



Annual Report Headlines 2016



Letter from the Executive Director

Dear friends,

Something shifted in the world in 2016, a year which was marked by divisive campaigns and voter choices in globally influential countries, and saw the emergence of a “post-truth” era. A palpable sense of uncertainty descended across the globe.

One prominent news magazine captured the prevailing mood in one its final editorials for 2016 entitled ‘The year of living dangerously’. It argued that for those who *“believe in open economies and open societies, where the free exchange of goods, capital people and ideas is encouraged, and where universal freedoms are protected from state abuse by the rule of law, 2016 has been a year of setbacks.”*

East Africa is in many ways following the global trend. The regional context has become more challenging as authorities display, if not an unvarnished hostility against the space for civic engagement, then a noticeable cooling in their attitude towards it.

For Twaweza, an unabashed believer in transparency, accountability and participation, 2016 was a year of navigating this changing tide, while driving momentum across a rich portfolio of 41 initiatives (in the open government, basic education and learning domains), to promote an open, engaged and learning East African region.

We pushed beyond producing outputs such as data, publications, events and media coverage, to understanding and influencing discernable knowledge, policy and behavioral effects. A few of these stand out from 2016:

1. In March 2016, we officially launched the Sauti za Wananchi mobile phone panel survey in the very competitive Kenyan space, established it as a credible amplifier of citizens’ voices, and began to inform the policy space in the country’s health and security sectors.
2. In the 2016 election year in Uganda, we catalyzed public debate on the Youth Manifesto through the #WhatWouldYouthDo initiative. Our collaboration on five national live TV debates and 90 local election debates involving three major political parties reached five million Ugandans and resulted in 24% of Ugandans having heard about the Youth Manifesto.
3. In September 2016, Tanzania passed an Access to Information Act in September 2016 in partial fulfilment of its Open Government Partnership commitment made four years earlier in 2012 and the municipality of Kigoma-Ujiji in western Tanzania was the first of the 15 global pioneers of the Open Government Partnership sub-national pilot to submit its ambitious commitments to radical transparency.
4. We carried out a new Beyond Basics school-based assessment focused on learning outcomes at Grade 4 level. We reached 21,577 students in 598 schools, in 30 districts across Kenya, Tanzania and Uganda to explore the technical feasibility of testing higher-grade competencies in a school setting, using the teachers themselves, and the value of catalysing instant feedback discussions based on the results.
5. We completed the four-year long KiuFunza randomized controlled trial in Tanzania on how to improve teacher motivation to enhance learning and started introducing our key insights to government with a view to scaling it up across more districts.

6. We contributed six book chapters on basic education and published a book on Mobile Phone Panel Surveys in Developing Countries book with the World Bank.
7. We advanced two innovations at the intersection of Open Government and Basic Education. Our Public Agency experiment seeks to activate citizen demand and a response from authorities geared towards solving a shared problem. We extended the utility of the Uwezo platform beyond the assessment of learning outcomes to prove that ordinary citizens can gather credible data to monitor at least another five Sustainable development Goals.

This Annual Report 2016 is so much richer in content, insights and lessons than I can summarise here. It is a privilege for us to report to all of our collaborators, partners and supporters annually and we remain committed to demonstrating in our own practice the full transparency that we so ardently promote.

That transparency is to be found in this layered report, including a simple summary of the progress we made in 2016, detailed stories of our achievements, stumbles and the lessons we drew, and a comprehensive accounting of the status of every individual activity we carried out.

In a year when an ill wind seemed to be rising across the globe, Twaweza retained our confidence in the idea that lasting change is driven by the actions of motivated citizens. We invite you to explore this comprehensive accounting of the efforts inspired by that confidence in 2016.

Karibu!

