRAMS AND PRACTICES EMPHASIZE LEARNING.....	26

4.1 Greater Parental/Community Involvement	26
4.2 Education policies and programs focus on learning	26
4.3 Education Budgets prioritize learning.....	27
4.4 Teachers Unions/Other Professional Associations emphasize learning.....	27
OUTCOME 5: LESSONS GENERATED AND INFORM POLICY AND PRACTICE	27
5.1 Rigorous M&E framework developed	27
5.2 Uwezo progress tracked.....	27
5.3 Lessons documented and shared	28
5.4 External evaluation conducted	28
6. GOVERNANCE AND MANAGEMENT	29
6.1 VALUES AND PRINCIPLES.....	29
6.2 GOVERNANCE AND MANAGEMENT	29
7. REPORTING	32
8. POTENTIAL RISKS AND MITIGATION STRATEGIES	33
9. BUDGET SUMMARY (JULY 2009 TO JUNE 2013)	35
10. ANNEXES.....	36
10.1 GOVERNANCE AND MANAGEMENT: KEY ROLES AND RESPONSIBILITIES.....	36
10.2 PROPOSED MEMBERS OF ADVISORY COMMITTEES:	38

1. SITUATION ANALYSIS

What is the situation of basic education in East Africa today? What have been the key developments in recent years? What educational assessments are done and what effects have they had? If current initiatives are not sufficient, what will it take to make change happen in practice? These technical and political questions have informed the set-up of the Uwezo initiative – through the preparatory work of its initiators in East Africa, background research, and interactions with thoughtful people across the region. This section presents a summary of the main findings of situation analysis.

1.1 GOVERNMENTS HAVE PRIORITIZED EDUCATION BUT CHILDREN ARE NOT LEARNING

In the last two decades, global education reforms have focused on getting children into school and providing them with decent education. The 1990 Jomtien World Conference on Education for All (EFA) called for increased access to education as well as an “improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e.g. 80 percent of 14 year-olds) attains or surpasses a defined level of necessary learning achievement,” Final Report (UNESCO, 1990, p.53). Ten years later, the Dakar Framework of Action would reinforce this point. Its Goal 6 calls for “improving all aspects of the quality of education and ensuring excellence of all so that recognizable and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills”. These goals have been assimilated in the UN Millennium Development Goals (MDGs).

Kenya, Tanzania and Uganda are signatories to both the Jomtien and Dakar declarations. Thus the EFA principles of access to, equity and quality of education for all children are recognized in the East African governments’ plans for developing primary education (GoU, 1998:1-19; URT 2001; GoK, 2003). The Universal Primary Education (UPE) campaign remains at the core of East African governments’ determination to achieve EFA. UPE was first introduced in Uganda in 1997, and re-introduced in Tanzania in 2002 and in Kenya in 2003.

As can be seen from Table 1 below, the increased attention has indeed paid off, in terms of enrolments. In Uganda, enrolment shot up from 2.9 million in 1996 to 6.7 million in 2007. In Tanzania and Kenya, enrolments respectively increased from 4.8 and 5.9 million in 2001 to 8.4 and 8.5 in 2008. All East African countries have a near gender parity in gross enrollments in primary schools. The 2008 net enrolment rate (NER) stand at 93.3% in Uganda, 97% in Tanzania and 94.6% in Kenya. These national figures confirm that East Africa is on course to attain EFA targets and MDG by 2015, though it masks disparities within districts and among certain groups.

Table 1: Total Enrolment in Primary Schools (000) in East Africa: 2001, 2002 and 2007, 2008

	TANZANIA						KENYA						Uganda					
	Male		Female		Total	Male		Female		Total	Total		Female		Total			
	N	%	N	%	N	N	%	N	%	N	%	N	%	N	%	N	%	
2001	2,474	-	2,407	-	4,881	3,003	-	2,939	-	5,941	-	3,528	-	3,373	-	6,901	-	
2002	3,052	23.3	2,929	21.7	5,981	3,073	2.3	2,988	1.7	6,062	2.0	3,721	5	3,633	8	7,354	6.5	
2007	4,215	4.0	4,101	5.0	8,316	4,217	8.2	4,012	7.4	8,229	7.8	3,779	2	3,756	2	7,538	2.3	
2008	4,260	1.1	4,147	1.1	8,408	4,358	3.3	4,205	4.8	8,583	4.3							

Source: BEST various years, Economic Survey, 2006/7, MoE Statistics Unit, Government of Kenya, Uganda Edu, Statistics Abstract Vol.1 2007.

This unprecedented growth, while celebrated, has not been matched by improvements in quality. Schools across East Africa today are characterized by insufficient and poorly trained, under motivated teachers, overcrowded classrooms, a lack of adequate teaching/learning materials, and an outdated, didactic teaching pedagogy. The three East African governments, having earlier taken an implicit stand of ‘enrolments first, quality second’, seem to now realize they have a quality crisis, and have designed several policy initiatives as follows:

Uganda: During the last ten years the Government of Uganda (GoU) through the Ministry of Education and Sports (MoES) has made enormous investment in the primary sub-sector to improve quality in terms of curricula, learning environment, teaching/learning process and learning. The Ministry has adopted the Quality Enhancement

Initiative – a flagship program within UPE for the improvement of primary education specifically targeting the twelve districts with the worst education indicators in the country. The sector also adopted other support policies to guide its efforts to provide quality primary education, including the instruction in local language policy which is intended to support the on-going implementation of the thematic curriculum in lower primary (ESSAPR 2007-08: 5). The Uganda National Examination Council has since 2003 been conducting national assessments on literacy and numeracy at grades 3 and 6 level.

Kenya: Increased attention to education has resulted from a combined set of presidential orders and decentralized funding. However, the push for qualitative reforms can be attributed to the Ministry of Education (MoE) and supported by various collaborating groups. Concerned with the lack of focus on learning outcomes, MoE and UNICEF piloted assessments to Monitoring Achievement in Lower Primary (MALP) in 12 arid districts in 2004, though this program has been fraught by numerous logistic difficulties. Non Governmental organizations (NGOs) have also focused on learning achievements, such as the Aga Khan Foundation supported Early Grade Reading Assessment (EGRA) in English and Kiswahili in the coast province. In 2005, the MoE developed the Kenya Education Sector Support Program (KESSP). This program is supposed to aid the government attain the targets spelt out in the Sessional Paper No. 1 of 2005 on a Policy Framework for Education, Training and Research; the official planning document guiding the education sector. One of its specific objectives is to enhance the quality of learning achievements through monitoring learning achievements. To aid this, KESSP recommended that a national assessment centre be established. This centre is currently being managed by the Kenya National Examinations Council. The centre has started monitoring achievements for Grade 3 learners and plans to conduct these assessments annually. Unlike the previous efforts, the current National Assessment System for Monitoring Learning Achievement (NASMLA) covers the entire country.

Tanzania: In Tanzania efforts at improving quality of education have focused on two areas, to bring about improvement in “quality” inputs, such as pupil-textbook ratio and pupil-teacher ratio and to improve the quality of teachers. Government investment in textbook provision and training and recruiting more teachers are seen as efforts to improve quality of education in the country. Changes in teacher training curriculum and developing a national in-service program aim at improving the quality of teaching and hence of learning. Several NGO initiatives also aim to improve quality. The Tusome Vitabu Project (TVP) managed by Care International aimed at improving reading abilities of children through establishment of libraries in primary schools. The Children’s Book Project has increased the supply of books for children in Swahili. The Save the Children Project in Mtwara sought to improve the quality of teaching through use of child-centered approaches. Despite these efforts, however, there is little evidence that the innovative ideas within these projects have been mainstreamed or taken hold more broadly.

In spite of these efforts, however, there is thus far little evidence that the commitment to quality is translated into real practice on the ground. For a small elite, private schooling provides an alternative that provides decent quality that only a few can afford. For the majority, however, all indications are that there is little real learning.

In primary schools, indicators such as the learning outcomes in literacy and numeracy remain low. For example, Table 2 below illustrates the proficiency rates in English literacy and numeracy at P3 and P6 in Uganda for the period 2005-2007. The figures show that while improvements have been registered, the proficiency levels in both literacy and numeracy have remained consistently below the 50% mark. The situation in Kenya and Tanzania is similar. A recent newspaper in Tanzania, for example, reported on a secondary school where more than two thirds of its enrollees were unable to read or write. In face preliminary analysis (Hoogeveen, unpublished memo, 2009) suggests that quality is likely to have declined after the onset of reforms.

Table 2: Proficiency in English Literacy and Numeracy (2003-07) in Uganda

		2003	2005	2006	2007
P3	Literacy	34.3	39	45.6	45.5
P6	Literacy	20	30	33.5	49.6
P3	Numeracy	42.9	45	42.6	44.8
P6	Numeracy	20.5	33	30.5	41.4

Source: UNEB - National Assessment of Progress in Education (NAPE), 2007

The core problem may not be lack of resources. In the past decade all three governments have significantly increased budgets allocated to education, in some cases spending three times as much. However, the bulk of these resources are allocated to construction and salaries, whose link to improving quality is not always clear. The amounts provided for the capitation grant, a specific transfer based on enrolment meant to be used at the school level for quality improvements, has remained constant despite the rising costs, or is declining. In practice, despite Jomtien and Dakar related commitments to quality, all three countries lack adequately rigorous policy instruments, implementation mechanisms and operational incentives necessary to achieve quality outcomes.

1.2 EDUCATIONAL ASSESSMENTS HAVE INCREASED BUT ARE NOT MAKING A DIFFERENCE

There are now many sources of educational assessment data, including some established specifically for developing countries, Africa and Kenya and Uganda in particular (Table 3 below). There have been at least three major regional and national learning assessments in East Africa. These are: the Monitoring Learning Achievement (MLA) project; the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) project; and national assessments which are not related to any of these projects that are carried out in individual countries, for example the National Assessment of Progress in Education (NAPE) in Uganda (Greaney and Kellaghan 2007: 103-107). In Kenya other assessments include Monitoring Achievement in Lower Primary (MALP) tools and the National Assessment System for Monitoring Learner Achievement (NASMLA).

Table 3: Major International, Regional and National Learning Assessments

Assessment	Sponsor	Countries	Target Pop.	Content Tested	Frequency	Years Implemented
TIMSS	IEA	37	Grade 4,8	Math, Science	4 year cycle	1995, 1999, 2003, 2007
PIRLS	IEA	17	Grade 4	Reading	5 year cycle	2001, 2006
PISA	OECD	26	15 year olds	Math, Science, Reading	3 year cycle	2000, 2003, 2006
MLA	UNESCO/UNICEF	71 (47 of which are in Africa). 40 African countries in MLA I and eleven in MLA II)	MLA I - Grade 4; MLA II- Grade 8	Math, Literacy, Life Skills, Science	Variable	1992, 2003
SACMEQ	IIEP/UNESCO	15 - including Kenya, Tanzania and Uganda	Grade 6	Math, Literacy	Variable	1995-97, 2000-2002, 2007-2008
NAPE	Budget Support Donors via MoES	1 – Uganda	Grade 3, 6	Math, Literacy	Annual	1996-99, 2000-2002, Annually since 2003
MALP	MoE/UNICEF	Kenya	Grade 1-	Math, Mother tongue English, Science, religious education, art and craft, music	Variable	2005, 2006, 2007
NASMLA	MoE, Donors through KESSP	Kenya	Grade 3	Math, English	Annual	2009
LLECE	OREAL/UNESCO	16	Grade 3,6	Math, Reading, Writing, Science	10 year cycle	1997, 2007
PASEC	CONFEMEN	22	Grade 2,5	Math, French, National Language	Variable	1993-95, 1997-2001, 2003-6

Source: Lockheed (2008); UNESCO (2007); Uganda National Examinations Board.

The first national assessment of student achievement for in-school children outside of public examinations in East Africa is credited to SACMEQ I, which was conducted in 1995-1998. Both Kenya and Tanzania were among the seven African countries that participated then and in the two subsequent assessments. Uganda has since also joined and participated in SACMEQ II and III, in addition to conducting the home grown NAPE since 1996. SACMEQ was mainly driven by UNESCO's International Institute for Educational Planning (IIEP). All are relatively small sample-based school surveys. MLA and SACMEQ in particular view capacity-building and strengthening of the policy/research nexus as major objectives (Kellaghan and Greaney 2004).

Generally, a number of problems have been identified in the available national assessment procedures. Many of the limitations of national assessments apply to international assessments, since they share many features (Kellaghan and Greaney, 2001b). MLA, SACMEQ and NAPE like international assessments are all higher-end policy related, involving mainly planners and managers, and are designed primarily to provide information for policymaking (and not to increase public awareness and/or stimulate public debate). The value of these assessments, however, is limited where the 'research-policy-implementation' linkages are not effective, such as in East Africa. Information from these data collection and analysis efforts is underutilized, because its form is often complex or users are simply unaware of them (e.g. UIS 2004a: 8).

