

# Details 1: Narrative of 2016 activities.

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## 1. Open Government – Summary for 2016

	Tanzania		Kenya		Uganda		Regional	
	Out.	Effect	Out.	Effect	Out.	Effect	Out.	Effect
OPEN GOVERNMENT								
O1: Right to information	3	3	2	3	3	1	--	--
O2: Poor (government) data	3	2	--	--	--	--	3	1
O3: Independent monitoring & public opinion	3	3	3	3	--	--	3	3
O4: Effective intermediaries	2	1	--	--	3	2	--	--
O5: Unresponsive government	2	1	3	2	3	3	--	--

### Summary

We played an active role - and were somewhat successful - in protecting civic space in Tanzania; we made progress in visualizing own data; launched and ran Sauti za Wananchi in Kenya, while continuing in Tanzania and preparing for Uganda in 2017; we supported journalism awards and Wajibu as intermediary users of government data and completed a Mystery Shoppers research at local government level together with MIT; we ran a successful 'what would youth do' election campaign in Uganda.

#### *An Open Governance system requires a supportive legal framework*

Started during the last months of the previous administration in 2015, Tanzania saw a lot of movement in the ATI realm. Questionable media and access to information legislation was proposed, rushed, delayed, debated, rejected, tabled again, and, finally, passed by parliament in late 2015. The result are an improved, though not perfect ATI law; a problematic Media Services act; a threatening Cybercrime act; and a restrictive statistics act. During the entire process of public debates, Twaweza has been active both in coalitions as well as on our own. We have enriched discussions with research on international practice, amplified citizens views on pertinent issues related to ATI and informed the negotiations with our analyses. Still, legitimized by the new laws, we see media being intimidated and becoming more careful, social media which used to be lively starting to quiet down; there are even occasional raidings of offices of non-state actors and harassment of popular artists. We anticipate to remain active in coalition with others on the formal side while new regulations start to unfold, as well as more indirectly by not bending for pressure and protect norms around freedom of information and expression as they exist.

#### *How do government and other key actors know what is on people's mind?*

2016 was an exciting year for Sauti za Wananchi: we started off well with survey rounds in Kenya and together with the Worldbank we published the Mobile Phone Survey handbook and launched it during the global OGP meeting in Paris. Even though Sauti is new in Kenya, after call 10 rounds it has quickly found its audience and is widely published in the media. The team was invited by high level government agencies to present findings and methodology and received requests to collaborate in future surveys. In Tanzania the briefs continue to bring new insights on various topics which easily find their way into the media, at times making the headlines and always reaching policy makers. This year we have started

preparations to launch Sauti za Wananchi in Uganda, with the baseline survey anticipated to be finalized in quarter 2 of 2017.

*What is a good way to 'learn' democracy in a closed society?*

2016 was an election year in Uganda. Young people make up for 42% of the registered voters in Uganda. Of those only 4 out of 10 vote, which is less than half of the older generation. From the day they were born all young voters have only known the current President in power. To awaken young people to their political power, Twaweza implemented the #WhatWouldYouthDo national multimedia campaign. In partnership with our powerful young partner African Youth Development Link and their members we developed a Youth Manifesto which formed the campaign's centerpiece. The campaign provided opportunities for young people to interact directly with local political candidates, alongside a creative multimedia campaign that could draw potentially disengaged youth into political dialogue. The campaign successfully encouraged political leaders and candidates to publicly engage with youth issues in the run up to the elections. Activities included 5 political party debates broadcast live on TV and radio, public service announcements, musicians, DJ Mentions, 40 talk shows and interviews, local debates, DVDs broadcast in video bandas, salons and buses. Did it work? Not all components were successful. An automated phone service to reach illiterate youth fell flat and had to be discontinued. But overall the campaign was very successful. Monitoring found 26% of all Ugandans were aware of the Youth Manifesto following the campaign; the debates were watched by five million people of which 91% were under 35; political parties followed the debates and referred to them; questions arising from the youth debates were asked at the main live presidential debate. The youth manifesto will remain important, when we continue our partnership in 2017 with the African Youth Development Link, pilot the TV show Accountability Idol and work with Minibuzz Uganda.

## 2. Open Government – The year in narrative

### 2.1. Problem O1: Right to Information

#### **2.1.1. Success 1: Progressive legislation on access to information and freedom of expression enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress (KE, TZ)**

##### CONTEXT

In Tanzania in 2015, regressive and draconian legislation in the areas of access to information and media services was proposed to Parliament and rejected. In 2016 both of these acts returned to Parliament for debate but under an apparently more inclusive process including consultations with stakeholders. Importantly, based on outcry from different actors, a particularly counter-productive clause in the Access to Information Bill, which prevented information seekers from sharing the information received, was removed. In Kenya the Access to Information bill was passed in 2013, but it wasn't until 2016 that it was signed into law by the president.

##### WHAT WE DID

Our work in this space in Kenya was limited to inform (public) debate by liaising with the Parliamentary Initiatives Network, and actively sharing the Sauti za Wananchi brief on access to information with the Network, as well as relevant policy actors.

In Tanzania, the Access to Information Bill came first. Alongside our partners in the Coalition on the Right to Information, Twaweza was part of a small committee that comprehensively analyzed the bill and shared findings widely with relevant actors. Twaweza also produced a *Sauti za Wananchi* brief on access to information which only generated 3 pieces of media coverage but generated relatively high direct social media attention (3,000 web views, 2,000 downloads 20,000 Twitter impressions). In The Act that was passed by Parliament in September 2016 was an improved version, though not perfect.

The Media Services Bill followed shortly after the Access to Information Act. This was a far more problematic piece of legislation with draconian provisions to regulate the media. We produced a total of three different pieces of analysis, in one case turning a comment piece around for public distribution in less than 24 hours. We were the only organization who commented publicly on all the drafts of the bill following various rounds of amendments as well as publishing opinion pieces on the same. We also tried to bring the evidence and citizen perspective to bear collating a brief from various data sources to demonstrate citizens' support for a free media. We generated 11 pieces of coverage and over 50,000 Twitter impressions.

However, the government openly supported and promoted the bill and internal divisions among the media fraternity allowed them to create the impression of a disorganized and disengaged constituency. In the end the bill passed with all the damaging clauses untouched.

#### CHALLENGES

The government was determined to pass the media legislation in particular as it was, and was very aware of the effects it will have on the media landscape. In addition, civil society can be disparate and disjointed on subject.

#### WHAT NEXT IN 2017?

We plan to continue to push for regulations for the Access to Information Act and for its implementation. We will also work to broadly address the closing down of civic space that appears to be occurring in the countries through data and open discussion. And we will continue to work with our partners to address the deficiencies apparent in the media law.

### **2.1.2. Success 3: Frameworks for implementation of access to information and freedom of expression legislation in place and in use (UG)**

#### CONTEXT

In Uganda the Access to Information Law and its regulatory framework were established over five years ago. However Twaweza collected data that show that only 10% of Ugandans know about the law and there have only been 304 requests for information made through the official online portal for the law. So we needed to understand the barriers and opportunities to improving uptake and use of this important law, as well as the other actors in this space to minimize duplication of efforts.

#### WHAT WE DID

In light of the above, Twaweza worked with the ICT Policy Centre for Eastern and Southern Africa (CIPESA) to carry out a scoping study focus on current blockages to effective use of the legislation (legal, economic, social, political), other actors in this space and their work and potential strategies for intervention by Twaweza.

The findings were fascinating reading. Among a national sample of key informants:

- 58% of respondents had not asked for information because they were not interested or did not believe they would ever get the requested information.
- Among respondents that had requested for information, the experience was varied: some received responses in short periods of time and others were denied without explanation.
- 17% were satisfied with the levels of openness and proactive information disclosure from government agencies.

The report was presented and discussed during World Press Freedom Day in 2016. Subsequently Twaweza held a number of engagements with the members of the Coalition on Freedom of Information.

Twaweza produced an online brief to complement the CIPESA study covering citizens' awareness of and attitudes towards access to information. Although the brief found low levels of awareness about the law, majority of citizens were supportive of open access to information as a means to improving accountability. <http://www.twaweza.org/go/ug-monitoring-ati>

As a result of the report and engagements in this space Twaweza was invited to a closed meeting in the Office of the Prime Minister to discuss Access to Information Legislation Implementation.

#### CHALLENGES

The report failed to provide any definitive answer to what blockages required greater focus to unlock Ugandans' right to access information. There were issues around government respondents awareness and interpretation of the law, citizens' and key actors' perceptions of how responsive authorities would be, and low awareness of the legal framework to name a few. This made it harder to use the study as a strong basis for concerted interventions.

#### WHAT NEXT IN 2017?

Moving forward, we will continue to engage with active partners and plan to produce a short policy brief combining a draft position paper, the CIPESA report and *Sauti za Wananchi* data into an output as the basis for advocacy. Advocacy in this space will most likely have to be fairly opportunistic and done in partnership with more longstanding actors in this space, so that we can be certain of being effective.

### **2.1.3. Success 4: Wider engagement by civil society (beyond Twaweza) and government to review 2nd OGP Action Plan and formulate third Action Plan (TZ)**

#### CONTEXT

The Open Government Partnership (OGP) is a major multilateral initiative designed to encourage governments and citizens, through civil society, to work in partnership to address major social challenges. Tanzania was one of the early members and is now in its third OGP cycle. At the same time, there has been low ownership of the initiative among Tanzanian civil society. The previous administration was extremely supportive of the OGP while there have been no clear signals regarding the current administration's position on the OGP or Tanzania's participation in it.

#### WHAT WE DID

We carried out a number of activities to try to encourage the new government and local civil society to become more engaged around the OGP.

- Worked extensively with the national steering committee to refine the third action plan and to seek feedback from citizens (through newspapers and online adverts on Jamii Forums). The newspaper advert generated very few comments but the online interaction was lively with close to 500,000 impressions and 20,000 engagements across various social media platforms. We also supported a civil society feedback meeting in State House to finalise the third action plan.
- Convened a meeting to support the Kigoma Municipality participation in the OGP subnational pilot which brought together over 300 stakeholders, representing a diverse constituency of Kigoma citizens and their local leaders, to finalize the subnational action plan.
- Supported or participated in a total of five television/radio shows regarding the OGP and published one opinion piece on the same. We supported two journalists from the government information directorate to attend the OGP Global Summit in Paris in November, resulting in over twenty articles and a short documentary shared with at least ten Tanzanian media outlets for their own use.
- Together with other civil society members of the steering committee, provided feedback on the government's implementation of OGP commitments so far, resulting in an addendum to the end of term report on the second action plan to express concern about trends in civic space.
- Popularized the OGP through creation of a Swahili tag line: Uwazi, Ushiriki, Uwajibikaji (openness, participation, accountability)

#### CHALLENGES

We still have no clear indication of the new administration's position on the OGP. In general there seems to be a low level of interest in the initiative given that the country is extremely late in finalizing the third action plan and that no Tanzanian delegation was sent to the international summit. Membership of the OGP in a time of significant challenges to civic space in Tanzania creates the perception, perhaps rightly, that it is a fairly toothless mechanism by which to hold government to account.

#### WHAT NEXT IN 2017?

We will continue to throw weight behind the subnational pilot in Kigoma by providing support for local civil society to both monitor implementation of the subnational action plan and in supporting the municipality to bring open data to people's lives. We will also continue to push for finalization of the third action plan and wider awareness of the merits of the OGP through media and direct engagement.

## 2.2. Problem O2: Poor (government) data

### 2.2.1. Success 1: Uwezo and Sauti datasets published consistent with open data principles (KE, TZ, UG)

#### CONTEXT

This success statement reflects three lines of thinking. First, we should ourselves be living up to the open data standards that we are calling on others, particularly in government, to apply. Second, doing so will help us to understand some of the complexities and challenges associated with publishing open data in user friendly formats. And third, that others may be able to make good use of data generated by Twaweza in ways that we cannot ourselves predict.

#### WHAT WE DID

Two sites are now available online, (both in beta stage), that present Uwezo data in interactive forms, such that users can perform their own analyses. These are available at <https://tanzania.hurumap.org/profiles/country-TZ-tanzania/?topic=education> and <https://mcarans.github.io/hdx-twaweza-survey-viz/index.html?country=tanzania>. Space for interactive visualization of *Sauti za Wananchi* data is currently being built into the website redevelopment work.

Uwezo and *Sauti za Wananchi* data are published online on the Twaweza website as raw data, at <http://www.twaweza.org/go/uwezo-datasets> (Uwezo) and <http://www.twaweza.org/go/uwazi> (*Sauti za Wananchi*). This is in addition to copies of the published reports.