Aidan Eyakuze
Executive Director

Twaweza's 2016 at a glance

Twaweza's activities are organised across four geographic locations of Tanzania, Kenya, Uganda and Regional. Across these locations, we act in three programmatic domains of Open Government, Basic Education and Learning, Monitoring and Evaluation, and our activities are spread roughly equally across the three countries and the regional function (i.e. activities that have a regional or even global character).

We measure **achievements against planned outputs on an annual basis**: these are the materials, productions, activities, engagements, etc., which we planned to deliver in the calendar year. We are fully in control of these, and therefore we expect to deliver close to 100% of the outputs we have planned for any given year. **Effects, however, are cumulative over the strategic period**, and we do not expect to have fully achieved them by the end of 2016. This is because the majority of the effects we are aiming for are significant shifts in the core outcomes of our strategy – enhancing knowledge and awareness among key audiences, influencing policies and budget, catalysing agency in citizens and (positive) responsiveness in public authorities. While these outcomes (or effects) are therefore influenced by our activities, they are not controlled by us. Most require sustained, longer-term engagement, and we expect to see gradual shifts in them over the course of the strategic period.

Our progress to the end of December 2016 can be seen at a glance in Table 1 below.

Table 1. Summary of progress in outputs and effects

	Tanzania		Kenya		Uganda		Regional	
	Out.	Effect	Out.	Effect	Out.	Effect	Out.	Effect
OPEN GOVERNMENT								
O1: Right to information	3	3	2	3	3	1	--	--
O2: Poor (government) data	3	2	--	--	--	--	3	1
O3: Independent monitoring & public opinion	3	3	3	3	--	--	3	3
O4: Effective intermediaries	2	1	--	--	3	2	--	--
O5: Unresponsive government	2	1	3	2	3	3	--	--
BASIC EDUCATION								
E1: Learning outcomes	3	3	3	3	3	3	3	3
E2: Ambitious curriculum	3	1	2	1	3	1	3	2
E3: Motivated teachers	3	3	2	1	2	1	1	1
E4: School management	3	1	3	3	2	1	1	1
LEARNING MONITORING EVALUATION								
1: Monitoring	3	2	2	2	2	2	3	3
2: Evaluation/research	2	3	1	2	3	2	2	3
3: Learning	3	3	3	2	3	2	3	2

Legend: Progress in 2016 against planned outputs, and projected effects

1=little or no progress

2=partial progress

3=substantive progress

These results are discussed in more detail in the subsequent sections of the report, but a bird's-eye view is starting to emerge at this aggregate level. First, in terms of the outputs which we expected to produce, across most domains and across countries we are able to make substantive progress against the plan. The picture is more nuanced, however, when it comes to effects. There are two areas where we are making substantive progress against the envisioned effects: O3 – Independent Monitoring and Public Opinion (this is primarily our Sauti za Wananchi platform and the related communication & engagement activities), and E1 – Learning Outcomes (this is primarily our Uwezo assessment, and the related communication & engagement activities). These are clear areas of strength for Twaweza. The interesting internal conversations we have around these areas of work is how to push the envelope even further, and how to evaluate higher-order effects.

In other problem areas, the picture is mixed. For example, we have produced substantive outputs, particularly in Tanzania, in the areas of ambitious curriculum, motivated teachers and school management – but the trajectory to achieving the envisioned effects in these areas is not yet clear. Some reasons for this and other such mixed areas of success relate to our own execution and capacity, others are due to shifts in the environment in which we work.

Herein, we present summary of selected activities and progress, to give our readers a flavour of what we implemented in 2016 and the changes to which we are contributing. Those wishing more detail can access three additional substantive pieces of the 2016 Annual Report:

1. Details 1: Narrative of 2016 activities which expands each problem and related success areas, giving some context, highlights of implementation, and a foreshadowing of what will be the focus in 2017.
2. Details 2: Key indicators of outputs and success. For our readers who enjoy not only the forest but even the weeds – that is, the programmatic details of specific activities – we invite you to peruse these tables, which contain our key indicators for 2016. They are detailed tables organized by country, and within each country program, by problem and success (goal and objectives), activities, and related indicators of outputs and outcomes.
3. Details 3: Benchmarks by units. Twaweza has a matrix management structure, whereby our conceptual work is organized by problems and successes, but our day-to-day work takes place in functional units. For readers who would like to see progress against benchmarks for specific units (Data and Voice, What Works in Education/What Works in Open Government, Public and Policy Engagement, and Learning, Monitoring and Evaluation), we invite you to examine this table.

