

# 2017 | Annual Plan

evidence | voice | engagement



## Annual Plan 2017

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## Introduction

### *Consolidating insight, focusing on impact in 2017*

The year 2016 was one of excitement and innovation. We expanded the *Sauti za Wananchi* initiative into the very competitive Kenyan environment, and have established a presence as a reliable amplifier of citizens' voices. We tested how to assess learning at a higher level with our Beyond Basics initiative and engaged in revealing conversations with teachers. We designed an exciting Public Agency pilot to learn what works, and does not, in midwifing a fruitful relationship between citizens and government at the most local level - public school.

In 2017, we will focus our attention on driving initiatives with well-specified objectives around their effects, and then carefully monitor, track and evaluate these.

**Uwezo** will retain its identity but will expand to encompass citizen-led assessment of household-based outcome indicators generally – from learning to sanitation to institutional inclusion (via birth certificates). Well selected Sustainable Development Goal (SDG) indicators will be fully embedded in the Uwezo processes from instrument design to training to data collection and analysis. Reporting will be designed to customize messages for different consumers of the various data and insights. During 2017 and 2018, Uwezo will be evaluated for its effects a) as a **platform** (acceptability of citizen-led assessment as an independent monitoring mechanism), b) on the **pathways** and transmission network of volunteers and others directly involved in the collection and sub-national dissemination exercise, and c) on specific **policies**, plans and budgets.

We will deepen engagement and advocate for shifts within the core **basic education policies** (formulation, resource allocation and implementation), as outlined in our four education problems.

- First, early grade teaching and learning remains a major focus of our independent learning assessment. We will track and detect changes in high-level plans and budgets (e.g. national education sector review) as well as the rhetorical discourse on learning.
- Second, engaging in curriculum reform, especially where it affects assessment. Through our work we are learning that the curriculum is not overloaded, as we had thought. Using evidence of the curriculum review, we will push for and track shifts in curriculum policy and practice. We want to change the design and use of assessment, from being a sorting mechanism to being used to improve teaching and learning outcomes.
- Third, we will ramp up our engagement on the teacher presence and motivation challenge. Teacher availability, (reduced inequality in distribution), competence (recruitment and training), and motivation (signs of KiuFunza in government plans, or a robust discourse on pay-for-performance for teachers) will all be pursued and monitored.
- Fourth, we will become more explicit about what changes we can expect to see in school governance, management and the role of parents in their children's education, and design both interventions and monitoring initiatives to detect and track these changes.

Under our **Open Government** pillar we will focus on pushing back against closing civic space through focused attention on legislation and policies that are shaping this context. We will track the use of the

Cybercrimes and Media Services Acts in Tanzania (and in particular seek to shape the regulations that will operationalize the Media Services Act), and engage with selected NGOs in Uganda in reference to the NGO Act. We will also promote and track awareness, and use of Access to Information (ATI) legislation in all three countries, by citizens, civil society and civil servants.

In Tanzania we have the mystery shopping study to assess public officials' attitudes to providing public information in the absence of explicit legislation addressing it (although many administrative guidelines and rules require proactive and reactive disclosure), and we will enhance it with a small survey of actual demand for publicly-available information (e.g., [www.opendata.go.tz](http://www.opendata.go.tz)) by CSOs and civil servants. The mystery shopper initiative is planned also for Kenya and possibly Uganda.

In addition to working with the national government in Tanzania, we will extend practical support to Kigoma's CSO community to implement and monitor their Open Government Partnership sub-national commitments on transparency. We will evaluate Kigoma's performance and its effects on citizen engagement, transparency, accountability (procurement and financial disclosure quality) and compare it to non-OGP local governments in Tanzania.

Finally, we will explore early in 2017, our potential value-add to the election space in Kenya, building on the lessons learned from Tanzania and Uganda, but also taking Kenya's specific context into account.

In our important and deeply embedded **Learning, Monitoring and Evaluation** initiatives, we will spread our limited resources judiciously to make sure we meaningfully monitor and evaluate a select number of activities. The aim is to be able to rigorously assess our design and execution and course-correct in a timely manner, and to confidently say something significant about the effects of individual initiatives, and of Twaweza overall. We shall explore a wider number of opportunistic research partnerships to examine specific hypotheses (e.g. whether innovative accountability-focused mass media products result in establishing a desirable role model of a public leader and influence other leaders to follow suit).

In summary, we propose to consolidate the findings, lessons and insights we have gained through our careful execution of the first two years of the current strategy into a series of more focused and carefully monitored activities designed to achieve measurable effects by December 2018. We look forward to contributing to specific policy improvements in basic education that put learning at the core of budgeting, deployment and assessment. We are eager to demonstrate the value of more open government to both national and subnational authorities, as well as citizens. We want to play a part in expanding the boundaries of civic space and to encouraging citizens to act with confidence to shape our collective lives for the better.

## 1. Open Government

*Protecting civic space, exploring Public Agency and expanding Sauti za Wananchi to Uganda.*

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

**Key achievements in 2016**



There was both progress and steps backwards in this field during 2016. On the positive side, the Tanzanian parliament passed an Access to Information Act into law, which, though flawed, is a big improvement on earlier drafts of the bill. On the other hand, despite concerted efforts to critique and challenge the problematic Media Services Bill, the Tanzanian parliament also passed this into law. In Kenya, a largely progressive Access to Information Act was also passed into law during 2016.

### **New elements in 2017**

For 2017, in Tanzania Twaweza will continue to press for opportunities to improve the various laws that now restrict civic space, including the development of regulations for implementation of the ATI and Media Services Acts. As this work depends in part on parliamentary and government timetables and priorities that are hard to predict, some of this work will comprise “pro-active opportunism” - being ready to act quickly as opportunities emerge. We will also work with Uwezo partners to promote grassroots-level efforts to make requests for information under the ATI Act.

Further, we will continue to support the Open Government Partnership process in Tanzania, including holding the government to account for more concerted implementation of the National Action Plan III. We will also engage with and support the sub-national pilot programme, in which Kigoma Municipal Council is a participant, including some support to local civil society to engage effectively with the initiative.

## **O2 The quality and integrity of data collected by government (on budgets, expenditures, natural resources and basic services) is poor and data are not made publicly available in a timely, systematic and meaningful fashion.**

### **New elements in 2017**

As World Bank-supported efforts to release government data in open formats make progress, Twaweza will continue to focus on the publication and use of our own datasets. Primarily, this involves a concerted effort to capitalise on the richness and rapidly growing quantity of data from the *Sauti za Wananchi* initiative. This will be conducted at regional level, reflecting Sauti’s growth beyond Tanzania, while maintaining a focus on presenting data for national audiences.

Further, Twaweza will extend our access-to-info audits, adapting the mystery shopper methodology as developed and implemented by the MIT team in Tanzania in 2016 for replication by local partners. This provisionally includes the Media Institute of Southern Africa (MISA) in Tanzania, building on and deepening their existing and similar regional initiative.

## **O3 Public debate and policy making are not informed by reliable and independent monitoring information on key services and sectors (e.g. health, water, natural resources, and governance) and citizen opinions on these matters.**

### **Key achievements in 2016**

*Sauti za Wananchi* continued to run smoothly in both Kenya and Tanzania. In the last 12 months we have maintained a healthy panel with a 90% + response rates in both countries. Since the program inception in 2012, we have done a total of 61 poll rounds and launched 45 policy briefs, 20 of these in 2016. In Kenya, just 6 months after official launching of the *Sauti za Wananchi* program, it has generated almost 100 press mentions in a very competitive opinion polling landscape.

In both Kenya and Tanzania, we are beginning to see policy actors responding to the findings. In Tanzania, the Minister for Health issued a warning to officials in health facilities, apparently based on *Sauti za Wananchi* findings. In Kenya, senior police commanders have expressed interest in making use of the infrastructure to monitor security during the 2017 general elections.

At the global level, we finalized and published the Mobile Phone Panel Surveys Handbook and *Sauti za Wananchi* was showcased in a session at the December 2016 Open Government Partnership Summit in Paris. *Sauti za Wananchi* was also featured in a prominent Washington Post blog - the Monkey Cage.

### **New elements in 2017**

In bid to “complete the hat trick” *Sauti za Wananchi* is on track to be rolled out in Uganda in 2017. Unlike in Kenya where the polling space is almost saturated, we are confident that the introduction of *Sauti za Wananchi* to Uganda will inject a fresh dimension to the public and policy discussion, with a rich selection of issues to be covered and many potential partners. In Kenya we plan to dedicate call rounds to contribute to the pre- and post-election debates.

We will also intend to more directly target individual policy actors and Members of Parliament so that *Sauti za Wananchi* data can influence more policy debates and decisions.

**O3S2: 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.**

We plan to have four rounds which survey teachers or make use of our citizen monitors. Particularly, the *What Works in Education* unit will continue to make use of the platform to undertake quick rapid assessments of teachers’ views and experiences.

**O4 The number and capacity of intermediaries and curators who can demand information and data from the government and make it meaningful to the public (tell great stories) is limited.**

### **Key achievements in 2016**

Over the course of 2016 we had promising engagements with individual media houses and journalism and communication students around data journalism. We entered into a partnership with Code4Africa which resulted in the early stage development of WaziMap in Tanzania, map-based visualisations of Uwezo data on learning and worked with the UN’s Humanitarian Data exchange (HDX) to visualise select Uwezo data for all three countries. These visualisations provided important inroads into engaging with media outlets around data journalism.

### **New elements in 2017**

In Tanzania, 2017 will see Twaweza strengthen our work on data journalism, including extending our partnership with Code for Africa to support data fellows and continued support for inclusion of a data journalism award in the Excellence in Journalism Awards Tanzania (EJAT) scheme. A new partnership with Internews is also included in the plan, to produce re-usable infographics for use by the media and exploring use of radio as a platform for data journalism. We will also continue to support the Wajibu Institute, including developing scorecards of local government accountability and encouraging on-going media coverage of audit findings beyond the immediate publication of reports.

**O5 For most citizens and public officials, government is generally unresponsive; this lowers expectations of what government can be and dulls aspirations, which in turn allows government to continue to be unaccountable (vicious cycle).**

### **Key achievements in 2016**

In Uganda we forged a partnership with a Ugandan youth coalition to implement the #WhatWouldYouthDo citizen-led Initiative as a broad national campaign in the run-up to the 2016 general elections. The object of the media campaign was to raise awareness of the National Youth Manifesto 2016-2021 and to create a platform for political parties to demonstrate how they planned to address youth priorities. The pre-election youth campaign attracted the direct participation of 1,000 young men and 600 young women representing different political parties. As a result of our work, 24% of Ugandans had heard of the Youth Manifesto and the debates had been cumulatively watched by close to 6 million viewers, over 90% of who were under 35.

### **New elements in 2017**

We will maintain this political attention to youth priorities with a program aimed at mainstreaming youth priorities into the budget and increasing interaction between young people and their elected representatives. We will supplement this work with the youth coalition with a radio drama series and discussion programs across the country.

In Kenya, the majority of our work under this heading in 2017 will focus on the upcoming elections. This will build on our work in Tanzania 2015 and Uganda 2016 elections. It will include partnerships with (BBC) Media Action, the Inter-Religious Council of Kenya and local media, among others, to encourage policy-focussed discussion on campaign promises.

In Tanzania, we will pilot the idea of a reality TV show featuring real MPs “going undercover” as regular citizens, using hidden cameras to record their experiences. Further, we will continue supporting interview shows with high ranking leaders / public officials.

In all three countries we will complete implementation of, and garner lessons from our Public Agency pilot initiatives.

## **2. Basic Education**

*Extending Uwezo to include SDGs and intensifying policy engagement*

**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 (particularly early grade literacy and numeracy).**

### **Key achievements in 2016**

In pursuit of our 2016 milestones, we completed an Uwezo beyond basics assessment in 600 schools across East Africa. This assessment assessed learners in Grades 5 and 6, checking the extent to which they demonstrated learning outcomes at Grade 4 level, the transition grade between lower and upper primary in all three countries. Assessment was done in the three domains of literacy, numeracy and problem solving. Conceptual expansion of literacy measurement included aspects of reading, comprehension, vocabulary and writing. The assessment contained an instant feedback component: the

assessors presented feedback to the teachers, analysed why children were not learning and explored actions that teachers and schools could take to improve learning.

### **New elements in 2017**

Selected SDG indicators, of value to Twaweza and our countries, will be included in the 2017 assessment. The indicators to be loaded onto Uwezo will have to meet the following criteria:

- simple
- available at the household
- relevant to all districts
- of value to Twaweza and the specific country
- does not take too long to measure.

A series of special SDG reports will be produced based on the citizen-generated data.

The Uwezo 2017 assessment will borrow from the experience of the Public Agency pilots in Kenya and Uganda, to trial a new model of instant feedback. In addition to oral feedback, volunteers will leave a card at each household that provides details of what the children could and could not achieve. Secondly after assessment of all the households in an enumeration area, volunteers will quickly fill in a summary poster for that area (village) which will then be shared with the community via a village meeting.

**E2 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.**

### **Key Achievements in 2016**

In 2016, we conducted a rigorous analysis of the curriculum content using the Surveys of Enacted Curriculum approach, which we adopted from the US-based Wisconsin Centre for Education Research (WCER). In all three countries we have established a panel of experts, carefully selected from academic institutions and key government bodies, collaboratively adjusted the methodology to fit our region and carefully gathered a large amount of data. The curriculum content analysis is focusing on examining the curriculum load (the extent to which the curriculum is too ambitious or not) and the kind of knowledge and skills that the curriculum covers. We also conducted teachers’ surveys to examine the extent to which the teachers’ instructional practices are aligned with the curriculum standards. We conducted the surveys in two districts (one urban and one rural) in each country.

### **New elements in 2017**

While data entry was finalized in 2016, we expect to complete data analysis and write technical reports during the first quarter of 2017. This is the first major curriculum analysis in East Africa, which is set to illuminate insights for curriculum reform processes in the region. We will spend a great part of the year engaging key stakeholders with the emerging findings and synthesizing policy ideas that can feed into the education reform processes in the three countries.

**E3 Teachers are not sufficiently motivated, supported and held accountable to ensure children learn.**

### **Key achievements in 2016**

The second phase of the KiuFunza randomized control trial in Tanzania was implemented successfully over 2016 and due for completion in early 2017. The preliminary analysis of KiuFunza 2015 end-line data shows a positive impact of the “Stadi” program - a simple level bonus for student skills. This is supported by



anecdotal evidence from Ward Education Coordinators. In the aggregate we also confirmed our expectation that the KF II bonus program leads to a much more equitable bonus payment.

A second exciting achievement in 2016, related to KiuFunza I, is the start of the government of Tanzania's own national direct to schools Capitation Grant transfers. The decision was informed by Twaweza's work and also sets the scene for more concerted efforts to engage education policy-makers on teacher accountability and performance pay.

Both of these achievements point to successes in the two overarching goals of KiuFunza: learning outcome improvements for early grade students in Tanzania and nudging evidence-based changes in government policies shaping the education system.

### **New elements in 2017**

In 2017 we will continue to shift gears in KiuFunza, away from experiment implementation towards publications, evidence sharing and policy engagement - which we had begun in 2016. The goal is to "till the policy soil" on the potential of a national teacher bonus program. On the policy side we will formulate feasible options for teacher performance pay at scale in Tanzania. Based on this we will seek to insert our experience, evidence and policy recommendations into emerging performance linked bonus initiatives in education. On the evidence side we will submit the first KiuFunza academic paper for publication. Moreover, we will organize two learning evidence conferences that bring together policy makers and academics. The conferences will discuss papers on policy initiatives to improve learning. With national and global education agendas increasingly focused on learning improvements we are excited to have relevant experience and evidence to inform the policy agenda.

**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.**

### **Key achievements in 2016**

In collaboration with MIT, we conducted a pilot intervention in Bukoba (Tanzania) on how to enhance parents' self-efficacy to actively participate in their children's education (confidence boost intervention). The intervention was successfully carried out with cooperation from key players in the field. Parents were excited having been asked for the first time to make key decisions about their schools and their children's education. Follow-up qualitative interviews were conducted three months later to measure change. Initial findings indicate that the intervention may have had lasting impact on parents' thinking about their role in education.

In 2016 we also made good progress in our positive deviance (PD) project. Quantitative data analysis was conducted mainly using desk and online data sources in all three countries. We have been able to identify schools with PD characteristics. We are currently conducting additional analysis using the most recent primary school leaving exam (PSLE) results and further follow up with schools that have been selected to confirm their PD status before visiting them for qualitative inquiry.

### **New elements in 2017**

In 2017, we will finalise the confidence boost intervention technical report and synthesize some of the emerging policy ideas for engagement with key stakeholders. Depending on the findings, we will partner with MIT to design a larger study in which we will participate in a modest way. We will also conduct the qualitative inquiries into the PD selected schools to learn about their secret sauces and possibly attempt

to experiment with some of the promising and scalable ideas. We will rigorously engage key stakeholders with any promising PD results, including presentation during the planned 2017 What Works in Education conference.

Additionally, Twaweza is a member of The Research on Improving Systems of Education (RISE) Program, a multi-country research project that seeks to answer the question, “What works to improve education systems to deliver learning at scale in developing countries?”

Tanzania has undertaken and continues to undertake a series of broad system-level reforms both to increase access to education as well as address learning outcomes. In collaboration with key education stakeholders in Tanzania, RISE expects to generate a body of evidence that illuminates the promise of and impediments to successful reforms. In particular, the research program’s main goal is to shed light on ways in which reform initiatives can be leveraged to address remaining barriers to progress in learning. This will add to both Tanzanian and global knowledge on how to improve learning outcomes at scale.

### 3. Learning, Monitoring and Evaluation

#### *A more versatile toolkit, stronger partnerships and a deeper look at civic space*

Twaweza’s Learning, Monitoring and Evaluation (LME) effort continues to evolve and adapt as the organization sharpens its engagement initiatives: in addition to Outcome Mapping, we will experiment with other methods designed to track and understand the effects of advocacy work (e.g. “most significant change” method, which combines narratives and an analytical approach to generate a validated assessment of achievement; particularly valuable when there are a myriad of factors affecting an outcome and the effect is one of contribution, not attribution). We combine these types of methods with more traditional M&E approaches – including tracking the coverage of our initiatives, media monitoring, and collecting feedback from target audiences; we often apply a range of methods to describe an initiative (and its potential effects) from a variety of angles.

#### **Key achievements in 2016**

- Innovative field-based conjoint experiment in the context of Ugandan elections, combined with an independent assessment of the interactive debates implemented by Twaweza.
- An assessment of the responsiveness of civil servants to citizen requests to information in Tanzania, through a “mystery shopper” approach in a representative sample of 30 districts.
- The fusing of learning and implementation in Public Agency pilot in the three countries, which is guided by an exploration and reflection framework that allows for deep contextualization as well as comparison across contexts.
- Strengthening ties with relevant research networks and initiatives (such as EGAP, CEGA, T/AI), and through these, exploring potential new research collaborations (e.g. with Princeton University, University of Berkeley, and others).

#### **New elements in 2017**

- *Sauti za Wananchi* will be introduced in Uganda in early 2017, and this provides an excellent opportunity to map and understand the “status” of how data and public opinion shapes national dialogue in Uganda before (i.e., the main actors in the polling arena, the nature and perception of opinion polling and how the media and decision-makers interact with it, the current status of

use of data in journalism, etc.), and then to track this space over time, after introducing *Sauti za Wananchi*.

- Designing a rigorous and innovative evaluation around our planned local issue-based debates in Kenya before the 2017 elections. We are building on our Tanzania and Uganda experiences, and are also learning from other relevant evidence – and in this context, discussing with high-level academics and research institutes who are keen to collaborate with us on the evaluation component.
- Also in Kenya, we will explore the possibility of conducting a conjoint experiment in the context of the elections, similar to the experiments we have conducted in Tanzania (2015) and Uganda (2016). We will begin with an in-depth qualitative component to allow us to assess whether and in what form such an experiment could be best tailored to the Kenyan context and yield most useful insight for implementation but also contributing to global knowledge on the citizen-state relationship.
- Evaluating innovative communication initiatives designed to provide a fresh perspective on the citizen-state relations: in particular, the Member of Parliament “undercover” show planned for Tanzania, and the civil servant “accountability idol” planned for Uganda. We want to understand the effects such innovations have on the leaders and civil servants taking part, but also on the perceptions and expectations that citizens have of their leaders and civil servants
- Across the three countries we will be, mid-year, consolidating the lessons and insights from our Public Agency pilot – both internal monitoring as well as external research associated with this initiative. We have high hopes that the insights can be thoughtfully applied to the next iteration of Public Agency.

## 4. Operations

### *Building a stronger Team Twaweza, strengthening management systems*

In 2016, we revised and digitized a number of workflows including in finance (payments), procurement and contract management. Implementation began in 2015 but, as with any systemic organizational change, took time to perfect and embed. We worked hard to ensure that all staff members were quickly conversant with new systems and made dedicated support and training manuals and videos available. By the end of quarter one 2016 staff were fully conversant with the new systems, and the organization has benefited from the increased efficiency and effectiveness of the systems.

In the fourth quarter of 2016, Twaweza conducted a Job Evaluation and Performance Management System Review. The job evaluation exercise aimed to more precisely establish the relative value of each job in order to ensure fairness and consistency in remuneration within the organization, and also enable the organization to attract competent candidates from the labour market during recruitment. Similarly, our Performance Management system was subject to external scrutiny which is on-going.

In 2017, the organization shall look into the possibility of improving our online project and process management system and extending its scope. Our human resources management system has proved to be inefficient so we shall procure another more user-friendly solution. We will also commission a professional audit of our IT systems and processes to establish whether our enterprise management systems and hardware remain updated and in line with emerging technologies and solutions. Moreover, the audit is aimed at checking if the systems are efficient and effective, and will also entail risk assessment.

Revisions to policies that were approved by the Board at the end of 2016 will be communicated systematically to staff to ensure adherence and facilitate smoother operations.

## **5. Governance and Management**

### *Consolidating our autonomy and strengthening our team*

In 2016, progress in Twaweza's transition to an independent entity was assessed for the second and last time by Hivos and given a confident, clean bill of health. Two different partners - SIDA and DANIDA - also conducted detailed due diligence of our governance and management systems. Their confidence in our systems led to the signing of two multi-year grant agreements focusing on our work in Tanzania.

The Board has recruited two new experienced members and we look forward to inducting them formally in April 2017. Our team remains talented, committed and strong, but some departures during the year have stretched a few units. We will strengthen these and the overall organisation with a number of new appointments.

Ultimately, we will continue to work hard to maintain and enhance the trust of our financial partners through governance and management practices that are transparent, effective and beyond reproach.

## 6. Risks and Risk Management

### Kenya

Risk	Risk level	Risk management
Elections in August 2017 may interfere with work, especially the Uwezo assessment	Low	We will commence preparations early, and ensure that all pre-assessment processes are completed by the end of June, and then reduce activity in July at the peak of campaigns. The experience of 2013 will be useful in navigating the electoral challenges of 2017
The reorganization of school terms and ban on conducting any activities in schools may seriously disrupt our plan to conduct the assessment at the end of the school year in 2017	High	We shall confirm in January, if the 2016 term dates and examination rules will be still valid in 2017. In case yes, we will be left with no option but to move the assessment to June-July, even though this challenges one of our own standards.
Funding may be low for Kenya, given that most of our donors have no Kenya focus	High	We will continue to aggressively pursue potential bilateral donors in Kenya while working to secure more global foundations with flexibility on the use of funds across countries. We will plan realistically with the funds available for Kenya and at the mid-year review, we will make decisions to either postpone or cancel some activities.

### Tanzania

Risk	Risk level	Risk management
Political exposure remains a part of our work. Being more activist to preserve civic space in Tanzania may elevate the risk of push back.	Medium	We will maintain close contact, formally and informally with the powers that be, including the President's office on OGP.
Legislation governing the activities of NGO's continues to present a challenge, including laws governing NGO's and media, and the Statistics and Cybercrimes Acts.	Low	Similar to above. As always we maintain our financial and administrative systems and comply with regulations. In addition we will investigate tightening our digital security.
Twaweza publications are based on facts and evidence, and can be both critical to the government as well as supportive. Both can affect our image by the public and key stakeholders, of a neutral and independent organization. Being seen as 'in bed with the government' or 'always battering the government' can	Medium	We tested our image late 2016 which gave us no reason for concern. But we continue to receive anecdotal signals that we are seen as partisan. We shall research this further and if necessary come up with a strategy to address this.



reduce the effect of our publications on the public.		
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## Uganda

Risk	Risk level	Risk management
Forging partnerships with the Access to Information (ATI) fraternity to promote implementation of the Freedom of Information (Fol) Act could be seen by the state elites as a mass mobilization for opposition politics	Medium	<ul style="list-style-type: none"> <li>- Invite critical CSOs (e.g. AFIC/HURINET) as well as those leaning toward Government (e.g. ACODE)</li> <li>- Bring state officials on board e.g. Office of the Primary Minister /Ministry for Information</li> </ul>
The implementation of <i>Sauti za Wananchi</i> work in Uganda might be seen by government as a mass mobilization of citizens for political activism	High	Obtain research permits; use professional research firm; use scientific methodology; collect impeccable data; and remain professional
The new governments' 'Hakuna kuchezo' approach ('No joking when it comes to work') may result into defensive responses from Ministry of Education and Sports (MoES) in particular, to our research findings on what is not working with learning outcomes.	High	Remain rigorous and thorough with the learning assessment and What Works in Education research so that our claims are backed with unquestionable evidence. Maintain a strong partnership with MoES and its associated directorates such as the National Curriculum Development Centre to ensure our work is understood by the technical team in the MoES. Keep the Director of NCDC and the Commissioner for Basic Education on Uwezo Advisory Committee
A new Permanent Secretary has been installed in the Ministry of Education and Sports, joining a new Minister of Education. They may have little knowledge about our role in the area of assessing learning outcomes and may be sceptical about it.	Medium	We will work closely with the Commissioner of Basic Education to meet with the new Permanent Secretary to introduce our education work and highlight its complementary role to the work of the Ministry.

