# Annual Report 2015

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Dear friends,

If there is one word I would choose to describe Twaweza in 2015, it would be 'assertive.'

In this seventh year of our initiative and the first of the new Strategy 2015-2018, we confidently engaged with the ambitious plans we had set for ourselves, as well as the challenges and opportunities that we encountered along the way. And in so doing, we made some important contributions to promoting an open, engaged and learning East Africa.

Here are a few examples:

1. We carried out the largest citizen-led learning assessment that has ever been done in Africa. We reached all but one (Samburu North in Kenya) of the 429 districts in Kenya, Tanzania and Uganda, supported by a network of 79 regional coordinators, 428 district coordinators, 1,279 village coordinators, 125 trainers and 25,638 Uwezo volunteers. We have produced a large dataset that includes more than 140 million data points from 11,000 schools, 310,000 households and 410,000 children.

2. We contributed to a better informed public debate by analyzing four Bills tabled in Parliament that could potentially erode Civic Space in Tanzania. We did so without jeopardizing the hard-earned respect of the Government of Tanzania with whom we worked to successfully host the first African Regional Open Government meeting in May and the first Africa Open Data Conference in September.

3. We successfully recruited a new panel of 2,400 adults, 125 schools, 90 health facilities and 200 local leaders across Tanzania for our second *Sauti za Wananchi* panel. We repeated this achievement in Kenya to set the stage for a successful launch of *Sauti za Wananchi* in that even more competitive environment.

4. In a year of intense election campaigns in Tanzania and Uganda, we pioneered an experimental exploration of those attributes of elected officials that influence how citizens vote, and laid the groundwork for the ambitious task of understanding the social contract between voters and elected officials in the two countries.

I could go on, but I must resist the temptation to spoil your adventure through this recounting of our year. If you like data and a structured description of what we did in 2015, you will enjoy the rich detail of what we achieved under each of our problem statements and successes. If you prefer some reflective storytelling, you will find a set of compelling narratives that conclude each of major section of the report and of our pillars: Basic Education, Open Government and Learning, Monitoring and Evaluation.

The Twaweza family was inspired and energized in 2015. I hope you will sense some of that vibrancy in these pages. Karibu!


Aidan Eyakuze
Executive Director

# EDUCATION – what did we achieve under each success?

**E1: Schooling does not lead to learning; teachers, education administrators, policy makers, and the public (especially parents) do not focus on or measure core learning competencies (early grade literacy, numeracy and other core competencies).**

### E1S1 Kenya, Tanzania and Uganda: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy

CONTEXT

Over the past four years, Uwezo have been conducting annual learning assessments. Over four years of collecting data for and communicating around learning outcomes has led to a significant shift in policy discourse around education. Government officials in the education sector in all three countries are now much more likely to agree that we have a crisis of learning in East Africa and that this should be the ultimate barometer of educational success, due at least in part to Uwezo's consistent message.

WHAT WE DID

The Uwezo annual learning assessment was conducted in a total of 428 districts between September and November 2015: 159 in Tanzania, 157 in Kenya and 112 in Uganda. This includes all the districts in the three countries (except Samburu North in Kenya, a district that is still under military occupation). The assessment was supported by a network of 79 Regional Coordinators, 428 District Coordinators, 1,279 Village Coordinators, 125 trainers and 25,638 Uwezo volunteers.

Data cleaning is now ongoing, but we anticipate a dataset that includes data points from around 11,000 schools, 310,000 households and 410,000 children assessed. Secondly, for the first time since Uwezo's inception, we attempted to conduct surveys in private primary schools, especially those in urban areas. This may give a new dimension to our story, and give new energy especially to the inequality narrative. Third, we achieved the integration of Uwezo+ components. Inter alia, we look forward to data on visual acuity (Uganda), (mal)nourishment (Kenya and Tanzania) and prevalence of properly iodized salt at the household (Tanzania). Fourth, we managed, for the first time, to use technology platforms to collect monitoring data. We piloted the use of a Magpi platform by staff and Regional Coordinators to monitor Uwezo. This worked well in increasing efficiency in making feedback available, and also saving costs for data entry and communication. Lastly, we managed to make a step to respond to the recommendations of Uwezo evaluations that the narrative of learning outcomes should now move beyond the Grade 2 level literacy and numeracy, in order to better inform policy and practice. In 2015, the Uwezo regional office developed tools and tests through a cross-country participatory process, pre-tested the tools in Wakiso district in Uganda, and implemented a successful pilot of these in 40 schools in Mbarara and Mbale districts.

CHALLENGES

The implementation of the Uwezo assessment always throws up challenges. By its very nature the coordination of that many partners while trying to uphold high standards will always be challenging. However we were able to successfully assess hundreds of thousands of children without any major glitches.

In Tanzania, some delays in early preparatory processes meant the entire assessment was delayed and fell into the election period. This meant we had to postpone in some cases. Our fieldwork also coincided with the launch of the *Sauti za Wananchi* political poll which meant that our partners were sometimes greeted by irate citizens and in some cases they were even refused access to households and children.

WHAT NEXT?

The Uwezo assessment will not happen in full in 2016, but in selected districts in each country. In these districts we will design and pilot a public agency initiative, using the Uwezo infrastructure to stir the connection between citizens and authorities, and we will try out integrating selected SDG outcomes in the Uwezo assessment.

**Expenditure:** 91%
**Total budget:** USD 5,367,524
**Main Achievement:** Collecting data points from approximately 11,000 schools, 310,000 households and 410,000 children and integrating nutrition, visual acuity and iodine content in salt

### E1S2 Kenya, Tanzania and Uganda: 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 some ways we find ourselves at a crossroads. Our main messages over the years have been successful and we have managed to shift policy discourse to acknowledge that children are not learning in schools. However policy changes, directives, assessment of the sector and much of the rhetoric still focuses on educational inputs. New strategies and tactics of persuasion are needed.

#### WHAT WE DID
We were invited to present the East Africa combined report the East African Legislative Assembly, a first for Twaweza. We also pioneered a new format for the regional launch whereby simultaneous press conferences were held in Dar es Salaam, Kampala and Nairobi – sharing the regional findings. This meant that we achieved coverage of the East Africa report in all three countries. National launches for country-level reports and data were also held in all three countries. Overall we directly reached more than 400 policy actors, civil society organizations, partners and academics with our data.

In Uganda and Tanzania, Minibuzz shows on education were produced and broadcast throughout the year - over 40 in Uganda and approximately 18 in Tanzania. Minibuzz reaches approximately 25% of the populations of Uganda and Tanzania many of whom watch the show to be informed and hear the views of ordinary citizens.

In addition, we achieved extensive media coverage of the debate on learning outcomes. A total of 14 academic articles were either published or drafts submitted, 8 blog pieces produced and 87 stories and newspaper articles published.

#### CHALLENGES
We have yet to fully refine our advocacy objectives in the new landscape in which we operate. We have established the importance of learning outcomes in education and will continue to drive home that message. We are acknowledged as an education authority in all three countries with regular invitations to comment (from media) or contribute (from government). However we have not articulated clear objectives for all of these engagements.

#### WHAT NEXT?
We will continue to engage with critical stakeholders in education to share our data and thinking for the sector. We will work to tie these activities together with a coherent set of objectives and messages so that even when we are being reactive to invitations we can be proactive in disseminating our messages.

**Expenditure:** 35%
**Total budget:** USD 328,873

**Main Achievement:** Presentation to the East African Legislative Assembly and pioneered new model for regional data launch resulting in over 20 pieces of coverage in three countries

### E1S3 Kenya, Tanzania and Uganda: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority

CONTEXT

After four years of Uwezo messaging many national policy actors in education will pay lip service to learning outcomes. However in truth budgets and monitoring continue to focus on educational inputs. In many senses the new challenge for Uwezo is to move officials in our three countries from saying they care about learning outcomes to acting like they do.

WHAT WE DID

In all three countries we engaged substantively with the media and with major government processes.

In Tanzania we are in constant communication with the Big Results Now Initiative designed to catalyse change in six critical sectors including education. Part of their mandate includes a national assessment of basic learning outcomes and we are providing support and guidance on this. A new national assessment at Class 2 level is being introduced and the National Examinations Council (NECTA) sought Uwezo's input on the tests for this. Uwezo was invited to participate in the curriculum review process to help to sharpen indicators for learning outcomes and skills related to Reading, Writing and Arithmetic. And we participated in the government's Education Sector Annual Joint Review.

We also strengthened our relationship with the Tanzania Teachers' Union and the Tanzania Education Network (TENMET). Through TENMET we successfully advocated jointly with other civil society organisations for the government to delay changes in subjects and combinations in higher learning, to allow sufficient time for consultations. We attended eight different TENMET events on education across the country reaching thousands of officials, media and citizens. And finally we strengthened our links with the academic community through engagement with the University of Dar es Salaam and Aga Khan University, as well as contributing a chapter to a book *Dilemmas of Education Reform in Africa*.

In Uganda we strengthened our collaboration with the ministry of education which included participation in annual sector review meetings. We were also invited to participate in the Education Sector Review as the sole non-state entity due to our passion for accountability in the education sector because of our focus on learning outcomes. We also strengthened our partnership with the Uganda National Teacher's Union, presenting at their annual conference, and co-producing a calendar for teachers.

We continued to be sought out by the media during key education moments in Tanzania. For example we received 12 invitations to comment on TV and radio following the Primary Leaving and Senior 4 examination results. Building on this we trialed a number of new media engagements towards the end of the year. We held more regular media briefings on specific issues raised by the Uwezo data, for example on the benefits of early childhood education. We ran a series of talk shows on different radio stations during the morning drive; in effect one a month a number of major radio stations held education related talk shows at the same time on the same day.

In Kenya, we participated in over 30 conferences and meetings where we made presentations on learning outcomes, shared Uwezo policy briefs, reports and summary reports on learning outcomes with policy actors, civil society and the academia. One particular policy brief developed in-house on the challenges and opportunities in Kenya's education system was presented to an exclusive set of Kenya's top-most education policy makers in Naivasha. We wrote a total of five academic articles, and 21 newspaper/blog pieces.

Our engagements have yielded substantive results: we were appointed the pillar co-chairs for education in the Data for Sustainable Development initiative, driven by the Deputy President. We have been invited to provide advisory support in the development of the National Assessment System for Monitoring Learner Achievement (NASMLA). The Director of Data and Voice sits on a number of high profile government committees on education and has been invited to participate in the Curriculum Reforms Steering Committee, chaired by the Cabinet Secretary for Education.

As in Tanzania and Uganda, Twaweza's expertise is regularly sought by the media to comment on developments in the education sector. In Kenya alone, there were 69 TV appearances and 1,547 radio programs/mentions in 2015.

And finally, to attempt to link data more closely to policy, we co-founded the Education Evidence for Action (ee4a) initiative, playing a convening role for researchers, policy makers and implementers. Twaweza is chairing this initiative in 2016.

Overall, our findings were shared with the top education officials in each country.

##### CHALLENGES
As such, our policy advocacy and participation in critical bodies continues to be primarily reactive rather than proactive. We did not plan in advance to seek participation in these crucial reform processes but rather were invited on the strength of our expertise. Moving forward, we will aim to be more strategic about the type of invitations we seek and accept.

##### WHAT NEXT?
In 2016 we intend to continue to bombard the education space with our learning outcomes narrative. However we will aim to explore the links between this national level engagement and sub-national changes more closely through the new public agency initiative. We will also take a more strategic view to our engagements with the government.

**Expenditure:** 40%
**Total budget:** USD 341,465
**Main Achievement:** Participation in education review process in all three countries including Big Results Now, Education Sector Annual Reviews, and National Assessment System for Monitoring Learner Achievement

## E1S4 Kenya, Tanzania and Uganda: Policy debate stimulated at sub-national levels to prioritize measured learning outcomes as policy priority

##### CONTEXT
We are increasingly focused on the sub-national level as a potent space to promote active citizenship and responsive government. Citizens and authorities engage most frequently and in most depth in local spaces. Thus the sub-national policy advocacy was a critical area of work for us in 2015.

##### WHAT WE DID
We created a country-specific sub-national communications strategy for Uwezo targeting teachers, policy actors media and (in part) parents. A major aspect of this strategy was working through our assessment partners to engage at local level.

At the sub-national level, a total of 48 District Communications Contact Persons (DCCPs) were engaged in Uganda (28) and Kenya (20). They held 11 local launches in Uganda and 20 in Kenya. A

combination of the 31 launches and the 1,836, meetings convened by DCCPs reached a total of 132,928 people - parents, teachers and local leaders.

All of this work was amplified through local media. In Kenya, engagement and contracted talk shows on radio earned us 1,547 radio programs/mentions in 2015. We also distributed over 5,000 reports and over 50,000 summary reports in all three countries.

To connect local policy actors with the 'human face' of the learning outcomes debate, we created spaces to have sub-national policy makers participate directly in the Uwezo 2015 assessment. These included the district (and county) education officers/directors and the quality and standards officers. In total, 109 policy makers assessed a child, 92 in Kenya, 15 in Uganda and 2 in Tanzania. In Kenya, in particular, we saw a real shift in appreciation of our methodology and results as a result of this activity.

### CHALLENGES

Alongside implementing such a large-scale assessment, the logistics and strategizing for this extensive program of sub-national engagement and advocacy was difficult. We were often stretched in too many directions and were unable to implement the full set of activities planned. This in turn is likely to mute the overall effect we might have had.

### WHAT NEXT?

In 2016 Twaweza will attempt an experiment in selected districts in each country – Kenya, Tanzania and Uganda. Working with Uwezo partners and injecting local debates with fresh data and evidence we hope to galvanize citizen demand and official response in education in these ten districts. Most of the sub-national engagement work will be part of this experiment in 2016.

**Expenditure:** 49%
**Total budget:** USD 627,814
**Main Achievement:** Reaching over 130,000 citizens, teachers and local leaders directly through our partners with messages about learning outcomes.

> **E2: The curriculum is too ambitious, and teaching is too far ahead of children's learning levels. There is far too little evidence on effectiveness of curricula, and the little evidence available does not loop back to inform and stir change.**

**E2S1 Kenya, Tanzania and Uganda: Evidence (incl. collating teachers' opinion & assessment of teachers' knowledge on curriculum) is produced on the effectiveness of primary school curricula (history, logic, contents and implementation).**

### CONTEXT

In 2015, after many years of collecting data through the Uwezo learning assessment, we moved into the 'solutions' business. In part in response to constant calls from government and other partners, and as part of our new strategy, the What Works in Education department provides deep reflection, research and experimentation on solutions to address the learning crisis in East Africa. Based on our experience and expertise, we identified the curriculum as one of three critical issues to address.

### WHAT WE DID

In all three countries, our work around reviewing the curricula is guided by an agreed concept note to ensure consistency across the countries and coherence in our work and messages. We held fora in Tanzania and Uganda that brought together academics, curriculum experts and teachers. From these fora, we were able to constitute our panel of experts on the curriculum in Tanzania and Uganda.

Towards the end of the year, the curriculum review panels for Uganda and Tanzania met and developed and validated six different tools for curriculum analysis. This was the critical starting point for the work which puts us in a good position to complete the initial analysis in 2016.

In Tanzania in particular we have established a strong relationship with the Director of the Tanzania Institute for Education (which oversees the curriculum) who is a member of the panel.

### CHALLENGES

As ever we were over ambitious in what could be achieved over the year. We had to form a new team internally before any work could begin so many of the activities have been pushed into 2015. However, as a bonus, some of the work which we had planned to hire a consultant for, was done internally meaning we saved the money and achieved the output.

The fast pace of curriculum reform in Kenya meant that we were, to an extent, playing catch up. We will also need to change course somewhat in 2016 to make sure we are in sync with the ongoing review process.

### WHAT NEXT?

We are maintaining the same framework and the same activities. We are only adding one aspect, namely using the Surveys of Enacted Curriculum as a model for alignment analysis and teachers' surveys of their knowledge and opinions of the curriculum.

In Kenya, due to the momentum of curriculum reforms, conducting a content analysis of the current curriculum is not a strategic move. The focus for 2016 will mainly be on Surveys of Enacted Curriculum and mining available data on the curriculum for development of a policy brief.