Finally, it is worth noting that the 2016 report has more than an annual overview purpose. It marks the halfway point in our 4-year strategy, and this is a critical moment to reflect on possible realignment: which areas seem promising and which less so; which obstacles do we see now that were not obvious before and similarly, which opportunities have opened up that may not have been there previously. This alternating intrerrogation of the the forest (the overall Twaweza mission and an aggregated picture of success and progress) and the trees (the individual problems, related activities, within their context) is precisely the exercise we shall engage in further in 2017 as we refine and reshape our strategy for the next 2 years.

Programs Summary

Open Government

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

An Open Governance system requires a supportive legal framework

Started during the last months of the previous administration in 2015, Tanzania saw a lot of movement in the Access to Information (ATI) realm. Questionable media and access to information legislation was proposed, rushed, delayed, debated, rejected, tabled again, and, finally, passed by parliament in late 2016. The result are an improved, though not perfect ATI law; a problematic Media Services Act; a threatening Cybercrimes Act; and a somewhat restrictive Statistics Act. During the entire process of public debates, Twaweza has been active in coalitions as well as on our own. We have enriched discussions with research on international best practice, amplified citizens views on pertinent issues related to ATI and informed the negotiations with our analyses. Still, legitimized by the new laws, we see media being intimidated and becoming more careful, a boisterous social media starting to quiet down; occasional intrusions into the offices of non-state actors and harassment of popular artists. We anticipate remaining active in coalition with others on the formal side while new regulations start to unfold, as well as more indirectly by resisting pressure and protecting norms around freedom of information and expression as they exist.

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

2016 was an exciting year for Sauti za Wananchi: we started off well with survey rounds in Kenya and together with the World Bank we published the Mobile Phone Panel Survey handbook and launched it during the global OGP Summit in Paris. Even though Sauti za Wananchi is new in Kenya, after 10 call rounds it has quickly found its audience and is widely published in the media. The team was invited by high level government agencies to present findings and methodology and received requests to collaborate in future surveys. In Tanzania the briefs continue to bring new insights on various topics which easily find their way into the media, at times making the headlines and always reaching policy makers. This year we have started preparations to launch Sauti za Wananchi in Uganda, with the baseline survey anticipated to be finalized in quarter 2 of 2017.

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

Uganda went to the polls in 2016. Young people are 42% of the registered voters in Uganda, yet only 4 out of 10 of them vote. To awaken young people to their political power, Twaweza implemented the #WhatWouldYouthDo national multimedia campaign. In partnership with a powerful young coalition African Youth Development Link and their members we tried to engage young people and politicians around the Youth Manifesto which formed the campaign's centerpiece. The campaign provided opportunities for young people to interact directly with local political candidates, alongside a creative multimedia campaign featuring popular musicians that could draw potentially disengaged youth into political dialogue. The campaign successfully encouraged political leaders and candidates to publicly engage with youth issues in the run up to the elections. Activities included five political party debates

broadcast live on TV and radio, 90 local political debates broadcast live on radio, public service announcements, musicians, DJ Mentions, 40 talk shows and interviews, local debates, DVDs broadcast in video bandas, salons and buses.

Did it work? Not all components were successful. An automated phone service to reach illiterate youth fell flat and had to be discontinued. But overall the campaign was very successful. Monitoring found 26% of all Ugandans were aware of the Youth Manifesto following the campaign; the debates were watched by five million people of which 91% were under the age of 35; political parties followed the debates and referred to them; questions arising from the youth debates were asked at the main live presidential debate. The youth manifesto will remain important, when we explore deeper partnerships in 2017 with the African Youth Development Link, pilot the TV show Accountability Idol and work with Minibuzz Uganda.

