2016 | Annual Plan

evidence | voice | engagement

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Introduction: Picking up the pace in 2016

While 2014 was a year of deep thinking and reorganization for Twaweza, 2015 is when these changes took shape and form in practice. We learned what implementing our new strategy looks and feels like, we settled into a new organizational and leadership structure, expanded the team significantly and initiated two new areas of work.

Building on this, 2016 will be our first full year of executing the new strategy. We have maintained strong continuity between the 2016 and the 2015 plans. The problems and annual success statements provide a guiding framework and tie our work together across years. This plan reflects the reality that we are also more deliberately connected to policy processes, and it solidifies our partnerships with a select few media organizations to ease the administrative burden of our engagement work, and to communicate all our research findings more widely.

The expansion of our Sauti za Wananchi platform beyond Tanzania is one of the highlights of 2016. Sauti za Wananchi has become well known and respected in Tanzania, and we look forward to achieving the same success in Kenya and Uganda where timely, robust public opinion surveys are not readily and regularly available. We will balance the data collection effort with the production of useful, high quality outputs and our intention to meaningfully engage policy actors on a range of diverse topics.

In 2015, we expanded the Uwezo assessment to include a nutritional component and iodine testing in salt in Tanzania after being piloted in Kenya in 2014. In 2016, this will also be implemented in Uganda. We also piloted the assessment of higher level skills (beyond the basics of grade 2 reading and numeracy) in two districts in Uganda. We will also roll this out in Kenya and Tanzania.

The adoption of the Sustainable Development Goals offers an exciting opportunity for our formidable assessment platform. We will explore some early thinking on how best to deploy our unique Uwezo capability to independently monitor government commitments to an appropriate set of the Sustainable Development Goals. We will participate in the global processes of designing the set of indicators by which progress towards the SDGs will be measured and which are expected to be adopted in September 2016.

In 2015, we embedded our "What Works in Education" and "What Works in Open Government" initiatives in our activities. These explicit solution-seeking efforts in education have received a warm welcome from high-level policymakers across the three countries. In 2016, the What Works in Education team will engage in curriculum review processes, and, through positive deviance enquiry, identify those school leadership practices that yield rich learning outcomes. Our "What Works in Open Government" initiatives focused on shaping electoral campaign discussions towards issues and away from personality politics. Our interactive debate series, Mkikimkiki, made a significant contribution towards this end during Tanzania's general elections. We are encouraged to work on similar initiatives in Kenya and Uganda, as a launch-pad to catalysing citizen engagement in post-election accountability work going forward.

We continue to be deeply commitment to our learning posture and are constantly refining our monitoring. The new strategic focus on policy engagement, for example, brings its own set of monitoring and measurement challenges. In 2016, we will continue to: expand our effort in tracking and assessing the effectiveness of our engagement strategies better; tinker with improved feedback loops on our initiatives for actionable information; and strengthen our reflection on data and research which is the core of what makes us a learning organization.

Twaweza has settled into a good rhythm and pace after internalizing the significant transitions. We now look forward to picking up the pace in 2016 and to an exciting year of imaginative, meaningful partnerships and activities designed to help forge an exciting, dignified future for East Africa's citizens.

1. Open Government in 2016

Accessing information, expanding Sauti za Wananchi and catalysing post-election accountability.
O1 There is no robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.

In 2015, Twaweza responded robustly to four pieces of legislation that would reduce civic space in Tanzania, namely the Statistics Act, the Cybercrime Act, and the Access to Information and Media Services Bills. Our response included working with members of the Freedom of Information Coalition to advocate for changes or for bills to be withdrawn; preparing a range of position papers, blogposts and op-ed columns; and using the opportunity of the Open Government Partnership Africa Regional Meeting held in Dar es Salaam to press the government to review these problematic bills. As a result, there were amendments made to the Statistics and Cybercrime Acts, though concerns remain in both. The other two bills were withdrawn from parliament. In Uganda, the only country in which Twaweza is present that has a freedom of information act, a study to uncover barriers to use and uptake was carried out and the work in 2016 will build on these insights. We aim to work with partners in ensuring that this legislation is used.

Given that we began 2015 focused solely on freedom of information legislation but were forced by unfolding events to broaden the scope of this work, we have included this explicitly in 2016. We recognize a regional, and potentially global, movement towards closing civic space and we recognize that this affects our work directly as well as contravening the values we seek to promote. Thus we will work on a range of legislative processes that address freedom of expression more generally, continuing to address problematic legislation in Tanzania, new or imminent legislation in Uganda and a private member's bill on access to information in Kenya. This work will involve refining our evidence-gathering capabilities and sharpening our advocacy skills to engage more effectively with policy makers and our allies in civil society and the media.

In addressing the legislative environment that governs much of our work and values, we will continue to engage with the Open Government Partnership in Tanzania, and look towards engaging with the process in Kenya as well.

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.

Given the World Bank's strong supply-side engagement with government on open data in Tanzania and the growing role in the same field in Uganda, Twaweza has largely played a back seat role in catalysing the supply of government-held data in open formats. In 2016 we seek to work with the World Bank and other partners to run a series of public conversations around some of the data being released. In Tanzania, we spent 2015 developing tools, in partnership with MIT, to monitor the accessibility of data and information at the national and local government levels. In 2016, these tools will be reviewed following the initial round of use, and then deployed in both Tanzania and Uganda. Building on the potential power of both public recognition and 'shaming' we will work to spark

media debate around the application of these tools, creating a league table of the most open and closed government departments.

Further, a simple tool for auditing the quality of government data will be developed and used to assess two datasets in each of these two countries. The findings will be used to engage officials from the relevant institutions around data collection, analysis, use and dissemination. Twaweza will also re-engage more concertedly with the supply of open data, focusing on areas where the World Bank is less interested, such as digitization of local government ordinances and bye-laws. We will also develop interactive tools to make census and similar survey data more accessible.

Finally, looking closer to home, we will aim to demonstrate what can be done with open data and ensure that we conform to the standards which we advocate for. Twaweza will develop a region-wide tool (with local adaptations) for making Uwezo data more accessible in user-friendly formats, and a Tanzania-specific tool doing the same with Sauti za Wananchi data.

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.

In Tanzania Sauti za Wananchi continued to collect data on a range of topics from the constitution to access to water. The data have generated substantial media and policy debate. A particular highlight was the political poll which generated hundreds of pieces of media coverage, including cartoons, as well as significant social media and public conversation. In response to the political poll findings citizens on the streets of Dar es Salaam conducted their own poll exercise and widespread debate about research methodology issues such as sampling was sparked. A new Sauti za Wananchi panel was also constituted, as per our commitment to our respondents and to limit any effect on responses over time.

We also began Sauti za Wananchi in Kenya; baseline data collection will be complete by the end of 2015. Building on the experience and success of the initiative in Tanzania, we will commence the call rounds and accompanying policy and media engagement in Kenya in 2016. Since we are 'starting fresh' in Kenya, we also have the opportunity to conduct in-depth studies to understand the effect of credible, regular poll data on the policy and media landscape. Similarly Sauti za Wananchi will be expanded into Uganda in the second half of the year.

This means that we will have a regular instrument for data collection across the three countries. The data collected will inform our work and will allow for regional comparisons of progress on critical issues. In all three countries we will also focus on further engaging Members of Parliament to act as champions for Sauti za Wananchi and use the data to inform their work.

Although we did not succeed in independently monitoring of services in 2015, we have included an explicit focus on this in both the Sauti za Wananchi and Uwezo cycles for 2016. The Sauti za Wananchi panel includes 200 citizen monitors who will collect this data, and Uwezo will include some new indicators on health in 2016. Towards the end of the year we will produce a compendium of monitoring data on the health sector drawing from both of these instruments and seek to engage relevant officials around the findings.

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.

In 2015, Twaweza conducted a study on the "state of intermediaries" in Uganda, and began a new initiative with the Africa Centre for Media Excellence (ACME) to train journalists in the use of data in journalism, and to provide them with an improved flow of usable data sources. In Tanzania, efforts to encourage a print media outlet to strengthen their capacity for data journalism did not bear significant fruit. Twaweza's various initiatives, in particular Sauti za Wananchi, have led to an increase in data journalism articles. However the quality and quantity of these articles remains unsatisfactory.

For 2016, a new approach will be used, with the development of four different routes to promoting use of data by the media. In Uganda, the training carried out with ACME will continue over an extended period, to ensure newly-trained journalists are not left to flounder. In Tanzania, a version of the Code 4 Kenya model will be tried, with skilled software developers based within media houses for an extended period, provisionally Mwananchi and Jamii Forums. In addition, a bottom up mentoring and feedback (peer-review) group will be established for aspiring data journalists to develop and try out their skills in a safe, less exposed environment. Finally, in both countries, data journalism awards will be incorporated into national journalism awards schemes.

In both Kenya and Tanzania, we will carry out a scoping study similar to the one done in Uganda in 2015. In Kenya, alongside a mapping exercise of current infomediaries, the study will include an explicit focus on the feasibility of establishing an independent data and investigative journalism institute that provides time-bound story specific support to all media houses on request. In this way we are exploring different routes to entrench data journalism in all three countries.

Alongside a strong focus on the media as natural data intermediaries, in Tanzania we will work with the Wajibu Institute, founded by the former Controller and Auditor General, to create Local Government Authority scorecards.

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).

In 2016, we are beginning the process of monitoring government responsiveness on a regular basis. Initially, this work will be conducted through Sauti za Wananchi.

Another strand of work is predicated on Twaweza's belief in the power of modelling and social pressure. By showcasing positive examples of public agency, or where government responsiveness and citizen demand meet, we seek to shift attitudes and expectations among both groups about what the interaction between citizens and state looks like. Largely work in this area involves positive deviance research and media partnerships to showcase public agency.

And finally we have an explicit focus on elections. In Tanzania in 2015, we successfully completed an intensive program of issue and candidate debates during the recently concluded elections. In 2016, we will move forward to work with young people to demand accountability for the promises and commitments made on the campaign trail.

In Uganda, set to hold elections in February 2016, we have already begun a similar program of activities to ensure that young people's priorities are reflected during campaigns and that they are encouraged to engage in politics and the election based on issues (rather than party loyalty or financial inducements). Since elections are early in the year in Uganda, the follow up will be work around the public accountability idol concept. And in Kenya, we are beginning to plan and scope for work around the elections to be held in late 2017.

The logic behind this is that elections are key moments of opportunity; citizens' interest is captured by politics and governance, and officials are more responsive than usual to citizens' needs. We seek to capitalize on that to engage elected representatives and citizens on critical issues during the electoral period through large, 'noisy' campaign style interventions. And then we seek to build on the idea that elections are just the beginning of a process, not the end, by supporting and encouraging citizens to continue to engage in these issues beyond the election.

1. **Education**

Deepening knowledge, shaping policy and assessing for accountability
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).

After 2014, the year of thinking and planning, Uwezo went back full-load in 2015. The assessment was conducted in all 159 districts in Tanzania, 157 districts in Kenya and 112 districts in Uganda. In addition a number of new elements were incorporated into the assessment process: Uwezo+ in health was adopted in Tanzania, following a successful pilot in Kenya in 2014; monitoring processes made use of new technologies to improve turnaround time for accessing the data; and we piloted the assessment of higher level literacy and numeracy skills, and critical thinking / problem-solving skills in two districts in Uganda. A total of four reports were produced and launched. We built a new relationship with the East African Legislative Assembly to discuss the regional findings and potentially encourage other East African countries to take up the assessment model. We continued to make use of innovative media partnerships to promote the Uwezo message of learning to parents across the three countries and we continued to be regularly consulted by governments to input into major education programs. Since November, Uwezo has also been included in the UNESCO-UIS Catalogue of global assessments.

2016 brings unique opportunities to Uwezo to build on these achievements in terms of use of the infrastructure we have built and engaging with key policy actors. First, the Uwezo+ component will be integrated in Uganda also, to cover all three countries. This is part of the thematic widening of the use of the Uwezo assessment infrastructure. We are also committed to increasing the range of skills assessed and so will expand our assessment of higher level critical thinking skills to Kenya and Uganda.

Synergies between data collection by Uwezo and Sauti za Wananchi will be explored, including on citizen monitoring. New governments in Tanzania and Uganda present new opportunities as well as potential challenges. In Tanzania, in particular, the electoral dynamics are likely to lead to great interest in education within the new administration and Twaweza is uniquely positioned to help ensure that the focus on evidence and improving learning outcomes is retained. We will also use 2016 to refine our engagement strategies for Uwezo, moving beyond policy-makers paying lip service to the importance of learning outcomes to pushing for an evidence-based approach to ensuring that children learn in school.

In line with our commitment to intensify the use of our powerful data collection infrastructure we will develop and pilot the idea of an 'assessment for accountability' through which data on selected nationally adopted indicators for the Sustainable Development Goal are collected by our Uwezo partners and through Sauti za Wananchi.

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.

In the second half of 2015 we conducted an extensive review of related literature in order to understand the context of curriculum development in the region. Through this process we have developed a fair understanding of the curriculum content and reform processes. A concept note was developed as a result, highlighting the approach that we will use in analysing curriculum effectiveness in all three countries.

During this year, we were also able to identify and establish relationships with and networks among the main education actors that are involved in curriculum development and implementation processes in various ways. These include curriculum institutes in the three countries, university academics and non-state actors. From these networks, a pool of curriculum experts has been identified and is being engaged in our curriculum work in various ways.

As a starting point a forum on curriculum was organized in each country. The main output of this forum was a shared understanding of the framework for analysing the curriculum. In 2016, we will engage a panel of eight external experts in each country to systematically analyse the curriculum. These experts will meet regularly to apply the analysis framework developed to curricula in the three countries and ensure that the resulting position paper is validated by trusted experts, including government officials. The panel will also support future policy engagement.

Another significant and complementary piece of work in 2016 is a survey of teachers' knowledge and opinions about the curriculum. Teachers' voices are often left out of conversations about the curriculum yet they have a critical role to play in implementation and monitoring curricular effectiveness. Twaweza seeks to fill this gap and ensure that our policy position on the curriculum in all three countries takes account of teachers' views.

The culmination of all of these processes will be a position paper on the current curricula in Kenya, Tanzania and Uganda which will form the basis for ongoing technical and policy engagement with education officials and Members of Parliament among others.

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

The primary body of work to address the issue of teacher motivation is Twaweza's randomized control trial, known as KiuFunza. This has been conducted in Tanzania only and seeks to assess whether a system of pay for performance for teachers can improve early grade literacy and numeracy skills. Although we will conduct literature review and engage with teacher bodies in Kenya and Uganda, most of our energy and resources are linked to this intervention.

In 2016 we plan to continue the implementation of the KiuFunza teacher incentive evaluation. In 2015, based on the findings of the first phase, the second phase of KiuFunza introduced two new systems of teacher incentives. While still based on curriculum skills, these new incentive systems allow more room for *all* teachers to benefit from teaching at the level of the individual pupil and do not favour teachers in 'better' schools. All learning gains will be awarded in the new system. The new interventions will continue to be implemented in 2016 and two-year impact results will be available mid-2017.

At the same time, we will build on the existing program of national and international policy engagement around teacher incentives through scientific papers, conference presentations, and tailored presentations and summaries. In particular we will work to disseminate the results of the first phase of KiuFunza so as to take advantage of ongoing reform processes and the new government. We will also invite government bodies to be more closely involved in the implementation of the second phase of KiuFunza to generate interest in the results and promote the use of evidence in policy-making. Twaweza will also engage the public on the critical role that teachers play in education and promote the idea of teacher motivation linked to accountability to a diverse set of policy actors at all levels.

And finally we will conduct an analysis of the cost per unit of various interventions to improve learning in order to provide a foundation for engagement around the scale up of performance pay for teachers in Tanzania.

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.

Given the complexity of unpacking successful school leadership that contributes to children's learning outcomes, Twaweza will use the positive deviance research enquiry approach to uncover local solutions for successful school leadership. In 2015, we were able to lay solid foundations for this work: we built alliances with other organizations working in education who also have interest in the positive deviance approach, and we identified the datasets which we would use as our initial starting point to identify the potentially deviant schools and districts.

We enter 2016 at various stages of implementation in the three countries. In Tanzania we have already identified schools that appear to defy the odds and perform well. In 2016, we will conduct in-depth qualitative investigation to establish that these schools are genuinely positive deviants (that is, that they do not hold any unfair advantage over their peer schools) and to identify the school leadership practices that appear to contribute to their success. Once a selection of practices have been unearthed we will also attempt small scale replication and validation in a few schools to understand whether these practices really do have the same effect in other contexts. At the same time, the ideas generated by the first enquiry will be disseminated to policy makers as food for thought.

In 2015 we also tested a parents' resource intervention in collaboration with researchers from MIT and Princeton. This intervention explored ways to engage parents and the wider community in education and the school, by giving them an opportunity to choose resources needed in the school. The results of the pilot intervention are promising and we intend to expand the experiment to a number of additional schools.

Combining the positive deviance work, the resource intervention and exhaustive literature review, we aim to produce a position paper towards the end of the year and provide a framework through which government and non-state actors can assess school leadership.

1) Twaweza and Public Agency

The role and power of citizens to shape their nation's development has been at the heart of Twaweza from the organization's start. At first, we focused exclusively on inspiring citizen agency: we would provide relevant, and compelling information as the tools, and citizens would figure out what was the best path to action. In the years since, we have learned some hard lessons. We under-estimated entrenched power and political dynamics which overshadow citizen and civil society capacity to act and which cannot be overturned by information alone. We also learned that we must engage constructively with the existing power structures, craft the path through the thick relationships, and build alliances carefully.

Information imbalances between citizens and public authorities in East Africa remain tremendous. We are convinced that providing information where previously there was none is an integral factor in stirring change, if that information is relevant and contextual, and addresses a real-life problem experienced by a significant proportion of citizens. But information doesn't land in a vacuum; our new approach will enhance real opportunities for citizens to engage, and promote responsiveness from public authorities. This is the notion of public agency: spaces and processes in which citizens and authorities shape decisions for the future of their country. It is an end of itself, as well as a means to improved development outcomes.

Public agency is in Twaweza's DNA, it resonates with lived realities of East African citizens, and globally there is significant recognition that development is not a one-side affair of either government reform or citizen action. Public agency is a long-term outcome towards which Twaweza is working (with a particular focus on children learning as a development outcome of the education system).

2) What is different?

We have had tremendous success in engaging citizens in independent monitoring of development outcomes, and then using the collective power of citizen-generated data, as well as citizen voices, to influence and significantly change national discourse on education and other development areas. Now we will focus on a coordinated interplay between our work at national level and more active engagement of our partners at sub-national level. The purpose is to catalyze public agency by combining, synergizing and unleashing our data (Uwezo), voice (Sauti za Wananchi) and engagement (public and policy engagement and communications) capabilities:

a) *Engage the "ecosystems of change" at the sub-national level*. We will transform our relationship with our Uwezo volunteers and district partners so that they transition from data collection and limited communication activities into becoming brokers of data, information and insight, and conveners of productive district level conversations and action,

b) *Sharpen execution* to explicitly catalyze, track and assess intermediate outcomes at the sub-national level (enhanced knowledge and awareness; revised public perceptions; responsive policies, plans and budgets, and changed actions, norms and behaviors),

c) *Domesticate the Sustainable Development Goal agenda*, by converting it from a distant, abstract ambition, into a tangible set of citizen-centric, local initiatives and targets independently monitored by engaged citizens.

3) Why the sub-national focus?
The state is closest to the citizens at the subnational level

The state is headed by national-level institutions which write laws and regulations. However, regulations on paper are often in line with international best practices, while the institutions function according to an entirely different set of rules, divorced from majority of its citizens and often living and functioning only in the capitals and major urban areas. Where the state apparatus meets reality is at the district (or county) level, and further "below". Here, the institutions exist in close proximity to each other, to other interest groups such as private sector, civil society, and religious leaders, as well as closer to citizens.

4) How does the Public Agency approach build on Twaweza's strengths?

The public agency approach combines our Uwezo and Sauti za Wananchi data collection platforms, with our deliberate public and policy engagement activities and the rigorously researched policy options that emerge from our 'What Works in Education and Open Government" initiatives. This combination of our strengths can demonstrate real impact at the local and national levels, uncover important insights about the participation (or demand-side) dimensions of social accountability, and position Twaweza as a thought and action leader in important aspects of public agency.

In 2016, we shall focus on ten districts in each country for the scale - large enough to be challenging and diverse, illustrative of a national sample, yet manageable for implementation and testing different approaches. We are also being opportunistic and building on our strength: Uwezo, our large national learning assessment exercise, has identified local civil society organizations in these 10 districts which not only show integrity and capacity to undertake the ambitious learning assessment, but also those which can carry out the engagement and communication work around it. They make excellent partners for the public agency focus.

5) What changes do we expect to see?

Are we doing things right? In the short term we will know whether the focus on and processes employed to catalyze public agency at the subnational level is working. Are our partners engaging? Does the approach resonate with them and their constituencies?

Are we doing the 'right' thing? We will be looking for specific change to happen at the subnational levels as a result of (or as a contribution) of our work, likely staggered over time, for example:

- Increase in availability and transparency of district-level data and information on public notice boards, in open meetings, and upon request by local CSOs, media and citizens;
- Increased coverage of the data and information in district media, with a focus on radio, and increase discussions in media of these topics;
- Increased activity among local CSOs and other intermediaries in using the data/information to further their goals; and an increased number of requests for information and attempts to engage (attending district level budget and priority setting meetings);
- Among public authorities there will be an increase in willingness to open up decision making processes to citizen/civil society dialogue, and the use of independent data as inputs informing decisions; an increase in understanding of measuring capabilities as core performance measure of the education system
- An increase in education resources managed at district level focusing on initiatives designed to improve learning outcomes, as well as an increase of these resources from district to school accounts.
- At the school level, there will be an improved budget flow from the district, a shift in relationship between district and schools from audit/control to dialogue and support/facilitation, increased budget received from the district for new initiatives such as extra-curricular programs for students, and teacher motivation, and greater uptake and implementation of new initiatives designed to motivate teachers, and those for extra-curricular programs for students.
- Among citizens (parents), there will be an increase in perception of spaces for deliberation and engagement with public authorities; in the longer-term, there will be at first anecdotal and later substantive increase in citizens actively participating in such deliberative spaces.

2. Learning, Monitoring and Evaluation

Versatile toolkit, stronger partnerships, deeper look at civic space

As more of our work in the new strategy focuses around deeper engagement and targeted communication with decision-makers in government (and other entities such as teachers' unions) in order to inform and influence policy dialogue, we have adopted Outcome Mapping as a new method of monitoring progress in these areas. 2015 has been the year of training, developing strategic partner maps, and trying out outcome mapping with selected colleagues, with a focus on the Public and Policy Engagement (PPE) unit. On the evaluation side, we began a new partnership with the Government Lab of the Massachusetts Institute of Technology (MIT). The collaboration began with a qualitative exercise into the perceptions and expectations of Tanzanian citizens vis-à-vis local and national leaders in the build-up to general elections; the research shaped Twaweza's main focus for the communications interventions around the elections. The MIT team are further implementing a multi-component evaluation of Twaweza's elections-related initiatives, as well as conducting innovative research into the theories and assumptions underlying current debates over citizen agency, accountability, and government responsiveness.

New elements in 2016
- We look forward to consolidating the use of the outcome mapping methodology in monitoring our engagement work, and introducing it more systematically into all three countries and all relevant units which play an important role in our engagement activities.
- The evaluation partnership with MIT will be expanded to Uganda, where we will conduct similar citizen engagement / government responsiveness research as was designed in Tanzania, and also evaluate the unique mix of communication activities Twaweza will implement in the context of Ugandan national elections.
- With the introduction of Sauti za Wananchi in Kenya (end of 2015) and Uganda in 2016, we have a unique opportunity to evaluate the contribution of regular, reliable polling and monitoring data to the content and quality of national public debate, specifically around education and open government.
- Following a literature review exercise on core dimensions of civic space in the three countries, we will dig deeper into these dimensions through selective qualitative data collection with key informants. We will also seek to form coalitions with other actors in civil society to strengthen the validity of the exercise, give it greater ownership and raise the issue of protection of civic space on the national agenda.

3. Operations

Building a stronger Team Twaweza, strengthening management systems

In line with the new strategy, during 2015 total number of staff grew approximately from 45 to 65 across the three countries. A bigger team with a divers set of talents provides great opportunities to Twaweza, but also challenges. To get the most out of our human resources we will pay attention to train and guide our managers in leading their teams. With almost half of our staff relatively new to the organization, we will pay extra attention in 2016 to safeguard Twaweza's culture and values, using our existing meeting and communication structure. We shall also re-design our induction process, to ensure speedier introduction to Twaweza which is less time consuming for existing staff. Lastly, with an expected base of approximately 65 staff, even with low turnover of staff we will need to recruit new people regularly. We will continue using the 'mixed method' of recruiting which served us well in 2015.

Our staff situation in November 2015:

	Uganda	Tanzania	Kenya	Region	**Total**	Management team
Women	6	8	7	15	**36 (58%)**	6 (38%)
Men	7	3	5	11	**26 (42%)**	10 (62%)
Total	**13**	**11**	**12**	**26**	**62**	16
Vacant	1	3	2	4	**10**	

Though more women than men work at Twaweza, only 6 women out of the 16 are in a management position. We strive for a 50/50 division, while looking for the best candidates.