**Expenditure:** 45%
**Total budget:** USD 31,200
**Main Achievement:** Constituted curriculum review panels in Tanzania and Uganda, and developed and validated six tools for analysis

**E2S2 Kenya, Tanzania, Uganda: Evidence on effective curricula is shared through a consultative process (including a knowledge sharing platform)**

In many ways this can be viewed as part two of the curriculum review research; engaging critical stakeholders around the findings. Given that we did not complete the review and analysis process this has also not been achieved. However we have built engagement into the research process – a portion of the critical stakeholders that we would need to share our findings with are on our panels. To this end the initial forum on curriculum review that we held to validate our concept note (which guides our work in this area) included the major players that we want to engage with. This should make the engagement and sharing of the results of the analysis more effective in 2016.

**Expenditure:** 0%
**Total budget:** 0
**Main Achievement:** Begun engagement process through the research, meaning we have early buy in from key players

### E3S1 Kenya, Tanzania and Uganda: Evidence is produced on 'What works in improving teacher motivation and accountability'

Essentially, we wanted to complement our own randomized control trial (RCT) on teacher motivation with a review of the evidence on other teacher motivation or incentive schemes. We have compiled and synthesized an annotated bibliography on what works in improving learning outcomes which includes a section on improving teacher motivation. We did not achieve as much as we had planned under this objective because of personnel changes in the team implementing the RCT. Given that we were committed to this activity, other areas of work under this problem area were deprioritized. However a draft paper on teacher motivation is available and we will seek inputs for and engagement around this in 2016. Furthermore, a draft of the paper documenting impact evidence from our KiuFunza I RCT is in progress, shared in conferences and feedback is being collected. The approach and results of KiuFunza have already helped shape similar initiatives in the region.

**Expenditure:** 49%
**Total budget:** USD 124,500
**Main Achievement:** Annotated bibliography on what works to improve learning outcomes, article on impact evidence KiuFunza I has been drafted and presented; WWE unit established.

### E3S2 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 early work of the What Works departments of Twaweza is focused on doing our homework and developing hypotheses, we were keen to ensure that we complemented this with practical experiments and trials. Even in our previous strategy, our research and experience had alerted us to the critical role that teacher motivation and performance plays in education. Global literature also suggests that cash on delivery programs have had significant effects in certain contexts although no large-scale trials have been done in East Africa.

From 2013 to 2014, we had already implemented one randomized control trial in this area, KiuFunza. This aimed to test the effect of cash on delivery, providing resources directly to schools and a combination of the two. From this we found that the combination intervention had significant effects on learning outcomes. At the same time, the government announced that it would now be sending school grants directly to schools so we felt that this aspect of the trial (including communication of results) had achieved its end. So we decided to further investigate the cash on delivery or performance pay aspect. Although this had positive results in the first phase, they were not significant. The feedback received, including through a qualitative study with participating teachers, led us to believe that we could 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.

Over the course of the year we implemented this incentive offer. We communicated the offer to teachers and schools and found that they seemed to understand the bonus scheme even though it was fairly complex (knowledge was tested through quizzes). By the end of the year we had tested over 50,000 pupils using tests developed in collaboration with curriculum experts. These data will be used to calculate teacher payments in early 2016.

We have also engaged, albeit less widely than anticipated, with critical education stakeholders around the idea of cash on delivery and KiuFunza. In Tanzania, the idea of performance pay is fairly unpopular and so the initial advocacy is just based on trying to create some level of enthusiasm for this tool.

<small>CHALLENGES</small>

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

There has also been a curriculum change in that English is no longer taught in the first two years of primary school. Previously we were incentivizing this subject at these levels so in 2016 this will be changed to reflect the context.

There is a tension between the desire to advocate for our interventions and the need to carefully study their impact. To do advocacy based on evidence it is key to give the interventions time to affect behavior and then to communicate solid results. Following this process, our advocacy and engagement is now using the results from the first phase of KiuFunza.

Personnel changes were well-managed but did cause challenges. Although the team was always based in various continents (with principal investigators in the US), from 2015 even the core implementing team was more dispersed.

<small>WHAT NEXT?</small>

Engagement and advocacy will be a large focus in 2016 and even more so after the completion of the intervention. However opportunities have already arisen in Tanzania with the new government actually starting to transfer school grants directly to schools. We will be able to use our significant body of evidence from the first phase of KiuFunza to advise the government on this. We also hope to be able to provide support to monitor the implementation of this roll out via our research infrastructure.

**Expenditure:** 89%
**Total budget:** USD 2,300,894
**Main Achievement:** Designed and implemented a new cash on delivery randomized control trial on teacher motivation and accountability

## E3S3 Kenya, Tanzania and Uganda: Evidence-based policy position paper on teacher motivation is produced and shared

We were again over-ambitious in this work. We attended one conference and presented findings and methodology from KiuFunza. Without collecting the evidence in the first success, we are unable to fully draft this paper however. The results of the second phase of KiuFunza should also inform this paper. As such we only have a draft paper. Moving forward this will be an area of focus. Costs were for presenting the Twaweza findings at CEGA and UCLA.

**Expenditure:** 51%
**Total budget:** USD 6,900
**Main Achievement:** None

**E4: Leadership, management and accountability of school systems are weak and unable to 'pull together' key constituencies (such as parents, teachers, school administrators, and the general community) to work in a concerted fashion to ensure that all children are learning**

### E4S1 Kenya, Tanzania and Uganda: Evidence is produced, on what works in improving school leadership and management

As such, this area of work suffered the most from capacity challenges. The team was only in place from mid-year and the program of work was too ambitious. We had to focus on area in which we were already committed (KiuFunza) or in which there was in-country momentum (curriculum). Again here the annotated bibliography includes a section on what works in improving school leadership.

In Tanzania we started a partnership with the University of Dar es Salaam and Georgetown University to participate in a 6-year long research under the RISE program. RISE (Research on Improving Systems of Education) is an international research programme funded by DFID. The Tanzania research proposal was the only African country with a successful bid in the first round of RISE. We will examine how education reforms have focused on promoting learning outcomes, including examining the role of accountability systems and the associated political economy.

**Expenditure:** 6%
**Total budget:** USD 61,370
**Main Achievement:** None

### E4S2 Kenya, Tanzania and Uganda: 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

We responded to an opportunity to pilot a confidence boost intervention in partnership with Massachusetts Institute of Technology whereby parents were given information on school resources and priorities and then asked to participate in decision-making for their local school. This was not in our plan at all but we felt it was an important initiative to be part of.

On the basis of the results of this small scale pilot experiment, we concluded that the "Confidence Boost" intervention holds great promise for increasing active citizenship among parents with possibly important implications for student learning. We will in 2016 carry out a relatively large scale validated parents' pilot intervention involving a large sample of parents in Bukoba District, with a focus on testing the effects of the "Confidence Boost" intervention on activating parents' engagement with their children education, as well as the resultant consequences on learning outcomes among children.

We intend to scale this up to a full randomized control trial in Bukoba in 2016. However this will be under E4S1. For Kenya and Tanzania this success has been dropped for 2016 but we will work in partnership with the Uganda National Teachers' Union on this area in Uganda.

**Expenditure:** 161%
**Total budget:** USD 22,600
**Main Achievement:** Successful pilot of an intervention to increase parents' confidence in making decisions about school resources

### E4S3 Kenya, Tanzania and Uganda: Evidence on what works in improving school leadership is shared with head teachers through unions and professional associations to inspire improved school leadership

We underestimated the work required in many of these areas. Moving forward we have dropped this success entirely to try to ensure we can meet more of our targets in 2016.

**Expenditure:** 0%
**Total budget:** USD 6,000
**Main Achievement:** None

### E4S4 Kenya, Tanzania, Uganda: Head teachers debate widely and report on interventions to improve learning in their schools

#### CONTEXT
As much as the solutions departments of Twaweza are predicated on rigorous research, homework and experiments, we are always also focused on making use of information and communications to bring change. This area of work was focused on starting a conversation among school leaders, namely head teachers but also administrators and the wider community, on learning outcomes and school leadership.

#### WHAT WE DID
In Tanzania our communications work was predicated on a positive deviance study on school leadership. This did not happen and so we did not carry out any activities in this area.

In Uganda we partnered with the popular radio drama, Rockpoint 256 (that reaches 30% of Ugandans) to stimulate widespread debate on learning outcomes. Specifically we created a series design to debunk myths in education, such as we just need more money. The idea here was to try to challenge popular misconceptions around what might work in solving education problems.

We also pioneered a series with Nation Media Group in Uganda whereby their journalists identified and profiled head teachers who were implementing small interventions in their schools which seemed to improve learning outcomes. From close monitoring of teacher attendance to after school reading clubs, the series spread a number of creative ideas from head teachers on TV and radio.

In Kenya, we similarly worked with Makutano Junction to showcase the role of teachers and head teachers in improving learning. Makutano Junction is an edutainment TV drama that has shown to have substantial effects in terms of behavior change around health. We wanted to see if we could work with them to expand this reach to education. The partnership is ongoing into 2016 so results are not yet available.

Also in Kenya we conducted a debate with thousands of head teachers on their effectiveness in improving learning outcomes at the Kenya Primary Head Teachers; Association Annual Delegates Conference.

#### CHALLENGES
We intended to produce the series with Nation Media Group in partnership with Uganda National Teachers' Union. Unfortunately due to issues between our two organisations this did not happen and so we were unable to implement some critical aspects of this project, namely encouraging UNATU members to tune in to the programs and then following up with them for monitoring quality and effects. The partnership was finalized in early 2016 so we will continue to explore monitoring options with LME.

As with much of the work of the Public and Policy Engagement department, this was in many ways predicated on research content from other units. Although we forged ahead and created content based on anecdote rather than evidence, we need to try to avoid this in future.

Moving forward, this entire area of work will focus on positive deviance studies, the partnership with teachers' union in Uganda and the confidence boost intervention. Any engagement and communication will be around the results of these studies rather than independent.

**Expenditure:** 77%
**Total budget:** 165,000
**Main Achievement:** New series with Nation Media in Uganda showcasing interventions by head teachers that improve learning

# EDUCATION – a selection of stories

## E1 | Can we move away from lip service on learning outcomes?

After four years of generating debate and noise on the message around the importance of learning outcomes, 2015 witnessed Twaweza's intensification of engagement on this front, through the Uwezo learning assessment evidence. In order to engage the public and policy audiences in debating learning outcomes, we utilized varied strategies and channels in Kenya, Tanzania and Uganda and most particularly developed a strong sub-national communications strategy to move the debate from national spaces to local ones. We wanted to continue to press home that our education systems needed to re-orientate to focus on learning and ideally move beyond policy actors saying that they are focused on learning to acting like they are.

At the regional level, we struck a link with the East African Legislative Assembly in Arusha. The Speaker, Honourable Daniel Kidega, accompanied by a few EALA members, launched the Uwezo East Africa report with the media on 12 May 2015. Twaweza was then invited to again make the presentation to a larger group of over 30 EALA members on 21 May 2015. Whilst the contribution of the Uwezo assessment in bringing focus to learning outcomes in Kenya, Uganda and Tanzania was greatly appreciated, the assembly members expressed interest in seeing the expansion of the assessment to Rwanda, Burundi and South Sudan. The parliamentarians also expressed intentions to share the reports at country level.

Equal intensity was applied to sharing evidence on learning outcomes at the national and subnational levels. National Uwezo report launches were held in each country, well attended by policy makers, the media and other critical decision makers in education. In Kenya, for instance, we made significant strides in reaching audiences:
- 50 policy-related meetings at national and sub-national levels
- Launches of Uwezo and debates in 20 counties, with participation of 1260 policy actors
- 92 policy actors 'assessing a child' during the 2015 Uwezo assessment
- Founding of a new collaborative initiative, Education Evidence for Action (ee4a) that brings together policy actors, the Ministry of Education, academia, as well as evidence-producing and evidence-consuming institutions. The inaugural ee4a conference was held in Nakuru with participation of 100 carefully-selected actors
- 12 radio stations running debates on learning outcomes, achieving a total of 144 talk shows
- 20 newspaper articles and 8 blog pieces written by Twaweza staff and partners

Similar policy and media interventions were held in Uganda and Tanzania. Through 28 Uwezo District Communication Contact Persons in Uganda, we held 11 launches and over 596 meetings, reaching over 70,000 people directly, among them local policy makers, teachers and parents. Our TV and radio interventions are estimated to have reached over 10 million East Africans, and engaged over 5,000 policy makers.

Through this intensive and multi-directional engagement, we have made tremendous progress in emphasizing the need to focus on learning outcomes as the prime measure for progress in education. There is also greater appreciation of evidence on learning, and we have more cases in which evidence on learning, including Uwezo's, is quoted in making decisions. However, moving the same kind of intensive engagement we have had at national level to the district level has its own challenges. Sub-national spaces are crowded with many competing priorities. The perceived value for data and evidence at local levels is not as great as at the national level, and greater persuasion is needed to insert data into local debates. The powerlessness and lethargy of parents in terms of their own role in education also comes into sharper relief in local spaces – parents often see education as the responsibility of the Government alone.

However, beyond just sharing information and moving the debate in favour of learning outcomes, we have a new challenge for 2016 – greater persuasion, connecting with passion and creating more effective alliances at sub-national level for the appreciation of evidence. We want to place evidence and public agency at the core of a strong sub-national intervention around learning outcomes in 2016.

## E2 | What are our children learning?

Our experience, expertise and evidence in the education sector tell us that the curriculum is over-ambitious. Pupils are expected to master too many skills in short spaces of time and ultimately this is a major contributor to the learning crisis in East Africa. If we are expecting our children to learn unreasonable amounts, the chances are they will not learn anything at all.

In addition, robust and rigorous evidence on the pace and level of East African curricula is missing. In general curriculum reform and development is a technical field left to the experts. We wanted to bring a Twaweza lens to curriculum analysis, review and reform.

Like much in our new strategy, this was an entirely new area of work. And given the technical nature of the subject matter we needed to think outside of the box in terms of our approach. So we spent much of the year talking to key people involved in curriculum reform in all three countries. We wanted to ensure we had a strong network and buy-in before we began any analysis. In some ways this area of work is different from previous Twaweza initiatives – highly specialized and technical. By combining the engagement and analysis pieces however, we feel we have brought our own signature and greatly increased our chances of success.

Through our discussions, we managed to generate interest in and support for our plans on reviewing the curriculum. This culminated in a forum with 20 critical stakeholders. We presented our concept for this area of work which was enriched by feedback from participants and ultimately validated. This gave us a mandate to proceed and allowed us to assume that we had the support of all of those involved in the process thus far.

From the participants in the forum, we constituted our curriculum review panels in Tanzania and Uganda. This is a core component for our work in this area – it is this panel that will apply the tools we develop and conduct the actual analysis. Members of the panels are academics, experts from curriculum development institutes and teachers. Thus far we have been able to have regular meetings and develop a number of tools for the curriculum review.

In line with Twaweza values, the panel is made up of members who work in the field and have a natural interest in doing this work with us. We have not contracted panel members as consultants for example. Thus far this has worked well but there are major challenges in scheduling and keeping to commitments with the frenetic and diverse schedules of panel members. This has led to some delays in the progress of the work.

We are on course to produce rigorous materials on the curriculum for all three countries in 2016. Most importantly we had our approach to this work validated and we have partnered with many of the critical stakeholders whom we would need to engage for changes based on the outcomes of our work. This puts us in a strong position for engagement and advocacy around the final analysis; it was done in partnership with the major players involved in curricula reform.

## E3 | Inspiring teachers to teach!

Too many children in Tanzania fail to attain basic skills in early grade reading and math. For example, only one in four children in Grade 3 can read at the Grade 2 level (Uwezo, 2013).

Providing trained teachers and capitation grants are the main instruments the Tanzanian Government uses to improve quality. But under current arrangements there is little accountability for learning:

payment to administrators and teachers is not tied to performance; quality assurance systems such as the inspectorate function poorly; parents are aware of the poor outcomes and blame the authorities and administrators, but have limited voice or influence (Twaweza, 2013).

The lack of adequate attention to accountability and incentives may in part explain why increased budgets for education have not resulted in improved learning outcomes.

While government programs have largely focused on providing educational inputs, recent evidence suggests that it may be more effective to incentivize the delivery of learning outcomes, particularly at the local level (see Glewwe and Kremer 2005, and Kremer and Holla 2009).

In short, a key challenge to improving education in East Africa is how to effectively invest (government and donor) resources by refocusing the education process to emphasize learning outcomes rather than educational inputs.