#### CHALLENGES

It has proved challenging to find technical capacity to develop interactive visualisations that present two complex datasets in ways that are engaging, fair to the data and capitalize on its potential. Balancing between data capacity (for a large and sometimes messy datasets in the case of Uwezo and datasets with limited space for user-driven interactive analyses in the case of *Sauti za Wananchi*) and visualization capacity has been difficult.

#### WHAT NEXT IN 2017?

Redeveloped Twaweza website will include space for interactive visualisations of *Sauti za Wananchi* data. Beta sites showcasing Uwezo data will be refined further and then promoted extensively. More consistent and timely publication of raw *Sauti za Wananchi* and Uwezo data.

### **2.2.2. Success 2: At least four government data sets published consistent with open data principles (TZ)**

#### CONTEXT

This success statement aims to ensure the Tanzanian government's Open Data Initiative, implemented by the e-Gov Agency with support from the World Bank, delivers on its potential. In particular, it aims to ensure the open data portal (<http://opendata.go.tz/>) is populated with useful datasets. It also aims to complement this initiative with other platforms that share open data in engaging ways.

#### WHAT WE DID

This work has been led by the e-Gov Agency, with financial and close technical support from the World Bank. The open data portal (<http://opendata.go.tz/>) now hosts over 150 separate datasets, with new data being added (and updated) regularly. Datasets published include school exam results data, data on school facilities, water-point mapping data for rural areas, and much more. Given the rate at which datasets have been added, Twaweza's role has been to provide feedback on the portal as it grows and develops, rather than to press for more data to be added.

Further, Twaweza has partnered with Code for Tanzania to develop an interactive platform for exploring data from the 2012 census, and the Open Data Portal, alongside other data:

<https://tanzania.hurumap.org/>, currently in beta. On this site, key data on regions and districts can be compared side by side, for example comparing Simanjiro and Hanang Districts: <https://tanzania.hurumap.org/compare/region-3/vs/district-68/>.

#### CHALLENGES

The ambition of the open data portal is not always matched by a high level of political will, with the result that some of the most sensitive (and interesting) datasets are not yet available. Further the

process of collating data for the portal has uncovered serious data weaknesses – e.g. widespread inconsistencies in the lists and locations of schools in data held by the Ministry of Education and the National Examinations Council of Tanzania – that have sometimes required laborious manual work to overcome.

#### WHAT NEXT IN 2017?

The beta *Hurumap* site will be refined further, and promoted among journalists and other potential users. Ongoing feedback will be provided to the Open Data Initiative. Promotion activities for *Hurumap* will also include promotion of the Open Data Portal. In addition, in early 2017 we are planning a study to measure the reach and awareness of the Open Data Portal among its most obvious users: local government civil servants, and sub-national civil society organizations.

### 2.2.3. Success 5: Access to information audit applied (TZ, UG)

#### CONTEXT

This success is about monitoring whether government information is truly accessible in practice, through a variety of different mechanisms including government ministry websites and through written and in-person requests to local government authorities.

#### WHAT WE DID

Working with partners from MIT, we utilised a mystery shopper approach to monitor the availability of information from local government authorities. This involved a series of requests for particular information (e.g. lists of schools, budget data, etc.) from particular departments, made both in person and in writing. A draft report has been prepared.

Second, working again with partners from MIT, we conducted an analysis of the availability of key information on the websites of key government departments and state-owned institutions. This looks, for example, at whether the ministry or department's budget is published on the website, and whether key contact information is available, along with several other measures. Data collection and coding was completed in late December and report writing is in progress.

#### CHALLENGES

The innovative methodology required a lot of testing and refining, particularly how to ensure that a “mystery shopper” makes requests that do not raise suspicion and how to maintain a consistent approach to making requests, to provide for comparability in results between councils. Given the level of refining of processes, tools and approaches, we were unable to replicate the exercise in Uganda.

#### WHAT NEXT IN 2017?

The first priority is to finalise analysis and report writing for both investigations and launch for wide coverage in the media. Following this, a brief review of the methodology will be conducted, so it can be refined and sharpened for future replication. After the refinement, we are planning to conduct the mystery shopper exercise in Kenya, as well as potentially Uganda later in 2017.

## 2.3. Problem O3: Independent monitoring & public opinion



### **2.3.1. Success 1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate (KE, TZ)**

#### CONTEXT

Twaweza's Sauti za Wananchi (Voices of Citizens) is a nationally representative panel survey. By using mobile phones to interview respondents it offers a rapid, low cost mechanism to solicit citizens' views and experiences on a range of issues. Combining methodological rigour with concerted communications and advocacy around the findings it is designed to encourage policy actors to consider these types of representative samples of citizens' views as inputs into decision-making and implementation processes.

#### WHAT WE DID

In Tanzania, the Sauti za Wananchi machinery is fine-tuned. We conducted 11 call rounds and published and launched 8 briefs and 3 short flyers in 2016. We attained approximately 200 pieces of tracked media coverage from these 11 events. The Twaweza Twitter account, drawing the majority of its content from Sauti za Wananchi gained over 1 million impressions and thousands of new followers over the course of 2016.

Sauti za Wananchi data also appeared to contribute to the policy space in Tanzania in 2016. For instance, the launch of a research brief on health issues was attended by the Deputy Minister of Health who responded to many of the issues raised in the brief by laying out the government's plans in these areas. Directives were subsequently issued by the Ministry warning health officials not to charge exempt groups (Sauti za Wananchi data showed they did) and the Ministry announced that accident victims should be treated for their injuries without waiting for a police form (Sauti za Wananchi data showed this form to be unpopular). The issue of exempt groups paying for treatment was also debated in Parliament.

In Kenya, Sauti za Wananchi was launched sparking significant media interest. We conducted 10 call rounds and published and launched 7 briefs and 5 short flyers in 2016. We attained approximately 287 pieces of tracked media coverage from these 10 events. The Sauti za Wananchi Twitter account is starting to gain traction with over 60,000 impressions.

Despite being in its early stages in Kenya, Sauti za Wananchi made some inroads into the policy space. Again following the launch of a brief on health issues, the team were invited to present the findings to the Inter Agency Coordinating Committee – a high level organ that reports directly to the Permanent and Cabinet Secretaries in the Ministry of Health. Following the release of data about security, the Independent Policing Oversight Authority – designed to provide civilian oversight of the police – requested to make use of our infrastructure to collect citizens' views about and experiences of security in the run up to the elections in 2017.

At the global level, we finalized and published the Mobile Phone Panel Surveys Handbook in collaboration with the World Bank (<http://hdl.handle.net/10986/24595>), which was unveiled during the 2016 Open Government Partnership Summit in Paris. During this Summit we also ran a well attended 80 minute session on Sauti za Wananchi.

#### CHALLENGES

In Tanzania the quality of data based media reporting continues to be a challenge and the uptake of Sauti za Wananchi data as reference points for articles, rather than just as news items when they are released, remains limited. In Kenya with several rapid opinion polls feeding the media, there are high

expectations regarding quick data turn around, and the challenge is to balance the need for spotlight attention with thoughtful analysis.

#### WHAT NEXT IN 2017?

Sauti za Wananchi will debut in Uganda in the second half of the year. In the three countries we will continue to engage the parliamentary and media spheres to generate debate and discussion on specific topics, as well as an appreciation for the importance of citizen inputs.

#### **2.3.2. Success 2: Data from independent monitoring of core outcomes and functions of basic services and sectors (e.g., health, education, water, natural resources) is gathered and shared in a manner that informs public (media) and policy (parliament) debate (KE, TZ)**

Essentially the work under the previous success also covers this area. In Tanzania, three of the briefs covered service delivery outcomes and functions. Two were on education and one on health. The health brief triggered policy action and was debated in parliament. These three briefs generated 51 pieces of tracked media coverage. Minibuzz produced and aired fifteen shows on service delivery issues based on Sauti za Wananchi and Uwezo data. The shows reach an average of 26% of Tanzanians. In Kenya two briefs covered service delivery issues and expectations of which the brief on health generated interest from a critical body in the Ministry of Health and generated over 50 pieces of coverage. In our experience service delivery rounds are less likely to question the methodology compared to rounds on more complex issues.

### 2.4. Problem O4: Effective intermediaries

#### **2.4.1. Success 1: Nascent data journalism culture emerging in media (TZ, UG)**

##### CONTEXT

More and more data are increasingly becoming available, from governments, private companies, development partners and other actors. The capacity to curate and translate this data and make them meaningful will increasingly become one of the central pillars of journalism.

##### WHAT WE DID

In both Uganda and Tanzania we pursued a tried and tested method: incentives. We are supporting data journalism awards in both countries. In Uganda the prize had ten entrants and three were selected as winners. In Tanzania, the event is due to take place in the first quarter of 2017.

Given our unwillingness to pursue a traditional resource-intensive training orientated data journalism program, the year was spent trying different things. In Tanzania, we

- Visited and engaged with journalists from Tanzania Standard Newspapers (TSN), the government owned publisher. We presented some of the early stage Uwezo data visualizations which generated a lot of excitement. TSN are now a core partner in a major data journalism project funded by the Tanzania Media Foundation.
- Gave a lecture on data journalism at the School of Mass Communications, University of Dar es Salaam.
- Participated in over 25 talk shows over the course of the year all of them based on or referencing our data.

- Generated over 200 pieces of data driven news coverage across print, radio and TV.
- Supported the dissemination of 25 discussion threads or articles on Jamii Forums as well as 30 short facts presenting one chart and a short write up and generated significant numbers of impressions and engagements across their social media platforms.
- Supported the production of a total of 20 Minibuzz shows driven by or based on our own evidence and research.

In Uganda, we

- Supported Minibuzz to produce 10 shows drawn from topics in the Uwezo data
- Supported the Uganda Radio Network to run 56 talk shows in 28 districts using Uwezo district level data
- Supported 20 talk shows on Nation Media and KFM driven by Uwezo data
- Generated over 60 pieces of media coverage based on Uwezo data

A small “proof of the pudding” of our data-driven approach is that, following the expiry of the contract, the Ugandan media house KFM have continued the regular education program that we initially supported financially.

#### CHALLENGES

Sometimes the small administrative issues can cause major delays: a partnership with Code4Africa was delayed for many months as they attempted to register themselves in Tanzania. So although a data visualization platform was built, other activities were not yet started and money was not disbursed. In Uganda the major organizations in this space rely on resource intensive training models with low success rates, which we have tried to stay clear of.

#### WHAT NEXT IN 2017?

We will continue these more ad-hoc low budget ways of engaging various players at the same time as pursuing partnerships with Code4Africa (continuation) and Internews. In Uganda the advent of Sauti za Wananchi should give us a strong entry point.

#### **2.4.2. Success 2: Scoping study done on identifying demand for data & information, and the "state of" intermediaries and how to work with them (TZ)**

A study looking at the awareness, interest, and capacity of local government officials to use newly available data in their work, including data from the [opendata.go.tz](http://opendata.go.tz) portal, was started late in 2016. At this stage, with data just coming in, it is too soon to identify learning from the study.

#### **2.4.3. Success 3: At least one intermediary outside traditional media is demanding, using and communicating data**

#### CONTEXT

This success aims to broaden work on the demand side of data beyond a focus on journalists and the media, by working with other potential data users and intermediaries. In particular, work in this area has focused on establishing the Wajibu Institute of Public Accountability (WIPA), and supporting their work to make wider use of data generated by audits of public institutions.

#### WHAT WE DID

The Wajibu Institute of Public Accountability, established and led by the former Controller and Auditor General (CAG), Ludovick Utouh, launched in March 2016, alongside a high-profile conference on transparency and accountability in Tanzania's extractive industries. We have supported Wajibu in various ways, including conference, advice on different organizational issues, fundraising, networking and modest financial support.

WIPA has been working with editors and journalists to foster in-depth and longer-term media coverage of issues raised by public audits. They have developed tools for monitoring and publicly tracking the implementation of previous years' audit recommendations. And they have plans underway for preparing scorecards of local government accountability, based both on audit data and data from other sources.

#### CHALLENGES

WIPA struggled to source the additional funding required to finance their full range of plans in 2016, though potential funding leads look strong for 2017 and beyond. Further, the bureaucracy involved in establishing a new organization drew time and capacity away from programmatic priorities.

#### WHAT NEXT IN 2017?

WIPA plans to focus more attention on local government scorecards in 2017, and Twaweza will support with engagement activities around these.