## 7. Summarised Budget

SUMMARY						
	Tanzania	Uganda	Kenya	Region	Total	%
<b>Open Government</b>						
Problem O1: Freedom of Information act	30,000	13,600	0	0	43,600	
Problem O2: Data collected by government	6,280	0	0	30,000	36,280	
Problem O3: Independent monitoring (incl. SzW)	211,200	456,909	162,304	19,500	849,913	
Problem O4: Intermediaries & demand	72,750	29,130	0	0	101,880	
Problem O5: Responsive government	213,650	193,000	198,400	0	605,050	
Staff costs OG	28,583	34,181	45,651	264,930	373,345	
<b>Total Open Government</b>	<b>562,463</b>	<b>726,820</b>	<b>406,355</b>	<b>314,430</b>	<b>2,010,068</b>	<b>19%</b>
<b>Education</b>						
Problem E1: Learning outcomes (incl. Uwezo)	1,138,581	615,180	780,749	111,260	2,645,770	
Problem E2: Ambitious curriculum	46,690	33,600	56,400	5,800	142,490	
Problem E3: Motivated teachers	277,345	16,000	16,000	800	310,145	
Problem E4: School management	88,000	30,000	54,700	0	172,700	
Staff costs Education	255,826	322,958	297,391	493,358	1,369,533	
<b>Total Education</b>	<b>1,806,442</b>	<b>1,017,738</b>	<b>1,205,240</b>	<b>611,218</b>	<b>4,640,638</b>	<b>45%</b>
Media costs key partnerships in OG and Education	60,000	21,545	20,000	0	101,545	
Staff costs PPE for OG and Ed	133,725	109,030	77,339	199,094	519,188	
<b>Total media partnerships and PPE</b>	<b>193,725</b>	<b>130,575</b>	<b>97,339</b>	<b>199,094</b>	<b>620,733</b>	<b>6%</b>
<b>Special initiative: SDG Monitoring</b>	<b>294,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>294,000</b>	<b>3%</b>
<b>LME</b>						
LME Success 1: Monitoring	114,417	105,400	115,300	20,200	355,317	
LME Success 2: Evaluation	174,000	5,000	0	200,000	379,000	
LME Success 3: Learning	6,400	5,400	5,400	57,000	74,200	
Staff costs LME	46,333	32,784	0	253,121	332,238	
<b>Total LME</b>	<b>341,150</b>	<b>148,584</b>	<b>120,700</b>	<b>530,321</b>	<b>1,140,755</b>	<b>11%</b>
<b>Generic outputs from Units</b>	<b>3,750</b>	<b>17,499</b>	<b>0</b>	<b>66,840</b>	<b>88,089</b>	<b>1%</b>
Operations and finance	289,615	123,560	138,149	85,743	637,067	
Staff costs Ops and Fin	110,334	85,878	77,576	397,561	671,349	
<b>Total Ops and Finance</b>	<b>399,949</b>	<b>209,438</b>	<b>215,725</b>	<b>483,304</b>	<b>1,308,416</b>	<b>13%</b>
<b>Governance and Management</b>						
G1: Planning and reporting				12,000	12,000	
G2 Management and strategic support				36,000	36,000	
G3: Compliance				27,000	27,000	
G4: Governance				22,000	22,000	
Staff costs Governance & Mgmt.				199,488	199,488	
<b>Total Governance and management</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>296,488</b>	<b>296,488</b>	<b>3%</b>
<b>Contingencies</b>				<b>0</b>	<b>0</b>	<b>0%</b>
<b>Grand total</b>	<b>3,601,479</b>	<b>2,250,654</b>	<b>2,045,359</b>	<b>2,501,695</b>	<b>10,399,187</b>	<b>100%</b>
<i>Tz:Ke:Ug=2:1:1</i>	<b>4,852,327</b>	<b>2,876,078</b>	<b>2,670,782</b>		<b>10,399,187</b>	

## Annex 1: Budget

### Tanzania Budget

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
<b>OPEN GOVERNMENT</b>			<b>533,880</b>					
<b>Problem O1: There is no robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.</b>			<b>30,000</b>					
<b>Success O1S1: Progressive legislation on access to information and freedom of expression enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress (Ke, Ug, Tz)</b>			<b>19,000</b>					
<b>O1S1T1</b>	<b>Output 1. Position papers and other popular published (jointly with FOI Coalition) on recommended revisions to key Acts and Bills</b>	<b>Total</b>	<b>7,000</b>	<b>WWO</b>	<b>BT</b>			
O1S1T1	Work with CORI and other strategic partners to prepare position papers / advocacy materials, in response to need and opportunities arising in the parliamentary timetable	MPs, media	FOIC/CORI	WWO	BT	PPE-E		2,000
O1S1T1	Raising awareness to the citizens on ATI; through producing a popular cartoon booklet, combine with OGP booklet listed under O1S5T1			PPE-C	RC	Uwezo		0
O1S1T1	Incentive 1 Uwezo partner to encourage citizens to generate a minimum of 150 ATI requests, following implementation of ATI law and regulations. Calls for expressions of interest in Q3 (pending regulations process)			PPE-C	RC	Uwezo		5,000
O1S1T1	Jamii Forums (budget in key media partnerships)			PPE-C	RC			0
<b>O1S1T2</b>	<b>Output 2. Pro-active opportunistic engagement with parliament, etc to press for revisions of Bills and Acts</b>	<b>Total</b>	<b>2,000</b>	<b>PPE-C</b>	<b>RC</b>			
O1S1T2	Work with CORI to engage with parliament and other stakeholders, in response to emergent needs and opportunities (depending on the parliamentary timetable)	MPs, media	FOIC	PPE-E	AM	WWO	BT	2,000
O1S1T2	4 talk shows on radio and TV, 2 articles			PPE-E	AM	WWO		0
O1S1T2	Get involved (either directly or by working with CORI) in regulations process for media services bill			PPE-E	AM	WWO		0
O1S1T2	If required, create an online petition to push for amendments to the Media Services Act 2016			PPE-C	RC			0
<b>O1S1T3</b>	<b>Output 3. Monitor Civic Space</b>	<b>Total</b>	<b>10,000</b>	<b>PPE-E</b>	<b>AM</b>	<b>WWO</b>		

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O1S1T3	Organize for a Civic Space National event in February 2017. Includes artists during the event and a media/social media push before and after	High level politicians (President, PM, Minister of Information), opposition politicians, governance organisations, media	Change Tanzania, Evans Bukuku, Masoud Kipanya	PPE-E	AM	WWO		10,000
O1S1T3	Jamii Forums (budget in key media partnerships)			PPE-C	TY			0
O1S1T3	Sauti za Wananchi round on civic space, ATI and OGP			SzW	MA	PPE-C		0
<b>O1S1T4</b>	<b>Output 4. Progressive regulations, monitoring and promotional strategy for ATI bill developed by GoT</b>	<b>Total</b>	<b>0</b>	<b>WWO</b>	<b>BT</b>			
O1S1T4	Press GoT, incl through OGP, for good public education on ATI, good monitoring of ATI implementation, and user-friendly mechanisms for implementation, in line with OGP Action Plan commitment	Policy makers, Habari-Maelezo, MPs	FOIC	WWO	BT	PPE-E		0
O1S1T4	Op-eds, blogs, talk shows and position papers as appropriate	Policy makers, Habari-Maelezo, MPs	FOIC	WWO	BT	PPE-E		0
<b>Success O1S4: Wider engagement by civil society (beyond Twaweza) and government to review 2nd OGP Action Plan &amp; formulate 3rd Action Plan</b>			<b>11,000</b>					
<b>O1S4T1</b>	<b>Output 1. CS engagement with OGP mechanisms</b>	<b>Total</b>	<b>11,000</b>	<b>WWO</b>	<b>BT</b>			
O1S4T1	Support to Kigoma Development Initiative - seed finance to support engagement with OGP Kigoma	Kigoma Municipal Council	Kigoma Development Initiative	WWO	BT	PPE-E	AM	8,000
O1S4T1	Engage civil society in discussion of strategies for advocacy on open government, including, a Policy Forum breakfast meeting on OGP and other available opportunities at existing events	CS	Policy Forum	WWO	BT	PPE-E	AM	0
O1S4T1	Support to 1-2 CS orgs to attend OGP Africa meeting, May 2017	CS	tbd	WWO	BT			0
O1S4T1	Jamii Forums (budget in key media partnerships)			PPE-C	RC	WWO	BT	0
O1S4T1	Popular version of the OGP national action plan (includes details of ATI law)			PPE-C	RC	WWO	BT	1,000
O1S4T1	Distribution to Uwezo partners, Foundation for Civil Society partners, HakiElimu Rafiki wa Elimu network, LHRC paralegals			PPE-E	AM	PPE-C	RC	2,000
<b>Problem O2: Data collected by government</b>			<b>6,280</b>					
<b>Success O2S1: Uwezo and Sauti datasets published consistent with open data principles. (where available)</b>			<b>500</b>					

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O2S1T1	<b>Output 1. Sauti Tz dataset published in user-friendly formats and consistent with open data principles, hosted within Twaweza website</b>	<b>Total</b>	<b>500</b>	<b>SzW</b>	<b>MA</b>			
O2S1T1	Advise on Sauti data visualisation process			WWO	BT			0
O2S1T1	Outreach as per O4S1 - visits to media houses, university lectures			PPE-E	AM			0
O2S1T1	5 talk shows based on visualized Sauti / Uwezo data			PPE-E	AM			0
O2S1T1	Online dissemination of links to visuals - emails and social media			PPE-C				0
O2S1T1	One flyer output for MPs, drawing on existing datasets and visualizations (Twaweza's and others) linked to a specific parliamentary agenda item or items	MPs, media		PPE-C	RC	WWO	BT	500
O2S1T1	Press release sharing the flyer and data with media	media		PPE-C	TY			0
<b>Success O2S3: Data quality audit methodology applied to at least two national government data sets. (Tz, Ug)</b>			<b>0</b>					
O2S3T1	<b>Output 1. Detailed audit methodology developed for two datasets</b>	<b>Total</b>	<b>0</b>	<b>WWO</b>	<b>BT</b>			
O2S3T1	On hold unless / until further funding becomes available			WWO	BT			0
O2S3T2	<b>Output 2. Data quality audit methodology applied</b>	<b>Total</b>	<b>0</b>	<b>WWO</b>	<b>BT</b>			
O2S3T2	On hold unless / until further funding becomes available (est. \$15,000 required)			WWO	BT			0
<b>Success O2S5: Access to information audit applied (Tz, Ug)</b>			<b>5,780</b>					
O2S5T1	<b>Output 1. ATI audit 2017 conducted</b>	<b>Total</b>	<b>5,780</b>	<b>WWO</b>	<b>BT</b>			
O2S5T1	ATI mystery shopper survey at national government level, assessing responsiveness of government to mystery-shopper requests for information, using adaptation of methodology developed by MIT	media, politicians, policy makers	MISA, FES	WWO	BT	LME	VL	4,000
O2S5T1	Brief and online data analysis tool prepared	As above	MISA, FES	WWO	BT	PPE-C	RC	0
O2S5T1	Findings launched, with awards for most and least open departments / agencies	As above	MISA, FES	PPE-C	RC	WWO	BT	750
O2S5T1	Poster / infographic prepared from data	officials and politicians in research districts, Ministry of Information, media	Wond	PPE-C	RC	WWO	BT	1,030
O2S5T1	2 talk shows and 1 op-ed			PPE-E	AM			0
O2S5T1	Include findings in governance event (O1) if data are available and analysed	national politicians, media	TMF, FCS	PPE-E	AM			0



TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O2S5T1	Jamii Forums on access to information issues - budget in key media partnerships			PPE-C	TY			0
O2S5T1	If sufficient funds are available, repeat at local government level, using methodology designed by MIT - estimated minimum \$20,000 to cover ten randomly selected districts		local partners (Uwezo coordinators?)	WWO	BT	LME		0
<b>Problem O3: Independent monitoring &amp; public opinion</b>				<b>211,200</b>				
<b>Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate ( Kenya and Tanzania)</b>				<b>211,200</b>				
<b>O3S1T1</b>	<b>Output 1. 11 SzW call rounds conducted</b>	<b>Total</b>	<b>188,700</b>	<b>SzW</b>	<b>MA</b>			
O3S1T1	Household Interviews (2000 Households across Tanzania)- 11 call rounds conducted	Media; public officials; key actors	Research firm	SzW	NN			165,000
O3S1T1	School Interviews (400 Primary School Head Teachers)- 2 call rounds conducted	As above	Research firm	SzW	MA			14,000
O3S1T1	Citizen Monitoring of Public Service (200 SzW Citizen Monitors)- 2 call rounds conducted	As above	Research firm	SzW	MA			7,200
O3S1T1	Management of the Survey. field visits by SzW team to manage attrition in problematic enumeration areas	SzW & Twaweza staff	Research firm	SzW	MA			2,500
O3S1T1	Engage with Sauti process where governance issues are covered / linked - questionnaire development / analysis / communications			WWO				0
<b>O3S1T2</b>	<b>Output 2. 10-12 call rounds from SzW data curated and shared by key actors in media, gov't &amp; civil society</b>	<b>Total</b>	<b>22,500</b>	<b>PPE-C</b>	<b>RC</b>			
O3S1T2	Translate 8 policy briefs (2 briefs per quarter)	MPs, media, government officials (from different sectors depending on topic)		PPE-C	TY			1,200
O3S1T2	Design 8 policy briefs (2 briefs per quarter)	As above	CALA graphics	PPE-C	TY			400
O3S1T2	Print 8 policy briefs (2 briefs per quarter)	As above		PPE-C	TY			10,000
O3S1T2	Launch 8 policy briefs (2 briefs per quarter)	As above		PPE-E	TY			6,000
O3S1T2	Disseminate 8 policy briefs to Dar es Salaam and Dodoma	As above	Express Mobility	PPE-E	SM			4,500
O3S1T2	6 in house press conferences for short outputs (in-house printing)	As above		PPE-C	TY			400
O3S1T2	Highlight key facts through Mwananchi Communications (Fact of the week)	As above		PPE-C	RC			0
O3S1T2	Social media engagement through Jamii Forums, one package per policy briefs - budget in 'key media partnerships' code	As above		PPE-C	RC			0

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O3S1T2	Data engagement with Haba na Haba and Niambie	As above	BBC Media Action	PPE-C	RC			0
<b>Success O3S2: 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</b>			0					
O3S2T2	<b>Output 2. 2 rounds each from the facilities and monitors curated and shared with key actors in media; gov't and civil society</b>	<b>Total</b>	0	PPE-C	RC			
O3S2T2	4briefs from O3S1, budget in O3S1, activities are: translation, print, launch, distribution, Jamii and radio program			PPE-C	TY			0
<b>Problem O4: Intermediaries &amp; demand creation</b>			72,750					
<b>Success O4S1: Nascent data journalism culture emerging in media (Tanzania &amp; Uganda)</b>			38,500					
O4S1T1	<b>Output 1. Increased use of data in media through prize and Twaweza engagement</b>	<b>Total</b>	1,000	WWO	BT			
O4S1T1	Final tranche of support for EJAT Data journalism award	media professionals	MCT	WWO	BT	PPE-C	RC	1,000
O4S1T1	2 engagements with university journalism students on data journalism	journalism students	World Bank, UDSM	PPE-E	AM			0
O4S1T1	Media talk shows using Twaweza data on various topics, a minimum of 5 over the year	other media	Sahara Media, Azam Media, East Africa media	PPE-E	AM			0
O4S1T1	3 op-eds using Twaweza data	other columnists	Citizen, Guardian, Daily News	PPE-C	RC	PPE-E		0
O4S1T1	Jamii Forums research posts - key media partnerships budget	general public	Jamii Forums	PPE-C	RC			0
O4S1T1	Engage with Tanzania Media Foundation on ongoing data journalism project	print, broadcast journalists	TMF	PPE-C	RC			0
O4S1T1	Visits to media houses to promote data journalism	editors, program managers, talk show hosts		PPE-E	AM			0
O4S1T2	<b>Output 2. Code4Tanzania data journalism partnership</b>	<b>Total</b>	27,500	WWO	BT			
O4S1T2	Data journalism fellow, co-supported with Code for Tanzania	media, politicians, policy makers, general public	Code for Africa	WWO	BT	PPE-C	RC	9,000
O4S1T2	Regular syndicated blogposts presenting simple analyses of publicly available data on public interest topics, including encouraging new writers	as above	Code for Africa	WWO	BT	PPE-C	RC	2,000
O4S1T2	Ongoing maintenance and hosting of Wazimap, includes adding new data to the platform			WWO	BT	PPE-C	RC	16,500

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O4S1T3	<b>Output 3. Internews data journalism project, radio trials</b>	<b>Total</b>	<b>10,000</b>	PPE-E	AE			
O4S1T3	Internews partnership includes ongoing data journalism incentives, production and promotion of infographics and creation of media friendly infographics	media	Internews	PPE-E	AE	PPE-C	RC	10,000
O4S1T3	Promote data journalism through radio via Clouds, RFA, COMNETA - budget in key media partnerships		Clouds, RFA, COMNETA	PPE-C	RC			0
<b>Success O4S2: Scoping study done on identifying demand for data &amp; information, and the "state of" intermediaries and how to work with them (Tanzania, Kenya)</b>				<b>5,000</b>				
O4S2T1	<b>Output 1. Study on demand for and use of data by local government officials</b>	<b>Total</b>	<b>5,000</b>	WWO	BT			
O4S2T1			Worldbank	WWO	BT			5,000
<b>Success O4S3: At least one intermediary outside traditional media is demanding, using and communicating data (based on scoping study findings)</b>				<b>29,250</b>				
O4S3T1	<b>Output 1. WAJIBU Institute is demanding, using and communicating data</b>	<b>Total</b>	<b>29,250</b>	WWO	BT			
O4S3T1	Support to WAJIBU for LG accountability scorecards		Wajibu	WWO	BT	LME	VL	18,000
O4S3T1	Printing of report cards for specific LGAs		Wajibu	PPE-C	RC	WWO	BT	1,250
O4S3T1	Development of an interactive online data visualisation		Wajibu	WWO	BT	PPE-C		3,000
O4S3T1	Maintain live register of audit recommendations and encourage and support media coverage (to be included if funding permits)		Wajibu	WWO	BT			0
O4S3T1	Launch events in 10 districts	local officials, community members, local media	Wajibu, Uwezo partners	PPE-E	AM			5,000
O4S3T1	Identify one AcT partner present in one of the scorecard areas and incentivise follow up	local officials, community members, local media	Accountability in Tanzania	PPE-E	AM			2,000
O4S3T1	Jamii forums engagement on scorecards - budget in key media partnerships code			PPE-C				0
<b>Problem O5: Unresponsive government</b>				<b>213,650</b>				
<b>Success O5S1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship)</b>				<b>20,000</b>				
O5S1T1	<b>Output 1. Positive Deviance in Open Government</b>	<b>Total</b>	<b>20,000</b>	WWO	BT			
O5S1T1	Develop a TOR for consultant to identify PDs. Possibly in the water sector	possible consultants	Worldbank, (DIME Tanzania)	WWO	BT	LME	VL	0
O5S1T1	Consultant identifies PDs		consultant	WWO	BT	LME	VL	10,000
O5S1T1	Document case studies on PDs		consultant	WWO	BT	PPE-C	RC	10,000

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O5S1T1	Blog posts, articles on PD methodology	CSOs, researchers	Citizen, Guardian, Code4Africa, Daily News	PPE-C	RC			0
<b>Success O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens</b>			0					
O5S4T1	<b>Output 1. Sauti za Wananchi call rounds used to monitor responsiveness and expectation in specific sectors</b>	<b>Total</b>	0	SzW	MA			
O5S4T1	Budgeted under O3 - data collection, production and engagement			SzW				0
<b>Success O5S5: Citizens demand implementation of their own priorities from among government commitments and mandate, with particular attention to the role of particular groups of public officials and specific groups of citizens (TZ)</b>			134,000					
O5S5T1	<b>Output 1. Citizens are provided with new opportunities to feed back to government, government have new mechanisms by which to receive and organize citizen feedback</b>	<b>Total</b>	4,000	PPE-C	RC			
O5S5T1	Support Bits and Bytes to develop an application (regular and smart phone) to allow a particular government department to easily receive feedback from citizens	Selected government department, media, citizens (constituents of that department)	Bits and Bytes	PPE-C	RC			4,000
O5S5T2	<b>Output 2. An MP reality TV show is produced and broadcast</b>	<b>Total</b>	95,000	PPE-C	RC			
O5S5T2	Pilot / trial for MP hidden camera show			PPE-C	RC			10,000
O5S5T2	Pilot / trial for State of Jimbo show			PPE-E	AM			10,000
O5S5T2	Scale up of successful pilot			PPE-C	RC			75,000
O5S5T3	<b>Output 3. Interview shows with high ranking officials or leaders of public institutions are produced and broadcast</b>	<b>Total</b>	35,000	PPE-C	RC			
O5S5T3	(Continuation of) Interview show, putting high ranking officials in the hot seat. Production and broadcast, live in-studio show with a strand to engage citizens to ask questions			PPE-E	AM			35,000
O5S5T3	Jamii Forums engagement - media partnerships budget			PPE-C	RC			0
<b>Success O5S6: Special initiative: Public Agency; the Public getting involved in solving educational problems such as Teacher's absenteeism and ensuring that they are participating in improving the Quality of Education</b>			59,650					

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O5S6T1	<b>Output 1. Launch and introduce the ShirikiShuleni initiative and the district, ward, village, school and national level. Continuous engagement with officials and media</b>	<b>Total</b>	<b>6,900</b>	PA	AM			
O5S6T1	Engaging district, ward and village officials throughout the project through meetings and updates	district, ward and village officials, communities, teachers	EDFO, CDTFN	PA	AM			2,600
O5S6T1	Launch event	as above	EDFO, CDTFN	PA	AM			1,300
O5S6T1	Engage regularly with media including by inviting them to all events	as above	EDFO, CDTFN	PA	AM			1,500
O5S6T1	Regular monitoring and learning			PA	AM			1,500
O5S6T2	<b>Output 2. Conduct regular teacher monitoring to collect independent and official data and award a prize to the three most present teachers in each of the selected wards</b>	<b>Total</b>	<b>15,150</b>	PA	AM			
O5S6T2	Teacher monitoring	district, ward and village officials, communities, teachers	EDFO, CDTFN	PA	AM			3,200
O5S6T2	Events to award prizes in a total of 12 wards in Illemela and Mvomero	as above	EDFO, CDTFN	PA	AM			2,700
O5S6T2	Prizes for teachers	as above	EDFO, CDTFN	PA	AM			5,000
O5S6T2	Advert in newspapers	as above	EDFO, CDTFN	PA	AM			2,000
O5S6T2	Media engagement around winners, TV news features	as above	EDFO, CDTFN	PA	AM			1,500
O5S6T2	National announcement	as above	EDFO, CDTFN	PA	AM			750
O5S6T3	<b>Output 3. Conduct Uwezo na Jamii public assessment to kick start ShirikiShuleni</b>	<b>Total</b>	<b>37,600</b>	PA				
O5S6T3	Assessment including village meeting	district, ward and village officials, communities, teachers	EDFO, CDTFN	PA	AM			13,800
O5S6T3	Volunteer honoraria			PA	AM			2,800
O5S6T3	Smart phones for volunteers and partners			PA	AM			8,500
O5S6T3	Twaweza representatives travel to participating districts - for launch, assessment, prize and research in 2 districts			PA	AM			10,000
O5S6T3	Reflective meeting at close of project			PA	AM			2,500
<b>EDUCATION</b>			<b>1,550,616</b>					
<b>Problem E1: Learning outcomes measure &amp; focus</b>			<b>1,138,581</b>					
<b>Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy</b>			<b>851,891</b>					



TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
<b>E1S1T1</b>	<b>Output 1 . Uwezo Accountability Strengthened</b>	<b>Total</b>	<b>4,040</b>	<b>Uwezo</b>	<b>ZM</b>			
E1S1T1	Quarterly internal reports, mid year and annual narrative and financial reports produced			Uwezo	ZM			0
E1S1T1	Database of Assessment partners, volunteers, parents and head teachers created and preserved;			Uwezo	ZM			0
E1S1T1	Accountability - quarterly National Advisory committee meetings, Research authorization	National Advisory committee members	Accademicians, researcher, policy makers, COSTECH, Govt	Uwezo	ZM	PPE-E	AE	4,040
<b>E1S1T2</b>	<b>Output 2. Research design framework developed</b>	<b>Total</b>	<b>41,925</b>	<b>Uwezo</b>	<b>RT</b>			
E1S1T2	Uwezo Assessment Framework:			Uwezo	RT			0
E1S1T2	Sampling framework - Enumeration areas sampled, map purchased, Uwezo+ (SDG integration preparations)		NBS	Uwezo	RT	WWO		28,950
E1S1T2	Partners recruitment - district partners due diligence, orientation to HOs	Local NGOs	NGO Networks, LGAs	Uwezo	RT	Ops		12,975
<b>E1S1T3</b>	<b>Output 3. National Assessment Tests, Tools and processes developed</b>	<b>Total</b>	<b>351,086</b>	<b>Uwezo</b>	<b>RT</b>			
E1S1T3	Sample tests in Literacy and Numeracy developed and pretested	children	Universities experts, TIE, NECTA, MoEVT	Uwezo	RT			11,200
E1S1T3	Assessment and Training packs produced - designing and printing of test booklets, survey booklet, training materials, training manuals, certificates and bags	children, volunteers, partners	test panelists, printers, designers	Uwezo	RT			16,326
E1S1T3	Testing and validation of tools - district pilot of tools and partners orientation	partners	Consultants, Trainers	Uwezo	RT			19,840
E1S1T3	Engaging of District partners - 56 partners organizations, including DCs, DCCPs, VCs, Volunteers and 18 RC	DCs, RCs	Partners	Uwezo	RT			103,320
E1S1T3	Volunteers recruited and Household listed for sampling in 70 districts		Partners	Uwezo	RT			38,280
E1S1T3	Trainers trainings - Training of trainers, Zonal trainings, national training	Trainers, DCs, ADCs/DCCPs, VCs	Partners	Uwezo	RT			162,120
<b>E1S1T4</b>	<b>Output 4. Household Based Assessments Undertaken</b>	<b>Total</b>	<b>375,508</b>	<b>Uwezo</b>	<b>RT</b>			
E1S1T4	Training of 4200 volunteers - transport, meals, accommodation	volunteers	partners	Uwezo	RT			267,148
E1S1T4	National assessment undertaken in 56 districts	volunteers	partners	Uwezo	HN			108,360
<b>E1S1T5</b>	<b>Output 5. Data Accurately Entered and Analyzed</b>	<b>Total</b>	<b>13,100</b>	<b>Uwezo</b>	<b>ZM</b>			
E1S1T5	Data Analysis		statistician	Uwezo	ZM			0
E1S1T5	Data books transported to Nairobi	transporters	data centre	Uwezo	HN			1,400
E1S1T5	Consultancy for data book recheck, data entry, Analysis and cleaning			Uwezo	HN			4,200

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1T5	Consultancy 2017 ALA National writing			Uwezo	ZM	PPE-C		7,500
E1S1T6	<b>Output 6. Uwezo assessment internally monitored and feedback looped back to improve implementation</b>	<b>Total</b>	<b>47,620</b>	Uwezo	RT			
E1S1T6	Regional coordinators capacitated on monitoring processes and tools	RCs	Facilitators, consultants	Uwezo	RT	LME		2,100
E1S1T6	Pre-assessment activities monitored	District Coordinators, Village Coordinators	Regional Coordinators	Uwezo	RT	LME		8,120
E1S1T6	Monitoring the Assessment	District Coordinators, Volunteers, Village Coordinators	Regional Coordinators	Uwezo	RT	LME		17,400
E1S1T6	Process recheck undertaken in sample of districts, EAs and Households based on LQAS sampling methodology.	Volunteers, children aged 7-16 years	Regional Coordinators	Uwezo	RT	LME		20,000
E1S1T7	<b>Output 7. Give back to children and parents in assessment households</b>	<b>Total</b>	<b>14,612</b>	Uwezo	HN			
E1S1T7	Test as story booklets /emergent readers compiled, illustrated and designed- Kiswahili & English	Children	consultant/illustrator	Uwezo	HN	PPE-C		500
E1S1T7	Test as story booklet /emergent readers printed- Kiswahili & English(14pages each)	Children		Uwezo	HN	PPE-C		6,832
E1S1T7	Designing and Production of 2017 Uwezo calendars	Parents		Uwezo	HN	PPE-C		7,280
E1S1T8	<b>Output 8. Staff recruited and motivated to realize Uwezo goals in a supportive environment</b>	<b>Total</b>	<b>4,000</b>	Uwezo	ZM			
E1S1T8	Internal meetings and guests: Team meetings held and associated utilities; Hosting of Uwezo country and D&V guests	Uwezo staff		Uwezo	ZM			4,000
<b>Success E1S2: 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.</b>			<b>11,000</b>					
E1S2T1	<b>Output 1. National &amp; District reports produced</b>	<b>Total</b>	<b>11,000</b>	Uwezo	ZM			
E1S2T1	Production of National technical annual learning assessment report 2017, summary report,	Policy makers, MPs, media, education NGOs	Consultants	Uwezo	ZM	PPE-C		7,000
E1S2T1	Production and compilation of district reports for 56 districts and ranking		Consultants	Uwezo	RT	PPE-C		4,000
E1S2T1	National annual learning assessment main English and summary reports designed, edited, translated in Kiswahili and printed			PPE-C	RC	Uwezo		0
E1S2T1	District report and ranking poster designed, Summary reports in Kiswahili and English designed, and all printed			PPE-C	RC	Uwezo		0

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
<b>Success E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority</b>			<b>66,015</b>					
<b>E1S3T1</b>	<b>Output 1. An learning assessment report (based on 2015 data) is produced alongside ther outputs drawign on 2015 data</b>	<b>Total</b>	<b>30,245</b>	<b>PPE-C</b>	<b>RC</b>			
E1S3T1	Editing, design and print of annual learning assessment report in English	Education policy-makers, media, MPs	Wond, Chris Daly	PPE-C		Uwezo		7,620
E1S3T1	Translation, editing, design and print of an abridged annual learning assessment report in Kiswahili	As above	Elizabeth Mramba, CALA Graphics	PPE-C		Uwezo		2,000
E1S3T1	Editing, design and print of 159 district reports	As above	Wond, Chris Daly	PPE-C		Uwezo		16,400
E1S3T1	Creation and production of a district ranking poster	As above	Wond	PPE-C		Uwezo		725
E1S3T1	Two policy briefs, one on access and quality	As above	Ben Taylor	PPE-C		Uwezo		2,900
E1S3T1	Summary reports, English and Swahili	As above	CALA Graphics, Wond	PPE-C		Uwezo		600
<b>E1S3T2</b>	<b>Output 2. National policy makers in new government are aware of Uwezo and regularly refer to learning outcomes in public speaking</b>	<b>Total</b>	<b>35,770</b>	<b>PPE-E</b>	<b>AM</b>			
E1S3T2	2 trips to Dodoma - engaging Parliament and TAMISEMI and travel to ALAT conference (some partnership budget)	MPs, TAMISEMI, media		PPE-E	AM	Uwezo		3,800
E1S3T2	National event for 2015 ALA report	Policy makers, MPs, media, education NGOs	Consultants	PPE-E	AM	Uwezo		8,200
E1S3T2	Completion of CSSC partnership - discussion guides and radio shows	Jumuhiya members, listeners of Christian radio stations	CSSC	PPE-C	RC			20,270
E1S3T2	Collaborate closely with TTU, Tenmet and other key actors through national / regional and district education forums/ meetings and events like GAW to share Uwezo assessment findings, and support in production of communication materials with focus on learning outcomes, teachers and parents engagement	Parents, teachers, education stakeholders	Tenmet, TTU, CSOs,	Uwezo	APO	PPE-C		2,000
E1S3T2	Linkages created, meetings/ public lectures conducted with Universities/academia, faculty of education to share Uwezo data, initiate and sustain debates on quality aspect of learning outcomes and encourage utilization of Uwezo data for academic purposes.	Academia	Universities, School of Education(SOE)	Uwezo	APO	PPE-C		1,500
E1S3T2	Medis engagement - 4 talk shows, 2 articles, 1 JiElimishe seminar (in generic budget)	Policy makers, MPs, media, education NGOs	UDSM, media houses	PPE-E	AM	Uwezo		0

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S3T2	Policy engagement - presentations to Ministry of Education (at least two), Uwezo input into regional education conference - see regional budget	MOEST officials		PPE-E	AM	Uwezo		0
E1S3T2	Jamii Forums - generic media partnerships	Policy makers, MPs, media, education NGOs	Jamii Forums	PPE-C	RC	Uwezo		0
<b>Success E1S4: Policy debate stimulated at sub-national levels to prioritize measured learning outcomes as policy priority.</b>				<b>209,675</b>				
<b>E1S4T1</b>	<b>Output 1. Sub-national level officials involved at various levels of conducting the assessment; District reports produced and shared with education leaders at sub-national levels - launches, piggy-back on their meetings</b>	<b>Total</b>	<b>152,175</b>	<b>Uwezo</b>	<b>ZM</b>			
E1S4T1	Greater Public Debate and coverage about learning: Participation of Uwezo secretariat, key partners e.g. advisory committee members in education forums, media interviews, public lectures etc ( e.g. at the Universities) throughout the year	Education stakeholders at local level, Universities, Tenment members	Universities faculty of educations, media, Tenmet, TTU at district levels	Uwezo	ZM	PPE-C		0
E1S4T1	Distributing district and national reports to key sub-national actors in 159 districts, for 2015 assessment and 60 for 2017 assessment	Local government authorities, policy makers, MPs, councilors, teachers, parents, CS	Uwezo assessment partners, Transporters	Uwezo	ZM	PPE-C		11,925
E1S4T1	District Launches of 2015 ALA report held; piggy-back models adopted to share the evidence at sub-national level	District government officials, policy makers, MPs, councilors, media, education NGOs	Uwezo partners, RCs,	Uwezo	ZM	PPE-C		119,250
E1S4T1	Added to maintain the Uwezo infrastructure: Partners supported to implement communication activities to disseminate Uwezo findings at District and community levels, - conduct round table discussions with district officials, media and attend education events	DPIs, RCs, Volunteers, DCCPs	Consultants, DPIs, RCs	Uwezo	ZM	PPE-C		12,000
E1S4T1	Uwezo staff, Observers from key ministries, advisory committee, and Journalists facilitated to participate in the learning assessment survey to enhance their understanding of Uwezo assessment for informed discussions and policy decisions	Children 7-16yrs	MOEVT, TIE, TTU, Tenmet, Test panelists, Media, A/committee members	Uwezo	ZM	PPE-C		9,000
<b>E1S4T2</b>	<b>Output 2. Uwezo partners at district level engaged in sharing of evidence through media and face-face meetings</b>	<b>Total</b>	<b>30,500</b>	<b>Uwezo</b>	<b>ZM</b>			

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S4T2	Identify and engage active assessment partners with strong communications experience in 20 districts and facilitate them to implement Uwezo communications related activities through District communication Contact Persons(DCCPs)	parents, teachers, local authorities	Uwezo assessment partners	Uwezo	ZM	PPE-C		18,000
E1S4T2	Partners engaged to share evidence in district education meetings and engage with other key partners (CSOs, TTU, local media) in education forums/meetings.	District partners	TTU district offices, NGO networks, local authorities & media networks	Uwezo	ZM	PPE-C		12,500
<b>E1S4T3</b>	<b>Output 3. District-level CSOs involved to amplify evidence through launches and meetings</b>	<b>Total</b>	<b>4,000</b>	<b>Uwezo</b>	<b>ZM</b>			
E1S4T3	Teachers test booklet printed and distributed alongside public agency initiative	teachers	partners	Uwezo	ZM	PPE-C		1,600
E1S4T3	Organise and participate in education forums/ meetings/ seminars/public lectures in collaboration with Universities and other key CSO actors at least once quarterly			Uwezo	ZM	PPE-C		2,400
<b>E1S4T4</b>	<b>Output 4. Learning Outcomes evidence shared through targeted SMS messages, print and local media (radio); Evidence of previous years shared at school during the 2017 Uwezo assessment.</b>	<b>Total</b>	<b>23,000</b>	<b>Uwezo</b>	<b>ZM</b>			
E1S4T4	Pilot the use of SMS to communicate findings and key messages to volunteers			PPE-C	TY	Uwezo	APO	3,000
E1S4T4	Engage Radio consultant to support for media engagement in 10 districts during district launches to disseminate 2015/16 assessment findings			Uwezo	ZM			20,000
<b>Success E1S5: Focus on and measurement of learning outcomes by governments and other national interventions, including uptake of Uwezo's evidence, tracked</b>			<b>0</b>					
<b>Problem E2: Ambitious curriculum</b>			<b>46,690</b>					
<b>Success E2S1: Evidence (incl. collating teachers' opinion about curriculum implementation processes and their knowledge about the curriculum) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).</b>			<b>24,350</b>					
<b>E2S1T1</b>	<b>Output 1. Curriculum reform processes in Tanzania synthesised, documented and stored in accessible manner</b>	<b>Total</b>	<b>800</b>	<b>WWE</b>	<b>KM</b>			
E2S1T1	Finalise editing of curriculum reforms processes report			WWE	KM	PPE-C	RC	0
E2S1T1	Write a policy brief on the curriculum reform processes			WWE	KM	PPE-C	RC	0
E2S1T1	Summarise the curriculum reform processes in a format (both in English and Kiswahili) that can be shared widely			WWE	KdG	PPE-C	RC	0



TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S1T1	Share the report in a forum involving key stakeholders (modelled on KF conference)	Curriculum stakeholders	University curriculum experts, NECTA, TIE, MOEST	WWE	KM	PPE-E	AM	800
E2S1T1	Conduct a learning session	Twaweza	internal	WWE	KM	LME	VL	0
<b>E2S1T2</b>	<b>Output 2. Curriculum content elements analysed and documented appropriately</b>	<b>Total</b>	<b>13,500</b>	<b>WWE</b>	<b>KM</b>			
E2S1T2	Produce and share internally a curriculum load report		Members of panel of curriculum experts	WWE	KM	PPE-C	RC	0
E2S1T2	Analysis of topics and cognitive demands from the primary education curriculum-two grades for each of the four subjects (English, Maths, Science and Social Studies)		Wisconsin Center for Education Research (WCER)	WWE	KM	LME	VL	3,000
E2S1T2	Analysis of topics and cognitive demands from the secondary education curriculum-two grades for each of the four subjects (English, Maths, Science and Social Studies)		WCER	WWE	KM	LME	VL	3,000
E2S1T2	Alignment analysis: curriculum standards and assessments-primary education		WCER	WWE	KM	LME	VL	3,000
E2S1T2	Alignment analysis: curriculum standards and assessments-secondary education		WCER	WWE	KM	LME	VL	3,000
E2S1T2	State of primary education curriculum report: what children are learning			WWE	KM	PPE-C	RC	0
E2S1T2	State of secondary education curriculum report: what children are learning			WWE	KM	PPE-C	RC	0
E2S1T2	organise a forum to share the above reports (one specifically with TIE)		University curriculum experts, TIE, NECTA	WWE	KM	PPE-E	AM	1,500
<b>E2S1T3</b>	<b>Output 3. Teachers' opinion and views about curriculum effectiveness garnered and synthesised</b>	<b>Total</b>	<b>6,800</b>	<b>WWE</b>	<b>KM</b>			<b>0</b>
E2S1T3	Prepare data entry template for teacher survey data			WWE	GBE	ED	JC	0
E2S1T3	Identify and training data entry assistants (consider using some (teachers) members of the panel of experts)			WWE	GBE	ED	JC	100
E2S1T3	Data entry			WWE	GBE	ED	JC	700
E2S1T3	Analysis-general teachers' practice			WWE	KM	ED	JC	0
E2S1T3	Alignment analysis-curriculum standards and teachers' practice			WWE	KM	ED	JC	3,000
E2S1T3	Alignment analysis-assessments and teachers' practice			WWE	KM	ED	JC	3,000
E2S1T3	Teacher survey report			WWE	KM	PPE-C	RC	0
<b>E2S1T4</b>	<b>Output 4. Evidence based position paper on curriculum effectiveness in Tanzania published</b>	<b>Total</b>	<b>0</b>	<b>WWE</b>	<b>KM</b>			

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S1T4	Draft a position paper on curriculum based on curriculum content reports and teacher survey report			WWE	KM	PPE-C	RC	0
E2S1T4	Produce policy briefs based on curriculum report/s			WWE	KM	PPE-C	RC	0
<b>E2S1T5</b>	<b>Output 5. Feedback findings to teachers, schools administrators</b>	<b>Total</b>	<b>3,250</b>	<b>PPE-E</b>	<b>AM</b>			
E2S1T5	Organise a forum with TTU to share teacher survey report	teachers	TTU	PPE-E	AM	WWE	KM	500
E2S1T5	Attend national head teachers' conference and share findings	head teachers		PPE-E	AM	WWE	KdG	2,000
E2S1T5	One event targeting Dar es Salaam teachers	teachers	TTU	PPE-E	AM	WWE	KM	750
<b>Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)</b>			<b>22,340</b>					
<b>E2S2T1</b>	<b>Output 1. Good relations consolidated with curriculum key players, including TIE, NECTA, university based curriculum experts and parliamentary committee on education</b>	<b>Total</b>	<b>19,340</b>	<b>WWE</b>	<b>KM</b>			
E2S2T1	State of Curriculum report drafted			WWE	KM	PPE-C	RC	0
E2S2T1	Edit, translate, design and print State of Curriculum report (draft based on all evidence collected, summarised and provided by WWE)	TIE, NECTA, Quality assurance/inspectorate directorate, TTU, Academics, TIE, NECTA, DEOs, heads of schools		PPE-C	RC	WWE	KM	9,840
E2S2T1	Provide first drafts of two policy briefs on curriculum reform, one for teachers, one for DEOs/Quality Assurance Officers and briefing papers for TIE/NECTA	DEOs/Quality Assurance Officers, teachers		WWE	KM	PPE-E	AE	0
E2S2T1	Translate, design and print two policy briefs, internally curate briefing papers	As above		PPE-C	RC	WWE	KM	5,200
E2S2T1	One state of curriculum event (similar in scale and scope to Uwezo launch)			PPE-E	AM	WWE		4,300
E2S2T1	Media engagement - talk shows. Jamii Forums - key media partnerships budget			PPE-E	AM			0
<b>E2S2T3</b>	<b>Output 3. Key actors reached and engaged regarding curriculum effectiveness and improvements through different fora and channels depending on the issues.</b>	<b>Total</b>	<b>3,000</b>	<b>PPE-E</b>	<b>AM</b>			
E2S2T3	Outcome Mapping on curriculum			PPE-E	AM	WWE		0
E2S2T3	Engaging MOEST / TIE / NECTA - meetings	MOEST, TIE, NECTA		PPE-E	AM	WWE		0

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S2T3	DEO event on curriculum Note: will aim to organise in partnership with TAMISEMI so they meet travel costs, otherwise we will invite local DEOs only	DEOs / Quality Assurance team	TAMISEMI	PPE-E	AM	WWE		3,000
E2S2T3	Jielimishe seminar (see generic budget) and curriculum work input into regional education conference, also into two small conferences under E3S1T7	Academics		PPE-E	AM	WWE		0
<b>Success E2S3: Curriculum review processes are actively monitored to ensure that they are informed by evidence on what makes a curriculum effective</b>			<b>0</b>					
<b>Problem E3: Motivated teachers</b>			<b>277,345</b>					
<b>Success E3S1: "An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.</b>			<b>89,882</b>					
<b>E3S1T1</b>	<b>Output 1. KF research data provide engaging, non-technical evidence on teacher performance/accountability</b>	<b>Total</b>	<b>47,277</b>	<b>WWE</b>	<b>YS</b>			
E3S1T1	Using 4 years of KiuFunza survey rounds: preparing data, analysing, visualizing and writing of short "narrative" facts with emphasis on teachers and learning (15 facts per Quarter).	Education policy audience	IPA	WWE	YS			38,677
E3S1T1	A dedicated KF webpage is created on the new Twaweza website (Quarter 1/2).	Education policy audience		PPE-C	RC	WWE	YS	0
E3S1T1	KF facts are published on the Twaweza website as stand-alone narratives (15 facts per Quarter). Published in a newspaper if possible as well	Education policy audience	Daily News	WWE	YS	PPE-C	RC	0
E3S1T1	KF facts are assembled to create 4 thematic briefs (1 brief per Quarter), disseminated via mailing list; newspapers and Twaweza education conferences (see output 4).	Education policy audience		PPE-C	RC	WWE	YS	5,600
E3S1T1	Launch or event for each brief, one JiElimishe seminar	Education policy audience		PPE-E	AM	WWE	YS	3,000
E3S1T1	On capitation grant and costs of education, conduct at least three engagement meetings with officials from MOEST and TAMISEMI, participate in at least 4 talk shows, write 2 articles	MOEST, TAMISEMI, MPs		PPE-E	AM	WWE	YS	0
<b>E3S1T2</b>	<b>Output 2. KF data are used to produce and share high quality scientific papers on what works to improve learning</b>	<b>Total</b>	<b>28,655</b>	<b>WWE</b>	<b>YS</b>			

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E3S1T2	KF I paper 1. The central impact results reported in final draft version of article; after several conference/seminar presentations and revisions the article is submitted to a top (development) economic sciences journal. The amount is part of KF I contract payment to IPA.	Global and TZ scientific and education community; TZ policy makers, education sector; donors	KF PIs, IPA	WWE	YS	WWE	KdG	5,155
E3S1T2	KF I paper 2. A draft paper is written, presented at an international academic conference/seminar (Q3-Q4).	Scientific, policy	KF PIs, IPA	WWE	YS			0
E3S1T2	KF II paper 1 - The central impact results reported in a draft version of article; the draft is presented at a conference/seminar, revised, and submitted to a top (development) economic sciences journal. The amount is part of KF II contract payment to IPA.	Scientific, policy	KF PIs, IPA	WWE	YS			15,000
E3S1T2	KF I-II data preparation and analysis time (PhD student at UCSD). Budget set at zero in Q2-Q4; research outputs are part of IPA contract deliverables.		KF PIs, IPA	WWE	YS			0
E3S1T2	Travel of KF staff for research collaboration with Principal Investigators on articles.		KF PIs, IPA	WWE	YS			3,500
E3S1T2	Presentation of KF research findings at selected conferences (travel, conference fees).	Scientific, policy		WWE	YS			5,000
E3S1T6	<b>Output 3. A policy paper is written on the Tanzanian education/teacher policies, budget and practice, related to teacher motivation. Examine centrality of teachers in improving learning outcomes, compared to other factors in the Tanzanian context.</b>	<b>Total</b>	<b>10,000</b>	<b>WWE</b>	<b>KM</b>			<b>0</b>
E3S1T6	Conduct teacher profile survey to document comprehensive data as a basis of launching a teacher campaign. We will adopt the OECD teacher questionnaire	Teachers	TTU, TIE, academics	WWE	KM	SzW	MM	10,000
E3S1T6	Write a report on teacher status in Tanzania		TTU	WWE	KM	PPE-E	AE	0
E3S1T6	Use the available evidence/materials to design, debate and finalize a Twaweza TZ teacher policy position document as a backbone for communications/PPE. Quarter 2.	Twaweza internal and all PPE audiences	RISE, UDSM	WWE	YS	PPE-E	AE	0
E3S1T6	Jamii Forums engagement on Pay for Performance concept		Jamii Forums	PPE-C	RC			0
E3S1T7	<b>Output 4. Evidence is shared on pay for performance effectiveness in improving learning outcomes. Main target are education policy makers, donors and teachers.</b>	<b>Total</b>	<b>3,950</b>	<b>PPE-C</b>	<b>RC</b>			

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E3S1T7	Two conferences to share the KiuFunza results with TZ education policy and academic audiences, to further acceptance of the ideas and emphasise evidence based policy making in education. Rise, curriculum work and Uwezo will also be incorporated into these events	Education policy audience, teachers' unions	IPA, RISE	PPE-C	RC	WWE	YS	3,950
<b>Success E3S2: A teacher performance pay program is piloted (KF II), in collaboration with ministries and district authorities and (head) teachers.</b>			<b>168,963</b>					
<b>E3S2T1</b>	<b>Output 1. KF II Evaluation Research implemented</b>	<b>Total</b>	<b>27,000</b>	<b>WWE</b>	<b>YS</b>			
E3S2T1	KF II Endline survey data delivered. These are 2016 research survey endline data, collected in 220 schools in 10 districts in 2016; to be used for the impact measurement of the KF II COD interventions. The disbursement is part of the KF II Twa-IPA contract and is covered by the 2016 budget.	Pls, WWE; research outputs	IPA	WWE	YS			0
E3S2T1	IPA research-intervention data assistance (after 31 March 2017): cleaning, reporting, organizing presentations, feedback. Budget is contribution towards 2017 RA time, co-financed with IPA.	Pls, WWE; research outputs	IPA	WWE	YS			2,000
E3S2T1	Data analyst to assist in extra data coding	As above	IPA, UDSM	WWE	YS			25,000
<b>E3S2T3</b>	<b>Output 2. KF II COD Interventions implemented</b>	<b>Total</b>	<b>141,963</b>	<b>WWE</b>	<b>YS</b>			
E3S2T3	KF 2016 Intervention test data delivered. Disbursement is part of 2016 EDI endline contract.			WWE	JMM	WWE	YS	0
E3S2T3	KF 2016 COD teacher payments sent (by April 1). Amount includes teacher bonus payments to some 1000 teachers; bulk payment process costs; and text messages.			WWE	YS	WWE	JMM	0
E3S2T3	2016 teacher feedback delivered to schools by district teams: to explain the actual versus potential teacher payment/performance.			WWE	JMM	WWE	YS	17,000
E3S2T3	2016 Payments completed, financial report. Disbursement is part of 2016 EDI endline contract.			WWE	YS	WWE	JMM	11,209
E3S2T3	Intervention management team, incl travel. KF manager and senior consultant interventions.			WWE	YS	WWE	JMM	113,754
<b>Success E3S4: Produce and discuss an internal position paper on desirability and doability of implementing a teacher performance pay programme at scale in TZ.</b>			<b>18,500</b>					
<b>E3S4T1</b>	<b>Output 1. Produce and discuss a position paper on desirability and doability of implementing a teacher performance pay programme at scale in TZ.</b>	<b>Total</b>	<b>16,500</b>	<b>WWE</b>	<b>YS</b>			