To support this shift towards focusing on learning outcomes, Twaweza has started the second phase of KiuFunza (thirst for learning) Teacher Cash on Delivery (COD) initiative. Our goal is to test rigorously whether cash on delivery improves learning outcomes in Tanzania.

How does this work? Under the KiuFunza "Cash on Delivery" (COD) program all teachers in selected schools who teach Kiswahili or math in grades 1, 2, or 3 are eligible to receive a bonus based on their students' learning outcomes. (Since English was dropped from the Standard 1 and 2 curriculum in 2015, this subject is only incentivized and tested in Standard 3). We compare two COD systems: Stadi (levels) versus Mashindano (competitions). Both of these are compared with a control group of schools conducting "business as usual".

- **Stadi or Levels-based COD** pays teachers a bonus for each curriculum skill (e.g. reading words, sentences; doing addition, subtraction, etc.) that a child masters by the end of the year (60 schools).
- **Mashindano is a fair competition COD system**: for children that have the exact same starting level (e.g. all can read syllables but not words), teachers compete for a bonus based on how much the students advance their skills during the year. (60 schools)
- **A control group** (100 schools)

The incentive design creates possibilities for additional earnings at each skill level, so in principle is attractive even – or perhaps especially - for teachers who happen to start out with low-skill students.

In order to inform policy makers the KiuFunza interventions are organized as a Randomized Evaluation or Randomized Controlled Trial, as is done in Medical Science to test the effectiveness of medication. This design allows us to compare the impact of paying the incentive against "business as usual". The program has a research component overseen by Innovations for Poverty Action (IPA) and an intervention component led by Twaweza.

The implementation of this innovative teacher incentive was done successfully in 2015. It required the creation of two large datasets: at baseline, after agreeing to enter into the incentive scheme, data for 784 focal-grade-subject teachers and 134 head teachers in intervention schools (including those in our pilot district Kigoma) were recorded, with their stream level teaching assignment and individual payment details. At endline (November 2015), a total of about 50,000 students (all grade 1-2-3 students in these schools were tested, as well as in a random draw of control schools) were tested to determine the bonus payments for the responsible teachers.

Results on the impact of the intervention are not available yet. What we can say is that the complex logistics of the large scale field campaigns were implemented without significant problems. Quizzes implemented on the day of school visits at baseline (April-May) and midline (July-August) tell us that teachers do understand the key mechanisms of the incentive scheme; for example, more than 90% of

teachers understand that the Mashindano bonus is based on progress made by students within ability groups, a key feature which creates an incentive even for teachers with weak students. An exciting moment during baseline was when student ability lists (based on the 2014 test) were distributed and teachers recognized and confirmed the validity of the student skill levels.

Considering the newly adopted design, organisational changes in the team, the ambitious scope and high-pressure timetable, the 2015 roll-out of the interventions was successful. We succeeded in managing an ambitious individual teacher level incentive scheme that teachers seem to appreciate and understand.

However, the success of the intervention will be assessed by the impact on learning levels; such impact depends not just on understanding the intervention and trust in Twaweza as an implementer, but also on whether teachers, as a result of the intervention, are sufficiently driven to put in more time and effort, and ultimately are able to help children learn.

Practical challenges are present when making payments to teachers across Tanzania; these are time consuming because non-receipts need to be traced and documented, but they are manageable. Another unforeseen practical issue was that English as a subject was dropped during 2015, which we are taking into account in the 2016 implementation.

A further, foreseen challenge is how to effectively do policy engagement. Part of this is to build a coalition, an audience that might be receptive to new ideas about the education system. Part of this is to read the evidence carefully before advocating our COD intervention.

Thus far we have learned by doing, building organizational knowledge about the intricacies of implementing the 2015 large scale, individual teacher level incentive scheme. While managing the demands, these practical lessons plus the impact evaluation will help us understand whether our COD intervention is in fact a scheme to recommend to policy makers. This requires solid impact estimates, together with a good understanding of the costs and practicalities of the intervention in a scaled up scenario.

Our scheme is innovative but, interestingly, it is being proposed (with variations) in other East African countries, including Rwanda. We believe that our evidence about the effect of teacher incentives on learning, in combination with comparable experimental studies, will allow Twaweza to meaningfully engage with regional education policy in an attempt to create a better use of scarce resources and more accountability towards primary pupils and parents.

## E4 | Using information to empower parents

Research shows that parental engagement in their children's learning is instrumental in improving learning outcomes. But in East Africa, parents often feel powerless to engage in school spaces. Head teachers and teachers can easily intimidate them and it is hard for them to question decisions or easily express views about the school. As a result, the potential effect of parental engagement in our context is unclear.

We took the opportunity to work with the Massachusetts Institute of Technology on a pilot to address the relationship between schools and parents. Although this was outside of our plan we felt that it resonated well with our approach and was worth pursuing.

The idea was to provide parents in Kinondoni - an urban district in Dar es Salaam, Tanzania - with more confidence to get involved in school affairs. We held a series of meetings, providing parents' with critical information on school budgets, their role in school management and the types of expectations they could have. We facilitated school tours for the parents, many of whom had never seen their children's school before.

As a result, we saw that parents appeared to be much more enthusiastic about getting involved in school affairs. Following the school tour, they were so surprised and dismayed at the state of the facilities that many of them decided immediately to contribute some of their personal resources to help repair the worst faults.

The pilot was designed to test the feasibility of the intervention and provide a quick feedback loop on whether it may have an effect or not. On these two counts we have succeeded – the intervention was run with minimal issues and seemed to alter parents' attitudes towards their relationship with the school.

One small issue that we will need to keep in mind – parents initially felt that they needed to be reimbursed for their participation in these meetings and engagements. Although we managed to make a strong enough connection to the objectives of the pilot so that they understood why they should participate without compensation, we foresee this as an ongoing challenge that will need to be addressed.

We intend to run a larger pilot in Kagera, western Tanzania, in 2016. We will see if the initial positive indications really translate into an increased sense of parental power in school.

# OPEN GOVERNMENT – what did we achieve under each success?

> **O1: There is no robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.**

**O1S1 Tanzania: Progressive FOI legislation enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress.**

## CONTEXT
Following former President Kikwete's Open Government Partnership (OGP) commitment to enact an access to information law in Tanzania, we used all opportunities during the year to push for this legislation. In the early parliamentary sessions on 2015, a total of four bills relevant to Twaweza's work and the information environment in Tanzania were tabled.

## WHAT WE DID
Despite significant stakeholder outcry, both the Statistics Act and Cybercrimes Act were passed in the first parliamentary session of the year. Twaweza conducted rapid analysis of these two bills. Due to sustained pressure from Twaweza and other actors, the Government invited further comments on these pieces of legislation at the OGP Africa meeting.

The Access to Information and Media Services Bills were tabled before Parliament under a Certificate of Urgency quite secretively. Twaweza was part of Coalition on the Right to Information work in analyzing these bills. The Media Services Bill was particularly regressive but even the Access to Information Bill contained hugely problematic clauses. Eventually, under public pressure, both bills were withdrawn for further scrutiny and consultation.

A *Sauti za Wananchi* call round on Access to Information was conducted, published and launched in this period. Copies were made available at the OGP Africa meeting. The brief resulted in 11 pieces of media coverage and over 4,000 web views. Two Minibuzz shows on access to information issues were also conducted. Minibuzz reaches, on average, 26% of the Tanzanian population.

## CHALLENGES
This was Twaweza's first experience of coalition based advocacy. The pace of work was extremely rapid and we often found ourselves on the back foot, responding to events. As we continue with this work, we will need to develop a more sophisticated mechanism for understanding upcoming parliamentary issues and the ways in which to enrich parliamentary debates. The budget was based on an estimate of the type of work that would require a long process of analysis and engagement. As it turned out, the government had its own reasons for pushing a package of information related bills through before the election and so ultimately less work (and therefore budget) was required. After the early parliamentary sessions, work and focus turned to the elections and the process was suspended.

## WHAT NEXT?
Moving forward, the content of the Access to Information Bill continues to be a priority for Twaweza. Overall this work has been formally expanded to cover the legislative environment on access to information and freedom of expression, in Uganda and Kenya in addition to Tanzania. This reflects the reality that our work in this area already went beyond the one law, and the apparent moves to restrict civic space across the region. Further, a new success statement has been added for 2016 specifically on the Open Government Partnership.

**Expenditure:** 24%
**Total budget:** USD 7,800

**Main achievement:** Enriched public debate around a potentially regressive Access to Information Bill

## O1S2 Uganda: Blockages to effective use of existing FOI legislative and institutional framework identified and documented

In Uganda, the open government domain was new to us. In addition, an Access to Information Act was passed in 2005 and regulations to the Act were issued in 2011. In the spirit of the new strategy, we therefore limited our interventions in this area to a scoping study to understand the blockages to effective use of the Act and its regulations. The study was finalized in the early part of 2016 and its findings will be used to inform advocacy, analysis and engagement work in 2016.

**Expenditure:** 85%
**Total budget:** USD 10,000
**Main achievement:** Scoping study on blockages to use of Access to Information Act.

**O2S1 Tanzania: Uwezo and Sauti data and at least four of the following datasets published consistent with open data principles: exam results, school facilities (BEST), capitation grant disbursements, rural waterpoints mapping, medical supplies distribution, anonymized census micro-data, pre-election data (candidates), election results, CAG audit reports**

CONTEXT

Among its commitments under the Open Government Partnership, and in partnership with the World Bank, the Government of Tanzania was committed to publishing a number of its data sets on a comprehensive open data portal for the country. However, as with the Access to Information Act, these commitments are often not implemented unless government faces ongoing pressure to deliver. The publication of these data, in accessible and engaging formats (particularly alongside work to support data intermediaries who can turn the data into stories – see O4) has significant potential for new ideas, greater efficiency and increased accountability.

WHAT WE DID

Primarily supported by the World Bank, the eGovernment Agency released the Tanzania Open Data Portal prior to the October general elections. A number of health, education and water datasets are now online in visually compelling form. Users are able to interact with and download the data in the portal. However, the portal was not widely publicized prior to the elections as there were fears of the data being used for political purposes during a fraught period.

In addition, in part due to ongoing pressure from Twaweza, the Chief Secretary issued a circular on open data to all government ministries, departments, agencies and local government authorities.

This and almost all work with the government stalled mid-year due to the start of election campaigns, so in the second half of the year we focused on the elections as well. The Twaweza Open Government Regional Manager supported the Coalition of Election Observation Missions in Tanzania to provide real time updates from their observers in the field during the week leading up to the election and on election day itself. A website providing data and analysis related to the elections was also produced and received over 30,000 visitors.

CHALLENGES

The politicization of the launch of the open data portal was unexpected. It was feared that the exposure of lots of data about service delivery could be used by the opposition and put pressure on the government's commitment to open data more generally.

We were unable to produce long awaited data portals for *Sauti za Wananchi* or Uwezo data. Although we did send the data to some developers, there have been no results from this. Moving into 2016, with increased capacity in both the What Works in Open Government and Public and Policy Engagement teams, we plan to deliver these portals.

WHAT NEXT?

Since a bulk of the technical work in cleaning and programming the data continues to be led by the World Bank, Twaweza will continue to play an advisory role in this. For 2016, we have split this success into two, the first covering online publication of Twaweza's own data. The second covers the government's open data work and includes a greater role for Twaweza specifically on census and local legislative data. In collaboration with the World Bank we shall find ways to promote the use of

data at subnational level in our Public Agency pilot. Because such data is not yet accessible, the local government officials are likely to be the prime users of this granular data.

**Expenditure:** 65%
**Total budget:** USD 71,380
**Main achievement:** Tanzania Open Data Portal released; WWO unit established.

## O2S2 Uganda: At least two key datasets published as open data (TBD)

In the case of Uganda, we felt we would be able to piggy back on existing work being done by other organisations and ensure the publication of at least two datasets. Despite the Ugandan government's more protective nature in most access to information and openness issues, they are fairly progressive when it comes to open data. However, we failed to identify any similar impetus towards publication of datasets as in Tanzania. So we again commissioned a scoping study to understand the key players and identify opportunities for Twaweza to leverage. The study is being finalized in the first quarter of 2016 to inform work going forward in this area.

**Expenditure:** 133%
**Total budget:** USD 24,100
**Main achievement:** Scoping study on open data environment

## O2S3 Tanzania and Uganda: Simple methodology for data quality and access to information audit developed and tested, with (but not limited to) disaggregated focus on young people

The power of access to information audits in highlighting issues in the sector and providing entry points for advocacy has been demonstrated in a number of countries, most notably by the Media Institute of Southern Africa (MISA). Equivalent methodologies to perform simple tests on data are not widely available. So we wanted to try to develop methods to assess accessibility of information and quality of data in simple ways. As part of our collaboration with Massachusetts Institute of Technology (The Governance Lab), we were able to develop tools for these audits and pilot them in the field towards the end of the year. The work was therefore rolled into the LME budget that covered this partnership. Moving forward we will develop and implement an engagement strategy around the results for 2016-17. We have also separated the success into two, one to cover access to information and the other for data quality.

**Expenditure:** 0%
**Total budget:** USD 44,820
**Main achievement:** Developed and piloted access to information audit tools

## O2S4 Tanzania and Uganda: At least three independent monitoring exercises on basic service provision conducted and shared (could include use of Uwezo and Sauti infrastructure)

One of the strengths of the various data collection infrastructure set up by Twaweza, Uwezo and *Sauti za Wananchi*, is the capacity to collect data that provides an independent assessment of the quantity and quality of services delivered to citizens. Through this success we sought to directly compare administrative data collected by government and the type of monitoring data collected by Twaweza and other organisations. This work was in part inspired by Twaweza's previous experience in engaging citizens for short periods of time to provide 'quick and dirty' checks on services such as the functionality of water points or the price of specific regulated medication. Over the course of the year it became clear that this exercise was more complex than originally envisioned if it required comparison of government and independently collected data. So one independent monitoring exercise, using Uwezo data, was conducted in Uganda. The results of this are being finalized and may provide a

useful input for advocacy on the quality of government data moving forward. This success was dropped for 2016 onwards in order to focus on other priorities. The independence of the data collected by mechanisms such as *Sauti za Wananchi* and Uwezo is sufficient to provide a clear view of public service delivery and can be contrasted more indirectly with the type of administrative data collected by government when advocacy on this issue is required.

**Expenditure:** 82%
**Total budget:** USD 20,300
**Main achievement:** Comparing Uwezo data and government data to assess data quality

> **O3: There is a lack of transparent and robust independent information monitoring the status of key services and sectors (in sectors such as health, water and natural resources); equally, there are no robust sources of opinions and perceptions of citizens about key services and sectors.**

**O3S1 Kenya and Tanzania: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate**

CONTEXT

Over the last three years, *Sauti za Wananchi* has grown from strength to strength in Tanzania. Research conducted at the end of 2015 showed that 19% of citizens had heard of *Sauti za Wananchi*. Over that period we have also seen an increase in interest from government, as well as civil society partners, in using the infrastructure offered by *Sauti za Wananchi* to collect data on issues of interest to them. There has also been an increase in use of *Sauti za Wananchi* data as a reference for articles and programs in the media. So the objectives of *Sauti za Wananchi*, in informing media and parliamentary debate, are beginning to be realized.

WHAT WE DID

In 2015 we sought to amplify the nascent effects of *Sauti za Wananchi* on public and policy discourse. We also wanted to take advantage of the fact that it was an election year, a time when elected officials at least are more likely than ever to have an interest in citizens' voices. Over the course of 2015 we closed our original inaugural *Sauti za Wananchi* panel and established a new panel of 2,400 respondents, 125 schools, 90 health facilities and 200 local leaders across Mainland Tanzania. We conducted a total of 13 call rounds, produced a total of 10 policy briefs and held 10 launch events as well as a Minibuzz discussion on almost every topic launched.

We collaborated with the Overseas Development Institute, Hivos and the International Institute for Environment and Development, and the International Law and Policy Institute on topics for call rounds. Internationally, the *Sauti za Wananchi* team presented the initiative at global conferences in Colombia and Brazil. Nationally we presented to the Commonwealth Observer Mission for the elections and the Kinondoni Municipal Council.

We also continued our work with the World Bank on the mobile phone panel survey handbook, due to be launched in mid-2016.