Basic Education

In summary, we conducted the Uwezo Beyond Basics assessment in three countries; launched five Uwezo reports; partially completed the Surveys of Enacted Curriculum in three countries; finalized the implementation of KiuFunza, our large scale randomized control trial on teacher incentives; started Research in Improving Systems of Education (RISE) in Tanzania as coalition member; and made steady progress on Positive Deviance research in all three countries.

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

... if one shirt takes 1 hour? For many years Uwezo has captured people's attention with its sobering conclusions on the state of basic reading and math at grade 2 level. In 2016 Uwezo published in total five reports in the three countries. In a one-off Beyond Basics study we sought to expand this assessment by going deeper (beyond just reading and math) and higher (skills and competencies beyond grade 2). The study was conducted across the three countries in 10 districts per country. The assessments were conducted at schools by citizen volunteers who gave instant feedback to engage teachers on what their children could do, and conducted discussions on the strategic choices that teachers could make to improve learning at their school. Preliminary findings show that we did not find 'recovery' of competencies in later years, nor did we find a broader set of cognitive demands. For example, in Tanzania only 1 out of 6 pupils of 10 – 12 years old could reason that the drying time of 4 shirts would be the same as the drying time for one shirt.

Does our curriculum educate for citizen agency?

In our strategy document we noted a key problem in Basic education: the 'Curriculum is too ambitious, and teaching is too far ahead of children's learning levels'. In late 2015 we adopted the Surveys of Enacted Curriculum (SEC) as an analytical framework and established a panel of experts across the three countries from selected education institutions. Surprisingly, preliminary results from our curriculum analysis work indicate that the curriculum does **not** seem to be over-ambitious. Instead, three findings emerge. First, 'cognitive demands' to pupils in the curriculum standards are biased towards *recall* and *following procedures*, while emphasizing *analysis* and *critical thinking* much less. Second, instructional practice, which is the curriculum taught in class, is not aligned with the standards and focuses even less on critical thinking. Third, the assessed curriculum (exam) is even further biased and almost entirely tests for recall only. Our final analysis will provide more details, but the misalignment with what the curriculum ought to cover to prepare children for the future (whether academic or vocational) seems considerable. For Twaweza, with citizen agency as a lynchpin in our Theory of Change, it is becoming

more evident that curriculum reforms are essential as a long term goal and will require us working together with other civil society organizations (e.g., HakiElimu and TEN/MET in Tanzania), and the responsible education institutions to gradually alter the course of the curriculum.

Do financial rewards to teachers improve learning?

Global literature suggests that *cash on delivery* (COD) programs have had significant effects in certain contexts. Until 2013 no large-scale trials on COD had been done in East Africa. So, Twaweza embarked on KiuFunza, a high quality, nationally representative Randomized Control Trial on teachers' incentives. In 2015 and 2016 we tested two different models of COD to teachers for two years. We communicated the incentive offers to teachers and schools and checked that they understood the bonus scheme even though it was fairly complex. By the end of 2016 we had tested over 60,000 pupils. Collection of research data, which includes baseline, midline and endline data, is now completed and teachers received their bonuses in April 2017.

So, did pupils do better at the end of KiuFunza? Follow the answers (and more questions) under the KiuFunza tab on Twaweza.org while they unfold during 2017. From the start of KiuFunza we have involved relevant Ministries, politicians and research bodies in the experiment, and in 2016, anticipating the upcoming final results, we have stepped up that effort. The aim is to convince government of the potential and find best ways to translate KiuFunza findings into official policy and practice in Tanzania over the years to come. In line with our strategy, we will no longer implement large scale research. Instead we will connect to relevant ongoing research. In 2016 we formally started our collaboration with University of Dar es Salaam, Georgetown University and Amsterdam University to implement RISE, a five-year research study in education systems reforms.