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E3S4T1	Position paper (Q1)			WWE	YS	ED	AE	0
E3S4T1	Final version of position paper discussed internally and engagement strategy determined (Q2).			WWE	YS	ED	AE	0
E3S4T1	Policy engagement: proposing an individual teacher bonus linked to performance in TZ; introduced on a large scale/at system level to improve value for money in primary education.	Education policy audience	MOEST, P4R	WWE	JMM	ED	AE	16,500
<b>E3S4T1</b>	<b>Output 2. Engage policy makers, funders and implementers to realize a teacher bonus policy at scale in TZ</b>	<b>Total</b>	<b>2,000</b>	<b>ED</b>	<b>AE</b>			<b>0</b>
E3S4T1	Presenting argument for teacher COD to MOEST, parliament, donors. The exact engagement strategy to be specified based on previous engagement contacts, policy landscape and reverse logic type analysis. Budget for organizing KF school engagement visit, Q3; plus travel to Dodoma.	MOEST, PMO-RALG, parliamentarians, donors	IPA, KF Pls. District officers, KF teachers.	PPE-E	AE	WWE	YS	2,000
E3S4T1	Engaging donors to fund and test a COD program at scale. Currently existing bonus program in TZ is underfunded and aimed at schools. Donors are interested in teacher COD but want to see a program tested at large scale. Twaweza/KF will engage and submit proposals for specific support for a large scale COD program, coordinated between Twaweza, MOEST and donor.	MacArthur foundation, Global Innovation Fund, USAID	IPA, KF Pls. District officers, KF teachers.	WWE	YS	ED	AE	0
<b>Problem E4: School management</b>			<b>88,000</b>					
<b>Success E4S1: Evidence is produced and shared on what works in improving school leadership and management</b>			<b>70,300</b>					
<b>E4S1T3</b>	<b>Output 3. Positive deviance approach applied to unearth at least 3 school leadership practices associated with learning outcomes in both public and private schools</b>	<b>Total</b>	<b>10,300</b>	<b>WWE</b>	<b>KM</b>			
E4S1T3	Produce report on PD qualitative inquiry			WWE	KM	PPE-C	AE	500
E4S1T3	Summarise PD report into policy brief			WWE	KM	PPE-C	AE	0
E4S1T3	Organise a forum to share PD qualitative inquiry with stakeholders		Likeminded CSOs, selected DEOs, Head teachers and teachers, TAMISEMI, MOEST	WWE	KM	PPE-E	AE	1,800



TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E4S1T3	Synthesize ideas based on PD qualitative inquiry investigation report and policy briefs			WWE	KM	PPE-C	RC	0
E4S1T3	Pilot experimentation of PD promising ideas			WWE	KM	LME	VL	8,000
<b>E4S1T4</b>	<b>Output 5. Participate in long term research in improving system of education (RISE)</b>	<b>Total</b>	<b>60,000</b>	<b>WWE</b>	<b>KdG</b>			<b>0</b>
E4S1T4	Support RISE activities by assigning full time Rise Research Officer			WWE	KdG	LME	VL	60,000
E4S1T4	Participate in RISE research activities, including publication, fieldwork and engagement activities			LME	VL	WWE	KM	0
E4S1T4	Organise learning sessions to share feedback on RISE activities and emerging results			LME	VL	WWE	KM	0
E4S1T4	Ensure RISE is included in regional education conference, at least one KiuFunza conference and Dodoma (TAMISEMI and Parliament) / MOEST engagements as relevant			WWE	KM	PPE-E	AM	0
E4S1T4	Media engagement - talk shows, articles, press releases - as relevant			PPE-E	AM	WWE	KM	0
<b>Success E4S2: 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</b>			<b>17,000</b>					
<b>E4S2T2</b>	<b>Output 2. Resource vote intervention carried out at confidence boost pilot schools</b>	<b>Total</b>	<b>8,500</b>	<b>WWE</b>	<b>KM</b>			
E4S2T2	Produce full report on Bukoba confidence boost intervention - quantitative and qualitative			WWE	KM			0
E4S2T2	Edit, design and print full report			PPE-C	RC	WWE		5,700
E4S2T2	Produce Swahili summary of Bukoba evidence			PPE-C	RC	WWE		800
E4S2T2	Bukoba event to share findings			PPE-E	RC	WWE		2,000
E4S2T2	National media engagement - press release, talk shows, articles, local media - through event and COMNETA			PPE-E	RC	WWE		0
<b>E4S2T4</b>	<b>Output 4. International Events</b>	<b>Total</b>	<b>8,500</b>	<b>WWE</b>	<b>KM</b>			
E4S2T4	Attend international events to share our findings and experience and learn from others			WWE	KM			8,500
<b>Success E4S3: Evidence on what works in improving school leadership is shared with head teachers and other key actors in education (ministries, DEOs, teacher unions and professional associations) to inspire improved school leadership</b>			<b>0</b>					
<b>E4S3T3</b>	<b>Output 3. State of the art position paper on school leadership produced and shared</b>	<b>Total</b>	<b>0</b>	<b>WWE</b>	<b>KM</b>			

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E4S3T3	Using findings from KF qualitative study and school/classroom observations, PD, parental engagement intervention, write a position paper on school leadership			WWE	KM	PPE-C	RC	0
E4S3T3	Write policy briefs on school leadership			WWE				0
E4S3T3	Organise a forum to share insights on school leadership. Decide at MTR		MOEST, TAMISEMI, selected DEOs, Head teachers etc.	WWE	KM	PPE-E	AE	0
<b>Success E4S4: Head teachers and other key actors debate widely and report on interventions to improve learning in their schools.</b>			<b>700</b>					
<b>E4S4T1</b>	<b>Output 1. PD intervention and emerging findings shared and debated by key education stakeholders</b>	<b>Total</b>	<b>700</b>	<b>WWE</b>	<b>KM</b>			
E4S4T1	JiElimishe on PD methodology and preliminary findings	Like minded CSOs, academics and selected Government departments	UDSM	WWE	KM	PPE-E	AE	0
E4S4T1	Transport PD head teachers to head teachers' conference and one KiuFunza conference	Head teachers, education officials, researchers		PPE-E		WWE		700
E4S4T1	2 talk shows, media engagement around PD methodology	As above		PPE-E		WWE		0
E4S4T1	PD input into regional education conference			WWE		PPE-E		0
<b>SPECIAL INITIATIVE: SDG MONITORING</b>			<b>294,000</b>					
<b>SDG1</b>	<b>Output 1. Pre-testing and piloting</b>	<b>Total</b>	<b>75,000</b>	<b>Uwezo</b>	<b>ZM</b>			
SDG1	Additional pre-testing of selected SDG's			Uwezo	ZM			10,000
SDG1	PO level consultant to support researching and implementing piloting and pretesting			Uwezo	ZM			9,000
SDG1	Purchase 700 smartphones (test 10 in Q1) for 70 districts			Uwezo	ZM			56,000
<b>SDG2</b>	<b>Output 2.</b>	<b>Total</b>	<b>210,000</b>	<b>Uwezo</b>	<b>ZM</b>			
SDG2	Extra costs for preparation and implementation of assessment			Uwezo	ZM			45,000
SDG2	PO level consultant to support SDG integration in Uwezo (prepare training and assessment materials, support training, quality control, liaise with SDG partners)			Uwezo	ZM			18,000
SDG2	Water quality tests for 70 districts			Uwezo	ZM			147,000
<b>SDG3</b>	<b>Output 3.</b>	<b>Total</b>	<b>9,000</b>	<b>Uwezo</b>	<b>ZM</b>			

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
SDG3	PO level consultant to support SDG integration in Uwezo (Support accelerated key data analysis; prepare selected draft briefs)			Uwezo	ZM			9,000
<b>MEDIA COSTS KEY PARTNERSHIPS</b>			<b>60,000</b>					
KMP	<b>Media partnerships</b>	<b>Total</b>	<b>60,000</b>	<b>PPE-C</b>	<b>RC</b>			
KMP	Jamii Forums	Politicians, engaged citizens, media		PPE-C	RC	PPE-E		30,000
KMP	Minibuzz - infuse shows with data, Twaweza or otherwise	Citizens		PPE-C	RC	PPE-E		10,000
KMP	Clouds Radio - trial sponsorship package of morning breakfast show around Sauti data	Citizens		PPE-C	RC	PPE-E		5,000
KMP	COMNETA - sharing research findings with local radio stations, production of up to 2 audio features	Local media, citizens		PPE-C	RC	PPE-E		5,000
KMP	RFA - trial support for infusing data, emphasising investigative journalism and citizen voices	Citizens		PPE-C	RC	PPE-E		10,000
<b>LEARNING MONITORING EVALUATION</b>			<b>294,817</b>					
<b>LME Success 1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.</b>			<b>114,417</b>					
<b>LMES1T1</b>	<b>Output 1. Staff knowledgeable of monitoring structure, responsibilities and processes; using internal system (SF) for tracking &amp; insights.</b>	<b>Total</b>	<b>0</b>	<b>LME</b>	<b>VL</b>			
LMES1T1	Organize internal Trainings/mentoring sessions or continued support and refresher sessions to staff for various internal monitoring / tracking tools (e.g. SF based). Any budget in RO.			LME	VL			0
LMES1T1	Internal monitoring & feedback mechanisms within Uwezo reviewed, advised, improved as needed. Findings shared internally & externally.			LME	VL			0
LMES1T1	Feedback mechanisms for communication activities reviewed, advised, improved as needed. Findings shared internally & externally. Also piloting guidelines developed, relevant staff trained.			LME	VL			0
<b>LMES1T2</b>	<b>Output 2. Selective &amp; systematic media monitoring in place, informing practice</b>	<b>Total</b>	<b>15,600</b>	<b>LME</b>	<b>VL</b>			
LMES1T2	Media monitoring of corporate log (daily & quarterly reports)			LME	VL			15,600
LMES1T2	End of year corporate log analysis = internal.			LME	VL			0

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LMES1T3	<b>Output 3. Independent verification of Distribution, Coverage and Quality (including Feedback) in at least 80% of all implemented initiatives; results from at least 3 studies formulated to improve practice and knowledge (briefs).</b>	Total	52,000	LME	VL			
LMES1T3	Omnibus : coverage / brand recognition / recall; knowledge, awareness of key issues			LME	VL			20,000
LMES1T3	Geopoll: viewership data at selected points in the year (linked to media-based implementation)			LME	VL			2,000
LMES1T3	Uwezo quality re-check and feedback: LQAS, plus feedback on sub-national engagement, in a sample of 10-20% of all assessed districts (total =70, so in 14 districts).			LME	VL			30,000
LMES1T3	Pro-active outcome mapping of core internal engagement activities (OG and Ed); internal			LME	VL			0
LMES1T4	<b>Output 4. Independent verification of intermediate outcomes conducted as relevant: results from at least 2 studies contributing to improved practice &amp; knowledge (briefs).</b>	Total	46,817	LME	VL			
LMES1T4	Tracking intermediate outcomes ref Open Gov agenda (based on OM engagement): ATI regulations; Sauti / Uw data in Parliament, in Gov; Wajibu; PD in Open. Mostly internal, link with feedback (interviews), link with media coverage			LME	VL			0
LMES1T4	Independent feedback from key actors on various engagement strands both Open and Education, (indep. interviews with e.g. MPs, editors, CSOs, line ministry officials, etc.)			LME	VL			6,000
LMES1T4	Assessment of quantity and quality of data journalism produced thru Code4Tz, in comparison with "regular" journalism. Internal.			LME	VL			0
LMES1T4	Intermediate outcomes of the PA initiative: 2nd wave (follow-up) in May as per committed contract. 3rd wave of in-depth tracking in original 2 districts. Plus internal only, lighter versions in 2 new districts.			LME	VL			34,817
LMES1T4	Tracking intermediate outcomes ref Education work at the national level (based on OM engagement plan): curriculum; teacher motivation, including COD; school			LME	VL			0

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
	management (PD). Mostly internal, link with feedback (interviews), link with media coverage							
LMES1T4	Feedback on the Wajibu LGA scorecard from selected local officials; and insight into the types of data currently used in decision-making, contrasting with Open Data initiative (linked to SOGDAT) (And if had funding, would want to do a better evaluation of the LGA scorecard effect, over time).			LME	VL			6,000
<b>LME Success 2: "Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge."</b>			<b>174,000</b>					
LMES2T3	<b>Output 3. Rigorous evaluation of Twaweza initiatives and/or hypothesis testing</b>	<b>Total</b>	<b>170,000</b>	LME	VL			
LMES2T3	Kigoma OGP evaluation, to include survey of citizens (baseline in early 2017, then follow up in 2018); survey of front-line service government service providers (assuming effects are to be felt there: schools, clinics, etc.), and survey/interviews with government officials involved.			LME	VL			80,000
LMES2T3	Evaluation of MP undercover (contribution to rigorous evaluation)			LME	VL			50,000
LMES2T3	Evaluation of high-level talk show (coverage through omnibus & media monitoring), via viewing groups & discussion.			LME	VL			10,000
LMES2T3	Evaluation of effect of being part of citizen-led assessment (Uwezo) on the volunteers (likely following a cohort of volunteers and comparison group over 1.5 years; mixed qual - quant methods)			LME	VL			30,000
LMES2T5	<b>Output 5. Formative research / measurement of Civic Space in East Africa</b>	<b>Total</b>	<b>4,000</b>	LME	VL			
LMES2T5	Update of the civic space desk review from 2015, with key informant interviews if possible. Consider sub-national fieldwork to complement, maybe in PA districts.			LME	VL			4,000
<b>LME Success 3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas</b>			<b>6,400</b>					
LMES3T1	<b>Output 1. Learning events (sessions, skills labs, reading club, etc.) are held regularly on topics of relevance to organization</b>	<b>Total</b>	<b>1,400</b>	LME	VL			

TZ	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LMES3T1	Learning sessions, food for thought sessions: facilitating learning across the organization, drawing on internal work / lessons / results, and brining external insights and guests.			LME	VL			400
LMES3T1	Keeping the Twaweza library up to date			LME	VL			1,000
<b>LMES3T3</b>	<b>Output 3. Link to Global Knowledge</b>	<b>Total</b>	<b>5,000</b>	<b>LME</b>	<b>VL</b>			
LMES3T3	Monthly LME updates / postings on Twaweza website			LME	VL			0
LMES3T3	1 External expert engaged for multi-stakeholder learning event			LME	VL			5,000
<b>GENERIC OUTPUTS FROM UNITS</b>			<b>3,750</b>					
<b>GOFU</b>	<b>Generic outputs</b>	<b>Total</b>	<b>3,750</b>	<b>PPE-C</b>	<b>TY</b>			
GOFU	Seminar series with UDSM on education - 5 events	Education academics and students	UDSM	PPE-C	TY	WWE	KM	3,750
<b>OPERATIONS AND FINANCE</b>			<b>289,615</b>					
<b>OPS</b>	<b>Operations and Finance</b>	<b>Total</b>	<b>289,615</b>	<b>Ops</b>	<b>GS</b>	<b>Ops</b>	<b>RM</b>	
OPS	success 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place			Ops	GS	Ops	PV	0
OPS	Success 2: Staff recruited and motivated to realize Twaweza goals in a supportive environment			Ops	GS	Ops	PV	36,248
OPS	Success 3: Office and assets functioning optimally and well managed			Ops	JK	Ops	TM	202,898
OPS	Success 4: Internal documentation and correspondence efficiently managed			Ops	PN	Ops	PN	344
OPS	Success 5: Information technology			Ops	KM	Ops	KM	28,695
OPS	Success 6 Office assets/Equipment			Ops	JK	Ops	JK	14,230
OPS	Others: Bank charges			Ops	RM	Fin	RM	7,200
<b>STAFF COSTS</b>			<b>574,801</b>					
<b>Staff</b>	<b>Staff costs</b>	<b>Total</b>	<b>574,801</b>	<b>Ops</b>	<b>GS</b>	<b>Ops</b>	<b>PV</b>	
Staff	Salaries Programs OG			Ops	GS	Ops	PV	28,583
Staff	Salaries Programs Ed			Ops	GS	Ops	PV	255,826
Staff	Salaries PPE-C			Ops	GS	Ops	PV	56,977
Staff	Salaries PPE-E			Ops	GS	Ops	PV	76,748
Staff	Salaries LME			Ops	GS	Ops	PV	46,333
Staff	Salaries OPS/Finance			Ops	GS	Ops	PV	110,334

## Uganda Budget

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
<b>OPEN GOVERNMENT</b>			<b>692,639</b>					
<b>Problem O1: There is no robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.</b>			<b>13,600</b>					
<b>Success O1S1: Progressive legislation on access to information and freedom of expression enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress (Ke, Ug, Tz)</b>			<b>6,400</b>					
O1S1T1	<b>Output 1. Uwezo/ SzW dataset published in user-friendly formats and consistent with open data principles, hosted within Twaweza website</b>	<b>Total</b>	<b>6,400</b>	<b>WWO</b>	JK			
O1S1T1	Forge partnership with civil society partners (AFIC; Chapter Four Uganda; ACCU, IRCU, etc) to monitor ATI implementation in Uganda.	Wanjiku (ordinary citizens) and Government Officials	The Media, Sub-county Govts, Academics, National Government, Citizens including SzW panelists	WWO	JK	PPE-C	MC	5,000
O1S1T1	Pilot 02 regional meetings on ATI awareness	Wanjiku (ordinary citizens) and local government		WWO	JK	PPE-C	MC	-
O1S1T1	Print and publish online a policy brief on ATI implementation ( Create a mailing list of key stakeholders)	AFIC, Ministry of Information, Communication and Technology, Human Rights Commission, Inspectorate of Government (IGG), Office of the Prime Minister, Media and ordinary citizens.	IRCU and AFIC	PPE-C	MC	WWO	JK	700
O1S1T1	ATI implementation brief dissemination breakfast meeting	As above	IRCU and AFIC	PPE-E	VA	WWO	JK	700
O1S1T1	Radio talk shows on ATI implementation	Ordinary citizens	URN and Kfm, capital radio stations	PPE-C	MC	WWO	JK	-



UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O1S1T1	Feature articles on ATI with media	AFIC, Ministry of Information, Communication and Technology, Human Rights Commission, Inspectorate of Government (IGG), Media and ordinary citizens.	Print media	WWO	JK	PPE-C	MC	-
O1S1T1	Radio drama on how citizens can participate so that the ATI law is implemented and used for their benefit	Ordinary citizens	CDFU	PPE-C	MC	WWO	JK	-
<b>O1S3: Frameworks for implementation of access to information and freedom of expression legislation in place and in use (Ug)</b>			<b>7,200</b>					
<b>O1S3T1</b>	<b>Output 1. Networks of actors engaged with FOI legislation established for continued engagement on the FOI.</b>	<b>Total</b>	<b>7,200</b>	<b>WWO</b>	<b>JK</b>			
O1S3T1	Write a policy issue paper on open contracting in Uganda (in line with Rakesh's input into the OGP. [This is important because of the high levels of secrecy/corruption])	NGO leaders; Min of Information; Office of the Prime Minister and Parliamentary Committee on information and communication.		WWO	JK	PPE-E	VA	6,100
O1S3T1	Forge partnership with COFI network and share key ATI messages emerging from the CIPESA and JK papers, as well as the paper on open contracting	COFI members	AFIC; HURINET;	WWO	JK	PPE-E	VA	700
O1S3T1	Participate in the World Press and Freedom of Information Days: Push for Open Contracting	COFI Members,	ACME; IRCU	WWO	JK	PPE-E	VA	-
O1S3T1	Design and print copies of the paper on open contracting	COFI Members	AFIC; HURINET	PPE-C	MC	WWO	JK	400
<b>Problem O2: Data collected by government</b>			-					
<b>Success O2S2: At least two key datasets published as open data (TBD)</b>			-					
<b>Problem O3: Independent monitoring &amp; public opinion</b>			<b>456,909</b>					
<b>Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate ( Kenya and Tanzania)</b>			<b>456,909</b>					
<b>O3S1T1</b>	<b>Output 1. Baseline Survey conducted - 1st SzW's Panel in Uganda</b>	<b>Total</b>	<b>433,829</b>	<b>SzW</b>	<b>MA</b>			
O3S1T1	Baseline Survey conducted amongst 2400 HH; 200 citizen monitors and 200 schools	Sample	Research firm	SzW	MA			367,229

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O3S1T1	Household Interviews (2000 Households across Uganda)- 3 call rounds conducted	Media; public officials; key actors	Research firm	SzW	MA			45,000
O3S1T1	School Interviews (400 Primary School Head Teachers)- 1 call round conducted	Media; public officials; key actors	Research firm	SzW	MA			4,800
O3S1T1	Citizen Monitoring of Public Service (200 SzW Citizen Monitors)- 1 call round conducted	Media; public officials; key actors	Research firm	SzW	MA			4,800
O3S1T1	Field visits by the SzW Team during the 1st Uganda SzW Panel Baseline Survey and support startup of SzW Uganda	SzW & Twaweza staff	Research firm	SzW	MA			5,000
O3S1T1	Grand launch of Sauti (pre, main and post launch activities)	media, public and policy	media	PPE-E	VA	PPE-C	MC	7,000
<b>O3S1T2</b>	<b>Output 2. 4-6 call rounds from SzW data curated and shared by key actors in media, gov't &amp; civil society</b>	<b>Total</b>	<b>23,080</b>	<b>PPE-C</b>	<b>MC</b>			
O3S1T2	Radio 1 program per launch	Ordinary citizens	Kfm or Capital FM	PPE-C	MC	SzW	PO	4,545
O3S1T2	Advertorial of SzW in the print media	Elite community	New Vision and Daily Monitor	PPE-C	RC	SzW	PO	3,030
O3S1T2	Design of policy briefs	Media; public officials; key actors	Consultant	PPE-C	MC	SzW	PO	250
O3S1T2	Printing of Policy briefs	Media; public officials; key actors	Consultant	PPE-C	MC	SzW	PO	1,600
O3S1T2	Launches	All media houses in Uganda		PPE-E	VA	SzW	PO	4,800
O3S1T2	Dissemination with at national and sub national	Media; public officials; key actors	URN, Kfm, Capital fm	PPE-C	MC	SzW	PO	1,000
O3S1T2	Press conference of the small outputs	All media houses in Uganda		PPE-E	VA	SzW	PO	1,500
O3S1T2	Weekly key fact shared with media contact list	Media; public officials; key actors		PPE-C	MC	SzW	PO	-
O3S1T2	social media engagement	All media houses in Uganda and key actors		PPE-C	MC	PPE-E	VA	-
O3S1T2	data engagement with online media sources	Media; public officials; key actors		PPE-C	MC	PPE-E	VA	-
O3S1T2	SzW field visit materials - folders, briefs, letters, stickers	As above		PPE-C	MC	PPE-C	RC	4,700
O3S1T2	Print SzW branding materials (pullup barners, fliers, leaf lets and PVC banner)			PPE-C	MC	SzW	PO	1,655
<b>Success O3S2: 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</b>			-					
<b>Problem O4: Intermediaries &amp; demand creation</b>			<b>29,130</b>					

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
<b>Success O4S1: Nascent data journalism culture emerging in media (Tanzania &amp; Uganda)</b>			<b>29,130</b>					
<b>O4S1T1</b>	<b>Output 1. Continued support to a training institution to train and mentor journalists and three media houses in data journalism</b>	<b>Total</b>	<b>21,280</b>	<b>PPE-C</b>	<b>MC</b>			
O4S1T1	Hands-on mentoring of print media and radio to access, simplify and publish articles: Maximum: 3 media houses under AP2017	Media- New Vision, Daily Monitor, Observer and URN	Code4Africa	PPE-C	MC	WWO	JK	10,000
O4S1T1	Incubation process for code4africa with 2 media editors and senior reporters	As above	Code4Africa	PPE-C	MC	WWO	JK	6,280
O4S1T1	Reflection and review meetings with media houses to draw lessons from experiences and progress	As above	Code4Africa	PPE-C	MC	WWO	JK	2,000
O4S1T1	Incentives for published articles that are data rich and telling a compelling story.	As above		PPE-C	MC	PPE-E	VA	3,000
O4S1T1	URN partnership with Uwezo and Sauti data, budget covered under XXX	local officials and citizens	URN					-
<b>O4S1T2</b>	<b>Output 2. Data journalism awards supported to provide positive incentives for data journalism (as part of existing journalism prize initiative)</b>	<b>Total</b>	<b>7,850</b>	<b>PPE-C</b>	<b>MC</b>			
O4S1T2	Support Data Journalism awards	Journalists	ACME	WWO	JK	PPE-C	MC	3,050
O4S1T2	Support online media to investigate and make use of Twaweza data in their articles	Online media houses such as Chimp reports, Eagle	Code4Africa	PPE-C	MC	PPE-E	VA	4,800
<b>Success O4S3: At least one intermediary outside traditional media is demanding, using and communicating data (based on scoping study findings)</b>			<b>-</b>					
<b>Problem O5: Unresponsive government</b>			<b>193,000</b>					
<b>Success O5S1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship)</b>			<b>55,000</b>					
<b>O5S1T3</b>	<b>Output 3. Public Accountability Idol</b>	<b>Total</b>	<b>55,000</b>	<b>PPE-C</b>	<b>RC</b>			