Much is made of using SACMEQ to study achievement changes over about a five-year period. However, there is little evidence to show that they have helped trigger greater policy clarity or change. The overly technical nature of these assessments has raised issues of the comparability of the different SACMEQ tests and their impact, particularly given that "there has often been quite a gap between the data collection and the publication of (SACMEQ) results" (Postlethwaite, undated: 16). Moreover, the fact that these assessments are undertaken under government auspices can compromise independence, since governments tend to suppress the results because of anticipated embarrassment (Postlethwaite and Kellaghan 2008: 1-2).

Overall, therefore, expectations that information from educational assessments can radically alter the culture of schools and substantially raise student achievement have not lived up to their promise (Kellaghan and Greeney 2004: xiii). The structure, methodology and the communications approach of these tests have failed to create a political and policy tipping point in favor of quality education in East Africa. Rather than making incremental improvements to the existing assessments, a different approach altogether is needed that can both credibly establish learning levels *and* stimulate the public action necessary to refocus education systems. ASER – the Annual Status of Education Report (www.asercentre.org) pioneered by the Indian NGO Pratham (www.pratham.org) – represents a very different approach to assessment which may be better suited for catalyzing change in East Africa.

1.3 CSOS HAVE LIMITED REACH AND CREDIBILITY, BUT MEDIA SHOWS PROMISE

Governments have the most important role in reforming education; but they need to be held accountable by citizens to perform well. We have seen that neither educational assessments nor technocratic policy reform processes have in themselves brought the policy and service delivery changes necessary to improve student learning. Throughout East Africa, and globally, there is a growing realization of the need for locally-driven, broad based accountability in bringing about and sustaining better service delivery. Perhaps the most crucial interface in this regard is the manner in which citizens can routinely demand better responsiveness and answerability.

Citizen engagement is usually understood to be organized through civil society organizations (CSOs). The number of civil society organizations (CSOs) in East Africa has grown tremendously in recent years, and many of them have moved beyond filling gaps and service delivery towards analysis, advocacy and governance reform. However, many CSOs face significant challenges in areas of integrity, quality leadership, succession planning, internal governance and sustainability. In contrast to the liberal notion that a CSO is formed to advance citizens' social justice agendas, observers remind us that in East Africa "the typical NGO is primarily created to access donor funds". Most CSOs have very limited reach, and act in an ad hoc, short-term and 'projectized' manner that is rarely strategic – a situation that is not helped by the ways in which donor requirements are structured. Instead of fighting government patronage and corruption, many CSOs tend to mirror these aspects themselves. CSOs abilities to reach and connect with citizens and enable citizen organizing at scale are especially weak, rendering them politically impotent and without broad-based legitimacy. CSO leaders who met in Kenya, for instance, agreed that most of them 'lived in a Nairobi bubble' with little organic linkage to citizen groups. Moreover, this sort of elite capture can supplant and undermine civic action, and exclude those who are not able to play the 'development game'. The implication of this insight means that Uwezo should not conflate citizen action with CSO activity, not rely exclusively on formally registered CSOs to reach citizens.

There are some notable exceptions, however, and there is a growing internal self-reflection among some about this crisis in effectiveness and legitimacy. Uwezo will need to learn from and build on the approaches of the more effective organizations; in particular how they engage with citizens and undertake creative communications.

In contrast to the formally organized CSO scene, mass media and other new forms of communication are growing rapidly and thriving in East Africa. In the last 15 years, following the liberalization of the media sector, Kenya, Tanzania and Uganda have all moved from having one to two state/ruling party owned newspapers, one state run radio station and one or no TV station, to each having tens of newspapers, dozens of radio stations and several national and regional TV group(s). As *Afrobarometer* and other studies reveal, media constitutes by far the most significant source of information for most citizens. The growth of media has also created unprecedented space for access to differing viewpoints and public debate, especially via the wide network of FM radio stations many of which broadcast in local vernacular languages. For example, the Uganda FM radio scene has seen the emergence of the so-called “*Ekimeeza*” (roundtable discussions), on the topical issue of the day that command an incredibly high listenership and are conducted both in English and most popularly in various local languages. The saying that “life is lived in the media” or that “an issue is not an issue until it is in the media” are perhaps no exaggeration, therefore.

The spread of mobile telephony in terms of providers, coverage, number of subscribers and services perhaps has been even more spectacular. Through mobile phone citizens are both better and informed and have greater space for direct voice and engagement, particularly through SMS. Indeed while costs remain relatively high, the growth of cell phones has dramatically altered communication possibilities in both urban and rural contexts. In Tanzania, over nine million people own cell phones and in Kenya, Safaricom alone is reported to have 10 million subscribers, in contrast to a few hundred thousand who had any phone access a decade ago. Cell phones are quickly becoming the leading source of internet browsing, and this is likely to increase with the imminent installation of three fiber optic cables that will serve East Africa.

These developments in mass media and mobile telephony are not without limitations. Cost and access, while improving, remain challenges. Independence of media is threatened by increasing consolidation of ownership, government dominance in providing advertising revenue, and retrogressive legislation. The quality of media content is another problem, particularly in terms of limited investigative journalism and coverage of rural issues. These are reminders that media is no easy panacea, and that working with it is fraught with its own unique set of difficulties. Nevertheless the fact that both mass media and mobile phones are taken seriously by and reach millions of citizens is an important opportunity for Uwezo to consider in its own efforts.

In summary then, we understand the situation as follows. Significant and increased investments in education across East Africa have dramatically raised enrolments, but enable little learning. Basic literacy and numeracy levels are unacceptably low. Government examinations systems measure the wrong aspects, and alternative assessments such as SACMEQ have failed to improve policy and practice. The crisis in education in East Africa is acknowledged by most experts and increasingly articulated among the public, but the dominant paradigm of progress is still marked by educational inputs (number of classrooms, teachers, books, children enrolled) rather than outcomes (what are children learning). Accountability is weak, so governments are not compelled to make the changes necessary to achieve real learning. The capacity of formally organized CSOs to enhance that accountability is undermined by their low reach and lack of credibility among the public. In contrast, however, mass media and mobile telephony provide increasing opportunities to inform citizens and enable voice.

The challenge for Uwezo then is twofold: first, to credibly establish actual levels of learning across the three East African countries, and second, to facilitate broad public engagement where ordinary citizens can know what is going on, take action to improve their circumstances, and hold governments to account. The methodology of the Annual Status of Education Report (ASER, see box below) in India, which has been carefully observed by diverse experts from East Africa, has been determined to be best suited to respond to meet this challenge.

WHAT IS ASER?

In India, Pratham (www.pratham.org) – an independent civil society organization – has developed an innovative methodology to produce the Annual Status of Education reports (ASER, see www.asercentre.org). ASER is a household based nation-wide survey that measures ability in basic literacy and numeracy among children between the ages of 5 and 16. The ASER approach is impressive in its scale and coverage, as well its apparent ability to focus public attention towards learning capability and galvanize public action.

A group of educators, researchers and leaders from East Africa have visited India to study the approach and seen first-hand its value and impact. On return from India, the group further reflected on the usefulness and appropriateness of the ASER approach, and unanimously concluded that an ASER like approach would be useful in all three East African countries. In discussions with educators, government officials and civil society organizations, consensus emerged that an ASER type assessment would both provide data on learning outcomes and galvanize citizen action to improve the situation. As a result, Uwezo was born.

The following key features of Uwezo have been adapted from ASER:

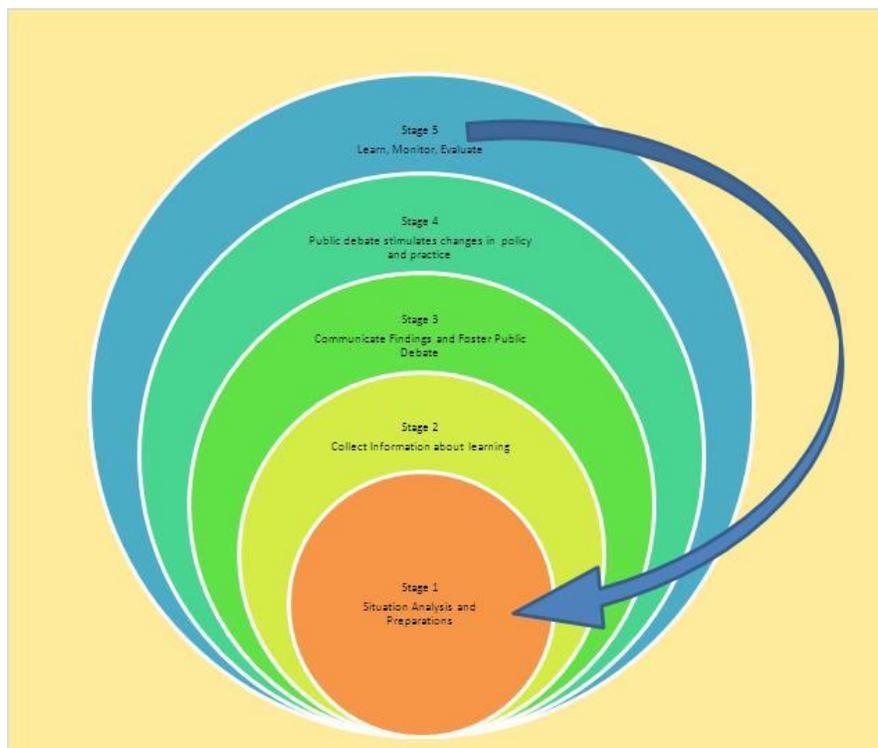
- **Instant feedback:** Unlike other assessments in the region, e.g. SACMEQ, the results will be instant and will be shared with the child and family immediately.
- **Household based:** The tests will be conducted within the households. This will help demystify testing as a school event and aptly bring “education” and assessment to the family level, presenting families with the potential of being part of the child’s learning voyage.
- **Volunteerism:** Uwezo will draw upon volunteers to administer the tests nationally. Other than nurturing the community/civic responsibility, it shifts the assessment of learning competencies away from the domain of education professionals to the public domain, hence helping to galvanize public response and action to the schooling process. It will take into account and cut down on hidden costs.
- **Scalability:** The methodology is designed to be scalable. Nationwide scale will make it more attractive to bureaucrats because every part of the country can easily identify with the results of the survey. It will allow for comparisons which is useful in helping one gauge standards.
- **Policy planning:** The survey is timed to provide input into the annual planning and budgeting process. The results aid in shifting prioritization to address key concerns. To convince the policy maker, Uwezo will resort to “scale and awe” to elicit response from governments who often dismiss results from smaller studies.
- **100 days analysis:** Uwezo will be done within a defined and relatively short period of time. There is no danger of collecting data that becomes stale due to long delays before analysis and use. The determination and focus within the approach is an admirable quality.
- **Periodic nature:** Uwezo will be an annual exercise. This will allow longitudinal data flow in the medium term that informs on children’s basic competencies and monitors improvements registered every year as a result of interventions undertaken during the course of the past year.
- **Collaborative spirit:** Uwezo derives its stamina from the belief that an education movement united in its search for qualitative changes in the education sector can have more sustained impact. While there is a core group of drivers, the collaborators comprise an inclusive list of government departments/ministries, non-governmental and civil society organizations, institutions and individual who fund, conduct the survey or push for policy.
- **Building partnerships:** Current assessments are the preserve of Ministries of Education and other technical players. Uwezo on the other hand is driven by civil society. The collective approach of Uwezo that seeks concerted contribution from all will present education coalitions in the region an opportunity to collectively augment existing efforts in the area of assessment. This approach would be novel given that much of the existing NGO effort is lone ranger, localized, has small geographic coverage and limited policy impact.
- **Communications:** Uwezo realizes generating evidence alone is not enough. It will therefore share information in a manner that better informs the public, stimulates nation-wide citizen debate and creates pressure for policy change from the bottom-up – Uwezo intends to build on the ASER experience and go further, particularly through greater use of media.
- **Interventions:** The assessment findings will stimulate others to design suitable interventions in response, such as Pratham’s “Read India”, but Uwezo itself will not undertake interventions to improve literacy and numeracy in order to remain focused and avoid conflict of interest.

2. THEORY OF CHANGE

Uwezo's goal is to increase children's literacy and numeracy levels across Kenya, Tanzania and Uganda. We aim to achieve this by shifting the focus from the dominant focus on infrastructure and enrolments to children's learning. Drawing on the ASER approach, Uwezo has chosen to focus on educational assessment (i.e. a simple measure of children's literacy and numeracy levels) as a key trigger for public action; the household as the initial point of democratization of access to information, and public debate as a key driver of civic and policy change.

In what follows Uwezo's **theory of change**, to be read in conjunction with Figures 1 and 2 below, is presented. The theory has five key components within a sequential logic. However, Uwezo's work and its effects will be carried through dynamic interventions which reach over time into and across different actors in the education sector and in society-at-large. These interventions do not represent simple input-output models of change on key variables; rather they are designed as non-linear and iterative triggers for multiple forms of citizen action and policy response: they attempt to fit into the lives of citizens and their social and communicative practices, rather than making citizens fit into the lives of our interventions. Our ultimate success depends on our ability to trigger critical citizen centered actions and public debate, that in turn will stimulate key actors to make the policy and programmatic changes necessary to improve the quality of education.