At the end of the year we will review and adjust our policies and procedures with inputs from staff as well as our annual staff survey. This is done every two years.

So far the Kenya office has hosted the Uwezo data entry unit for all three countries. In 2015, Uwezo Uganda outsourced data entry in Uganda, and in 2016 Uwezo will do the same in Tanzania and Kenya. With that our office in Kenya will have more vacant space, making the 'per person' office rent high. We will either sublet to another tenant by mid-2016, or move to a smaller office.

For the 2015 audit we have chosen E&Y as our audit firm for the fourth year in a row for two main reasons. First, this is the first financial year where both Uwezo and Twaweza are merged into one account. Since E&Y know our history, it will be easy for them to understand this transition. Second, pricing by E&Y has been by far the most favourable compared to other companies. For the 2016 audit we will invite companies to bid for three consecutive years. We received indications that only with a larger assignment, more than 2 companies will submit a proposal. E&Y will be excluded from that process.

In 2015 we started using internal audits. These have proven very useful as an independent check of our systems and provide good insights on how to improve and for 2016 we will continue to do at least 4 internal audits.

We further developed our ERP system in SalesForce, now also including contracts, requisitions, payments and imprests (all live-linked to the accounting software Xero) and online resource centre. With practically all our data safely stored in the cloud, protected against floods and raids. For 2016 we don't foresee adding major workflows to the ERP system. Rather we will use the year to refine the system we have and get the maximum information out of it to support our work, especially using automated reports and dashboards. Some novelties we will explore are linking SalesForce to IATI and Glass pockets; experimenting with monitoring data in SalesForce in 10 focus districts; improving the system for leave and travel administration.

It is always interesting and inspiring to host a variety of teams and individuals at our offices. For 2016 we continue to host guests, starting with the MAVC Tanzania representative, who will stay with Twaweza Tanzania for at least year.

4. Governance and Management

Expanding Twaweza's Board and planting a flag in the US.
We are nearing the end of the first year of the new Strategy. We implemented what was we planned in the governance and management domain, so 2016 will not see major management changes On governance, we expect to appoint two new board members and to induct all four new Board members before the April 2016 Board meeting.

The new organization structure with three directorates has functioned well. Therefore the organogram remains largely unchanged, except that almost all positions will be filled. The one issue that is still under consideration is that of the Executive Director combining the ED position with that of Director of the PPE unit. In Tanzania the combination comes quite naturally, but providing PPE unit leadership in Kenya and Uganda is more challenging and different alternatives will be considered.

The Twaweza Board now consists of five people after two new members were appointed in April. Two more have been identified and shall be invited to join the Board before the end of 2015.

The Board decision to register Twaweza USA, a public charity under US law, to facilitate fundraising in that country is being executed. We anticipate the process to be complete and Twaweza USA to be fully compliant with US law in 2016.

December 2016 mark the mid-point of the current strategic period (2015-2018). The retreat in September 2016 will be an important reflective moment. We will critically examine evidence from internal and independent monitoring and evaluations to assess if we are on the right track with our new strategy and course-correct if necessary, for the next two years.

5. Risks and Risk Management

Kenya

1. Political risks

Challenge / risk
The strong civil society in Kenya has emerged is seen as a threat to the Jubilee government, especially because of the sensitivities regarding the case pending at the ICC. The amendments to the Public Benefit Organizations Act, to limit the funding to civil society may resurge in 2016, especially with the hope that this would also disempower the opposition. On the other hand, with the ever-strong opposition, campaigns towards the 2017 elections may start in the second half of 2016, again fuelling ethnic animosity in different parts of the country.

Likelihood
Given the alliances that have already been built across the political divides and among non-state actors, and the deep public dissatisfaction with the corruption scandals in government, it is unlikely that any serious amendments to the PBO Act would sail through parliament. Given our experience during the last elections in 2013, our operations are unlikely to be affected in any significant way by the political campaigns.

Mitigation Strategy
We will minimize the risks by consistently engaging Government in our work and by maintaining strong relationships with key individuals. We will leverage on the trust we have built with the Ministry of Education as well as with both parliaments to maintain credibility in our work.

2. Legal risks
We do not foresee any legal risks in this work. We will ensure that all the research activities are accompanied with proper research clearance from appropriate authorities.

3. Operational risks

Challenge/Risk
If prediction prevails, heavy rains (El Niño) may persist until the first quarter of 2016. This would make our fieldwork extremely challenging and costly, especially in Kenya and Tanzania. Still, insurgency of terrorist attacks would affect our work especially in the easterly counties of Mandera, Wajir and Garissa.

Likelihood
 The likelihood of El Niño persisting into 2016 is high. With the current security measures by government, and with the now heightened global alert, the insecurity threat to Kenya is of medium risk, though also pretty unpredictable.

Mitigation Strategy
As per our Uwezo and Sauti cycles in Kenya, the major field activities will commence in July 2016. We will try schedule any major field activities to start from March onwards. We will continue to build strong alliances with organizations and individuals in the eastern of Kenya, who can be the face of Uwezo in those counties. We have a strong Regional Coordinator who has shown promise in strongly coordinating Uwezo, and this has worked extremely well in 2015.

Tanzania

1. Political exposure and repercussions

Challenge / risk
Much of Twaweza's work in the realm of open government involves directly or indirectly challenging power relations. This is most explicit in the case of advocating for improvements to the legislative environment for civic space and our work around the electoral cycle, but applies across all our open government work. In this context, there are risks that powerful figures within government could take exception to Twaweza's work, and make life difficult for the organisation or for staff or both. Although this is a challenge across the board, it is strongly relevant with regards to Tanzania due to a new government that may be more intolerant of the challenges presented by our work.

Likelihood
There is a medium-high likelihood of eliciting low-level negative reactions from some parts of government to our work. There is lower likelihood of eliciting more serious reactions.

Mitigation Strategy
These risks can be minimised by maintaining a non-partisan stance in any overtly political matters, and ensuring that our advocacy is, as much as possible, evidence based. We will continue to work to ensure also that our public image reflects this. Further, we will continue to apply thorough procedures for review and sign-off for publications that ensure that our standards are maintained and that final decisions on politically-sensitive communications are in the hands of experienced and well-informed senior personnel. Finally, though our staff and our board, we will maintain a strong and influential network of allies and supporters, who can be called upon in times of need.

2. Legal risks

Challenge / risk
New and pre-existing legislation governing the activities of NGOs and the wider public could potentially present a challenge to Twaweza, including particularly the Statistics and Cybercrime Acts. There is a risk either that the organisation could be found in breach of some of these laws, or that an

individual member of staff of Twaweza or a partner could be charged with an offence for something done in the course of their work. In some cases, the terms of this legislation are so broad that it is practically impossible to avoid anything that could be considered illegal.

Likelihood
The likelihood of these laws being applied to Twaweza is low, if considered in isolation. Twaweza's rigour in the use of statistics and our institutional name and credibility are strong factors in our favour.

However, in combination with the political risks outlined above, the risks are substantially higher. If Twaweza as an organisation, or any individual associated with Twaweza, becomes perceived by government as troublesome, then laws such as the Tanzania Cybercrime Act could easily be used as a means to limit the organisation's room to act with confidence.

Mitigation
Much of the mitigation strategy described for political risks above also applies here. Further, Twaweza will take legal advice in each country to identify specific legal concerns that could affect our work, and to provide guidance on staff on minimising these risks. We will also ensure that all our data continues to be saved online so as to minimize disruption caused in the unlikely event of equipment seizure.

Uganda

1. Political risks

Challenge / risk
Heightening tension in Uganda around the 2016 general elections. Given the challenge to the ruling party by one of its 'own' and the polarization of political space in Uganda, as well as the co-option of state security organs into the service of the ruling party, there is likely to be some tension around the upcoming elections.

Likelihood
There is a high likelihood of tension continuing to rise as the election draws near. However we consider the likelihood of the tension escalating to present a genuine threat to Twaweza's work to be medium. However because we will be explicitly working on the elections, we believe this is a medium to high risk for us.

Mitigation Strategy
These risks can be minimised by maintaining a non-partisan stance in any overtly political matters, and ensuring that our advocacy is, as much as possible, evidence based. We will continue to work to ensure also that our public image reflects this. Further, we will continue to apply thorough procedures for review and sign-off for publications that ensure that our standards are maintained and that final decisions on politically-sensitive communications are in the hands of experienced and well-informed senior personnel. Working with partners will also provide some additional mitigation support. Finally, though our staff and our board, we will maintain a strong and influential network of allies and supporters, who can be called upon in times of need.

2. Legal risks
Challenge / risk
Restrictive legislation (eg. the Public Order Management Act, Cyber Crimes Act, and NGO Bill) threaten to encroach on spaces for activist civil society, press freedoms, and citizen agency. There is

a risk either that the organisation could be found in breach of some of these laws, or that an individual member of staff of Twaweza or a partner could be charged with an offence for something done in the course of their work. In some cases, the terms of this legislation are so broad that it is practically impossible to avoid anything that could be considered illegal.

Likelihood
Given Uganda's continuing crackdown on civic space and that Twaweza has already been on the receiving end of this prohibitive environment, we consider this risk to be medium to high.

Mitigation Strategy
We will identify champions within government who are against these types of restrictions to act as allies for the organization. We will ensure we maintain the highest standards in terms of rigour and thoroughness of our analysis and research. We will also work in coalitions where relevant to limit the potential of government targeting Twaweza. Finally, though our staff and our board, we will maintain a strong and influential network of allies and supporters, who can be called upon in times of need.

6. Budget

The total budget for 2016 is USD 10.1m. This is slightly lower than the original 2015 budget. It is also about USD 9m lower than the anticipated budget for 2016 in our Strategy Document. This slightly lower budget fits our continued effort to budget more tightly and present a realistic plan.

For the first time in our existence, Twaweza and Uwezo are facing budget constraints. Almost all donor agreements of phase one ended on 31 December 2014. Two key donor partners (CIFF and Hivos) did not prolong funding because of their changed strategies and one partner (SIDA) took a year out to return to Twaweza in 2016. While writing this plan in November 2015, even total commitments by donor partners for 2016 amount up to only USD 8m. However, we have strong and encouraging new leads in the region as well as internationally and we are confident we will be able to firm up the remaining funding for 2016 and onwards in time to fully implement this Annual Plan.

At Twaweza we are always very careful in spending money. Nonetheless, a year or two of slight budget constraint is healthy in that it invites us to take a fresh look at our spread of activities and forces us to prioritize. We have done so, without changing the core Problems and Successes set at the beginning of the second phase Strategy. In addition, we have delayed the introduction of Sauti za Wananchi in Uganda to the second half of the year 2016. We also reduced our original plans around the election process in Uganda. Lastly we have gone through the detailed activities in detail to find ways to implement more efficiently.

The defined Problem Areas – five in open government; four in education and one in LME – have remained unchanged, while we have made small adjustments to the successes where indicated. Therefor the Problems and Successes remain the core organizing principle of our work. This helps coordinate activities and budgets of different units to achieve specific outputs and successes. The large matrix that forms the bulk of this plan demonstrates this in a rather colourful way.

For 2016 we do not foresee big changes in managing our budget. We will continue the Mid Term Review process as introduced in 2015, which will allow us to re-allocate underspent budget lines to new or existing activities that have more traction or better effect. We will further fine-tune our already strong accounting system to give all staff and managers the necessary real-time access to detailed budgets, income and progress in expenditure in a manner that supports their work best.

Annex 1: Twaweza problems and success statement per country 2016-2018 Introduction: Picking up the pace in 2016

Open Government	Kenya	Tanzania	Uganda	Regional
O1 There is no robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.				
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.	Private members bill on access to information - analysis, lobbying to ensure it is passed and up to international standards. Working with County officials and faith leaders.	Position paper(s) on existing and new legislation concerning openness, continue to advocate (in coalition) for an access to information bill. Making use of the opportunities of a new government to present our position on these issues. Using the OGP for leverage.	Analysis and position paper on existing legislation relating to civic space and openness. Meetings with key stakeholders and actors. Some coalition based advocacy if required.	
O1S3: Frameworks for implementation of progress access to information and freedom of expression legislation in place and in use.			International comparative analysis, briefing meetings, coalition building with relevant partners. Advocacy and engagement around use of the access to information law.	
O1S4: Wider Engagement from civil society (beyond Twaweza) and government in review of second OGP action plan & formulation of 3rd action plan.		Civil society meetings, blogs, op-eds and online engagement to discuss and input into third action plan.		
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.				
O2S1: Uwezo and Sauti datasets published consistent with open data principles.		Sauti za Wananchi data portal. Engagement around the data through print media and online.		Data portal for Uwezo across three countries, some local adaptations. Engagement around data portal through print media and online.
O2S2: At least two key datasets published as open data.			Develop an interactive tool for census data. Develop a website that houses digital versions of ordinances and local by-laws.	

Open Government	Kenya	Tanzania	Uganda	Regional
O2S3: Data quality audit methodology applied to at least two national government data sets.		Develop data audit methodology, apply to two datasets. Produce report and short brief. Meetings with select individuals from relevant ministries to provide feedback.	Develop data audit methodology, apply to two datasets. Produce report and short brief. Meetings with select individuals from relevant ministries to provide feedback.	
O2S5: Access to information audit applied		Access to information audit among government departments. Publish findings as ranking table, launch findings and generate media coverage.	Access to information audit among government departments. Publish findings as ranking table, launch findings and generate media coverage.	
O2S6: At least four government data sets published consistent with open data principles		Develop an interactive tool for census data. Develop a website that houses digital versions of ordinances and local by-laws. Provide feedback on open data portal. Hold a series of public data dialogues based on open data portal.		
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.				
O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate	Sauti za Wananchi launched including baseline, data collection for 10 call rounds. TV and radio shows, launches, Minibuzz shows and online promotion of data collected.	Sauti za Wananchi data collection, 18 call rounds. TV and radio shows, launches, Minibuzz shows and online promotion of data.	Sauti za Wananchi launched including baseline, data collection for 5-8 call rounds. TV and radio shows, launches, Minibuzz shows and online promotion of data collected.	Mobile phone survey. International presentations and events.
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	A portion of Sauti za Wananchi rounds, approximately 50%, will make use of citizen monitors to independently collect information about service delivery.	A portion of Sauti za Wananchi rounds, approximately 50%, will make use of citizen monitors to independently collect information about service delivery.	A portion of Sauti za Wananchi rounds, approximately 50%, will make use of citizen monitors to independently collect information about service delivery.	

Open Government	Kenya	Tanzania	Uganda	Regional
that informs public (media) and policy (parliament) debate				
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.				
O4S1: Nascent data journalism culture emerging in media		Code 4 Tanzania embedding data visualization experts in media, mentorship program for data journalists and data journalism prize.	Training journalists with ACME, radio dialogues on data with Uganda Radio Network and data journalism prize.	
O4S2: Scoping study done on identifying demand for data & information, and the "state of" intermediaries and how to work with them	Scoping study with a focus on the feasibility of an independent data and investigative journalism institute.	Scoping study.		
O4S3: At least one intermediary outside traditional media is demanding, using + communicating data		Wajibu Institute launch, website including data tool. Support to the Wajibu Institute to create local government scorecards. In-depth sub-national communication around these.	Supporting intermediaries identified by the scoping study.	
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).				
O5S1: Identify and promote examples and case studies of public agency (demonstrating responsive government and/or active citizenship)		Positive deviance research	Positive deviance research, radio drama modeling public agency. Public accountability idol media campaign.	

Open Government	Kenya	Tanzania	Uganda	Regional
O5S2: Policy issues of concern to citizens, including young people, are identified/collected and raised - and informed debate on issues fostered - during 2016 general election campaign			Media campaign involving local debates, artists and national advocacy towards political parties	
O5S3: Concrete plan in place for engagement around 2017 elections, in order to raise citizens concerns and foster informed debate	Plan for 2017 intervention including a scoping study in advance of the intervention.			
O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens	Sauti za Wananchi used to collect data on citizens' perceptions of government responsiveness.	Sauti za Wananchi used to collect data on citizens' perceptions of government responsiveness.	Sauti za Wananchi used to collect data on citizens' perceptions of government responsiveness.	
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		Encouraging and motivating young people to demand accountability for electoral promises through media products and local capacity and skills development. An interview show putting elected representatives and heads of key government departments in the hot seat. A hidden camera show in which MPs try to seek services in their constituencies as 'regular' citizens.		

Basic Education	Kenya	Tanzania	Uganda	Regional
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).				
E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy	Uwezo learning assessment including a nutrition assessment component and testing critical thinking skills for older children	Uwezo learning assessment including a nutrition assessment component and testing critical thinking skills for older children	Uwezo learning assessment including a nutrition assessment component and testing critical thinking skills for older children	Quality assurance and maintaining standards for test development, data analysis. Engaging with interested organizations / countries on the Uwezo model. Academic journal articles.
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	Production of various materials for different audiences including national report, district reports, MP focused outputs.	Production of various materials for different audiences including national report, district reports, MP focused outputs.	Production of various materials for different audiences including national report, district reports, MP focused outputs.	Standardize assessment communication material. Produce and launch East African report.
E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority (Ke, Tz, Ug)	Outcome mapping to define clear engagement objectives, national report launch and production of an array of outputs drawing from Uwezo data.	Engaging the new government into the learning agenda through national launch, targeted meetings and briefings, a range of outputs.	Engaging the new government into the learning agenda through national launch, targeted meetings and briefings, a range of outputs.	
E1S4: Policy debate stimulated at sub-national levels to prioritize measured learning outcomes as policy priority	Involve government officials in assessment, local media programs, support to Uwezo partners to disseminate results at local events, sub-national events	Involve government officials in assessment, local media programs, support to Uwezo partners to disseminate results at local events, sub-national events	Involve government officials in assessment, local media programs, support to Uwezo partners to disseminate results at local events, sub-national events	
E1S5: Focus on and measurement of learning outcomes by governments and other national interventions, including uptake of Uwezo's evidence, tracked	Qualitative study on policy positions, budgeting and implementation of education policy with regards to learning outcomes.	Qualitative study on policy positions, budgeting and implementation of education policy with regards to learning outcomes.	Qualitative study on policy positions, budgeting and implementation of education policy with regards to learning outcomes.	

Basic Education	Kenya	Tanzania	Uganda	Regional
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.				
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)	Paper on history of curriculum reform. Constitute panel of experts, development framework for curriculum assessment, conduct assessment, validate findings. Survey of teachers' knowledge and views on curriculum. Journal articles, dissemination of findings back to teachers	Paper on history of curriculum reform. Constitute panel of experts, development framework for curriculum assessment, conduct assessment, validate findings. Survey of teachers' knowledge and views on curriculum. Journal articles, dissemination of findings back to teachers.	Paper on history of curriculum reform. Constitute panel of experts, development framework for curriculum assessment, conduct assessment, validate findings. Survey of teachers' knowledge and views on curriculum. Journal articles, dissemination of findings back to teachers. Maintain central repository of literature on the subject.	Based on in-country work, develop a regional framework for curriculum effectiveness.
E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)	Strategic meetings with key stakeholders. Production of final position paper on curriculum, validation forum. Media engagement around curriculum.	Strategic meetings with key stakeholders. Production of final position paper on curriculum, validation forum. Media engagement around curriculum.	Strategic meetings with key stakeholders. Production of final position paper on curriculum, validation forum. Media engagement around curriculum.	Based on in-country work, prepare and launch a regional report on teachers' knowledge and opinions about the curricula in the three countries.
E2S3: Curriculum review processes are actively monitored to ensured that they are informed by evidence on what makes a curriculum effective	Monitor changes	Monitor changes	Monitor changes	
E3 Teachers are not sufficiently motivated, supported and held accountable to ensure children learn.				
E3S1: An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated	Literature review, short paper and outreach. Partnership with Teacher Standards Commission to collect data on teacher motivation and accountability. Engaging	Policy paper and brief on KiuFunza, engagement events for policy actors and researchers. Engaging policy actors, including MPs, district officials, on the concept of teacher motivation and accountability.	Literature review, short paper and outreach. Partnership with Teacher Standards Commission to collect data on teacher motivation and accountability. Engaging policy actors, including MPs, district officials, on the	A forum to try to develop a regional framework on school leadership effectiveness.

Basic Education	Kenya	Tanzania	Uganda	Regional
	policy actors, including MPs, district officials, on the concept of teacher motivation and accountability.		concept of teacher motivation and accountability.	
E3S2: A teacher performance pay program is piloted (KF II), in collaboration with ministries and district authorities and (head) teachers	Presentations about KiuFunza findings.	Implement KiuFunza randomized control trial.	Presentations about KiuFunza findings.	
E3S4: Produce and discuss an internal position paper on desirability and do ability of implementing a teacher performance pay programme at scale		Produce cost per unit paper and hold briefing meetings with key partners.		
E4 Leadership, management and accountability of school systems are weak and unable to 'pull together' key constituencies (such as parents, teachers, school administrators, and the general community) to work in a concerted fashion to ensure that all children are learning.				
E4S1: Evidence is produced and shared on what works in improving school leadership and management	Literature review. Positive deviance research. Implementing the findings at small scale.	Literature review. Development of a school leadership effectiveness framework, shared in a forum. Positive deviance research. Qualitative discussions around scale up of a resource vote intervention piloted in 2015.	Literature review. Positive deviance research.	
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	School resources status report from Uwezo data. Sharing findings with select school communities. Policy brief and launch.	Narrative on school leadership and accountability. Resource vote pilot.	School resources status report from Uwezo data.	
E4S3: Evidence on what works in improving school leadership is shared with head teachers and other	Engage head teachers' association on positive	Position paper on school leadership. Journal article, seminar at the University of Dar es Salaam,	Validating positive deviance findings, sharing with key	

Basic Education	Kenya	Tanzania	Uganda	Regional
key actors in education (ministries, DEOs, teacher unions and professional associations) to inspire improved school leadership	deviance findings as well as select policy actors	newspaper articles. Validation forum for positive deviance findings.	stakeholders. Implementing the findings at small scale.	
E4S4: Head teachers and other key actors debate widely and report on interventions to improve learning in their schools		Meetings with school administrators, how to guide for head teachers on positive deviance findings. Launch for positive deviance findings.		