## 2.5. Problem 05: Unresponsive government

### **2.5.1. Success 1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship) (TZ, UG)**

#### CONTEXT

Twaweza has always been infused with the idea that modelling and positive story-telling are powerful vehicles for change. Through positive deviance we aim to uncover genuine community-based solutions to perennial problems and through the media and fictional characters and stories, we aim to promote positive behaviours around citizenship and in education.

#### WHAT WE DID

Progress was not made in pursuing a positive deviance study (PD) in open government. The problem of identifying relevant and large enough datasets for the PD approach in this thematic area persist. The positive deviance study being pursued in education will provide rich lessons and insight for this area of work which will be pursued in the future.

In Uganda, we continued our partnership with the youth-focused radio drama, Rockpoint 256, which reaches over 30% of Ugandans. They produced 31 episodes each broadcast on 24 radio stations with storylines that aimed to encourage schools and communities to work together to improve education and disseminate good practices in schools that could be emulated.

The findings of an evaluation study in five districts indicated that 43% of respondents used Rockpoint 256 as their main source of information on how to engage with school management committees; 78% reported taking an action inspired by Rockpoint such as monitoring their children's performance, visiting

school or buying materials for children for school; and a total of five schools reported making concrete changes such as introducing teachers' duty rosters and making lesson plans compulsory, which they attribute to the drama.

#### CHALLENGES

Finding large datasets in open governance for positive deviance studies is an ongoing challenge. Education continues to be the most tangible route to working on open government.

#### WHAT NEXT IN 2017?

We will continue to try to push forward with a positive deviance study in Tanzania while we will work on more creative multimedia campaigns to spread positive role models and case studies in Uganda.

### **2.5.2. Success 2: Policy issues of concern to citizens, including young people, are identified/collected and raised – and informed debate on issues fostered -- during the 2016 general election campaign (Uganda)**

#### CONTEXT

Young people, aged 18-30, account for almost 42% of the 15.2 million registered voters in Uganda. However they are not exercising their right to vote: only 41% of 15-29 year olds report voting compared to 67% of the general voting population, according to Afrobarometer. Research conducted by MIT for Twaweza shows that young people generally seem informed and interested in politics, however politicians largely do not engage with issues important to young people. Furthermore, the longevity of the current regime as well as repressive state tactics against opposition groups act as barriers to young people's full participation.

#### WHAT WE DID

Twaweza implemented the #WhatWouldYouthDo youth focused national multimedia campaign, in partnership with the African Youth Development Link, in the run-up to the 2016 general elections. The purpose was to to awaken young people to their political power by encouraging them to base their decisions on issues of concern rather than party loyalty, financial inducement or personalities. The campaign sought to provide opportunities for young people to interact directly with local political candidates, alongside a creative multimedia campaign that could draw potentially disengaged youth into political dialogue. We worked with partner Buzz Events to ensure youth-relevant messaging, communications and events, and with African Youth Development Link to promote their Youth Manifesto, which was created through a consultative process involving thousands of young people across the country. The intervention also aimed to pressure political leaders and candidates to engage with and make reference to youth issues during the campaign. Activities included:

- Five political party debates broadcast live on TV and radio featuring the three major parties contesting the elections on the major topics of the Youth Manifesto
- 1300 public service announcements (PSAs) featuring musicians promoting the messages of the youth manifesto and 700 DJ Mentions
- 40 talk shows and interviews
- 90 local candidate debates held at local councillor levels
- Distribution of 10,000 DVDs containing a short film about the Youth Manifesto and PSAs featuring artists to communal watching spaces such as video bandas, salons and buses.

The monitoring components were built into the design. Alongside a host of reach and quality monitoring for individual components, researchers from MIT GOV/LAB conducted a scoping study that informed the design and assessed the effectiveness of the debates. The campaign achieved some significant results

- 26% of Ugandans were aware of the Youth Manifesto following the campaign
- The debates were watched by five million people cumulatively and 91% of them were under 35
- The political parties were reportedly following the debates closely and using them to craft youth orientated messages
- The debates directly reached over 1,500 young people affording them the opportunity to ask questions of the political parties seeking to represent them
- Three questions arising from the youth debates were asked at the main presidential debate

## CHALLENGES

There were multiple partners to coordinate in this intervention and that sometimes created coordination challenges. An experiment to reach youth with low literacy levels using automated phone services whereby citizens could listen to pre-recorded information about the different party manifestoes and submit questions for the debates by recording them was not successful. For learning purposes, an assessment of this initiative is still underway.

## WHAT NEXT IN 2017?

We plan to continue promoting young people's involvement in accountability beyond the elections space. To this end, we will continue the successful engagement with African Youth Development Link to support young people to monitor implementation of commitments in youth priority areas, and we also aim to pilot Accountability Lab's Integrity Idol.

### **2.5.3. Success 3: Concrete plan in place for engagement around 2017 elections, in order to raise citizens' concerns and foster informed debate (KE)**

Although we did not develop a full blown plan for elections work in Kenya, we reached out and engaged with a number of potential partners and actors in this space including BBC Media Action, a team from the University of Southern California-Berkley, J-PAL, HiviSasa, the Inter-Religious Council of Kenya and partner Well Told Story. We are awaiting the results of the scoping study in early 2017 to nail down the exact shape of the intervention. We will use lessons from Tanzania and Uganda to inform our thinking. Currently ideas are based on county level gubernatorial debates with an accompanying information campaign.

### **2.5.4. Success 4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens (KE, TZ)**

In Tanzania, Sauti za Wananchi collected two rounds of data covering citizens' expectations and approval rating of the government, as well as their views on democracy and its basic tenets such as freedom of expression. These two briefs alone generated over 60 pieces of media coverage, over 500 Twitter mentions and 5,000 web sessions. Monitoring of the health sector also generated debate in Parliament, generating 20 pieces of media coverage and caused some policy reactions (see O3S1). In Kenya the health brief similarly generated widespread coverage in over 50 outlets and led to a special invitation to present the findings to a key government body (see O3S1). In Kenya because of the upcoming elections we have not yet ventured into the more politicised aspects of these issues but we will run surveys on government responsiveness in particular in the run up to the elections in 2017.

### **2.5.5. Success 5: Citizens demand implementation of their own priorities from among government commitments and mandate, with particular attention to the role of particular groups of public officials and specific groups of citizens (TZ)**

#### **CONTEXT**

Following the success of Twaweza's election related work in Tanzania, we planned to engage further in helping to frame accountability narratives between the new government and citizens. However the political context was fairly volatile and challenging to operate in. The new President was determined to run government differently but due process and the rule of law were being subverted to fulfil these ambitions.

#### **WHAT WE DID**

We worked with Minibuzz, the citizen talk show in a commuter bus, to produce 11 television shows. This was a much smaller partnership than we have traditionally engaged in with Minibuzz and the idea was for Twaweza to become much more actively involved in crafting the content of the show. We also worked to infuse the shows with data and use them to bring citizens and leaders closer together, and we encouraged them to try innovations – e.g. to produce a show with only women MPs in the bus. The show even covered the taboo topic of sexual harassment in Parliament. Minibuzz reaches over 20% of Tanzanians.

We also put in place the framework for a high-level televised interview show, securing commitments on broadcast and selecting a production partner. Again here the political context was challenging because of unwillingness of public officials to be seen to be underperforming. This meant that a hard-hitting interview show was not an appealing prospect for many ministers. Moving forward, we intend to tweak the design of the show to include more than one interviewee so that the government officials can engage in debates with peers as well as interact with citizens. We believe this will increase our chances of securing their participation. While we did not achieve what we had planned, we made use of feedback loops. When we were not getting positive signals about participation based on initial conversations, we tweaked our design and changed course.

#### **CHALLENGES**

Aside from capacity, the political context was constantly shifting and the position of the new administration on accountability and transparency to citizens was not clear. In addition inter-party politics became antagonistic early on, making it harder to work with both sides. This made many of our planned interventions harder to implement.

#### **WHAT NEXT IN 2017?**

We will try to actualize the adapted model for the interview show. And for the MP show we are bringing on board another partner who can support with outreach to MPs as we have been struggling to create sufficient time to do this well.

### **2.5.6. Unresponsive Government | Special Initiative: Public Agency**

#### **CONTEXT**

Public agency, spaces and processes in which citizens and authorities jointly shape decisions for the future of their communities and countries, is in many senses the crux of Twaweza's theory of change. Where active citizens' demands meet government responses and there is a shared approach to

problem-solving, we believe change can truly happen. So in 2016 we worked to begin operationalizing this in a localized way.

#### WHAT WE DID

A critical pillar of the new public agency initiatives in each country was to build in learning and iteration from the start: we designed and implemented an exploratory methodology for the three countries, which allowed us to follow the same framework while investigating local realities. In each country Twaweza staff visited a total of 10 districts to explain the concept of public agency to our partners and local officials (for efficiency purpose this was combined with the 2016 immersion); these were synthesized into overarching findings from all districts. We then identified issues in country groups and went through an extensive reverse logic process on the actors we would seek to influence and the desired behavior from them. Based on this we created concept testing tools and honed in on two specific districts per country. We again conducted field visits to learn more about the issues we had chosen, their salience locally and to refine the list of actors that we had identified. Throughout the process we referred to our lessons in the field, we discussed and debated across countries on concepts, processes and country-level tailored approaches. In all three countries the selected issue was teacher attendance while Kenya also focused on pupil attendance.

Kenya: For Kenya a specific focus was on time spent on learning in school. Two Counties, Kilifi and Baringo were selected on the basis of their performance in these areas. The implementation of the initiative was preceded by intensive and wide consultations with stakeholders, which culminated in the sampling of 18 schools in each of the two counties. The response from these discussions was positive and the initiative was officially launched by senior county officials. Baseline data on attendance indicators were collected to help us understand the dynamics behind teacher and pupil absenteeism. These data were also shared with parents, local leaders and school management for all 36 participating schools. The discussions were animated and generated commitments on addressing absenteeism. Currently we are collecting real-time data through smart phones provided to 36 teachers, one in each participating school, and 20 volunteers.

Tanzania: The issue is addressed through a combination of teacher incentives for attendance, a community based simplified Uwezo test to kick-start conversations on learning and community monitoring of teacher attendance in schools and classrooms using triangulation of official and independent spot check data. Progress has been slow following recent bureaucratic challenges of getting permission, first to conduct the baseline assessment then to train volunteers and implementing the project in earnest. The current environment in Tanzania means that civil servants are genuinely afraid to allow or participate in any Twaweza activities without the requisite permits and letters. However we oriented our partners and developed a range of intervention materials including training manuals, community booklets to explain the project and a poster on teacher absenteeism. We finally received our permission in March 2017 and look forward to strong implementation.

Uganda: In Uganda the approach involves household based Uwezo assessments and review of pupils exercise books, local dialogues between officials and citizens and incentives for teachers to attend school. A total of 130 people were trained for the project on assessment, engagement and outcome mapping. Household assessments were conducted in 24 sub-counties in Kabale and 8 sub-counties in Moyo, targeting 58 government primary schools. Results from households' assessments have been consolidated into a village report card and discussed at community levels following which a charter for action has been drawn up. Seven sub-county level meetings were held to discuss findings and arising issues and the work has been covered in six radio talk shows. Though early days for firm conclusions,



first results are positive. As a result of the intervention, in Moyo particularly, the conversations have begun. In one sub-county teacher absenteeism appeared for the first time as an agenda on the sub-county council order, a by-law on education including reference to teacher absenteeism was approved by the council and passed up to the district for approval. The District Inspector of Schools has identified five schools for close follow-up and monitoring based on the results of the Uwezo assessments and the District Speaker invited our partner to present the findings to the district council.

For more insights on the process as well as the initial learning and results we are gathering, see the following publications:

<http://www.twaweza.org/go/immersion-2016>

<http://www.twaweza.org/go/public-agency-concept-practice>

<http://twaweza.or.tz/go/pa-insights-three-countries>

## CHALLENGES

As with any new initiative, refining concepts, discussing approaches and agreeing on issues is time consuming, and in this case has led to delays in implementation. In addition the governance environment in Tanzania is proving to be fairly challenging, where obtaining permissions to conduct the work has taken longer than usual.

## WHAT NEXT IN 2017?

We need to wind up the pilot interventions in all three countries and distill insights from all the lessons and monitoring and evaluation activities. Once this has been done we can take a decision of how to continue or abandon the quest for public agency in education at subnational levels.