Figure 1: Key stages in Uwezo theory of change



Stage 1: Situation analysis and key preparations: Social change needs to be informed and interpreted through rigorous analysis. For too long, education reforms in East Africa have failed to gain traction because of a tendency to analyze them in isolated, apolitical terms, and to “throw technocratic solutions at what are essentially political and institutional problems” (HakiElimu, 2005). This is why Uwezo's first stage of work has involved a situation analysis of basic education in East Africa and a reflection on what it will take to make a difference. The analysis has built on the considerable personal experiences of the initiators of Uwezo, reviews of published East African and global sources, consultations with key actors, and visits to India to explore the suitability of the ASER approach for

East Africa. The main findings have been presented in Section 1 above. Our approach emphasizes a bottom-up perspective in assessing both the realities (e.g. actual school practices rather than national policies alone) as well as the possibilities for action (broad parental and citizen engagement rather than faith in formal government reform processes alone).

The first stage has also involved making key preparations in relation to organizational set-up, including staff and systems; building alliances and networks with government, civil society, media and others; and adapting the ASER tool for the East African context. Some of these activities have already been undertaken during Uwezo's set-up phase during 2008/9. The key assumption here is that Uwezo's success depends both on a solid internal capability and effective partnerships with others, especially since Uwezo's role is conceptualized as trigger for necessary actions by others. The research design has also been carefully developed, drawing from the experience of ASER India and in close consultation with local experts in education, research design and statistics. We do this both because we care about have a rigorous basis for the claims we will make, and to be able to withstand the inevitable attempts by those who do not like our findings to discredit its methods.

Based on this analysis and preparations, Uwezo's work will be built using the following four components, each of which is described more fully in Section 5 below.

Stage 2: Build the evidence on levels of competence: In order to credibly establish that educational inputs such as increased enrolments, classrooms and materials do not automatically lead to student learning, Uwezo will build the evidence about actual levels of literacy and numeracy in Kenya, Tanzania and Uganda. This will be done by adapting ASER's simple methodology that involves volunteers assessing reading and arithmetic levels for children aged 5-16 years across a large household sample.

There are a number of key advantages to this methodology (see box on ASER above) over traditional approaches that have been used to date in East Africa. First, it is based on measurement of actual reading and arithmetic levels (rather than perceptions or reported behavior). Second, it involves a very large, scientifically derived sample that allows for an unprecedented level of claim-making and comparison across districts. Third, the survey is conducted at a household level, which includes both in and out of school children, and helps avoid some of the potential constraints that would be present in a school setting. Fourth, the research design is so simple that it can be easily understood and implemented, in relatively short timeframe, and with minimum error. Fifth, the survey is carried out by strategically recruited citizen volunteers, which makes it possible to go to scale, keep costs reasonable and, perhaps most importantly, plant the seeds for continued public debate, follow-up and action – what Pratham calls a “social movement approach to assessment”. This last aspect is particularly important to our theory of change, as we shall see immediately below.

Another key feature is that the survey is conducted each year. The value of this is that unlike other surveys are undertaken in an ad-hoc manner once every 5-10 years, this allows for an annual updating of the data and a regular tracking of progress. Progress or lack of it can be tracked more quickly, and the effects of corrective action can be measured without delay, providing a feedback loop that may provide better incentives for improving performance. It can also help keep the issue alive on the public agenda, by effectively turning into an authoritative annual report card on the performance of public education.

The survey has already been piloted in East Africa; and lessons incorporated in the final research design. The survey will be administered in about a third of each country in the first year and country-wide¹ by year 3.

3. Communicate findings and foster broad public debate: Change does not come from credible evidence alone; it requires parents, teachers and key policy actors to be informed and compelled to act. Uwezo therefore places

¹ Because governments are rapidly establishing new districts for political reasons, 'countrywide' may not include all new districts, and in some cases the older district boundaries will be used by Uwezo.

great emphasis on communication of findings, and in fostering informed public debate about the situation and what can be done about it.

Uwezo's third stage involves communicating the findings in three main, inter-linked forms as follows:

- communities involved in the household assessment survey will be given instant feedback and provided with copies of the simple assessment tool for their own continued use
- national reports of survey findings will be distributed countrywide and disaggregated data by district will be provided at local levels
- a few selected materials will be developed targeted to key actors (such as ministries, MPs, journalists, etc) as may be appropriate in the local political context

Throughout, information will be shared in accessible, popular formats, and two-way communication and public debate promoted. Differences among districts and between countries, including examples of both successes and failures, will be highlighted to foster comparison and learning. The approach will seek to both inform and raise debate, and stimulate citizen feedback. Emphasis will be placed on raising questions rather than quickly jumping to solutions, in a manner that seeks to draw audiences to think. Onus will be placed on a practical and shared agency – on what each citizen and policy actor can do to make a difference – rather than simply lining up behind the 'right leader or policy', or simply complaining about the government.

Uwezo's communication approach will make extensive use of mass media, including radio and television, mobile telephony (sms), and other powerful platforms that have wide reach. Here Uwezo will build on the proven work of HakiElimu (www.hakielimu.org) and some radio/TV innovations in Kenya in using media communication to inform citizens and enable them to express themselves.

While the citizen focus and broad public communication will constitute the core thrust of Uwezo's approach, selected differentiated communications materials targeted to key actors will also be developed. These actors will be determined based on each context, but are likely to include government (including the national education sector reviews and budget processes), religious leaders, teachers' unions, the private sector and others that can exercise influence. The materials are likely to be concise and focused on specific roles or actions that they can take to contribute to improved learning.

Critically, in our theory of change, the citizen focus is important in at least three regards. First, a lot can be done to improve literacy and numeracy by parents, children, teachers and other ordinary citizens, even within existing constraints. Second, citizen engagement is essential to creating the public pressure needed to hold leaders and service providers to account, both at local and national levels. Third, the citizen focus creates for greater sustainability by diversifying interest, ownership and follow-up, among people who are directly affected by the poor state of learning, rather than becoming dependant on a few elite individuals who may be moved, become corrupted or change their minds.

Stage 4: Public interest will stimulate changes in policy and practice: We anticipate that Uwezo's second and third stage interventions will create conditions that lead to a range of initiatives by other actors. At the local level, the conduct of the assessments and immediate feedback of information will motivate parents, children and some teachers to take practical actions that enhance learning. Nationwide, the broad sharing of findings and ensuing debate in the media will puncture the easy conflation of enrolment and classrooms with education, creating public pressure for action. The idea is that the broad public concern and among influential key actors will compel ministries of education and other government leaders to prioritize the issue of learning and take appropriate actions, which otherwise would not have happened. The pressure is likely to be reinforced by other parties – such as members of parliaments (MPs), think-tanks, teachers' unions, CSOs, editors – choosing to 'run with the findings' in their own ways and promote their own related agendas. Furthermore, the targeted materials mentioned above

will provide key actors with specific evidence or options of what they can do, and in this way equip them to better respond to public demand.

Teachers need to be at the heart of any education reform, and even more so when it is related to quality. In all three countries teachers unions have become more active in recent years, and they represent increasingly actors for organizing and reaching teachers. At the same time, however, the emphasis to date has been on working conditions and payments, rather than on quality issues. Uwezo believes there is a key opportunity to link teachers' welfare with 'standards' and quality, including possibly developing a 'compact' where teachers are promised better conditions in return for greater, learning-centered performance. Borrowing from the experience of other (lawyers, engineers) professional associations, and in concert with initiatives such as Twaweza, we will explore ways to involve teachers' unions along these lines.

Overall, we believe that this dynamic will lead to policy and programmatic changes principally among government ministries and their key educational agencies, as well as teaching practice (possibly through greater engagement with teachers' unions) and parental follow-up of children's work. We also anticipate some effect on private schooling, through school owners, managers, teachers and parents responding to the need to focus on learning.

It is important to note that Uwezo will not push for a standard set of reforms in each country, or itself undertake nor coordinate the policy development actions of others. Rather we will seek to create an open environment in which different actors can draw on our work, determine the best course of action and take the work forward. This assumes that third parties will indeed act; should this link in our logic fail to be realized Uwezo's assessments are unlikely to result in improved learning. The temptation therefore is to develop fully fledged policy advocacy programs and carry out interventions ourselves. In our view this temptation should be avoided. For while it offers a semblance of control, it also carries risks that may in the long term undermine Uwezo's objectives. First, choosing to do both assessments and interventions ourselves introduces an obvious conflict of interest, which has been recognized in India and led to a decision to separate ASER (the assessment) from Pratham (the mother NGO that also undertakes interventions). Second, should Uwezo try to do both and play an uber-coordinator role, it risks losing focus, making the initiative unmanageable, and failing to deliver quality. More significantly, taking responsibility for all aspects may unwittingly crowd out the space, undermine opportunities and stifle creativity for others to take charge and move the agenda forward. The large conceptual, policy and practice change Uwezo seeks cannot be brought by one organization alone, however effective; that is why an environment in which many actors can 'own' the issue, innovate responses and drive it forward is essential.

In this open approach, the exact form of the changes that will take place in each country (and within countries, in districts and communities) will vary depending on context, such as uptake of the issues by third parties, levels of leadership, set-up and openness to change of educational institutions (dealing with teacher training, curriculum, examinations, etc), depth of access to information, and availability of specific political opportunities to effect change. This does not, however, mean an aimless free for all. Through its monitoring and learning initiatives Uwezo will keep track of these actions in relation to its overall goal, constructing 'audit' trails of which ones are more effective than others, and provide feedback and communicate lessons to better understand the dynamics of change.

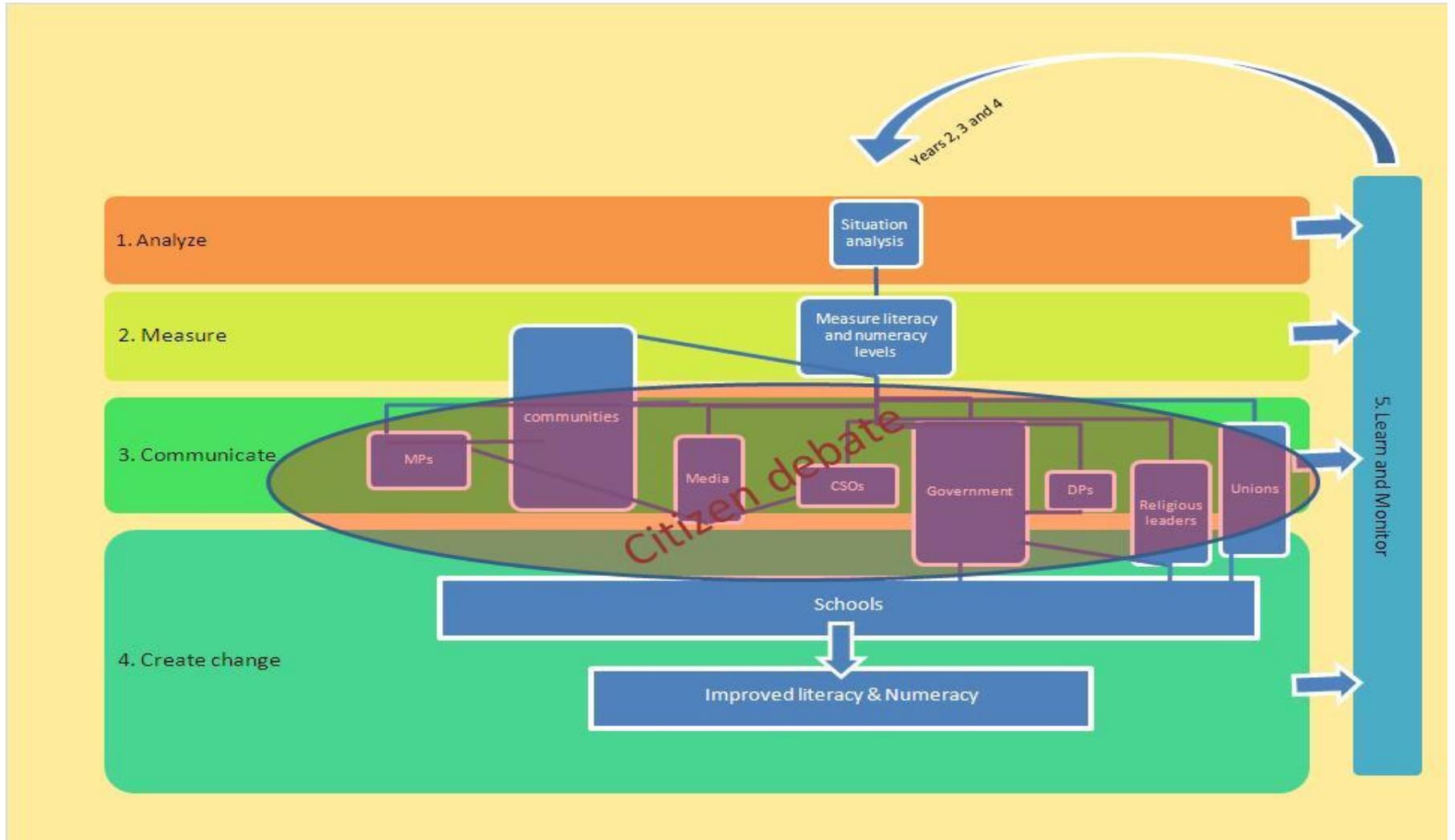
5. Learn, monitor and evaluate: Flowing through Uwezo's different stages and forms of work is an emphasis on learning, and on monitoring and evaluation. These are critical parts of our work, and we plan to draw on Twaweza's (www.twaweza.org) innovative approaches in this area. Uwezo's annual cycle of planning, assessment, analysis and communication provides an opportunity to learn and make adjustments each year. Uwezo acknowledges that the flow of actions from stage to stage is neither entirely predictable nor linear: it is premised on sensitive recognition and analysis of, and responsiveness to, the forms of citizen action and policy responses that are taking place. We believe that an intervention logic that aims to enable citizen action may at times be as messy and complex as the lives of citizens and the politics of policy reform in East Africa. Uwezo recognizes the importance of learning from mistakes and failures and will reflect on these honestly and openly. We will also seek to promote learning across the three countries. This will require documentation and communication that is

thorough, creative and accessible. We will use these lessons learned to make the necessary correctives in our program, and to inform public understanding and education practice more broadly.