Learning, Monitoring and Evaluation

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

Fish or fowl or something else?...

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

a range of actors – government and civil society and others – so long as it continues to further the vision of a democratic society which is embedded in our mandate.

What do voters really look for in their candidates?

Young people under 35 years of age, who make up the majority of Ugandan population, have never known another president from the current one. In this context, local elections (for Members of Parliament, Councilors) become an even more important outlet for the democratic impulse to have one's vote count. Seeking to better understand how Ugandans evaluate (and vote) for local leaders, as well as contributing to knowledge on the citizen-state relationships in East Africa, we implemented a conjoint field experiment jointly with MIT's GOV/LAB. Descriptions of the fieldwork and main hypotheses can be found [here](#) and [here](#). This experiment (building on similar exercise in Tanzania in 2015) saw voters play a field game in selecting fictional members of parliament with varying characteristics.

Top-line results are that Ugandan citizens value candidates that help the community and individuals within the community, and those that make promises bolstered by implementation plans.. Party affiliation is important, but less so than these performance-based attributes, and religion and co-ethnicity are similarly not very important in shaping voters choices. We compared whether these results are sensitive to social pressure and interestingly in Uganda, partisanship is more pronounced publicly (in a group setting), as compared to private settings. That is, social pressure appears to increase partisanship. This is the opposite of what we found in Tanzania, where publicly there appears to be a desire to conform, while privately people are more likely to express partisan choices.

Searching for that elusive public agency

Our theory of change focuses on improving real opportunities for citizens to engage, and promoting constructive responsiveness from public authorities. We are calling this public agency: spaces and processes in which citizens and authorities jointly shape decisions for the future of their communities and countries. In 2016 we developed an experiment to test whether we could spark public agency around the issue of teacher (and pupil) absenteeism in Tanzania, Kenya and Uganda. We are also deliberately – and to the best of our ability – applying the principles of adaptive learning and adaptive management to this pilot. The entire process is one of high-stakes learning for the organization; our trajectory so far is described in [this document](#).

Among the more salient insights (found [here](#)) is that there is great defensiveness from within the education system to discuss teacher absenteeism as an issue. Across the board, teachers as well as Head Teachers (and often also district-level officials) insist that absenteeism is not a problem. Furthermore, there is a sense that the education system itself has failed its teachers, and teachers are overall demotivated. But almost paradoxically, the various actors cooperate to keep the status quo going – the system may be failing, but it's still better than having no system at all. Relationships within the system seem to rest on a web of complicity, rather than a sense of responsibility or accountability. Teachers cover for each other, head teachers cover for their teachers, all produce data to show that there is no real problem. Since everyone cooperates this way, there is little appetite for exposing anyone or any component.

Under the Hood: Operations, Finance, Governance

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

COMPOSITION OF TWaweza EAST AFRICA STAFF – 2016

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

As part of Twaweza's ongoing commitment to learning, we hosted a total of 16 interns over the course of 2016: nine in Tanzania, four in Kenya and three in Uganda (six of them were women and ten men). We also embarked on a comprehensive Job Evaluation and Performance Management System Evaluation; by the end of 2016 the process was in its final stages.

Functional office environment. Forty nine new assets were procured across the three countries (Tanzania 28, Kenya 5 and Uganda 16). Assets continue to be well managed using SAMANAGE software.

Office Network Infrastructure, internet and communication platforms in all three countries were well maintained, managed and supported effectively. All workstations have been upgraded in all three offices and provided required technical support in all office software for HR, work flows (salesforce), Xero, Samanage, Dropbox, Googleapps and Aruti.

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

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

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

Banking. Bank accounts were carefully managed, and all transactions were regularly reconciled against the bank statements shared by the bank. Furthermore, we embarked to a practice of converting our dollars more frequently to local currencies on need basis and we were able to reverse the prior year (2015) exchange loss of USD 191,502 to an exchange gain of USD 1,317.