## 3. Basic Education - Summary for 2016

	Tanzania		Kenya		Uganda		Regional	
	Out.	Effect	Out.	Effect	Out.	Effect	Out.	Effect
BASIC EDUCATION								
E1: Learning outcomes	3	3	3	3	3	3	3	3
E2: Ambitious curriculum	3	1	2	1	3	1	3	2
E3: Motivated teachers	3	3	2	1	2	1	1	1
E4: School management	3	1	3	3	2	1	1	1

We conducted Uwezo Beyond Basics in three countries; launched 5 Uwezo reports; partially completed the Surveys of Enacted Curriculum in three countries; finalized implementation of Kiufunza, our large scale randomized control trial on teacher incentives; started Research on Impact of Reforms in Education in Tanzania as coalition member; made gradual but good progress on Positive Deviance research in all three countries.

*How long does it take to dry 4 shirts together...*

... if one shirt takes 1 hour? For many years Uwezo has captured people's attention with its painful conclusions on the state of basic reading and math at grade 2 level. In 2016 Uwezo published in total 5 reports in the three countries. In a one-off Beyond Basics study we sought to expand this assessment by

going deeper (more than reading and math) and higher (skills and competencies beyond grade 2). The study was conducted across the three countries in 10 districts per country. The assessments were conducted at schools by citizen volunteers, gave instant feedback to engage teachers on what their children could do, and conducted discussions on the strategic choices that teachers could make to improve learning at their school. Analysis is still in progress, but preliminary findings show that we did not find 'recovery' of competencies in later years, nor did we find a broader set of cognitive demands. For example, in Tanzania only 1 out of 6 pupils of 10 – 12 years old could reason that the drying time of 4 shirts would be the same as the drying time for one shirt.

#### *Does our curriculum educate for Agency?*

In our Strategy document we noted a key problem in Basic education: the 'Curriculum is too ambitious, and teaching is too far ahead of children's learning levels'. Late 2015 we adopted the Surveys of Enacted Curriculum (SEC) as an analytical framework and established a panel of experts across the three countries from selected from key education institutions. Surprisingly, preliminary results from our curriculum analysis work indicate that the curriculum does not seem to be over-ambitious. Instead, three findings emerge. First, 'cognitive demands' to pupils in the curriculum standards are biased to *recall* and *following procedures*, compared to *analysis* and *critical thinking*. Second, instructional practice, which is the curriculum taught in class, is not aligned with the standards focuses even less on critical thinking. And third, the assessed curriculum (exam) is even further biased and almost entirely tests for recall only. Our final analysis will provide more details, but the misalignment with what the curriculum ought to cover to prepare children for future (whether academic or vocational) seems considerable. For Twaweza, with Citizen Agency as a central quality in our Theory of Change, it is becoming more evident that curriculum reforms are essential as a long term goal and will require us working together with other civil society organizations (e.g., HakiElimu and TEN/MET in Tanzania), and the responsible education institutions to gradually alter the course of the curriculum.

#### *Does financial rewards to teachers improve learning?*

Global literature suggests that *cash on delivery* (COD) programs have had significant effects in certain contexts. Until 2013 no large-scale trials on COD had been done in East Africa and Twaweza embarked on KiuFunza, a high quality, nationally representative Randomized Control Trial on teachers' incentives. In 2015 and 2016 we tested two different models of COD to teachers for two years. We communicated the incentive offers to teachers and schools and examined that they understood the bonus scheme even though it was fairly complex. By the end of 2016 we had tested over 60,000 pupils. Collection of research data, which includes baseline, midline and endline data, is now completed and teachers received their bonuses in April 2017. So, did pupils do better at the end of Kiufunza...? Follow the answers (and more questions) under the Kiufunza tab on Twaweza.org while they unfold during 2017. From the start of Kiufunza we have involved relevant Ministries, politicians and research bodies in the experiment, and in 2016, anticipating the upcoming final results, we have stepped up that effort. Aim is to convince government of the potential and find best ways to translate Kiufunza findings to practice in Tanzania over the years to come. In line with our Strategy, we will no longer implement large scale research. Instead we will connect to relevant ongoing research. In 2016 we formally started our collaboration with University of Dar es Salaam, Georgetown University and Amsterdam University to implement RISE, a 5 year research in education systems reforms.

## 4. Basic Education – the year in narrative

### 4.1. Problem E1: Learning outcomes

#### **4.1.1. Success 1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy (KE, TZ, UG)**

##### CONTEXT

Since 2009/10, the Uwezo learning assessments have been conducted and evidence shared nearly annually to inform policy and public debate in Kenya, Tanzania and Uganda. Though good progress has been made, a few challenges have emerged. One such challenge is the need to expand the narrative of learning outcomes beyond the grade 2 level, to minimize the ceiling effect of Uwezo on the one hand, and to, in line with SDG 4, explore assessments higher (beyond lower grade) and broader (beyond literacy and numeracy). Though Uwezo's results are widely referenced globally, the second challenge is the limited utilization of Uwezo's data among East Africa's academia, and linked to this, low count of new publications produced on Uwezo data. Increasingly, the evidence on learning must reach more and more audiences for increased awareness and debate, as well as influencing policies and plans nationally, regionally and globally.

##### WHAT WE DID

The Uwezo beyond basics assessment was conducted in 598 schools in 30 districts across East Africa. A total of 21,577 learners in grades 5 and 6 were assessed in literacy, numeracy and problem solving. The assessment of literacy was broadened to cover vocabulary and writing, while numeracy was extended to cover aspects of measurement and word problems. In each country, a problem-solving task was included in the test. Instant feedback meetings were held at each school, provoking debate on low outcomes and exploring teacher-led actions to improve learning. Two sets of reports were drafted for teachers and policy makers.

The Uwezo 2015 datasets were finalized and [published](#) on the web. Through collaboration with HDX, selected variables on Uwezo's data was [visualized](#) and the visual maps set up on the web. A data marketing strategy among East Africa's academia was implemented, including the production of a data-info flyer, and holding meetings at three Universities – Kenyatta, Pwani (both in Kenya) and Kyambogo (Uganda). Evidence on learning outcomes was shared at every country level, and also at regional (2 conferences – Ethiopia/Senegal), and at the CIES global conference. Contributions were made to two books, one produced through support of Twaweza.

##### CHALLENGES

Arousing sustained interest among the east African academia is a challenge. Overall, the publication output is low, limited by the capacity to write publishable material, high-teaching loads and extensive engagement in commercial consultancy, severing the time and energy for scholarly work. In recognition of these challenges, we require greater bandwidth for support, review and follow-up to have the targeted publications produced.

##### WHAT NEXT IN 2017?

The Learning Conference will be held in Kampala, and the Education Evidence for Action conference held in Kenya, hoping to yield greater attention to Uwezo's data. The beyond basics reports will be launched and shared in each country for greater awareness on learning outcomes. The Uwezo assessment will be conducted in each country, and greater sharing of evidence achieved at sub-national levels, through district launches and community discussions. The Uwezo infrastructure will be leveraged on to produce monitoring for SDGs 1,3,4,5,6 and 16. Conducting Uwezo on using technology devices will be trialed in each country.

**4.1.2. Success 2: Evidence on learning outcomes shared widely with key actors at national and sub-national levels; clear position on learning outcomes as policy priority is formulated and argued.**

CONTEXT

In part due to Uwezo's contribution, a key part of the debate around learning outcomes has been won. Political and technical rhetoric alike both seem to reference outcomes as the most important yardstick by which to assess our education systems. At the same time, interventions and policy directives often still focus on the more visible and count-able inputs to education and take insufficient regard of evidence. Thus part of Uwezo's role shifts to begin to examine the drivers of learning outcomes. Although much of this work is also being undertaken by the What Works in Education unit, Uwezo, with its strong reputation in the education sector, can initiate and drive debates around what type of factors drive learning – whether school or household.

WHAT WE DID

We partially adapted our report content and thrust to give for space for additional evidence, to look for relationships between the indicators we were collecting data for. In all three countries, for example, the most significant drivers of learning outcomes are found in the context or environment, not individual family or household characteristics. Essentially even well-off children with educated parents who live in broadly disadvantaged areas do not stand much chance of performing well.

The Uwezo Annual Learning Assessment Report has become a signature product of the Uwezo data. In 2016 we produced and launched a total of five national reports: two each in Kenya and Uganda and one in Tanzania. All the launches were attended by hundreds of education actors. Over the year Uwezo generated 170 pieces of coverage in Kenya, 60 in Tanzania and an additional 30 interviews, and over 200 in Uganda including through media partnerships.

Aside from the launch events, we worked hard to spread our evidence far and wide. In Tanzania, our partners Minibuzz and Jamii Forums generated seven shows on issues thrown up by the Uwezo data and posted a number of discussion threads. We were able to participate with partners in the Global Action Week on Education which included schools visits and discussions with parents. The Tanzania Education Network (TEN/MET) and Research Triangle International also made use of Uwezo data in their own work. And we used a segment of the Uwezo data linking nutrition and learning outcomes to professors and students at the University of Dar es Salaam generating 10 pieces of media coverage including 3 talk shows.

In Kenya, we participated in and supported the inaugural equity week event reaching the audience with the stark realities of inequalities in learning outcomes and their drivers. We also managed to initiate a

partnership with the Inter-Religious Council of Kenya, with strong interest from this constituency in the findings and ideas for addressing the inequalities in education.

In Uganda we continued our partnership with Rockpoint265 to produce two series of the popular youth radio drama, which reaches over 30% of Ugandans, with messages around education. We focused on the role that parents can play and showcased positive co-operation between citizens and authorities around education. A total of 57 episodes were produced and each broadcast on over 20 radio stations. We also partnered with National Media Group to produce and air 50 news features highlighting role model head teachers going the extra mile to deliver learning for students and approximately 60 talk shows, features and interviews on education issues more broadly.

Overall brand recognition of Uwezo remains fairly low: 6% of the total population in Tanzania, 13% in Uganda and 6% in Kenya. However when citizens are asked about the key message of Uwezo, the numbers are much higher. In Uganda 55% and in Tanzania 38% are familiar with reports saying that children go to school but do not learn. Given that Uwezo communications has always focused more on messages than brand and that there are no other reports in these countries with this as the core message, this seems to reflect a wider awareness of Uwezo's key proposition.

#### CHALLENGES

The national annual reports are high intensity pieces of work that consume large amounts of bandwidth across different departments. Yet they are an essential part of the Uwezo communications package and provide a springboard for other public and policy engagement. The challenge comes in engaging regularly beyond the launches, making the most of the treasure trove of Uwezo data and keeping the key messages on the radar for the whole year while balancing the core needs of conducting the assessment, producing the report and launching it.

#### WHAT NEXT IN 2017?

Given that there was no full-scale annual assessment in 2016, 2017 provides an opportunity to trial new forms of engagement with public and policy spaces. We will focus more on trying to address specific policy agendas and questions and making the most of our data, particularly for sub-national communications.

### **4.1.3. Success 3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority**

#### CONTEXT

A long-standing reputation in the education sector and a wealth of data to reference often ensures Uwezo expertise is sought after in policy circles. Despite a certain level of hostility towards the bad news of the findings, most particularly in Tanzania, policy actors are ready to engage with Uwezo staff and make use of the data. This is also driven in part by the significant emphasis on media engagement around Uwezo findings and insights. Concerted media coverage can create pressure on officials to act. In the second Twaweza strategy we also made a more conscious and deliberate effort to be invited into policy discussions and decision-making spaces.

#### WHAT WE DID

In Tanzania we held specially scheduled meetings with the Minister of Education, including to present the 2014 findings to her in advance of the launch, directors in the ministry of education, the

Parliamentary Committee on Social Services, and the ministry of local government. We also co-organised a forum with Tanzania Education Network which included a number of key ministry of education officials. Although initial engagements with the ministry of education were positive, the relationship has deteriorated following the release of 2014 report and later in the year we struggled to get permission to go into schools for the Beyond Basics assessment. We participated in the Joint Education Sector Review analysis and the researchers providing the background literature on the sector referenced Uwezo data.

In Uganda, we focused our engagement around MPs and particularly the newly constituted Parliamentary Committee on Education. Uwezo was invited to present a paper at the orientation of the new committee and managed to secure the participation of four MPs in two launch events. For the first time we participated in a meeting of the Basic Education Work Group providing insight into developments at the Ministry. The ministry of education is represented on the Uwezo Advisory Council. The new Minister for Education has shown some promising signs with her early statements, acknowledging the learning crisis and vowing to work to address it.

In Kenya we were able to share Uwezo findings in advance with the Ministry of Education and the Teachers Service Commission and engage in some of these two institutions' policy discussions. We also provided direct input into issues around teacher accountability, curriculum reform and examination legislation: The Kenya National Examinations Act. Through a partnership with the Kenyan Primary School Head Teachers' Association (KEPSHA), we were able to reach and engage 10,000 head teachers around the report findings.