Annex 2: Budget

SUMMARY	3,669,953	1,727,432	1,667,005	3,056,651	10,121,042	
Open Government						
Problem O1: Freedom of Information act	13,500	6,700	0	0	**20,200**	
Problem O2: Data collected by gov	106,150	29,570	0	20,000	**155,720**	
Problem O3: Independent monitoring (incl SzW)	242,300	0	196,898	27,950	**467,148**	
Problem O4: Intermediaries & demand	91,250	0	0	0	**91,250**	
Problem O5: Responsive government	128,000	246,250	0	0	**374,250**	
Total Open Government	581,200	282,520	196,898	47,950	**1,108,568**	**11.0%**
Education						
Problem E1: Learning outcomes (incl Uwezo)	274,587	323,754	276,107	277,220	**1,151,668**	
Problem E2: Ambitious curriculum	91,000	62,800	29,000	5,000	**187,800**	
Problem E3: Motivated teachers	1,402,389	67,800	102,400	0	**1,572,589**	
Problem E4: School management	175,510	46,200	25,000	9,000	**255,710**	
Total Education	1,943,486	500,554	432,507	291,220	**3,167,767**	**31.3%**
Media costs key partnerships	179,500	82,825	32,000	0	**294,325**	**2.9%**
LME						
LME Success 1: Monitoring	131,600	115,000	105,000	22,600	**374,200**	
LME Success 2:Evaluation	6,000	9,000	6,000	268,500	**289,500**	
LME Success 3:Learning	8,100	7,600	6,400	49,096	**71,196**	
Total LME	145,700	131,600	117,400	340,196	**734,896**	**7.3%**
Generic outputs from Units	152,750	76,500	75,000	41,400	**345,650**	**3.4%**
Operations and finance	299,150	137,961	180,968	111,129	**729,208**	**7.2%**
Staff costs	368,167	515,473	632,232	1,983,636	**3,499,507**	**34.6%**
Governance and Management						
G1: Planning and reporting				20,000	**20,000**	
G2 Management and strategic support				117,720	**117,720**	
G3: Compliance				51,400	**51,400**	
G4: Governance				32,000	**32,000**	
Total Governance and management	0	0	0	221,120	**221,120**	**2.2%**
Contingencies	0	0	0	20,000	**20,000**	**0.2%**
Grand total	**3,669,953**	**1,727,432**	**1,667,005**	**3,056,651**	**10,121,042**	**100%**
Tz:Ke:Ug=2:1:1	*5,198,279*	*2,491,595*	*2,431,168*		*10,121,042*	

Tanzania budget

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
	OPEN GOVERNMENT		581,200					
	Problem O1: There is no robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.		13,500					
	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)		8,000					
O1S1	**Output 1. Position papers published (jointly with FOI Coalition) on recommended revisions to key Acts and Bills**	Total	3,000	**WWO**				
O1S1	Position papers published on ATI Bill and Cybercrimes Act, for posting online and targeted print circulation	Policy makers at MAELEZO and Min of Science, Tech and Comms, Parliamentarians	FOI Coalition	WWO	BT	PPE-C	RC	2,500
O1S1	Support provided to publication of position paper on Media Services Bill by FOI Coalition, other media stakeholders	As above	FOI Coalition, MCT	WWO	BT	PPE-C	RC	500
O1S1	Monitor Distribution and use of Position Paper: Online monitoring firm such as Meltwater can be engaged to track reach and use.Ensure its published online for Wider knowledge sharing	Internal		LME	NK			0
O1S1	For all of Output 1 above: Use OM for strategizing; PPE to keep data/track; LME can assist and support; internal narrative/lessons 2x year, external summary 1x year.			LME				0
O1S1	**Output 2. Pro-active opportunistic engagement with parliament, etc to press for revisions to Bills and Acts**	Total	5000	**PPE-E**				
O1S1	Political mapping exercise - identify allies, interests, etc. among new government, to include education sector			PPE-E		WWO	BT	3,000
O1S1	Joint advocacy with FOI Coalition	Policy makers at MAELEZO and Min of Science, Tech and Comms, Parliamentarians	FOI Coalition	PPE-E		WWO	BT	2,000
O1S1	Use opportunity of OGP AP2 end-date (June 2016)			WWO	BT			0
O1S1	**Output 3. Monitor Civic Space**	Total	0	**LME**		**WWO**		
O1S1	Explaratory research study measuring and describing Civic space in Tanzania via consultant: Involves a comprehensive		Repoa	LME	VL	WWO	BT	0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
	review of the available data on status of civic space in Tanzania							
O1S1	**Output 4. Opportunities for facilitating implementation of ATI legislation explored**	**Total**	**0**	WWO				
O1S1	Pro-actively engage with government on plans for implementation		MAELEZO	WWO	BT			0
O1S1	Stay informed of international best practice		CLD, MySociety, AFIC, OGP	WWO	BT			0
Success O1S4: Wider engagement by civil society (beyond Twaweza) and government to review 2nd OGP Action Plan & formulate 3rd Action Plan			**5,500**					
O1S4	**Output 1. CS review of OGP AP2 and inputs to AP3 prepared**	**Total**	**5,500**	**WWO**				
O1S4	Policy Forum Breakfast debate held on OGP and open government	civil society, media	Policy Forum	WWO	BT	PPE-C	TY	2,000
O1S4	One-day CS meeting to discuss AP2 and AP3 convened	REPOA, ESRF, MCT, Restless		WWO	BT	PPE-E		1,500
O1S4	Op-eds and blogposts on OGP AP2 and AP3	OGP Steering Group (Tz)	REPOA, ESRF, MCT, Restless	WWO	BT	PPE-C	RC	0
O1S4	Attendance by CS at official meetings to review AP2 and prepare AP3		OGP Steeing Group, CS partners	WWO	BT			2,000
O1S4	Jamii Forum social media engagement. Budget in generic Jamii Forums launch (8% allocated)			PPE-C	RC			0
O1S4	NGO representation on steering committee	OGP Steeing Group, CS partners		WWO	BT	PPE-C	RC	0
Problem O2: Data collected by government is			**106,150**					
Success O2S1: Uwezo and Sauti datasets published consistent with open data principles. (where available)			**20,000**					
O2S1	**Output 1. Sauti Tz dataset published in user-friendly formats and consistent with open data principles, hosted within Twaweza website**	**Total**	**20,000**	**WWO**				
O2S1	TOR(s) developed	potential consultants		WWO	BT	SzW	JC	0
O2S1	Developers appointed			WWO	BT	PPE-C	RC	0
O2S1	Data processing work		consultant	SzW	JC	WWO	BT	0
O2S1	Sauti interactive analysis and story-telling tool developed	media, local gov, parliamentarians, civil society	consultant	WWO	BT	SzW	MA	20,000

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O2S1	Launch portal - budget in generic 'launch' code	media, local gov, parliamentarians, civil society		PPE-E		WWO	BT	0
O2S1	Promote portal via Jamii Forums and Mwananchi Communications through a 'Fact of the week' post - Budget in genereic 'Jamii Forums' (9% allocated) code, Mwananchi - no budget item			PPE-E	TY	WWO	BT	0
Success O2S2: At least four government data sets published consistent with open data principles (TBD)			57,600					
O2S2	**Output 1. Interactive tool presenting census data developed and launched**	**Total**		0	**WWO**			
O2S2	Support / approval obtained from NBS to make use of census data in an interactive, user-friendly tool			WWO	BT			0
O2S2	TOR developed	Potential consultants		WWO	BT	PPE-C	RC	0
O2S2	Site / tool developed		consultant	WWO	BT			0
O2S2	**Output 2. Relevant legislation (incl. local government By-laws) digitised and published online**	**Total**		0	**WWO**			
O2S2	Explore options and prioritise legislation for digitisation and publication		PMORALG, Parliament	WWO	BT	PPE-E	RC	0
O2S2	Build relations (and obtain approval) with relevant authorities with current offline resources	PMORALG, Parliament		WWO	BT	PPE-E	RC	0
O2S2	TOR developed	potential consultants		WWO	BT			0
O2S2	Site developed		consultant	WWO	BT	PPE-C	RC	0
O2S2	Lanch site with promotional postcard. Budget in generic 'Launches' code	LGAs, ALAT, local CSOs		PPE-E		PPE-C	TY	0
O2S2	**Output 3. continue work with SOGDAT, World Bank and Government Open Data Portal**	**Total**		57,600	**PPE-E**		**WWO**	**BT**
O2S2	Provide ongoing feedback to World Bank on presentation, visualisation and interactivity of data released on the Tanzania Open Data Portal		World Bank	WWO	BT	PPE-C	RC	0
O2S2	Three data dialogues produced and held	Media, civil society, selected ministries	Compass Communications	PPE-E	TY	PPE-C	RC	0
O2S2	Prepare data visuals	As above	Visualisation firms	WWO	BT	PPE-C	RC	0
O2S2	Solicit questions from the public	citizens	Echo Mobile	PPE-E	SM	WWO	BT	0
O2S2	Live broadcast on TV and radio	Media, civil society, selected ministries	Sahara Media, ITV, TBC	PPE-C	TY	WWO	BT	0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O2S2	Social media engagement and livestream (if possible and relevant) - Jamii Forum. Budget in generic Jamii Forum code (8% allocated)			PPE-C	TY	WWO	BT	0
O2S2	Long term consultant to help shape and deliver on the Open Government program in Tanzania and support ICT related OG activities in Uganda and Kenya			WWO	JK			57,600
O2S2	LME: coverage, feedback on data dialogues (O2S6)			LME	VL			0
Success O2S3: Data quality audit methodology applied to at least two national government data sets. (Tz, Ug)				**0**				
O2S3	**Output 1. Detailed audit methodology developed for two datasets**	**Total**		**0**	**WWO**			
O2S3	At least two target datasets identified, from different sectors, from among data published on opendata.go.tz			WWO	BT			0
O2S3	Detailed methodology (and TOR) developed	potential consultants		WWO	BT			0
O2S3	**Output 2. Data quality audit methodology applied**	**Total**		**0**	**WWO**			
O2S3	Consultant(s) recruited			WWO	BT			0
O2S3	Audits conducted		Consultants	WWO	BT			0
O2S3	Briefs prepared with audit findings	Monitoring and data personnel within line ministries, eGA, WB		WWO	BT	PPE-C	RC	0
O2S3	Briefs published (online and small print run)	Monitoring and data personnel within line ministries, eGA, WB	Printer	PPE-C	TY	WWO	BT	0
O2S3	Distribute briefs in soft and hard copy	Monitoring and data personnel within line ministries, eGA, WB	Express Mobility	PPE-E	SM			0
Success O2S5: Access to information audit applied (Tz, Ug)				**28,550**				
O2S5	**Output 1. Methodology and outputs of 2015 ATI audit reviewed and revised as appropriate**	**Total**		**0**	**WWO**			
O2S5	Feedback on 2015 ATI audit collated		MIT	WWO	BT	LME	VL	0
O2S5	Revised methodology prepared and circulated		MIT	WWO	BT	LME	VL	0
O2S5	TOR for 2016 ATI audit developed	potential consultants	MIT	WWO	BT	LME	VL	0
O2S5	**Output 2. ATI audit 2016 conducted**	**Total**		**28,550**				
O2S5	Consultant recruited			**WWO**				2,500

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O2S5	Audit conducted.		MISA-Tan / Consultant	WWO	BT			20,000
O2S5	Full report and brief prepared for publication	Gov comms officers, media, civil society, parliamentarians	consultant	WWO	BT	PPE-C	RC	2,000
O2S5	Produce soft and hard copy brief	As above		PPE-C	TY	WWO	BT	3,300
O2S5	Launch brief	As above		PPE-E		WWO	BT	750
O2S5	Promote via Jamii Forums - live social media coverage of launch, one post on Jamii Forums and one post on Fikra Pevu plus banner. Budget in genereic 'Jamii Forums' (6% allocated) code	Media		PPE-C	TY	WWO	BT	0
O2S5	Monitoring of media coverage /Buzz	Internal	Ipsos	LME	NK			0
Problem O3: Independent monitoring & public opinion			242,300					
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)			213,500					
O3S1	Output 1. SzW in Tanzania	Total		191,300	SzW			
O3S1	1. Household Interviews (Households across Tanzania)- 18 Rounds	Media, Mps, key actors	Ipsos Tz	SzW	MA			135,000
O3S1	2. Management of the Program in Tanzania	Sample	Ipsos Tz	SzW	MA			56,300
O3S1	Output 2. 10-12 call rounds from SzW data curated and shared by key actors in media, gov't & civil society	Total		22,200	PPE-C			
O3S1	Translate 10 briefs			PPE-C	TY	SzW	MA	1,900
O3S1	Print 10 briefs			PPE-C	TY	SzW	MA	10,000
O3S1	Media monitoring of launch coverage of all rounds			LME	NK			0
O3S1	1 program per brief on radio; 1 on TV (10 on TV; 10 on Radio) - budget in generic 'Broadcast partner' code (6.6% allocated)			PPE-C	TY	SzW	MA	0
O3S1	Clipping of each radio and TV program; internal quality check.		Push Observer	LME	NK			0
O3S1	Highlight key facts through Mwananchi Communications (Fact of the week) - budget in generic 'Mwananchi Commmunications Limited' code and also covered in O2S1			PPE-E	TY			0
O3S1	Produce whiteboard animations covering multiple rounds of data collection either by issue or story			PPE-E	RC			0
O3S1	1 Minibuzz program on each brief - 10 total - budget in generic 'Minibuzz' code (13.3% allocated)			PPE-C	TY	SzW	MA	0
O3S1	Monitoring MB: FGDs and omnibus			LME	NK			0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O3S1	Social media engagement through Jamii Forums, one package per brief - budget in generic 'Jamii Forums' code (30% allocated)			PPE-C	TY			0
O3S1	Launch all 10 briefs			PPE-E				7,000
O3S1	Distribute all 10 briefs			PPE-C	SM			3,300
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			**28,800**					
O3S2	**Output 1. Facilities and community monitoring data and reports**	**Total**	**28,800**	**SzW**				
O3S2	2. School Interviews (Primary School Head Teachers)-2 Rounds	Media, Mps, Key actors	Ipsos TZ	SzW	MA			9,600
O3S2	3. Health Facility Interviews (Heads of Health Facilities)- 2 Rounds	Media, Mps, Key actors	Ipsos TZ	SzW	MA			9,600
O3S2	4. Citizen Monitoring of Public Service (SzW Citizen Monitors)- 2 Rounds	Media, Mps, Key actors	Ipsos TZ	SzW	MA			9,600
O3S2	**Output 2. 2 rounds each from the facilities and monitors curated and shared with key actors in media; gov't and civil society**	**Total**	**0**	**PPE-C**				
O3S2	6 briefs from O3S1, budget in O3S1, activities are: translation, print, launch, distribution, Minibuzz, Jamii, radio and TV program			PPE-C	TY	SzW	MA	0
O3S2	Media Monitoring of launch coverage of 6 briefs produced	Internal	Ipsos	LME	NK			0
Problem O4: Intermediaries & demand creation			**91,250**					
Success O4S1: Nascent data journalism culture emerging in media (Tanzania & Uganda)			**34,500**					
O4S1	**Output 1. Data Journalism Award included in 2016 Excellence in Journalism Awards Tanzania (EJAT)**	**Total**	**0**	**WWO**				
O4S1	Get agreement of MCT to include in awards		MCT	WWO	BT	PPE-C	RC	0
O4S1	Sponsorship of DJ award	potential data journalists, media houses	MCT	WWO	BT	PPE-C	RC	0
O4S1	Shortlisting and scoring entries		MCT	WWO	BT	PPE-C	RC	0
O4S1	Award ceremony	potential data journalists, media houses	MCT	WWO	BT	PPE-C	RC	0
O4S1	Feedback: Qual interviews with Journalists and media houses Via consultant			LME	NK			0
O4S1	**Output 2. Code4Tanzania data journalism fellows recruited**	**Total**	**23,500**	**WWO**				

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O4S1	TOR developed for model	Developers, potential data journalists, media houses	WB	WWO	BT	PPE-C	RC	0
O4S1	Two host organisations arranged	As above	WB, MCL, JF	WWO	BT	PPE-C	RC	0
O4S1	Two fellows recruited	As above	WB, MCL, JF	WWO	BT	PPE-C	RC	1,000
O4S1	Training / briefing	As above	WB, MCL, JF	WWO	BT	PPE-C	RC	5,000
O4S1	Launch mentoring program in Generic budget		TMF, CodeforTanzania	PPE-C	SM			1,500
O4S1	Fellowships supported	As above	WB, MCL, JF	WWO	BT	PPE-C	RC	16,000
O4S1	**Output 3. Data journalism mentoring and feedback group established**	**Total**	**11,000**	**WWO**				
O4S1	Mentoring platform developed	active data journalists, media houses	TMF	WWO	BT			0
O4S1	initial group of active / potential data journalists recruited	As above	TMF	WWO	BT			3,000
O4S1	Mentoring and feedback	Mentoring group	TMF, Omar	WWO	BT			3,000
O4S1	Circulation of data	Mentoring group	TMF	WWO	BT			0
O4S1	Incentive for published articles	Mentoring group	TMF	WWO	BT			5,000
Success O4S2: Scoping study done on identifying demand for data & information, and the "state of" intermediaries and how to work with them (Tanzania, Kenya)			**10,750**					
O4S2	**Output 1. Scoping study conducted**	**Total**	**10,750**	**WWO**				
O4S2	Develop TOR	Potential consultants		WWO	BT	PPE-C	RC	0
O4S2	Recruit consultant			WWO	BT	PPE-C	RC	0
O4S2	Carry out study		CS, local gov, media	WWO	BT	PPE-C	RC	10,000
O4S2	scope study on viability of data journalism as independent bodyproviding support to media houses							0
O4S2	Engagement through meetings on the scoping study conducted			PPE-E				750
Success O4S3: At least one intermediary outside traditional media is demanding, using and communicating data (based on scoping study findings)			**46,000**					
O4S3	**Output 1. WAJIBU Institute is demanding, using and communicating data**	**Total**	**20,000**	**WWO**				
O4S3	Wajibu Institute launch conference	Oil and gas sector stakeholders	WAJIBU	WWO	BT	PPE-C	RC	0
O4S3	Wajibu website launched, with interactive tool for exploring Local Gov audit data	media, local gov, civil society, ALAT, PMORALG,	WAJIBU	WWO	BT	PPE-C	RC	0
O4S3	TOR developed for LG accountability scorecards		WAJIBU	WWO	BT	LME	VL	0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O4S3	Local Government accountability scorecards created		WAJIBU, consultant, PwC	WWO	BT	LME	VL	20,000
O4S3	Scorecards promoted through Jamii Forums (live coverage of launch, banner to scorecards, addiitonal budget for creative engagement). Budget in generic 'Jamii Forums code' (9% allocated)			PPE-C				0
O4S3	Scorecards promoted through print media (data visuals, LGA profiles, feature stories). No budget required			PPE-C				0
O4S3	Scorecards launched, budget in generic 'Launches code'			PPE-C				0
O4S3	Local engagement on scorecards - provisional budget as scoping still needs to be done to understand key actors, possible leverage for engagement and objectives		WAJIBU	PPE-C	RC	WWO	BT	0
O4S3	LME - Feedback on the use of the scorecards at sub-nat level			LME	NK			0
O4S3	**Output 2. Strategic support to WAJIBU Institute**	**Total**	**26,000**	**WWO**				
O4S3	Core support		WAJIBU	WWO	BT			25,000
O4S3	Facilitate fundraising meeting for WAJIBU	Potential donors	WAJIBU	WWO	BT			1,000
O4S3	**Output 3. Demand-responsive support to catalyse intermediaries**	**Total**	**0**					
O4S3	Budget available to respond to emerging opportunities, pending scoping study findings; budget during MTR							0
Problem O5: Unresponsive government			**128,000**					
Success O5S1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship)			**30,000**					
O5S1	**Output 1. Positive Deviance in Open Government**	**Total**	**30,000**	**WWO**				
O5S1	Develop a TOR for consultant to identify PDs	Potential consultants		WWO	BT			0
O5S1	Consulant identifies PDs		consultant	WWO	BT			25,000
O5S1	Document case studies on PDs		consultant	WWO	BT	PPE-C	RC	5,000
O5S1	If research complete, findings will be launched. Budget in generic 'Launches code'	Local gov, PMORALG, CS, media, citizens		PPE-C	RC	WWO	BT	0
Success O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens			**0**					
O5S4	**Output 1. Sauti za Wananchi call rounds used to monitor responsiveness and expectation in specific sectors**	**Total**	**0**					
O5S4	1-2 call rounds from Sauti za Wananchi include assessment of government responsiveness according to citizens for internal learning							0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
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)		98,000						
O5S5	**Output 1. Young people are supported and motivated to demand accountability for campaign / electoral promises**	Total	0	PPE-C	TY	WWO	BT	
O5S5	Partnership with Restless Development to build capacity and skills among young people to follow up on election promises	Young people, age 18 - 30	Restless Development	PPE-C	TY	PPE-E		0
O5S5	Partnership with Fema to create media products and work with Fema clubs to encourage and provide advice to young people to follow up on electoral promises	As above	Fema	PPE-C	TY	PPE-E		0
O5S5	Printed guide style output to be distributed by Restless Development and to Fema Clubs		Fema, Restless Development, Printers, Designer	PPE-C	RC	WWO	BT	0
O5S5	Run a series on Minibuzz highlighting campaign promises and follow up. Budget in Minibuzz generic code			PPE-C	TY	WWO	BT	0
O5S5	LME: Outcome Mapping, then in-depth follow up of a few stories, combined with some quant (distribution, feedback). To cover both Restless & Femina. Budget in LME.			LME	NK			0
O5S5	**Output 2. An MP reality TV show is produced and broadcast**	Total	70,000	PPE-C				
O5S5	Outreach to MPs for participation, MOU with participating MPs, production team in place	MPs, voters	MPs, James Gayo	PPE-C	TY	PPE-E	AE	70,000
O5S5	Production	MPs, voters	James Gayo	PPE-C	RC	WWE	KM	0
O5S5	Broadcast, budget in Broadcast Partner generic code	MPs, voters	TV1, Sahara Media, ITV	PPE-C	TY	PPE-E		0
O5S5	LME: Omnibus reach, focus groups with audiences, interviews with participating and other MPs. Budget in LME.			LME	NK	PPE-E	RC	0
O5S5	**Output 3. An interview show with high ranking elected officials or leaders of public institutions is produced and broadcast**	Total	28,000	PPE-C				
O5S5	Scope feasibility, reach out to potential participants, secure interviewer	citizens	TMF, Compass Communications	PPE-C	RC	WWO	BT	2,000
O5S5	Production, interviews, completion of one series	citizens	TMF, Compass Communications	PPE-C	RC	WWO	BT	26,000

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O5S5	Broadcast, budget in Broadcast Partner generic code	citizens	Sahara Media, ITV	PPE-C	RC	WWO	BT	0
O5S5	Social media engagement through Jamii Forums. Budget in generic Jamii Forums code (10% allocated)	citizens	Jamii Forums	PPE-C	RC	WWO	BT	0
O5S5	LME: Omnibus reach, focus groups with audiences. Budget in LME.			LME	NK	PPE-E	RC	0
EDUCATION				1,943,486				
Problem E1: Learning outcomes measure & focus				274,587				
Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy				36,129				
E1S1	Output 1 . Uwezo Accountability Strengthened	Total		3,440	Uwezo			
E1S1	Quartely internal reports, mid year and annual narrative and financial reports produced	Uwezo TZ		Uwezo	ZM	Uwezo	HN	0
E1S1	Database of 2014/15 partners, volunteers, parents and head teachers updated	RCs, DCs, Volunteers, VC, teachers	interns	Uwezo	MK	Uwezo	HN	0
E1S1	National Advisory Committee meets quarterly to advise on Uwezo processes and tools	National Advisory committee members		Uwezo	ZM	Uwezo	HN	3,240
E1S1	Research Authorization			Uwezo				200
E1S1	Output 2. Research design framework developed	Total		5,000	Uwezo			
E1S1	Uwezo Assessment Framework:			Uwezo	MK			0
E1S1	Sampling framework	0	0	Uwezo	MK			0
E1S1	Uwezo 7 Enumeration Areas sampled by an expert and methodology paper submitted	0	NBS, Universities (Statistics)	Uwezo	MK	0	0	0
E1S1	Enumeration Area maps purchased from the Bureau of Statistics.	0	NBS	Uwezo	MK	0	0	0
E1S1	Uwezo+ items (gender, devolution, education) integrated in 2016 survey. Uwezo+ panel (sector-based panelists) identifies indicators, pre-tests, integrates items in the 2016 survey [Dialogue at national level held to prioritize the SDG indicators to monitor. Advisory panel to join with Uwezo NAC for these explorations, including meetings in respective ministries and institutions]. Give support to 2015 Uwezo+ panel to use data and communicate, write it up	MOF, MOH,MOEVT,	Consultant	Uwezo	MK	Uwezo	RT	5,000
E1S1	New District partner organizations recruited and due diligence completed on all partners from 10 districts	Local NGOs with base in the respective districts	TENMET, Regional NGOs networks, Master Trainers, Key facilitators	Uwezo	RT	Uwezo	HN	0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1	Orientation of all 10 heads of DPIs and 5 RCs held on due diligence	Heads of Organizations	0	Uwezo	RT	Uwezo	MK	0
E1S1	**Output 3. National Assessment Tests, Tools and processes developed**	**Total**	**14,125**	**Uwezo**				
E1S1	Development of Assessment tools, training Manuals and Review:	Children, volunteers, trainers, partners	designers, printers	Uwezo	MK	Uwezo	RT	0
E1S1	Assessment and Training packs produced	As above	printers	Uwezo	RT	Ops	RZ	2,525
E1S1	Testing and validation of tools	As above	test panelists	Uwezo	RT	Uwezo	MK	5,600
E1S1	Engaging of District Coordinators/partners	As above	assessors	Uwezo	RT	Uwezo	MK	0
E1S1	Volunteers recruited and Household listing	As above	partners	Uwezo	MK	Uwezo	RT	0
E1S1	Training of Trainers	trainers		Uwezo	RT	Uwezo	MK	0
E1S1	Development of tools for assessing 'beyond basics' skills, to be tested in Tanzania initially.	Children, volunteers, trainers, patterns		WWE	KM	Uwezo		6,000
E1S1	**Output 4. Household Based Assessments Undertaken**	**Total**	**3,500**	**Uwezo**				
E1S1	Training of Volunteers: (10 Districts)	Volunteers, district partners	district partners	Uwezo	RT	Uwezo	MK	3,500
E1S1	National Assessment Survey:	As above	district partners	Uwezo	RT	Uwezo	MK	0
E1S1	Monitor and Participate in Uwezo Volunteer training in a selected district and provide internal feedback			LME	NK			0
E1S1	**Output 5. Data Accurately Entered and Analyzed**	**Total**	**6,594**	**Uwezo**				
E1S1	Databooks transported to Nairobi			Uwezo	RT			0
E1S1	Consultancy for data book recheck, data entry, Analysis and cleaning			Uwezo	WK			4,650
E1S1	Consultancy 2016 ALA reports writing			Uwezo	ZM			0
E1S1	Data storage- electronic			Uwezo	RT	Ops		504
E1S1	Rent-Archival Services			Uwezo	RT	Ops		1,440
E1S1	**Output 6. Uwezo assessment internally monitored and feedback looped back to improve implementation**	**Total**	**1,470**	**Uwezo**				
E1S1	Regional coordinators capacitated on monitoring processes and tools	RCs	Facilitators, consultants	Uwezo	RT	Uwezo	WK	0
E1S1	Pre-assessment activities monitored	District Coordinators, Village Coordinators	Regional Coordinators	Uwezo	MK	Uwezo	WK	0
E1S1	Monitoring the Assessment	District Coordinators, Volunteers, Village Coordinators	Regional Coordinators	Uwezo	RT	Uwezo	WK	1,470