In Tanzania, we generated over 265 pieces of media coverage and 23,000 web impressions. We also used *Sauti za Wananchi* data as a significant input into the election debates, Mkikimkiki (see O5). Ultimately sharing some of the data in advance of the debates changed the nature and framing of the questions being asked by citizens during the debates. We also have strong anecdotal evidence that the *Sauti za Wananchi* findings on people's political preferences helped inform parties' campaign strategies.

In Kenya, implementation was delayed but we managed to recruit 2,400 household-based respondents and collect baseline data.

CHALLENGES

The reaction to the political poll exceeded our expectations and the level of negativity in the reaction was surprising and fairly challenging for Twaweza. We were criticized substantially in the media and found ourselves the victims of a cybercrime- with a fake Facebook profile created on the day of the launch of the political poll.

In relation to this, the broadcasting code issued for the elections prohibited media coverage of any opinion polls one month before the election and the Statistics Act caused some questions as to

whether the monthly *Sauti za Wananchi* launches were actually legal or not. So we released a brief at the end of September and then did not feel comfortable releasing another one until the end of November causing slight under-delivery.

Although, overall *Sauti za Wananchi* grows from strength to strength, we will seek to have more direct traction and use evidence gathered in the survey to inform parliamentary discussions. The lack of advocacy capacity in Tanzania has proved a challenge in this case.

WHAT NEXT?
Moving forward we will work to strengthen the links between *Sauti za Wananchi* and parliamentarians and try to explicitly focus on encouraging media houses to make use of the infrastructure in Tanzania. We will also be launching *Sauti za Wananchi* in Kenya which is a much more crowded market in terms of opinion polling than Tanzania. However we have commissioned a scoping study to support our branding of the initiative in Kenya and make sure we carve our space as an independent, rigorous source of citizens' views and monitoring data there as well.

**Expenditure:** 81%
**Total budget:** USD 1,043,154
**Main achievement:** 265 pieces of tracked media coverage and over 20,000 web views. Political poll findings influenced party campaign tactics.

**O3S2 Tanzania: 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**
*Sauti za Wananchi* provides independent monitoring data on public services. In 2015, as an election year, there was a greater focus on opinion data. Out of the ten *Sauti za Wananchi* products launched in 2015, three directly covered monitoring of services – water, education and security. These generated close to 30 pieces of coverage and over 12,000 web views. Moving forward, more explicit emphasis will be placed in collecting this type of data through *Sauti za Wananchi* and feeding it into relevant parliamentary debates.

**Expenditure:** 0%
**Total budget:** 0
**Main achievement:** Three publications and launches providing independent data on services generating 30 pieces of coverage and 12,000 web views.

**O4S1 Tanzania and Uganda: Data journalism established in at least one major media house**

CONTEXT

The governments of all three of the countries Twaweza works in, have to varying degrees accepted and pushed forward on the open data agenda. The Ministry of Finance in Uganda is making all of its data available online in partnership with the Overseas Development Institute. Kenya launched the first African government's open data portal in 2011. And Tanzania has, under the Open Government Partnership, committee to making significant amounts of data on public services available online.

In the context of more and more government data being made available, the need for info-mediaries becomes even greater. We need people to interpret the large government datasets and turn them into stories that people can relate to and information that they can understand and use. So Twaweza sought to work with media and other actors to build appetite, ability and interest in data journalism / data curation.

WHAT WE DID

This was an area in which little or no progress was made. Despite initial enthusiastic discussions with Mwananchi Communications Ltd, we were unable to establish any formal partnerships. However, the website for The Citizen does now have a data page and more than 90% of the visualizations come from *Sauti za Wananchi*. The amount of media coverage generated by *Sauti za Wananchi* alone may well count towards the establishment of data journalism in the media more generally in Tanzania. We did also inject a significant amount of data into elections with the integration of *Sauti za Wananchi* and other data into the substantial promotion effort of the election debates (see O5).

In Tanzania we supported the setup of Wajibu Institute of Public Accountability, which is founded by the ex-Controller and Auditor General. We helped the institute to formally establish in 2016 and helped with the design of the strategy and several other activities. Though with some delays, WIPA started operating successfully and has the potential to become influential in the Tanzanian accountability domain.

In Uganda we pursued a partnership with the African Centre for Media Excellence (ACME) who are known for their work in the field of media capacity development. Unfortunately the two organizations could not come to a shared understanding of the work required, with ACME focusing on training journalists and Twaweza more interested in incentivizing data journalism. However discussions are ongoing and this will continue to be an area of work into 2016.

CHALLENGES

A busy year with elections in Tanzania and Uganda looming and a lower than expected capacity in What Works in Open Government and Public and Policy Engagement mean that this work did not progress as planned. We also did not encounter enthusiasm among potential partners.

WHAT NEXT?

Moving forward we have slightly expanded the scope of the success to include not just one but all media houses in Tanzania and Uganda. We continue to be certain of the value of data intermediaries in general, and in the media especially. Given the three governments' pushes towards open data, building capacity in the media to find and share insight from data becomes even more critical. Trying the different models to strengthen data journalism will allow us to try different models of encouraging

a data journalism culture in the two countries and compare them in terms of value for money and effectiveness.

**Expenditure:** 0%
**Total budget:** USD 41,100
**Main achievement:** *Sauti za Wananchi* data embedded into The Citizen website and used as a reference for articles

**O4S2 Tanzania and Uganda: Scoping study done on identifying demand for data and information, and the "state of" intermediaries and how to work with them**

Outside of the media, we did not have many leads or ideas for potential data intermediaries particularly in Uganda where we were new to this area of work. A scoping study was commissioned and completed there and results will be used to inform the work in this area. The Tanzania scoping study was pushed into 2016 in order to learn lessons from the methodology, strengths and gaps of the study in Uganda, and to take account of the country's focus on the elections. However the What Works in Open Government Manager attended the Open Government Partnership regional meeting for Africa in Dar es Salaam which looked in depth at open data, the data environment and data intermediaries. In 2016 studies will be completed in both Tanzania and Kenya.

**Expenditure:** 82%
**Total budget:** USD 43,400
**Main achievement:** Scoping study on info-mediaries in Uganda

### O5S1 Tanzania and Uganda: Identify and promote examples and case studies of public agency (demonstrating responsive government and/or active citizenship), with particular attention to role of MPs and young people

CONTEXT

Expectations of government are low across East Africa. One of the ways in which expectations can be challenged are by demonstrating counter-narratives in order to begin to shift people's perceptions of what can be and what is. This problem also provided an opportunity to test and learn more about the applicability of the positive deviance approach in open government. Historically positive deviance has largely been used to address service delivery challenges.

WHAT WE DID

We worked with the Communication for Development Foundation in Uganda to produce a series of their poplar radio drama, Rockpoint 256 (listened to by 30% of Ugandan youth). The show covered public agency in schools whereby the school management, parents and ward leadership come together to demand change from the district education officials in a school with poor learning outcomes.

The balance of the budget was re-directed towards the initial work for our election focused work in Uganda. During the planning process we had agreed that we would not work on elections in Uganda. With a fraught political landscape and an ambiguous security context, we did not feel we were well placed to do any work. However as the elections drew closer and it seemed that there was actually some space and opportunity for powerful intervention, we decided to press ahead. We started with a scoping study from Massachusetts Institute of Technology colleagues and from there designed and implemented our intervention, spilling over into early 2016.

CHALLENGES

In Tanzania, we were unable to do a positive deviance study. Since the methodology is still new to us and continues to throw up challenges, and given that we have an existing series of education data to mine through: Uwezo and national examination results, we decided to focus the positive deviance study preparation in the education sector. So the study and related engagement activities were not completed. We were also overwhelmed with work for the election debates.

WHAT NEXT?

Moving forward we will retain this success to house positive deviance work in open government and we will take a more strategic approach to media partnerships showcasing case studies, trying to disseminate these case studies on multiple channels and platforms.

**Expenditure:** 62%
**Total budget:** USD 266,108
**Main achievement:** Radio drama on government responsiveness in education produced and broadcast, reaching approximately 30% of Ugandans

### O5S2 Tanzania: Policy issues of concern to citizens, including young people, are identified/collected and raised – and informed debate on issues fostered -- during 2015 general election campaign

CONTEXT

Our research and experience had shown us that citizens recalled MPs' promises during elections, that election periods and political sentiments in general create combustible environments and that there was limited opportunity for citizens to make themselves heard to candidates. So we planned to run

election debates to inject reason and measure into electoral discourse and an initiative known as 'ten commitments' to encourage candidates to sign up to ten specific and measurable commitments as part of their campaign platforms.

Massachusetts Institute of Technology conducted a study assessing the potential for effect from these two interventions as well as a range of political opinions. They found that the ten commitments project would be unlikely to succeed, as citizens were so disillusioned with campaign promises. They also found that citizens were hungry for interaction and wanted to be able to question their leaders. So we reshaped the debates initiative to include a greater emphasis on interactivity.

We ran four manifesto focused debates with senior representatives from five major political parties in the election. We ran one debate between candidates vying for the ruling party nomination. And we ran candidate debates for the posts of President of Zanzibar and President of the Union. All debates were broadcast live on TV and radio, and online. Citizens could submit questions online or via SMS.

The Mkikimkiki debates were watched and listened to by five million people cumulatively. Monitoring data show that the debates reached 40% of citizens in Tanzania, generated in excess of five million Twitter impressions and were watched online by over three hundred thousand people. In total, we received over 250 questions from citizens. The debates generated over 30 pieces of media coverage, and were credited with having contributed the only issue focused discourse to the campaign period and the only opportunity for citizens to have their questions answered by political party representatives and candidates.

We also worked with Well Told Story to produce radio and comic content encouraging young people to consider issues when voting, generating significant response on social media. And we produced animated comic clips with caricatures of political stereotypes with Vuvuzela Media which generated close to two million impressions on social media.

LME supported the election interventions throughout with comprehensive evaluation and research work with MIT, including fieldwork (conjoint experiment, pre- and post-election surveys) and focus groups and questionnaires at the debates. We also put in place a number of mechanisms to collect monitoring data on the reach of the debates.

### CHALLENGES
For the candidate debates we faced huge challenges in securing participation from the candidates and finally were unable to secure all five parties' attendance. However they did all attend the manifesto debates. Just securing agreement and participation from the parties in general was much more challenging than we had thought. The release of the political poll (see O3) also made some audience members refuse to attend the debates. In general the work was fast-pace and intense but with a strong team in place, we managed to navigate difficult political terrain.

### WHAT NEXT?
We will adopt the success for Uganda and ultimately Kenya but in each case follow the process of scoping any intervention. In Tanzania his area of work will now aim towards post-election accountability and follow up.

**Expenditure:** 66%
**Total budget:** USD 601,832
**Main achievement:** Election debates reached 40% of Tanzanians

# OPEN GOVERNMENT – a selection of stories

## O1 | Resisting the erosion of civic space

2015 was an eventful year for civic space in Tanzania. Four bills were brought before parliament – the Statistics Act, Cybercrimes Act, Access to Information Bill and Media Services Bill – each of which potentially represented a significant reduction in space for public debate. In the context of an election year, stakes were high.

Previously our work in this field aimed primarily at expanding civic space through advocacy for a progressive Freedom of Information law. The introduction of these bills meant that a change of tactics was needed – into a defensive posture, analysing the affect the bills could have on civic space, as well as potential push back against the erosion of civic space from the proposed new legislation.

Our response to each of the four bills was different, reflecting the different stakeholders involved in each case and the different approaches taken by the government.

In the case of the Statistics Act, Twaweza published an analysis of the bill, prior to its enactment. This analysis informed coverage from national and international media, which was strongly critical of the bill.

On the Cybercrimes Act, a rapid analysis of the draft bill was prepared to fit a narrow 3-day window between initial publication of the bill and the fast-tracked parliamentary debate. This analysis was provided privately to senior officials at the Ministry of Communications, Science and Technology.

In terms of safeguarding civic space in line with international practice, the Access to Information Bill was positive in many ways. Much of it was what Twaweza was asking for, but civic space was also fundamentally undermined by very heavy penalties for unlawful disclosure of information and a restrictive clause making it a criminal offence for those who receive information under the law to share or publish that information. Working with the Coalition on the Right to Information (CORI), Twaweza conducted analysis of the bill, including gathering expert input from international civil society and pushing back against the regressive clauses.

The Media Services Bill represented probably the most restrictive of the four bills, introducing tight government regulation of the media and of journalists. Twaweza provided support to CORI's (Coalition on the Right to Information) analytical and advocacy work.

Across all four bills, we took the opportunity of the international spotlight during the Open Government Partnership Africa Meeting, held in Dar es Salaam in May, to put pressure on the government, who ultimately agreed to revise or amend the bills, and to open the door for further consultations.

This work met with mixed success. On the positive side, the Access to Information and Media Services Bills were withdrawn from parliament under public pressure. The Cybercrimes Act was revised prior to the vote in parliament, though significant restrictions on civic space remain in the law. The Statistics Act was also amended. Further, the links with international media and the OGP Meeting led to President Kikwete inviting wider consultations on all four bills.

However, it is not clear whether these apparent concessions by government were genuine. Some have argued, for example, that the government never intended to pass a new media law in an election year, and introduced a bill that it knew would attract criticism, with the intention to withdraw it later. In addition, although the government has spoken of consultations, this is still to be seen in in practice.

As described above, much of this work was not part of our Annual Plan 2015 – it was taken on in recognition of the significance of the four bills for the health of Tanzania's civic space.

The role of international media and donors has been criticised, with the argument that perceived interference by outside actors raised the hackles of key government figures, undermining opportunities for engagement locally.

Finally, working with CORI, though very effective in some ways, raised some challenges. Compromises both on the content of advocacy and the methods were required.

The principal lesson is that whenever possible, it is better to be ahead of the game in advocacy, and in particular by building relationships with those responsible for the development of policy and drafting of legislation.

Further, care must be taken in working with international actors – while they can be a very effective means of putting pressure on government, they can also undermine the legitimacy of advocacy by local actors.

## O2, O3, O5 | Let the people speak

In Twaweza' 2015 – 2018 strategy, we commit to running multi-department, multi-faceted campaign style interventions for some of the problem areas. Given that 2015 was an election year in Tanzania, we decided to take a strategic approach to the elections and mobilised a number of departments working across a number of problem areas to enrich the political discourse and change the nature of election rhetoric and focus.

During 2015, the landscape was constantly evolving and there were a number of dramatic twists and turns. Most importantly campaign rhetoric was passionate but based largely on polemic and ambiguous notions like expert views of the 'temperature on the ground'. The political conversation was built entirely around personalities and promises rather than issues and evidence. We worked to inject data and evidence into this dynamic political scene, as well as to provide citizens with concrete opportunities to interrogate candidates.

We confirmed some of our hypotheses about the priority areas for citizens during elections through an early year scoping study. The scoping study found that citizens were sceptical of politicians' promises during the campaign period and that they were hungry for interaction, the opportunity to question candidates. We bolstered the findings from this study with some nationally representative data collection which showed that more than 70% of citizens were keen for MP candidates and Presidential candidates to debate each other.

And so we designed and implemented the following interventions.

Under problem area O2, working in a loose partnership with Oxfam and others, we produced a dedicated election-related data website, uchaguzitz.co.tz, that shared and analysed data on public services and other public issues, parties and candidates, election campaign promises, and even election results. Most of the graphics produced for the Mkikimkiki debates were posted on the site.

Uchaguzi.co.tz was viewed over 30,000 times in the weeks before and after the election, with the highest view-counts for the pages of election results and campaign promises. Just under 1,000 campaign promises were documented, based on media reports. The election results map developed for the site was picked up by Mwananchi and The Citizen newspapers and used on the election results pages of their websites.

In addition, following a request from the Coalition on Election Monitoring and Observation in Tanzania (CEMOT), Twaweza provided in-kind support to their situation room. This involved processing and analysing real-time data provided by around 1,000 domestic election observers across the country in the few days before and after election day itself.

Support to CEMOT required ability to work with difficult datasets, and to respond at speed to rapid changes in the context and availability of data. Twaweza's support enabled the CEMOT team to cope with these data challenges and to produce data-rich briefs looking at the pre-election period, gender-related issues, election day, and the post-election period.

Elections are almost by definition a period of heightened tensions and sensitivity, and the support to CEMOT was particularly vulnerable to this. The CEMOT centre was itself subject to pressure to act with restraint in its published reports and problems with the design of the monitoring mechanisms meant that some of the most sensitive parts of the election – counting and declaration of results – were not as effectively monitored by the group as less sensitive topics.