#### CHALLENGES

The deteriorating relationship with the Tanzanian ministry of education is of concern. We are continually seeking to find ways to couch the stories from the Uwezo data in more palatable terms, trying new approaches with some success. For example in a number of the engagements we presented Twaweza's whole package of work in education so as not to focus solely on the poor outcomes but to also present our work in helping to search for solutions.

Another major challenge is tracking the effects of these various engagements. Unless we are able to push consistent messages, some of which must ultimately be policy recommendations, it will be hard to generate an effect through policy engagement. In 2016 we began experimenting with outcome mapping and outcome journals but we are still far from having mainstreamed the processes into our regular work.

#### WHAT NEXT IN 2017?

2017 provides an opportunity to continue trying to make inroads into policy circles while also trying out new engagement strategies, away from the pressure of delivering large national launch events. We will continue with more deliberate, targeted engagement to gain seats at policy tables while emphasizing more specific objectives (for example raising awareness among parents around early childhood development issues) and closer tracking, using outcome mapping.

#### **4.1.4. Success 4: Policy debate stimulated at sub-national levels, building on the data gathered through the new assessment of learning outcomes as well as local-level open government at sub-national levels.**

While we have a good grasp on the national debate, not much is known about the sub-national dialogues, where implementation occurs. Therefore we investigated to what extent there is an ongoing debate around learning outcomes at the sub-national level (among government stakeholders, but also head teachers and teachers) in Tanzania and Kenya. The Tanzania study was carried out in 10 districts in 2015 but the vast amounts of qualitative data took time to digest. We produced an insightful report in 2016, and are using it to further our own understanding and planning our sub-national strategies.

<http://www.twaweza.org/go/education-in-ten-districts>

Similar study was also conducted in 10 districts in Kenya, and the report is expected in early 2017.

We had planned for additional sub-national engagement using district and county-specific reports, however, due to production delays these were not implemented. Nevertheless in Uganda we supported 56 talk shows in 28 districts around Uwezo district level data which include district officials as speakers and call-ins from viewers. The report cards were also uploaded onto the Uganda Radio Network website which is used by their partner radio stations across the country to access programs and content. In Tanzania, nine district launches were held involving the participation of local officials and key education stakeholders including parents, teachers and the media.

#### **4.1.5. Success 5: Focus on and measurement of learning outcomes by governments and other national entities, including uptake of Uwezo's evidence (TZ, KE, UG).**

This activity was an analytical desk review of core national documents on education (such as education policies) to assess whether learning outcomes indeed feature, and to what extent, how are they to be measured, and whether links are explicitly made between inputs and outcomes. We expected these insights to inform our engagement strategies. The exercise was carried out in Tanzania, and the results confirmed what we had known: that while learning competencies are certainly stated in the policy documents as the main outcome of the education system, the measure of these falls to national examinations; moreover, a policy document, as it should, dictates much of what the inputs (both material and human resources) into the system should be, and how the system should function. There is nothing very controversial or amiss here; after all, the policy only sets out the expected standards for the system, it doesn't provide insights into how the system actually functions (or not). Given that the review did not generate new learnings in Tanzania, we did not repeat the exercise in Kenya and Uganda.

## **4.2. Problem E2: Ambitious curriculum**

#### **4.2.1. Success 1: Evidence (incl. collating teachers' opinion about curriculum implementation processes and their knowledge about the curriculum) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation); Tanzania, Kenya, Uganda.**

### **CONTEXT**

Since 2015, Twaweza, through its WWE unit, has been engaged with the analysis basic education curriculum content and implementation processes with the view to understanding what children are expected to learn, and how much the curriculum contents are aligned with assessments. The final outcome of this work will be a position paper on basic education curriculum analysis, which will form a basis for engagement with Government and other stakeholders on the question of the curriculum across the three countries.

## **WHAT WE DID**

Using the Surveys of Enacted Curriculum (SEC) as an analytic framework, and a panel of experts on various subjects, we have analyzed the contents of the basic education curriculum standards and assessments across the three countries and we have conducted field surveys to analyze teachers' instructional practice in Tanzania and Uganda (and are doing the same in Quarter 1 2017 in Kenya). Additionally, we have examined the curriculum reform processes in the three countries to establish the reasons and focus for such reforms, with a special attention on the extent to which they were geared towards promoting learning outcomes. In addition to the analysis, we also conducted teachers' surveys in all three countries.

Currently, we are also synthesizing the findings into one overarching report with three major pieces: curriculum load, topical and cognitive demand coverage and alignment analysis between curriculum standards, assessments and instructional practice.

## **CHALLENGES**

The SEC approach was new to both the curriculum experts in Tanzania, Kenya and Uganda and to Twaweza's WWE staff and was more elaborate than expected which made the implementation slower than anticipated. The particular challenge was on how to analyze the vast amounts of data that we have collected. We engaged the Wisconsin Center for Education Research (WCER) to assist us on the analysis. In the meantime we have been able to convert most data into SPSS, which makes it far easier to undertake analysis at various levels.

## **WHAT NEXT IN 2017?**

We will finalise the data analysis and produce the reports as per the AP 2017. We also expect to undertake various engagement activities with various stakeholders, including Government agencies (Tanzania Institute of Education and the National Examination Council of Tanzania) and Civil Society Organisations such as HakiElimu and TEN/MET. We will also engage key development partners, such as DFID and World Bank.

### **4.2.2. Success 2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform); Tanzania, Kenya, Uganda.**

## **CONTEXT**

The primary purpose of undertaking the high-caliber analysis of curriculum as described in E1S1 above is to generate credible evidence with which to engage government and other key education players in the process of curriculum reforms and articulation of relevant education policies.

## **WHAT WE DID**

We have worked closely with stakeholders right from the start and engaged them in the analytical process. Across the three countries members of panel of experts are drawn from government (curriculum bodies), teachers and academia. Additionally, for this year, we shared very preliminary descriptive summary evidence in form of progress reports. For example, we held a regional teacher survey workshop in Kampala in July 2016, involving Twaweza WWE staff and members of the panel of experts from the three countries.

## **CHALLENGES**

Given the myriad of stakeholders working in the education sector, there is always a sense of scramble for space for attention, especially from government. Nevertheless, we believe we are working on a very



unique sphere that is largely unoccupied and we believe we will be able to draw in the attention of key stakeholders. As noted, the analysis process has taken longer than anticipated, and the engagement thus far has been through the process itself, while we shift engagement activities hinging on the results and outputs of the analysis to 2017.

#### **WHAT NEXT IN 2017?**

We will publish and share widely the final findings from our curriculum effectiveness analysis work and use this as a basis for developing a targeted engagement strategy with key relevant stakeholders in each of the three countries.

### **4.3. Problem 3: Motivated teachers**

#### **4.3.1. Success 1: Evidence on ‘What works in improving teacher motivation and accountability’ is produced, presented and debated**

##### **CONTEXT**

Public school teachers in East-Africa (and around the world) operate in fixed salary systems where individual initiative and performance is not rewarded. Feedback to teachers or pressure to perform from the school head is rare, as are demands from parents for better results. The good teachers often do not know how good they are, the bad teachers continue without feedback. Good or bad, teacher salary is based mostly on years of service. In addition, the education systems do not send strong signals that the central mission is learning. Finally, if individual teachers are not motivated to improve learning it will be very hard for school systems to top-down enforce measures to improve learning. This is why Twaweza has initiated work on problem E3.

##### **WHAT WE DID**

###### **Tanzania**

The main achievement under this success is the Education Evidence conference that Twaweza organized jointly with COSTECH and UDSM and that targets a mix of policy makers, researchers, donors and implementers/CSOs. A full day of this conference was devoted to KiuFunza content and results (23 June 2016). Among the audience were Government officials and implementing partners from KF districts, and representatives from TIE, NECTA, MOEVT, as well as DFID, World Bank and CSOs. On the second conference day, the Tanzania RISE research project was introduced; this initiative concentrates on the pivot from schooling to learning, with a particular focus on system accountability relations.

The conference was preceded and followed by smaller meetings that introduced KiuFunza and the concept of teacher incentives to specific high-level policy audiences, including MOEST and the parliamentary social services committee. In November 2016 KiuFunza was presented to the Minister PO-RALG, with whom a solid communication line is emerging. The Minister has asked for details on affordability of a COD scheme at scale in Tanzania, and to be briefed of progress and results in 2017.

This year we have improved our understanding of teacher incentive programs around the world through studying the existing literature, both specific impact evaluations and review articles. In particular, we wanted to understand better the design features and unit costs of programs that have been

implemented and studied, especially those that are “at scale”. The summary tables and findings are presented in the COD scaling paper (see also E3S4).

The first KiuFunza I scientific paper has been presented in an education session of the 2016 CSAE (Center for the Study of African Economies) conference, Oxford, March 2016. KiuFunza was also discussed at the Global Partnership for Education Board Meeting, in a June 16th talk show session on Results Based Financing. The author team (including Twaweza) has revised the paper based on the presentations and will submit to a leading development journal in 2017.

## **Uganda**

In Uganda, the main focus of our work here was planned to utilize the Positive Deviance (PD) approach to unearth unique teacher practices or strategies that might be associated with improved learning outcomes. This work would build on the specialized PD training we had undergone in Arusha Tanzania in August 2015.

We used both Uwezo and the Uganda National Examinations’ Board (UNEB) data to conduct on-desk statistical analyses that led to the selection of 145 PD-like teachers from ten districts in Eastern Uganda. The internal Twaweza approval process for PD implementation in Uganda, initiated in December 2015, was finally completed in late July 2016. Two consultative forums (one internal and the other external) were held to gather practical implementation ideas and galvanize/develop the PD implementation community in Uganda. A highly experienced primary teacher educator was identified and contracted to lead the ongoing PD implementation initiative as a consultant.

## **Kenya**

In Kenya, we initiated contact with the Kenya Teacher Service Commission. Inputs were provided to the thinking on a teacher of the year award system. The TSC helped increase our knowledge on the government led teacher accountability system.

## **CHALLENGES**

In **Tanzania**, given the team size the main challenge was to do research, publish and policy engagement while simultaneously running the largest school based RCT in Africa (see next problem). Nevertheless, we managed to produce documents that tell the KiuFunza story and start a network of policy contacts to create an audience.

Because the PD approach is such a new methodology in the East African region and especially so in the education sector, it was quite difficult to find the perfect consultants for this job.

## **WHAT NEXT IN 2017?**

In **Tanzania**, the creation and sharing of evidence and content based on the KiuFunza data will continue with more focus, now that the intervention work is nearing its completion. The content and narrative will support the engagement work (E3S4) that targets policy reform towards more accountability for learning results.

In **Uganda**, the final mapping of 16 PD teachers will be done and an ethnographic PD inquiry will be undertaken to unearth teacher strategies that might explain outstanding subject-level performances in schools in Eastern Uganda.

In **Kenya**, the focus in 2017 will be two-sided. First we will review existing evidence regarding teacher motivation and accountability enhancing initiatives. Second, we plan to engage with the Kenya Teacher Service Commission to obtain data on current compensation schemes. Both types of analysis will help us understand and communicate about the teacher salary structure and performance in Kenya.

#### **4.3.2. Success 2 Tanzania: A teacher performance program is piloted and idea, details and findings shared with key actors (including donors and non-state actors) on improvement of overall teacher motivation**

##### **CONTEXT**

Although much of the work in the What Works departments of Twaweza is focused on doing our homework, developing hypotheses and collecting existing research evidence, Twaweza has for a long time been keen to obtain practical experience via implementation of programs, experiments and trials. Even in our previous strategy, our research and experience had alerted us to the critical role that teacher motivation and accountability plays in education. Global literature also suggests that cash on delivery programs have had significant effects in certain contexts although until 2013 no large-scale trials had been done in East Africa. A key element of this programme was that it needed to be nationally representative so that the results would speak to the functioning of the education system as a whole (instead of one or two districts).

From 2013 to 2014, we had already implemented one randomized control trial in this area, KiuFunza. Although the COD-CG combination arm had positive and significant results in the first phase, the COD only arm had a positive but not significant impact. As the Government of Tanzania had committed to the implementation of the CG direct intervention at scale, Twaweza decided to concentrate on teacher performance pay only in the next phase. Based on the KF I evidence and discussions around the design, we decided to make changes to the incentive offer for teachers that might make it more effective.