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O5S1T3	Work with media actors to run a campaign aimed at identifying, selecting, rewarding and celebrating exceptional public servants. Phases: Launch the campaign thru public service ads or community-based volunteers; Popularize thru social media and traditional channels eg churches/LC1; Receive nominations; Form panel of experts to reduce nominees to 10; Get citizens to select best 2 (one male, one female) and 2-gendered run-ups; celebrate the integrity idols.	civil servants at local and national levels; elected officials	New Vision;	PPE-C	RC	WWO	JK	-
O5S1T3	Print media weekly profiling of the Integrity Idols			PPE-C	MC	WWO	JK	10,000
O5S1T3	Radio talk shows			PPE-C	MC	WWO	JK	2,850
O5S1T3	TV talk show			PPE-C	MC	WWO	JK	17,000
O5S1T3	call for nomination			PPE-C	MC	WWO	JK	7,000
O5S1T3	Community outreaches			PPE-C	MC	WWO	JK	10,000
O5S1T3	one hour broadcast of the recognition ceremony			PPE-C	MC	WWO	JK	8,150
<b>Success O5S2: Policy issues of concern to citizens, including young people, are identified/collected and raised – and informed debate on issues fostered -- during the 2016 general election campaign (Uganda)</b>			<b>75,000</b>					
<b>O5S2T1</b>	<b>Output 1. A multimedia campaign to increase youth participation in politics designed and executed in Uganda</b>	<b>Total</b>	<b>75,000</b>	<b>PPE-C</b>	<b>VA</b>			
O5S2T1	Post-Election Youth engagement campaign to sustain demands for youth-friendly public policies (Jobs, skills+education, health, creative arts+sports and political inclusion)	Rural and Urban Youth; Govt Depts that work on the youth agenda, parliamentary forum on youth affairs, state house desk on youth affairs, CSOs working on youth issue, district local Govts	OPM, CDFU, ADYL, URN, Parliamentary forum on Youth Affairs,	PPE-C	VA			-
O5S2T1	Produce a radio drama: pre- story lining (developing content brief to guide production)	Rural and Urban Youth	Twaweza staff	PPE-C	MC	WWO	JK	-
O5S2T1	Produce a radio drama: Story lining (meeting to review content and harmonize expectation for drama series meets intentions)	Rural and Urban Youth	CDFU	PPE-C	MC	WWO	JK	50
O5S2T1	Produce a radio drama: Develop and produce the drama series	Rural and Urban Youth	CDFU	PPE-C	MC	WWO	JK	26,200
O5S2T1	Broad cast drama series	Rural and Urban Youth	CDFU and Radios	PPE-C	MC	WWO	JK	15,200
O5S2T1	Develop and broad cast radio script on how youth can engage leaders	Rural and Urban Youth	Trac Fm	PPE-C	MC	WWO	JK	15,000

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O5S2T1	Broad cast of scripts through Radio networks	Rural and Urban Youth	URN	PPE-C	MC	WWO	MC	3,550
O5S2T1	Develop a partnership with Inter Religious Council of Uganda (IRCU)	Ordinary citizens within the religious constituency	IRCU	WWO	JK	PPE-E	VA	15,000
<b>Success O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens</b>			<b>18,000</b>					
<b>O5S4T1</b>	<b>Output 1. Citizens expectations on priority areas at the subnational level are collected through field research and documented</b>	<b>Total</b>	<b>18,000</b>	<b>PPE-C</b>	<b>MC</b>			
O5S4T1	Case studies (2-3) on exceptional situations of citizen-led demands for responsive governments (FixMyCommunity/Neighborhood Assemblies/Public Accountability Forums)	District and sub county technocrats , local political elites		WWO	JK	PPE-E	VA	10,000
O5S4T1	Convene local, district and national level leaders to validate, discuss and disseminate findings of what works to enhance service delivery	CSO actors , local and national government authorities		PPE-E	VA	WWO	JK	8,000
O5S4T1	Publish online the key findings	Online media platforms (Eagle on line, Chimp reports, Ugandan's at Heart (UAH))		PPE-C	MC	WWO	JK	-
<b>Success O5S6: Special initiative: Public Agency</b>			<b>45,000</b>					
<b>O5S6T1</b>	<b>Output 1.</b>	<b>Total</b>	<b>45,000</b>	<b>PA</b>	<b>VA</b>			
O5S6T1	Completion of the public agency pilot and scaling up of engagement in the 2 PA districts			PA	VA	WWO		45,000
<b>EDUCATION</b>			<b>694,780</b>					
<b>Problem E1: Learning outcomes measure &amp; focus</b>			<b>615,180</b>					
<b>Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy</b>			<b>442,737</b>					
<b>E1S1T1</b>	<b>Output 1. Uwezo Accountability Strengthened</b>	<b>Total</b>	<b>4,760</b>	<b>Uwezo</b>	<b>MGN</b>			
E1S1T1	Database of 2015 partners, village coordinators, volunteers, parents and head teachers updated, and shared appropriately on common folders and possibly on Salesforce	Internal	Internal	Uwezo	MGN	Uwezo		-

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1T1	National Advisory Committee meets quarterly to advice on Uwezo processes and tools		National Advisory Committee members	Uwezo	JNL	Uwezo	MGN	3,960
E1S1T1	Authorization from the National Council for Science and Education obtained		National Council for Science and Technology	Uwezo	IS	Uwezo	MGN	800
<b>E1S1T2</b>	<b>Output 2. Research design framework developed</b>	<b>Total</b>	<b>42,300</b>	<b>Uwezo</b>				
E1S1T2	Assessment Sample Generated, sampled locations identified and table of random numbers generated per district		UBOS	Uwezo	IS	Uwezo	FN	3,000
E1S1T2	Sample Verification and review	All districts	Independent researchers	Uwezo	JNL	Uwezo	MGN	1,000
E1S1T2	EA Maps generated	All sampled districts	UBOS	Uwezo	IS	Uwezo	FN	2,700
E1S1T2	Uwezo+ items integrated into the assessment	Government ,development partners, local communities and civil society	MoH, MoEST. Min. Gender, Labour and social devt, Min. of water and environment	Uwezo	FN	Uwezo	DM	25,500
E1S1T2	New partner organizations recruited and due diligence completed on all 2017 partners	District level organizations; NGOs, CBOs, FBOs, Youth groups	Ministries of: Youth, Gender, Education, LG Planning, District Coordinators, Master Trainers & key facilitators	Uwezo	DM	Uwezo	JNL	3,200
E1S1T2	Heads of Organizations (HOs) together with District Coordinators taken through contractual obligations prior to signing of Uwezo contracts	District Partner Organizations	Regional Coordinators, Staff	Uwezo	DM	Uwezo	JNL	6,900
<b>E1S1T3</b>	<b>Output 3. National Assessment Tests, Tools and processes developed</b>	<b>Total</b>	<b>114,100</b>	<b>Uwezo</b>	<b>FN</b>			
E1S1T3	A three-day retreat held to develop four samples of tests in English, Numeracy and 4 local languages.	Children aged 6-16 years	test Development Panel	Uwezo	FN	Uwezo	IS	3,960
E1S1T3	Test panelists facilitated to develop tests in Literacy, Numeracy and 7 Local languages.	Children aged 6-16 years	Test Development Panel	Uwezo	FN	Uwezo	IS	16,048
E1S1T3	Meetings to review tests held. Meetings for test panelists held after every pre-test to review the tests.	Children aged 6-16 years	Test Development Panel	Uwezo	FN	Uwezo	IS	6,120
E1S1T3	Tests and survey tools pre-tested in 3 varying socio-economic set-ups	As above	Test development panel	Uwezo	FN	Uwezo	IS	9,000

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1T3	District wide pilot of tests and assessment tools conducted and new DCs and trainers trained in Uwezo processes	As above	Test development panel	Uwezo	FN	Uwezo	IS	12,400
E1S1T3	Assessment materials designed (Test booklet, survey booklet, certificates, call for volunteer poster, volunteer tags etc.)		Graphics designers	Uwezo	JNT	Uwezo	IS	500
E1S1T3	English and Numeracy Test booklets printed		Printing Firm	Uwezo	IS	Uwezo	FN	975
E1S1T3	Test booklets in 7 local languages printed		Printing Firm	Uwezo	IS	Uwezo	FN	780
E1S1T3	Household survey booklets, containing Village, School and Household sheets printed	Children aged 6-16	Printing Firm	Uwezo	IS	Uwezo	FN	1,440
E1S1T3	Training appendices printed inclusive of Survey sheets and test booklets for all trainings (ToT, district wide pilot, Regional trainings, National training, and volunteer training		Printing Firm	Uwezo	IS	Uwezo	FN	1,200
E1S1T3	Booklet to list all households designed and printed		Printing Firm	Uwezo	JNL	Uwezo	IS	240
E1S1T3	Table of Random Numbers Booklet printed		Printing Firm	Uwezo	JNL	Uwezo	IS	75
E1S1T3	Volunteer and Village Coordinator's workbooks printed	Children aged 6-16	Printing Firm	Uwezo	IS	Uwezo	FN	2,100
E1S1T3	Trainers/Facilitators manuals printed	Children aged 6-16	Printing Firm	Uwezo	DM	Uwezo	IS	800
E1S1T3	Volunteers and Trainers Certificates printed	Volunteers, Trainers and Partner Institutions, DCs, DCCPs and Test Developers	Printing Firm	Uwezo	JNT	Uwezo	DM	612
E1S1T3	Partner Organizations given support to visit sampled Enumeration Areas, recruit volunteers and sample households	Children aged 6-16	Partner organizations	Uwezo	DM	Uwezo	JNL	10,500
E1S1T3	Local council leaders facilitated to support Household listing and Volunteer recruitment		District partners institutions	Uwezo	DM	Uwezo	JNL	5,400
E1S1T3	Engaging Village Coordinators(VCs)		DPIs	Uwezo	DM	Uwezo	JNL	18,000
E1S1T3	Regional Coordinators (RCs) engaged. RCs engaged to coordinate activities in defined regions comprising an average of 6 districts.		Trainers	Uwezo	IS	Uwezo	JNL	11,200
E1S1T3	Partner organization given modest honoraria for coordinating assessment.	Children aged 6-16	Partner organizations	Uwezo	DM	Uwezo	JNL	8,250
E1S1T3	Support for Village Coordinator and volunteer recruitment in hard to reach districts		District Partners and Coordinators	Uwezo	DM	Uwezo	JNL	4,500
<b>E1S1T4</b>	<b>Output 4. Household Based Assessments Undertaken</b>	<b>Total</b>	<b>232,924</b>	<b>Uwezo</b>	<b>JNT</b>			
E1S1T4	Call for volunteers poster printed (A3 full colour)		Printing firm	Uwezo	JNT	Uwezo	JNL	2,700
E1S1T4	Printing volunteers identification tags		Printing firm	Uwezo	JNT	Uwezo	JNL	1,125



UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1T4	Cleaning of existing assessment bags	Cleaning up of the already existing bags		Uwezo	JNT	Uwezo	JNL	129
E1S1T4	Master trainers trained in a 3-day session on emerging methods		National Trainers	Uwezo	FN	Uwezo	JNL	3,570
E1S1T4	New District Coordinators and trainers trained in a one-day session		National Trainers	Uwezo	DM	Uwezo	JNL	1,500
E1S1T4	Regional trainings undertaken with DCs and VCs to achieve readiness for pre-assessment processes in sampled EAs		Facilitators/Master trainers	Uwezo	IS	Uwezo	JNL	27,000
E1S1T4	District coordinators and District Communication Contact Persons training skills strengthened in a series of trainings to prepare them to train volunteers in their respective districts		National Trainers/Master trainers/DCs/DCCPs	Uwezo	JNL	Uwezo	IS	21,000
E1S1T4	3 National trainers engaged to support all levels of training.		Trainers	Uwezo	IS	Uwezo	FN	6,000
E1S1T4	10 Master trainers engaged as trainers of Trainers.		Trainers	Uwezo	IS	Uwezo	FN	6,750
E1S1T4	Trainers engaged for the DCs & volunteers trainings		Trainers	Uwezo	JNL	Uwezo	FN	12,000
E1S1T4	Volunteers undergo a two day training in their respective districts on how to conduct assessments and record data. The training to have both a theoretical and practical components. The costs are inclusive of accommodation, lunch, break teas, mineral water, dinner, hall hire and transport reimbursements	volunteers, VCs, DCs, DCCPs, Heads of organisation	Master Trainers, Key Facilitators, DCs, RCs	Uwezo	IS	Uwezo	DM	94,500
E1S1T4	Volunteers undergo field based practice to understand better the assessment process		Master Trainers, Key Facilitators, DCs, RCs	Uwezo	DM	Uwezo	JNL	4,200
E1S1T4	Stationeries procured for regional, national and district trainings		Suppliers	Uwezo	IS	Uwezo	DM	5,850
E1S1T4	Volunteer-Transport re-imbursed to return survey booklets	Volunteers	District partner organisations	Uwezo	DM	Uwezo	JNL	9,000
E1S1T4	Volunteers paid modest honoraria	Volunteers, Village Coordinators		Uwezo	DM	Uwezo	JNL	30,600
E1S1T4	Assessment materials transported. Transportation costs for assessment materials; The materials to also include the relevant materials for communication of findings and call to citizen action. Transport is two-way.		Courier Service provider	Uwezo	DM	Uwezo	IS	2,100
E1S1T4	Trainers and Uwezo staff facilitated to support assessment	Trainers, DCs, staff		Uwezo	DM	Uwezo	JNL	2,400
E1S1T4	Group personal accident cover procured for DCs, VCs, CCs, trainers and volunteers during the assessment		Service providers	Uwezo	JNL	Uwezo	JNL	2,500

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1T5	<b>Out put 5: Data Accurately Entered and Analyzed</b>	<b>Total</b>	<b>11,000</b>	Uwezo	FN			-
E1S1T5	Data entry and Data Re-entry undertaken	Data entry, Re- entry and management undertaken (To be charged with revision of the data entry software, hiring and management of data entry clerks, Re-enter in 25% of the districts)	UBOS	Uwezo	FN	Uwezo	IS	9,000
E1S1T5	Archival space rented for physical survey booklets.			Uwezo	FN	Ops	WM	2,000
<b>E1S1T6</b>	<b>Output 6: Uwezo assessment internally monitored and feedback looped back to improve implementation</b>	<b>Total</b>	<b>13,300</b>	<b>Uwezo</b>	<b>FN</b>			
E1S1T6	Level one/internal monitoring of the Uwezo assessment before (pre) and during the assessment.	Volunteers, DCs, RCs and VCs	Trainers	Uwezo	FN	Uwezo	DM	7,000
E1S1T6	Feedback received from participants of 2017 assessment to inform planning for 2018 assessment	Volunteers, DCs, RCs, trainers and VCs	Volunteers, DCs, RCs, trainers and VCs	Uwezo	FN	LME	SO	6,300
E1S1T6	Process recheck undertaken in sample of 20 districts, EAs and Households	0		Uwezo	FN	LME	SO	-
<b>E1S1T7</b>	<b>Output 7. Give back to children and parents in assessment households</b>	<b>Total</b>	<b>22,353</b>	<b>Uwezo</b>	<b>JNT</b>			
E1S1T7	2015 reading tests redesigned as stories in 7 local languages and English. 8 booklets containing 6 stories in 7 local languages and English will be designed as material for emergent readers as give-back to children during assessment	Children 6-9 years	Designing firm	Uwezo	JNT	PPE-C	MC	750
E1S1T7	Seven story booklets in local languages printed and distributed to every household during the 2017 assessment in 11 target districts	Parents/head teacher	Printing firm	Uwezo	JNT	PPE-C	MC	2,400
E1S1T7	English story booklet printed and distributed in all districts during the 2017 assessment	Children 6-9 years	Printing firm	Uwezo	JNT	PPE-C	MC	11,550
E1S1T7	2018 calendars	Parents/ head teacher	Designing firm	Uwezo	JNT	PPE-C	MC	153
E1S1T7	2018 calendars produced and distributed during the 2017 assessment as token to assessment households and schools	Parents/ head teacher	Printing firm	Uwezo	JNT	PPE-C	MC	7,500
<b>E1S1T8</b>	<b>Output 8. Staff recruited and motivated to realize Uwezo goals in a supportive environment</b>	<b>Total</b>	<b>2,000</b>	<b>Uwezo</b>	<b>MGN</b>			
E1S1T8	Internal meetings and guests: Team meetings held and associated utilities; Hosting of Uwezo country guests;	Staff members/guests	Internal	Uwezo	MGN	Uwezo	JNT	2,000

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
<b>Success E1S2: 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.</b>			<b>19,143</b>					
<b>E1S2T1</b>	<b>Output 1. Reports on Learning Outcomes published and launched annually with Key Actors at national and sub-national levels; Periodic policy briefs shared with key actors.</b>	<b>Total</b>	<b>19,143</b>	<b>PPE-C</b>	<b>MC</b>			
E1S2T1	Production of annual learning assessment report	Policy makers at national and district levels, media, educationalists	UBOS, Independent consultants, editors, printers	Uwezo	FN	Uwezo	MGN	-
E1S2T1	ALA report, pre, launch and post launch event launch event	Verification: MoES, Parliamentary Committee on Education, Local Government authorities, CS actors, UNATU, CDFU, UMEA	Media; Clerk to Parliamentary education committee	PPE-E	VA	PPE-C	MGN	-
E1S2T1	Data journalism	Public (elites, ordinary citizens and policy actors	New Vision, Dialy Monitor, Observer and URN	PPE-C	MC	Uwezo	JK	-
E1S2T1	Investigative journalism-10 stories from each of the five thematic areas (ALA)	Public (elites, ordinary citizens and policy actors, online media such as Eagle on line and Chimp reports and UAH	New Vision, Daily Monitor, Observer, URN, NTV and Capital FM	PPE-C	MC	PPE-E	VA	4,143
E1S2T1	Subtle advocacy engagements with parliament , IRCU, CSBAG	Religious leaders, CS actors, legislators and government technocrats	IRCU, Clerk to Committee,	PPE-E	VA	Uwezo	MGN	3,600
E1S2T1	Developing messages for IRCU networks	IRCU networks	IRCU	PPE-C	MC	PPE-E	VA	-
E1S2T1	Design, printing of ALA district reports	Verification: MoES, Parliamentary Committee on Education, Local Government authorities, CS actors, UNATU, CDFU, UMEA	Media; Clerk to Parliamentary education committee	PPE-C	MC	Uwezo	MGN	11,400

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
<b>Success E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority</b>			<b>39,500</b>					
<b>E1S3T1</b>	<b>Output 1. New government officials brought on board to appreciate the Uwezo assessment work.</b>	<b>Total</b>	<b>9,000</b>	<b>PPE-E</b>	<b>VA</b>			
E1S3T1	Space created for advisory committee members and government officials at national and district level to participate during the 2017 national learning assessment. Follow-up meeting organized to discuss learning.	MoES Officials and Parliamentarians		Uwezo	JNT	Uwezo	MGN	5,000
E1S3T1	Subtle advocacy engagements with parliament , IRCU, CSBAG	Religious leaders, CS actors, legislators and government technocrats	IRCU, Clerk to Committee,	PPE-E	VA	Uwezo	MGN	100
E1S3T1	Engagement around the budget	MoES Officials and Parliamentarians	media (print and broadcast)	PPE-C	MC	PPE-E	VA	200
E1S3T1	Produce up to 2 policy briefs on key issues emerging from Uwezo data	(MoES) Officials, media and Parliamentarians		PPE-C				900
E1S3T1	Launch the briefs			PPE-C				2,400
E1S3T1	Engagement around the briefs including media talk shows, articles, meetings			PPE-E	VA			400
<b>E1S3T2</b>	<b>Output 2. Partnerships with education coalition FENU, sustained through joint activities - launches, roundtables as well as presenting in their meetings</b>	<b>Total</b>	<b>4,000</b>	<b>Uwezo</b>	<b>MGN</b>			
E1S3T2	Collaborate with Forum for Education NGOs in Uganda (FENU) and participate in education related events organised by FENU and other members such as Reading Association of Uganda MGLSD	FENU		Uwezo	MGN			4,000
<b>E1S3T3</b>	<b>Output 3. Piggy-back model sustained for presence at UNATU events</b>	<b>Total</b>	<b>6,500</b>	<b>Uwezo</b>	<b>JNT</b>			
E1S3T3	Collaborate closely with UNATU through national and regional events. At least one national and four district chapters partnered with to share Uwezo findings	Teachers	UNATU	Uwezo	JNT	Uwezo	MGN	6,000
E1S3T3	Sending messages of 2015 findings using the teachers contact list and volunteer listing	Teachers	UNATU	PPE-C	MC	Uwezo	JNT	500
<b>E1S3T4</b>	<b>Output 4. Joint forum with like-minded researchers to discuss findings on Los held</b>	<b>Total</b>	<b>20,000</b>	<b>Uwezo</b>	<b>MGN</b>			

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S3T4	National conference on education held to reflect on national learning outcomes resulting into a book publication	Academia, education researchers	Kyambogo University, Makerere University, Ministry of Education, Independent researchers, publishers	Uwezo	MGN	PPE-E	VA	20,000
E1S3T5	<b>Output 5. Partnership with media to enhance data journalism initiated and sustained through workshops, roundtables and spaces to travel and cover Data/Voice activities in the field</b>	<b>Total</b>	<b>-</b>	<b>Uwezo</b>	<b>JNT</b>			
E1S3T5	Education journalists from at least 20 media houses (print, radio & TV) at national and district level involved in the 2015 Annual Learning Assessment to evidence first-hand children's learning levels and do evidence-based reporting.		Education Journalists	Uwezo	JNT	Uwezo	MGN	-
<b>Success E1S4: Policy debate stimulated at sub-national levels to prioritize measured learning outcomes as policy priority.</b>			<b>113,800</b>					
E1S4T3	<b>Output 3. Uwezo partners at district level engaged in sharing of evidence through media and face-face meetings</b>	<b>Total</b>	<b>37,280</b>	<b>Uwezo</b>	<b>JNT</b>			
E1S4T3	District communication Contact Persons(DCCPs) identified and engaged in 28 districts to undertake communications related activities at district level	parents, teachers, local leaders	District partner organisations, DCCPs	Uwezo	JNT	PPE-C	MC	16,000
E1S4T3	Councilors at sub-county level in 56 districts engaged to be Uwezo messengers in sharing findings on learning and stimulate dialogue at those levels.	Local Council III chairpersons	Association of Local Councilors, ULGA	Uwezo	JNT	PPE-C	MC	21,280
E1S4T4	<b>Output 4. District-level CSOs involved to amplify evidence through launches and meetings</b>	<b>Total</b>	<b>65,000</b>	<b>Uwezo</b>	<b>JNT</b>			<b>-</b>
E1S4T4	District Launches of 2015 ALA report held; piggy-back models adopted to share the evidence at sub-national level [accrual]	Policy makers at district level	District partner organisations	Uwezo	JNT	PPE-E	VA	65,000
E1S4T4	Media engagements on district report cards ( Data Journalism-perspective	Policy makers at district level and ordinary citizens	URN and District Partner Organisations	PPE-C	MC	Uwezo	JNT	-