Underpinning this learning posture will be the development of a simple yet rigorous set of tools to monitor the outputs of our work and their effects, and progress towards our four year goal and outcomes (see below). An independent, external evaluation will take place early in the fourth year of the Uwezo initiative, and help guide the further trajectory and development of the initiative.

In conclusion, what we have presented is a schematic set of stages, which cannot fully capture the dynamic and responsive nature of the intervention logic. In order to grasp this, it must be remembered that our work will be iterative and multiplicative, in that new assessments will be done each year, new approaches tried, and new lessons learned. These new data will enable further analysis and comparisons. Localized involvement through ongoing assessments will ensure that debates at national level do not become hived off into expert forums. The new data and interpretation through learning, combined with the reconnection with grassroots perspectives, should lead to further actions and initiatives at different scales.

FIGURE 2: UWEZO THEORY OF CHANGE INTERIM DIAGRAM (BETTER ONE COMING)



3. GOAL, OUTCOMES AND OUTPUTS

GOAL: INCREASED LITERACY AND NUMERACY AMONG CHILDREN

Uwezo's core purpose is to contribute to the improvement of the quality of education so that children learn and develop greater competencies, particularly in basic literacy and numeracy. The specific goal over the first four years is to contribute to an improvement of at least 10 percentage points in literacy and numeracy levels among children aged 5-16 years in Kenya, Tanzania and Uganda.

OUTCOME 1: UWEZO ESTABLISHED AND KEY PREPARATIONS COMPLETED

The Uwezo Initiative is established in each of the three countries; with solid organizational basis, functional working relationships with government and other actors, and solid research methodology and communications strategy in place.

The specific key outputs are:

- a) host organizations in each country have capable staff and program capacity, functioning administrative and financial systems, and rigorous learning, monitoring and evaluation frameworks; and clear overall coordination, governance and accountability structure established
- b) national advisory boards for Uwezo established and fulfilling their roles; governments informed and support for Uwezo concept secured; close working relationship with the ASER Centre in India established; and partnerships and networks with civil society, media and others developed
- c) ASER tool adapted for each national context in consultation with relevant government bodies; sample sizes and research frames established; large scale citizen (volunteer) based implementation design developed; procedure for collection, computer-entry and analysis of large data-sets in place
- d) communications strategy for sharing assessment findings and fostering public debate and citizen action developed

OUTCOME 2: CHILDREN'S ACTUAL COMPETENCY LEVELS ESTABLISHED

Actual basic literacy and numeracy levels for children aged 5-16 years credibly established in Kenya, Tanzania and Uganda, data analyzed and compared between districts and across countries, and findings published in each year over four years.

The specific key outputs are, in each of the four years:

- national assessment tests and survey forms developed, pre-tested and checked for quality assurance; volunteers recruited, and trained and supported to undertake the assessments,
- household-based assessments undertaken in all three countries (starting with one-third of all districts in year one and countrywide in year 3)
- data from each assessment entered accurately and analyzed; comparisons between districts and across three countries made
- accessible national and East Africa reports published (in English and Swahili); tailored information by district produced; reports and data placed on website for public access

OUTCOME 3: GREATER PUBLIC UNDERSTANDING AND DEBATE ABOUT LEARNING

By end of year 4, there is greater public understanding and debate about learning, with at least 40% of parents and other community members in the sampled communities and at least 20% of parents and community leaders nationwide aware of general levels of children literacy and numeracy.

The specific key outputs are, in each of the four years:

- immediate feedback of assessments provided to parents, children and local leaders in sampled communities; and assessment tool left with sampled communities for continued use
- assessment tool, findings and analysis disseminated in accessible formats to the public and key actors through the media, websites and email, post and key forums
- tailored materials developed for and communicated with specific key actors (e.g. ministries of education or finance, MPs, religious leaders, journalists, teachers' trades unions, private sector leaders), differentiated
- (by year 4) greater coverage and debate of learning and literacy/numeracy levels in media, civil society and parliamentary discussions, and policy forums and documents (including education sector reviews)

OUTCOME 4: POLICIES, PROGRAMS AND PRACTICES EMPHASIZE LEARNING

By the end of year 4, policies, programs and practices at both national and local levels better reflect a focus on learning and improvement of literacy and numeracy.

The exact form this will take in each country (and within countries, districts and communities) will vary (see theory of change above), but the sorts of outputs we will look for include:

- greater parental and community involvement in children's learning and their basic literacy and numeracy levels, particularly in the sampled communities
- changes in education policy objectives that promote or establish better incentives for quality and learning; including education targets, curriculum, examinations structure, and/or teacher training; and reorientation of school inspection/quality assurance functions to better reflect attention to quality/learning outcomes
- changes in budgets that prioritize quality and learning (particularly full funding and timely disbursement of capitation grants)
- changes in the focus and role played by teachers' unions and other professional associations

OUTCOME 5: LESSONS GENERATED AND INFORM POLICY AND PRACTICE

Throughout the first 4 years Uwezo lessons generated through rigorous learning, monitoring and evaluation; lessons used to improve Uwezo practice and shared across East African and globally to inform policy and practice.

The specific key outputs are:

- rigorous Uwezo monitoring and evaluation framework and learning approach, tools and practices developed (in conjunction with Twaweza's learning and communications unit) developed (in year 1) and implemented (throughout)
- progress against Uwezo's outcome targets and goals systematically tracked in all three countries
- lessons generated, documented and communicated through planning exercises, reports, website and public forums, and used to make necessary correctives and improve practice
- external, independent evaluation conducted (early in year 4) and used to guide the next stage of Uwezo's development

4. CURRENT STATUS OF UWEZO

Exchanges between ASER India and the initiators of Uwezo commenced in November 2007, and have been followed with a number of exchange visits involving researchers, government and civil society. Following these exchanges a decision was made to adapt the ASER approach and Uwezo was born. Tanzania and Kenya started their activities in August 2008, with Uwezo Uganda joining towards the end of 2008. Uwezo is housed within national organizations in each of the three countries: WERK in Kenya, TENMET in Tanzania, and the UNNGOF in Uganda. The preparatory work in all three countries has been funded by the Hewlett Foundation and conceptual, and management support has been provided by Hivos/Twaweza. The current (June 2009) status of preparation of activities is provided below:

4.1 NATIONAL ADVISORY COMMITTEES

The national advisory committee in Tanzania was formed in September 2008 and has been meeting regularly. The advisory committee has 5 members drawn from the CSO sector and the government. The committee has been very supportive of the Uwezo activities. Some of the tasks that the committee has performed include deciding on the assessment tools to be used, selection of the districts for the pilot, recommending individuals for regional coordinators. Uganda has identified possible advisory committee members and will start meeting during the pilot phase. The Kenyan committee, formed in November 2008, has met and offered strategic guidance during the planning phase. A technical working group has also been constituted to support the Kenya secretariat.

4.2 PLANNING FOR THE NATIONAL ASSESSMENTS

The planning process in all three countries began with a series of study visits to ASER India to get first-hand and practical insights. During the first visit, the Uwezo Kenya and Tanzania Country Coordinators attended the ASER planning workshop. The second visit comprised a wider team including methods experts, CSO members and government representatives from Kenya and Tanzania, as well as the Uwezo-Uganda coordinator. The following activities have since been carried out in preparation for the national assessment.

Research Design and Sampling Framework: The process in Kenya started with the preparation of a background paper detailing the nature of household based surveys and comparing the varied methodologies. A resource person was identified, commissioned and has submitted the paper. A Methods Expert Panel was thereafter constituted to oversee the sample generation and advice on issues of method. This panel has to date had three meetings. The planning initially used the 1999 census list as basis however this data missed out on critical expansions, especially district formulation that had occurred. The collaboration with experts in the ministry of Planning has enabled Uwezo-Kenya access the most current projections which is guiding the sample generation. A sample of 70 districts has been drawn from the (known) existing lists of 258 districts for focus in the pilot year. Villages are being sampled. In Tanzania a sample of 30 villages from each of the 133 districts has been selected using the Probability Proportional to Size (PPS). A consultant was hired to carry out the task. The sampling process in Uganda is scheduled to start in the month of June 2009 and it will follow the same lines as in Tanzania and Kenya.

Assessment tools: In both Kenya and Tanzania, assessment tools have been prepared. In Tanzania the Tanzanian Institute of Education (TIE) was commissioned to do the task. Teams of 3 people were formed to prepare tests for English, Kiswahili and Mathematics. Each team, apart from TIE staff had a practicing teacher. The teams began by doing analysis of the syllabi of the three subjects with the aim of establishing the stage at which children were taught to read and to do various operations in mathematics. Four tests were prepared for each of the subjects. The tests prepared were tested in communities around Dar es Salaam, which resulted in the revisions of the tests. The revised tests were discussed in the advisory committee meeting, and one test for each subject was selected.

In Kenya, the process once again began with the preparation of a background paper. A resource person, with extensive knowledge in national assessments was commissioned to prepare the paper. A Tests Expert Panel was then constituted to spearhead the development of the assessment tools. This panel comprises members from the ministry of education, the national assessment centre within the Kenya National Examinations Council, Kenya Institute of Education, a practicing teacher and a retired expert in numeracy. The tests expert panel has in total had four meetings. The first brainstorming meeting was designed to deliberate and gain consensus on key aspects related to testing, grade level focus, competences and target age group. The meeting further set the perimeters that guided the development of the "Assessment Framework". This framework shall guide all future test developments and will assist in maintaining consistency. In the second meeting, the sub-panels drafted the tests, after reviewing the various documents (MoE competency Book, texts, and syllabus). Another meeting was held to moderate the tests. The tests were pretested twice (in an urban and rural setting), and piloted in Voi (arid district) and Bureti (agricultural district). The pilot revealed that the Kiswahili tests to be of a much higher difficult level. Some words, even though they are in the text books, were too complex. These words are introduced as vocabulary in these levels. After the pilot, the tests were validated by the panel. The ASER model has mostly been retained, with some variation in the English and math tests.

Uganda will also develop assessment tools before the pilot in July 2009. Contacts have been made with the key players in the development of assessment tools and they include the Uganda National Examinations Board, National Curriculum Development Center and Ministry of Education and Sports. Experienced teachers will also be included in this work.

Identification of Regional (Provincial)/District Coordinators: In Tanzania a list of possible regional coordinators has been prepared. These include individuals from various sectors, including CSO sector. Identified individuals have been contacted to check their availability and interest to assist in the assessment. Kenya is using a three tier system comprising Research Associates, Regional Coordinators and District coordinators. Research Associates (4) and Master Trainers/Regional coordinators (15) have been identified and participated in the first training workshop. Only 60 % of the identified district coordinators have been vetted. The process has been delayed as funds that would have been used for district visits were shifted to pay expenses for the pilot. In Uganda, a database of experiences researcher who have participated in earlier assessment and have experience of managing country wide assessment have been identified. These include researchers who have worked on the participatory poverty assessment, the qualitative modules of the Uganda National Household Surveys and several other studies. The Uganda National NGO Forum also has a network of civil society institutions that are either members or associates who it is contacting to take an active part in this work.

Data forms: The data entry forms were piloted in two districts each in both Kenya and Tanzania. These forms were largely adapted from the ASER data sheets as follows:

- **Village Information Form:** The form requires the assessors to collect data on the villages where the assessment will be carried out. Assessors are required to find information on the number of households in the village, services available (schools, pharmacy, health facilities, transportation) and the economic activities carried out in the village.
- **School Data Form (1):** In Tanzania, this form seeks quantitative information from the school for the last five years, such as total enrolment, standard one enrolment, amount of capitation grant received, number of teachers, number of text books, facilities at the school and teacher and pupil absenteeism. The variance with Kenya is that enrolment by class and gender is sought only for one year.
- **School Data Form (2):** In Tanzania, this form seeks information on provision of mid-day meals to children, reasons for absenteeism, drop-out, and non-enrolment. Kenya focuses on classroom and school observation of various indicators.
- **Household Data Summary Sheet:** This form collects data at the household level. Data collected includes age and education levels of parents, and number of children between the ages of 5/6 and 16 in the

households. For each child information about schooling (enrolled or not, class studying, school private or public) is recorded. Children's learning abilities, as measured by the assessment tools in Kiswahili, English and Numeracy are recorded in this form. In Kenya, selected household indicators (e.g. presence of electricity, water) are also recorded.