Asset management. During the year we managed to upload our assets into a module within Xero accounting system. Having our assets in Xero means that the depreciation calculations are now done and posted automatically in Xero. Previously, depreciation calculations were done manually in Spreadsheet, a process which was prone to errors. We also supported the operations team in the assets verification exercise towards the end of the year.

Internal and external audit. The 2015 external audit conducted by Ernst and Young gave Twaweza a clean audit report with a few minor observations noted (refer to 2015 audited accounts available online). During the year we supervised a consolidated audit of Hivos Tanzania for years 2009 to 2012 that included Twaweza and Uwezo Initiatives that were previously operating under Hivos Tanzania's umbrella up to end of year 2014. Additionally, in October 2016, we hosted the DANIDA team that carried out a successful Financial System Audit prior to signing the Grant Agreement..





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

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

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

Twaweza's Governance Board and donors are consulted, engaged, and informed. We have an expanded and well-functioning Board with a total of seven members, including three women. Between September and December, we signed four grant agreements valued at a total of \$11.27 million; SIDA Tanzania (SEK 48 million or USD 5.24 million) in core support for 2016 to 2018; DANIDA Tanzania (DKK 30 million or USD 4.3 million) support for our open government in Tanzania for five years (2016-2020); AJWS (USD 250,000) to support Open Government in Uganda in 2017, and AJWS (USD 1,500,000) in core support for 2016 to 2018. Discussions with the Ford Foundation (East Africa) and DfID Uganda were advanced.

Twaweza in 2016 in numbers

Uwezo	 <p>6% of Tanzanians recognize the Uwezo brand while 38% can correctly complete the Uwezo tagline</p> <p>9% of Kenyans have heard of Uwezo, but 41% have heard of a report that says children are going to school and not learning.</p> <p>7% of Ugandans recognize the Uwezo brand while 53% have heard of a report that says children are going to school but not learning</p>
Sauti za Wananchi	 <p>15% of Kenyans had heard of Sauti za Wananchi after one year</p> <p>19% of Tanzanians have heard of Sauti za Wananchi, 15% had heard of the political poll</p>
Partners	 <p>24% of Tanzanians and 26% of Ugandans have heard of the Minibuzz television show</p> <p>Infused topics into Rockpoint 256 (Uganda) reaching over 30% of Ugandans</p>
Media	<p>87% education</p> <p>87% of articles referencing Twaweza on education included data</p> <p>64% open government</p> <p>64% of governance articles referencing Twaweza included data</p>  <p>24% of Ugandans had heard of the Youth Manifesto, 5 million people were reached through 6 live debates</p> <p>4 Uwezo papers in global conferences</p>

Learning and Feedback



430 articles,
news items, etc.



↑ 33%



In Kenya 511 citations (up from 228 in 2015), in Tanzania 308 citations (down from 394), and in Uganda 226 pieces of coverage including through partnerships.

Uwezo generated 170 pieces of coverage in Kenya, 60 in Tanzania, and over 200 in Uganda

33% increase in Twaweza media coverage across the three countries, 886 citations as compared to 664 citations in 2015

Sauti za Wananchi generated over 280 pieces of coverage in Kenya, and over 200 in Tanzania



Exploratory research, iteration and learning for public agency in education: 30 districts in 3 our countries visited by 53 staff members; then 6 deep dives into 6 districts, resulting in 3 different pilots implemented in more than 200 schools.



30 policymakers

Listening to critical friends: in-depth interviews with more than 30 policy makers, opinion leaders and other high level stakeholders across our three countries on how Twaweza is perceived and valued.



In-depth feedback and insights from 65 participants in Tanzania and 65 in Kenya, ranging from District education officers, to ward education coordinators, to head teachers and teachers, from 10 districts in each country, to understand the political economy of how education is produced within districts.