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1	Process recheck undertaken in sample of districts, EAs and Households based on LQAS sampling methodology	Volunteers, children aged 7-16 years	Regional Coordinators	LME	VL	Uwezo	ZM	0
E1S1	Feedback received from participants of 2016 assessment and reflection/ learning meeting convened	0	0	Uwezo	RT	Uwezo	WK	0
E1S1	**Output 7. Give back to children and parents in assessment households**	**Total**	**0**	**Uwezo**				
E1S1	Test as story booklets /emergent readers compiled, illustrated and designed- Kiswahili & English			Uwezo	RZ	Ops	JK	0
E1S1	Test as story booklet /emergent readers printed- Kiswahili &English (14pages each) 610 copies each			Uwezo	RZ			0
E1S1	Designing and Production of 2017 Uwezo calendars	parents/households, Teachers village leaders	Designers/ Consultant	Uwezo	RZ	Ops	JK	0
E1S1	Measure distribution, feedback on Uwezo Calendars & emergent readers: This activity monitored during Process recheck			LME	NK			0
E1S1	**Output 8. Staff recruited and motivated to realize Uwezo goals in a supportive environment**	**Total**	**2,000**					
E1S1	Internal meetings and guests: Team meetings held and associated utilities; Hosting of Uwezo country and D&V guests	Uwezo staff, partners	Internal	Uwezo	ZM	Uwezo	HN	2,000
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.			**54,550**					
E1S2	**Output 1. National & District reports produced**	**Total**	**54,550**	**Uwezo**				
E1S2	Production of National technical annual learning assessment report 2015/16, summary report, district report and ranking	Uwezo staff, partners	Consultants	Uwezo	ZM	Uwezo	JC	7,500
E1S2	Compilation of district reports for 159 districts and ranking	Policy makers, MPs, media, education NGOs	Consultants	Uwezo	ZM	PPE-C	TY	3,000
E1S2	Annual Learning Assessment report produced in English and Kiswahili	Policy makers, MPs, media, education NGOs	Consultants	PPE-C	RC	Uwezo	RZ	17,500
E1S2	Summary reports produced in English and Swahili	DED, DEOs, Teachers, parents, CSOs, TTU, Tenmet members	Printer	PPE-C	RC	Uwezo	RZ	3,300
E1S2	Ranking poster produced in Swahili	Policy makers, MPs, media, district officials, teachers, parents, education NGOs	Printer	PPE-C	RC	Uwezo	RZ	900

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S2	Districts report produced for Uwezo focus districts	DED, DEOs, Teachers, parents, CSOs, TTU, Tenmet members	Wond, Printer	PPE-C	RC	Uwezo	0	2,000
E1S2	CSSC leaflets on learning outcomes distributed to bible group and radio programs on five religious radio stations hold programs on learning outcomes	Jumuhiya members	Christian Social Services Commission	PPE-C	TY			20,350
Success E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority			21,600					
E1S3	**Output 1. New MPs engaged in education as a priority issue, parliamentary discussion on learning outcomes**	**Total**	**0**	**PPE-E**				
E1S3	Analysis of Uwezo data to pull out aspects relevant to ongoing discussions of the Parliamentary Committee on Social Services -	MPs	Consultant	PPE-E	ZM	PPE-E	RC	0
E1S3	Briefing paper for parliamentary committee	Parliamentary Committee		Uwezo	ZM	WWE	KM	0
E1S3	Consultant hired to identify all MPs primary schools, photographs taken through Uwezo network			PPE-C	RC	Uwezo	RZ	0
E1S3	Output produced link MPs' former primary schools, campaign promises and Uwezo			PPE-C	TY	Uwezo	RZ	0
E1S3	Political mapping exercise - identify allies, interests, etc. among new government, to include education sector. Link & budget in O1. LME support / assist, findings into internal learning 2x per year; for external sharing 1x per year.			PPE-E				0
E1S3	**Output 2. National policy makers in new government are aware of Uwezo and regularly refer to learning outcomes in public speaking**	**Total**	**21,600**	**Uwezo**				
E1S3	National Launch of 2015/16 ALA report	Policy makers, MPs, media, education NGOs	Consultants	PPE-C	RC	Uwezo	RZ	15,400
E1S3	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	RZ	PPE-E		5,000
E1S3	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, Policy makers	Universities, School of Education(SOE)	Uwezo	RZ	PPE-E		1,200
E1S3	8 TV Talk Shows on learning outcomes broadcast. Budget in generic 'Broadcast Partner' code (4% allocated)	Policy actors	Sahara Media, ITV, TBC	PPE-C	TY	Uwezo	RZ	0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S3	6 Minibuzz shows on learning outcomes. Budget in generic 'Minibuzz' code (8% allocated)	Policy makers, parents	Minibuzz	PPE-C	TY	Uwezo	RZ	0
E1S3	Jamii Forums social media engagement around findings launch. Budget in generic Jamii Forum code (2.5% allocated)	Politicians, government officials	Jamii Forums	PPE-C	TY	Uwezo	RZ	0
E1S3	Features and profiles including data visuals in print media. No budget item	Government officials	Mwananchi Communications Ltd	PPE-C	RC	Uwezo	RZ	0
E1S3	Briefing meetings with new education officials, particularly PS and Minister, Director of Basic Education, PS for Education PMO-RALG, Minister PMO-RALG)			Uwezo	ZM	PPE-E	AE	0
Success E1S4: Policy debate stimulated at sub-national levels to prioritize measured learning outcomes as policy priority.			162,308					
E1S4	**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**	**Total**	**141,675**	Uwezo				
E1S4	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 facult of educations, media, Tenmet, TTU at district levels	Uwezo	RZ	PPE-C	RC	3,000
E1S4	Distributing district and national reports to key sub-national actors in 159 districts,	Local government authorities, policy makers, MPs, councillors, teachers, parents, CS	Uwezo assessment partners, Transporters	Uwezo	RZ	PPE-C	RC	11,925
E1S4	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, councillors, media, education NGOs	Uwezo partners, RCs,	Uwezo	RZ	PPE-C	RC	119,250
E1S4	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	RZ	PPE-C	RC	0
E1S4	Uwezo staff, Observers from key ministries, advisory commitee, and Journalists facilitated to participate in the learning assessment survey to enhance their	Children 7-16yrs	MOEVT, TIE, TTU, Tenmet, Test panelists, Media,	Uwezo	RZ	PPE-C	RC	0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
	understanding of Uwezo assessment for informed discussions and policy decisions		A/Commitee members					
E1S4	Assessment feedback to parents, volunteers and teachers through SMS.	Parents, teachers, volunteers	Mobile company, District partners	Uwezo	RZ	PPE-C	RC	7,500
E1S4	**Output 2. Uwezo partners at district level engaged in sharing of evidence through media and face-face meetings**	**Total**	**3,000**	**Uwezo**			0	
E1S4	Identify and engage active assessment partners with strong communications experience in 10 districts and facilitate them to implement Uwezo communications related activities through District communication Contact Persons(DCCPs)	parents, teachers, local authorities	Uwezo assessment partners	Uwezo	RZ	PPE-C	0	0
E1S4	Partners engaged to share evidence in district education meetings and engage with other key partners (CSOs, TTU, local media) in education forums/meetings.	TTU district offices, NGO networks, local authorities & media networks	TTU district offices, NGO networks, local authorities & media networks	Uwezo	RZ	PPE-C	RC	0
E1S4	Capacity building to orient DCCPs on their roles and responsibilties	DCCPs	Training firm	Uwezo	RZ	LME	NK	0
E1S4	Monitoring and reflection meetings to share experiences through activity and outcome journals	DCCPs	Uwezo Partners	Uwezo	RZ	LME	NK	3,000
E1S4	Support and strengthen capacity of District partners through DCCPs and volunteers to, initiate community based activities to promote literacy and numeracy skills among children	Parents, local leaders, teachers	Uwezo partners	Uwezo	RZ	PPE-C	RC	0
E1S4	**Output 3. District-level CSOs involved to amplify evidence through launches and meetings**	**Total**	**4,000**	**Uwezo**				
E1S4	Uwezo partners supported to facilitate/attend education forums and events	RCs, DCs, DPIs,	Uwezo partners	Uwezo	RZ		0	4,000
E1S4	Produce outputs e.g. Teachers test booklet, district ranking card for partners to feedback to schools and households (distributed alongside assessment tools and materials)	0	0	Uwezo	RZ	PPE-E		0
E1S4	SMS platform to communicate Uwezo messages and findings to parents, teachers	Parent	Dar411	Uwezo	RZ		RC	0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S4	Organise and participate in education forums/ meetings/ seminars/public lectures in collaboration with Universities and other key CSO actors at least once quarterly	Uwezo secretariat, Key facilitators, master trainers	Uwezo partners and trainers, higher learning institutions	Uwezo	RZ		JM	0
E1S4	Independent verification of Uwezo messages via SMS to teachers and parents: measure reach and recall of messages to selected teachers and parents	Teachers, parents		LME	NK		0	0
E1S4	**Output 4. Learning Outcomes evidence shared through targeted SMS messages, print and local media (radio); Evidence of previous years shared at school during the 2016 Uwezo assessment.**	**Total**	**13,633**	**Uwezo**	**0**		**0**	
E1S4	Targeted SMS messages shared with parents of households assessed in 2015.	Teachers, head teachers, school mgt committees, parent teacher associations	Uwezo assessment partners	Uwezo	RZ	PPE-C	RC	0
E1S4	Identify effective local radio stations, develop contract template	Parents, teachers	local radios, PMDC	Uwezo	RZ	PPE-C	RC	0
E1S4	Contract radios to hold talk shows around launch of assessment results	Parents, teachers	local radios, PMDC	Uwezo	RZ	PPE-C	RC	13,333
E1S4	Support DCCPs to attend and monitor radio shows	Twaweza	radio stations	Uwezo	RZ	LME	NK	300
E1S4	**Output 5.**	**Total**	**0**					
E1S4	For all "SUB-NATIONAL STIMULATING DEBATE": Start with framework developed in 2015; then use OM to revise strategy of engagement. Monitor progress via journalling by DCCPs. Design complementary feedback and quant monitoring. LME support / assist, findings into internal learning 2x per year; for external sharing 1x per year.			**Uwezo**				0
	Success E1S5: Focus on and measurement of learning outcomes by governments and other national interventions, including uptake of Uwezo's evidence, tracked		**0**					
E1S5	**Output 1. Status of LO in GOV documented, communicated internally & shared externally.**	**Total**	**0**	**Uwezo**				
E1S5	Engaging a consultant to: describe the current status of how TZ Gov & other nat interventions (e.g. BRN) define and measure learning outcomes. (Is it reflected in policy? In regulations/by-laws? In budget guidelines?). Desk review & key informant interviews. BUDGET IN LME SECTION.			LME	VL	Uwezo	ZM	0
E1S5	Evidence from above used internally to reflect & adjust Uwezo focus at national level, as appropriate.			Uwezo				0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
Problem E2: Ambitious curriculum			**91,000**					
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).			**83,100**					
E2S1	**Output 1. Curriculum reform processes in Tanzania synthesised, documented and stored in accessible manner**	**Total**	**2,500**	**WWE**				
E2S1	Hire a consultant to support the collection and analysis of documentary evidence on curriculum reforms, with a focus on curriculum content changes over time, including a review of the process of developing the curriculum	Twaweza staff during learning session, TIE, NECTA, Curriculum experts	University based Curriculum experts	WWE	KM	LME	VL	1,500
E2S1	Produce and share a summary of the reforms in a brief paper	TIE, NECTA, Curriculum experts, local NGOs	University based Curriculum experts	WWE	KM	PPE-C	RC	1,000
E2S1	Paper on history of reform, framework for curriculum review.			WWE	KM			0
E2S1	**Output 2. Curriculum content elements analysed and documented appropriately**	**Total**	**31,600**	**WWE**				
E2S1	Identify and collect necessary curriculum documents for analysis	TIE, NECTA, Curriculum experts	Education stakeholders	WWE	KM			0
E2S1	Panel of experts meet regularly to analyse the content of curriculum materials as per agreed framework of characteristics/criteria of effective curriculum	Curriculum experts		WWE	KM	LME	VL	29,400
E2S1	Produce a summary of key aspects of the curriculum with respect to subjects, content focus areas, language, priority focus areas, etc		TIE, NECTA, Curriculum experts	WWE	KM			0
E2S1	Forum on curriculum held to validate the content analysis report	TIE, NECTA, Curriculum experts, MoEVT, TEN/MET, HakiElimu		WWE	KM	PPE-E		1,200
E2S1	Print run of curriculum review findings			PPE-C	RC	WWE	KM	1,000
E2S1	**Output 3. Teachers' opinion and views about curriculum effectiveness garnered and synthesized**	**Total**	**36,000**	**WWE**				
E2S1	Develop ToR for consultant to conduct teachers' survey	Twaw managers/directors; Consultant		WWE	KM	LME	VL	0
E2S1	Identity and engage a consultant to conduct teachers' survey			WWE	KM			0
E2S1	Survey of teachers' opinion and views conducted (including classroom observations of teaching/learning effectiveness)	Teachers, DEOs	Uwezo partners/SzW	WWE	KM	Uwezo	ZM	18,000

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S1	Survey of teachers' knowledge of curriculum, monitoring of teachers knowledge	Teachers, DEOs	Uwezo partners/SzW	WWE	KM	LME	VL	18,000
E2S1	If complete and deemed worthwhile, teachers' knowledge findings can be launched separately, budget in generic Launches code			PPE-E		WWE	KM	0
E2S1	**Output 4. Evidence based position paper on curriculum effectiveness in Tanzania published**	**Total**	**800**	**WWE**	**KM**	**PPE-C**	**RC**	
E2S1	With LME: Develop engagement strategy on E2, using OM. LME will facilitate. WWE to document; LME assists / support. Synthesis for internal learning 2x per year; external 1x per year.			LME	VL	WWE	KM	
E2S1	Manuscripts for publication authored and submitted for publication in peer reviewed journals	Academics, curriculum experts, TIE		WWE	KM			800
E2S1	**Output 5. Feedback findings to teachers, schools administrators**	**Total**	**12,200**	**PPE-C**				
E2S1	Postcard production on briefing to parliamentary committee			PPE-C	SM			200
E2S1	Print and distribute summary brief about curriculum findings and teachers opinions/knowledge.	Teachers, school administrators	TTU, Uwezo partners	PPE-C	TY			12,000
	Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)		**7,900**					
E2S2	**Output 1. Good relations consolidated with curriculum key players, including TIE, NECTA, university based curriculum experts and parliamentary committee on education**	**Total**	**4,200**	WWE				
E2S2	Briefing meetings held with Director General of TIE and Executive Secretary of NECTA on the preliminary findings on curriculum effectiveness analysis	TIE, NECTA, MOEVT	0	WWE	KM	PPE-E		0
E2S2	Briefing meetings held with leaders of Tanzania Teachers Union and other key stakeholders to share our preliminary findings on curriculum effectiveness analysis, as well as preliminary findings of teachers' views about curriculum effectiveness	TTU; HakiElimu; TEN/MET; REPOA; PDB/BRN; Oxfam; EQUIP-T; Universities		WWE	KM	PPE-E		900
E2S2	Seminar with Members of Parliament on curriculum effectiveness in Tanzania	Social Services Parliamentary Committee		WWE	KM	PPE-E		3,300

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S2	WWE: strategy on engagement re curriculum (OM). LME can facilitate. WWE to document; LME assists / support. Synthesis for internal learning 2x per year; external 1x per year.			LME				0
E2S2	**Output 2. Position paper published and launched**	**Total**	**3,200**	**PPE-E**				
E2S2	Forum of experts and curriculum officials to validate the position paper	TIE, NECTA, University based Curriculum experts, Schools/faculties of education at UDSM, UDOM, DUCE and Aga Khan Education Institute		WWE	KM	PPE-E	RC	800
E2S2	Organise a meeting of key stakeholders in education to share the main features of the position paper (MoEVT, TIE, NECTA, University experts, relevant NGOs and media representatives)	As above		PPE-E		WWE	KM	800
E2S2	Key curriculum intervention areas ironed out, final position paper published online, printed internally. This paper will hold the areas for intervention we are going to focus on in the years to come, in WWE and PPE/C	MoEVT, PMO-RALG, TIE, NECTA, university schools of education		WWE	KM	PPE-E	RC	1,200
E2S2	Brief drawing on position paper produced	As above		PPE-C	RC	WWE	KM	400
E2S2	Curriculum brief launched, budget in generic Launches code and/or can be a topic in UDSM seminar series			PPE-E		WWE	KM	0
E2S2	Monitoring of Position papers Launched online			LME	NK			0
E2S2	**Output 3. Key actors reached and engaged regarding curriculum effectiveness and improvements through different fora and channels depending on the issues.**	**Total**	**500**	**WWE**				
E2S2	Social affairs parliamentary committee meeting, present findings			WWE	KM	PPE-E		500
E2S2	Media engagement, opeds, TV and radio appearance on request, 'making news'			WWE	KM	PPE-C		0
E2S2	Strategic meetings with key actors in government, hopefully on invitation by Gvt, otherwise pro-active			WWE	KM			0
	Success E2S3: Curriculum review processes are actively monitored to ensure that they are informed by evidence on what makes a curriculum effective		**0**					
E2S3	**Output 1. Curriculum review processes examined to find out extent to which they are based on evidence**	**Total**	**0**	**WWE**				
E2S3	Compare new and old curriculum and identify the key changes	TIE, education stakeholders	UDSM	WWE	KM			0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S3	Trace origin of the changes in the review process	TIE, education stakeholders	UDSM, mpost graduate students	WWE	KM			0
Problem E3: Motivated teachers			1,402,389					
Success E3S1: "An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.			16,800					
E3S1	**Output 1. Evidence is shared on pay for performance effectiveness in improving learning outcomes; Policy and media dialogue to raise interest in the concept of performance pay for teachers**	**Total**		**13,000**	**WWE**		**PPE-C**		
E3S1	A policy brief on KF idea and implementation and results is produced.	All education policy, teachers.	IPA	WWE	YS	PPE-C	RC	2,000
E3S1	A 1-day/morning event for policy makers on improving learning is organized	All KF district Eos, PMs, PMO, BRN, PS education, COSTECH	KF profs, RISE	PPE-E		WWE	KM	1,000
E3S1	A 1-day event for researchers to present evidence on WWE	Academic, education policy, COSTECH	KF profs, RISE	WWE	KM	WWE	YS	10,000
E3S1	Run a series of discussions on Minibuzz about pay for performance. Budget in Minibuzz generic code (11% allocated)	Educationists, policy makers	Minibuzz	PPE-C	TY	WWE	KM	0
E3S1	BEFORE any evidence sharing: strategy on engagement (OM). LME can facilitate. WWE to document; LME assists / support. Synthesis for internal learning 2x per year; external 1x per year.			LME				0
E3S1	**Output 2. 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 fators in the Tanzanian context.**	**Total**		**0**	**WWE**				
E3S1	A joint WWE policy paper written and shared, discussed; and produces clear education policy positions for Twaweza PPE.	PMO, BRN, PS education	KF profs, RISE	WWE	KM	WWE	YS	0
E3S1	**Output 6. Concept of teacher motivation that is tied to accountability and performance is shared and debated**	**Total**		**2,300**	**PPE-C**	TY	**WWE**	KM	
E3S1	Create two short animations of teachers, one with positive and one with negative characteristics	Parents, teachers	Vuvuzela	PPE-C	TY	WWE	KM	0
E3S1	Talk shows on teacher motivation and accountability, in generic Broadcast Partnership code	MPs, school inspectors, head teachers, Ministry	Sahara Media, TV1, ITV, TBC	PPE-C	TY	WWE	KM	0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
		of Education, educationists						
E3S1	Output for MPs, school inspectors, head teachers, Ministry of Education, educationists on teacher motivation with accountability	MPs, school inspectors, head teachers, Ministry of Education, educationists	designers, printers	PPE-C	RC	WWE		2,300
E3S1	Run a segment and / or series of shows of Minibuzz promoting the idea of teacher motivation with accountability. Budget in Minibuzz generic code (33% allocated)	Parents, teachers	Minibuzz	PPE-C	TY	WWE	KM	0
E3S1	UDSM seminar on the teacher motivation and accountability	Academics, Ministry of Education	UDSM	PPE-C	TY	WWE	KM	0
E3S1	Online discussion of performance pay concept through Jamii Forums. Budget in geneic Jamii Forums code (5% allocated)	Parents, teachers	Jamii Forums	PPE-C	TY	WWE	KM	0
E3S1	**Output 7. KF I results are written up and presented/discussed at conference(s).**	**Total**	**1,500**	**WWE**				
E3S1	Draft paper presented at CSAE/Oxford.	Academic	KF professors	WWE	YS			1,500
Success E3S2: A teacher performance pay program is piloted (KF II), in collaboration with ministries and district authorities and (head) teachers.		**1,379,589**						
E3S2	**Output 1. KF II Evaluation Research implemented**	**Total**	**469,703**	**WWE**				
E3S2	Baseline Survey - Preparation - Personnel		IPA, PI team	WWE	JMM	WWE	YS	32,870
E3S2	Baseline Survey - Preparation - Comms, Logistics, Support		IPA, PI team	WWE	JMM	WWE	YS	3,087
E3S2	Baseline Survey - Preparation - Disbursements, SurveyBe, software		IPA, PI team	WWE	JMM	WWE	YS	6,013
E3S2	Baseline Survey - Training - Personnel		IPA, PI team	WWE	JMM	WWE	YS	54,951
E3S2	Baseline Survey - Training - Comms, Logistics, Support		IPA, PI team	WWE	JMM	WWE	YS	32,686
E3S2	Baseline Survey - Training - Disbursements, SurveyBe, software		IPA, PI team	WWE	JMM	WWE	YS	21,485
E3S2	Baseline Survey - Data collection - Personnel		IPA, PI team	WWE	JMM	WWE	YS	76,898
E3S2	Baseline Survey - Data collection - Comms, Logistics, Support		IPA, PI team	WWE	JMM	WWE	YS	57,762
E3S2	Baseline Survey - Data collection-Disbursements, SurveyBe, software		IPA, PI team	WWE	JMM	WWE	YS	49,863
E3S2	Baseline Survey - VAT		IPA, PI team	WWE	JMM	WWE	YS	46,485
E3S2	Endline Survey - Preparation - Personnel		IPA, PI team	WWE	JMM	WWE	YS	34,000

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E3S2	Endline Survey - Preparation - Comms, Logistics, Support		IPA, PI team	WWE	JMM	WWE	YS	3,780
E3S2	Endline Survey - Preparation - Disbursements, SurveyBe, software		IPA, PI team	WWE	JMM	WWE	YS	5,538
E3S2	Endline Survey - Training - Personnel		IPA, PI team	WWE	JMM	WWE	YS	50,400
E3S2	Endline Survey - Training - Comms, Logistics, Support		IPA, PI team	WWE	JMM	WWE	YS	28,584
E3S2	Endline Survey - Training - Disbursements, SurveyBe, software		IPA, PI team	WWE	JMM	WWE	YS	10,668
E3S2	Endline Survey - Data collection - Personnel		IPA, PI team	WWE	JMM	WWE	YS	120,400
E3S2	Endline Survey - Data collection - Comms, Logistics, Support		IPA, PI team	WWE	JMM	WWE	YS	98,538
E3S2	Endline Survey - Data collection - Disbursements, SurveyBe, software		IPA, PI team	WWE	JMM	WWE	YS	0
E3S2	Endline Survey - VAT		IPA, PI team	WWE	JMM	WWE	YS	23,562
E3S2	PI salaries (profs Muralidharan and Mbiti)		IPA, PI team	WWE	YS	WWE	JMM	0
E3S2	Evaluation research/management/admin personnel IPA		IPA, PI team	WWE	JMM	WWE	YS	79,000
E3S2	IPA travel costs		IPA, PI team	WWE	JMM	WWE	YS	11,590
E3S2	IPA QC, back check, supplies, office costs		IPA, PI team	WWE	JMM	WWE	YS	20,043
E3S2	IPA overhead		IPA, PI team	WWE	YS	WWE	JMM	0
E3S2	Subtract: (expected) external funds raised by IPA		IPA, PI team	WWE	YS	WWE	JMM	-398,500
E3S2	**Output 3. KF II COD Interventions implemented**	**Total**	**909,886**	**WWE**				
E3S2	EDI intervention support, personnel costs. Project coordinator; country director; data processing officers; project oversight.		EDI	WWE	YS	WWE	JM	75,000
E3S2	EDI intervention support, field-communication costs		EDI	WWE	YS	WWE	JM	31,925
E3S2	EDI midline attendance checks, personnel costs		EDI	WWE	YS	WWE	JM	8,050
E3S2	EDI midline attendance checks, field-communication costs		EDI	WWE	YS	WWE	JM	13,945
E3S2	KF Communications baseline printing, distribution	Teachers, students	EDI	WWE	YS	WWE	JM	17,060
E3S2	KF Communications endline testing, printing, distribution	Teachers, students	EDI	WWE	YS	WWE	JM	17,017
E3S2	11 DIP contracts baseline (incl 5% contingency)		EDI	WWE	YS	WWE	JM	45,057
E3S2	11 DIP contracts midline (incl 5% contingency)		EDI	WWE	YS	WWE	JM	14,484
E3S2	11 DIP contracts endline (incl 5% contingency)		EDI	WWE	YS	WWE	JM	201,120
E3S2	DIP training costs (baseline, endline)		EDI	WWE	YS	WWE	JM	68,200
E3S2	Twa team logistics, field costs		EDI	WWE	YS	WWE	JM	41,615
E3S2	VAT EDI contracts		EDI	WWE	YS	WWE		23,206
E3S2	Intervention management		EDI	WWE	YS	WWE	JM	220,708
E3S2	COD levels and gains payments	KF Teachers	MaxCom	WWE	YS	WWE	JMM	132,500
Success E3S4: Produce and discuss an internal position paper on desirability and doability of implementing a teacher performance pay programme at scale in TZ.		**6,000**						