##### **WHAT WE DID**

We re-designed KiuFunza to have two distinct incentive arms: one based on skill levels and the second based on skill improvements within pupil groups of the same starting skills. The key innovation in these designs is that they provide bonus opportunities to teachers even when their students have a low ability at the start of the year (whereas previously teachers with higher ability students, typically in urban schools, stood a much better chance to earn bonuses). The first cycle of the new KF II design was implemented in 2015; we completed this cycle by paying the teachers in April 2016 and then provided them feedback about their performance.

Over the course of 2016 we implemented much of the second year cycle of KF II (payments and feedback follow in 2017). We communicated the incentive offers to teachers and schools and examined that they understood the bonus scheme even though it was fairly complex. By the end of 2016 we had tested over 60,000 pupils (including pupils in control schools, i.e. without incentivised teachers) using tests developed in collaboration with curriculum experts. The test data from the incentive schools will be used to calculate teacher payments in early 2017.

##### **CHALLENGES**

Practical challenges arise when creating a data intensive performance measurement system and making payments to individual teachers across Tanzania. The complete data and payment process is time consuming as it needs careful execution and documentation at a granular level. Nevertheless, we

managed in 2016 to pay all teachers based on their performance and our work this year will allow us to do so again in 2017.

A particular challenge arose during the school visits of the research teams in Kinondoni during the endline phase when access to the schools was denied by the (new) Regional Commissioner and required elaborate lobbying by Twaweza's leadership to unblock the situation. Similar challenges have been encountered by other Twaweza data collection efforts, which is a growing concern.

#### **WHAT NEXT IN 2017?**

Creation of content, including data stories, briefs and papers will be central in 2017. This content will be tuned to strengthen the strategic narrative on strengthening teacher motivation and accountability via incentives in public primary education. Lessons and stories will be shared across Tanzania, Kenya and Uganda. The policy and public engagement will concentrate on Tanzania. In 2017 this will tap into emerging conversations with those that are able to change the way that Tanzanian teachers are compensated.

#### **4.3.3. Success 3 Tanzania: Produce and discuss an internal position paper on desirability and doability of implementing a teacher performance pay programme at scale in TZ**

##### **CONTEXT**

Through KiuFunza Twaweza has generated large chunks of experience and rigorous evidence on teacher performance pay in Tanzania. But Twaweza did not start the bonus pay initiative just to publish papers and the E3S4 success reflects the work that investigates scalability of teacher incentive pay in Tanzania. In particular, this work, based on KiuFunza results and other evidence, should tell us whether Twaweza should advocate for performance pay; if so, what the features of a doable scaled performance pay system are; and what it would cost.

##### **WHAT WE DID**

We drafted and internally discussed a paper that addresses the above questions. This paper addresses the desirability of teacher performance pay and reviews implementation experiences from around the world, including those at scale, to piece together the features of a scaled COD program that are implementable and affordable in the Tanzanian context. It also calculates costs and assesses what the additional costs are for the expected learning improvements. This should allow a decision maker to contemplate: this many additional exam passers for this price per student, is it worth it? Based on various sets of feedback, the paper will be revised in 2017 and then serve as a reference document for the policy engagement strategy.

##### **CHALLENGES**

Related to these options are questions of affordability, although in the short run Twaweza will recommend to test different versions in "scale pilot", before any roll out. A further issue, if Twaweza is invited into a public-private partnership type collaboration, is to clearly demarcate the responsibilities of the different partners.

#### **WHAT NEXT IN 2017?**

The technical paper is not ready for dissemination yet. Once it has been agreed upon in 2017, it will be translated into more accessible, brief type communications to talk about COD at scale, providing a menu of three implementation scenario's, from which the responsible Ministries can choose.

## 4.4. Problem 4: School management

### **4.4.1. Success 1: Evidence is produced and shared on what works in improving school leadership and management**

#### **CONTEXT**

School management is an important attribute in promoting effective students' learning, yet we know little about what are the characteristics and methods used by effective school managers (Head Teachers). The WWE unit has been exploring this mostly through the exploratory Positive Deviance approach in the three countries. Additionally, in Tanzania, we have implemented the parental engagement pilot intervention in Bukoba, jointly with MIT (see E4S2 below).

#### **WHAT WE DID**

We rigorously analyzed data from Uwezo assessments as well as national examinations to single out schools from overall poorly-performing districts (and counties in Kenya) that nevertheless performed better in comparison to other schools in the same environment. Refinement of the first batch of selected schools was done to exclude those with obvious advantages (e.g. those with private or religious sponsorship resulting in higher available resources). This process resulted in a selection of preliminary PD schools in the three countries. Next step is to conduct qualitative fieldwork in each of the selected schools, to identify and understand the "secret sauce" behind their better performance in challenging contexts.

#### **CHALLENGES**

Positive deviance is a new phenomenon in East Africa. As such, it has been quite a challenge in trying to come up with a common understanding on the meaning and methodology of carrying it out. This was further complicated when we engaged consultants, whom we had to properly train. Consequently, the PD process has taken longer than desired, but we are finally getting there.

#### **WHAT NEXT in 2017?**

PD qualitative inquiries are being conducted in all the three countries. We expect by midyear to have findings regarding school management practices that are associated with improved learning outcomes.

### **4.4.2. Success 2: Evidence is generated on the status of key financial, material and human resources at the school level, and the scope and quality of information on these matters available and accessed by school communities**

In Tanzania, we implemented the parental engagement pilot experiment in Bukoba in collaboration with MIT. This pilot focused on exploring strategies for promoting the engagement of parents in their children's learning. The pilot tested two different interventions. The first was to providing information to parents who were invited to school. The second intervention involved validated participation of parents. The techniques employed here used visual evidence; voting and instant delivery of class resources; and school environment familiarization through school tours. A third set of schools was used as control group. We conducted qualitative interviews to find out, among other issues, how the intervention changed the family level discourse about education. The initial findings indicate that the validated participation schools experience a positive change in the attitude of parents towards their involvement in their children's education. Further analysis of the gathered data is on ongoing to determine the impact of the program.

**4.4.3. Success 3: Evidence on what works in improving school leadership is shared with head teachers and other key actors in education (ministries, DEOs, teacher unions and professional associations) to inspire improved school leadership.**

This activity was postponed to 2017 until the findings of PD and validated participation are available. Provided there is compelling and actionable evidence synthesized by mid-2017, certain activities under these successes will be implemented in the second half of 2017.

**4.4.4. Success 4: Head teachers and other key actors debate widely and report on interventions to improve learning in their schools.**

The activities for these successes partly hinge on having insights and evidence from E4S1 and E4S2 (PD and parental involvement) and activities are forwarded to 2017.

In Uganda, picking up from Uwezo data on teacher absenteeism, the working conditions of teachers that are often hard and the low motivation. We decided to produce calendars that we believed would speak to the hearts of teachers and motivate them to do their job. Through our district partners we made a call requesting them to submit teachers who are innovative and are motivated to teach. The teachers with the best innovations that can be easily implemented by other teachers were selected as the stories to go on the calendar.

Under the agreement with Nation Media Partnerships, verification were done on all these teachers and their stories ran on NTV and KFM. With a teacher for every quarter, we produced 165,000 calendars and 11,500 test books modeled on an ASER output encouraging teachers to use it to gauge their pupils levels of. The booklets also provided tips and hints for teachers in helping their children to improve. Distribution of booklets and calendars was done by our partner UNATU, the Uganda Teachers Union, who also promoted the small campaign during their national annual meeting.

## 5. Learning, Monitoring and Evaluation – Summary

	Tanzania		Kenya		Uganda		Regional	
	Out.	Effect	Out.	Effect	Out.	Effect	Out.	Effect
LEARNING MONITORING EVALUATION								
1: Monitoring	3	2	2	2	2	2	3	3
2: Evaluation/research	2	3	1	2	3	2	2	3
3: Learning	3	3	3	2	3	2	3	2

We accounted for coverage, quality and obtained feedback from the majority of our initiatives, and we used the information to shape our planning going forward; we received feedback from influential critical friends in the three countries to help us reflect on the overall direction of the organization; we evaluated the reach and influence of the youth-focused debates prior to Ugandan national elections and also fielded an experiment in Uganda to better understand how voters assess the relevant attributes of their local leaders; we designed and dove into an organizational learning approach to exploring and understanding Public Agency (i.e. the intersect between active citizens and responsive government) in the three countries.

### *Fish or fowl or something else?...*

To get high-level feedback on Twaweza overall, we spoke with critical friends across the three countries. These were selected individuals (in government, media, civil society, etc.) with a good sense of both the themes on which we work and the national contexts. The full brief is [here](#), and a top insight is that Twaweza is perceived to be at a crossroads between becoming a think-tank, and maintaining its implementation and citizen participation focus. Another observation common across the three countries was that Twaweza has become better at dialoguing with the relevant government actors, and it was particularly respondents from the government who were positive about this. At the same time, respondents from civil society urged us to safeguard our independence and collaborate more with civil society organizations. These are important insights as we get into the strategic review, midway through our current strategy period, but what we can say with confidence is that we plan to keep the idea of citizen voice and citizen agency front and central in our work, as well as that we will collaborate with a range of actors – government and civil society and others – so long as it continues to further the vision of a democratic society which is embedded in our mandate.

### *When results are all but determined, how do people assess their leaders?*

Young people under 35 years of age, who make up the majority of Ugandan population, have never known another president from the current one. In this context, local elections (for Members of Parliament, Councilors) become an even more important outlet for the democratic impulse to have one's vote count towards selecting one's leaders. Seeking to better understand how Ugandans evaluate (and vote) for local leaders, as well as contributing to knowledge on the citizen-state relationships in East Africa, we implemented a conjoint field experiment jointly with MIT's GOV/LAB. Descriptions of the fieldwork and main hypotheses can be found [here](#) and [here](#). This experiment (building on similar exercise in Tanzania in 2015) saw voters play a field game in selecting fictional members of parliament with varying characteristics. Top-line results are that Ugandan citizens value candidates that help the community and individuals within the community, and those that lay out plans in addition to making promises. Party affiliation is important, but less so than these performance-based attributes, and religion and co-ethnicity are similarly not very important in shaping vote choice. We compared whether these results are sensitive to social pressure and interestingly in Uganda, partisanship is more pronounced publicly (in a group setting), as compared to private settings. That is, social pressure appears to increase partisanship. This is the opposite of what we found in Tanzania, where publicly there appears to be a desire to conform, while privately people are more likely to express partisan choices.

### *Searching for that elusive public agency*

Our theory of change focuses on improving real opportunities for citizens to engage, and promoting constructive responsiveness from public authorities. We are calling this public agency: spaces and processes in which citizens and authorities jointly shape decisions for the future of their communities and countries. In 2016 we developed an experiment to test whether we could spark public agency around the issue of teacher (and pupil) absenteeism in Tanzania, Kenya and Uganda. We are also deliberately – and to the best of our ability – applying the principles of adaptive learning and adaptive management to this pilot. The entire process is one of high-stakes learning for the organization; our trajectory so far is described in [this document](#). Among the more salient insights (found [here](#)) is that there is great defensiveness from within the education system to discuss teacher absenteeism as an issue. Across the board, teachers as well as Head Teachers (and often also District-level officials) insist that absenteeism is not a problem. Furthermore, there is a sense that the education system itself has failed its teachers, and teachers are overall demotivated. But almost paradoxically, the various actors

cooperate to keep the status quo going – the system may be failing, but it’s still better than having no system at all. Relationships within the system seem to rest on a web of complicity, not a sense of responsibility or accountability. So teachers cover for each other, head teachers cover for their teachers, all produce data to show that there is no real problem. Since everyone cooperates this way, there is little appetite for exposing anyone or any component.

## 6. Learning, Monitoring and Evaluation – The year in narrative

### **6.1. Success 1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.**

#### CONTEXT

Using our mixed-methods toolbox, we strive to implement a comprehensive range of monitoring activities designed to measure core components of our varied portfolio. This includes the reach, coverage and quality of all types of our initiatives; feedback from relevant target audiences, and, whenever possible, also intermediate outcomes resulting from our initiatives. We are strong in using our quantitative toolbox, and honing our skills in qualitative, particularly tracking and measuring advocacy and engagement activities.