2016 Budget and Expenditures – Overview

	Tanzania		Kenya		Uganda		Region		Combined		
Description	Budget	Expend.	Budget	Expend.	Budget	Expend.	Budget	Expend.	Budget	Expend.	% var.
Open Government											
O1: Freedom of Information	13,500	9,151	-	-	6,700	59	-	-	20,200	9,211	46%
O2: Poor (gov) data	95,490	49,857	-	-	29,570	593	83,200	73,200	208,260	123,651	59%
O3: Independent monitoring	230,620	255,614	184,898	188,403	-	-	16,550	13,941	432,068	457,959	106%
O4: Effective Intermediaries	91,250	10,375	-	-	-	-	-	-	91,250	10,375	11%
O5: Unresponsive government	107,000	54,730	-	-	246,250	156,450	-	-	353,250	211,180	60%
Total Open Government	537,860	379,728	184,898	188,403	282,520	157,102	99,750	87,141	1,105,028	812,375	74%
Education											
E1: Learning outcomes	181,282	129,461	276,107	81,384	286,893	250,969	277,220	266,080	1,021,502	727,893	71%
E2: Ambitious curriculum	78,800	46,771	29,000	15,002	62,800	53,278	5,000	7,176	175,600	122,228	70%
E3: Motivated teachers	1,537,866	1,549,291	84,250	81,000	27,800	2,530	64,000	-	1,713,916	1,632,821	95%
E4: School management	161,410	96,200	15,000	13,690	38,200	7,685	-	-	214,610	117,575	55%
Total Education	1,959,358	1,821,723	404,357	191,076	415,693	314,462	346,220	273,256	3,125,628	2,600,517	83%
Media costs key partnerships	83,800	71,839	8,800	8,375	39,413	24,303	-	-	132,013	104,517	79%
LME											
LME1: Monitoring	116,360	87,753	77,250	53,019	91,000	57,781	11,300	3,132	295,910	201,686	68%
LME2: Evaluation	6,000	7,565	6,000	-	9,000	3,900	268,500	254,265	289,500	265,730	92%
LME3: Learning	8,100	3,074	6,400	710	7,600	2,126	49,096	41,941	71,196	47,852	67%
Total LME	130,460	98,392	89,650	53,730	107,600	63,807	328,896	299,339	656,606	515,268	78%
Generic outputs from Units	77,750	36,221	75,000	41,133	76,500	72,903	20,200	4,950	249,450	155,208	62%
Operations and finance	312,333	277,420	174,026	99,165	137,963	92,701	84,380	59,039	708,702	528,325	75%
Staff costs	368,168	378,664	632,220	529,007	515,472	553,056	1,798,299	1,754,430	3,314,159	3,215,156	97%
Governance and Management											
G1: Planning and reporting	-	-	-	-	-	-	20,000	23,443	20,000	23,443	117%
G2: Management and support	-	-	-	-	-	-	104,720	97,871	104,720	97,871	93%
G3: Compliance	-	-	-	-	-	-	38,400	34,293	38,400	34,293	89%
G4: Governance	-	-	-	-	-	-	22,400	26,807	22,400	26,807	120%

	Tanzania		Kenya		Uganda		Region		Combined		
Description	Budget	Expend.	Budget	Expend.	Budget	Expend.	Budget	Expend.	Budget	Expend.	% var.
Total Governance and management	-	-	-	-	-	-	185,520	182,414	185,520	182,414	98%
Contingencies	-	-	-	-	-	-	120,000	5,113	120,000	5,113	4%
Grand total	3,469,729	3,063,987	1,568,951	1,110,889	1,575,161	1,278,335	2,983,265	2,665,682	9,597,106	8,118,893	85%
Less: Assets purchased during the year										57,474	
										8,061,419	
Add: depreciation										76,384	
Total expenditure (per financial statements)										8,137,802	