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E3S4	**Output 1.**	Total	6,000	**WWE**				
E3S4	A rigorous cost-benefit analysis is done to assess cost of learning gains in teacher incentive pay programs, incl KF.	Twaweza	IPA	WWE	YS			0
E3S4	The KF "cost per sd" is compared to that of other interventions	Twaweza	IPA	WWE	YS			0
E3S4	Scaling up modes are discussed with key partners, and documented. Organize a small, carefully selected forum with 10 -15 interested key individuals. Present preliminary findings and start the 'scaling challange'. Runs through the year.	PS education, finance, donors	BRN, COSTECH	WWE	KM	WWE	YS	6,000
E3S4	LINK the above process to engagement strategy - to be developed at start of year (using OM).			WWE	KM	LME	VL	0
Problem E4: School management			175,510					
Success E4S1: Evidence is produced and shared on what works in improving school leadership and management			69,200					
E4S1	**Output 1. Framework for school leadership effectiveness produced and shared**	Total	1,200	**WWE**				
E4S1	Compile and consolidate annotated bibliography on school leadership effectiveness	Twaweza		WWE				0
E4S1	Write up literature review regarding evidence on what works in promoting school leadership effectiveness	Twaweza	Academics	WWE				0
E4S1	Hire consultant to support the development of criteria for school leadership effectiveness from literature review	Twaweza, MoEVT (Inspectorate Directorate), Head teachers	Academics	WWE				0
E4S1	Forum to share the framework	Twaweza, MoEVT (Inspectorate Directorate), Head teachers		WWE	KM	PPE-E		1,200
E4S1	6 UDSM seminar series to discuss several problems/successes - Budget in the generic 'UDSM' code.	Education partners		PPE-E	TY	WWE	KM	0
E4S1	**Output 3. Positive deviance approach applied to unearth at least 3 school leadership practices associated with learning outcomes in both public and private schools**	Total	38,000	**WWE**				
E4S1	Qualitative investigation of PD schools	Head teachers, teachers, community leadership		WWE	KM			24,000

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E4S1	First draft report of the PD study produced and shared internally	Twaweza staff and selected key actors from Government (BRN) and NGOs (HakiElimu, Oxfam, Restless Development	Academics	WWE	KM	PPE-C	RC	1,000
E4S1	Design finalised for experimenting promising PD findings that could have a policy implication in future	As above	EDI or other potential implementer	WWE	KM			2,000
E4S1	PD intervention implemented in four schools (at least one private school). VL QUESTION: What's the budget based on; seems large for 4 schools; need argument/break down. Why one private school? Are we sure Q4 is the best time for this, given school calendars and our own pace?	Head teachers, teachers, community leadership	As above	WWE	KM	Uwezo	ZM	8,000
E4S1	Concept paper on experimentation of PD promising ideas	Twaweza staff		WWE	KM			0
E4S1	Curate PD findings to ideas and stories that could inspire school communities and design and test communication strategies to transport those stories to the desired audience	School communities around the country	Depends on findings	PPE-C	RC	WWO	KM	3,000
E4S1	**Output 4. The feasibility for the effectiveness of confidence boost intervention is evaluated**	**Total**	**30,000**	**WWE**				
E4S1	Parents' survey of their opinion and views about parents' resource vote intervention is conducted	Twaweza, Head teachers, MoEVT	MIT and Princeton	WWE	KM	LME	VL	10,000
E4S1	Indepth interviews and focus group discussion with parents, teachers, school administrators and other stakeholders regarding the effectiveness of confidence boost intervention is conducted	Twaweza, Head teachers, MoEVT	As above	WWE	KM	LME	VL	10,000
E4S1	Survey of parents' and teachers' attitudes regarding how to improve school leadership and how they can participate in improving their children's learning	Twaweza, Head teachers, MoEVT	As above	WWE	KM	LME	VL	10,000
E4S1	Produce bibliography of the roles and information, active discussion and visual literature on improving active citizen engagement in education	Twaweza	As above	WWE				0
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			97,360					
E4S2	**Output 1. Generating quantitative and qualitative evidence on resource use and community/public accountability in TZ schools**	**Total**	**20,000**	**WWE**				

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E4S2	Using data from various sources including KiuFunza, Uwezo, Sauti, SDI, write a narrative about about accountability and value for money in the school/education system.	Twaweza, MoEVT, PMO-RALG, Local NGOs (HE, TEN/MET), Academics		WWE	KM		YS	0
E4S2	Indepth interviews, focus group discussions and surveys with head teachers, parents and other key stakeholders at district and national levels	As above	MIT and Princeton	WWE	KM	LME	VL	20,000
E4S2	**Output 2. Resource vote intervention carried out at confidence boost pilot schools**	**Total**	**68,360**	**WWE**				
E4S2	Confidence boost intervention administered at schools	Twaweza, UDSM (SOED)	MIT and Princeton	WWE	KM			48,000
E4S2	Hire consultant to support confidence boost intervention			WWE	KM			9,600
E4S2	Overhead cost for confidence boost intervention	MIT and Princeton		WWE				10,760
E4S2	Launch resource vote intervention to select policy-makers and educationists before implementation to secure early stage buy in. Budget in generic Launches code	MOEVT, TAMISEMI, education CSOs, MPs	MIT and Princeton					0
E4S2	**Output 4. International Events**	**Total**	**9,000**					
E4S2	Attend at least two international events			WWE	KM			9,000
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			2,700					
E4S3	**Output 1. PD interventions documented and packaged for 'marketing'**	**Total**	**1,500**	**WWE**				
E4S3	PD intervention findings written up			WWE	KM			0
E4S3	Forum to validate PD findings	MOEVT, PDB, PMO-RALG, NECTA, selected DEOs, Schools of Education	Restless Development, HakiElimu	WWE	KM			1,500
E4S3	**Output 3. State of the art position paper on school leadership produced and shared**	**Total**	**1,200**	**WWE**				
E4S3	Data emerging from empirical studies synthesised and documented			WWE	KM			0
E4S3	Position paper on school leadership written			WWE	KM			0
E4S3	Seminar series on education (with UDSM) - one event will examine school leadership issues. Budget in Seminar Series generic code	MOEVT, PMO-RALG, NECTA, selected DEOs, Schools of Education		WWE	KM	PPE-E	RC	1,200
E4S3	Manuscripts on school leadership developed and submitted for publication in academic journals	Members of academia	Academics in universities and	WWE	KM			0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
			research institutions	WWE				
E4S3	Newspaper articles written on what works in improving school leadership	Education stakeholders, parents and the general public	Print Media	WWE	KM	PPE-E	AE	0
Success E4S4: Head teachers and other key actors debate widely and report on interventions to improve learning in their schools.			6,250					
E4S4	**Output 1. PD intervention and emerging findings shared and debated by key education stakeholders**	**Total**	**6,250**	**WWE**				
E4S4	PD conference with school administrators in each country	Head teachers, DEOs, MOEVT, TIE, NECTA, TTU	Schools of Education at UDSM, UDOM and DUCE	WWE	KM	PPE-E	AE	5,000
E4S4	School leadership best practices emerging from PD intervention synthesised and documented in a digestible form and stored in accessible and shared files			WWE	KM	PPE-C	RC	0
E4S4	School leadership best practices emerging from PD intervention printed and disseminated to schools and other education institutions	Head teachers, TTU	TIE, School of Education	WWE	KM	PPE-C	RC	0
E4S4	A survey of head teachers/teachers and community leadership on their views about the effectiveness of school leadership in improving learning	Head teachers, community leaders,		WWE	KM	LME	VL	0
E4S4	Creative output around PD findings, ideas to improve learning - a how to guide for teachers / head teachers. Dissemination and engagement in 2017			PPE-E	RC	WWE	KM	1,250
E4S4	PD research and findings launched to select group of policy actors. Budget in generic 'Launches' code			PPE-E	TY	WWE	KM	0
MEDIA COSTS KEY PARTNERSHIPS			179,500					
	Media partnerships	**Total**	**179,500**					
KMP	Partnership with Jamii Media O1S4 - 8%, O2S6 - 8%, O2S1 - 9%, O2S5 - 6%, O3S1 - 30%, O4S3 - 9%, O5S5 - 10%, E1S3 - 2.5%, E3S1 - 15%			PPE-C				20,000
KMP	Partnership with broadcast media O5S5 - 60% Balance third to insert Twaweza topics into existing discussion shows, total of 50 shows (weekly): O3S1 (20%),			PPE-C				50,000

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
	E1S3 (12%), E3S1 (32%), O2S5 (8%), E1-S4 (12%), E4S2 (4%), E4S3 and E4S4 (12%)			PPE-C				
KMP	Partnership with Minibuzz E3S1 - teacher campaign - 33% Accountability - O5S5 and O4S3 - 33% Topic shows from Twaweza research - 33%, covers E1S3 (24%), O3S1 (40%), E1-E4 (24%), E1S3 (12%)			PPE-C				109,500
KMP	Echo mobile for SMS platform to send and receive messages			PPE-C				0
LEARNING MONITORING EVALUATION				145,700				
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.				131,600				
LME1	**Output 1. Staff knowledgeable of monitoring structure, responsibilities and processes; using internal system (SF) for tracking & insights.**	**Total**		**0**	**LME**			
LME1	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.	Staff		LME	VL	SO		0
LME1	Outcome Mapping: focus on PPE unit (some Uw & WWE), engage and support the use of OM; assist in turning OM findings into products such as briefs, for internal use 2x per year, external audience 1x year. Includes involvement in engagement strategy for KF and Uwezo.	staff		LME	VL	NK		0
LME1	LME staff in 3 countries participating in selected trainings relevant to work, possibly one LME workshop with external trainers. Budget in RO.	LME staff		LME	SO	NK		0
LME1	**Output 2. Selective & systematic media monitoring in place, informing practice**	**Total**		**29,600**	**LME**			
LME1	Monitoring of all media coverage launches including Uwezo and Sauti rounds: Clipping of Corporate log, Education and Open governance stories	staff	Ipsos	LME	MM	PPE-C	RC	24,000
LME1	Monitoring reach/coverage via viewership/listenership numbers of selected media products, via platform like Geopoll. Budgeting for 4 months out of the year for the			LME	NK			0

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
	REGION; UG could have 1-2 months, in peak time, as needed. Budget RO.							
LME1	Review and Analysis of Twaweza Corp Log in the Media conducted Semi Annually	Internal	Internal	LME	MM	LME	NK	0
LME1	Content Review and Analysis of Twaweza Corp Log in the Media through consultant at year end.	Internal	Consultant	LME	NK	PPE-C	RC	5,600
LME1	**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).**	Total	72000	LME				
LME1	Omnibus surveys: Measurement of coverage, recall and awareness of our and partner media-based initiatiaves; also for checking brand name recognition, associations.	Citizens	Ipsos	LME	NK	LME	VL	20,000
LME1	PPE O5: Feedback studies on Election promises, focusing on young people; partners Restless, Femina. OM to set targets/expectations, then in-depth follow up of a few stories, combined with quant (distribution, feedback).	Average Tanzanians		LME	NK	PPE-C	RC	0
LME1	SZW (coverage through media monitoring): feedback from key target audience of Sauti (MP, PS, Ministers, technocrats) via interviews.		consultant	LME	NK	PPE-E		4,000
LME1	PPE O5: MPs reality show: focus groups with audiences, interviews with participating and other MPs (Omnibus reach). Also, talk show with high-ranking officials. Budget here for consultant for MP/officials interviews.		consultant; Ipsos	LME	NK	PPE-E	RC	4,000
LME1	Uwezo process recheck (LQAS) (at selected sample districts) conducted and feedback to improve implementation is given	Internal, and global T&A		LME	NK	PA	ZM	25,000
LME1	Uwezo: Independent verification of Uwezo messages via SMS to teachers and parents: measure reach and recall of messages to selected teachers and parents from TTU database	Teachers, Parents		LME	NK	Uwezo	ZM	0
LME1	Feedback gathered from the Uwezo partners organisations of the partnership experience. Budget in feedback line, below.			LME	NK	Uwezo		0
LME1	For delivery & quality of various media based products: clipping of radio / TV; analysis internal	Twaweza	Push Observer	LME	NK			9,000

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LME1	WWO: Feedback: Qual interviews with Journalists and media houses on awards via consultant. Budget in feedback line, below.	Journalists, Media houses		LME	NK			0
LME1	For feedback from target audiences on various Twaweza products & initiatives, via FGD, VOTOMobile, or other methods. Some can be done internally.	Twaweza	consultant	LME	NK		SO	10,000
LME1	Monitoring reach/coverage via viewership/listenership numbers of selected media products, via platform like Geopoll. Budgeting for 4 months out of the year for the REGION; TZ could have 1-2 months, in peak time, as needed. Budget RO.			LME	NK	PPE-C		0
LME1	WWO: coverage, feedback on data dialogues (O2S6)			LME	NK			0
LME1	**Output 4. Independent verification of intermediate outcomes conducted as relevant: results from at least 2 studies contributing to improved practice & knowledge (briefs).**	**Total**	**30,000**	**LME**				
LME1	Uwezo: Outcome Mapping with DCCPs: Work closely with Uwezo to support DCCPs on OM journals and activity journals: Provide technical oversight ,a monitoring report of the experiences of OM with DCCPs	DCCPs	Uwezo	LME	NK	Uwezo	RZ	0
LME1	Evaluation of Uwezo @ sub-national level, follow-up on 2015. Focus on understanding, perception of LO; decisions/actions by local policy makers to promote LO (e.g., budgetary allocations, additional programs, etc). This time with a quant component.	Policy actors, Twaweza, global parners in education and T&A	Uwezo	LME	NK	PA	ZM	30,000
LME1	WWE: strategy on engagement re Curriculum E2 (OM). LME can facilitate. WWE to document; LME assists / support. Synthesis for internal learning 2x per year; external 1x per year.			LME	VL	WWE	KM	0
LME1	BEFORE any evidence sharing: strategy on engagement (OM). LME can facilitate. WWE to document; LME assists / support. Synthesis for internal learning 2x per year; external 1x per year.			LME	VL	WWE	KM	0
LME1	Consider need OM for engagement strategy on School management - E4. Revisit at MTR.			LME	VL	WWE	KM	0
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."		6,000					

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LME2	**Output 3. Rigorous evaluation of Twaweza initiatives and/or hypothesis testing**	**Total**	**6,000**	**LME**				
LME2	Desk review of available "baseline" information of core issues for Tanzania program, including our own follow-up survey, also Afrobarometer, others. To be conducted in Q1. Product: summary of metrics relevant to Twa TZ for the strategic period.	Twaweza		LME	VL			0
LME2	E1S5: Describe the current status of how TZ Gov & other nat interventions (e.g BRN) define and measure learning outcomes. (Is it reflected in policy? In regulations, by-laws? In budget guidelines?). Desk review & key informant interviews.	Uwezo, Twaweza		LME	VL			6,000
LME2	**Output 5. Formative research / measurement of Civic Space in East Africa**	**Total**	**0**	**PPE-E**				
LME2	Original data collection phase on Civic Space in all 3 countries conducted, building on desk/lit review phase from 2015. Methods, TOR to be aligned across countries; activity carried out by country.	National media, MPs/Gov, international T&A comm.	REPOA	LME	VL	WWO		0
LME2	Possibly: launch of report, and building of civic space alliance, with PPE and OW.			LME				0
	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		**8,100**					
LME3	**Output 1. Learning events (sessions, skills labs, reading club, etc.) are held regularly on topics of relevance to organization**	**Total**	**2,600**	**LME**				
LME3	Bi-monthly learning session: To introduce new ideas and approaches following current focus areas and participants suggestions (At least 20 session per year)	Staff, partners		LME	MM			**0**
LME3	Reading Club: Bi-monthly for staff and interested partners in Tanzania aim is to develop critical thinking by discussing articles on development, following themes and/or participants' suggestions.(At least 20 articles discussed per year)	Staff, partners		LME	MM			**600**
LME3	Skills Lab: Monthly (12 per year), for staff, on technical and other skills identified as essential and/or beneficial in our work.	Staff		LME	MM			**0**
LME3	Food for thought: Informal presentations/sessions, drawing on identified interests (internal learning/sharing,	Staff, partners		LME	MM			**0**

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
	but also brining in external partners) At least 20 in Tanzania							
LME3	Library: a) Maintain and develop the use of salesforce library b) Add to collection thorough and careful selection of books procured online and locally c) Quarterly Book Party	Staff		LME	MM			**2,000**
LME3	**Output 3. Link to Global Knowledge**	**Total**	**5,500**	**LME**				
LME3	Provide monthly content for updating of LME page on Twaweza website (Monitoring brief, data visuals, etc.); at least 12 per year.			LME	NK			0
LME3	1-2 experts engaged for multi-day learning events (with external partners); coordination with other units, and with external partners. Think about cross-country relevance & visits. Product: at least one blog/ external piece on ideas, lessons, per expert.	Twaweza, partner organizations	Universities in TZ, KE, UG; partner CSO	LME	NK			5,500
GENERIC OUTPUTS FROM UNITS			**152,750**					
	Generic outputs	**Total**	**152,750**	**PPE-C**				
GOFU	Activities to be determined to support ecosystem effect in the 10 districts			PPE-C		PA		150,000
GOFU	Seminar series with UDSM to discuss education issues with academics and policy actors and media			PPE-E				2,000
GOFU	Launches - beyond Uwezo national launch, monthly Sauti za Wananchi launch and KiuFunza results launch, currently planned launches in O2S1, O2S6, O5S1, E4S3, O2S3, and O4S3. But this is deliberately left flexible as it depends on the pace of work of research, we are unlikely to complete all of these in time for PPE work around them			PPE-E				750
OPERATIONS AND FINANCE			**299,150**					
OPS	**Operations and Finance**	**Total**	**299,150**	**Ops**				
OPS	success 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place			Ops	GS			0
OPS	Success 2: Staff recruited and motivated to realize Twaweza goals in a supportive environment			Ops	GS			23,504
OPS	Success 3: Office and assets functioning optimally and well managed			Ops	JK			195,233

TZ	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
OPS	Success 4: Internal documentation and correspondence efficiently managed			Ops	PN			1,325
OPS	Success 5: Information technology			Ops	KM			55,780
OPS	Success 6 Office assets/Equipment			Ops				23,309
STAFF COSTS			**368,167**					
Staff	**Staff costs**	**Total**	**368,167**	**Ops**				
Staff	Programs			Ops				240,715
Staff	LME & Comms			Ops				20,243
Staff	Operations and Finance			Ops				107,209

Uganda budget

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
	OPEN GOVERNMENT		282,520					
	Problem O1: Legislative basis & mechanisms for Freedom of Information act		6,700					
	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)		4000					
O1S1	**Output 1. Pro-active and timely (responsive) engagement to address concerns with NGO Bill, Cybercrime legislation and Public Order Management Act**	Total	4000	PPE-E				
O1S1	Position papers published on NGO Bill, Cybercrime legislation and POM Act, for posting online and targeted print circulation	Policy makers, Parliamentarians	AFIC, NGO Forum?	WWO	JK	PPE-C	MC	0
O1S1	Briefing meetings with key actors and stakeholders to present position paper	Policy makers, Parliamentarians	AFIC, NGO Forum?	PPE-E	VA	WWO	JK	0
O1S1	Political mapping exercise - identify allies, interests, etc. among new government, to include education sector.	Twaweza	Consultant	WWO	JK	PPE-E	VA	0
O1S1	Joint advocacy with civil society (coalition)	Policy makers, Parliamentarians	AFIC, NGO Forum?	PPE-E	VA	WWO	JK	4,000
O1S1	Internal tracking of number of position papers - tell summary stories on political mapping and other advocacy activities			PPE-E	VA	LME	MK	0
O1S1	Track online reach & distribution through online analytics; using data to reflect on distribution strategy and uptake of product. Could also be LME-led.			PPE-C	MC	LME	MK	0
O1S1	For all of Output 1 above: Use OM for strategizing; PPE to keep data/track; LME can assist and support; internal narrative/lessons 2x year, external summary 1x year.			LME				0
	O1S3: Frameworks for implementation of access to information and freedom of expression legislation in place and in use (Ug)		2,700					
O1S3	**Output 1. Networks of actors engaged with FOI legislation established for continued engagement on the FOI.**	Total	2,700	PPE-E				
O1S3	Review other countries (regional and international) ATI legislative frameworks to inform the policy engagement agenda on ATI			WWO	JK	PPE-E	VA	0
O1S3	Dissemination meetings with relevant stakeholders to stimulate debate on the ways to implement the existing FOI legislation	Relevant CSOs, MoICT, UCC, Parliament	CSO	PPE-E	VA	WWO	JK	0

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O1S3	Explore relations with AFIC and convene high level policy engagement meetings for support of the review of the ATI regulations 2011.	Parliament	CSO coalition	PPE-E	VA	WWO	JK	2,300
O1S3	Produce and print policy brief based on findings of study on blockages to ATI in Uganda	MoICT, UCC and Parliament	CSO coalition of ATI and other to be determined	PPE-E	MC	WWO	JK	400
O1S3	LME: Strategy for dissemination mapped, and disssemination meetings and policy level engagement monitored (through Outcome Mapping); WWO or PPE lead in tracking advocacy progress, LME support.			LME	MK	PPE-E	VA	0
Problem O2: Data collected by gov			29,570					
Success O2S2: At least two key datasets published as open data (TBD)			0					
O2S2	**Output 1. Interactive tool presenting census data developed and launched**	**Total**		0	**WWO**			
O2S2	Support / approval obtained from UBoS to make use of census data in an interactive, user-friendly tool			WWO	JK			0
O2S2	TOR developed	potential consultants		WWO	JK	PPE-C	MC	0
O2S2	Site / tool developed (depending on available resources)		consultant	WWO	JK			0
O2S2	Site / tool launched(depending on available resources)	parliamentarians, media, civil society, local gov		PPE-E	VA	WWO	JK	0
O2S2	In-house web analysis - in built in the site - to track usage/reach e.g. asking users what they need the data for etc - internal review of comments by visitors			LME	MK	PPE-C	MC	0
O2S2	Use of census data site monitored through web analytics			LME	MK	PPE-C	MC	0
O2S2	Produce short briefs from findings disseminated at the meetings (depending on available resources)	parliamentarians, media, civil society, local gov		WWO	JK	WWO	MD	0
O2S2	**Output 2. Relevant legislation (incl. local government Ordinances / Bye-laws) digitised and published online**	**Total**		0	**WWO**			
O2S2	Explore options and prioritise legislation for digitisation and publication		Min Local Gov, Parliament	WWO	JK	PPE-E	VA	0
O2S2	Build relations (and obtain approval) with relevant authorities with current offline resources	Min Local Gov, Parliament		WWO	JK	PPE-E	VA	0
O2S2	TOR developed	potential consultants		WWO	JK			0
O2S2	Site developed		consultant	WWO	JK	PPE-C	MC	0
O2S2	Site launched	Citizens, media, CS, students, MPs, local gov	Min Local Gov, Parliament	PPE-E	VA	WWO	JK	0

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
Success O2S5: Access to information audit applied (Tz, Ug)			29,570					
O2S5	**Output 1. Methodology and outputs of 2015 ATI audit reviewed and revised as appropriate**	Total	0	WWO				
O2S5	Feedback on 2015 ATI audit collated		MIT	WWO	JK	LME	VL	0
O2S5	Revised methodology prepared and circulated		MIT	WWO	JK	LME	VL	0
O2S5	TOR for 2016 ATI audit developed	potential consultants	MIT	WWO	JK	LME	VL	0
O2S5	**Output 2. ATI audit 2016 conducted**	Total	29,570	WWO				
O2S5	Consultant recruited			WWO				2,500
O2S5	Audit conducted		Consultant	WWO	JK			20,000
O2S5	Full report and brief prepared for publication	Gov comms officers, media, civil society, parliamentarians	Consultant	WWO	JK	PPE-C	MC	2,000
O2S5	Full report (online) and brief (print) published and launched	As above		PPE-C	MC	WWO	JK	2,570
O2S5	3 Tv programs	As above		PPE-C	MC	WWO	JK	2,500
Problem 04: Intermediaries & demand			0					
Success O4S1: Nascent data journalism culture emerging in media (Tanzania & Uganda)			0					
O4S1	**Output 1. Continued support to a training institution to train and mentor journalists and three media houses in data journalism**	Total	0	WWO				
O4S1	Four data journalism trainings conducted	Journalists	ACME	WWO	MD	PPE-E	VA	0
O4S1	Eight data clinics and data journalists network meetings held	Journalists	ACME	WWO	MD	PPE-E	VA	0
O4S1	Twelve data based investigative journalism awards	Journalists	ACME	WWO	MD	PPE-E	VA	0
O4S1	Internal evaluation of trainings and data journalism clinics			WWO	JK	LME	MK	0
O4S1	Media monitoring - coverage via keywords			WWO	JK	LME	MK	0
O4S1	**Output 2. Data journalism awards supported to provide positive incentives for data journalism (as part of existing journalism prize initiative)**	Total	0	WWO				
O4S1	Partner ACME on the Uganda Media Awards which already includes Data Journalism award (see http://acme-ug.org/?p=1649) to make it even more exciting		ACME	WWO	MD	PPE-E	VA	0
O4S1	Media monitoring - coverage via keywords			LME	MK	WWO	JK	0
O4S1	Feedback on Uganda Media Awards (which includes Data Journalism award) (qual interviews w members of the media fraternity on the awards).			LME	MK	WWO	JK	0