- **Village and District summary Sheets:** These forms present a one page summary of most of the indicators collected in the summary sheet.

Uganda sent representatives to participate in the in Tanzania and Kenya pilots and will use this experience to inform the development of appropriate tools. It is also envisaged that appropriate tools will be developed as per the inputs from stakeholders and requirements of the assessment.

Training manual: A manual that will be used during the training at all levels has been produced both in Kenya and Tanzania.

4.3 PILOT TESTING

The key event that took place in Kenya and Tanzania was piloting of the assessment tools and assessment processes. Uganda was represented in both activities that further benefitted from training support from ASER India. The pilot was conducted in two districts each. Lessons learnt will help in better designing of the national assessments to be carried out later in the year. The pilot was to provide information on the following issues:

- What should be the level and nature of cooperation with the Government and with the Civil Society Organizations?
- How do we get volunteers and who should they be?
- What should be the nature of the training?
- Are the assessment tools in literacy and numeracy appropriate?
- Are the data forms simple enough to fill for majority of the volunteers?
- How much would it take to do the assessment in a district?
- Who can we partner with during the national assessment?

The pilot phase tested all the elements that are crucial to the implementation of the assessment. First the Government/CSO cooperation was tested to find out how much each of the stakeholders was willing and able to be part of such a critical collaborative process. In both countries cooperation with the government proved useful. In Tanzania, the Ministry of Education and Vocational Training was eager to collaborate in the exercise. They provided logistical support like vehicles in Simanjiro. In Kenya, the Ministry of Youth Affairs played a significant role in volunteer identification by offered possible names and contacts. Their officers, alongside those from the Ministry of Education offered moral support by joining in the district training. Members from the Kenya National Examination Council and the Ministry of Education also requested to participate in the pilot so that they can understand the Uwezo approach.

Collaboration with the government has to be properly managed. On one hand it is important to get a buy-in from the government for Uwezo findings to be addressed seriously. On the other hand it is important to maintain the independence and integrity of the data collection and analysis processes. In Tanzania, government officials will be used to provide logistical support – such as encouraging communities to cooperate in the assessment, while not involving them in actual assessment in the field. Experiences with the government, both in Kenya and Tanzania, were good as government officials did not interfere with the data collection process.

On the other hand experiences with CSOs were mixed. In Tanzania, HakiElimu was particularly helpful by providing a vehicle and services of their staff for the exercise. Procurement of some material was done using the HakiElimu

system. SNV and Care International requested their staff to participate in the pilot and supported with logistics. CSO involvement as researchers, however, was not as productive. Mostly they complained about the low rates of per diem that they were paid. The initial idea that regional (provincial) coordinators will be identified from CSOs will have to be reconsidered in Tanzania. In Kenya, though the Elimu Yetu Coalition is fraught with problems, it was decided that their members could be considered to be Uwezo partners. The general experience was that Elimu Yetu members, together with other more established CSOs had different expectations that Uwezo could not meet. Organizations led by young people had more realistic expectations and will be better partners. More resources will however have to be spent on training and generally building their capacity.

In order to decide where the volunteers would come from and how we should pitch our appeal to them, it was decided take people from different walks of life as volunteers. In Tanzania the ages of volunteers ranged between 65 and 20. They were from church organizations, students from Open University, student teachers from teachers colleges, secondary school graduates, members of CSOs and CBOs, and one even from the Immigration department. On the whole, members of CSOs were disappointing as they constantly complained of the low amounts that they received. The most enthusiastic among all the volunteers were University and high school students; they were the ones who saw the tremendous potential of Uwezo. In Kenya, a deliberate effort was made in Pilot 2 (Bureti district), to target young people. Their average age was 21. The experience was positive. The volunteers saw value in the training they received. Most were college students or had just completed their secondary education. The fact that they had a good academic background considerably eased the training process. Some volunteers have been exposed to training by organizations such as Oxfam, Plan International which increased their respect for research. The certificate the volunteers received after the training and assessment was arguably more valued than the token payment they received. The criteria to select volunteers have also evolved and it shall be: they ought to be young persons, have a minimum of Grade C in secondary school, speak the language of the catchment area, and preferably be members of the sampled village. Those who have participated in related surveys shall have an added advantage.

In Tanzania training was for two days in each site. Training manual was also piloted to see if the participants were able to learn from and use the manuals in the field. In Tanzania it was realized that:

- Manuals will have to be translated in Kiswahili as many participants, even those who were studying at the University, were unable to understand English.
- One page laminated instructions will have to be prepared for doing various stages of data collection.
- Instructions will have to be specific.
- Participants will have to go through several sessions of supervised practice before they are sent to field.

While in Kenya, the manuals will not be translated; there is need for step by step though simplified and easy to read instructions. Another manual is currently being prepared.

The pilot phase was therefore a comprehensive pilot that did not only focus on the instruments but also the supportive infrastructure that went into that process. In the subsequent years, more emphasis shall be put in piloting the assessment instruments, which have to be altered each year, yet the same difficulty level and consistency has to be maintained.

Uganda was yet to undertake its pilot (as of June 2009). However lessons from the two countries are informing the planning of the pilot in Uganda. The immediate activities Uganda proposes to undertake are developing assessment tools; conducting the pilot; analysis of pilot data; holding of first meeting of the Advisory Committee and continuing with the marketing of Uwezo among key actors in education and related development partners.

The preparatory phase has been used to forge visibility of Uwezo. In Kenya 3,600 calendars were printed with a running slogan "*wanafunzi hupata Uwezo gani shuleni?*" ('what abilities do children get from school?'). To ensure similar processes and standards across the survey districts, simple information and procedure leaflets have been

developed to guide the planning and implementation. The following Box shares the information sheet that will be used to recruit volunteers.

CALL FOR VOLUNTEERS (UWEZO-KENYA)

Background: Uwezo can mean capability, capacity or strength in Kiswahili. Uwezo-Kenya seeks to contribute to the improvement of the quality of education by focusing attention on the actual competencies of school age children. The Uwezo initiative is part of a larger process that is being undertaken in Uganda and Tanzania and is fashioned alongside a similar process that has been going on in India.

What is Uwezo all about? Uwezo seeks to conduct a household based survey to document the actual competencies children have in literacy and numeracy. The information shall be the basis of informing ourselves if our children are actually learning and acquiring the right skills. In order to achieve this, Uwezo seeks to collaborate with all interested persons to gather the information. You can be part of this “select national team of citizens for better education”.

Who can be a Volunteer? The criteria for selecting volunteers shall be as follows: The Volunteer(s)

Must be a resident of the selected village (*up to 30 villages will be selected*).

Two persons (*male and female*) to form a team for each village

Should come from the specific village to be assessed

Should have completed secondary education (*with at a minimum C minus grade*)

Should be young (*average age of 25 years but above 18 years*)

Should be able to communicate in the language of the catchment area

Must have an identity card

Must have access to a cell phone

What are the Expected Responsibilities for the Volunteer? The Volunteer shall be expected to:

Participate in a two-day training on how to conduct the assessment and provide instant feedback

Effectively collect data in the relevant areas allocated for 2 days

Take utmost good care of all the documents and materials availed for the assessment

Duly return all the documents to the District Coordinator

What should a Volunteer Expect in Return?

To learn about education in Kenya

To have an opportunity to make a difference and contributing to building Kenya

Uwezo-Kenya shall not pay for the time offered by the volunteer

Uwezo shall provide a token to cater for lunch and communication expenses

Uwezo shall issue a certificate of participation.

5. PROGRAM ACTIVITIES

The following section describes the main program components that will be implemented to achieve Uwezo outcomes in a manner consistent with our theory of change. Some preparatory activities will be carried only once in the first year, many others will be repeated each year as part of the Uwezo annual cycle. While we expect activities to take the general form described below, approaches and specific aspects will be adjusted as needed to take into account experience and lessons, and the feedback from citizens, key actors and our advisory committees.

Drawing on the section below, each year a more specific annual (July to June) plan and budget will be developed by the 15th of the first month of that year (except for the start-up year). This plan would also explain the major adjustments/changes that may be necessary.

OUTCOME 1: UWEZO ESTABLISHED AND KEY PREPARATIONS COMPLETED

The Uwezo Initiative is established in each of the three countries; with solid organizational basis, functional working relationships with government and other actors, and solid research methodology and communications strategy in place.

OUTPUT 1.1 HOST ORGANIZATION CAPABILITY DEVELOPED

The legal and implementation responsibility for Uwezo is held by the three host organizations: TENMET in Tanzania, WERK in Kenya and UNNGOF in Uganda. While TENMET and UNNGOF are umbrella organizations of coalition members, WERK is a professional association of researchers. All three are long standing organizations with basic structures in place. The scale of Uwezo, unprecedented in the experience of the host organizations, has necessitated strengthening and expansion of organizational capability as explained below:

- a) **Staff capacity:** Staff have been/are being hired in four main areas: finance; administration; communications; and data analysis. To augment the capacity of Uwezo staff, specialist individuals and agencies are being engaged on need basis. Staff members are further being exposed to opportunities for learning through attending trainings while young members are encouraged to enhance their individual capacities by enrolling for further studies in their areas of interest. Uwezo is further developing a system of internship that has a dual advantage of offering practical opportunities to young people who in turn support various program aspects.
- b) **Financial and administrative systems:** Both internal and external mechanisms have been adopted. Internally, the various policy and administrative manuals have been reviewed and strengthened. Externally, institutional assessments are being conducted by Hivos/Twaweza with the support of an external consulting firm. Both processes have resulted in an identification of strengths and areas that need to be improved. Some of the solutions have already been implemented, such as installation of professional software for financial management. The host organizations have started the process of adopting these changes and the process is expected to be completed by December 2009. Special administrative mechanisms are also being put in place specifically to deal with the scale of Uwezo activities. For example, the largest group supporting Uwezo are the volunteers. In order to manage their numbers both now and in the subsequent years, data management services (e.g. SODNET in Kenya) have been approached to offer a proper documentation system.
- c) **Accountability:** Uwezo is expected to adhere to the internal rules and regulations governing the organization and in accordance with the national stipulations. Over and above this, Twaweza, that holds overall management and oversight responsibility has instituted mechanisms to ensure effective functioning, transparency and accountability. Hence, Country Coordinators who manage the specific

country program are accountable both to their host organizations as well as to the funding agencies, through Twaweza.

OUTPUT 1.2 SUPPORTIVE NETWORKS FOR UWEZO DEVELOPED

Uwezo recognizes that the most effective way of achieving its objectives is through collaboration with key individuals, organizations and government departments. Uwezo has therefore identified the critical parties whom it shall seek to collaborate it and rationalized the tenets that would govern the proposed partnership. The collaboration is incorporated in Uwezo's governance structure, such as the National Advisory Boards, as well as the establishment of flexible networks with organizations in education and the media sectors. The key partnerships being built are with:

- a) **Ministries of education:** Regulating public education is the legal mandate of Ministries of Education. Hence buy-in from relevant departments and individuals has been prioritized in a formal and practical manner. Formally, Uwezo has informed the relevant ministries about the processes and has incorporated selected members (drawn from specialist departments like curriculum, examinations, and statistics' units) in the National Advisory Boards (see Annex 10.2). Practically, Uwezo has involved technical experts in key aspects such as developing the assessment tools and sampling framework. Outreach will also be made to other key actors in other ministries (such as Finance and Prime Minister's office) and in other influential positions outside government.
- b) **Individuals and Organizations:** The selection of key individuals and organizations to partner with has observed a very basic tenet of partnership; that it ought to be a reciprocal relationship in which both parties have something to offer and to benefit. For example, in order to identify possible district coordinators, it has been realized that the individuals who want an opportunity to expand their training or research capabilities, or to meet with and learn from people outside their localities have expectations that Uwezo can meet. In return Uwezo is seeking for people with practical knowledge of their districts and some working relationship with the district authorities. Uwezo and the individual can therefore establish a relationship in which shared objectives are met and monetary gain assumes secondary importance.
- c) **ASER Centre:** Collaboration with ASER India provides Uwezo with a solid base of support and quality assurance from an experienced, capable and committed entity. The East Africa/India linkage in the area of assessment is novel. Uwezo seeks to consolidate the learning formally by inclusion of the ASER director in the East Africa Advisory Board and by involving the ASER Centre staff in Uwezo activities and stimulating opportunities for sharing. Uwezo shall not seek to reinvent the wheel and has therefore adopted/adapted many of the ASER methods where appropriate. This approach has enabled Uwezo to improve on certain aspects in the data collection sheets through for example including items (telephone, radio listenership preferences) that will ease subsequent communication of the results.