#### WHAT WE DID

Highlights of our monitoring activities:

- We tracked Twaweza in the media in all three countries, synthesizing and presenting data internally at quarterly intervals, and sharing an analysis externally on an annual basis. In addition, we assessed the inclusion of data (and level of data visualizations) in media articles which cite Twaweza, as compared to articles which do not cite Twaweza. We find that articles which cite Twaweza (or have Twaweza as the main source of information) are much more likely to include data: for example in 2016 in Tanzania, 87% of education-themed articles referencing Twaweza included data, as compared to 22% of articles not referencing Twaweza. However, there is no difference in visualization – in fact, there is hardly any visualization at all, with only one article out of more than 150 articles reviewed including data visualization. Brief forthcoming on our website.
- We tracked our engagement and advocacy activities through pro-active Outcome mapping in the Tanzania program, by interviewing our core engagement staff. The insights are being used internally so far, to review and re-shape our engagement strategies. We plan to expand this interview and mapping practice to Kenya and Uganda in 2017.
- We measured core nationally-representative indicators to inform our programming across the 3 countries via the Omnibus surveys. We focused in Uganda, on knowledge and perceptions of access to basic government information and engagement with the Youth Manifesto (see <http://www.twaweza.org/go/ug-monitoring-ati>); in Kenya on perceptions of teacher absenteeism and parental willingness to be engaged further in monitoring school quality; in Tanzania on perception of accessibility of basic government information and connections between parents and schools.
- We monitored whether Tanzanian faith-based radio stations contracted to broadcast data-infused messages about public services managed to do so, and in a manner compelling to the listeners. We find that overall, radio stations struggled to cover the required topics and when they did cover



them, they struggled to bring the information to life and engage listeners. These are some tough lessons for us to absorb, as we ponder two important questions: how to engage with the wide-reaching and well-organized faith-based communities, and how to make best use of the radio, which continues to be by far the most widely accessed media vehicle. Brief forthcoming on our website.

- We obtained feedback relating to our curriculum review work in Tanzania. National-level stakeholders commented on the thoroughness of the review, while openly wondering how this exercise fits with the ongoing roll-out of the new primary curriculum. The teachers overwhelmingly reported this exercise was the first time their views on the curriculum were sought, and noted the discrepancy between policy decisions and actual implementation in the form of lack of training or materials accompanying the new curriculum. Brief forthcoming on our website.
- We followed Uwezo's Beyond Basics exercise and obtained feedback from participants in two (out of 10) districts. The feedback focused on expectations before the Uwezo tests, and discussion thereafter. Across the board, teachers and head teachers expected their students to perform quite well and higher than the actual scores. The discussion right after the results were revealed began with the usual pointing fingers elsewhere (lack of books, lack of desks, disconnected parents, etc.), to a more thoughtful discussion of what actions are actually within the teachers' powers and possibilities. The full brief is here <http://www.twaweza.org/go/beyond-basics-tanzania-observation-2016>.
- In the context of our Public Agency pilot in the three countries, we implemented independent qualitative baseline studies, as well as set up internal monitoring structures to keep track of quantitative data as well as provide feedback on the implementation. Insights can be found here <http://www.twaweza.org/go/pa-insights-three-countries>.
- To get high-level feedback on Twaweza overall, we spoke with critical friends across the three countries. These were selected individuals (in government, media, civil society, etc.) with a good sense of both the themes on which we work and the national contexts. The full brief is here <http://twaweza.or.tz/go/three-countries-feedback>; a top insight is that Twaweza is perceived to be at a crossroads between becoming a think-tank, and maintaining its implementation and citizen participation focus. These are important insights as we get into the strategic review, midway through our current strategy period.

#### CHALLENGES

Monitoring (and evaluating) advocacy interventions presents challenges well beyond technical expertise for M&E. In fact, the challenge is to motivate and enable implementers (not M&E officers) to become thoughtful "data collectors" of their own engagement activities. The role of M&E is not to collect or curate the information, but to organize and lead key reflections assessing the path and progress of the advocacy activities vis-à-vis the envisioned goal. We are learning how to do this well.

#### WHAT NEXT IN 2017?

We have three main improvements in mind for 2017. One, to keep honing the assessment of our advocacy work, as described in the challenges paragraph above. Two, to ramp up the production of short but timely monitoring insights as they relate to other work – from media, to small experiments, to feedback from target audiences. And three, perhaps most importantly, to become more timely and proactive in sharing the insights internally with implementing staff, before polished reports are ready for external sharing.

**6.2. Success 2: Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge.**

CONTEXT

External evaluation and research into core hypotheses of our theory of change is an integral function of the LME unit. Halfway into our current strategic period, we have a good sense of where our implementation is strong and therefore where we ought to focus outcome (or even impact) evaluation; where we are lagging and therefore we ought to focus on process review; and where we have a chance to implement innovative approaches and ought to therefore focus on getting the right external partners on board for exciting hypothesis testing and research.

WHAT WE DID

- Evaluated the youth-focused issue debates in the context of Ugandan national and parliamentary elections. This was a multi-pronged approach, combining our own monitoring tools with an external evaluation, as well as triangulating with other, independent resources. The highlights are twofold: on the one hand, there was much noise around the elections and our debates did not seem to result in changing voter preferences and opinions of the candidates; on the other hand, the debates seem to have reached a large number of people across the country and provided a civil and non-aggressive platform for discussion as compared to the overall election campaign (as evaluated by debate attendees).
- Implemented, jointly with MIT's GOV/LAB, a conjoint experiment in context of Ugandan elections. This built on our experience doing similar exercise in Tanzania in 2015 (and we are likely to also include Kenya in 2017, for a complete set across the 3 countries). The Tanzanian full research brief will be posted shortly online. The Uganda brief is forthcoming, but top-line results are similar to Tanzania, in that Ugandan citizens value candidates that help the community and individuals within the community, and those that have plans in addition to promises. Partisanship is important, but less so than these performance-based attributes, and religion and co-ethnicity are similarly not very important in shaping vote choice decisions.
- Designed and began implementing a learning and research component alongside the Public Agency pilots in the three countries. This combines our own mixed-methods process evaluation carried out jointly with our district implementing partners, as well as independent research comprising of baseline, midline and endline of predominantly qualitative inquiry. The summaries of the independent baseline research can be found here <http://twaweza.or.tz/go/pa-insights-three-countries>.
- Reached decision on which core areas of current strategy would be focused on for high-level evaluation or research over the next two years. For these, we will source high-level external research and evaluation partners. Core areas include:
  - Evaluating our success in advocating for changes in defined education policies and their implementation, according to priorities in each country (e.g. in Tanzania, a focus on Ministry of Education taking up the implementation of pay for performance for teachers).
  - Evaluating the impact of issue-based debates in context of national elections on voter attitudes and perceptions of issues, parties, and electoral processes, in the 3 countries. We have done so in Tanzania and Uganda already, will complement with Kenya in 2017; plan to curate insights across the 3 countries.
  - Evaluating the effect of infusing data (mostly through Sauti and Uwezo) into public dialogue (e.g., public debate will become more data-informed, as measured by “an increased number and improved quality of data journalism pieces”), as well as into policy debate (e.g.,

- discussion among policy-makers such as parliamentarians will become more data-informed, as measured by “increased references to independent data sources in parliamentary discussions”).
- Examining the effect of Uwezo on the many thousands of volunteers. As we re-focus Uwezo to include collecting data relevant to a range of Sustainable Development Goals and therefore relevant to broader development agenda, and as we diversify the communication and feedback at the most local level (learning in great part from the Public Agency initiatives), we want to know whether there is an individual effect of being part of Uwezo.
  - Testing hypotheses related to transparency, accountability and participation through impact evaluations of innovative communication strategies, such as the “undercover MP” show planned for Tanzania, and the Accountability Idol show planned for Uganda.

#### CHALLENGES

Conducting field-based experimental research in politically charged contexts means that extra sensitivity as well as vigilance is needed. In 2016 in Uganda for example, two enumeration areas selected for the elections-based experiment had to be replaced because the local leadership did not trust or believe that the exercise was for research purposes only. It should be noted that other than these instances, we have not experienced problems in carrying out sensitive fieldwork. On the other side of the research spectrum, evaluation of advocacy is challenging both conceptually (being clear about what policy change, policy implementation, by whom, where, over what period of time, etc.), as well as methodologically.

#### WHAT NEXT IN 2017?

Kenya is gearing up for national elections, and we plan to conduct a rigorous evaluation of interventions we implement, as well as to carry out a conjoint experiment similar to Tanzania and Uganda (contrasting accountability-related characteristics with partisanship and immutable ones). Also, as we gear up to implement Sauti za Wananchi in Uganda, we have an opportunity (as in Kenya) to carry out a formative assessment of the Ugandan polling space (how crowded is it, how respected, who uses the information, for what purpose, etc.), as well as a baseline assessment of data and evidence in public (media) dialogue and policy (parliamentary) dialogue. Finally, we will be constituting Twaweza’s first Research & Evaluation Advisory Group, which will review and advise on the overall research and evaluation portfolio for the years 2017-18.

### **6.3. Success 3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas**

#### CONTEXT

Learning from our own doing, as well as infusing our thinking with evidence and new ideas from elsewhere, continues to be paramount at Twaweza. Each year, we experiment with new approaches and methods, tweaking our learning agenda along the way.

#### WHAT WE DID

- We are maintaining our high-frequency learning agenda across the countries, with 87 learning sessions held (ranging from sharing of findings and progress by Twaweza staff, to visiting international researchers).

- Hosted a cohort of Masters Students from the Stanford Business School in an “exchange” learning event which included learning session delivered to our three country offices on governance research conducted by Stanford, and learning session on KiuFunza and our related advocacy work delivered to the Stanford Masters students by our staff.
- Organized our annual immersion in context of our Public Agency pilot across the 3 countries. This presented a departure from our usual immersion designs, but proved to be both very useful programmatically, as well a rewarding trial of a new approach. The summary can be found here <http://www.twaweza.org/go/immersion-2016>
- The entire Public Agency pilot was designed (and is currently being implemented) as an organizational learning exercise, challenging us to combine conceptual coherence across the countries and organizational goals with field-based granular exploration and vetting. It is most definitely stretching our adaptive learning muscles. A summary (of progress so far) can be found here <http://www.twaweza.org/go/public-agency-concept-practice>
- A less innovative but just as important exercise was our second successful mid-year review, in which we reviewed programmatic progress and budget expenditure to date according to our innovative problem-success strategy structure. This allowed us to adjust as needed halfway through the year – shift resources, tone down expectations in some areas, and double-down on effort on promising ones.
- We continued to build our connections and source new collaboration opportunities with high-level international research experts, including from Princeton, Berkeley, University of Gothenburg, and Institute of Development Studies at Sussex. Our most active and continuous collaboration is with MIT’s GOV/LAB; this unique model of research-practitioner collaboration was also subject of a panel discussion at World Bank’s GPSA.

#### CHALLENGES

We believe that learning should be infused throughout our work, but active learning, like any other task, takes time and dedication and doesn’t just happen by itself. As we continue to improve and deepen our learning and adaptive practices, we are also straining against the seams of over-loaded schedules and workplans. The challenge is in turning existing processes and practices into learning opportunities and events, and keep the addition of new tasks to a minimum. We turn to this challenge more directly in 2017.

#### WHAT NEXT IN 2017?

We will conduct an organization-wide assessment of our learning (and adaptation) practices and culture, and experiment with improvements in priority areas. We are known to be a unique learning organization (and there’s good evidence that we are), but the field of adaptive learning has begun to move by leaps – and we need to be both aware of current trends as well as be critical (and hone) our own processes in order to remain ahead of the curve.

## 7. Operations

#### WHAT WE DID

**Effective Twaweza policies, systems and procedures**

In total 51 policy changes proposed by staff were reviewed and presented the Board as per policy, and following approval were shared with staff and uploaded on the website. We monitored staff's adherence to the policies throughout the year and provided feedback where it was required. As ever, we achieved full statutory compliance in terms of Pay As You Earn (PAYE), SDL, pension payments and immigration returns. In addition, changes on Tanzania PAYE structure on the first band from 11% to 9% was reflected in the payroll system effectively from July as per new tax rates. In order to ensure effectiveness and efficiency in the implementation of Operations activities and in addition to ensure value for money all monthly reports including storage, utilities, vehicles, HR reports were revised taking into consideration feedback received from colleagues, relevant supervisor, information available from our systems and own experience acquired during their usage.

### **Human resource management**

We began the year with 10 vacancies. Eight vacancies were not filled in the 2015 plan given the new staff establishment for the new strategy, while two were the result of separation. Out of these we managed to fill 2 while 2 positions were managed on consultancy bases. The remaining 6 positions were suspended due to budget challenges. Towards the end of 2016 after the planning for 2017, a total of 14 vacancies were identified and were advertised through a multi-faceted approach to recruitment.

Out of the total of 55 staff employed at the end of the year, 58.2% were women and 41.8% men. The management consists of 50% men and women.