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O4S1	**Output 3. FM stations supported to hold dilaogue meetings and use sub national data on budget performance and other service delivery indicators to stimulate dialogue and hold leaders accountable**	**Total**	0	**WWO**				
O4S1	Stimulate dialogue at the sub national level using data from service delivery indicators at local governments. Dialogue will be coordinated by local FM radio stations that will be supported to use data to stimulate meaningful dialogue and hopefully result into action	Citizens, Local Government Leaders	URN, Wizarts Media	WWO	MD	PPE-E	VA	
O4S1	Assess quality, reach, and gather feedback via external consultant (of URN dialogue meetings; O4S1)		Consultant	LME	MK	PPE-E	VA	0
O4S1	Media monitoring - clipping via media mon firm		media monitoring firms e.g. Ipsos	LME	MK	PPE-E	VA	0
O4S1	**Output 4. Adapt Uwezo visualisation tool for use in story telling by URN and member stations**	**Total**	0	**WWO**				
O4S1	Input into TOR and development process	Local radio	URN	WWO	JK	PPE-C		0
Success O4S3: At least one intermediary outside traditional media is demanding, using + communicating data (based on scoping study findings)			0					
O4S3	**Output 1. Demand-responsive support to catalyse intermediaries, based on scoping study findings**	**Total**	0	**WWO**				
O4S3	Financial and technical support to data intermediaries to demand, use and communicate data, as a follow up to scoping study - budget available to respond to emerging opportunities		To be identified in scoping study	WWO	MD	PPE-C	MC	0
Problem O5: Unresponsive government			246,250					
Success O5S1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship)			40,250					
O5S1	**Output 1. Positive Deviance in Open Government**	**Total**	0	**WWO**				
O5S1	Develop a TOR for consultant to identify PDs	potential consultants		WWO	JK			0
O5S1	Consulant identifies PDs		consultant	WWO	JK			0
O5S1	Document case studies on PDs		consultant	WWO	JK	PPE-C	MC	0
O5S1	Publish findings	local gov, PMORALG, civil society, media, citizens		PPE-C	MC	WWO	JK	0
O5S1	Disseminate and share the PD case studies.	Government agencies		PPE-E	VA	WWO	JK	0
O5S1	**Output 2. Collaborate with an organization producing and broadcasting a youth oriented radio drama to model good practices of public agency.**	**Total**	40,250	**PPE-C**				

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O5S1	Negotiate and agree with CDFU to produce a youth orientated radio drama that models citizen agency	Youths	CDFU	PPE-C	MC			40,250
O5S1	Measure reach, feedback & coverage of media related outputs via omnibus. Budget in LME.			LME	MK			0
O5S1	**Output 3. Public Accountability Idol**	**Total**	**0**	**PPE-C**				
O5S1	Completion of Vision Group trial of public integrity competition			WWO	MD	PPE-C	RC	0
O5S1	Criteria for selection developed and selection committee established and operational	Public servants and policy markers	Ernest and Young or KPMG	PPE-C	RC	WWO	JK	0
O5S1	Negotiate media partnerships to broadcast the campaign, includign call for nominations and broadcasting profiles.	Public servants and policy markers	Media house (NMG, or VG	PPE-C	MC	PPE-E	VA	0
O5S1	Hosting the award ceremony and live broad cast	Public servants and policy markers	media, audit firm	PPE-E	VA	PPE-C	RC	0
O5S1	Partnership with voto			PPE-E	VA	WWO	MD	0
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)		**206,000**						
O5S2	**Output 1. A multimedia campaign to increase youth participation in politics designed and executed in Uganda**	**Total**	**206,000**	**PPE-C**				
O5S2	Record an all star song (audio and video) with musicians to promote and communicate key policy issues in a manner that is appealing to the youths		Buzz Events	PPE-C				30,000
O5S2	Promote the audio and video to ensure it gets maximum airplay on radio, TV and entertainment centres		Buzz Events	PPE-C	MC	WWO	DM	15,000
O5S2	Record audio and video plus print designs of artist endorsements of the campaign where they communicate key policy issues as informed by the study		Buzz Events	PPE-C	RC	WWO	MD	20,000
O5S2	Organise and hold debates at six Universities	Leaders, students	UYONET,	WWO	JK	PPE-E	VA	48,000
O5S2	Secure media space (4 TV stations and 10 radio stations) to disseminate content in form of audio and video ads.		Media Houses	PPE-C	MC	WWO	DM	50,000
O5S2	Secure media space and time for artists and other Twaweza and UYONET staff to appear and be hosted on TV and radio especially during Entertainment shows to mobilise youth to engage with the electoral process	Leaders	Buzz Events, Media Houses	PPE-C	MC	WWO	MD	10,000
O5S2	Arrange and hold youth policy issue debates at the sub national level. Thirty radio stations will be partnered with and each will hold two dialogue meetings	Leaders	URN	PPE-E	VA	WWO	MD	0

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O5S2	Hold a launch event at a highly publicised and visible media event to enable the campaign stick out from the "media clutter" around elections. Event to be broadcast live on TV	Leaders	VG, NMG, Buzz Events	PPE-E	VA	PPE-C	MC	30,000
O5S2	Independent analysis of key party manifestos		consultant	WWO	JK	WWO	DM	3,000
O5S2	Collect feedback for perceived quality, messaging on all-star song by sending out song to random numbers, mostly youth		VOTO Mobile	LME	MK	WWO	MD	0
O5S2	Monitor distribution through media monitoring - check frequency of playing on radio & TV		Media Monitoring firm e.g. Ipsos	LME	MK			0
O5S2	Internal monitoring of the school debates - through internal reports/feedback tools			WWO	JK	LME	MK	0
O5S2	Measure reach of audio and video content via omnibus survey	-		LME	MK	WWO	JK	0
O5S2	Clipping of TV and radio shows hosting staff	-	Media Monitoring firm e.g. Ipsos	LME	MK	WWO	JK	0
O5S2	Qaulitative feedback study among participating media partners	-	External Consultant	LME	MK	WWO	JK	0
Success O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens (Uganda, Tanzania)				0				
O5S4	**Output 1. Citizens expectations on priority areas at the subnational level are collected through field research and documented**	**Total**		0	SzW			
O5S4	1 Round of Sauti to cover government responsiveness on citizen priority issues. Budget in 03S1			SzW	MA			0
EDUCATION				500,554				
Problem E1: Learning outcomes measure & focus				323,754				
Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy				29,917				
E1S1	**Output 1. Uwezo accountability strengthened**	**Total**		4,040	Uwezo			
E1S1	Database of Assessment partners created and preserved;	All Uwezo partners	Internal	Uwezo	DM			0
E1S1	National Advisory Committee meets quarterly to advise on Uwezo processes and tools	Advisory committee		Uwezo	JNL			3,240
E1S1	Research authorization sought from the Uganda National Council for Science and Technology and Introduction letter from MoES obtained		UNCST, MESTS	Uwezo	IS			800
E1S1	Recommendations/key actions from Advisory Committee tracked (introduce quarterly key actions document)			LME	MK	Uwezo	MGN	0

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1	**Output 2. Research design framework developed**	**Total**	**6,000**	**Uwezo**				
E1S1	Assessment Sample Generated and sampled locations identified		UBOS	Uwezo	IS			0
E1S1	Uwezo+ items integrated into the national assessment		MoH, MoW&E	Uwezo	FN			6,000
E1S1	District partners recruited and due diligence conducted		RCs	Uwezo	DM			0
E1S1	Partnerships strengthened through capacity enhancement for 10 district partners.		Consultants	Uwezo	DM			0
E1S1	**Output 3. National Assessment Tests, Tools and processes developed**	**Total**	**8,819**	**Uwezo**				
E1S1	Development of Test Manuals and Review:	Children aged 6-16	Test development panel, NCDC	Uwezo	FNN			0
E1S1	Pre-testing and validation of tools	children aged 6-16	Test development panel, NCDC, District Coordinators	Uwezo	FNN			6,864
E1S1	Assessment materials designed (Test booklet, survey booklet, certificates, call for volunteer poster, bagdes etc.)	Children aged 6-16, volunteers, trainers and partner institutions, DCs, DCCPs, and test developers	Graphic designers and printing firms	Uwezo	IS	Uwezo	FNN	1,955
E1S1	Engaging of District Coordinators/partners	Children aged 6-16	District partner organisations	Uwezo	DM			0
E1S1	Volunteers recruited to undertake the 2016 learning assessment [Uwezo 2150/300]			Uwezo	DM			0
E1S1	Training of Trainers	Independent researchers	Trainers	Uwezo	IS			0
E1S1	Support Uwezo assessment tool pretest			LME	MK	Uwezo	MGN	0
E1S1	**Output 4. Household Based Assessment Undertaken**	**Total**	**1,500**	**Uwezo**				
E1S1	Training of Volunteers: (10 Districts)	Volunteers	Trainers	Uwezo	IS			0
E1S1	National Assessment:	Volunteers	Trainers	Uwezo	IS			1,500
E1S1	**Output 5. Data Accurately Entered and Analyzed**	**Total**	**6,200**	**Uwezo**				
E1S1	Data accurately entered and Analysed	Policy makers and national and district level	UBOS, local data management firm, archiving firm	Uwezo	FNN			6,200
E1S1	**Output 6. Uwezo assessment internally monitored and feedback looped back to improve implementation**	**Total**	**1,358**	**Uwezo**				

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1	Uwezo assessment internally monitored and feedback looped back to improve implementation Level one/internal monitoring of the Uwezo assessment before (pre), during and after (recheck) the assessment. Processes monitoring conducted in at least 25% of the districts for volunteer recruitment, mapping household listing before the assessment, as well as during the assessment			Uwezo	FNN	LME	MK	1,358
E1S1	Support Uwezo assessment monitoring			LME	MK	Uwezo	MGN	0
E1S1	**Output 7. Give back to children and parents in assessment households**	**Total**	**0**	**Uwezo**				
E1S1	Emergent readers and calendars designed and pre-tested Eight 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 aged 6-9, parents	Designing and printing firms	Uwezo	JNT	PPE-C	RC	0
E1S1	**Output 8. Staff recruited and motivated to realize Uwezo goals in a supportive environment**	**Total**	**2,000**	**Uwezo**				
E1S1	Internal meetings and guests: Team meetings held and associated utilities; newspapers; Hosting of Uwezo country guests;	Uwezo partners and staff [refer to Uwezo row 115]	District partner organisations, other CSOs	Uwezo	JNL			2,000
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.			**53,162**					
E1S2	**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.**	**Total**	**53,162**	**PPE-C**				
E1S2	Production of annual learning assessment report	Policy makers at national and district levels, media, educationalists	UBOS, Independent consultants, editors, printers	Uwezo	FN	PPE-C	MC	7,000
E1S2	2015 National report designed and printed	MPs, media, education policymakers,	Printing firm	PPE-C	MC	Uwezo	JNT	14,862
E1S2	Summary reports produced	As above		PPE-C	MC	Uwezo	JNT	7,500
E1S2	District reports produced	Local elites, authorities, head teachers/ teachers, MPs, DEOs,CSOs		PPE-C	MC	Uwezo	JNT	0

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S2	Launch of annual learning assessment report	Policy makers at national levels, media, educationalists		PPE-E	VA	Uwezo	JNT	8,800
E1S2	Ongoing media engagement through office press conferences, radio talk shows and providing material to journalists			PPE-E	VA	Uwezo	JNT	15,000
Success E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority			56,350					
E1S3	**Output 1. New government officials brought on board to appreciate the Uwezo assessment work.**	**Total**	**5,850**	**PPE-E**	**VA**	**Uwezo**	**JNT**	
E1S3	Produce a policy brief and print copies	Relevant Parliamentary committee		PPE-C	MC	Uwezo	JNT	350
E1S3	High policy level engagement meetings at Ministry and 3 press briefings at office	Speaker, relevant committee		PPE-E	VA	Uwezo	MGN	1,500
E1S3	TV shows on learning outcomes - 5			PPE-C	MC			4,000
E1S3	Political mapping exercise - identify allies, interests, etc. among new government, to include education sector. Link & budget in O1.			PPE-E				0
E1S3	5 Minibuzz show at national			PPE-C	MC	Uwezo	JNT	0
E1S3	**Output 2. Partnerships with education coalition FENU, sustained through joint activities - launches, roundtables as well as presenting in their meetings**	**Total**	**2,000**	**Uwezo**				
E1S3	Efforts made to become members of Forum for Education NGOs in Uganda (FENU) and participate in events organised by FENU	Education policy makers at national and district level, Head teachers and teachers, Education CSOs	UNATU, FENU, Education journalists	Uwezo	JNT	PPE-E	VA	2,000
E1S3	Participation in FENU activities, with key recommendations where applicable, documented.			Uwezo	JNT	LME	MK	0
E1S3	**Output 3. Piggy-back model sustained for presence at UNATU events**	**Total**	**6,000**	**PPE-C**				
E1S3	Collaborate closely with UNATU through regional and district chapters to share findings of the 2014/15 national learning assessments. At least 4 events attended at national and district levels	Teachers and Head teachers	UNATU, UMTA, CTA	Uwezo	JNT	PPE-E	VA	6,000
E1S3	Qualitative study on possible effects of the regional and district chapter events to share 2014/2015 national learning assessment. Budget in LME.		External consultant	LME	MK	PPE-E	VA	0

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S3	**Output 4. Joint forum with like-minded researchers to discuss findings on Los held**	**Total**	**40,000**	**Uwezo**				
E1S3	National conference on education held to reflect on national learning outcomes and further research in schools undertaken	Academics, policy and practioners	MESTS, Universities, Education CSOs, UNATCOM	Uwezo	MGN	PPE-E	VA	40,000
E1S3	Track recommendations of the national conference - internally - use track lights system. - LME develop tracking template.			LME	MK	WWE	JS	0
E1S3	**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**	**Total**	**2,500**	**Uwezo**				
E1S3	Education journalists from at least 20 media houses (print, radio & TV) at national and district level involved in the 2016 Annual Learning Assessment to evidence first-hand children's learning levels and do evidence-based reporting.	Education journalists	Print, radio and TV media houses	Uwezo	JNT	PPE-E	VA	2,500
E1S3	Monitor media reporting on national assessment - clipping			LME	MK	PPE-E	VA	0
E1S3	Feedback from journalist participating in 2016 ALA documented (possibly internal or short term consultant)			LME	MK	PPE-E	VA	0
E1S3	Photojournalists engaged to capture the assessment process	Photo journalists		PPE-C	MC	Uwezo	JNT	0
E1S3	**Output 6. Joint publications with academia initiated and supported**	**Total**	**0**	**Uwezo**				
E1S3	One academic article written and published with university-based researchers	Education academics	University-based academics	Uwezo	MGN			0
E1S3	Track reach, feedback, usage via online monitoring		Media mon firm e.g. Meltwater	LME	MK	PPE-E	VA	0
Success E1S4: Policy debate stimulated at sub-national levels to prioritize measured learning outcomes as policy priority			184,325					
E1S4	**Output 1. Sub-national level officials involved at various levels of conducting the assessment; District/County reports produced and shared with education leaders at sub-national levels - launches, piggy-back on their meetings**	**Total**	**0**	**Uwezo**				
E1S4	Government officials at national and district level participate in the 2016 national learning assessment. Follow-up meeting organized to discuss learning.	MESTS officials, District leaders, UNATU district chairpersons		Uwezo	JNT	PPE-E	VA	0

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S4	5 Minibuzz shows			PPE-C	MC	Uwezo	JNT	0
E1S4	**Output 3. Uwezo partners at district level engaged in sharing of evidence through media and face-face meetings**	**Total**	**163,800**	**Uwezo**				
E1S4	District communication Contact Persons (DCCPs) identified and engaged in 10 district partners to undertake communications related activities at district level.	local leaders, parents, teachers	District partner organisations, DCCPs	Uwezo	JNT	PPE-C	MC	9,240
E1S4	Councilors at sub-county level in 10 districts engaged to be Uwezo messengers in sharing findings on learning and stimulate dialogue at those levels (inclusive of training and reporting)	Local Council III chairpersons	District partner organisations, DCCPs, ULGA	Uwezo	JNT	PPE-C	MC	154,560
E1S4	**Output 4. District-level CSOs involved to amplify evidence through launches and meetings**	**Total**	**0**	**Uwezo**				
E1S4	Regional launch events conducted in 10 regions to increase awareness on 2015 learning assessment findings.	Policy makers at district level	District partner organisations	Uwezo	JNT	PPE-C	MC	0
E1S4	**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**	**Total**	**20,525**	**Uwezo**				
E1S4	Contract local radios to hold talk shows around launch of assessment results at county level, and during the assessment for 6 months spreading across	Parents in assessed EAs	Regional radio stations,Media firm	Uwezo	JNT	PPE-E	VA	20,525
Success E1S5: Focus on and measurement of learning outcomes by governments and other national interventions, including uptake of Uwezo's evidence, tracked			0					
E1S5	**Output 1.**	**Total**	**0**	**LME**				
E1S5	E1S5: Describe the current status of how UG Gov & other national interventions define and measure learning outcomes. (Is it reflected in policy? In regulations, by-laws? In budget guidelines?). Desk review & key informant interviews. Budget in LME.			LME	MK			0
Problem E2: Ambitious curriculum			62,800					
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).			57100					
E2S1	**Output 1. Curriculum reform processes in Uganda are synthesised and documented.**	**Total**	**2500**	**WWE**				

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S1	Consultant engaged to support collection and analysis of documentary evidence on reforms, focusing on curriculum content changes over time.	Twaweza staff, NCDC, UNEB, Curriculum experts	UNEB, NCDC & University-based experts	WWE	JS	LME	MK	2,500
E2S1	A curriculum reforms position paper and a summerized brief paper produced.	As above	As above	WWE	JS			0
E2S1	**Output 2. Curriculum content analysis report is produced.**	**Total**	**31600**	**WWE**				
E2S1	Necessary curriculum documents are identified and procured from NCDC.	MoESTS, Teachers-UNATU, NCDC	NCDC, University-based experts, UNEB	WWE	JS	Uwezo	MGN	1,000
E2S1	Panel of experts meet regularly, analyse the content of curriculum materials as per agreed framework of effective curriculum. Analysis report is compiled.			WWE	JS	LME	MK	29,400
E2S1	Produce a summary of key aspects of the curriculum with respect to subjects, content focus areas, language, priority focus areas, etc			WWE	JS			0
E2S1	Forum on curriculum is held to validate the analysis report	MoESTS, Teachers-UNATU, NCDC		WWE	JS	PPE-E	VA	1,200
E2S1	**Output 3. Survey of enacted curriculum. Teachers' opinions, knowledge and views on curriculum effectiveness are collected. Report is produced.**	**Total**	**20,000**	**WWE**				
E2S1	TORs developed, consultant engaged.	MoESTS, NCDC, Teachers-UNATU	Consultant, Uwezo partners	WWE	JS			0
E2S1	Actual survey on opinions (including real-time classroom observations) and data analyisis is done. Survey report is compiled.	As above	As above	WWE	JS	Uwezo	MGN	10,000
E2S1	Survey on teacher knowledge	As above	As above	WWE	JS	Uwezo	MGN	10,000
E2S1	**Output 4. Produce quarterly digest of literature and our evolving understanding.**	**Total**	**0**	**WWE**				
E2S1	Regular learning sessions are conducted, digests are compiled and shared.	Twaweza staff, NCDC, Teachers-UNATU, NGOs	Twaweza staff, researchers, NCDC	WWE	JS	LME	MK	0
E2S1	**Output 5. Central repository is established and updated bibliography is maintained.**	**Total**	**3,000**	**WWE**				
E2S1	Central repository of existing literature and bibliographies is established and maintained in open access software (Zotero or Mendeley)	Twaweza staff, public	Twaweza staff, researchers, NCDC	WWE	JS	LME		3,000
E2S1	Summaries of Peer reviewed literature are compiled. Anotated bibliography is updated.			WWE				0

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)			5,700					
E2S2	**Output 1. Good relations with key players (NCDC, MoESTS, UNEB, Universities) are maintained, including the parliamentary committee on education and sports.**	Total	1,000	WWE				
E2S2	Briefing meetings are held with the director of NCDC and the executive secretary of UNEB on preliminary findings on curriculum effectiveness analysis.	MoESTS, UNEB, NCDC, UNATU		WWE	JS	PPE-E	VA	0
E2S2	Briefing meetings are held with UNATU, MoESTS to share teacher views and preliminary findings.			WWE	JS	PPE-E	VA	1,000
E2S2	Track recommendations/Actions from briefing meetings - LME work on tool			LME	MK	WWE	JS	0
E2S2	WWE: strategy on engagement re curriculum (OM). LME can facilitate. WWE to document; LME assists / support. Synthesis for internal learning 2x per year; external 1x per year.			LME				0
E2S2	**Output 2. Policy position paper on primary curriculum effectiveness in Uganda is produced, launched and shared.**	Total	4,700	WWE				
E2S2	Evidence-based policy position paper on curriculum effectiveness and relevance is produced.	MoESTS, NCDC, UNEB, Public	Donors, Media houses	WWE	JS			0
E2S2	Forum of experts and other key actors on curriculum matters is held to validate the position paper.	MoESTS, NCDC, UNEB, Public	Donors, Media houses	WWE	JS	PPE-E	VA	1,200
E2S2	Hold a meeting with all key education stakeholders to share the main features of the position paper.	MoESTS, NCDC, UNEB, Public	Donors, Media houses	PPE-E	VA	WWE	JS	1,000
E2S2	Position paper is launched at a public event.	MoESTS, NCDC, UNEB, Public	Donors, Media houses	PPE-C	MC	WWE	JS	0
E2S2	Article on curriculum effectiveness submitted for peer review; at least one international conference presentation.			WWE	JS			2,500
E2S2	**Output 3. An online open access/user-friendly knowledge sharing platform/blog is established.**	Total	0	WWE				
E2S2	Start an education blog account; findings shared; updating on biweekly basis.	Public		WWE	JS			0
E2S2	Track access, feedback via available online platforms			LME	MK	PPE-C	MC	0
Success E2S3: Curriculum review processes are actively monitored to ensured that they are informed by evidence on what makes a curriculum effective			0					
E2S3	**Output 1. Actively participate in curriculum review events organised by the curriculum institutes.**	Total	0	WWE				

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S3	Maintain cordial relations with the curriculum institutes, share evidence (e.g. from UNESCO) on effective curriculum design.	NCDC, University curriculum departments.		WWE	JS	Uwezo	MGN	0
E2S3	Monitor and maintain all versions of agreed curriculum documents.			WWE	JS			0
Problem E3: Motivated teachers			67,800					
Success E3S1: "An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.			66,600					
E3S1	**Output 1. Evidence on teacher motivation and accountability is collated, analyzed.**	**Total**	0	**WWE**				
E3S1	Quality literature (domestic, regional, global) is retrieved and reviewed on a regular basis; bibliography updated.	MOESTS, UNATU, TSC	UNATU, STiR, ARK	WWE	JS			0
E3S1	**Output 3. Partnerships with teachers' unions, education CSOs and employers strengthened. Position paper on key teacher facts is produced.**	**Total**	40,000	**WWE**				
E3S1	Renew formal MoU with UNATU; agree on systematic data collection and communication on teacher welfare and motivation related that to learning outcomes	Teachers and Head teachers	UNATU	WWE	JS	PPE-E	VA	20,000
E3S1	Designed systematic data collection system on teacher welfare and motivation using principles of HCD	Teachers and Head teachers	UNATU	WWE	JS	Uwezo	MGN	6,000
E3S1	Tested and refined data collection system	Teachers and Head teachers	UNATU	WWE	JS	Uwezo	MGN	6,000
E3S1	Consultant is engaged Teacher basic facts (distribution, welfare, motivation, recruitment, attrition, training, etc) study related to Learning Outcomes is conducted.			WWE				8,000
E3S1	Survey report is compiled			WWE	JS			0
E3S1	Fact sheet produced and launched	Teachers, head teachers, policy makers and media		PPE-C	MC	PPE-E	VA	0
E3S1	**Output 5. Positive Deviance approach is applied to unearth PD teacher practices/strategies (achieved together with E4S1).**	**Total**	21,680	**WWE**				
E3S1	Consultant is engaged, survey of PD teachers is conducted.	Teachers, SMCs, STiR, ARK	UNATU, researchers, Education CSOs	WWE	JS	Uwezo	MGN	0