OUTPUT 1.3 RESEARCH DESIGN AND IMPLEMENTATION FRAMEWORK DEVELOPED

A characteristic feature of the Uwezo data collection processes is its simultaneous rigor and simplicity. While the broad framework has been adapted from the ASER methodology, effort has been made to anchor the specifics of the design within the national policies and contexts. The various aspects of the research design that have been developed and which will be reviewed on an annual basis are:

- a) **The Uwezo Assessment Framework:** The process for developing the tools begun with the development of an "assessment Framework". In developing this framework, reference was made to the national curriculum and competencies stipulated by the ministries of education in respective countries. This framework documents the various competencies to be tested, levels of competencies and steps to be used in developing the tests. It also lays down the rules governing each test. This framework will guide the annual development of tests and will ensure that level of difficulty and comparability across the years is retained.

- b) **The Sampling Framework:** In each country, the development of the sampling framework has been undertaken by a team of high profile statisticians who have experience of working on major national surveys and/or national censuses. This sampling strategy allows for the generation of district level statistics as well as national level statistics. Uwezo is using PPS where selection is based on the size of the area. Given the scattered nature of population in many parts of East Africa a different approach, such as cluster sampling is being considered. These approaches have either been developed or validated by the respective National Bureau of Statistics. A rotating panel is being considered where 10 villages are dropped and another 10 added in each year, for the old districts. The study sample shall always be centrally generated and study villages communicated to the districts.
- c) **Citizen based implementation design:** The scale and methodology Uwezo adopts necessitates broad based public involvement. The design for enabling the research to occur is therefore premised upon garnering support from local communities, in the form of volunteers and local organizations, to undertake and coordinate the activities respectively. Use of locally based entities eases access to the households. In order to be more systematic, the selection criteria will continually be reviewed and proper data management systems will be instituted.
- d) **Data Entry system:** Uwezo will work with *Sunai*; the data analysis firm that ASER uses to offer guidance on data management systems. In addition, where appropriate and feasible, national data entry centers shall be contracted to perform data entry. It will remain the responsibility of the Uwezo national teams to provide dummy tables that will aid analysis of specific variables.

OUTPUT 1.4 PUBLIC ENGAGEMENT AND COMMUNICATIONS STRATEGY DEVELOPED

Communication strategy: Communication is central to Uwezo’s success, and this document provides the main schema of how this will be achieved. However, a more detailed and carefully thought through communication strategy for East Africa, which takes into account the fast emerging possibilities offered by new technologies, is needed. The process of doing this work has started with the help of an experienced consultant, and is expected to be complete by December 2009. The process has already been initiated with the development of country specific strategies. The two key aspects that stand out in the strategy are:

- a) Communication is interwoven within all key components including the research process:
- b) Media (old and new) is to be used as a key avenue for reach, interactivity and stimulation.

The Uwezo approach will emphasize broad communication of assessment findings to the public (rather than a ‘one-way’ dissemination to stakeholders or experts alone), the fostering of public debate and promoting ways in which citizens can access information and communicate their views, For the information to be effectively communicated, all opportunities the preparation and research processes present will be used to build the communication blocks. In order to aid the process, specific communication objectives derived from the broader Uwezo goal will be drawn to focus attention to opportunities, key audiences, activities and media tactics (radio, SMS, TV spots, fliers, postcards etc). In this way, the strategy will evolve as a practical tool that can be used to aid implementation.

OUTCOME 2: CHILDREN’S ACTUAL COMPETENCY LEVELS ESTABLISHED

Actual basic literacy and numeracy levels for children aged 5-16 years credibly established in Kenya, Tanzania and Uganda, data analyzed and compared between districts and across countries, and findings published in each year over four years.

OUTPUT 2.1 NATIONAL ASSESSMENT TESTS, TOOLS AND PROCESSES DEVELOPED

- a) **Developments of Tests:** Assessment tools that capture the actual competencies in literacy and numeracy will be developed on an annual basis. These tests shall abide by the steps laid out in the “assessment framework”. The tests are based on Class (standard) 2 curriculum of the respective countries. Test development panels in literacy and numeracy will be constituted each year. Due to the multiplicity of languages of instruction in East Africa, it is expected that tests in more than two languages will be developed. The tests panel members will develop several samples of which four will subsequently be pre-tested and validated by members from the national curriculum boards. Comparisons will be undertaken at the East African level before the tests are adopted for the survey. This activity shall commence each year, 6 months before the actual survey.
- b) **Development of Data Recording Tools:** The two main data collection tools are (i) the household survey sheet and (ii) the school data form. Other data recording forms include the village information sheet and the village and district summary forms. All these have been adapted from ASER and modified to suit specific country details. These forms shall be modified annually to capture additional variables being tested each year.
- c) **Pre-testing the Tools:** Pre-testing of the tools is a vital component of the test development processes. Where appropriate, the tests will be piloted in different environments, such as rural/urban; coastal/highland; pastoralist/settled agriculture; and improved as appropriate. At least three pre-tests shall be conducted.
- d) **Recruiting of Volunteers:** The main data collectors in the Uwezo research design are volunteers. A volunteer recruitment criteria and recruitment drive (see box above) has been developed and it shall be revised annually based on the experiences of the previous year.
- e) **Training of Trainers:** The nature of training has an effect on the quality of data collection. Because of the scale of the Uwezo study, partner organizations and individuals shall be used to roll out the activities. A cascading training model shall be used where Master trainers will first be trained. They shall train the district coordinators who in turn will train the volunteers. The master trainers/District coordinators shall undergo at least two-three day training (inclusive of practical sessions) to build their training skills. Both a Trainer/Facilitators manual and Volunteers’ Manual have been developed and translated (in Tanzania) and will be revised on an annual basis.
- f) **Research Authorization:** Each country has different stipulations to meet before a research is conducted. The country coordinators shall be expected to meet all the requirements and communicate the relevant information to the districts.

OUTPUT 2.2 HOUSEHOLD BASED ASSESSMENTS UNDERTAKEN

Data shall be collected from 20 households each in 30 villages per district in the three countries. In addition one public primary school per village shall be visited. Only a third of the districts will be covered in the pilot year (2009) with the aim of a countrywide sample by the fourth year. The following shall be undertaken:

- a) **Training of Volunteers:** All volunteers shall undergo a two training which will commence on a Wednesday. It will involve both theoretical and practical sessions with actual visits to schools and households. A volunteer’s manual has been developed which will be issued to each person and will serve as a reference guide during the entire data collection process.
- b) **School Visits:** The school visit, which shall take place on a Friday morning, serves two critical functions. First, it avails an opportunity to collect data on selected variables such as enrollment and school grants. Secondly it presents an opportunity of introduction to the data collectors. Once children see the data collector in school, it eases the entry to the home. School visits may be conducted on a biannual basis.
- c) **Village Visit:** This activity will likely be undertaken on a Friday afternoon and shall begin with a visit to the Chief’s office. The purpose shall be to inform the local leadership about Uwezo, complete the village

information sheet and further get assistance on making of village map and village lists. The volunteers shall then sample the 20 households using the sampling criteria adopted by the individual countries.

- d) **Household Visits:** This activity shall take likely place on a Saturday which is officially not a school day. The volunteers shall visit the 20 sampled household and administer the tests in literacy and numeracy to all children aged 5/6-16 living in the household on a regular basis.
- e) **Data Recheck:** The district coordinators shall conduct a data recheck of at least 2 prior selected villages. The purpose shall be to monitor the nature and type of data captured by the volunteers. Data recheck presents an opportunity to check quality and learn and improve on the processes.

OUTPUT 2.3 DATA ACCURATELY ENTERED AND ANALYZED

Several processes shall be followed to ensure that data is managed and analyzed in a proper and credible manner:

- a) **Data management:** In order to manage the huge volume of data, Uwezo shall outsource the data entry processes. Uwezo proposes to engage Sunai, the data entry firm that ASER uses to provide consultancy services for the three countries. Data entry shall however be managed within. The data entry packages that will be used must have in built entry and recheck mechanisms.
- b) **Preparation of Dummy Tables:** Blank data tabulation templates containing the variables and information that has been prioritized for interpretation shall be prepared. These tables have a further advantage of checking that the data collection tools actually do collect the data that is envisaged for analysis. Each country has/shall prepare their country specific tables which will be compared at the East African level. The firms/persons engaged to analyze the data shall be expected provide results as per these dummy tables.
- c) **Analysis:** The analysis will be undertaken in such a way that it addresses concerns at regional, national and district level. This data shall be compared as appropriate. Comparison presents a possibility for regions/countries to gauge own standing in relation to others.

OUTPUT 2.4 DISTRICT AND NATIONAL REPORTS PRODUCED

National and district reports: The findings will be published in formats accessible to the general public. The data will be presented in simple tables and clear diagrams, and other innovative methods that make the publications eye-catching will be explored. The two main outputs will be national and (per) district reports. The former shall contain East African comparisons. These reports will be printed and distributed widely, as well as made available on the Uwezo websites.

OUTCOME 3: GREATER PUBLIC UNDERSTANDING AND DEBATE ABOUT LEARNING

By end of year 4, there is greater public understanding and debate about learning, with at least 40% of parents and other community members in the sampled communities and at least 20% of parents and community leaders nationwide aware of general levels of children literacy and numeracy.

OUTPUT 3.1 INSTANT FEEDBACK TO STUDY COMMUNITY PROVIDED

Community Feedback: Uwezo assessment will be carried out at the household level. In contrast to other national assessments, Uwezo will provide an opportunity to parents to interact with assessments, a usually exclusive school based activity. Parents will be given immediate feedback on the child's ability to read and do simple calculations. It is vital that the assessment results are shared in a constructive manner that will result in the child being assisted rather than being victimized. The key assumption underlying this activity is that parents care about improving their children's learning. The process of giving immediate feedback is therefore designed to inform them about what they can do, and to involve them where possible. To aid this process:

- a) Volunteers will be trained on how to communicate the assessment results with parents/families. The training manual will further contain tips for easy reference.
- b) A communication flier will be/has been developed to ease this process. This flier, which suggests practical key actions that parents can engage in, will be left with parents for their future reference.

In order to encourage increased use of the assessment tools and to spur community dialogue around issues of learning outcomes, several processes will be initiated. First, the assessment tools shall be left within the villages; in the schools that will have been visited, and possibly with the Chief and in selected households. Parents and caregivers will be encouraged to share what they have learnt with others in the villages and the test will be left behind so that others can use it too. Secondly, volunteers shall be encouraged to guide the proper administration of the tests. As local community members, they can be targeted as resource persons.

OUTPUT 3.2 FINDINGS DISSEMINATED IN ACCESSIBLE FORMATS

Other than providing feedback to schools and families sampled for the study, Uwezo results will also be communicated to a wider population. To aid this process the following process shall be undertaken:

- a) **Development of 'easy to understand' Materials:** Effort will be made to access the data in friendly and interesting formats, or to 'liberate it' and give it meaning. Key variables that will communicate the main messages from the study will be highlighted. Various formats, be they be fact sheets, post cards, one page fliers, calendars will be prepared for sharing with communities, districts and regional authorities. One particular idea is to produce a poster of ranked performance by districts or parliamentary constituencies.
- b) **Using the Media:** A media campaign that creatively uses the radio, television, video documentaries, the website, emails, telephones/ SMS and newspapers will be used both for reach and to enhance a two way communication channel. Different methods will interact to build and sustain communication. For example, parents who participated in the survey may receive SMS messages alerting them on a radio program in which they can participate. Adverts may be developed using the date to provoke broad discussion and comment back through letters to the editor and radio call ins. Organizations such as HakiElimu that have used the media effectively are being consulted to assist in developing effective communication methods.

OUTPUT 3.3 TAILOR MADE COMMUNICATION PACKS FOR KEY ACTORS

Addressing Key Actors: In addition to public communication, which will also reach key actors, targeted materials for key actors will also be developed. Following the general public release and the community feedback, we anticipate considerable debate in the mass media and in local community groups. We aim to catalyze further specific forms of debate and responses through tailored media and information packages for key actors. At present key actors do not sufficiently respond to technical presentations in closed door sessions. Such information channels are not threaded through the public domain, and remain the preserve of groups who use or guard information either simply for gate-keeping, or because they do not feel public pressure to act on it. Drawing on the experiences of the earlier feedback we will target the following groups of key actors through a range of

communication and tailor-made media; Government ministers, Ministry of Education; Religious leaders; Members of Parliament; Private sector; Schooling sector and Journalists. These materials will explain the issues in terms that appeal to the specific key actors, and recommend specific actions that they can take.

OUTPUT 3.4 GREATER PUBLIC DEBATE AND COVERAGE ON LEARNING

Debate and coverage: Activities related to outputs 3.1 to 3.3 will be carried out in a manner that stimulates debate and citizen involvement. Emphasis will be placed on asking questions rather than giving solutions, and on creating avenues through which people can voice opinions and act to make a difference. Linkages between different media channels and key institutions will be promoted, such as radio and SMS and parliament, so that a greater ‘programmatic’ or ‘ecosystem’ effect can be achieved. The effect of these efforts is expected to be felt from the beginning, but become especially evident over time. We will seek to demonstrate (and have it be verified through the external evaluation) that by year 4 greater coverage and debate of learning and literacy/numeracy levels in media, civil society and parliamentary discussions, and policy forums and documents (including education sector reviews) has been achieved.