Nonetheless, the briefs produced received wide coverage in the media and attracted visits to CEMOT from international observer missions. Ultimately the briefs contributed to more evidence use in media reporting around the elections and raised the profile of the important monitoring work being done by domestic election observers. In a context in which accusations were flying between political parties, the reports of the observers provided an important verification of what was really going on.

Under problem area O3, we ran a political opinion poll using Sauti za Wananchi. Sauti za Wananchi, Africa's first nationally representative, high frequency mobile phone panel survey, was set up in Tanzania in 2013. The fundamental aim of Sauti za Wananchi is to address the lack of rigorous feedback from citizens to policy-makers on their views and experiences of service delivery, their opinions on critical public issues, and independent verification of the ways in which policies are being implemented.

The success of our previous political poll in November 2014 (and in fact many previous Sauti za Wananchi releases) in prompting politicians to start thinking carefully about citizen views, convinced us that injecting data into the polarised political landscape could shift the discourse. We particularly wanted to showcase that citizens were sceptical of political promises and that issues mattered to them more than inflammatory rhetoric and mud-slinging.

Twaweza had already built a reputation as an independent source of reliable primary data. Nonetheless, we planned the release of these data carefully, given the context, and conducted a number of additional data checks to ensure the veracity of what we were reporting. The data were collected using the standard Sauti za Wananchi call round methodology, and the findings were curated into a policy brief in English and Swahili. For the first time ever, we broadcast the launch of a Sauti za Wananchi brief live on a national television station so that there would be a record of what actually happened. We enlisted the support of Jamii Forums to publicize the data and findings, with a particular focus on looking beyond the headline popularity contest. We provided a detailed presentation of methodology during the launch event.

The poll results changed the narrative of the election campaign. We received approximately 90 pieces of tracked media coverage (including the front pages of all major dailies for three days following the release) and thousands of social media impressions. The Kenyan media also picked up and ran with the story. The Sauti za Wananchi team were invited to present their findings to the Commonwealth Observer Mission headed by former Nigerian President Goodluck Jonathan. Subsequent monitoring data found that 19% of citizens had heard of Sauti za Wananchi, and 15% had heard of the political poll.

We also received anecdotal feedback of campaign tactic changes from all political parties in regards to our poll. In particular, the opposition coalition (UKAWA) started to communicate extensively

around the fact that their name would not be on the ballot (Sauti za Wananchi showed that many citizens thought they would see the name UKAWA on their ballot papers) and they enlisted the support of their presidential candidate's wife to gain greater following among women (our data showed that women were much more likely to support CCM).

There were also some negative outcomes from the Sauti za Wananchi political poll. Our Uwezo colleagues had their partners and citizens researchers accosted due to their association with Twaweza, and colleagues in the field reported numerous negative conversations rubbishing the research in far flung corners of the country. Rallies were organized (albeit small ones) to protest the findings all across the country and in Dar es Salaam some citizens took it upon themselves to conduct their own poll in response. And a fake Twaweza Facebook profile was launched with the aim of discrediting the survey.

However, once the dust had settled, at the end of the year, we surveyed a nationally representative sample of citizens to assess whether our credibility had been adversely affected. Fortunately approximately 7 out of 10 citizens agreed with statements about the poll's credibility and rigour.

Overall the Sauti za Wananchi political poll was a major success: we were able to inject reliable data into the political scene; we gave political parties insight into voter preferences and behaviour; and we sparked a national conversation about data and evidence, about how research is conducted and why.

Under problem area O5, based on the scoping study, data collected and our contextual analysis, we created an interactive debates intervention. The defining features of the debates were:
- Live broadcast, to create a sense of immediacy and some pressure on participants
- Interactivity so that most of the questions were based on submissions from citizens across the country
- Using party manifestoes as the basis for the debates because there is generally low voter awareness of manifestoes
- Data driven – we provided background data on each topic so that questions and responses could be evidence-based
- Firmly independent, providing equal opportunities to all parties and taking great care not to create an advantage for one party over the others

We held a total of seven debates: an inter CCM candidate debate, a debate for the post of President of the Union and one for President of Zanzibar, four issue based debates with party representatives based on party manifestoes.

We created an SMS short code and multiple online platforms for people to submit questions. We publicized the debates through TV and radio, and online. And we created Tanzania's first dedicated livestreaming channel.

And finally we designed an extensive in-depth monitoring plan to look at the reach, quality and effects of this work. The monitoring included a household survey, focus groups and questionnaires at the debates, the conjoint experiment in four districts in the country and investigation of reach through representative surveys, web analytics and media consumption data.

The Mkikimkiki debates were a resounding success. We achieved a total of five million cumulative viewership and listenership, over three hundred thousand views on our livestream channel and millions of Twitter impressions. Over two hundred and fifty questions were submitted from across the country. Data on reach indicates that 40% of Tanzanians were exposed to our debates.
Preliminary indications from the effects research, in partnership with MIT, also points to a significant increase in interest in the smaller parties who participated in the debates and who do not normally have budgets for media exposure.

Considering the high pressure, high stakes nature of the work, implementation was relatively smooth. Being armed with a scoping study ensured that we avoided some of the potential pitfalls in designing the intervention, and working with a well-connected producer really helped in securing participation from parties and candidates. However the politics was an integral part of our initiative. We had to leverage our network and make a strong, data-driven case for why the larger parties should participate in these debates. And in the end, both the ruling party and the main opposition coalition refused to participate in either of the candidate debates (for Zanzibar and for the Union). We worked in a coalition for the presidential debate in order to try to ramp up the pressure on the parties, and we held two press conferences in one week to that end, but none of it worked.

We felt that the data focus and interactivity of the debates really brought a Twaweza signature to the electoral campaign period: the Mkikimkiki debates were the only place in the entire election process where politicians answered questions from the public. And it was all live on TV and radio and reached millions of Tanzanians.

Although elections are just the starting point of any accountability journey, we feel that our interventions helped to shape the national conversation. When citizens are designing their own research to counter yours, the message about data and evidence has really hit home.

Moving forward, we will use the insights, experiences and traction gained during the election work to design new initiatives which continue to focus on injecting data into key public debates and into increasing opportunities for genuine and in-depth interaction between citizens and those who represent them.

## O4 | Can you create demand for data in the media?

Greater supply of good quality data in Tanzania – both from government through the Open Data Initiative and from other sources, including Twaweza – has not been matched by similar levels of demand for the data. In particular, use of data in the media has been limited and is often of a poor quality.

Twaweza reached out to a number of potential media partners in Tanzania, offering support to enable them to make more and better use of data in reporting. The intention was to ensure this was demand-led, not driven by Twaweza but by the media partners.

On each occasion when the idea of support for data journalism was raised with media partners, the response was enthusiastic. Senior editors expressed willingness, and promised to return with ideas or proposals. In practice, this never happened, despite repeated reminders that Twaweza was keen to support the media on this. In the meantime, some media outlets – notably MCL and RaiaMwema – increased their use of data in reporting and visuals, though the quantity and particularly the quality remained low. Later in the year, around the October elections, MCL approached Twaweza for specific support with election-related graphics – which we were able to provide through a link with the Uchaguzitz.co.tz site – see O2.

The difficulty in persuading media partners to take the lead in developing data journalism work was a considerable obstacle. This is likely the result of several factors, including discomfort in working with data among many journalists and editors and the media's tight deadlines that make it hard to prioritise activities with longer-term time horizons.

Moving forward, Twaweza will take a different approach to promoting data journalism in Tanzania. In particular, we will be more proactive in providing technical support to the media, less demand-led. This will include establishing a fellowship scheme linking those with data skills with newsrooms, and a mentoring scheme supporting individual journalists with an interest in developing their data skills.

# LEARNING MONITORING AND EVALUATION – what did we achieve under each success?

> **LME1: 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

Much of monitoring in previous years revolved around our powerful media initiatives. While we retained a number of them into the new strategy, the organization as a whole in 2015 began to focus more deliberately in engagement-type initiatives. Monitoring, therefore, followed suit. At the same time, we continued to capture the coverage and feedback of some of our key initiatives.

## WHAT WE DID

For monitoring and tracking engagement activities, we chose to use Outcome Mapping, because we found it useful for planning as well as monitoring. We applied it to a number of our national-level initiatives, for example understanding the key national players around the new education policy and specifically the capitation grant changes. We also introduced it at more granular levels with a selection of Uwezo district partners. This was focused in Tanzania, to understand the key players in education-related decisions in districts, and to document effects of our strategies to engage them. The initial workings of outcome mapping were also applied to the sub-national communication initiatives in 28 districts by Uwezo in Uganda. The insights here revealed that our partners engaged in a variety of local spaces where the topics of education and learning were introduced, questions asked, issues raised – from local village meetings, to radio stations, to school management committees and district education offices.

We also kept track of our national-reaching communication activities. A core part of this is monitoring our presence in the media. In 2015, we were cited a total of 718 times across the three countries (about half of those citations come from Tanzania, and Sauti za Wananchi garners most media attention; in Kenya and Uganda, Uwezo garners most citations). More specifically, in Tanzania we measured recall and feedback on Sauti za Wananchi and Twaweza overall. Given the heated polemics around the elections and our opinion poll, we were happy to find out that in December 2015 (after the elections), 23% of respondents in a nationally representative sample of Tanzanians had heard of Twaweza. Among these, we were perceived as credible (76%) and scientific (62%), and while 59% of respondents thought we have a political agenda, only 24% believed we are partisan.

In Uganda, we tracked coverage of core issues (such as capitation grant knowledge, recall of Uwezo, etc.) and conducted qualitative follow up with innovative communication partners (musicians, and comedy groups). We learned, for example, that the partnership between Twaweza and a number of musicians resulted in production of songs with strong social content that became very popular in Uganda, while the partnership with comedy groups resulted in social accountability issues interwoven through the comedy skits, which the audience appreciated and rewarded on social media (as measured by levels of interaction and feedback). In Kenya we collected feedback from the range of local radio stations that had been engaged via Uwezo all over the country to cover education issues, capturing the level of interactivity and engagement.

## CHALLENGES

There are still core areas of our engagement work that need to be mapped out and tracked appropriately: after all, if we are staking so much on our power to engage, convince, broker, then we must be able to answer the question of "what is it adding up to?" This is the case at both national as well as sub-national levels. Also, 2015 was the "start-up" year for many new strands of work and

therefore monitoring focused on coverage and feedback mostly; in 2016, we will need to pay considerably more attention to intermediate outcomes as well.

Given the exciting new focus in 2016 on Public Agency at district-level, a number of monitoring initiatives and products will be tailored accordingly, to answer the range of insights we expect from our monitoring: what did we produce, who did we reach, who did we engage with, what is the feedback we are getting, and can we detect initial intermediate outcomes, as per our strategy. At the same time, we will keep the balance with essential monitoring for national-level initiatives, such as media monitoring, and coverage and feedback of mass media communications.

**Expenditure:** 94%
**Total budget:** USD 303,580
**Main achievement:** Tailoring our monitoring practice to the new focus on engagement

> **LME2: 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. The planning for 2015 foresaw setting up a research relationship with at least one strong external evaluation partner, but we in fact build on an existing link with the Massachusetts Institute of Technology (MIT) and designed a new collaborative approach, through which we implemented a wide range of activities already in 2015 in Tanzania. We also already began the expansion of the portfolio to Uganda. Additionally, the evaluation function of LME also includes, where relevant, conducting formative / baseline research into a relevant area; this was particularly relevant in 2015, as we were starting work on a number of new issues.

WHAT WE DID
On the formative front, we conducted a number of studies. In both Tanzania and Kenya, we explored the "production of education" in 10 districts which had been chosen as the focus of Uwezo communication activities (and likely will be focus of the Public Agency approach in 2016). Also in both countries, we conducted a desk review of civic space in Tanzania, following a framework developed by the Transparency and Accountability Initiative. Specific to Tanzania, we commissioned an investigative journalism narrative of the 4 legislations (bills) under process in parliament in 2015, all of which impact on civic space dimensions. These insights are already informing our next steps in the strategies to work on the freedom of information act and the media services bill. Importantly for Kenya, where Sauti za Wananchi was scheduled to launch early in 2016, we conducted a qualitative study on the opinion polling landscape in Kenya, and the perception and use of data, statistics, and citizens' views in the media.

On external evaluation and research into core hypotheses, we developed a highly flexible approach to collaborating with an external research/evaluation partner. The core of the approach was the overlap of key questions Twaweza wanted answered (in terms of evaluation, but also exploring new areas), and the research agenda of the partner institution. Given this productive overlap, the collaboration between Twaweza and MIT resulted in several insightful pieces in Tanzania build around our elections initiatives: qualitative research among voters which informed the shape of Twaweza's election-based initiatives; an evaluation of the broadcasted (TV and radio) election debates; and an innovative field experiment using the conjoint methodology, exploring the main influencing factors of vote choice, and the wider relationship between citizens and elected officials (ward, MP, national). Looking at the civic space and governance questions more broadly, we also conducted an analysis and coding of nearly 40 government websites for rating of basic information availability and transparency,

and a mystery-shopper research in 30 randomly selected districts on the current level of openness/response of district officials to citizen requests for information. Refer to the LME "story" for illustration and more details.

Drawing on the successful Tanzania experience we expanded the MIT collaboration into Uganda in the second half of 2015. This similarly began with a qualitative research particularly among young voters to inform Twaweza's election-based initiatives; the plan for 2016 is to follow with an evaluation of broadcasted (TV and radio) election debates, and a field-based experiment using conjoint methods, also to explore the main influencing factors of vote choice, and the wider relationship between citizens and elected officials (councillors, MP, national).

This year, we also conducted the follow-up survey to the "original Tanzania baseline" from 2010. This panel survey consists of an incredibly rich combination of datasets from 250 communities across Tanzania, including surveys with households, schools, health centers and local leadership. The analysis, conducted by our partner Amsterdam Institute of International Development, is taking some time due to the complexity of the panel data, as well as the incorporation of the qualitative Sikiliza data into the quantitative analyses. However, preliminary insights emerging from comparing the two rounds point to somewhat surprising trends, suggesting an increase in dis-engagement from citizens towards public authorities (refer to the LME story for illustration). We are already using the 2015 data to understand the benchmarks of key citizen agency indicators, while awaiting analysis of the trends.

CHALLENGES

The highly flexible research approach described above also meant that we, and the evaluation partner, had to contend with unforeseen circumstances and changing political dynamics, which were affecting both implementation and evaluation. The work on civic space in Uganda was pushed to early 2016; it will follow similar format but also learn from the experiences in Kenya and Tanzania.

WHAT NEXT?

We continue to collaborate with MIT in 2016 to wrap up analysis and communication and use of results. The focus on evaluation for 2106 will be on district-level Public Agency, and we shall be exploring various options to find the best evaluation partner for this approach; ideally, this would bring into close collaboration strong researchers based in our East African countries, as well as top-class international researchers. As Kenya gears up for elections in 2017, we will consider working again with MIT on a similar research "package" adapted to Kenya's reality (pending an overall assessment of the outputs and the collaboration).

**Expenditure:** 84%
**Total budget:** USD 592,900
**Main achievement:** An innovative, fruitful collaboration with a top-level research partner, yielding granular insights and evaluation data relevant to our implementation, as well as conducting cutting-edge research and contributing to the global body of knowledge.

> **LME3: 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

As ever with Twaweza, each year is an intensive learning year. In 2015, this was marked by the addition of a considerable number of new staff across the organization, who needed to be brought on board not only thematically, but also in terms of the learning culture. New colleagues also mean new energy, and the internal learning agenda benefitted this year.

WHAT WE DID

The learning agenda has been strengthened in Kenya and Uganda, and is going well in Tanzania. We held a total of 96 different kinds of learning sessions across the 3 countries, including hosting high-profile presenters from government, MPs, and embassies. We are experimenting with new ways of engaging colleagues - e.g., quarterly pizza parties have been successful in encouraging the borrowing of library books & reviewing them. We also held a successful immersion exercise in Eastern Uganda, bringing together nearly all staff (45 participants) for 4 days in 3 rural districts. Reflections from the immersion were published in Ugandan newspapers (we invited a journalist as well), and also on the international development blog From Poverty to Power.