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E3S1	Unearth at least three PD teacher motivation practices/strategies that may be associated with improving LOs. (Use self-identification to find motivated techers, for instance those who are intersted to pay to improve their skills)			WWE	JS	LME	MK	20,000
E3S1	Twaweza staff closely monitoring PD study			WWE	JS	LME	MK	1,000
E3S1	Teacher motivation PD report produced	Teachers, MOESTS		WWE	JS	PPE-C	MC	680
E3S1	**Output 6. Teacher motivation findings shared and debated with key actors.**	**Total**	**4,920**	**WWE**				
E3S1	Key Teacher facts report shared, discussed	MOESTS, UNATU, Twaweza staff	Mass media, NGOs, Donors	WWE	JS	PPE-E	VA	0
E3S1	Evidence from teacher PD and KF studies is packaged, shared and debated with key partners/actors	MOESTS, UNATU, Twaweza staff		PPE-E	VA	WWE	JS	1,320
E3S1	Regular internal digests of key literature shared			WWE	JS	LME	MK	0
E3S1	Article on teacher motivation submitted for peer review; at least one international conference presentation			WWE	JS			2,500
E3S1	Collect feedback on internal digests through staff survey			LME	MK	WWE	JS	0
E3S1	Animated clips on a good or bad teacher produced	Teachers, Head Teachers		PPE-C	MC	PPE-E	VA	0
E3S1	Output for MPs, school inspectors, head teachers, Ministry of Education, educationists on teacher motivation with accountability	MPs, school inspectors, head teachers, Ministry of Education, educationists	designers, printers	PPE-C	RC	WWE	JS	1,100
E3S1	URN shows on teacher motivation with accountability, budgeted in generic	MPs, school inspectors, head teachers, Ministry of Education, educationists, district education team	URN	PPE-C	MC	WWE	JS	
E3S1	TV talk shows on teacher motivation and accountability	MPs, school inspectors, head teachers, Ministry of Education, educationists, district education team	NMG, Vision	PPE-C	MC	WWE	JS	
E3S1	Minibuzz shows on teacher motivation and accountability	MPs, school inspectors, head teachers, Ministry of Education, educationists	Minibuzz	PPE-C	MC	WWE	JS	
Success E3S2: A teacher performance program is piloted and idea, details and findings shared with key actors (including donors and non-state actors) on improvement of overall teacher motivation		**1,200**						

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E3S2	**Output 1. KF findings are shared.**	Total	1,200	WWE				
E3S2	Present at learning sessions; initiate meetings/forums for other stakeholders	Twaweza staff, MoESTS, UNATU		WWE	JS	LME	MK	1,200
Problem E4: School management			46,200					
Success E4S1: Evidence is produced and shared on what works in improving school leadership and management			25,000					
E4S1	**Output 1. Existing evidence on school management is compiled.**	Total	0	WWE				
E4S1	Existing evidence (domestic, regional, global) collected, collated, reviewed, analysed; bibliography updated.			WWE	JS			0
E4S1	**Output 3. Positive Deviance approach applied to unearth PD practices.**	Total	25,000	WWE				
E4S1	Education CSOs partnered in joint PD work, findings shared and debated.	Head teachers, SMCs, STiR, ARK	UNATU, Uwezo partners, education CSOs	WWE	JS			5,000
E4S1	PD consultant engaged. Survey of PD-like schools conducted, school mapping report compiled.			WWE	JS	Uwezo	MGN	0
E4S1	PD schools survey conducted. Unearth at least three PD school leadership practices/strategies that may be associated with LOs. PD report is produced.			WWE	JS	Uwezo	MGN	20,000
E4S1	Twaweza staff closely monitoring PD study			LME		WWE	JS	0
E4S1	**Output 5. PD Impact Evaluation framework set up.**	Total	0	WWE				
E4S1	Schools are identified for PD experimentation, impact evaluation study jointly designed with leading IE researchers	MoESTS, JPAL, IPA	Education CSOs, IE researchers	WWE	JS	LME	MK	0
Success 2: Evidence is generated on the status of key financial, material and human resources at the school level, and the scope and quality of information on these matters available and accessed by school communities			8,000					
E4S2	**Output 1. School status survey conducted, report generated.**	Total	8,000	**WWE**	**JS**	**Uwezo**	**MGN**	
E4S2	Consultant engaged; Uwezo data shared; School status and community information survey conducted (achieved together with E3S1-basic teacher facts survey)	Consultancy firms, local communities, Donors	Uwezo partners, Education CSOs, mass media	WWE	JS	Uwezo	MGN	8,000
E4S2	Report produced			WWE	JS			0
Success 3: Evidence on what works in improving school leadership is shared with head teachers and other key actors in education (ministries, DEOs, teacher unions and professional associations) to inspire improved school leadership			6,200					
E4S3	**Output 3. Position Paper produced, shared, launched.**	Total	5,000	WWE				

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E4S3	Forum held with education CSOs and other education stakeholders to validate PD findings & brainstorm on PD Impact Evaluation study framework.	UNATU, MoESTS, CSOs, wider public	Uwezo partners, UNATU, media	WWE	JS	Uwezo	MGN	2,500
E4S3	Briefing meetings with UNATU leadership and MoESTS leadership to share findings.			WWE	JS			2,500
E4S3	Recommendations/actions from fora documented and tracked			WWE	JS	LME	MK	0
E4S3	**Output 4. Preliminary work on PD interventions' piloting in a few select schools.**	**Total**	**1,200**	**WWE**				
E4S3	Practical ideas designed; piloting to be done in 2017	Teachers, head teachers, school communities	MoESTS, UNATU, IE experts	WWE	JS	Uwezo	MGN	1,200
E4S3	Track update or duplication of PD practices through Outcome Mapping - factor OM in implementation			LME	MK	WWE	JS	0
Success 4: Head teachers and other key actors debate widely and report on interventions to improve learning in their schools.			**7,000**					
E4S4	**Output 1. Public debated held.**	**Total**	**7,000**	**PPE-C**				
E4S4	Completion and monitoring of NMG campaign on head teachers who improve learning	head teachers, parents	Nation Media Group	PPE-C	MC			7,000
MEDIA COSTS KEY PARTNERSHIPS			**82,825**					
	Media partnerships	**Total**	**82,825**					
KMP	TV partnerships			PPE-C				0
KMP	Uganda Radio Network			PPE-C				20,000
KMP	SMS platform			PPE-C				0
KMP	Minibuzz			PPE-C				62,825
LEARNING MONITORING EVALUATION			**131,600**					
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.			**115,000**					
LME1	**Output 1. Staff knowledgeable of monitoring structure, responsibilities and processes; using internal system (SF) for tracking & insights.**	**Total**	**1,000**	**LME**				
LME1	Organize internal Trainings/mentoring sessions or continued support and refresher sessions to staff in various Internal Tools at twaweza e. SF (SFLibrary, requisition, explore potential for using SF for moniring and feedback etc). Budget in RO.			LME	MK			1,000

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LME1	WWE: strategy on engagement re curriculum (OM). LME can facilitate. WWE to document; LME assists / support. Synthesis for internal learning 2x per year; external 1x per year.			LME	MK		SO	0
LME1	LME staff in 3 countries participating in selected trainings relevant to work, possibly one LME workshop with external trainers. Budget in RO.			LME	MK			0
LME1	Consider need OM for engagement strategy on School management - E4. Revisit at MTR.			LME	MK		SO	0
LME1	**Output 2. Selective & systematic media monitoring in place, informing practice**	**Total**	**24,000**	**LME**				
LME1	Comprehensive media monitoring of Twaweza corporate log, unit activities, key events and launches	Twaweza	External company	LME	MK			24,000
LME1	Monitoring reach/coverage via viewership/listenership numbers of selected media products, via platform like Geopoll. Budgeting for 4 months out of the year for the REGION; UG could have 1-2 months, in peak time, as needed. Budget RO.			LME	MK	PPE-C		0
LME1	**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).**	**Total**	**60,000**	**LME**				
LME1	Omnibus surveys: Measurement of coverage, recall and awareness of our and partner media-based initiatives; also for checking brand name recognition, associations.		Ipsos or similar	LME	MK			20,000
LME1	Uwezo process recheck (LQAS) (at selected sample districts) conducted and feedback to improve implementation is given			LME	MK	PA		25,000
LME1	For feedback from target audiences on various Twaweza products & initiatives, via FGD, VOTOMobile, or other methods. Some can be done internally.			LME	MK		SO	5,000
LME1	Assessment of levels of engagement around the FOI legislation (Twaweza triggered) and gathering feedback from partners on effectiveness of the engagement; budget from line above.			LME	MK			0
LME1	Feedback gathered from the Uwezo partners organisations of the partnership experience. Budget from feedback line above.			LME	MK	Uwezo		0

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LME1	For checking delivery & quality of various media based products: clipping of radio / TV; analysis internal	Twaweza	Need to identify good company	LME	MK			6,000
LME1	Assess quality, reach, and gather feedback via external consultant (of URN dialogue meetings; O4S1)			LME				4,000
LME1	Qaulitative feedback study among participating media partners in O5S2 (musicians, re: elections)		consultant	LME				0
LME1	**Output 4. Independent verification of intermediate outcomes conducted as relevant: results from at least 2 studies contributing to improved practice & knowledge (briefs).**	**Total**	**30000**	**LME**				
LME1	SzW: An assessment (formative) of the perception of opinion polling and data in Uganda; settting up for introduction of SzW.			LME	SO			0
LME1	Uwezo @ sub-national level. Follow up on 2015. Focus on understanding, perception of LO; decisions/actions by local policy makers to promote LO (e.g., budgetary allocations, additional programs, etc). This time with a quant component.			LME	MK	PA		30,000
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."			**9,000**					
LME2	**Output 2. Formative research / measurement of Civic Space in East Africa**	**Total**	**5,000**	**LME**				
LME2	Original data collection phase on Civic Space in all 3 countries conducted, building on desk/lit review phase from 2015. Methods, TOR to be aligned across countries; activity carried out by country.	National media, MPs/Gov, international T&A comm.	TBD - strong CSO partner needed	LME	VL	WWO		5,000
LME2	Possibly: launch of report, and building of civic space alliance, with PPE and OW.			LME				0
LME2	**Output 3. Rigorous evaluation of Twaweza initiatives and/or hypothesis testing**	**Total**	**4,000**	**LME**				
LME2	Desk review of available "baseline" information of core issues for Uganda program (e.g., Afrobarometer, our own data through Ipsos, others). To be conducted in Q1. Product: summary of metrics relevant to Twa UG for the strategic period.	Twaweza		LME	MK			0

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LME2	E1S5: Describe the current status of how UG Gov & other national interventions define and measure learning outcomes. (Is it reflected in policy? In regulations, by-laws? In budget guidelines?). Desk review & key informant interviews.	Uwezo, Twaweza		LME	VL			4,000
LME2	Scientific evaluation of all initiatives around election engagement; design similar to TZ: following of debates; a pre- and post-survey in selected regions @ HH level, combined with qualitative interviews. Budget in RO.	Twaweza, UG media, CSOs, partners, global T&A	MIT; can we look for strong UG university link?	LME	VL		MK	0
LME2	Scientific evaluation of the accountability idol-type initiative. Design TBD. Key evaluation partner TBD. Budget in RO.	Twaweza, UG media, CSOs, partners, global T&A	MIT; can we look for strong UG university link?	LME	VL		MK	0
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			7,600					
LME3	**Output 1. Learning events (sessions, skills labs, reading club, etc.) are held regularly on topics of relevance to organization**	Total	2,100	LME				
LME3	Learning session: To introduce new ideas and approches following current focus areas and participants suggestions (Atleast 10 session per year)			LME	MK			0
LME3	Reading Club: Bi-monthly for staff and interested partners, aim is to develop critical thinking by discussing articles on development, following themes and/or participants' suggestions.(At least 10 articles discussed per year)			LME	MK			600
LME3	Skills Lab: Monthly (12 per year), for staff, on technical and other skills identified as essential and/or beneficial in our work.			LME	MK			0
LME3	Food for thought: Informal presentations/sessions, drawing on identified interests (internal learning/sharing, but also brining in external partners) At least 10 in Uganda			LME	MK			0
LME3	Library: a) Maintain and develop the use of salesforce library b) Add to collection thorough and careful selection of books procured online and locally c) Quartely Book Party			LME	MK			1,500
LME3	**Output 3. Link to Global Knowledge**	Total	5,500	LME				
LME3	Provide monthly content for updating of LME page on Twaweza website (Monitoring brief, data visuals, etc.); at least 12 per year.			LME	MK			0

UG	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LME3	1-2 experts engaged for multi-day learning events (with external partners); coordination with other units, and with external partners. Think about cross-country relevance & visits. Product: at least one blog / external piece on ideas, lessons, per expert.	Twaweza, partner organizations	Universities in TZ, KE, UG; partner CSO	LME	MK			5,500
GENERIC OUTPUTS FROM UNITS			76,500					
	Generic outputs	**Total**	76,500	**PPE-C**				
GOFU	Activities to be determined to support ecosystem effect in the 2 districts			PPE-C		PA		75,000
GOFU	Launches			PPE-C				1,500
OPERATIONS AND FINANCE			137,961					
OPS	**Operations and Finance**	**Total**	137,961	**Ops**				
OPS	OPS Success 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place			Ops				0
OPS	OPS Success 2: Staff recruited and motivated to realize Twaweza goals in a supportive environment			Ops				12,840
OPS	Success 3: Office and assets functioning optimally and well managed			Ops				78,394
OPS	OPS Success 4: Internal documentation and correspondence efficiently managed			Ops				627
OPS	OPS Success 5: Information technology			Ops				41,020
OPS	Success 6: Office assets/Equipment			Ops				5,080
STAFF COSTS			515,473					
Staff	**Staff costs**	**Total**	515,473	**Ops**				
Staff	Programs			Ops				326,382
Staff	LME & PPE			Ops				106,459
Staff	Operations and Finance			Ops				82,632

Kenya Budget

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
	OPEN GOVERNMENT		196,898					
	Problem O1: There is no robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.		0					
	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)		0					
O1S1	**Output 1. Pro-active and timely (responsive) engagement to address concerns with Access to Information Bill**	Total	0	PPE-E				
O1S1	Position paper published on ATI Bill, for posting online and targeted print circulation	Policy makers, Parliamentarians	Civil society	WWO	BT	PPE-E	BO	0
O1S1	Political mapping exercise - identify allies, interests, etc. among actors (Executive, Legislature, both national and county levels), to include education sector.		Consultant	PPE-E	BO	WWO	BT	0
O1S1	Support provided to the Interreligious Council of Kenya (IRCK) for high level national forum on ATI Bill	Professional associations, CSOs, Parliamentarians	IRCK	PPE-E	BO	WWO	BT	0
O1S1	Support provided to the Interreligious Council of Kenya (IRCK) for national consultative meeting with religious leaders on the ATI Bill	National faith leaders	IRCK	PPE-E	BO	PPE-C	RC	0
O1S1	Support provided to Civil Society for strategic meeting with Council of Governors (focus on ATI supportive devolution mechanisms)	Governors	IRCK	PPE-E	BO	WWO	BT	0
O1S1	Support provided to IRCK for meetings with relevant National Assembly and Senate Committees	Parliamentarians	IRCK	PPE-E	BO	WWO	BT	0
O1S1	Public engagement around popularizing the ACT	Citizens	IRCK	PPE-E	BO	WWO		0
O1S1	LME: Assessment of levels of engagement around the ATI (Twaweza triggered) and gathering feedback from partners on effectiveness of the engagement			LME	SO	PPE-E	BO	0
O1S1	LME: Media monitoring and analysis of the coverage of the issues around ATI			LME	SO	PPE-E	BO	0
O1S1	For all of Output 1 above: Use OM for strategizing; PPE to keep data/track; LME can assist and support; internal narrative/lessons 2x year, external summary 1x year.			LME	SO	PPE-E	BO	0
	Problem O3: Independent monitoring & public opinion		196,898					
	Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate (Tanzania & Kenya)		168,098					
O3S1	**Output 1. SzW Kenya**	Total	151,300	SzW				

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O3S1	Household Interviews (Households across Kenya)- 18 Rounds			SzW	VR			95,000
O3S1	Management of the Program in Kenya			SzW	VR			56,300
O3S1	LME: Evaluating the positioning and impact of SzW program in Kenya polling space.			LME	SO			0
O3S1	**Output 2. 10-12 rounds from SzW date curated and shared by key actors in media, gov't and civil society**	**Total**	**16,798**	PPE-E				
O3S1	Publication of 6 briefs for targeted distribution			PPE-E	BO	SzW	VR	5,530
O3S1	LME: Media monitoring of launching coverage.			LME	SO	PPE-C	BO	0
O3S1	Banners, cartoons, promotional materials			PPE-E	BO	SzW	VR	768
O3S1	LME: Assist/liaise w PPE for pretesting of the IEC materials prior to distribution.			LME	SO	PPE-E	BO	0
O3S1	Launch event for 6 of SzW briefs			PPE-E	BO	Szw	VR	8,000
O3S1	Distribution of briefs from each round			PPE-E	BO	Ops	ES	2,500
O3S1	Radio discussions for each of the 6 rounds			PPE-C	RC	PPE-E	BO	0
O3S1	TV Discussions held on each of the 6 rounds			PPE-C	RC	PPE-E	BO	0
O3S1	Partnership with media houses to document and transmit human interest stories on emerging issues from SzW	Policy makers, citizens	Media	PPE-C	RC	PPE-E	BO	0
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			**28,800**					
O3S2	**Output 1. Facility and community monitoring data and report**	**Total**	**28,800**	**SzW**				
O3S2	School Interviews (Primary School Head Teachers)- 2 Rounds			SzW	VR			9,600
O3S2	Health Facility Interviews (Heads of Health Facilities)- 2 Rounds			SzW	VR			9,600
O3S2	Citizen Monitoring of Public Service (SzW Citizen Monitors)- 2 Rounds			SzW	VR			9,600
O3S2	**Output 2. 10-12 rounds from SzW curated and shared by key actors in media, gov't and civil society**	**Total**	**0**	**PPE-C**				
O3S2	Publication of 2 briefs for school facilities			PPE-C	BO	SzW	VR	0
O3S2	Publication of 2 briefs for health facilities			PPE-E	BO	SzW	VR	0
O3S2	Publication of 2 briefs on citizen monitor feedback			PPE-C	BO	SzW	VR	0
Problem O4: Intermediaries & demand			**0**					
Success O4S2: Scoping study done on identifying demand for data & information, and the "state of" intermediaries and how to work with them (Tanzania, Kenya)			**0**					
O4S2	**Output 1. Scoping study conducted**	**Total**	**0**	**WWO**				
O4S2	Develop TOR	potential consultants		WWO	BT	PPE-C	RC	0

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
O4S2	Recruit consultant			WWO	BT	PPE-C	RC	0
O4S2	Carry out study		CS, local gov, media	WWO	BT	PPE-C	RC	0
Problem O5: Unresponsive government			**0**					
Success O5S3: Concrete plan in place for engagement around 2017 elections, in order to raise citizens concerns and foster informed debate (Kenya)			**0**					
O5S3	**Output 1.**	**Total**	**0**	**PPE-E**				
O5S3	Scoping study on influence of party manifestoes on citizen voting behavior and preferences			PPE-E	BO	LME	SO	0
O5S3	Publication of policy brief on scoping study			PPE-E	BO			0
O5S3	Launch of policy brief			PPE-E	BO			0
Success O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens (3 countries)			**0**					
O5S4	**Output 1. Sauti za Wananchi used to monitor people's perceptions of government responsiveness and their expectations of the same**	**Total**	**0**	**SzW**				
O5S4	1-2 rounds of Sauti and associated engagement cover this topic			SzW	VR			0
EDUCATION			**432,507**					
Problem E1: Learning outcomes measure & focus			**276,107**					
Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy			**28,457**					
E1S1	**Output 1. Uwezo Accountability Strengthened**	**Total**	**3,820**	**Uwezo**				
E1S1	Database of 2015 partners, volunteers, parents and head teachers updated, and shared appropriately on common folders and possibly on Salesforce	Internal	Internal	Uwezo	WC			0
E1S1	National Advisory Committee meets quarterly to advice on Uwezo processes and tools	0	National Advisory Committee meets quarterly to advice on Uwezo processes and tools	Uwezo	FNN			3,820
E1S1	Authorization from the National Council for Science and Education obtained	0	National Council for Science and Technology	Uwezo	FNN			0
E1S1	**Output 2. Research design framework developed**	**Total**	**4,500**	**Uwezo**	**BMO**			
E1S1	Assessment Sample Generated and sampled locations identified		KNBS	Uwezo	BMO			0

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1	Uwezo+ items integrated into the assessment	Gender, Devolution, Education sectors	MoH, Devolution, Education Sector	Uwezo	BMO			4,500
E1S1	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			0
E1S1	Heads of Organizations (HOs) taken through contractual obligations prior to signing of Uwezo 7 contracts	District Partner Organizations	Regional Coordinators, Staff	Uwezo	LN			0
E1S1	Feedback gathered from the partners organisations of the partnership experience	Uwezo Team	As above	LME	SO			0
E1S1	**Output 3. National Assessment Tests, Tools and processes developed**	**Total**	**7,217**	**Uwezo**				
E1S1	Test Manuals developed and reviewed	Children aged 6-16 years	Test Development Panel	Uwezo	WC			0
E1S1	Assessment and Training packs developed	As above	Printing Firm	Uwezo	BO	Uwezo	WC	987
E1S1	Tools pre-tested and validated	As above	Test development panel	Uwezo	WC			6,230
E1S1	District/County Coordinators/partners engaged	0	Partner orgnizations	Uwezo	LN			0
E1S1	Trainers trained and engaged	Trainers	EA Trainers; National Trainers	Uwezo	BMO			0
E1S1	**Output 4. Household Based Assessments Undertaken**	**Total**	**1,300**	**Uwezo**				
E1S1	Volunteers trained in 10 districts	Volunteers	Master Trainers, National Trainers, DCs	Uwezo	BMO			0
E1S1	National Assessment conducted in 10 districts	Volunteers	District Partner organizations Master Trainers,	Uwezo	BMO	Uwezo	FN	1,300

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
			Key Facilitators and volunteers,					
E1S1	**Output 5. Data Accurately Entered and Analyzed**	**Total**	**8,420**	**Uwezo**				
E1S1	Archival space rented for physical survey booklets.		0	Wells Fargo	Uwezo	FNN			3,420
E1S1	Data entered from the 2016 Annual Learning Assessment.		0	Data Clerks/manager	Uwezo	WC			5,000
E1S1	**Output 6. Uwezo assessment internally monitored and feedback looped back to improve implementation**	**Total**	**1,200**	**Uwezo**				
E1S1	Level one/internal monitoring of the Uwezo assessment before(pre) and during the assessment. Processes monitoring conducted in 10 districts for volunteer recruitment, mapping household listing before the assessment, as well as during the assessment	0	0	Uwezo	WC			1,200
E1S1	Feedback received from participants of 2016 assessment and learning meeting convened, and feedback loop informs planning for 2017 assessment	0	0	Uwezo	WC			0
E1S1	Process recheck undertaken in sample of 5 districts, EAs and Households; Staff team sensitized on realities of conducting the assessment in various country contexts;	0		LME	SO	Uwezo	WC	0
E1S1	LME: Feedback and monitoring carried out for the assessment activities			LME	SO	Uwezo	WC	0
E1S1	**Output 7. Give back to children and parents in assessment households**	**Total**	**0**	**Uwezo**				
E1S1	Reading support to children: Reading tests redesigned and printed in English and Kiswahili and given as a thank you to children in assessed households [UWEZO 3110/300]	Children 6-9 years	Graphic designers/printing firm	Uwezo	IK			0
E1S1	2017 calendars produced and distributed during the 2016 assessment as token to assessment households and school	Parents/head teacher	Graphic designers/printing firm	Uwezo	IK			0
E1S1	**Output 8. Staff recruited and motivated to realize Uwezo goals in a supportive environment**	**Total**	**2,000**	**Uwezo**				
E1S1	Internal meetings and guests: Team meetings held and associated utilities; Hosting of Uwezo country guests;	Staff members/guests	Internal	Uwezo	EM			2,000
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.			**32,130**					