#### **COMPOSITION OF TWaweza EAST AFRICA STAFF – 2016**

<b>COUNTRY</b>	<b>Tanzania</b>		<b>Uganda</b>		<b>Kenya</b>		<b>Total</b>		<b>Total</b>
<b>Gender</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	
<b>Total number of employees</b>	7	18	5	7	11	7	23	32	55
<b>Management team</b>	3	5	0	2	4	0	7	7	14

As part of Twaweza's ongoing commitment to learning, we hosted a total of 16 interns over the course of 2016: nine in Tanzania, four in Kenya and 3 in Uganda. In total six of them were women and 10 men. The total number of interns engaged in 2016 is less by 6 compared to 2015 due to the delay in the approval and implementation of annual plan.

All eligible staff were enrolled into relevant benefit schemes which includes health insurance and Group Personal Accident as per procedures. At the end of 2016, we used a short survey to solicit feedback from staff regarding benefits offered, and in addition, various service providers were invited to present their products to staff to help in the selection of providers for 2017.

Twaweza is committed to offer the opportunity for a healthy lifestyle. A trainer was recruited in each country to run exercise/aerobics classes for staff at least 3 times a week. Monitoring of the sessions including attendance, effectiveness managed, areas for improvement identified on monthly bases and necessary actions taken. As previous years, a daily healthy lunch is offered to all staff.

Following feedback received from 2015 staff survey, we engaged a highly qualified HR consultant to assist with our Job Evaluation and Performance Management system. In September the consultant met with staff in all the 3 countries, and began a thorough assessment process with a group of staff. By the end of 2016 the process was in its final stages.

Staff appraisal process was finalized on time. Performance rating between staff self-assessment and supervisor assessment is very close: Total staff self-rating on activities is at an average of 3.65 and on key competencies is at 3.63, while that of supervisors is 3.53 and 3.54. The small difference of 0.12 and 0.09 between staff and managers suggests subjectivity in the process. The outcome of the assessment was good overall and 91.3% of all staff were considered for renewal of their employment contracts.

### **Office and assets procured and well managed**

Office maintenance and repairs in all three countries were well-managed, including security and safety. In Tanzania, we conducted major office repairs which included changes of all mosquito screens, repainting of the entire office and varnishing all furniture and fixtures. Forty nine new assets were procured across the three countries (Tanzania 28, Kenya 5 and Uganda 16). Assets continue to be well managed using SAMANAGE software.

In Kenya we managed to renew the lease for our office. As a cost saving measure, a plan was put in place which enabled staff to comfortably fit into two floors (reduced from four floors). Materials that were kept in the office are now handled by storage and Courier Company, an arrangement that is professional, easily to access and cheaper. We continue to face challenges with our former landlord and we have been unable to obtain our security deposit. We have engaged a legal firm to help raise the pressure and we will bring the matter to court if necessary. Video conferencing equipment was budgeted under ICT rather than assets, explaining over expenditure with 66%.

### **Internal documentation and correspondence**

Throughout 2016, we continued to make use of and make improvements to our electronic file sharing spaces. All incoming documents such as letters, publications and invoices were well received, registered in incoming mail/invoice register and Salesforce respectively. Also, outgoing mails were well managed and distributed by dispatch, posts or DHL as per requirement.

### **Information and Communication Technology**

Office Network Infrastructure, internet and communication platforms in all three countries were well maintained, managed and supported effectively which includes the updates of antivirus in all computers and ensuring uninterrupted internet in all offices. Further, sixty five (65) workstations have been upgraded from window 7 to Win 10 and Office 2013 in all three offices and provided required technical support in all office software for HR, work flows (salesforce), Xero, Samanage, Dropbox, Googleapps and Aruti.

Back up of the relevant office systems and common folders were fully managed. Spot checks and back up of relevant systems done on daily, weekly and quarterly bases as per procedures. Twaweza's IT system is high quality and helps us to be more efficient, transparent and informed. Identification and initial procurement process to replace a faulty and outdated server for Tanzania was done.

Internet Bandwidth in Tanzania was upgraded to 10 Mbps dedicated from 8 Mbps in the month of January 2016 at no additional cost, while Uganda was upgraded to 8Mbps dedicated from 5Mbps in month of April 2016. In Kenya, the process to be finalized in early 2017.

Contract with Ideas Inc, for Salesforce developers in South Africa ended in January 2016 and Twaweza now has the required technical capability to fix bugs without any difficulties and add components up to a certain level of complexity.

A Video conferencing system was procured and installed in all three country offices and training provided. Since March, Twaweza has managed to run 15 minutes of its Monday staff meetings with all staff across the three countries without any difficulty, which has mentally brought country staff closer to each other. The system is used on a daily basis for a variety of huddles, SMT meetings, recruitment, team and bilateral meetings, without delays, which has reduced unnecessary travels.

Video conferencing equipment was booked under Office Assets due to its nature, partly explaining under-expenditure. In addition we have built sufficient internal programming capacity to be able to cancel ICT consultancies.

## 8. Finance

### WHAT WE DID

#### **Promotion of policies and procedures:**

The finance team conducted learning sessions on budget codes to assist all staff including new staff members to be conversant with specific budget codes which are essential during requisitions and the payment process. Staff were also briefed on changes in various tax policies in east Africa countries.

**Income and payments:** in line with organization policies, all funds received from various donors were acknowledged and recorded in Xero, our core financial management system. Consequently, we continued to ensure all payments are processed according to Twaweza's financial regulations throughout the year. All payments, are processed in Salesforce and paid by online banking (with exception of petty cash), which now also supports mobile payments.

**Tax management:** we continued to meet all tax obligations in all three countries by ensuring that all taxes are correctly calculated and paid in line with their country tax requirements.

**Banking:** bank accounts were carefully managed throughout to ensure adequate balances to make payments on time. All transactions were regularly reconciled against the bank statements shared by the bank. Furthermore, we embarked to a practice of converting our dollars more frequently to local currencies on need basis and we were able to overturn the prior year (2015) exchange loss of USD 191,502 to an exchange gain of USD 1,317.

**Asset management:** During the year we managed to upload our assets into a module within Xero accounting system. Having our assets in Xero means that the depreciation calculations are now done and posted automatically in Xero. Previously, depreciation calculations were done manually in

Spreadsheet, a process which was prone to errors. We also supported the Operations team in assets verification exercise towards the end of the year.

**Internal and external audit:** the 2015 external audit conducted by Ernst and Young gave Twaweza a clean audit report with a few observations noted and were addressed in 2016;

- a) failure to deduct NSSF on bonus paid to Uganda and some of Tanzania staff in the month of December, 2015
- b) long outstanding receivable balances with Hivos Netherlands and Ipsos Tanzania

During the year we supervised a consolidated audit of Hivos Tanzania for years 2009 to 2012 that included Twaweza and Uwezo Initiatives that were previously operating under Hivos Tanzania umbrella up to end of year 2014. Additionally, in October 2016, we hosted DANIDA team that was conducting Financial System Audit this was a requirement before signing any fund agreement with us. The audit was successful and the agreement was signed immediately thereafter. In the same year, we also participated in Bridgespan Group indirect cost analysis survey which was coordinated by Hewlett Foundation in partnership with Bridgespan group to selected Hewlett Foundation grantees. The aim of the survey was to conduct an in-depth financial analysis to develop a customized indirect cost rate for each participating grantee and we were within the recommended rates.

**Record Management:** as per the statute of limitation of Tanzania, documents are to be filed and remain accessible for a minimum period of seven years. To comply with the law and Twaweza policy, we have ensured that all finance documents are filed and well-organized to ease retrieval. Over the course of the year, with the help of Operations team, we managed to add extra storage space for files that will address our short term needs of filing space.

#### CHALLENGES

During the year Uganda Revenue Authority (URA) visited our Uganda office for Tax audit from year 2012/ 2013. Upon review of Uwezo National Assessment, Training of Trainers and Household assessment transactions they were of opinion that the Uwezo partners were full time employees of Hivos hence we underpaid tax by UGX 948,387,764 (USD 263,955) since we had treated them as consultants - which they are. We have met with URA various times and they are finally in agreement with most of our transactions and has since reduce the claimed deficit to UGX 240,424,792 (USD 66,915). We have engaged a Tax consultant who is assisting us to resolve this pending claim and are confident that the amount claimed will be nil.

As we are waiting for agreements with our donor partners to materialize, we experienced cash flow difficulties at various moments. We continued refining and using the cash forecast tool which has enabled us to properly plan and prioritize payments to ensure limited disruption in implementation of activities. We have had to postpone several payments and cancel some of our activities.

#### WHAT NEXT IN 2017?

The finance team will continue strengthening the aspects of our financial management to ensure accurate and timely financial reporting while ensuring compliance to donor agreements and policies.

## 9. Governance and Management



## CONTEXT

We maintained our strong governance and robust management culture in 2016 and achieved a number of significant milestones including full independence and a clean bill of health, an 'A grade' from a major donor and more than \$11 million in refreshed and new funding pledges and disbursements.

## WHAT WE DID

**Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports:** We published two of our accountability documents – a clean set of audited accounts for 2015 and the Annual Report 2015 - on time. The Annual Plan 2016 was delayed to June as we revised the budget to more closely reflect available resources. Twaweza continues to be regarded as credible and trustworthy custodian of public & foundation funds, achieving an 'A' grade from a DfID Annual Review for 2015. We secured grant funding renewals from AJWS and SIDA Tanzania and cemented a new and significant relationship with DANIDA Tanzania.

**Management and strategic support provided to the Directors and entire team.** We continued to hold regular weekly staff meetings which start with a Twaweza-wide check-in across the three countries through our video conferencing facilities. Quarterly management team meetings review performance and recommend minor tactical tweaks to our programme execution. Replacing a variety of bilateral meetings between directors and unit managers with monthly senior management team meetings has improved time management and productivity. The mid-term review in August remained a very valuable way of adjusting and refining our course during the year. It resulted in better budget estimates and execution. Our Annual Retreat held in Uganda in October started the process of reviewing the strategic review mid-way through the 2015-18 strategy.

**Twaweza has strong values, policies, and procedures, and staff are enabled to ensure compliance.** We conducted a robust Twaweza-wide review of the Human Resources, Governance and Management, and Financial Regulations policies which the Board approved in December 2016. Reviews of the Sauti za Wananchi and Uwezo policies were due to be completed in early 2017. Twaweza's values, policies and procedures continue to be strong, well understood and executed by the entire team.

The crowning achievement this year was the confirmation in December 2016 from Hivos NL (Twaweza's institutional host/incubator until December 2014) that owing to the solid governance and management systems tested over a 24 month period, Twaweza could confidently operate as fully independent Tanzanian-registered, East African organization. *"It is a very professional organization that is characterized by its strong learning culture, high standards on quality of work and the absence of silos, be it regional or thematic. The organization is appreciated by important stakeholders and is difficult to ignore in the public debates on education and open government."*

**Twaweza's Governance Board and donors are consulted, engaged, and informed on all pertinent matters related to Twaweza:** We aimed to have an expanded but well-functioning Board, ensure our financial partners were well informed and engaged and that new donors had formally committed to supporting our strategy. Two new Board members were identified in 2016. Dr Kamau Wanjiru-Rutenberg an accomplished academic and Director of the African Women in Agricultural Research & Development (AWARD), joined the Board in late 2016. Another accomplished candidate has been identified and will formally join the Board in 2017, bring the number of Board members to seven, including three women.

Between September and December, we signed four grant agreements valued at a total of \$11.27 million; SIDA Tanzania (SEK 48 million or USD 5.24 million) in core support for 2016 to 2018; DANIDA Tanzania (DKK 30 million or USD 4.3 million) support for our open government in Tanzania for five years (2016-2020); AJWS (USD 250,000) to support Open Government in Uganda in 2017, and AJWS (USD 1,500,000) in core support for 2016 to 2018. Discussions with Ford EA and DfID Uganda were very far advanced.

#### WHAT NEXT IN 2017

Three major objectives will be pursued in 2017. The first is to widen the funding base and deepen our resource pool for the remainder of the strategic period. The United States philanthropic sector will be a key target of our fundraising efforts and we have achieved a major breakthrough by complying with US tax law that will allow Twaweza to secure tax-deductible contributions.

Secondly, we will deepen the Board members engagement in our strategic review and refresh due in 2017 with a view to harnessing their collective leadership experience and guidance. We will also benefit from their enthusiasm for our mission as we look to them to become our ambassadors in their influential networks.

And we will continue to enhance our governance and management performance, and maintain compliance with both national and regional statutes, as well as with our grant agreements in order to mitigate risk and maintain the hard-earned trust of our financial partners.