OUTCOME 4: POLICIES, PROGRAMS AND PRACTICES EMPHASIZE LEARNING

By the end of year 4, policies, programs and practices at both national and local levels better reflect a focus on learning and improvement of literacy and numeracy.

As explained in the theory of change, Uwezo’s direct interventions will focus on the assessment and communications; the outputs under Outcome 4 are expected to be achieved by and through other actors who will be inspired and/or compelled to do so by the level of public understanding and debate of the education challenge. Because of this ‘open-ended’ approach and contextual variances (within countries, districts and communities) the exact form this will take in each country will vary, but the sorts of outputs we will look for include the following:

4.1 GREATER PARENTAL/COMMUNITY INVOLVEMENT

The Uwezo premise is that parents and other citizens will not sit back and wait for the education officials to do everything if they realize the deficiencies in their children’s learning and see a way of doing something practical about it. This may include:

- more time following-up with children after school, helping with homework, reading
- increased interaction with teachers about what children are learning and how it can be improved
- re-focusing private ‘tuition’ on learning outcomes
- greater parental involvement in school governance committees and school meetings
- increased communication to local and national leaders and through the media on learning issues
- greater local organizing through formal and informal organizations to improve learning

4.2 EDUCATION POLICIES AND PROGRAMS FOCUS ON LEARNING

A range of policy and program actions may be taken by governments (and private school owners) to promote learning. Uwezo’s specifically targeted materials (Output 3.3) will articulate some of the possible options, but the ones that will be taken up will depend on levels of uptake, opportunity and leadership present in each context. Uwezo will track these changes, which may include:

- changes in the structure and content of school leaving examinations and periodic assessments to focus on learning
- changes in curriculum in public private schools
- changes in teacher training, support and supervision
- changes in the focus and manner in which school inspections and other quality assurance activities are carried out

4.3 EDUCATION BUDGETS PRIORITIZE LEARNING

Since budgets are arguably the most important policy instrument, Uwezo will track to see whether increased interest in learning is reflected in education budgets. Particular attention will be given to whether capitation grants – that provide funds at the school level for quality improvements – are prioritized and safeguarded in the budgets; disbursed in a timely and predictable manner, levels of transparency and where possible to ascertain, the actual use of these funds. Similar attention may be given to devolved funds such as the Constituency Development Fund (CDF) that now exists in all three East African countries. Instead of setting up its own separate tracking activities, Uwezo will seek to link up with existing activities, such as public expenditure tracking surveys (PETS) and related activities by NGOs (e.g. Sodnet in Kenya, Uganda Development Network and the Tanzania Education Network/HakiElimu), or to the work of Twaweza. In later years consideration will be given to including a few financial related questions in the annual assessment instrument itself.

Finally, Uwezo will also track the uptake within policies of recent innovations such as the ‘cash on delivery’ idea (see <http://www.cgdev.org/section/initiatives/active/codaid>) and other initiatives that seek to incentivize learning.

4.4 TEACHERS UNIONS/OTHER PROFESSIONAL ASSOCIATIONS EMPHASIZE LEARNING

Building on work under Output 3.3, and in concert with other initiatives such as Twaweza, Uwezo will track how teachers’ unions take up greater focus on learning, potentially in terms of promoting standards and professionalization of teaching in the interest of restoring respect to the status of teachers. It will be important to follow this work both at the national leadership and local practice levels.

OUTCOME 5: LESSONS GENERATED AND INFORM POLICY AND PRACTICE

Throughout the first 4 years Uwezo lessons generated through rigorous learning, monitoring and evaluation; lessons used to improve Uwezo practice and shared across East African and globally to inform policy and practice.

5.1 RIGOROUS M&E FRAMEWORK DEVELOPED

Uwezo is committed to undertaking rigorous monitoring of its work and effects. This will be done within a context of internal interest in learning and accountability, rather than simply to ‘please a donor’. A full learning and M&E framework will be developed with the help of experts and after consultation with similar initiatives, including with reference to Twaweza’s model.

5.2 UWEZO PROGRESS TRACKED

Uwezo will track progress towards our goals against our outcome targets and outputs systematically each year across all three countries. Basic monitoring will take place in year 1, and the new framework will be implemented fully starting year 2. External reporting will be based on this internal monitoring, so as to reduce unnecessary parallel process that increase transaction costs. Some of the key tools for this are listed in Section 7 below.

5.3 LESSONS DOCUMENTED AND SHARED

Uwezo is committed to lesson learning in an open and honest manner, and to consciously document lessons. This includes developing a culture of and incentives for learning within our country offices, and in the exchange between the staff and key actors across the three countries. Lessons will be used to make the necessary correctives and adjustments for improved performance. They will also be shared more widely among actors through reports, websites, articles and other public forums.

5.4 EXTERNAL EVALUATION CONDUCTED

Uwezo, in consultation with Hivos/Twaweza, its advisory boards and its donors will facilitate an independent external evaluation of Uwezo. The terms of reference and choice of consultants for the exercise will be jointly agreed between Uwezo and our donor partners. The evaluation will assess Uwezo's achievements in relation to its goal and outcomes, the strength of its key strategies and approaches, and the capability of its organizational set-up. It will also make recommendations for the future development and trajectory of Uwezo. The evaluation exercise will be undertaken early in the final (4th) year of the initiative so as to enable its findings to be incorporated in future planning.

6. GOVERNANCE AND MANAGEMENT

6.1 VALUES AND PRINCIPLES

Uwezo will seek to reflect and practice sound principles of effective and transparent governance. The five key values (adapted from Twaweza) that will guide our organizational culture and staff are:

Responsibility and Initiative: We will cultivate among ourselves and our partners an ethic of taking responsibility and initiative, where we strive to achieve our objectives as best as we can and do what is needed because we find it important, not needing to wait to be pushed from the outside. This involves trying out different approaches and calculated risk-taking, where we seek to find innovative solutions to intractable challenges, and learn from both our failures and successes.

Reflection and Learning: We will actively seek to avoid the twin traps of doing something just because we are used to doing it, and of becoming so busy that we no longer reflect on what we are doing. Among ourselves and our partners we will seek to develop an explicit culture and practice of stepping back and learning, of being open to see what is ineffective or not working, drawing out lessons and insights, communicating these, and using them to challenge and modify our practice.

Accountability: Uwezo is borne from a sense that much development work is ineffective; hence accountability is central to our purpose. We will seek to be accountable first to the citizens of East Africa, in terms of the relevance and impact of our efforts, and in being responsive to their views, concerns and ideas. Second, we will be accountable to our stated purpose, goals and objectives, and to our mentors, advisors and donors in achieving these objectives. Third, we will be accountable to each other in the support and honest feedback we provide to enable each one of us to be motivated and effective.

Transparency and Communication: Except for a small range of information that needs to remain personal and confidential, we will be transparent throughout our work. This will include information on achievements and limitations, progress reports and audited accounts, assessments and evaluations. Lessons will be documented in formats that can be easily shared and accessed. Most materials will be available freely to the public through our website.

Ethical Integrity: From the outset we will develop a culture that recognizes that we are stewards of resources meant for public good, that we need to use with great care and responsibility. This will involve ensuring we avoid actual, potential or perceived conflicts of interest; insisting on value-for-money, and high disclosure and transparency requirements. There will be absolutely no tolerance for corruption or use of entrusted position or power for illegal private benefit. Uwezo policies, systems and procedures will be developed to reflect these values and will draw from the strong foundations in place at key East African institutions.

6.2 GOVERNANCE AND MANAGEMENT

Uwezo will deploy a somewhat unusual governance structure to ensure the right combination of consultation, inclusive decision-making and accountability. Overall management and oversight responsibility will lie with Hivos/Twaweza who will coordinate the East African initiative; at the country level the respective host organization (TENMET in Tanzania, WERK in Kenya and UNNGOF in Uganda) will assume legal and implementation responsibility.

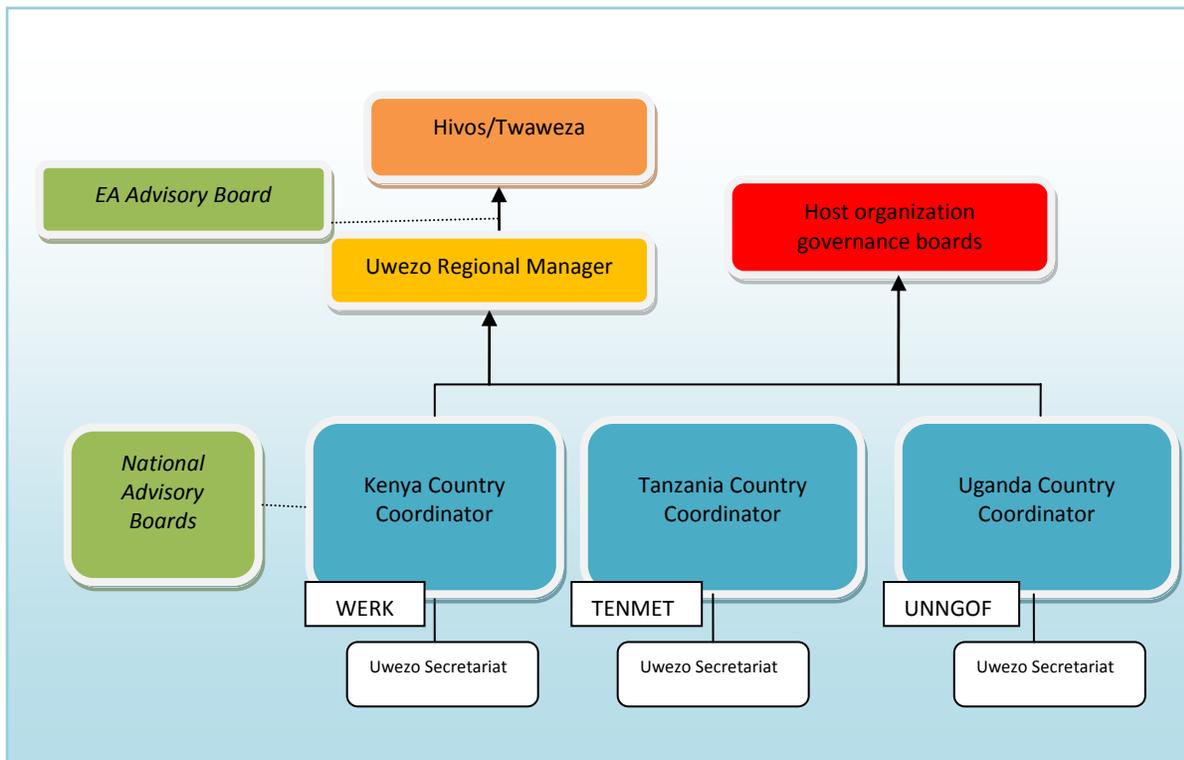
Correspondingly, at the regional level day to day responsibility will be delegated to the Regional Manager, who will serve as the overall leader of the East African initiative and be responsible for management, quality performance, region wide synergies and coordination. The Regional Manager will be based within and report to Hivos/Twaweza.

In each country, the host organization will bear legal, fiduciary and implementation responsibility for Uwezo, and the governance boards of the host organization will exercise overall scrutiny and accountability of national implementation.

The Country Coordinator will lead and manage all country level work, and take particular responsibility for all technical and research aspects. As a general rule, nationals of the respective countries will be responsible for the management of Uwezo in each country. The Country Coordinators will report to the Regional Manager on substantive and reporting aspects, and to coordinate efforts and learning across the three countries. On day to day administrative and implementation matters the Country Coordinators will work closely with the leadership of their host organizations, and use their policies and systems to ensure smooth operations. Annual and half year narrative and financial reports will be provided to both the Regional Manager and the governing Boards of the host organizations. For more details on roles see section 10.2 of Annex below.

Finally, advisory boards will be established at the East Africa and country level, comprising of experts and key actors from diverse backgrounds (see Annex 11.3 for proposed members). These bodies are an essential part of the Uwezo strategic and accountability setup, and will provide critical advice at key moments in the process. The advisory boards will review strategies, plans, budgets and implementation; provide independent feedback and guidance, and foster linkages with governmental and civil society networks. Board members will serve two year terms, which may be renewed once; however in order to stagger appointments at the first meeting about one half will be selected to serve two-year terms and the other half to serve three-year terms. The advisory boards will normally meet twice each year, though in future years one of the EA Board meetings may take place through a conference call. The boards may also, at their discretion or as dictated by prevailing circumstances, meet more often or invite other donors or experts to attend its meetings.

The following is a diagrammatic representation of the Uwezo governance, advisory and management structure.



The Uwezo Country Coordinators have been engaged since 2008. The full planning and setting up of Uwezo support teams and recruitment of Uwezo Regional Manager is expected to be completed by September 2009. Administrative systems, including policies, financial regulations and accounting software, and bank accounts, with adequate transparency and accountability safeguards, have been established in each host organization (see Program Outputs 1 above). Hivos/Twaweza has reviewed these arrangements, and continued management support and oversight will be provided throughout the 4 year period of the project. The actual implementation of Uwezo will begin in 2009, with an initial pilot phase, and will run for four years until June 2013.