A lot of learning has been done internally as well in terms of adopting new strategy and a new annual plan structure (oriented by problem and success, and cross-cutting units),as well as a new approach of reviewing progress against our plans, including a mid-year review and budget re-allocation and of course the annual retreat. Although these may sound like run-of-the-mill management practices, we strived to turn them into learning moments where core staff come together to review progress using data and insights, to course-correct in the short term, and also to take a look at the overall direction in which various strands of work are heading in order to flag issues early, and adjust as needed.

Externally, the LME unit engaged with the Global Fund, to contribute to the development of their community-based monitoring strategy, and more substantively with the Transparency & Accountability Initiative, in the annual TALEARN event, as well as in the subsequent exercises to inform the re-strategizing of T/AI. We have re-kindled our connection with CEGA, and have also contributed to the review and development of Kenyan Afrobarometer through LME participation on the review panel.

However, links to global spaces and contributions to global knowledge go well beyond the LME unit, and are practiced across the organization. They are accounted separately in the thematic/problem areas. We have the most global presence in education given strength of Uwezo; however, our work on other education issues, such as curriculum reform and teacher motivation, is also beginning to get us seats at global conversations.

CHALLENGES

Although the learning agenda was strong this year, we did not set up learning visits - i.e. bringing interesting people (scholars, activist, artists, etc.) to engage with Twaweza, but also with wider audiences such as universities, other civil society, etc. We look forward to bringing these visits back in 2016.

WHAT NEXT?

In the LME unit, we want to align the insights and data produced internally more closely to management and review processes, so that decisions are taken with as much evidence as possible.

**Expenditure:** 86%
**Total budget:** 78,800
**Main achievement:** A vibrant learning agenda which includes taking "standard" management practices such as mid-year review and turns them into insightful, meaningful learning moments for the organization.

## Status of civic space in Tanzania

| Status of Civic Space in Tanzania: Review of international and national literature (2010-2015) | Free Space | Partially Free Space | Restricted Space | Non- Existing Space |
|---|---|---|---|---|
| **Freedom of Information and Expression** | | | ✔ | |

| | | ✓ | | |
|---|---|---|---|---|
| **Freedom of Assembly and Association** | | ✓ | | |
| **Citizen Participation** | | ✓ | | |
| **Non-Discrimination/ Inclusion** | | | ✓ | |
| **Human Rights/Rule of Law** | | | ✓ | |

## Selected indicators of citizen agency and government responsiveness

| Indicator | 2010 (%) | 2015 (%) |
|---|---|---|
| **Are Tanzanian citizens agents of change in local schools?** | | |
| There is a school committee at child's school | **82.9** | **89.3** |
| Participates in school committee | **19.6** | **5.0** |
| Has ever taken action to address main problem in school | 16.6 | 15.2 |
| Would consider taking action | **24.2** | **6.2** |
| Holding teacher accountable might have negative repercussions | **31.1** | **61.3** |
| **Are Tanzanian citizens agents of change in their communities?** | | |
| In the past 12 months, took at least one community action (such as attending a committee/meeting) | **15.7** | **23.7** |
| At most recent meeting, gave speech or expressed point of view | **47.0** | **30.7** |
| Spoke to village/mtaa leader in past month about a problem | **45.5** | **37.0** |
| Ever spoke to MP about a problem | 17.7 | 17.3 |
| Believes citizens ought to be more pro-active in questioning actions of leaders | 95.7 | 94.0 |
| **How do citizens perceive their own power to effect change?** | | |
| Believes s/he can have "some to a lot" of influence on local government decisions | **67.0** | **54.8** |
| Believes that if s/he complained about local services to a local government official, s/he would pay a lot of attention | **53.8** | **34.0** |
| Expects to be asked to pay a bribe at a village/mtaa government office | 33.0 | 29.7 |
| **Meanwhile, local elected leaders report** | | |
| Village/mtaa leaders say they feel most accountable to people in the community (vs. officials in the ward, district, etc.) | n/a | 83 |
| Village/mtaa leaders say they address "the majority" of issues that citizens raise | n/a | 70 |
| Village/mtaa offices with publicly posted sources of funds (observation) | n/a | 23 |

(**bold** = significant at 0.05)

## What do Tanzanians vote for? Evidence from an experiment

Data from the MIT-Twaweza collaborative research on the citizen-state contract in context of national elections in Tanzania. The chart below shows preference over candidate attributes in percentages (%), before and after elections. Data was collected in October and December 2015 in Mwanza, Kilimanjaro and Mbeya districts. Significant attributes are: past performance – both community and individual, having a promises and a plan, and being from the opposition party (though this is significant only after elections).

| | Past performance: Gave services to your community (vs. didn't give) | Past performance: Gave you money for services (vs. didn't give) | Opposition party (vs. ruling) | Has promises and a plan (vs. promises with no plan) | Muslim (vs. Christian) | Sukuma tribe (vs. Chagga) |
|---|---|---|---|---|---|---|
| Before elections | 34 | 12 | -4 | 22 | -3 | 1 |
| After elections | 35 | 19 | -6 | 19 | -2 | -3 |

■ Before elections   ■ After elections
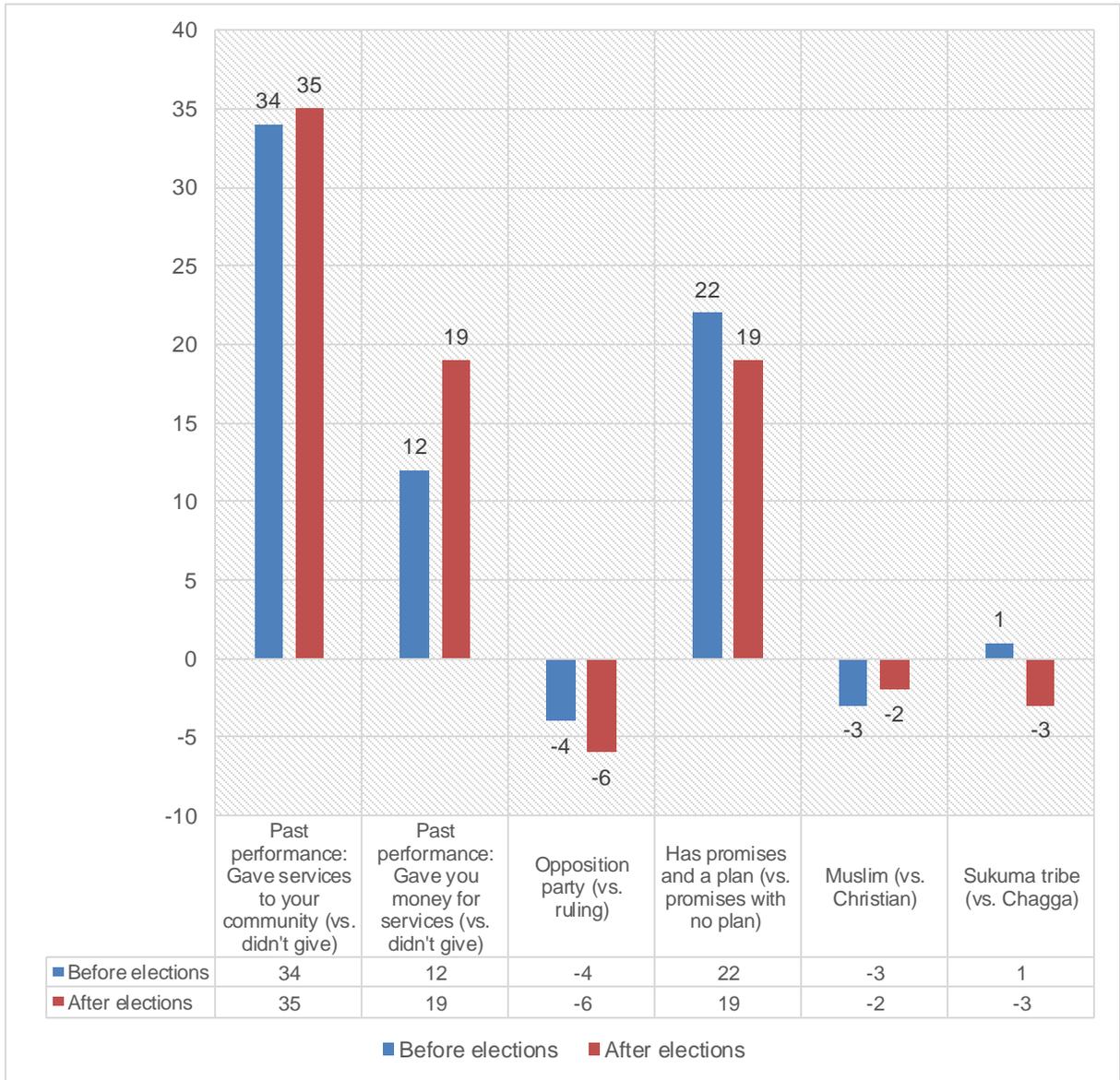
# LEARNING MONITORING AND EVALUATION – a story

## LME | Mixing measurement methods on open government

In 2015 we began our new strategy, with Open Government front and center as one of the two domains in which we work, and "active citizens" and "responsive government" (alongside "children learning") as the overarching long-term outcomes to which we want to contribute. This is not new for Twaweza – we have been working to spark citizen agency, as well as elicit responses and engagement from government – through the previous years. But starting this year, the articulation of specific problem statements in this domain now meant that we were clearer on what we were working on, ranging from the specifics of a freedom of information bill content and its use, to the "state of the social contract" between citizens and local authorities. So, in 2015 we needed to explore, define, and describe the current status of citizen agency and open government, and where possible lay the groundwork for further measurement.

Taking a birds-eye-view, we described the status of civic space in the three countries, drawing on the compelling methodology designed by Transparency & Accountability Initiative and CIVICUS (http://www.transparency-initiative.org/reports/report-launch-improving-the-measurement-of-civic-space). The methodology makes the exercise comparable across the three countries, and potentially also comparable with other similar international studies. The exercise was completed in Tanzania and Kenya, and is forthcoming in Uganda. In Tanzania, we have already found it useful in framing our engagement with various government counterparts. In 2016, we plan to continue research in this space although with two changes. We will focus on the components of civic space most connected to our work (i.e. freedom of expression, freedom of media, etc.) so that we can also track any changes as a result of our work; and taking the exploration to the sub-national level: what does civic space look like in districts, how is it shaped, constrained, and who participates?

We dug most specifically into various components of governance in Tanzania, exploring what does "open government" currently look and feel like from the citizen perspective. Given all the recent focus on making information available, we coded 40 government websites for accessibility of basic information and data. Preliminary results suggest that overall, websites lack basic information such as budgets, narrative reports, financial reports, or even contact information.

But even if they were perfect, websites remain inaccessible to many Tanzanians. So to understand better citizen's experiences in interfacing with government authorities, we conducted mystery shopper research in 30 randomly chosen districts, inquiring after basic information at various district offices. The information being requested was of the most basic kind, already mandated to be available (e.g. budgets, tenders, etc.). Results are forthcoming, but already the anecdotes have been very informative: the responses have ranged from obtaining all the information requested very quickly and on a flash disk, to being denied any data at all on the grounds that "a normal citizen is not supposed to have such information." What this points to is the lack of understanding and standardization among local authorities themselves as to what the regulations on transparency are, and the rights of citizens to access information. These are fertile grounds for Twaweza and others to engage with.

2015 was election year in TZ and much of our engagement and communication energies were focused on related initiatives. In response to this, we devised a partnership with MIT (http://www.mitgovlab.org/) to carry out impact evaluation around our own initiatives as well as to explore, experimentally, the real attributes of elected officials which influence how citizens vote, and lay the groundwork for understanding the social contract between voters and elected officials. This will be useful in designing future initiatives promoting engagement of citizens with authorities, and their response. The research has also resulted in development of innovative techniques and open-sourced software; you can read about it here: http://www.twaweza.org/go/learning-note-8-conjoint.

In Tanzania we also conducted the follow up to the 2010 panel survey of 250 communities across the country (in partnership with the Amsterdam Institute of International Development). The preliminary data reveal interesting, if surprising, trends in citizen engagement. For example, while Tanzanians continue to believe that citizens ought to be more pro-active in questioning actions of leaders (over 90% in both 2010 and 2015), the proportion of respondents who believe that he or she can individually have influence on local government decisions declined from 67% in 2010, to 55% in 2015. We saw similar declines in other engagement indicators, such as the belief that local government would pay a lot of attention if a citizen complained about local services (from 54% to 34%), and the reported willingness of the citizens to take action themselves to address a service provision problem (in education, the proportion who would consider taking action at their local school went from 24% to 6%). More in-depth analysis of these trends is ongoing, but the initial results are proving to be provocative food for thought for ourselves, as well as in discussions with a range of partners. In 2016, we plan to track many of these indicators more locally in a selection of a few districts per country.

In Uganda, elections were scheduled for early 2016, so similar to the Tanzania model, we spent late 2015 conducting an exploratory study to inform the initiative, as well as to lay the groundwork for a similar experimental study on voting behavior, the importance of various attributes, and the state of the social contract between voters and elected representatives. You can read about the exploratory results here http://www.twaweza.org/go/learning-note-9-uganda-survey

In Kenya the focus for the Open Government domain in 2015 was the introduction of the Sauti za Wananchi opinion poll, modelled on our Tanzania experience. However, the Kenya media and opinion polling space is different: more crowded, with a number of high-profile pollsters. We conducted an exploratory (and baseline) study into the Kenyan opinion polling space and the use of data and citizen's opinions in media, and learned some valuable lessons prior to launch of Sauti. We plan on tracking Sauti in the media through next year, with the aim of assessing towards the end of the year what has been the effect of Sauti in the Kenyan media space.

It has been an exciting year for research and baseline studies, particularly since doing politically-oriented research in a politically charged environment requires considerable flexibility. In Tanzania, for example, responding to the evolving nature of the election debates, the evaluation plans had to frequently adjust as well. The timing of various other research activities had to also be adjusted according to the political weather - we waited until well after the elections and the shaping of the new government before conducting the mystery shopper exercise. Nevertheless, the findings and insights that we have gathered through these exercises have been useful in deepening our understanding of various issues, informing our programmatic decisions, and in many cases, laying the groundwork and baseline assessments against which we can track our own progress as well as overarching trends.

# Operations and Management – what did we achieve?

**Effective policies, systems and procedures**
With a new structure, strategy and leadership, Twaweza policies were revised and shared with staff in January 2015. Other related forms and documents, arising from the policies, were also developed for use. All policies are available online. To help raise staff awareness of the human resources policy in particular, a series of sessions were held in August during the weekly staff meetings. Each session covered one specific area of the policy (e.g. salaries, leave).

Two new critical workflows were brought online via our SalesForce platform: procurements and payments. Despite the early teething problems in any transition these are now running efficiently and encourage greater transparency and accountability. All staff are able to see any payment at any time, to know where it is in the workflow and who, if anyone, has caused delays. This has also significantly reduced the use of paper; previously the finance department were required to print all documentation related to payments.

In order to monitor use of office assets and resources, the Operations team prepares monthly reports on printing and paper use, telephone bills, electricity bills etc. These help to track use and minimize waste.

As ever, we achieved full statutory compliance in terms of Pay As You Earn, SDL, pension payments and immigration returns.

And finally we monitored people's adherence to the policies throughout the year and provided feedback where it was required.

Two planned consultancies were not put in place: an external review of practice again policy, which was conducted internally; and to develop and improve internal systems because we felt there were enough new processes for staff to deal with already.

**Expenditure:** 93%
**Total budget:** 3,128,417

**Human resource management**
We began the year with 29 vacancies given the new staff establishment for the new strategy. Over the course of the year three more vacancies arose. Out of these we managed to fill a total of 24 vacancies through a multi-faceted approach to recruitment. See the story for more details.

As part of Twaweza's ongoing commitment to learning, we hosted a total of 22 interns over the course of 2015; 5 carried on working from 2014 and 17 new interns were recruited.

We put in place health and group accident insurance for staff and partners. We used a short survey to solicit feedback from staff to help in the selection of providers. We also instituted the processes and tools for staff to get the new education support benefit and this was paid in all countries for all eligible staff.

As part of Twaweza's commitment to healthy living, a trainer was recruited in each country to run exercise classes for staff.

A new performance appraisal tool was developed and staff were given some opportunity to provide feedback on this. The appraisal process was commenced at the end of 2015 and finalized in early 2016. And finally we conducted a staff survey with responses from 28 staff. The feedback received was largely clustered around 13 themes including understanding Twaweza, quality of work and

accountability, partner relationships, job performance, learning and growth. In general feedback was positive although some areas for improvement were highlighted.