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S4T5	<b>Output 5. Uwezo partners engaged to share evidence at local levels; Feedback and evidence of previous year shared at school and household level during the 2016 assessment; Targeted radio messages shared with parents of assessed households</b>	<b>Total</b>	<b>11,520</b>	<b>Uwezo</b>	<b>JNT</b>			
E1S4T5	Contracting of national and local radio stations to hold talk shows on learning outcomes	Parents, Teachers	Media houses	Uwezo	JNT	Uwezo	MGN	10,560
E1S4T5	Guests facilitated to attend talk show: Uwezo partners/ policy actors facilitated to attend different talk shows- Transport/meals/accommodation	Parents, Teachers	District partners	Uwezo	JNT	Uwezo	MGN	960
E1S4T5	Radio presenters from the radio stations facilitated to record voxpop from various policy actors, parents and teachers	As above		Uwezo	JNT	Uwezo	MGN	-
<b>Success E1S5: Focus on and measurement of learning outcomes by governments and other national interventions, including uptake of Uwezo's evidence, tracked</b>			<b>-</b>					
<b>Problem E2: Ambitious curriculum</b>			<b>33,600</b>					
<b>Success E2S1: Evidence (incl. collating teachers' opinion about curriculum implementation processes and their knowledge about the curriculum) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).</b>			<b>17,100</b>					
E2S1T1	<b>Output 1. Curriculum reform processes in Uganda are synthesised and documented.</b>	<b>Total</b>	<b>-</b>	<b>WWE</b>	<b>JS</b>	<b>PPE-E</b>	<b>VA</b>	
E2S1T1	Summarise the curriculum reform processes in a format that can be shared widely.	UNESCO, MoES, Teachers, Media	NCDC, UNEB, Core PTCs	WWE	JS	PPE-C	MC	-
E2S1T1	Conduct internal learning sessions			WWE	JS	LME	VL	-
E2S1T2	<b>Output 2. Curriculum content analysis report is produced.</b>	<b>Total</b>	<b>12,100</b>	<b>WWE</b>	<b>JS</b>		<b>JC</b>	
E2S1T2	Prepare and process the content data analysis for lower primary (thematic) and upper primary (subject-based) following WCER guidelines.	UNESCO, Teachers, MoES	WCER, NCDC, Panel of experts	WWE	JS		JC	-
E2S1T2	Alignment analysis between the intended and assessed curriculums.			WWE	JS		JC	3,000
E2S1T2	Alignment analysis between intended and enacted curriculums.			WWE	JS		JC	3,000
E2S1T2	Alignment analysis between assessed and enacted curriculums.			WWE	JS		JC	3,000
E2S1T2	Engage subject-specific expert(s) to write synthesized content data analysis reports (all grades, both thematic and subject-based)			WWE	JS	PPE-E	VA	1,600

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S1T2	Forum involving panel of experts, to validate our findings.			WWE	JS	PPE-E	VA	1,500
<b>E2S1T3</b>	<b>Output 3. Survey of enacted curriculum. Teachers' opinions, knowledge and views on curriculum effectiveness are collected. Report is produced.</b>	<b>Total</b>	<b>5,000</b>	<b>WWE</b>	<b>JS</b>		<b>JC</b>	
E2S1T3	Engage consultant for data entry, cleaning and preliminary descriptive analysis.	Teachers, DEOs, Media	WCER, Panel of experts, core PTCs	WWE	JS		JC	2,500
E2S1T3	Advanced data analysis by Twaweza SDA.			WWE	JS		JC	-
E2S1T3	Consultant engaged to write the comprehensive report of findings from the pilot teacher survey.			WWE	JS	PPE-C	MC	2,500
<b>E2S1T4</b>	<b>Output 4. Produce quarterly digest of literature and our evolving understanding.</b>	<b>Total</b>	<b>-</b>	<b>WWE</b>	<b>JS</b>	<b>PPE-C</b>	<b>MC</b>	
E2S1T4	Internal learning, brainstorming and consultative sessions on curriculum issues.	Twaweza staff, UNESCO, MoES	NCDC, Panel of experts	WWE	JS	LME	VL	-
E2S1T4	Think pieces, literature digests, etc.			WWE		PPE-C	MC	-
E2S1T4	Position paper on primary school curriculum effectiveness in Uganda.			WWE	JS	PPE-C	MC	-
<b>E2S1T5</b>	<b>Output 5. Central repository is established and updated bibliography is maintained.</b>	<b>Total</b>	<b>-</b>	<b>WWE</b>	<b>JS</b>			
E2S1T5	Summaries of Peer reviewed literature are compiled. Annotated bibliography is updated.	Twaweza staff		WWE	JS			-
<b>Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)</b>			<b>16,500</b>					
<b>E2S2T1</b>	<b>Output 1. Good relations with key players (NCDC, UNEB, PTCs, Universities, and MPs) are maintained.</b>	<b>Total</b>	<b>2,000</b>	<b>WWE</b>	<b>JS</b>	<b>PPE-E</b>	<b>VA</b>	
E2S2T1	Briefing meetings on our progressive learning regarding all aspects of curriculum effectiveness - reforms, content analysis, teacher survey, alignment.	MoES, UNEB, NCDC, UNATU, PTCs	Panel of experts	WWE	JS	PPE-E	VA	2,000
E2S2T1	Continuous engagement with director NCDC and Executive secretary UNEB to ensure we have their buy-in into our work.			WWE	JS	PPE-E	VA	-
<b>E2S2T2</b>	<b>Output 2. Policy position paper on primary curriculum effectiveness in Uganda is produced, launched and shared.</b>	<b>Total</b>	<b>14,500</b>	<b>WWE</b>	<b>JS</b>	<b>PPE-E</b>	<b>VA</b>	
E2S2T2	Write policy position paper on curriculum effectiveness in Uganda, incorporates all major themes from reforms analysis, content analysis, and teacher survey.	Teachers, Media, MPs, MoES	NCDC, core PTCs, Experts' panel	WWE	JS	WWE	MC	-
E2S2T2	Disseminate reforms and content analysis reports.			PPE-E	VA	WWE	JS	5,000
E2S2T2	Disseminate of teacher survey report.			PPE-E	VA	WWE	JS	5,000



UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S2T2	Launch of Twaweza position paper on curriculum effectiveness in Uganda.			PPE-E	VA	WWE	JS	2,000
E2S2T2	Media engagements ( TV) 30%			PPE-E	MC	WWE	JS	-
E2S2T2	Participate in the international conference on surveys of enacted curriculum (SEC) organised annually in USA			WWE	JS	Ops	GS	2,500
<b>Success E2S3: Curriculum review processes are actively monitored to ensure that they are informed by evidence on what makes a curriculum effective</b>			-					
E2S3T1	<b>Output 1. Actively participate in curriculum review events organised by the curriculum institutes.</b>	<b>Total</b>	-	WWE	JS			
E2S3T1	Maintain cordial relations with the curriculum institutes, share evidence (e.g. from UNESCO) on effective curriculum design.	NCDC, PTCs, Universities.		WWE	JS			-
<b>Problem E3: Motivated teachers</b>			16,000					
<b>Success E3S1: "An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.</b>			16,000					
E3S1T1	<b>Output 1. Evidence on teacher motivation and accountability is collated, analyzed.</b>	<b>Total</b>	-	WWE	JS	LME	VL	
E3S1T1	Regularly retrieve, review and summarise top-notch context-relevant recent literature on teacher performance, motivation, accountability, support, etc.	Twaweza staff, Media	STiR, Teach for Uganda,	WWE	JS	LME	VL	-
E3S1T1	Internal learning, brainstorming and consultative sessions on teacher motivation and PD.			WWE	JS	LME	VL	-
E3S1T3	<b>Output 2. Strengthen partnerships with education CSOs, UNATU, PTCs, Local communities, Districts and parliamentary committee on education.</b>	<b>Total</b>	8,000	WWE	JS	PPE-E	VA	
E3S1T3	Consultative, validation and brainstorming sessions/forums over the discovered PD teacher strategies and impact evaluation design.	DEOs, schools, local communities	CSOs, Core PTCs, PD teachers	WWE	JS	PPE-E	VA	8,000
E3S1T3	Validate the discovered PD strategies (schools, teachers, local communities, districts, etc.)			WWE	JS	PPE-E	VA	-
E3S1T5	<b>Output 3. Positive Deviance approach is applied to unearth PD teacher practices/strategies (achieved together with E4S1).</b>	<b>Total</b>	1,000	WWE	JS	PPE-E	VA	
E3S1T5	Launch of report on PD inquiry findings.	Media, schools, Teachers, local communities	STiR, PD Teachers	WWE	JS	PPE-E	VA	-
E3S1T5	Media debates and discussion of PD teacher strategies.			PPE-E	VA	WWE	JS	1,000
E3S1T6	<b>Output 4. Design and implement Teacher profile survey using SzW platform (Achieved together with O3S1).</b>	<b>Total</b>	7,000	WWE	JS	SzW	MA	

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E3S1T6	Conduct teacher profile survey to document comprehensive data as a basis of launching a teacher campaign. We will adopt the OECD teacher questionnaire	Teachers, MoES, Media	UNATU, PTCs, DEOs	WWE				7,000
<b>Success E3S2: A teacher performance pay program is piloted (KF II), in collaboration with ministries and district authorities and (head) teachers.</b>			-					
<b>E3S2T1</b>	<b>Output 1. KF findings are shared.</b>	<b>Total</b>	-	WWE	JS	WWE	YS	
E3S2T1	Internal learning sessions and engagements with other stakeholders	Twaweza staff, MoES, MPs		WWE				-
<b>Problem E4: School management</b>			30,000					
<b>Success E4S1: Evidence is produced and shared on what works in improving school leadership and management</b>			11,000					
<b>E4S1T1</b>	<b>Output 1. Existing evidence on school management is compiled.</b>	<b>Total</b>	-	WWE	JS	LME	VL	
E4S1T1	Regularly retrieve, review and summarise top-notch context-relevant recent literature on school management.	Twaweza staff, Media	STiR, Teach for Uganda,	WWE	JS	LME	VL	-
E4S1T1	Internal learning, brainstorming and consultative sessions on school leadership and PD.			WWE	JS	LME	VL	-
<b>E4S1T3</b>	<b>Output 2. Positive Deviance approach applied to unearth PD practices.</b>	<b>Total</b>	1,000	WWE	JS	PPE-E	VA	
E4S1T3	Launch of PD inquiry report on unearthed head teacher strategies.	Media, schools, head teachers, local communities	STiR, PD head teachers, DEOs/CAOs	WWE	JS	PPE-E	VA	-
E4S1T3	Media debates and discussion of PD head teacher strategies.			PPE-C	MC	WWE	JS	1,000
<b>E4S1T5</b>	<b>Output 3. Design and implement small-scale PD pilot experiment on teacher and head teacher strategies.</b>	<b>Total</b>	10,000	WWE	JS	LME	VL	
E4S1T5	Pilot Experimentation of PD promising ideas. Engage consultant to design and implement the pilot intervention.	Local govts, School communities, media	STiR, Positive Deviants	WWE	JS	LME	VL	10,000
<b>Success E4S2: 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</b>			-					
<b>Success E4S3: Evidence on what works in improving school leadership is shared with head teachers and other key actors in education (ministries, DEOs, teacher unions and professional associations) to inspire improved school leadership</b>			19,000					
<b>E4S3T3</b>	<b>Output 3. Position Paper produced, shared, launched.</b>	<b>Total</b>	19,000	WWE	JS	PPE-E	VA	

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E4S3T3	Completion of the PD Inquiry	Local govts, School communities, media	STiR, Positive Deviants	WWE	JS			19,000
<b>Success E4S4: Head teachers and other key actors debate widely and report on interventions to improve learning in their schools.</b>			-					
<b>MEDIA COSTS KEY PARTNERSHIPS</b>			21,545					
	<b>Media partnerships</b>	<b>Total</b>	21,545	PPE-E	VA			
KMP	WWE TV engagements			PPE-E	VA			-
KMP	ATI Radio engagement (capital, Kfm - national and URN for sub national)			PPE-C	MC			8,000
KMP	SzW radio programming			PPE-C	MC			4,545
KMP	Radio engagements EIS3TI			PPE-C	MC			3,000
KMP	Radio and Print engagements E2S2T1 and E3S1T5			PPE-C	MC			6,000
<b>LEARNING MONITORING EVALUATION</b>			115,800					
<b>LME Success 1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.</b>			105,400					
LMES1T1	<b>Output 1. Staff knowledgeable of monitoring structure, responsibilities and processes; using internal system (SF) for tracking &amp; insights.</b>	<b>Total</b>	-	LME	SO			
LMES1T1	Organize internal Trainings/mentoring sessions or continued support and refresher sessions to staff for various internal monitoring / tracking tools (e.g. SF based). Any budget in RO.			LME	SO			-
LMES1T1	Internal monitoring & feedback mechanisms within Uwezo reviewed, advised, improved as needed. Findings shared internally & externally.			LME	SO			-
LMES1T1	Feedback mechanisms for communication activities reviewed, advised, improved as needed. Findings shared internally & externally. Also piloting guidelines developed, relevant staff trained.			LME	SO			-
LMES1T2	<b>Output 2. Selective &amp; systematic media monitoring in place, informing practice</b>	<b>Total</b>	11,400	LME	SO			
LMES1T2	Media monitoring of corporate log (daily & quarterly reports)			LME	SO	PPE-C	MC	11,400
LMES1T2	End of year corporate log analysis			LME	SO	PPE-C	MC	-
LMES1T3	<b>Output 3. Independent verification of Distribution, Coverage and Quality (including Feedback) in at least 80% of all implemented initiatives; results from at least</b>	<b>Total</b>	58,000	LME	SO			

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
	<b>3 studies formulated to improve practice and knowledge (briefs).</b>							
LMES1T3	Sauti formative study (polling space in UG, competition, perception of polls, credibility, branding, positioning, etc.)			LME	SO			5,000
LMES1T3	Omnibus: baseline, coverage / brand recognition / recall; knowledge, awareness of key issues including feedback on the youth post-election engagements.			LME	SO			20,000
LMES1T3	Geopoll: viewership data at selected points in the year (linked to media-based implementation). UG will require about 1 month per quarter (Q2-4) especially around the national broadcast of accountability idol.			LME	SO			3,000
LMES1T3	Uwezo quality re-check and feedback: LQAS, plus feedback on sub-nat engagement, in a sample of 10-20% of all assessed districts.			LME	SO			30,000
LMES1T3	Tracking intermediate outcomes ref Open Gov agenda (based on OM engagement plan): ATI regulations; Sauti / Uw data in Parliament, in Gov. Mostly internal, link with feedback (interviews), link with media coverage			LME	SO			-
LMES1T3	Tracking intermediate outcomes ref Education work at the national level (based on OM engagement plan): curriculum; teacher motivation; school management. Mostly internal, link with feedback (interviews), link with media coverage			LME	SO			-
<b>LMES1T4</b>	<b>Output 4. Independent verification of intermediate outcomes conducted as relevant: results from at least 2 studies contributing to improved practice &amp; knowledge (briefs).</b>	<b>Total</b>	<b>36,000</b>	<b>LME</b>	<b>SO</b>			
LMES1T4	Tracking intermediate outcomes ref Open Gov agenda (accountability idol, youth post-election engagement), ATI regulations, Sauti / Uw data in Parliament, in Gov; Mostly internal, link with feedback (interviews), link with media coverage			LME	SO			-
LMES1T4	Independent feedback from key actors on various engagement strands (both Open and Education) , including Sauti, ATI, accountability Idol (indep. interviews with e.g. MPs, editors, CSOs, line ministry officials, etc.).			LME	SO			6,000

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LMES1T4	Intermediate outcomes of the PA initiative: 2nd wave (follow-up) in May as per committed contract. 3rd lighter wave of in-depth tracking in original 2 districts. Plus internal only, lighter versions in 2 new districts. Assuming a total of 4 districts.			LME	SO			30,000
<b>LME Success 2: "Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge."</b>			5,000					
LMES2T2	<b>Output 2. Formative research / measurement of Civic Space in East Africa</b>	Total	5,000	LME	SO			
LMES2T2	Desk review of civic space (as in KE and TZ)			LME	SO			5,000
LMES2T3	<b>Output 3. Rigorous evaluation of Twaweza initiatives and/or hypothesis testing</b>	Total	-	LME	SO			
LMES2T3	Evaluation of accountability idol (depends on PPE/WWO implementation). Ideally contribution to rigorous research with external party. Budget in RO.			LME	SO			-
<b>LME Success 3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas</b>			5,400					
LMES3T1	<b>Output 1. Learning events (sessions, skills labs, reading club, etc.) are held regularly on topics of relevance to organization</b>	Total	1,400	LME	SO			
LMES3T1	Learning sessions, food for thought sessions: facilitating learning across the organization, drawing on internal work / lessons / results, and brining external insights and guests.			LME	SO			400
LMES3T1	Keeping the Twaweza library up to date			LME	SO			1,000
LMES3T3	<b>Output 3. Link to Global Knowledge</b>	Total	4,000	LME	SO			
LMES3T3	Monthly LME updates / postings on Twaweza website			LME	SO			-
LMES3T3	1 External expert engaged for multi-stakeholder learning event			LME	SO			4,000
<b>GENERIC OUTPUTS FROM UNITS</b>			17,499					
GOFU	<b>Generic outputs</b>	Total	17,499	PPE-C	MC			
GOFU	URN- Education			PPE-C	MC	PPE-E	VA	10,500
GOFU	URN - ATI			PPE-C	MC	WWO	JK	6,999
<b>OPERATIONS AND FINANCE</b>			123,560					
OPS	<b>Operations and Finance</b>	Total	123,560	Ops	GS	Ops	GS	

UG	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
OPS	success 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place			Ops	GS	Ops	GS	-
OPS	Success 2: Staff recruited and motivated to realize Twaweza goals in a supportive environment			Ops	GS	Ops	GS	15,228
OPS	Success 3: Office and assets functioning optimally and well managed			Ops	WM	Ops	WN	75,595
OPS	Success 4: Internal documentation and correspondence efficiently managed			Ops	RM	Ops	WN	663
OPS	Success 5: Information technology			Ops	KM	Ops	KM	25,991
OPS	Success 6 Office assets/Equipment			Ops	WM	Ops	WM	1,883
OPS	Others: Bank charges			Ops	RM	Fin	RM	4,200
<b>STAFF COSTS</b>			<b>584,831</b>					
<b>Staff</b>	<b>Staff costs</b>	<b>Total</b>	<b>584,831</b>	<b>Ops</b>	<b>GS</b>	<b>Ops</b>	<b>PV</b>	
Staff	Salaries Programs OG			Ops	GS	Ops	PV	34,181
Staff	Salaries Programs Ed			Ops	GS	Ops	PV	322,958
Staff	Salaries Programs PPE-C			Ops	GS	Ops	PV	31,607
Staff	Salaries Programs PPE-E			Ops	GS	Ops	PV	77,423
Staff	Salaries LME/PPE			Ops	GS	Ops	PV	32,784
Staff	Salaries Ops/Finance			Ops	GS	Ops	PV	85,878

## Kenya budget

KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
<b>OPEN GOVERNMENT</b>			<b>360,704</b>					
<b>Problem O1: There is no robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.</b>			-					
<b>Success O1S1: Progressive legislation on access to information and freedom of expression enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress (Ke, Ug, Tz)</b>			-					
<b>O1S1T1</b>	<b>Output 1. Pro-active and timely (responsive) engagement to address concerns with Access to Information Bill</b>	<b>Total</b>	-	<b>Uwezo</b>				
<b>Problem O3: Independent monitoring &amp; public opinion</b>			<b>162,304</b>					
<b>Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate ( Kenya, Uganda and Tanzania)</b>			<b>162,304</b>					
<b>O3S1T1</b>	<b>Output 1. 11 SzW call rounds conducted</b>	<b>Total</b>	<b>137,906</b>	<b>Ops</b>	<b>MA</b>			
O3S1T1	Household Interviews (2000 Households across Kenya)- 10 call rounds conducted	Media; public officials; key actors	Research firm	SzW	VR			127,782
O3S1T1	Citizen Monitoring of Public Service (200 SzW Citizen Monitors)- 2 call rounds conducted	As above	Research firm	SzW	VR			8,124
O3S1T1	Management of the Survey. field visits by SzW team to manage attrition in problematic enumeration areas	As above	Research firm	SzW	VR			2,000
O3S1T1	Randomized controlled evaluation in collaboration with University of California, Berkeley.	As above	Berkeley university	LME	SO	SzW	SO	-
<b>O3S1T2</b>	<b>Output 2. 10-12 rounds from SzW data curated and shared by key actors in media, gov't and civil society</b>	<b>Total</b>	<b>24,398</b>	<b>PPE-E</b>	<b>BO</b>			-
O3S1T2	Publication of 10 briefs for targeted distribution			PPE-E	BO	SzW	VR	10,750
O3S1T2	Banners, cartoons, promotional materials			PPE-C	RC	PPE-E	BO	2,648
O3S1T2	Purchase of glass podium to be used for both SzW and other Twaweza events			Ops	NM	PPE-E	BO	200
O3S1T2	Launch event for 8 of SzW briefs			PPE-E	BO	PPE-E	IK	8,000
O3S1T2	TV Discussions held on each of the 8 rounds			PPE-E	BO	SzW	VR	-
O3S1T2	Radio discussions held on each of the 8 rounds			PPE-E	BO	SzW	VR	-
O3S1T2	Opinion pieces penned and published for each of the 4 rounds			PPE-C	RC	PPE-E	BO	-
O3S1T2	Partnership with the Media Council of Kenya for meeting with Journalists on SzW data			PPE-E	BO	SzW	VR	2,800
O3S1T2	Partnership with media houses to document and transmit human interest stories on emerging issues from SzW			PPE-E	BO	SzW	VR	-



KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
<b>Success O3S2: 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</b>			-					
<b>Problem O4: Intermediaries &amp; demand creation</b>			-					
<b>Success O4S2: Scoping study done on identifying demand for data &amp; information, and the "state of" intermediaries and how to work with them (Tanzania, Kenya)</b>			-					
<b>Problem O5: Unresponsive government</b>			198,400					
<b>Success O5S3: Concrete plan in place for engagement around 2017 elections, in order to raise citizens concerns and foster informed debate (Kenya)</b>			153,400					
<b>O5S1T1</b>	<b>Output 1.</b>		153,400	PPE-E	BO			
O5S1T1	Scoping study on influence of party manifestos on citizen voting behavior and preferences - Consultant will also conduct rapid research in the 5 targeted Counties.	Policy makers, political parties, citizen groups, media	Consultant	PPE-E	BO	LME	SO	20,000
O5S1T1	Publication of policy brief on scoping study	CSOs, ECK, Media, IRCK , citizen groups	Suppliers	PPE-C	RC	PPE-E	BO	4,250
O5S1T1	Launch of policy brief with electoral stakeholders and media at the national level	As above	Kura Yangu Sauti Yangu, Uraia, Media Action	PPE-E	BO	PPE-E	BO	2,450
O5S1T1	Journalists from key media outlets facilitated to record voxpop from various citizens , opinion leaders and electoral actors, based on the findings of the scoping study	Policy makers, political parties, citizen groups, media	Journalists, media houses	PPE-C	IK	PPE-E	BO	5,000
O5S1T1	Secure agreement with potential partners in 5 Counties that will form the basis of advocacy campaigns in the 2017 elections	Media Action, IRCK, CSOs, Celebrities	Media Action, IRCK, KNA, COG	PPE-C	RC	PPE-E	BO	10,000
O5S1T1	Produce voice recordings, films and posters on the highlights of promises/manifestos for each of the gubernatorial candidates in 5 Counties	Local faith leaders, local media, youth groups, citizens, CSOs, political parties	BBC Media Action, IRCK,	PPE-E	BO	PPE-C	IK	10,000
O5S1T1	Launch of the posters, voice recordings and films in public event in each of the 5 Counties	As above	BBC Media Action, IRCK,	PPE-C	RC	PPE-E	BO	5,000
O5S1T1	Disseminate films on promises/manifestos in strategic points in Sub Counties in each of the 5 Counties in partnership with the Kenya News Agency	As above	Kenya News Agency, BBC Media Action, Local administrators	PPE-E	BO	PPE-E	BO	30,000
O5S1T1	Disseminate posters promises manifestos highlights in mosques, churches and places of worship	As above	IRCK Sub National Chapters	PPE-E	BO			6,700

KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O5S1T1	Broadcast 3 programs from each of the 5 Counties on local FM stations on promises/manifestos by gubernatorial candidates	As above	BBC Media Action, local media,	PPE-C	RC	PPE-E	BO	20,000
O5S1T1	Secure media space on local FM stations for faith leaders to appear and discuss issue oriented electoral process and interrogation of promises by gubernatorial aspirants	youth groups, citizens, CSOs, politicians, political parties	BBC Media Action, local media,	PPE-C	RC	PPE-E	BO	20,000
O5S1T1	Organize 2 gubernatorial debates in each of the 5 Counties in partnership with local media, faith leaders and other stakeholders	Local faith leaders, local media, youth groups, citizens, CSOs, political parties	IRCK, BBC Media Action, local media,	PPE-E	BO			20,000
O5S1T1	Qualitative feedback study among participating partners and media outlets		Consultant	LME	SO		-	-
O5S1T1	Documentation sharing of learning emanating from engagement with the 2017 elections	Political parties, ECK, Academia	Consultant	LME	SO	PPE-E	BO	-
O5S1T1	Publication of lessons in blogs, Op-eds and other platforms from our engagement with elections			LME	SO	PPE-E	BO	-
<b>Success O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens</b>			-					
<b>O5S4T1</b>	<b>Output 1. Sauti za Wananchi used to monitor people's perceptions of government responsiveness and their expectations of the same</b>	<b>Total</b>	-	<b>SzW</b>	<b>VR</b>			
O5S4T1	One - two Sauti rounds on this topic. Budget under O3			SzW	VR			-
<b>Success O5S6: Special initiative: Public Agency</b>			<b>45,000</b>					
<b>O5S6T1</b>	<b>Output 1. Husika pilot completed and lessons documented</b>	<b>Total</b>	<b>41,500</b>	<b>PA</b>	<b>JM</b>			
O5S6T1	Husika pilot continued and finalized in 36 schools and communities, including endline study			PA	JM			17,000
O5S6T1	Husika initiative monitored and learning informs strategy adjustment			PA	JM			4,000
O5S6T1	Husika data managed and reports produced			PA	JM			9,000
O5S6T1	End-of-pilot feedback and learning meeting, lessons documented and utilized to inform future strategy			PA	JM			6,500
O5S6T1	Dissemination meetings held with authorities at county and sub-county levels			PA	JM			5,000
<b>O5S6T2</b>	<b>Output 2. Husika initiative documented and refined for scaled up</b>	<b>Total</b>	<b>3,500</b>	<b>PA</b>	<b>JM</b>			-
O5S6T2	Model refined and documented (roll out to be determined at Midyear Review)			PA	JM			3,500

KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
<b>EDUCATION</b>			<b>907,849</b>					
<b>Problem E1: Learning outcomes measure &amp; focus</b>			<b>780,749</b>					
<b>Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competencies in literacy and numeracy</b>			<b>640,979</b>					
<b>E1S1T1</b>	<b>Output 1 . Uwezo Accountability Strengthened</b>	<b>Total</b>	<b>3,780</b>	<b>Uwezo</b>	<b>FNN</b>			
E1S1T1	National Advisory Committee meets quarterly to advice on Uwezo processes and tools		National Advisory Committee members	Uwezo	FNN			3,780
<b>E1S1T2</b>	<b>Output 2. Research design framework developed</b>	<b>Total</b>	<b>47,015</b>	<b>Uwezo</b>	<b>BMO</b>			
E1S1T2	Year 7 sampling, based on agreed criteria to obtain new sample. Sample also generated for 30 EAs for pilot of instruments. Process to include Rural, Urban and peri urban EAs.		KNBS	Uwezo	BMO			2,600
E1S1T2	EA maps purchased from the KNBS for any new EAs included in the 2017 survey.		KNBS	Uwezo	BMO			16,240
E1S1T2	Uwezo+ items integrated in 2017 survey. Uwezo+ panel (sector-based panelists) identifies indicators, pre-tests, integrates items in the 2017 survey	Government, development partners, local communities and civil society	MoH, Ministry of Devolution, MoEST	Uwezo	BMO			5,600
E1S1T2	New partner organizations recruited and due diligence completed on all 2015 partners	District level organizations; NGOs, CBOs, FBOs, Youth groups	Ministries of: Youth, Gender, Education, Provincial Admin, Planning, District Coordinators, Master Trainers & key facilitators	Uwezo	LN			16,920
E1S1T2	Heads of Organizations (HOs) taken through contractual obligations prior to signing of Uwezo 8 contracts	District Partner Organizations	County Coordinators, Staff	Uwezo	LN			5,655
<b>E1S1T3</b>	<b>Output 3. National Assessment Tests, Tools and processes developed</b>	<b>Total</b>	<b>241,178</b>	<b>Uwezo</b>	<b>WC</b>			
E1S1T3	Sample tests in Literacy and Numeracy developed. Four samples each of tests in Literacy (English and Kiswahili) and Numeracy developed. Three day test development retreat held and 4 draft tests developed.	Children aged 6-16 years	Test Development Panel	Uwezo	WC			5,400
E1S1T3	Meetings to review tests held. Meetings for test panelists held after every pre-test to review the tests.	Children aged 6-16 years	Test Development Panel	Uwezo	WC			3,680
E1S1T3	Assessment materials, including test booklet, survey booklet, volunteer poster and 6 certificates designed		Graphics designers	Uwezo	WC			629

KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1T3	Test booklets with two samples of tests in Literacy (English and Kiswahili) and Numeracy developed and printed.	Children aged 6-16 years	Printing Firm	Uwezo	FNN			1,500
E1S1T3	Household survey booklets, containing Village, School and Household sheets printed	Children aged 6-16 years	Printing Firm	Uwezo	BMO			2,807
E1S1T3	Booklet to list all households designed and printed		Printing Firm	Uwezo	LN			242
E1S1T3	Table of Random Numbers Booklet printed		Printing Firm	Uwezo	BMO			25
E1S1T3	Training appendices printed inclusive of Survey sheets and test booklets for all trainings (district wide pilot, County trainings, National training, and volunteer training		Printing Firm	Uwezo	BMO			1,215
E1S1T3	Volunteer workbooks printed	Volunteers	Printing Firm	Uwezo	BMO			3,685
E1S1T3	Trainers/Facilitators manuals printed	Trainers and District Coordinators	Printing Firm	Uwezo	BMO			1,788
E1S1T3	Certificates for partner organizations, Volunteers, Trainers, County Coordinators, District Coordinators and village elders designed and printed.	Volunteers, Trainers and District Coordinators, County Coordinators and village elders	Printing Firm	Uwezo	LN			1,122
E1S1T3	Pretests of tests held. Tests and data recording tools pre-tested in 3 varying socio-economic set-ups, English test subjected to readability test and validated	Children aged 6-16 years	Test development panel	Uwezo	WC			2,670
E1S1T3	District wide pilot of tests and tools conducted	Children aged 6-16 years	Test Development Panel, District coordinators	Uwezo	WC			10,450
E1S1T3	Partner Organization given support to visit sampled Enumeration Areas, recruit volunteers and sample households		Partner organizations	Uwezo	LN			22,800
E1S1T3	Partner organizations given modest honoraria for coordinating assessment. District partners contracted for two months and undertake varied activities related to the assessment (training, volunteer recruitment, listing & mapping, supervision), are assured with work safety during the engagement period		Partner organizations	Uwezo	LN			25,650
E1S1T3	Village Elders facilitated to support Household listing. One village elder facilitated to support the Household listing in each enumeration area		District partners	Uwezo	LN			12,825

KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1T3	Village Coordinators (VCs) engaged. 3 VCs per district recruited and engaged to support DCs in Household listing and Volunteer recruitment and assessment processes.		DPIs	Uwezo	LN			15,390
E1S1T3	County Coordinators engaged to coordinate activities in counties. Honoraria and transport facilitation.	CCs		Uwezo	LN			28,200
E1S1T3	Call for volunteers (A4 poster), volunteer identification badges printed and volunteer bags bought	Volunteers	Printing firm	Uwezo	LN			3,650
E1S1T3	Additional support given for volunteers recruitment and pre-assessment process in selected districts.		District Partners and Coordinators	Uwezo	LN			6,000
E1S1T3	Master trainers trained in 3-day session on emerging methods and participate in pilot of Uwezo 2017 tools	Trainers	EA Trainers; National Trainers	Uwezo	BMO			5,250
E1S1T3	New District Coordinators trained in a one-day session		National Trainers	Uwezo	BMO			1,000
E1S1T3	3 day Regional trainings undertaken with DCs and VCs to achieve readiness for pre-assessment processes in sampled EAs	District Coordinators, Village Coordinators	Facilitators/Master trainers, County Coordinators	Uwezo	BMO			37,200
E1S1T3	National Conference and Training held. District coordinators training skills strengthened in a series of trainings to prepare them to train volunteers in their respective districts. Training to be offered a day before as motivation for older partners	District Coordinators, County Coordinators	Facilitators/Master trainers/DCs	Uwezo	BMO			27,000
E1S1T3	Trainers engaged to train DCs, VCs & volunteers	Trainers		Uwezo	BMO			21,000
<b>E1S1T4</b>	<b>Output 4. Household Based Assessments Undertaken</b>	<b>Total</b>	<b>302,232</b>	<b>Uwezo</b>	<b>BMO</b>			
E1S1T4	Volunteers trained in 2-day residential sessions. Volunteers undergo a two day training in their respective counties on how to conduct assessments and record data. The training to have both a theoretical and practical components.	Volunteers	Master Trainers, National Trainers, DCs	Uwezo	BMO			148,200
E1S1T4	Volunteers undergo a practical training session to understand better the assessment process in schools and households	Volunteers	Master Trainers, Key Facilitators, DCs	Uwezo	BMO			5,700
E1S1T4	Stationeries procured for regional, national and district trainings	Trainers, CCs, DCs, Volunteers	Suppliers	Uwezo	BMO			4,312
E1S1T4	Volunteer-Transport re-imbursed	Volunteers	District Partner organizations Master Trainers, Key Facilitators and volunteers,	Uwezo	BMO			68,400

KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1T4	Volunteers paid modest honoraria	Volunteers, Village Coordinators		Uwezo	BMO			68,400
E1S1T4	Assessment materials transported. Transportation costs for assessment materials; The materials to also include the relevant materials for communication of findings and call to citizen action. Transport is two-way.		Courier Service provider	Uwezo	FNN			3,420
E1S1T4	Trainers and Uwezo staff facilitated to support assessment	Trainers, DCs, staff		Uwezo	BMO			2,800
E1S1T4	Group personal accident cover procured for DCs, VCs, CCs, trainers and volunteers during the assessment		Service providers	Uwezo	LN			1,000
<b>E1S1T5</b>	<b>Output 5. Data Accurately Entered and Analyzed</b>	<b>Total</b>	<b>13,420</b>	<b>Uwezo</b>	<b>FNN</b>			
E1S1T5	Archival space rented for physical survey booklets.		Wells Fargo	Uwezo	FNN			3,420
E1S1T5	Data entered from the 2017 Annual Learning Assessment.		Data Clerks/ manager	Uwezo	WC			10,000
<b>E1S1T6</b>	<b>Output 6. Uwezo assessment internally monitored and feedback looped back to improve implementation</b>	<b>Total</b>	<b>9,200</b>	<b>Uwezo</b>	<b>WC</b>			
E1S1T6	Level one/internal monitoring of the Uwezo assessment before (pre) and during the assessment. Process monitoring conducted in 10 counties for volunteer recruitment, mapping household listing before the assessment, as well as during the assessment	Volunteers, DCs, CCs and VCs	Trainers	Uwezo	WC			5,000
E1S1T6	Feedback received from participants of 2017 assessment, learning meeting convened and feedback loop to inform planning for 2018 assessment	Volunteers, DCs, CCs, trainers and VCs	Volunteers, DCs, CCs, trainers and VCs	Uwezo	WC			4,200
E1S1T6	Process recheck undertaken in sample of 20 districts, EAs and Households; Staff team sensitized on realities of conducting the assessment in various country contexts;			Uwezo	WK			-
<b>E1S1T7</b>	<b>Output 7. Give back to children and parents in assessment households</b>	<b>Total</b>	<b>22,954</b>	<b>Uwezo</b>	<b>IK</b>			
E1S1T7	Reading support to children: Reading tests redesigned and printed in both Kiswahili and English given as a thank you to children in assessed households	Children 6-9 years	Graphic designer/printing firm	Uwezo	IK			11,704
E1S1T7	2018 calendars produced to be left at the assessed households	Parents/ head teachers	Graphic designer/ printing firm	Uwezo	IK			11,250
<b>E1S1T8</b>	<b>Output 8. Staff recruited and motivated to realize Uwezo goals in a supportive environment</b>	<b>Total</b>	<b>1,200</b>	<b>Uwezo</b>	<b>EM</b>			
E1S1T8	Internal meetings and guests: Team meetings held and associated utilities; Hosting of Uwezo country guests;	Uwezo staff, partners	Internal	Uwezo	EM			1,200

KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
<b>Success E1S2: 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.</b>			<b>18,320</b>					
<b>E1S2T1</b>	<b>Output 1: Report on learning Outcomes published and launched annually</b>	<b>Total</b>	<b>18,320</b>	<b>SzW</b>				
E1S2T1	Production of annual learning assessment reports-writing of national and county reports	Policy makers, teachers	Consultant	Uwezo	WC			13,020
E1S2T1	Launch of Uwezo National report	Policy makers, teachers, local media, citizens, Parliamentarians		PPE-E	BO			-
E1S2T1	Production of policy brief on budgetary allocation vs inequality on teacher distribution in arid areas	As above	Supplier	PPE-C	RC	PPE-E	BO	1,800
E1S2T1	Launch of policy brief at the National level	As above	Ministry of Education, Elimu Yetu Coalition, IRCK	PPE-E	BO			2,100
E1S2T1	Policy meetings to share and deliberate on policy brief	MoE , TSC , KNUT, CSOs and Parliamentary Committees,		PPE-E	BO	Uwezo	EM	1,400
E1S2T1	Partner with the media to generate discussion and feedback on the policy brief	Citizens, CSOs, Media, MPs		SzW				-
<b>Success E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority</b>			<b>12,000</b>					
<b>E1S3T1</b>	<b>Output 1. Annual learning assessment reports and policy briefs shared systematically &amp; policy makers and implementers engaged</b>	<b>Total</b>	<b>12,000</b>	<b>Uwezo</b>	<b>IK</b>			
E1S3T1	KNUT/KEPSHA and Twaweza staff supported to attend and present the findings- during the regional and national conferences	Teachers	KEPSHA, KNUT	Uwezo	IK			8,000
E1S3T1	Meeting with Senate and National Assembly Education Committees	Parliamentarians	IRCK, EYC	PPE-E	BO			2,500
E1S3T1	Support to the Equity Week in September 2017 jointly organized with other partners	Policymakers, Parliamentarians, CSOs	SID, EYC	PPE-E	BO			1,500
<b>Success E1S4: Policy debate stimulated at sub-national levels to prioritize measured learning outcomes as policy priority.</b>			<b>109,450</b>					
<b>E1S4T1</b>	<b>Output 1.Sub-national level officials involved at various levels of conducting the assessment; District/County reports produced and shared with education</b>	<b>Total</b>	<b>99,450</b>	<b>Uwezo</b>	<b>EM</b>			

KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
	stakeholders at sub-national levels - launches, piggy-back on their meetings							
E1S4T1	District Launches of the beyond basics assessment findings in 10 districts	District level Policy actors, partners	District partner organisations	Uwezo	EM			99,450
E1S4T2	<b>Output 2. District/County reports and summaries, rankings posters (produced in S2) shared with local authorities through Uwezo partners</b>	<b>Total</b>	<b>-</b>	Uwezo	IK			
E1S4T2	Printing and launch of the county reports at county level	County level policy makers	Uwezo assessment partners	Uwezo	IK			-
E1S4T3	<b>Output 3. Uwezo partners at district level engaged in sharing of evidence through media and face-face meetings</b>	<b>Total</b>	<b>5,000</b>	Uwezo	IK			
E1S4T3	Selected district partners, village coordinators, assistant chiefs and village elders supported to undertake communications in schools and EAs	Parents and teachers	District partners, Local administration	Uwezo	IK			5,000
E1S4T5	<b>Output 5. Local media engaged to amplify debate at county and district levels</b>	<b>Total</b>	<b>5,000</b>	PPE-C				
E1S4T5	Contracting a media consultant to create a media buzz around Uwezo data through local radio stations	parents, teachers	Local radio stations	Uwezo	IK			5,000
<b>Success E1S5: Focus on and measurement of learning outcomes by governments and other national interventions, including uptake of Uwezo's evidence, tracked</b>			-					
<b>Problem E2: Ambitious curriculum</b>			56,400					
<b>Success E2S1: Evidence (incl. collating teachers' opinion about curriculum implementation processes and their knowledge about the curriculum) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).</b>			41,400					
E2S1T1	<b>Output 1. Curriculum reform processes in Kenya synthesised, documented and stored in accessible manner</b>	<b>Total</b>	<b>-</b>	WWE	RMU			
E2S1T1	Report on curriculum reform processes shared for debate	KICD, MoEST	Curriculum panel of experts	WWE	RMU			-
E2S1T1	Summary of the report produced in a brief paper			WWE	RMU	PPE-C	BO	-
E2S1T1	Staff learning session on curriculum reform processes	Twaweza		WWE	RMU	LME	SO	-
E2S1T2	<b>Output 2. Curriculum content elements analysed and documented appropriately</b>	<b>Total</b>	<b>7,400</b>	WWE	RMU			
E2S1T2	Analysis of topic and cognitive demands for the primary curriculum - 3 grades English and Mathematics	KICD, MoEST, Academia; County officials	WCER	WWE	RMU	Uwezo	JC	2,400
E2S1T2	Alignment analysis; curriculum standards and assessments		WCER	WWE	RMU	Uwezo	JC	3,000



KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S1T2	Engage experts to write and synthesize curriculum standards and alignment report	As above		WWE	RMU			2,000
E2S1T2	Staff learning session held	Twaweza		WWE	RMU			-
<b>E2S1T3</b>	<b>Output 3. Teachers' opinion and views about curriculum effectiveness gained and synthesised</b>	<b>Total</b>	<b>34,000</b>	<b>WWE</b>	<b>RMU</b>			
E2S1T3	Curriculum experts engaged; pretest of tools; conduct the teacher survey in at least 2 Counties	Teachers; h/teachers	consultant; Curriculum Support Officers; County Directors of Education	WWE	RMU			24,000
E2S1T3	Hire of data clerks; data cleaning and entry			WWE	RMU	Uwezo	JC	4,000
E2S1T3	Alignment analysis: curriculum standards, assessment and instructional practice		WCER	WWE	RMU	Uwezo	JC	3,500
E2S1T3	Stakeholder forum held to debate and validate the SEC report (teacher survey & alignment analysis report)	CDE's, CSO's, KICD, TSC, MoEST, Academia		WWE	RMU	PPE-E	BO	2,500
E2S1T3	Staff learning session held			LME				-
<b>Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)</b>			<b>15,000</b>					
<b>E2S2T1</b>	<b>Output 1. Position paper on curriculum relevance and effectiveness in Kenya published and launched</b>	<b>Total</b>	<b>5,500</b>	<b>WWE</b>	<b>RMU</b>			
E2S2T1	Write position paper on effectiveness of curriculum implementation based on the SEC reports			WWE	RMU			-
E2S2T1	Publication of communication materials, position paper based on curriculum report/s			PPE-C	RC	wwe	BO	3,000
E2S2T1	Dissemination of position paper on curriculum			PPE-E	BO	WWE	RMU	2,500
<b>E2S2T2</b>	<b>Output 2. Key actors reached and engaged regarding curriculum effectiveness and improvements through different fora and channels depending on the issues.</b>	<b>Total</b>	<b>9,500</b>	<b>WWE</b>	<b>RMU</b>			
E2S2T2	Feedback forums to teachers and sub national level	Teachers, KEPSHA, County officials		WWE	RMU	PPE-E	BO	4,000
E2S2T2	Policy forums convened to present and discuss key features in the policy briefs			PPE-E	BO	WWE	RMU	2,500
E2S2T2	Manuscripts authored and submitted for publication in a peer reviewed journal ; Presentation in local and international events -SEC conference			WWE	RMU	Uwezo	JM	3,000
<b>Problem E3: Motivated teachers</b>			<b>16,000</b>					
<b>Success E3S1: "An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.</b>			<b>16,000</b>					

KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E3S1T1	<b>Output 1. Existing evidence on teacher motivation and accountability in Kenya is garnered and synthesised</b>	Total	4,000	WWE	RMU			
E3S1T1	Continuous review of local and global evidence on teacher motivation - linking to Uwezo data		TSC, KEPSHA, UNICEF	WWE	RMU			4,000
E3S1T1	Bibliographies on teacher motivation compiled on open access software			WWE	RMU			-
E3S1T1	Internal staff learning sessions on teacher motivation and accountability			WWE	RMU	LME	SO	-
E3S1T4	<b>Output 4. Partnership with TSC to analyse teacher data and link to learning outcomes (and at a later stage policy positions)</b>	Total	12,000	WWE	RMU			
E3S1T4	Engage in formal MoU with TSC;			WWE	RMU	PPE-E	BO	-
E3S1T4	Investigate possibilities to do statistical analysis of teacher variables against learning outcomes (examination results in schools)			WWE	RMU	Uwezo	JC	3,000
E3S1T4	Designed systematic data collection system on teacher accountability & motivation ;			WWE	RMU	Uwezo	JC	6,000
E3S1T4	Tested and refined data collection system: agreed on final design			WWE	RMU	Uwezo	JC	3,000
<b>Success E3S2: A teacher performance pay program is piloted (KF II), in collaboration with ministries and district authorities and (head) teachers.</b>			-					
<b>Problem E4: School management</b>			54,700					
<b>Success E4S1: Evidence is produced and shared on what works in improving school leadership and management</b>			51,200					
E4S1T1	<b>Output 1. Existing domestic and global evidence on school leadership collected, reviewed and analysed (including impact on previous interventions)</b>	Total	-	WWE	RMU			
E4S1T1	Regular desk review on school leadership practices in Kenya and globally			WWE	RMU			-
E4S1T1	Staff learning sessions on school leadership practices			WWE	RMU	LME	SO	-
E4S1T3	<b>Output 3. Positive deviance approach applied to unearth deviant practices on school leadership in Kenya public schools</b>	Total	48,200	WWE	RMU			
E4S1T3	Experts/ study team engaged to conduct PD qualitative inquiry - experts fee		Consultants	WWE	RMU	Uwezo	JM	25,000
E4S1T3	Conduct an in-depth qualitative inquiry in at least 5 schools;	BoM, h/teachers, teachers		WWE	RMU	Uwezo	AK	10,000

KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E4S1T3	Organise stakeholder consultation sessions at national and subnational level 'inviting everyone'	KEPSHA, MoEST, Academia, TSC		WWE	RMU	Uwezo	EM	3,000
E4S1T3	Transcription and analysis of qualitative data	KEPSHA, MoEST, Academia, TSC	study team	WWE	RMU			4,000
E4S1T3	Write a well synthesized report on PD findings;			WWE	RMU	PPE-C	BO	3,500
E4S1T3	Produce a brief on PD research	Local media, MPs, policymakers	MOEST	PPE-C	RC	WWE	RMU	1,500
E4S1T3	Hold national level policy meeting to share findings from PD research	Local media, MPs, policymakers		PPE-E	BO	WWE	RMU	1,200
E4S1T6	<b>Output 6. Positive deviant practices piloted and tested in at least 3 schools in Kenya</b>	<b>Total</b>	<b>3,000</b>	<b>WWE</b>	<b>RMU</b>			
E4S1T6	Ideas on experimentation of promising PD practices is developed and discussed internally			WWE	RMU			-
E4S1T6	Schools for piloting identified and secured buy-in; design on PD experimentation finalised			WWE	RMU	Uwezo	JM	3,000
E4S1T6	Baselining and tracking of the response and involvement of the pilot schools, communities and local leadership around pilot schools			LME	SO	WWE	RMU	-
<b>Success E4S2: 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</b>			-					
<b>Success E4S3: Evidence on what works in improving school leadership is shared with head teachers and other key actors in education (ministries, DEOs, teacher unions and professional associations) to inspire improved school leadership</b>			3,500					
E4S3T1	<b>Output 1. PD interventions identified and packaged for "marketing"</b>	<b>Total</b>	<b>3,500</b>	<b>WWE</b>	<b>RMU</b>			
E4S3T1	Report on PD practices is shared in various forums for debate	KEPSHA, MoEST, sub national level	KEPSHA	WWE	RMU	PPE-E		3,500
<b>MEDIA COSTS KEY PARTNERSHIPS</b>			<b>20,000</b>					
	<b>Media partnerships</b>	<b>Total</b>	<b>20,000</b>	<b>PPE-C</b>	<b>RC</b>			
KMP	Partnership with the media towards the 2017 elections - Gubernatorial debates and discussions in the Counties	Citizens, policymakers,		PPE-C	RC	PPE-E	BO	20,000
<b>LEARNING MONITORING EVALUATION</b>			<b>120,700</b>					
<b>LME Success 1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.</b>			<b>115,300</b>					
LMES1T1	<b>Output 1. Staff knowledgeable of monitoring structure, responsibilities and processes; using internal system (SF) for tracking &amp; insights.</b>	<b>Total</b>	<b>-</b>	<b>LME</b>	<b>SO</b>			

KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LMES1T1	Organize internal Trainings/mentoring sessions or continued support and refresher sessions to staff for various internal monitoring / tracking tools (e.g. SF based). Budget in RO.			LME	SO			-
LMES1T1	Internal monitoring & feedback mechanisms within Uwezo reviewed, advised, improved as needed. Findings shared internally & externally.			LME	SO			-
LMES1T1	Feedback mechanisms for communication activities reviewed, advised, improved as needed. Findings shared internally & externally. Also piloting guidelines developed, relevant staff trained.			LME	SO			-
LMES1T2	<b>Output 2. Selective &amp; systematic media monitoring in place, informing practice</b>	<b>Total</b>	<b>16,800</b>	LME	SO			
LMES1T2	Media monitoring of corporate log (daily & quarterly reports)			LME	SO	PPE-C		16,800
LMES1T2	End of year corporate log analysis			LME	SO	PPE-C		-
LMES1T3	<b>Output 3. Independent verification of Distribution, Coverage and Quality (including Feedback) in at least 80% of all implemented initiatives; results from at least 3 studies formulated to improve practice and knowledge (briefs).</b>	<b>Total</b>	<b>52,000</b>	LME	SO			
LMES1T3	Tracking intermediate outcomes ref Open Gov agenda (based on OM engagement plan): ATI regulations; Sauti / Uwezo data in Parliament, in Gov. Mostly internal, link with feedback (interviews), link with media coverage			LME	SO	WWO		-
LMES1T3	Tracking intermediate outcomes ref Education work at the national level (based on OM engagement plan): curriculum; teacher motivation, including COD; school management. Mostly internal, link with feedback (interviews), link with media coverage			LME	SO			-
LMES1T3	Omnibus surveys: Measurement of coverage, recall and awareness of our and partner media-based initiatives; also for checking brand name recognition, associations.			LME	SO			20,000
LMES1T3	Uwezo process recheck (LQAS) (at selected sample districts) conducted and feedback from partners to improve implementation is given			LME	SO	Uwezo		30,000
LMES1T3	For feedback from target audiences on various Twaweza products & initiatives, via FGD. Some can be done internally; others consultant. Budget in RO, so it can be assigned on as-needed basis.			LME	SO			-

KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LMES1T3	Monitoring reach/coverage via viewership/listenership numbers of selected media products, via Geopoll. Budgeting for 2 months out of the year because of the elections work, in peak time, as needed.			LME	SO			2,000
LMES1T4	<b>Output 4. Independent verification of intermediate outcomes conducted as relevant: results from at least 2 studies contributing to improved practice &amp; knowledge (briefs).</b>	<b>Total</b>	<b>46,500</b>	LME	SO			
LMES1T4	Intermediate outcomes of the PA initiative: 2nd wave (follow-up) in May as per committed contract. 3rd wave of in-depth tracking in original 2 districts. Plus internal only, lighter versions in 2 new districts. Assuming a total of 4 districts.			LME	SO			33,000
LMES1T4	An evaluation of the positioning and impact of SzW program in Kenya polling space.			LME	SO			7,500
LMES1T4	Independent feedback from key actors on various engagement strands (both Open and Education) including Sauti, ATI (indep. interviews with e.g. MPs, editors, CSOs, line ministry officials, etc.).			LME	SO			6,000
<b>LME Success 2: "Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge."</b>			-					
LMES2T2	<b>Output 2. Formative research / measurement of Civic Space in East Africa</b>	<b>Total</b>	-	LME	SO			
LMES2T2	Desk review conducted in 2015; if there was funding, would complement with fieldwork; can revisit at mid-year to see if funding becomes open			LME	SO			-
LMES2T5	<b>Output 3. Rigorous evaluation of Twaweza initiatives and/or hypothesis testing</b>	<b>Total</b>	-	LME	SO			
LMES2T5	Rigorous evaluation of sub-national candidate debates in Kenya, in partnership with JPAL and Stanford. Contribution (not full cost). Funds in RO budget.			LME	SO			-
<b>LME Success 3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas</b>			<b>5,400</b>					
LMES3T1	<b>Output 1. Learning events (sessions, skills labs, reading club, etc.) are held regularly on topics of relevance to organization</b>	<b>Total</b>	<b>1,400</b>	LME	SO			

KE	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LMES3T1	Learning sessions, food for thought sessions: facilitating learning across the organization, drawing on internal work / lessons / results, and brining external insights and guests.			LME	SO			400
LMES3T1	Keeping the Twaweza library up to date			LME	SO			1,000
<b>LMES3T3</b>	<b>Output 3. Link to Global Knowledge</b>	<b>Total</b>	<b>4,000</b>	<b>LME</b>	<b>SO</b>			
LMES3T3	Monthly LME updates / postings on Twaweza website			LME	SO			-
LMES3T3	1 External expert engaged for multi-stakeholder learning event			LME	VL			4,000
<b>GENERIC OUTPUTS FROM UNITS</b>			-					
<b>OPERATIONS AND FINANCE</b>			<b>138,149</b>					
<b>OPS</b>	<b>Operations and Finance</b>	<b>Total</b>	<b>138,149</b>	<b>Ops</b>	<b>GS</b>	<b>Fin</b>	<b>RM</b>	
OPS	success 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place			Ops	GS	Ops	PV	-
OPS	Success 2: Staff recruited and motivated to realize Twaweza goals in a supportive environment			Ops	GS	Ops	PV	17,074
OPS	Success 3: Office and assets functioning optimally and well managed			Ops	NM	Ops	ES	91,343
OPS	Success 4: Internal documentation and correspondence efficiently managed			Ops	ES	Ops	ES	870
OPS	Success 5: Information technology			Ops	KM	Ops	KM	21,372
OPS	Success 6 Office assets/Equipment			Ops	NM	Ops	NM	3,290
OPS	Others: Bank charges			Ops	RM	Fin	GS	4,200
<b>STAFF COSTS</b>			<b>497,957</b>					
<b>Staff</b>	<b>Staff costs</b>	<b>Total</b>	<b>497,957</b>	<b>Ops</b>	<b>GS</b>	<b>Ops</b>	<b>PV</b>	
Staff	Salaries Programs OG			Ops	GS	Ops	PV	45,651
Staff	Salaries Programs Ed			Ops	GS	Ops	PV	297,391
Staff	Salaries PPE-C			Ops	GS	Ops	PV	-
Staff	Salaries PPE-E			Ops	GS	Ops	PV	77,339
Staff	Salaries LME			Ops	GS	Ops	PV	-
Staff	Salaries OPS/Finance			Ops	GS	Ops	PV	77,576

## Regional government

RO	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
<b>OPEN GOVERNMENT</b>			<b>49,500</b>					
<b>Problem O2: Data collected by government</b>			<b>30,000</b>					
<b>Success O2S1: Uwezo and Sauti datasets published consistent with open data principles. (where available)</b>			<b>30,000</b>					
<b>O2S1T1</b>	<b>Output 1. Uwezo/SzW dataset published in user-friendly formats and consistent with open data principles, hosted within Twaweza website</b>	<b>Total</b>	<b>30,000</b>	<b>PPE-C</b>	<b>RC</b>			
O2S1T1	Develop ToR for publication of Sauti data and visuals			WWO	BT	PPE-C		-
O2S1T1	Develop data visualization module for Sauti data for new Twaweza website			WWO	BT	PPE-C		30,000
O2S1T1	Ongoing improvements to data visualizations from HDX			Uwezo	JM	PPE-C		-
<b>Problem O3: Independent monitoring &amp; public opinion</b>			<b>19,500</b>					
<b>Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate ( Kenya and Tanzania)</b>			<b>19,500</b>					
<b>O3S1T1</b>	<b>Output 1. Global &amp; Regional partnership/participation</b>	<b>Total</b>	<b>19,500</b>	<b>SzW</b>				
O3S1T1	1. Mobile Phone Panel Survey Handbook; Hosting meetings to popularize the MPPS handbook in Tanzania and Kenya	Global audience, researchers, dev't actors	PPE; World bank	SzW	MA	PPE-E	AE	5,000
O3S1T1	2. Presentation in Global and regional conferences	As above	CIVICUS; OGP; World Bank	SzW	JM	PPE-E	AE	6,500
O3S1T1	3. Networking and partnership peer organizations (E.Africa)	As above	Twaweza office across EA	SzW	MA	PPE-E	AE	2,000
<b>O3S1T1</b>	<b>Regional Management of Sauti za Wananchi</b>			SzW				-
O3S1T1	SzW Regional meeting (annual)	SzW staff		SzW	JM			2,000
O3S1T1	Validation/quality check of program process	SzW staff		SzW	MA			4,000
<b>EDUCATION</b>			<b>117,860</b>					
<b>Problem E1: Learning outcomes measure &amp; focus</b>			<b>111,260</b>					
<b>Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy</b>			<b>106,860</b>					
<b>E1S1T1</b>	<b>Output 1. Uwezo processes and tools harmonized across the three Countries</b>	<b>Total</b>	<b>28,100</b>	<b>Uwezo</b>	<b>AK</b>			
E1S1T1	Input to Uwezo National processes ensured through participation in NAC Meetings			Uwezo	JM	ED		4,000
E1S1T1	Training processes harmonized and skills shared across the three Countries			Uwezo	AK	Ops		24,100

RO	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1T1	Assessment tools and materials reviewed and approved			Uwezo	AK			-
<b>E1S1T2</b>	<b>Output 2. Uwezo Standards and quality monitored and timely feedback given</b>	<b>Total</b>	<b>28,750</b>	<b>Uwezo</b>	<b>AK</b>			
E1S1T2	Uwezo policies and standards revised and printed			Uwezo	AK			750
E1S1T2	Assessment processes coordinated across the region			Uwezo	AK			16,800
E1S1T2	Process Audit conducted and feed backed			Uwezo	AK	LME		-
E1S1T2	Uwezo standards monitored across the three countries			Uwezo	AK	LME		11,200
<b>E1S1T3</b>	<b>Output 3. Uwezo concept and evidence shared widely at regional and global levels</b>	<b>Total</b>	<b>13,800</b>	<b>Uwezo</b>	<b>RN</b>			
E1S1T3	Strategic meetings attended and assessment expertise and evidence shared to influence regional policy			Uwezo	JM	WWE		2,800
E1S1T3	Participate actively in PAL Network for learning and sharing			Uwezo	RN			3,000
E1S1T3	Selected strategic conferences attended and Uwezo presented			Uwezo	JC			8,000
<b>E1S1T4</b>	<b>Output 4. Uwezo Data managed and processed</b>	<b>Total</b>	<b>36,210</b>	<b>Uwezo</b>	<b>WK</b>			
E1S1T4	Software developed and piloted for the three countries and countries supported to enter data in-country			Uwezo	JC			5,000
E1S1T4	Cleaned data sets for East Africa produced annually			Uwezo	JC			-
E1S1T4	Data collection using technology trailed in 3 districts			Uwezo	WK			12,000
E1S1T4	Technology for data collection supported for SDG			Uwezo	WK			8,000
<b>E1S1T5</b>	<b>Output 5. East Africa report is produced and launched</b>			<b>PPE-C</b>	<b>RC</b>	<b>Uwezo</b>	<b>JM</b>	<b>-</b>
E1S1T5	Report edited, designed and printed			PPE-C	RC	Uwezo	JM	6,510
E1S1T5	Report launched			PPE-E	RC	Uwezo	JM	4,700
<b>Success E1S2: 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.</b>			<b>4,400</b>					
<b>E1S2T2</b>	<b>Output 1. Uwezo Communications supported</b>	<b>Total</b>	<b>4,400</b>	<b>PPE-E</b>				
E1S2T2	Coordination and quality control of communication materials used at the point of assessment undertaken			Uwezo	WK			-
E1S2T2	Uwezo sub-national communications supported and consolidated across the three countries			Uwezo	WK			-
E1S2T2	Uwezo data utilized among academia across East Africa			Uwezo	WK			4,400



RO	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S2T2	Contributions to academic journal articles, book chapters, and grey literature submitted			Uwezo	JC			-
<b>Problem E2: Ambitious curriculum</b>			5,800					
<b>Success E2S1: Evidence (incl. collating teachers' opinion about curriculum implementation processes and their knowledge about the curriculum) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).</b>			5,000					
E2S1T1	<b>Output 1. Regional framework on curriculum effectiveness is developed and shared</b>	<b>Total</b>	5,000	WWE	KM			
E2S1T1	Regional report and position paper on curriculum effectiveness produced			WWE	KM	PPE-C	RC	5,000
<b>Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)</b>			800					
E2S2T1	<b>Output 1. Regional report on teachers' knowledge of the curriculum produced and shared</b>	<b>Total</b>	800	WWE	KM			
E2S2T1	Produce a regional report on teachers' survey			WWE	KM	PPE-C	RC	800
E2S2T1	Participate in the international conference on surveys of enacted curriculum (SEC) organised annually in USA			WWE	KM	Ops	GS	-
<b>Problem E3: Motivated teachers</b>			800					
<b>Success E3S1: "An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.</b>			800					
E3S1T1	<b>Output 1. Campaign on promotion of teachers' standing launched and sustained</b>	<b>Total</b>	800	WWE	KM			
E3S1T1	Produce a regional report capturing teacher profile in the region			WWE	KM	PPE-C	RC	800
<b>Problem E4: School management</b>			-					
<b>Success E4S1: Evidence is produced and shared on what works in improving school leadership and management</b>			-					
<b>LEARNING MONITORING EVALUATION</b>			277,200					
<b>LME Success 1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.</b>			20,200					
LMES1T1	<b>Output 1. Staff in 3 countries knowledgeable of monitoring structure, responsibilities &amp; processes; using internal system for design of monitoring, and informing implementation</b>	<b>Total</b>	20,200	LME	VL			
LMES1T1	Organize internal Trainings/mentoring sessions or continued support and refresher sessions to staff for various internal monitoring / tracking tools (e.g. SF based).			LME	SO	LME	SO	2,000

RO	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LMES1T1	LME active support: regional positions quarterly travel to countries for in house mentoring, training and support			LME	VL		SO	7,200
LMES1T1	LME staff in 3 countries participating in selected trainings relevant to work, or workshop with external trainers; and LME staff participating in other unit's monitoring or learning activities (incl travel).			LME	VL		SO	3,000
LMES1T1	Internal monitoring & feedback mechanisms within Uwezo reviewed, advised, improved as needed. Findings shared internally & externally.			LME	VL		SO	-
LMES1T1	Feedback mechanisms for communication activities reviewed, advised, improved as needed. Findings shared internally & externally. Also piloting guidelines developed, relevant staff trained.			LME	VL		SO	-
LMES1T1	Outcome Mapping: Ensuring relevant units staff actively apply and use OM, facilitate regular feedback; produce learning outputs (learning notes, briefs, etc.) on its basis. Done internally			LME	VL		SO	-
LMES1T1	For smaller feedback and checking of delivery & quality of various media based products as and when needed across the 3 countries: clipping of radio / TV; analysis internal			LME	VL		SO	8,000
<b>LME Success 2: "Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge."</b>			<b>200,000</b>					
LMES2T2	<b>Output 2. Formative research &amp; measurement of Civic Space in East Africa</b>	<b>Total</b>	<b>-</b>	<b>LME</b>	<b>VL</b>			
LMES2T2	Formative research/status of transparency & readiness for ATI, at national & sub-national levels in 2 countries: likely in UG&KE in 2017, Modelled on TZ 2015 (website checks, mystery clients, ATI requests). Websites checking to be done internally; mystery shopper in KE and UG, using pre-existing MIT contract.			LME	VL		SO	-
LMES2T3	<b>Output 3. Rigorous evaluation of Twaweza initiatives and/or hypothesis testing</b>	<b>Total</b>	<b>200,000</b>	<b>LME</b>	<b>VL</b>			
LMES2T3	Research into how Kenyan voters value accountability vs. other characteristics AND qualitative/formative to inform debates design (building on TZ and UG conjoint		MIT	LME	VL			100,000

RO	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
	experiment, contributing to regional & global knowledge).							
LMES2T3	Rigorous evaluation of sub-national candidate debates in Kenya, in partnership with JPAL and Stanford. Contribution (not full cost).		JPAL	LME	VL			50,000
LMES2T3	Evaluation of accountability idol in UG. Ideally contribution to rigorous research with external party.			LME	VL			50,000
LMES2T3	TO BE DEFINED: Evaluation of Sauti in the 3 countries - different contexts, implementation time, experience. What do we want to track over time??			LME	VL			-
LMES2T3	Twaweza (VL) contribution to RISE research: produce 2-3 working papers. Set aside sufficient time for engaging with RISE CRT, contribute/shape relevant data collection, analyse and write. (Estimate 1 day per week)			LME	VL			-
LMES2T4	<b>Output 4. Summative evaluation</b>	<b>Total</b>	<b>-</b>	LME	VL			
LMES2T4	We did this in 2016 in 3 countries; will repeat in 2018. We will however do key informant interviews for assessing various engagement objectives, which will also partly speak to the perception of Twaweza summative effect.			LME	VL			-
<b>LME Success 3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas</b>			<b>57,000</b>					
LMES3T1	<b>Output 1. A learning calendar developed; data made available for management decisions</b>	<b>Total</b>	<b>-</b>	LME	VL			
LMES3T1	Data/insights are compiled and aligned to internal review / decision-making at least for mid-year review (but where relevant also on quarterly basis)			LME	VL			-
LMES3T3	<b>Output 3. Link to global knowledge</b>	<b>Total</b>	<b>6,000</b>	LME	VL			
LMES3T3	Participation in 2-3 key international T&A and/or learning events or forums (e.g. GPSA, new TALearn, etc.) to share Twaweza results, insights, etc.		T/AI, GPSA	LME	VL			6,000
LMES3T3	LME (VL) continued involvement with Transparency & Accountability Initiative's call for review of evidence on "what works in social accountability," jointly with L. Tsai from MIT.			LME	VL			-
LMES3T4	<b>Output 4. Immersion</b>	<b>Total</b>	<b>35,000</b>	LME	VL			
LMES3T4	Annual exercise involving all staff to experience & connect with lived realities of East Africans.			LME	VL			35,000

RO	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
<b>LMES3T5</b>	<b>Output 5. Interns.</b>	<b>Total</b>	<b>16,000</b>	<b>LME</b>	<b>VL</b>			
LMES3T5	Young people engaged in productive short-term arrangements, contributing to their own learning and beneficial to the organization. Budget for all 3 countries.			LME	VL			16,000
<b>GENERIC OUTPUTS FROM UNITS</b>			<b>66,840</b>					
<b>GOFUS1T1</b>	<b>Output 1. Various generic outputs</b>	<b>Total</b>	<b>18,050</b>	<b>PPE-C</b>	<b>RC</b>			
GOFUS1T1	Completion of new website and branding	Donors, media, researcher, NGO program officer	AIM Group	PPE-C	RC			8,000
GOFUS1T1	Hosting of website			PPE-C	RC			300
GOFUS1T1	Final maintenance of Twaweza and Uwezo websites			PPE-C	RC			500
GOFUS1T1	Twaweza data / promotional flyers			PPE-C	RC			1,500
GOFUS1T1	Folders			PPE-C	RC			2,000
GOFUS1T1	Annual report			PPE-C	RC			3,500
GOFUS1T1	Photographs - 3 countries			PPE-C	RC			2,250
<b>GOFUS1T2</b>	<b>Output 2. Regional Conference on What Works in Education</b>	<b>Total</b>	<b>48,790</b>	<b>PPE-E</b>	<b>SM</b>			
GOFUS1T2	Flights from UG, KE, TZ (Dar) to Arusha	Education researchers, policy actors - 3 countries		PPE-E	SM	WWE		8,600
GOFUS1T2	Accommodation for sponsored participants	as above		PPE-E	SM	WWE		8,640
GOFUS1T2	Ground transport	as above		PPE-E	SM	WWE		3,500
GOFUS1T2	Fees, honoraria	as above		PPE-E	SM	WWE		1,000
GOFUS1T2	International speaker	as above		PPE-E	SM	WWE		2,050
GOFUS1T2	Conference package	as above		PPE-E	AM	WWE		18,000
	Event management	as above		PPE-E	AM	WWE		5,000
GOFUS1T2	Decor / branding, conference printing, give always	as above		PPE-C	TY	WWE		2,000
<b>GOVERNANCE AND MANAGEMENT</b>			<b>97,000</b>					
<b>Gov/Man Success 1: Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports.</b>			<b>12,000</b>					
<b>GOVS1</b>	<b>Planning and reporting</b>	<b>Total</b>	<b>12,000</b>	<b>ED</b>	<b>KdG</b>			
GOVS1	Annual Plans produced by each directorate, consolidated and approved by Executive Director and Board, posted online and shared with donors. Plans are developed in a way that is useful for internal operations, and easy to follow for implementation and learning. Plans remain key documents guiding activities and progress	Twaweza, Board, Donors, Public	All Directors	ED	KdG	LME	VL	-

RO	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
GOVS1	Half-year reports (narrative, unaudited budget vs expenditure) min agreed format produced by each directorate, consolidated and discussed during the mid-year management meeting, board and donor meetings.	Twaweza, Board, Donors, Public	All Directors	ED	VL	Fin	RM	-
GOVS1	Annual report (narrative and audited financial statements and management letter) produced by each directorate and consolidated, consistent with agreed reporting system and format	Twaweza, Board, Donors, Public	All Directors	ED	VL	Fin	RM	-
GOVS1	Annual planning retreat for high-level strategic discussion conducted, Directors involved in preparation	Twaweza, key thinkers, potential partners	All Directors	ED	AE	LME	VL	12,000
<b>Gov/Man Success 2: Management and strategic support provided to the Directors and entire team</b>			<b>36,000</b>					
<b>GOVS2</b>	<b>Guidance on management issued and overall coordination of Twaweza internal programs and operations is conducted</b>	<b>Total</b>	<b>36,000</b>	<b>ED</b>	<b>AE</b>			
GOVS2	Management team is supported to enhance execution of duties through customized management training. Training linked to QMT	All Directors, selected managers	Trainer to be sourced	ED	AE	Ops	GS	8,000
GOVS2	Bilateral meetings held with Directors, planned and diarised in advance and held monthly (or more frequently)	All Directors	All Directors	ED	AE	ED	CK	-
GOVS2	Quarterly management meetings held in person quarterly rotating between Tanzania, Kenya and Uganda, with all managers attending	All Directors	All Directors	ED	AE	ED	CK	28,000
GOVS2	Weekly staff meetings held for information-sharing and documented. Use video-conference facility to hold joint meetings	Staff	All Directors	ED	AE	Ops	KM	-
GOVS2	Clear and accessible mechanism developed for gathering external feedback and responding systematically, especially concerns that can be reported by external parties. Concerns policy is in lace (we have a whistleblower policy)	General public, partners, donors		ED	AE			-
GOVS2	Twaweza's second strategy is discussed, implemented. Clarity provided through a series of meetings and teams for strategic coherence	Staff, donors, key thinkers, Board	All Directors	ED	AE	Fin	KdG	-
<b>Gov/Man Success 3: Twaweza has strong values, policies, and procedures, and staff are enabled to ensure compliance</b>			<b>27,000</b>					
<b>GOVS3</b>		<b>Total</b>	<b>27,000</b>	<b>ED</b>	<b>AE</b>			

RO	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
GOVS3	Twaweza's key values and ideas are promoted and articulated to inform how staff operate. Book of Key Documents is produced and shared with all staff and Board	Staff, Directors, Board		ED	AE	ED		1,500
GOVS3	Create understanding and compliance of policies	Staff		ED	AE	Ops	GS	-
GOVS3	HR and financial policies reviewed and adapted as critically needed	Staff	All directors, OPS	ED	AE	Ops	GS	-
GOVS3	Full statutory compliance maintained, including annual returns, financial audits, all taxes and immigration requirements		All directors, OPS, Company Secretary	ED	CK	Fin	RM	22,000
GOVS3	Contracts developed to high standards and managed well, Disputes/concerns handled in a timely and complete manner (review costs by legal consultant)		Legal consultant to advise	ED	CK	ED		3,500
GOVS3	Contract and payment approvals administered			ED	AE	ED		-
GOVS3	Maintain full IATI compliance (zero cost)			ED	KdG	Fin	RM	-
<b>Gov/Man Success 4: Governance Board and donors are consulted, engaged, and informed on all pertinent matters related to Twaweza</b>			<b>22,000</b>					
<b>GOVS4</b>		<b>Total</b>	<b>22,000</b>	<b>ED</b>	<b>AE</b>			
GOVS4	Governance Board exercising statutory and management oversight, and engaged to provide support, advice and insight into Twaweza goals and strategy. Joint meetings held with donors once a year in person, and once by teleconference. Board pack submitted in advance in a timely manner.	Board	All Directors	ED	AE	ED	CK	10,000
GOVS4	Develop and induct new Board (with expert group)	Board	All Directors	ED	AE	ED	CK	2,500
GOVS4	Donors are informed and engaged about Twaweza's activities and operations through reports and meetings. Two joint Board/donor meetings held per year (in person and via teleconference)	Donors	All Directors	ED	AE	ED	KdG	-
GOVS4	Donor management tool developed in SF	Donors		ED	AE	ED	KdG	-
GOVS4	Fundraising conducted to secure resources for 2017+ budget, with bilateral donors, foundations and other sources (combine travel with OGP duties)			ED	AE	ED	KdG	4,500
GOVS4	Regional travel for the Executive Director and Director of Programs and Services to attend internal and external meetings.			ED	AE	ED	KdG	5,000
<b>OPERATIONS AND FINANCE</b>			<b>85,743</b>					
<b>OPS</b>	<b>Operations and Finance</b>	<b>Total</b>	<b>85,743</b>	<b>Ops</b>	<b>GS</b>	<b>Ops</b>	<b>RM</b>	

RO	Organisations' Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
OPS	success 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place			Ops	GS	Ops	PV	700
OPS	Success 2: Staff recruited and motivated to realize Twaweza goals in a supportive environment			Ops	GS	Ops	PV	26,882
OPS	Success 3: Office and assets functioning optimally and well managed			Ops	JK	Ops	TM	16,322
OPS	Success 4: Internal documentation and correspondence efficiently managed			Ops	PN	Ops	PN	-
OPS	Success 5: Information technology			Ops	KM	Ops	KM	41,839
OPS	Success 6 Office assets/Equipment			Ops	JK	Ops	JK	-
<b>STAFF COSTS</b>			<b>1,807,552</b>					
<b>Staff</b>	<b>Staff costs</b>	<b>Total</b>	<b>1,807,552</b>	<b>Ops</b>	<b>GS</b>	<b>Ops</b>	<b>PV</b>	
Staff	Salaries Program OG			Ops	GS	Ops	PV	264,930
Staff	Salaries Program Educ			Ops	GS	Ops	PV	493,358
Staff	Salaries PPE-C			Ops	GS	Ops	PV	156,798
Staff	Salaries PPE-E			Ops	GS	Ops	PV	42,296
Staff	Salaries LME			Ops	GS	Ops	PV	253,121
Staff	Salaries Ops/Finance			Ops	GS	Ops	PV	397,561
Staff	Salaries Govman			Ops	GS	Ops	PV	199,488