7. REPORTING

Uwezo will compile one common set of plans, budgets and reports – for our own internal planning and monitoring, for our internal governance, and for our donors. The purpose is to provide a comprehensive picture to all donors of the initiative, and to reduce the reporting time so that Uwezo staff can focus energies on the achieving results. The reports will be produced initially for each country and consolidated for the region, and the coordination and quality assurance functions will be undertaken by the Uwezo Regional Manager and Twaweza. The plans and reports, and their main features and timeframes are shown below:

- **Annual Plan and Budget:** Uwezo will produce an annual plan with corresponding budget each year at the start of the program year, which will be shared with all donors. The annual plan and budget will elaborate on the indicative directions in this proposal, and specify in more detail the activities to be undertaken and how funds will be spent. Requests for adjustments to program and budgets (e.g. due to under expenditure in previous years, or a change in approach in response to lessons learned) will also be submitted at this time. The annual plan and budget will normally be submitted to donors by **15 July** (15th day of the first month of the program year), except for the first year due to start-up issues
- **Mid-year reports:** The mid-year reports will be brief, of about 10 pages in length, and will cover the first half year (July to December). They will provide a succinct account in point form of progress and challenges, as well as an (unaudited) budget vs. expenditure report for the same period. The mid-year report will normally be submitted to donors by **28 February**.
- **Annual reports:** The annual reports will be detailed, and seek to meet all reasonable general donor requirements. The narrative report will provide a comprehensive account of progress made in relation the program proposal and annual workplan. It will be highly analytical and reflective, and provide a substantive discussion on the effectiveness of Twaweza strategy, lessons learned and implications for future work. The financial statements will report on all normal financial requirements and will conform to the International Financial Reporting Standards (IFRS). It will be audited by an internationally reputable audit firm appointed by Hivos/Twaweza in consultation with the host organizations. The annual narrative report and audited annual financial report will normally be submitted to donors by **30 September**.

The annual narrative and financial reports will be fully public documents. In addition to Uwezo donors, the reports will be distributed to key partners and published on the Uwezo websites.

The common annual reports will be first discussed within the internal governance structures of Uwezo host organizations and Twaweza, and then submitted to donors. A joint annual donor meeting will be held each year at the regional level, and if needed country level as well. To the maximum extent possible exchanges regarding reporting will be handled in these meetings rather than bilaterally so as to minimize transaction costs, and to foster mutual dialogue among the donors. Donor parties will have an opportunity to contribute to the standards and structure of the reports, but no separate reports to suit the requirements of individual donors will be provided. Bilateral donor missions and visits will be generally discouraged, though donors may participate in ongoing work where this will not cause disruption or unduly influence outcomes.

8. POTENTIAL RISKS AND MITIGATION STRATEGIES

	Potential Risk	Level of Likelihood	Mitigation Strategies
1.	Governments/ Ministries of Education are unlikely to be keen about public light being cast on issues that undermine their positive records in education, particularly through an independent effort that they are unable to 'control'. A certain level of tension with government is therefore inevitable, as is the case of ASER in India.	High	<ul style="list-style-type: none"> As part of the pre-launch activities, Uwezo teams in all three countries will approach the relevant key Ministries of Education officials and education sector donors to explain the Uwezo approach and get their "blessings" for the assessment. Formal engagements with the education sector funding agencies' groups, as well as the relevant sector working groups (especially the monitoring and evaluation sector working group) in each country necessary from inception and throughout the duration of the project. Close working relations will also need to be established with the state institutions such as National Curriculum Development Centre (Uganda), Kenya Institute of Education, etc., as well as with National Examinations Boards and Councils, and state Statistics Bureaus. Affiliations to Hewlett and Gates Foundations as key funders to provide 'cover'. Government cooperation will also be ensured through their membership in the national and East African advisory boards. Endorsement and support will be sought from East African Secretariat. The institutional endorsement of the East African Community Secretariat will provide political legitimacy and facilitate approval of national ministries of education.
2.	Although the education systems in the three countries are similar in some respects given the common colonial experiences, they are dissimilar in many other aspects such as languages of instruction that may make cross country comparisons and coordination difficult.	Low to Medium	<ul style="list-style-type: none"> Given the trend towards increased cooperation and integration between the East African countries, using a similar assessment can provide a comparable picture of learning in the three East African countries. To ensure that data are comparable across the three countries, testing instruments will be made similar, and findings could also be simultaneously released in all three countries to gain maximum impact. The major buy in of the ASER will have to be anchored at the national level and within the national dynamics.
3.	Aim of all the three countries is to ensure that volunteers, people who are concerned about education and are motivated to contribute, collect data. However, "voluntarism" is something not ingrained in popular culture in East Africa and likely may be branded as 'breaking the law' by detractors and people especially public servants steeped in 'sitting-allowance' culture. The critical mass of	Medium to High	<ul style="list-style-type: none"> In order to ensure that adequate number of people volunteer for the purpose, schools, and teachers colleges will be visited, and students encouraged to volunteer Consistent with ASER India experience, we are of the view that students and young people (even more than local NGOs/CBOs) are our best pool for volunteer recruitment. While the core appeal would be to a desire to make a difference, different approaches such as providing a certificate of participation will be used to motivate. The offer of recognition (something to put on one's CV) would also help. Members of educational NGOs and CBOs will be encouraged to participate. Similarly, Faith Based Organizations will be approached to provide volunteers. Well-structured training will ensure that people from diverse

	potential volunteers of the technical level that can be trained in so short a time to the level Uwezo requires may also be in short supply.		<p>background are on the same page.</p> <ul style="list-style-type: none"> • Presence of many unemployed graduates who may be interested in having some form of experience as they look for jobs may provide a window of opportunity. • Put adverts in the press and among civil society offices clearly calling out for volunteers. In that case, potential candidates will be aware in advance that there is no payment attached to the exercise. However, volunteers will be reimbursed cost incurred.
4.	Citizens are reached with the information but remain passive (i.e. do not turn into change agents)	High	<ul style="list-style-type: none"> • Learn, build expertise and integrate effective communication strategies within the country program from the onset. Make strategic decisions on the message that needs to be communicated and develop appropriate tactics. • Make the appeal creative and engaging • Profile examples of like-organizations (e.g. Pratham.Org, Twaweza) and use them to inform Uwezo
5.	Uwezo is unable to develop deep strategic partnerships and program effectiveness at scale because of limited internal capacity	Low to Medium	<ul style="list-style-type: none"> • Build a lean but highly capable team from the outset • Build a strong network of mentors and consultants, including country specific ad hoc technical advisers who can work with the Uwezo team and partners as well as follow-up • Identify and focus on fewer but far reaching partnerships
6.	Ministries of education in the three countries may not focus more attention, effort and resources on learning outcomes, despite Uwezo efforts to ensure, through dialogue and public pressure, that they do so.	Low to Medium	<ul style="list-style-type: none"> • Uwezo should be strategic in releasing and disseminating the nationwide data. Decision makers or those who can exert influence on the decision makers will be approached. At the same time local communities should be made knowledgeable of the facts to enable them exert push from the base. • Engage with the mass media in a creative way to ensure uptake of the issue in audience-friendly formats. Governments more likely to respond to the increased pressure generated by popular media.

9. BUDGET SUMMARY (JULY 2009 TO JUNE 2013)

(See attached excel sheet)

10. ANNEXES

10.1 GOVERNANCE AND MANAGEMENT: KEY ROLES AND RESPONSIBILITIES

The East Africa Advisory Board shall:

- Review the main approaches and provide strategic feedback
- Review progress and impact, and advise how to strengthen program effectiveness
- Foster linkages with other governmental and civil society actors and processes
- Recommend appointment of new members to the EA and national boards
- Advise Hivos/Twaweza on how it can effectively support the Uwezo Initiative

The National Advisory Committees shall:

- Undertake similar functions as the EA Board, but at country specific levels.
- Advise host organization and Country Coordinator on how it can effectively support/lead the Uwezo Initiative

Hivos/Twaweza shall:

- Exercise overall management responsibility for the Uwezo Initiative
- Appoint the Uwezo Regional Manager and hold her/him accountable
- Review overall administration and financial policies, systems and practices, and ensure they are up to standard, and generally provide oversight and support to host organizations.
- Scrutinize and ensure timely preparation of annual plans and reports, including audited financial reports
- Set donor relationship standards, assist with fundraising and reporting
- Incorporate elements of Uwezo learning outcomes in its own M&E frame
- Link its Learning and Communications work/staff with Uwezo as appropriate
- Link Uwezo with other relevant initiatives and developments
- The Head of Twaweza will serve as an ex-officio member of the EA Advisory Board

The Host Organizations shall:

- Constitute the responsible legal and fiduciary entity for the country programs
- Appoint and contract Uwezo staff at country level
- Ensure adherence to agreed organizational policies, systems and procedures and statutory requirements (permits, taxes, research clearances, etc)
- Be responsible for effective and transparent use of Uwezo resources
- Cooperate with Hivos/Twaweza as needed

The Regional Manager shall:

- Provide overall leadership, coordination and management for the Uwezo Initiative
- Manage quality and timely planning, fundraising, monitoring and reporting
- Promote information sharing and learning across the three countries, and share lessons widely in the region and globally
- Serve as the Uwezo spokesperson overall and at the regional level
- Serve as link person between country programs, Hivos/Twaweza, donors
- Ensure that advisory board meetings are held and are effective
- Develop regional communication and information strategy and ensure effective implementation
- Report to the Head of Twaweza
- The Regional Manager will serve as an ex-officio member of National Advisory Boards

The Country Coordinators shall:

- Provide overall leadership and management for the Uwezo Initiative at country level, and ensure it is successfully implemented
- Ensure that the Initiative is effectively implemented at the country level in accordance with approved plans, timelines and budgets
- Ensure adherence to organizational policies, systems and procedures, and the highest levels of transparency and accountability, in cooperation with the host organization
- Prepare work plans, narrative and financial reports on time and with good quality
- Develop and take full responsibility for the assessment (tests, sampling, district coordinators, analysis), and communication of findings
- With the support of the Regional Manager, coordinate work and learning with Uwezo teams in the other East African countries
- Serve as the Uwezo spokesperson at the country level and promote/represent Uwezo as needed
- Organize national advisory board meetings are held and effective
- Cooperate with Hivos/Twaweza and the Regional Manager, and support the country staff/hold them accountable

The CVs of the Regional Manager and Country Coordinators are available upon request

10.2 PROPOSED MEMBERS OF ADVISORY COMMITTEES:

Board	Name	Affiliation	Country
EA Advisory Board	Dr. Jacinta Muteshi	Founding Chairperson; National Commission on Gender and Development*	Kenya
	Dr. Juma Mwapachu	Secretary General, East Africa Community*	Tanzania
	John Male-Mukasa	Director, Uganda Bureau of Statistics*	Uganda
	Dr. Tade Aina	Outgoing Ford Foundation Rep in East Africa; Incoming Director of Higher Education, Carnegie*	Nigeria
	Dr. Rukmini Banerji	Director, ASER*	India
	Dr. Lynn Murphy	Hewlett Foundation*	USA
	Anders Frankenberg	SIDA (Education Donor Group in Tanzania)*	Sweden
	Rakesh Rajani	Head, Twaweza Initiative*	Tanzania
National Advisory Boards	Prof. Daniel Sifuna	Professor of Education, Kenyatta University	Kenya
	Mary Ndiangui	Quality Assurance Officer, Ministry of Education	Kenya
	Dr. Wycliffe Otieno	Former Program Officer, UN Organization for Policy Services and World Bank. Education Consultant	Kenya
	Rosemary Orlale	Executive Director, African Women and Child feature Services	Kenya
	Daniel Wesonga	Women Educational Researchers of Kenya	Kenya
	Dr. Sheila Wamahiu	Former Head of Education, UNICEF Uganda	Kenya
	Bernard Obasi	Central Bureau of Statistics	Kenya
	Paul Wasanga	Chief Executive Officer, Kenya National Examinations Council	Kenya
	Dr. Joseph Kisanji	Coordinator, TEN/MET	Tanzania
	Elizabeth Missokia	Executive Director, HakiElimu	Tanzania
	Jenerali Ulimwengu	Chairman, Raia Mwema newspaper	Tanzania
	Ben Taylor	Executive Director, Daraja*	Tanzania
	Dr. E. Bhalalusesa	Dean, Faculty of Education, University of Dar es Salaam	Tanzania
	Dr. Joyce Ndalichako	Head, National Examinations Council of Tanzania	Tanzania
	Grace Rwiza	Director Primary Education, Ministry of Education	Tanzania
	Noeline Kaleeba	Founder TASO, Formerly with UNAIDS*	Uganda
	Dr. Akim Okuni	Country Manager, Aga Khan Foundation	Uganda
	Frederick Mwesigye	FENU Coordinator	Uganda
	Dr. Deborah Kasente	Senior Research Fellow, Makerere Institute of Social Research	Uganda
	MOE	MOE Representative	Uganda
Fagil Mandy	Education Consultant, FMECON	Uganda	
Els Heijnen-Maathuis	SNV*	Uganda	
James Muwonge	Head of Surveys, UBOS*	Uganda	

* To be confirmed