**Expenditure:** 93%
**Total budget:** 3,128,417

**Office and assets procured and well managed**
The office environment in all three countries is well-managed with swift resolution of maintenance issues. Assets are now managed through new software which is a vast improvement on previous systems.

Over the course of the year, CCTV was installed in Nairobi. There was a break in at the Uganda office but this was addressed as per policy, resulting in the security company agreeing to repay the value of all lost assets. In Nairobi, we also managed to create a library space by partitioning the conference room.

In Kenya we continue to face challenges with our former and current landlords. For the former landlord we have been unable to obtain our security deposit and are now taking further legal steps. The landlord of the current office space is trying to greatly increase the costs. These are ongoing issues that we are continuing to address.

Fire training was conducted in all three countries for all staff.

**Expenditure:** 103%
**Total budget:** 639,537

**Internal documentation and correspondence**
Over the course of 2015, we continued to make use of and make improvements to electronic file sharing spaces. However we also note that the new strategy and new structure have changed the way that the shared server is structured; some staff find this difficult to use and so have effectively been creating parallel filing structures. Moving forward we will work to address this.

**Information and Communication Technology**
The office network infrastructure continues to be managed and maintained, with particular emphasis on the internet and communication tools. New software required for the SalesForce payment processes was acquired for all staff, and all work stations now have Windows 7 and Microsoft Office 2013 installed, as well as Kaspersky Antivirus software. We also continued to make use of the cloud back up and DropBox, increasing shared space and making cross-country working as seamless as possible.

As part of the SalesForce roll out, we worked closely with our suppliers to implement, test and improve these workflows. We also held trainings for staff in all three countries and produced manuals and instructional videos that are available to all staff.

And finally we continued to advise on and develop ICT procedures which include the workstation usage policy, the hardware loan policy and the office network infrastructure usage policy. All of these are enforced with the help of Cyberoam Firewall and Network Management device.

[To be visualized, data only, no text:
Workstations per country including laptops: Tanzania – 36, Uganda – 20, Kenya – 23.
Internet speed increases: Tanzania – 6 Mbps to 10 Mbps, Uganda – 3 Mbps to 5 Mbps]

**Expenditure:** 49%
**Total budget:** 141,835

**Finance**

Off the back of a clean audit in 2014 we continued to manage and improve our financial systems.

Promotion of policies and procedures: the finance team conducted sessions on the payments module in SalesForce, applicable taxes in Tanzania and induction sessions for all new staff. We also gave a presentation of findings from the internal audit which aimed to highlight to staff the organizational strengths and weaknesses in terms of adherence to policy.

Income: all funds received were acknowledged and recorded in Xero, our financial management system.

Payments: we continued to ensure all payments are processed according to Twaweza's financial regulations throughout the year. From November, payments were brought online through SalesForce. The benefits of this system include
- Preventing over-expenditure through an automated budget checking function
- Less use of paper
- Easy tracking
- Better monitoring of payments workflow

This system also helped us to manage cash constraints that arose towards the end of the year.

Tax management: we continued to meet all our tax obligations in all three countries in a timely manner. In July, during budget presentations, tax laws tend to change. The changes were all incorporated into our systems as required.

Banking: bank accounts were carefully managed throughout to ensure adequate balances to make payments on time. We regularly reconcile all transactions as per bank statements with our own records. We also developed a cashflow tool during our time of resource constrained so we were able to properly plan and prioritize payments. This meant that there were no major disruptions to our work despite the cash constraints.

Asset management: we have ensured a system of checks and balances between our asset management software and our accounting software. We also supported the Operations team in an asset verification exercise towards the end of the year.

Internal and external audit: the 2014 external audit was conducted by Ernest and Young who issued a clean audit. One weakness was noted: retirement of imprests from partners. We also conducted three internal audits and audited a sample of payments from SalesForce to ensure that the new system was working well. Overall the systems were all found to be operating effectively, the only issue noted was the late retirement of imprests.

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. Storage space is proving to be a challenge but the Operations team are supporting us to find more space for the files.


**Governance and Management**

This was a year of significant change for Twaweza, and the governance and management structures were required to follow suite.

Improved planning and reporting: we produced the Annual Plan 2015, Annual Report 2014 and mid-term review on time for Board review and approval. We also held our first Annual Retreat of the new strategy with some 50% more senior staff, which accounts for some over-spending in this area.
**Expenditure:** 132%
**Total budget:** 15,000

Management and strategic support: as planned we held quarterly management team meetings in March and June. The Annual Retreat replaced the third planned such meeting. There were frequent strategic discussions and refinements through Senior Management Team Meetings, a new addition to the management processes in 2015. This meant that these discussions were more strategic and focused. We also helped to shepherd the internal audit of our financial management processes.

Contracts, procurement and payments workflows have been successfully incorporated into SalesForce which led to improved productivity and efficiency. We also continued to hold weekly staff meetings in each country. In 2016 we should be able to hold Twaweza wide meetings with our new video conferencing facility.

However in 2015 there was much less use of dashboards and structured bilateral meetings between the Executive Director and colleagues to track progress. In general these were replaced by ad-hoc meetings and the leadership team meetings; this will need to be reviewed in 2016.

**Expenditure:** 76%
**Total budget:** 219,895

Compliance: at the start of the year, four critical policies were approved by the Board – Governance and Management, Human Resources, Finance and Administration, and Programs. Contracts are now overseen in SalesForce by a dedicated contracts manager. We also managed to conduct a staff survey to help inform the job review process. The book of key documents for staff is under development and will be complete in 2016. Much of the year was spent recruiting new staff so we did not conduct any one-day trainings on policies and procedures as planned.

**Expenditure:** 77%
**Total budget:** 48,200

Governance: we recruited two new Board members, one in Tanzania and one in Uganda. We successfully held three Board and two donor meetings. We established a finance committee of the Board who received two monthly cash flow reports (September and October) for review and guidance. Our donors participated in one meeting with the Board, and one telephone call meeting in September; they continue to be happy with our work and progress. We were unable to identify an external consultant to support Board training, we will pursue this in 2016.

**Expenditure:** 59%
**Total budget:** 31,100

# Operations and Management – a selection of stories

## Operations | Getting the right people in place

Year after year of annual reports have seen us lament our human resource capacity. Finding the right type of applicants with the diverse set of skills required by Twaweza has always been a challenge in the East African context. At the start of 2015, we had a new strategy and a new organogram with 26 vacancies to fill (3 more arose over the course of the year). As an operations team we knew that business as usual was not going to work. And if we did not fill these vacancies quickly, we knew we would jeopardise the ability of the organization to deliver our plan.

So we decide to attack the problem on multiple fronts; hiring a senior well networked consultant to concentrate on 11 critical positions; Adverts in two major dailies; email to circulate to Twaweza network and staff networks; recruitment agents; staff incentive for identifying candidates who complete probation (as per new Twaweza policy) and posts on our website.

Throughout the process we checked in on all these avenues daily. We provided regular updates to all staff during staff meetings.

In total we received 1,800 applications and filled 24 positions. Out of the different approaches, 67% were filled through the newspaper and website adverts, 25% were filled through staff, and 8% through consultants or external individuals.

By the end of the year, 22 out of these 24 new recruits had been confirmed following their probationary period. The remaining 2 staff are most likely to also be confirmed in the coming months. We were fairly flexible – if a candidate was suitable but perhaps had slight less experience or qualifications than we had hoped we recruited them to lower grades and vice versa.

We believe that the skills base in the region will continue to pose a challenge to recruitment. However a strong strategy to attract the right candidates can help to address some of the issues. We now have a good sense of the right strategies to use so we are in a stronger position to maintain an excellent team of qualified staff. Moving forward, we will not try to fill so many vacancies at the same time again if possible. This creates an incredibly complex and difficult to manage process since it requires coordinating the time of multiple senior level staff. We will also have to retain flexibility and we continue to invest in helping our staff to grow in their professional role.

## Finance | Living up to our values

Financial systems are not the stuff of riveting stories. However we are fiercely proud of the following features of our financial management systems – many of which were introduced in 2015.

*We are even more transparent* – all information systems and accounting software are designed to ensure easy and almost universal access to the data entered across the organization. We were also the first NGO in Tanzania to be compliant to the standards set by the International Aid Transparency Initiative (IATI). Over 2015 we worked closely with our colleagues in the operations team to implement our financial process – requisitions, purchase orders, payments, and imprests – onto our SalesForce platform. Now all staff know where a particular item is in the workflow and can access all information about it.

*We have better integrated systems* – our major software platforms SalesForce and Xero now speak directly to each other. This has made many operations much smoother but in particular has automated two critical controls in our financial regulations. There are now automatic checks on budget balances

when staff seek to purchase items, and staff with outstanding imprests will automatically be denied the ability to raise new imprests.

*We are more efficient* – with all these processes automated, the individuals involved in the workflows can now log into a system from anywhere to approve/ initiate a request / transaction. This has greatly reduced the number of days required to complete a contract, purchase order and payment.

*We are greener* – moving the payment and purchase order processes online has greatly reduced on printing and the use of paper generally as most work is now done online. Only the legally required documents are printed for filling. In October 2015 our Tanzania office used 47 reams of paper, which decreased significantly in 2016: January 18 reams, February 24 reams and March 27 reams.

*We are more cashless* - in 2015 we have further reduced the handling of cash in the organization. In 2015 only 0.03% of the total expenditure was spent as (petty) cash across all three countries. All other spending used online banking transfers (99.7%) and transfers from mobile money platforms (0.3%).

In summary, we believe we have a world class system, warranting the high levels of accountability - evidenced amongst others by very clean audited accounts - while becoming increasingly efficient.

## Governance and Management | Twaweza 2.0

"New" is the best way to describe 2015. It was a year of a new strategy, a newly independent organization, a new Executive Director, a new Board and a new staff and management structure. In the organization of constant change, we had truly outdone ourselves. And in true Twaweza style, the annual plan for the year was as ambitious, if not more so, as ever.

In December 2014, Twaweza East Africa was registered as an independent organization. So in 2015 we began our operations with this new status. Although Hivos have continued to provide an oversight role for an interim period, the new status did not interfere with or effect our work in any way. We made a seamless transition and continued to manage strong and transparent systems throughout the organization.

We also began 2015 Head-less, the new position of Executive Director had been filled but we had an Acting Executive Director for two months at the start of the year. Despite these two significant transitions, again our work and operations ran smoothly. Aidan Eyakuze joined in March 2015 and despite the fast-paced, high-volume workload of Twaweza he was able to ensure that work continued while he was being inducted and introduced to the organization.

The new management structure, as recommended by an independent consultant and ratified by Twaweza internally also meant a change in operations. The newly constituted Senior Management Team and Leadership Team took on the operations and leadership of the organization itself while the Management Team (previously responsible for program as well as organizational management) was tasked with technical program implementation only. This freed up the time of a number of senior staff to focus on program implementation while streamlining the decision-making process for the organization.

The new staff establishment meant that a number of staff had to transition to new roles and teams, and that a number of positions were vacant at the start of the year. The Operations team pulled out all the stops to ensure that we were able to quickly and successfully recruit candidates for a number of the positions (see the operations story). To manage new roles, staff were given briefings and additional time to get used to their new positions. There were of course minor glitches as people adjusted to their new roles, but overall we were able to smooth these over and still deliver an exciting and dynamic work plan.

The Board, in line with our new independent status, took on a formal governance role instead of an advisory one. We recruited two new Board members – one from Tanzania and one from Uganda who bring different technical expertise to the Board and help ensure that we are well advised and managed on the programmatic and content side as well as the operational one. Leonard Mususa was country lead of PricewaterhouseCoopers in Tanzania for 14 years and is currently a private consultant as well as Chair of the Board of Mwananchi Communications Limited. Robert Kabushenga is Chief Executive Officer of the New Vision Printing and Publishing Company in Uganda.

And finally 2015 was the first year of implementing our new strategy with all these other new aspects. We continued to dream big in our plan and as this report shows, we achieved a large part of our ambition. Running election debates in a highly charged Tanzanian political environment, conducting the largest ever Uwezo assessment in all three countries, commencing the Sauti za Wananchi project in Kenya and initiating two new areas of work were just some of the many achievements of Twaweza in 2015.

We feel that we can safely say that Twaweza 2.0 began with a bang; as we mean to continue.

# Conclusion

In 2015, Twaweza deployed many hundreds of thousands of hours of human energy and spent about $14 million. So, what did it all amount to?

In the first full year of the new strategy, it is proper to start asking whether we remain on the path towards achieving our ultimate objective of enhanced citizen agency, improved responsiveness from authorities and children who are learning. Are doing the right things, as well as doing them in the right way? From the vantage point at the boundary between the past and the future, the following five takeaways from Twaweza's work in 2015 emerge.

First, the big investment in Uwezo is yielding a second set of dividends that could potentially transform the region's education policies and practices. The first order effect of Uwezo was to successfully demonstrate that schooling and learning are not synonymous, and to convince decision makers of this reality. The second set of dividends stems for the numerous invitations that Twaweza started to and is continuing to receive to provide both evidence and thought leadership to the emerging discussions on how to improve learning outcomes. Twaweza has transitioned from a form of "whistle-blowing" to becoming a trusted, independent adviser and advocate. Uwezo's hard work successfully primed the policy space to receive new ideas and our What Works in Education initiatives are already finding receptive minds for productive policy discussions. Looking ahead, Twaweza will continue to engage with, deepen and inform this space.

Second, in the Open Government domain, Twaweza made some important contributions towards a dynamic engagement between citizens and government. The amplification of citizen voices helped to resist the shrinking of civic space through flawed legislation in Tanzania. The successful experiments of hosting live televised debates in which citizens could directly question party representatives and watch their body language as the answers were delivered, was a direct response to a stated desire for an issues-driven, interactive election process. While the journey has only just begun, these successful norm-challenging initiatives serve to strengthen a fragile notion that elected officials have a duty towards their voters, who in turn should demand it of their representatives.

Third, thoughtful questions and careful research through our learning monitoring and evaluation activities continue to reveal valuable new insights and to guide our execution. For example, the finding from a revisit that citizens are less engaged in school management and more fearful of negative consequences if they demand accountability, is a sobering reminder that it is very difficult to change the citizen-state relationship. The uneven distribution of real and tacit power between authorities and citizens remains a major driver of how ordinary people calibrate their engagement with government. We also gained some useful insight into what candidate qualities voters actually care about when making voting choices and the results point to a rather more sophisticated and self-interested citizenry than might have been presumed.

Fourth, it is clear that Twaweza needs to be much more deliberate about engaging more directly "where the rubber meets the road" namely at the sub-national level. Our policy influence at the national level, while gratifying, can take too long to translate into fruitful decision, action and results where citizens 'feel' their government most directly. Strategically, this means finding meaningful ways of feeding back the data and insights we harvest from the districts, accompanied by a menu of ideas to seed productive local conversations; pressing publically and privately for demonstrated commitment to serviced delivery improvements and amplifying citizens voices more opportunistically. From 2016, we will test a number of approaches to achieving this most elusive of outcomes: public agency.

Finally, we must communicate our ambition, activities and impact even more clearly. Our ultimate objectives - active citizens, responsive authorities and children who are learning - are simple to

articulate but complex in how they are achieved and experienced. Twaweza's unique capacity to ask important questions, seek insightful answers and shape perceptions has been shared with a sense of almost retiring modesty. While noble in its intent to "let the work speak for itself" Twaweza curates a tremendous wealth of data, insight and experience. These surely must be shared more widely into a world whose indulgence we will seek as we blow our own trumpet just a little bit louder.

# Twaweza 2015 Benchmarks

(As per strategy 2015-18)

| Data and Voice | 2015 | Brief note on 2015 achievement |
|---|---|---|
| **Sauti za Wananchi** | | |
| Sauti mobile phone survey running in Tanzania, with at least 10 annual data collection rounds for Twaweza, and additional 3-6 with partner agencies | x | 15 SzW call rounds conducted. 12 policy brief published and launched. Full data set for all 12 rounds available on line. |
| Mobile phone survey established with at least 4 data collection rounds in Kenya by 2015; and 8-12 times annually thereafter | x | Established a national wide panel of 2400 HH; 150 schools; 150 health facility and 200 citizen monitor in Kenya. 2 SzW call rounds conducted; 8-12 call rounds to be conducted annually thereafter. |
| Mobile phone survey established with at least 4 data collection rounds in Uganda by 2016; and 8-12 times annually thereafter | n/a | |
| Handbook on Twaweza approach to mobile phone survey published in 2015; revised 2018 | x | First review finalized. Launch in second half of 2016. |
| Drawing a fresh Sauti sample after 2 years of call rounds in Tanzania and Kenya | x | A fresh Sauti sample was drawn in Tanzania in 2015. |
| Drawing a fresh Sauti sample after 2 years of call rounds in Uganda | n/a | |
| Sauti datasets and methodology available in machine readable formats online in a timely manner | x | All data set available on line for use |
| **Uwezo** | | |
| Children aged 6/7-16 assessed in foundational skills of literacy and numeracy in at least 370 districts across Tanzania, Kenya and Uganda, reaching 350,000 children annually | x | 2015 assessment conducted in 428 districts, 159 in Tanzania, 157 in Kenya and 112 in Uganda. At least 350,000 children assessed |
| At least 10,000 schools across East Africa visited during the annual assessment and data useful for tracking school-level indicators collected | x | 2015 survey conducted in at least 10,000 public and private (first time) in the 3 countries |
| Uwezo assessment expanded vertically to cover assessment in early childhood care, or higher grade, or both; in Kenya in 2015, Uganda 2016, and Tanzania 2017; sustained in all 3 countries in 2018 | x | Uwezo beyond basics developed and piloted in 2 districts in Uganda. To rolled out in 2016 in few districts in each country |
| Uwezo assessment infrastructure leveraged to benefit additional sectors with data (Uwezo +), in Kenya in 2015, Uganda 2016, and Tanzania 2017; sustained in all 3 countries in 2018 | x | Uwezo+ data collected in all countries in 2015 |
| Open data and access to information indicators designed for Uwezo infrastructure in 2015, piloted in 2016, and implemented in 2017 and 2018 | x | Not yet completed. Concept on use of Uwezo infrastructure for SDG monitoring developed and shared. |
| Community level communication in Uwezo done on annual basis, monitored and feedback used to make communication more effective | x | Instant feedback alongside the assessment. District Communication persons active in Uganda (28) and Kenya (20). Initiative on communication through local chairpersons conducted in Uganda. Sub-national launches held in Kenya (20) and Uganda (11). |

| Red = | No or limited progress towards benchmark (0-50% achieved) | Yellow = | Notable progress toward benchmark, but falling below expectations (51-79% achieved) | Green = | Benchmark achieved as per expectations, or higher (80% or more achieved) |
|---|---|---|---|---|---|

| | | |
|---|---|---|
| Clean, accessible, user-friendly complete datasets published to the web | x | 2013 dataset published on web. 2014 dataset cleaned and finalized, but to go up after March launches. |
| Key reports on learning assessments published annually: East-Africa report, national-level reports, and selected sub-national (county or district) | x | Reports based on 2013 data launched. Reports based on 2014 data drafted and scheduled for launch in March/April 2016 |
| Technical papers that explore in-depth the assessment data prepared and published and presented on a global platform annually; at least 1 in 2015, 2 in 2016, and 3 thereafter | x | 5 papers based on Uwezo data published in peer-reviewed journals. Special issue (Uwezo-driven) on Africa Education Review (Taylor and Francis) published. |
| | | |
| **What works** | **2015** | **Brief note on 2015 achievement** |
| **What Works in Basic Education** | | |
| Methodology framework for positive deviance approach in education developed and tested in 2015 | x | Quantitative component completed; developing methodology further with World Bank partners. |
| KiuFunza Phase II formulated and supported 2015-2018, with results informing WWE and policy engagement | x | KF Phase II successfully designed and implemented. Policy engagement meeting with Minister of Ed/Commissioner/BRN based on KF I and KF II has been held. |
| Four (4) background papers/briefs and policy positions/suggestions prepared and shared as per problem areas in 2015 | x | KF II design/policy brief created. KF I brief on Cap Grant started. KF I results poster posted on website, KF I results brief drafted. |
| A directory/annotated bibliography of what works in education produced in 2015, and updated annually | x | Bibliography completed, not yet widely shared. |
| Knowledge Forum on what works in education convened at East Africa level in 2015 and 2017 | x | Planned for 2016. |
| Three (3) case studies of positive deviance in education surfaced, verified, documented and shared each year, per country, starting with 2016 | n/a | |
| At least 2 ideas/experimental ideas developed curated and shared by 2016 and additional two by 2018 | n/a | |
| KiuFunza Phase I completed and reports done by mid-2015 | x | KF completed, all implementation/field reports finalized. |
| Three (3) presentations in global and regional conferences on interventions in education by 2017, additional 3 in 2018 | n/a | KF I results to be presented in Q1 2016 at CSAE conference, Oxford. Curriculum and positive deviance to be presented in 2017. |
| Three (3) articles published in peer-reviewed journals on what works in education by 2017; additional 2 submitted by 2018 | n/a | |
| **What Works in Open Government** | | |
| Uwezo and Sauti data available online reflecting open data and user centered design principles in a timely manner | x | Not completed in 2015. Carried forward into 2016 |
| Review of Freedom of Information (FOI) status in TZ completed in 2015, proposals for action completed in 2016; review in KE & UG in 2016, proposal for action in 2017 | x | Review of FOI legislation completed in TZ, started in UG |
| Review of open data status in TZ conducted in 2015, in KE and UG by 2016 | x | Review of FOI legislation completed in UG, open data being published in TZ |

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| Data quality and access to information report on key datasets/information related to Twaweza themes piloted and published in at least one country by 2016, and implemented annually in all 3 countries starting in 2017 | n/a | |
| Data journalism established in at least one major media house in TZ and UG by 2015 and one in KE by 2017 | x | Data journalism work underway with New Vision, URN and ACME in Uganda, delayed in Tanzania |
| Four instances of locally-led solutions (PD) surfaced, verified, documented and shared each year for TZ and UG starting 2015, and KE starting 2016 | x | Not completed in 2015; work carried forward to 2016. |
| Two ideas/experiments in responsive governance per year designed, curated and shared in TZ and UG starting 2016 and KE starting 2017 | n/a | |
| Four background papers/briefs and policy positions/suggestions prepared and shared, one per problem area in 2015 and updated in 2017 | x | Various papers and policy positions published on Access to Information, not in other areas |
| Two articles published in peer-reviewed journals on what works in open government in East Africa | n/a | |
| At least 3 presentations per year in global and regional conferences on WWOG, starting in 2016 | n/a | |
| Four articles or blogposts per year in global/regional media or knowledge community platforms on WWOG | x | Well over four articles and blogposts published |
| Online directory/annotated bibliography of what works in open government produced, updated regularly | x | Not completed |
| Knowledge/Learning Forum on WWOG convened at East Africa level in 2016 and 2018 | n/a | |
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| **Public and Policy Engagement** | **2015** | **Brief note on 2015 achievement** |
| **Communications** | | |
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| Effective system for all units contributing updates to website developed and website substantively updated on weekly basis with information from all 3 countries; usage tracked and analysed and implementation tweaked | x | Website updated regularly, most contributions from SzW and LME: in total 37 publications, 17 announcements. All key website indicators saw increases compared to 2014: Number of sessions by 37.4%; number of users by 30.7%; number of pageviews by 40.7%. Decrease in bounce rate and new visitors signal returning users. |
| New redesigned Twaweza website in place by end 2015, and major design review in 2018 | x | Not completed; scheduled for 2016. |
| Core communication policies (social media, branding standards, etc.) well known by all staff in 2015, and in consistent use | x | Branding structure for Uwezo and Twaweza developed, standards in place, pending finalization. |
| Systematic database of media contacts and good working relations developed and regularly refreshed for all 3 countries | x | Experimented with education focused press briefings and simultaneous talk shows on urban radio stations; held concurrent press launches for the Uwezo East Africa report in all three counties. Maintained a selection of strong media partnerships: Minibuzz weekly TV talk shows on Twaweza issues (viewed by 26% of Tanzanians and Ugandans); Rockpoint 256 radio drama on public agency in education reaching 30% of young Ugandans positive role models; Makutano Junction TV soap series on education. |

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| Benchmark | 2015 | Brief note on 2015 achievement |
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| Information on work of all Twaweza units, including press releases, reports, briefings, as well as timely responses to media queries provided to media in an a systematic basis at least once each month in TZ by end of 2015, and in KE and UG by end of 2016 | x | In Tanzania held 10 monthly press launches of SzW briefs; first education seminar with the University of Dar es Salaam; the Uwezo Tanzania and East Africa launches; a press conference on access to information in partnership with Coalition on the Right to Information; four press conferences around the election debates. In Kenya and Uganda held Uwezo launches and two additional press conferences on education. |
| Twaweza in the media systematically compiled and monitored and reported in website plus monthly compilations prepared and shared with staff and board | x | In Tanzania received 325 pieces of tracked media coverage, in Kenya 288 and in Uganda 38. Media monitoring shared with staff; will be posted on website. |
| Compelling, accessible communication materials in different formats (e.g. print, video, online) on what is Twaweza, what we do, what we achieve and what we learn materials developed, refreshed, published and shared | x | Completed brand refresh to make corporate stationary consistent and reflective of both Twaweza and Uwezo brands. Leaflet for Twaweza initiated for completion in early 2016. |
| Uwezo annual assessment reports (national, district and East Africa combined) and ranking posters covering all three countries published in a timely manner | x | Uwezo reports for all three countries and the region produced alongside summaries of findings; improved design for reports. Ranking poster and district reports produced in Uganda. |
| Sauti briefs published at reliable monthly basis, in TZ starting 2015, in KE starting 2016 and UG starting 2017 | x | 10 Sauti za Wananchi briefs produced, launched and distributed. |
| **Engagement** | **2015** | **Brief note on 2015 achievement** |
| Uwezo national and East Africa reports launched effectively annually, generating public and policy debate in all 3 countries | x | 3 country reports launched for Uwezo generating extensive media coverage in each country. Concurrent press conferences were held in Kenya, Tanzania and Uganda generating coverage at the same time. |
| Sauti reports launched monthly and generating public and policy debate in TZ by 2015, in KE by 2017 and UG by 2018 | x | Sauti reports widely covered in media. On policy engagement, partnered with the National Audit Office for one round. Political poll launch generated widespread debate across the media as well as within political parties. High level Government participation in a number of launch events. |
| Quality of data and access to information reports launched annually and generating policy and public debate starting in one country in 2016 and all 3 by 2017 | x | No access to information reports produced or launched. One Sauti za Wananchi brief on citizens' views on access to information launched. |
| At least one multi-component campaign per year per country focused on Twaweza problem areas developed and implemented for one country starting 2015, and all 3 countries starting 2016 | x | Mkikimkiki election debate program produced and broadcasted seven debates, solicited hundreds of questions from citizens and was watched/listened to by five million people cumulatively. Monitoring data suggest the debates reached 40% of citizens in Tanzania, generated in excess of five million Twitter impressions and was watched online by over three hundred thousand people. The campaign also included comic and radio production with Well Told Story and animated clips with Vuvuzela Media, generating significant response on social media. |

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| Continuous and significant contributions to major national and international initiatives and processes on basic education (e.g., BRN in Tanzania), and open government (e.g., OGP Global) | x | Contributed to a number of Big Results Now activities, engaged with the ministries of education in all three countries, presented Uwezo East Africa report to the East African Legislative Assembly, co-hosted the OGP Africa Summit. Worked with curriculum experts and officials on review and reform. |
| Continuous and significant contribution to regional and global networks and communities of practice on basic education and open government | x | Not completed. |
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| Learning, Monitoring and Evaluation | 2015 | Brief note on 2015 achievement |
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| **Monitoring** | | |
| Simple and clear internal monitoring system in place and on-line; data related to Twaweza's inputs and outputs collected routinely | x | System in place, currently reviewing the IM/DM structure, which will also include revision of Monitoring as captured in SF. |
| Selective systematic monitoring of Twaweza in the media in place in all 3 countries, summaries posted online | x | Monitoring ongoing, syntheses shared at 6 and 12 months. |
| Baseline measures (i.e., measures at start of strategic period) of selected outcomes established; updated as needed with midline and/or endline | x | TZ: citizen agency survey, FOI request at district level, national civic space. KE: public opinion & polling scoping study, national civic space. UG: Omnibus on political engagement. |
| At least 4 blog entries or similar pieces written annually, based on the monitoring exercises, data, and lessons learned, and posted on-line | x | No blog-type entries based on monitoring data produced. |
| At least 6 Monitoring Briefs related to monitoring of distribution, coverage, quality produced annually, across the 3 countries; posted on-line | x | 5 briefs from Uganda, 2 from Tanzania, 2 pending from Kenya. Online posting delayed. |
| At least 3 Monitoring Briefs related to intermediate outcomes produced annually, across the 3 countries; posted on-line | x | Intermediate outcomes measured for engagement activities (via Outcome Mapping); one brief achieved. Online posting delayed. |
| **Evaluation** | | |
| Two external evaluation teams contracted to conduct evaluations relevant to Twaweza by 2016; an additional two by 2017 | n/a | Already in 2015 we have developed a solid partnership with MIT; well on track for the 2016 target. |
| Initial concept papers and evaluation proposals, as well as tools (questionnaires, guides, etc.) available online within the first year of engagement | n/a | Pending new website. |
| At least 4 blog entries or similar communication pieces produced annually on the basis of the engagement with external evaluators | x | 6 Learning Notes based on work with external evaluators posted on Twaweza's website in 2015, with considerable amount of traffic and social media resonance. |
| Final analysis and reports stemming from the external evaluations posted on-line | n/a | |
| At least three papers submitted for peer-reviewed publication, based on the external evaluation results, by 2018 | n/a | |
| **Learning activities** | | |
| An annual internal "learning calendar" developed, aligning organizational information needs with monitoring & evaluation processes | x | Calendar included mid-year organizational review of progress against plans, an earlier retreat, and structured planning for 2016. Can make better use of monitoring data in these moments. |

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| Links (with contribution at conferences webinars, etc.) to 2 external learning structures established and maintained by 2016; an additional 2 by 2017 | n/a | Strong link established w Transparency & Accountability Initiative in 2015 |
| Internal learning culture lively in each country office, including different learning sessions and an annual immersion-type exercise | x | All-staff immersion completed in Uganda, reflections published in UG newspapers, as well as FP2P blogpost. Full complement of learning activities in TZ (58 sessions), and actively picking up in UG and KE (19 sessions each). |

| Governance & Reporting | 2015 | Brief note on 2015 achievement |
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| **Governance** | | |
| Twaweza is registered as an independent entity in Tanzania, with certificates of incorporation for Kenya and Uganda | x | Completed. |
| Transition completed and Twaweza is legally independent | x | Completed early (scheduled for 2016). |
| All donor contracts fully managed by Twaweza | n/a | Ongoing (using Hivos for some) |
| **Reporting** | | |
| Annual plans produced on time, sensibly build on previous experience, and demonstrate accurate budget predictions | x | AP2016 produced on time, went through budget reviews |
| Annual reports produced on time, including matrix reports and narrative | x | Produced in time for April 2015 Board meeting |
| Mid-year progress report produced in a timely fashion to inform planning | x | Accomplished and informed Q3 and Q4 activities for 2015 |

| Human Resources & Financial management | 2015 | Brief note on 2015 achievement |
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| Human Resource Management (HRM) software (Recruitment, Appraisal, Exit, staff survey) fully documented and functioning | x | Flexiele software used for leave management, but not yet other functions. Procurement and payment core workflows implemented fully in SF. We are still to review our Performance Management System. |
| Software used across the organization integrated to function as one | x | Salesforce system training on finance, and procurement workflow was done, and the system was on fully operating from September 2015. However, the integration of all systems into one is pending (payroll has its own separate system and due to confidential information it could not be linked with SF). |
| 90% of all staff are fully conversant with policies, procedures and workflows regarding HR, office management, financial management and reporting, program investments etc. | x | The new revised 2015 HR Manual was shared with all staff early January. We had August as Policy month, where during staff meetings held on Mondays, staff were reminded on the need to follow procedures and clarification on key policies made. |
| Audit of financial statements (FS) by an internationally reputable firm undertaken and clean audit results achieved; FS posted on the website | x | Completed |
| Twaweza is a cashless organization | x | Completed |
| Twaweza reserve policy developed and in operation | n/a | In progress |
| All workflows across the organization fully customized in SalesForce | x | Completed; continually updated |

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