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S2	**Output 1: Report on learning Outcomes published and launched annually**	**Total**	**32,130**	**PPE-E**				
E1S2	Production of annual learning assessment reports-writing and editing of national and county reports	Policy makers, teachers	Consultants	Uwezo	EM	Uwezo	IK	8,250
E1S2	Publication of policy briefs from Uwezo assessment report	As above		PPE-E	BO	Uwezo	IK	0
E1S2	Launch of policy briefs at the National level	As above	EYC	PPE-E	BO	Uwezo	IK	0
E1S2	Distribution of policy briefs	Policy Makers & Parliamentarians	EYC	PPE-E	BO	Uwezo	FN	0
E1S2	Partnership with media houses to document and transmit human interest strories on emerging issues from Uwezo results	Policy makers, citizens	Media	PPE-C	RC	Uwezo	IK	0
E1S2	Production of the annual learning assessment report	Policy-makers, County governors, media, academics, educationists	Printer, Designer	PPE-C	RC	Uwezo	IK	21,880
E1S2	Production of ranking survey poster	Policy makers, citizens	Suppliers	PPE-C	RC	Uwezo	IK	2,000
Success E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority			**10,850**					
E1S3	**Output 1. Annual learning assessment reports and policy briefs shared systematically & Government officials Engaged**	**Total**	**10,850**	**PPE-E**				
E1S3	Undertake OM to define and implement engagement strategy at the national level; with reference to political mapping in O1. Activities include media talk shows, tailored outputs and high level policy engagement meetings	Parliamentarians, policy makers	EYC, KEPSHA, KNUT	PPE-E	BO	Uwezo	IK	4,500
E1S3	Partnership with Hivi Sasa to share findings on learning outcomes in their website	Policy actors	HiviSasa.com	PPE-C	BO	Uwezo	IK	0
E1S3	National launch	Policy actors, MPs, educationists, media		PPE-E	BO	Uwezo	IK	6,350
E1S3	LME: Media Monitoring of the Launches			LME				0
E1S3	LME: Assessment of the Buzz around Uwezo reports			LME				0
Success E1S4: Policy debate stimulated at sub-national levels to prioritize measured learning outcomes as policy priority			**204,670**					
E1S4	**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**	**Total**	**0**	**Uwezo**				

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S4	Local expertise developed in conducting National Household based assessment developed. Space created for government officers to participate during the 2016 national learning assessment. Follow-up meeting organized to discuss learning.	County and District level policy makers	DEO,CDE,KEPSHA CHAIRPERSON	Uwezo	IK			0
E1S4	**Output 2. District/County reports and summaries, rankings posters (produced in S2) shared with local authorities through Uwezo partners**	**Total**	**2,500**	**Uwezo**				
E1S4	Support partners to attend national launch	National, County level policy makers	Uwezo assessment partners	Uwezo	IK			2,500
E1S4	**Output 3. Uwezo partners at district level engaged in sharing of evidence through media and face-face meetings**	**Total**	**117,750**	**Uwezo**				
E1S4	District Launches of 2015 ALA report held; piggy-back models adopted to share the evidence at sub-national level	Policy actors, parents and teachers	County partners	Uwezo	IK	PA		117,750
E1S4	**Output 4. District-level CSOs involved to test initiatives for communication at household, school and community levels with community-level leaders**	**Total**	**6,000**	**WWE**				
E1S4	Identify district level CSO's (Uwezo district partners) who are involved in improving learning outcomes in their district, find promising or successful ideas. At least 3 partners with ideas of improving learning encouraged and supported to improve or (modestly) scale up their practice.	Parents/teachers		WWE	RM			6,000
E1S4	**Output 5. Local media engaged to amplify debate at county and district levels**	**Total**	**78,420**	**Uwezo**				
E1S4	Media consultant engaged to undertake county media sensitization forums- this to enhance correct reporting on Uwezo findings	Media	Consultant	Uwezo	IK	PPE-E	BO	7,500
E1S4	Enhance media relations: Media consultant engaged to agenda set learning outcomes in TV programs	Media	Consultant	Uwezo	IK	PPE-E	BO	5,000
E1S4	Contracting of 10 national and local radio stations to hold talk shows on learning outcomes	Parents, Teachers	Radio Stations	Uwezo	IK	PPE-E	BO	56,000
E1S4	Guests facilitated to attend talk show: Uwezo partners/ policy actors facilitated to attend different talk shows-Transport/meals/accommodation	Parents, Teachers	Radio Stations/Uwezo partners	Uwezo	IK	PPE-E	BO	6,000
E1S4	Radio presenters from the radio stations facilitated to record voxpop from various policy actors, parents and teachers	As above	Radio Stations	Uwezo	IK	PPE-C	RC	3,920

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
Success E1S5: Focus on and measurement of learning outcomes by governments and other national interventions, including uptake of Uwezo's evidence, tracked			0					
E1S5	**Output 1.**	Total	0	LME				
E1S5	E1S5: Describe the current status of how UG Gov & other national interventions define and measure learning outcomes. (Is it reflected in policy? In regulations, by-laws? In budget guidelines?). Desk review & key informant interviews.			LME	SO			0
Problem E2: Ambitious curriculum			29,000					
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).			23,700					
E2S1	**Output 1. Curriculum reform process in Kenya synthesized, documented and stored in an accessible manner**	Total	2,300	WWE				
E2S1	Consultant engaged to support the ongoing desk review on curriculum reforms in Kenya; including ongoing initiatives; summary of reforms produced in a brief paper;	Twaweza staff: KICD: sector stakeholders		WWE	RMU			2,300
E2S1	Compile the brief paper and presentation and other bibliographies on open access software (Mendeley) and salesforce. This is mostly for own information and internal use.	Twaweza staff: sector stakeholders, researchers, academics		WWE	RMU	PPE-C	BO	0
E2S1	**Output 2. Curriculum content elements analysed and documented appropriately**	Total	17,000	WWE				
E2S1	Identify/purchase necessary curriculum documents for analysis			WWE	RMU			300
E2S1	Panel of experts meet analyse the content of curriculum materials as per agreed criteria of an effective curriculum	KICD, MoEST, Academia	Curriculum experts, academia; researchers, CSOs	WWE	RMU	Uwezo	JM	14,700
E2S1	Experts produce a summary of key aspects of the curriculum with respect to subjects, content and scope focus areas			WWE	RMU	Uwezo	JM	0
E2S1	Stakeholder forum held to debate and validate the curriculum content analysis & teachers survey report	KICD, MoEST, Academia, sector CSOs		WWE	RMU	PPE-E	BO	2,000
E2S1	**Output 3. Teachers opinion and views on curriculum implementation garnered and synthesised**	Total	4,400	WWE				

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S1	ToR developed; consultant engaged to conduct the teachers survey			WWE	RMU			3,000
E2S1	Survey of teachers opinion and knowledge on curriculum (including classroom observations of teaching/learning effectiveness) conducted:	Teachers; TAC tutors	Uwezo partners; researchers	WWE	RMU	LME	SO	0
E2S1	Data analysed and report is produced for debate			WWE	RMU	Uwezo	JC	0
E2S1	Stakeholder forum held to debate and validate the report; learning session for staff to internalise the findings	KICD, MoEST, TSC, Twaweza staff		WWE	RMU	PPE-E	BO	1,400
E2S1	Publication of brief on teacher survey on Curriculum	Teachers, Citizens, Parliamentarians, Media	MoE, KICD, TSC	PPE-E	BO	WWE	RMU	0
E2S1	Launch of policy briefs	Parliamentarians, teachers, citizen	EYC, MoE, KICD, TSC	PPE-E	BO	WWE	RMU	0
Success E2S2:Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)				5,300				
E2S2	**Output 1. Position paper on curriculum relevance and effectiveness in Kenya published and launched**	**Total**		**0**	**PPE-C**			
E2S2	Design and printing of 1000 copies of position paper, bringing all results together and presents our views on curriculum and possible areas for intervention		Suppliers	PPE-C	RC	Ops	NM	0
	High level policy launch of position paper	media, MoEST, KICD, TSC, MPs	EYC	PPE-E	BO	WWE	RM	0
E2S2	**Output 2. Key actors reached and engaged regarding curriculum effectiveness and improvements through different fora and channels depending on the issues.**	**Total**		**5,300**	**PPE-E**			
E2S2	Meeting with Senate and National Assembly education committees	Senate and National Assembly	PIN, EYC	PPE-E	BO	WWE	RM	0
E2S2	Policy forums convened to present and discuss key features in the position paper;	KICD; MoEST; Parliamentary Committee on Education	Uwezo	PPE-E	BO	WWE	RM	3,500
E2S2	Manuscripts authored and submitted for publication in a peer reviewed journal ; Presentation in local and international events	Academia; researchers interested in curriculum matters		WWE	RMU	Uwezo	JM	1,800
E2S2	WWE: strategy on engagement re curriculum (OM). LME can facilitate. WWE to document; LME assists / support. Synthesis for internal learning 2x per year; external 1x per year.			LME	SO			0
Success E2S3: Curriculum review processes are actively monitored to ensured that they are informed by evidence on what makes a curriculum effective				0				

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S3	**Output 1. Participation and sharing of evidence in meetings on curriculum review process**	Total	0	WWE				
E2S3	Keeping track of the review process; vigilant monitoring and filing of the versions of documents discussed			WWE	RMU	LME	SO	0
Problem E3: Motivated teachers			102,400					
Success E3S1:"An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.			100,650					
E3S1	**Output 1. Existing evidence on teacher motivation and accountability in Kenya is garnered and synthesised**	Total	1,500	WWE				
E3S1	Consultant engaged to support ongoing desk review on teacher motivation and accountability; link to Uwezo data in understanding the Kenyan teacher		Consultant	WWE	RMU			1,500
E3S1	Brief paper and other bibliographies on teacher motivation complied on open access software (Mendeley) and SF	Researchers, academia: sector stakeholders		WWE	RMU			0
E3S1	LME: Learning sessions on emerging evidence relating to teacher motivation and accountability; including KF findings	Twaweza staff		WWE	RMU	LME	SO	0
E3S1	Meeting held for stakeholders to provide feedback and learning on teacher motivation report	CSOs, KNUT & KEPSHA, TSC	EYC	PPE-E	BO	WWE	RMU	0
E3S1	1 Policy brief on KF implementation and results is produced	Policy makers, Parliamentarians		PPE-C	RC	WWE	RMU	0
E3S1	**Output 4. Partnership with TSC to analyse teacher data and link to learning outcomes (and at a later stage policy positions)**	Total	18,150	WWE				
E3S1	Engage in formal MoU with TSC;			WWE	RMU	PPE-E	BO	150
E3S1	Designed systematic data collection system on teacher welfare and motivation (teacher fact sheet);	Teachers	TSC; academics and researchers	WWE	RMU	Uwezo	JC	6,000
E3S1	Tested and refined data collection system: agreed on final design and start of implementation	As above	As above	WWE	RMU	Uwezo	JC	12,000
E3S1	Investigate possibilities to do statistical analysis of teacher variables against learning outcomes (examination results in schools)			WWE	RMU	Uwezo	JC	0
E3S1	**Output 6. Concept of teacher motivation that is tied to accountability and performance is shared and debated**	Total	81,000	PPE-C				
E3S1	Complete partnership with Makutano Junction on learning, and the role of teachers in improving learning	Policy makers, parliamentarians, citizens	MEDEVA	PPE-C	RC	WWE	RMU	81,000
E3S1	Engage "Teacher Wanjiku" to promote the idea of teacher motivation with accountability	Policy makers, parliamentarians, citizens	Teacher Wanjiku	PPE-E	BO	WWE	RMU	0

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E3S1	Output on teacher motivation with accountability	MPs, school inspectors, head teachers, Ministry of Education, educationists	designers, printers	PPE-C	RC	WWE	RMU	0
E3S1	TV and radio discussions on teacher motivation and accountability	MPs, school inspectors, head teachers, Ministry of Education, educationists	RMS, NMG	PPE-E	BO	WWE	RMU	0
E3S1	Work with IRCK to disseminate the concept of teacher motivation and accountability	Citizens, local policy makers	IRCK	PPE-E	BO	WWE	RMU	0
Success E3S2: A teacher performance program is piloted and idea, details and findings shared with key actors (including donors and non-state actors) on improvement of overall teacher motivation			1,750					
E3S2	**Output 1. Evidence from KF findings is packaged and shared with strategic partners**	**Total**		1,750	**WWE**			
E3S2	KF findings presented in EE4A forum	Policy makers in Kenya			WWE	KM	PPE-E	BO	1,750
Problem E4: School management				25,000				
Success E4S1: Evidence is produced and shared on what works in improving school leadership and management			25,000					
E4S1	**Output 1. Existing domestic and global evidence on school leadership collected, reviewed and analysed (including impact on previous interventions)**	**Total**		0	**WWE**			
E4S1	Desk review on school leadership practices in Kenya and globally produced in a brief paper;			WWE	RM			0
E4S1	Brief paper and other bibliographies compiled in open access software and SF	Twaweza staff; academia, sector stakeholders	KEPSHA , academia	WWE	RM			0
E4S1	LME: One learning event for Kenya staff to internalise existing research and evidence relating to school leadership			WWE	RMU	LME	SO	0
E4S1	**Output 3. Positive deviance approach applied to unearth deviant practices on school leadership in Kenya public schools**	**Total**		25,000	**WWE**			
E4S1	KNEC and Uwezo data analysed based on PD principles;		KNEC	WWE	RMU	Uwezo	JC	0
E4S1	ToR developed for consultant; consultant hired; study team identified; framework for mapping PD schools developed		Selected NGOs, researchers	WWE	RMU			5,000
E4S1	In-depth qualitative research on PD schools; report on PD findings produced and discussed	Head teachers; BoM; SMCs	Consultant, CDEs	WWE	RMU	Uwezo	JC	20,000

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E4S1	Concept paper on piloting most promising PD practices is developed and discussed internally			WWE	RMU			0
E4S1	**Output 6. Positive deviant practices piloted and tested in at least 3 schools in Kenya**	**Total**	**0**	**WWE**				
E4S1	3 schools for piloting identified and secured buy-in; design on PD experimentation finalised and rolled out	Head teachers; BoM, SMCs, CDEs	KEPSHA, selected NGOs, researchers, CDEs	WWE	RMU			0
E4S1	Baselining and tracking of the response and involvement of the pilot schools, communities and local leadership around pilot schools			WWE	RMU	LME	SO	0
E4S1	Curate PD findings to ideas and stories that could inspire school communities and design and test communication strategies to transport those stories to the desired audience			PPE-C	BO	WWE	RMU	0
E4S1	LME: Feedback gathering and monitoring of the response and involvement of the schools, communities and local leadership around pilot schools			LME	SO	WWE	RMU	0
Success 2: Evidence is generated on the status of key financial, material and human resources at the school level, and the scope and quality of information on these matters available and accessed by school communities			**0**					
E4S2	**Output 1. Evidence of resource availability in schools is produced and shared**	**Total**	**0**	**WWE**				
E4S2	Mining Uwezo data and other datasets on school resources; consultant engaged for school level study		Consultant, researchers	WWE	RMU	Uwezo	JC	0
E4S2	Qualitative study conducted on availability and use of school level resources with teachers, school management and parents	teachers, school leaders		WWE	RMU	Uwezo		0
E4S2	Reports produced and shared with relevant school communities to stimulate debate			WWE	RMU	PPE-E	BO	0
E4S2	Publication policy brief for dissemination to policy makers	Policy makers , Parliamentarians		PPE-E	BO	WWE	RM	0
E4S2	Launch of policy brief	As above		PPE-E	BO	WWE	RM	0
Success 3: Evidence on what works in improving school leadership is shared with head teachers and other key actors in education (ministries, DEOs, teacher unions and professional associations) to inspire improved school leadership			**0**					
E4S3	**Output 1. PD interventions identified and packaged for "marketing"**	**Total**	**0**	**PPE-C**				

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E4S3	Sharing of PD findings/ report in KEPSHA county and national forums;			PPE-E	BO	WWE	RMU	0
E4S3	Publication policy brief for dissemination to policy makers	Policy makers , Parliamentarians		PPE-C	MC	WWE	RMU	0
E4S3	Launch of policy brief	As above		PPE-E	BO	WWE	RMU	0
MEDIA COSTS KEY PARTNERSHIPS			32,000					
KMP	**Media partnerships**	**Total**	32,000					
KMP	Partnership with Interreligious Council of Kenya on Uwezo, SzW and Open Governance			PPE-E	BO			7,000
KMP	Partnership with the media on Uwezo (including portal), SzW and teacher campaign			PPE-C	RC	Uwezo	IK	20,000
KMP	Partnership with HiviSasa.com on Uwezo (including portal), SzW and Open Governance			PPE-C	RC	Uwezo	IK	5,000
LEARNING MONITORING EVALUATION			117,400					
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.			105,000					
LME1	**Output 1. Staff knowledgeable of monitoring structure, responsibilities and processes; using internal system (SF) for tracking & insights.**	**Total**	0	**LME**				
LME1	Organize internal Trainings/mentoring sessions or continued support and refresher sessions to staff in various Internal Tools at Twaweza e. SF (SF Library, requisition, explore potential for using SF for monitoring and feedback etc). Budget in RO.			LME	SO			0
	Consider need OM for engagement strategy on School management - E4. Revisit at MTR.			LME	SO			0
LME1	WWE: strategy on engagement re curriculum (OM). LME can facilitate. WWE to document; LME assists / support. Synthesis for internal learning 2x per year; external 1x per year.			LME	SO			0
LME1	LME staff in 3 countries participating in selected trainings relevant to work, possibly one LME workshop with external trainers. Budget in RO.			LME				0
LME1	**Output 2. Selective & systematic media monitoring in place, informing practice**	**Total**	30,000	**LME**				
LME1	Comprehensive media monitoring of Twaweza corporate log, unit activities, key events and launches including coverage of ATI issues, through an independent company			LME	SO			24,000

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LME1	Monitoring reach/coverage via viewership/listenership numbers of selected media products, via platform like Geopoll. Budgeting for 4 months out of the year for the REGION; KE could have 1-2 months, in peak time, as needed. Budget RO.			LME	SO	PPE-C		0
LME1	For checking delivery & quality of various media based products: clipping of radio / TV; analysis internal			LME	SO			6,000
LME1	**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).**	**Total**	**45,000**	**LME**				
LME1	Assessment of levels of engagement around the ATI (Twaweza triggered) and gathering feedback from partners on effectiveness of the engagement.			LME	SO	PPE-E	BO	0
LME1	Omnibus surveys: Measurement of coverage, recall and awareness of our and partner media-based initiatives; also for checking brand name recognition, associations.			LME	SO			10,000
LME1	Feedback gathered from the Uwezo partners organisations of the partnership experience. Budget in feedback line, below.			LME	SO	Uwezo	LN	0
LME1	Uwezo process recheck (LQAS) (at selected sample districts) conducted and feedback to improve implementation is given			LME	SO	PA	EM	25,000
LME1	For feedback from target audiences on various Twaweza products & initiatives, via FGD. Some can be done internally; others consultant.			LME	SO			10,000
LME1	**Output 4. Independent verification of intermediate outcomes conducted as relevant: results from at least 2 studies contributing to improved practice & knowledge (briefs).**	**Total**	**30,000**	**LME**				
LME1	An evaluation of the positioning and impact of SzW program in Kenya polling space			LME	SO	SzW	VR	0
LME1	Evaluation of Uwezo @ sub-national level, follow-up on 2015. Focus on understanding, perception of LO; decisions/actions by local policy makers to promote LO (e.g., budgetary allocations, additional programs, etc). This time with a quant component.			LME	SO	PA	IK	30,000
	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		**6,000**					

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
these is shared internally for improving practice and externally to contribute to global knowledge."								
LME2	**Output 2. Formative research / measurement of Civic Space in East Africa**	**Total**	**0**	**LME**				
LME2	Original data collection phase on Civic Space in all 3 countries conducted, building on desk/lit review phase from 2015. Methods, TOR to be aligned across countries; activity carried out by country.	National media, MPs/Gov, international T&A comm.	TBD - strong CSO partner needed	LME	SO	WWO		0
LME2	Possibly: launch of report, and building of civic space alliance, with PPE and OW.			LME				0
LME2	Gather feedback and monitor response and involvement of the schools, communities and local leadership around pilot schools SO Cost in LME 1			LME	SO	WWE	RMU	0
LME2	**Output 3. Rigorous evaluation of Twaweza initiatives and/or hypothesis testing**	**Total**	**6,000**	**LME**				
LME2	Desk review of available "baseline" information of core issues for Kenya program (e.g., Afrobarometer, our own data through Ipsos, others). To be conducted in Q1. Product: summary of metrics relevant to Twa KE for the strategic period.	Twaweza		LME	SO			0
LME2	E1S5: Describe the current status of how KE Gov & other national interventions define and measure learning outcomes. (Is it reflected in policy? In regulations, by-laws? In budget guidelines?). Desk review & key informant interviews.	Uwezo, Twaweza		LME	VL			6,000
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			6,400					
LME3	**Output 1. Learning events (sessions, skills labs, reading club, etc.) are held regularly on topics of relevance to organization**	**Total**	**900**	**LME**				
LME3	Learning sessions on emerging evidence relating to teacher motivation and accountability; including KF findings			LME	SO	WWE	RMU	0
LME3	One learning event for Kenya staff to internalise existing research and evidence relating to school leadership			LME	SO	WWE	RMU	0
LME3	Learning session: To introduce new ideas and approches following current focus areas and participants suggestions (Atleast 10 session per year)			LME	SO			0

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LME3	Reading Club: Bi-monthly for staff and interested partners, aim is to develop critical thinking by discussing articles on development, following themes and/or participants' suggestions.(At least 10 articles discussed per year)			LME	SO			400
LME3	Skills Lab: Monthly (12 per year), for staff, on technical and other skills identified as essential and/or beneficial in our work.			LME	SO			0
LME3	Food for thought: Informal presentations/sessions, drawing on identified interests (internal learning/sharing, but also brining in external partners) At least 10 in Kenya			LME	SO			0
LME3	Library: a) Maintain and develop the use of salesforce library b) Add to collection thorough and careful selection of books procured online and locally c) Quartely Book Party			LME	SO			500
LME3	**Output 3. Link to Global Knowledge**	**Total**	**5,500**	**LME**				
LME3	Provide monthly content for updating of LME page on Twaweza website (Monitoring brief, data visuals, etc.); at least 12 per year.			LME	SO			0
LME3	1-2 experts engaged for multi-day learning events (with external partners); coordination with other units, and with external partners. Think about cross-country relevance & visits. Product: at least one blog / external write-up on ideas, lessons, per expert.	Twaweza, partner organizations	Universities in TZ, KE, UG; partner CSO	LME	SO			5,500
	GENERIC OUTPUTS FROM UNITS		**75,000**					
	Generic outputs	**Total**	**75,000**	**PPE-C**				
GOFU	Activities to be determined to support ecosystem effect in the 10 districts			PPE-C		PA		75,000
	OPERATIONS AND FINANCE		**180,968**					
OPS	**Operations and Finance**	**Total**	**180,968**	**Ops**				
OPS	OPS Success 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place			Ops				0
OPS	OPS Success 2: Staff recruited and motivated to realize Twaweza goals in a supportive environment			Ops				13,832
OPS	OPS Success 3: Office and assets functioning optimally and well managed			Ops				120,631
OPS	OPS Success 4: Internal documentation and correspondence efficiently managed			Ops				400
OPS	OPS Success 5: Information technology			Ops				39,906

KE	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
OPS	Success 6: Office assets/Equipment			Ops				6,200
STAFF COSTS			**632,232**					
Staff	**Staff costs**	**Total**	**632,232**	**Ops**				
Staff	Programs			Ops				328,812
Staff	LME&PPE			Ops				73,526
Staff	Operations and Finance			Ops				229,893

Regional Budget

RO	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
OPEN GOVERNMENT			47,950					
Problem O2: Data collected by gov			20,000					
Success O2S1: Uwezo and Sauti datasets published consistent with open data principles. (where available)			20,000					
O2S1	**Output 1. Uwezo dataset published in user-friendly formats and consistent with open data principles, hosted within Twaweza website**	Total	20,000	WWO				
O2S1	TOR developed	Potential consultants		WWO	BT	Uwezo	JC	0
O2S1	Developers appointed			WWO	BT	PPE-C	RC	0
O2S1	Uwezo interactive analysis and story-telling tool developed (incl. URN adaptation)	Media, local gov, parliamentarians, civil society	consultant	WWO	BT	Uwezo	JC	20,000
O2S1	Launch of Uwezo interactive analysis and story-telling tool	As above		PPE-C	RC	WWO	BT	0
O2S1	In country media partners promote stories and data from portal	As above	Sahara, Mwananchi, Vision, Nation, RMS	PPE-E		WWO	BT	0
O2S1	Measuring the reach and engagement around website: best through website analytics; WWO in charge; LME link for learning & reporting.			WWO	BT	LME	VL	0
Problem O3: Independent monitoring & public opinion			27,950					
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)			27,950					
O3S1	**Output 1. Regional partnership/participation**	Total	27,950	SzW				
O3S1	Mobile Phone Panel Survey Handbook	Global audience researchers	World bank	SzW	MA			7,200
O3S1	Global sharing of SzW data	Global audience researchers	CSAE; M4D Africa; FHI 360; Techsalon; ICT works; Guardian activate	SzW	JM			10,500
O3S1	Regional Management of Sauti za Wananchi	SzW Staff	Twaweza offices accross EA	SzW	MA			10,250
O3S1	Periodic monitoring and feedback reports around the discussion and engagement around SzW across the 3	Senior Management	Twaweza offices accross EA	LME	SO			0

RO	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
	countries for reputation management. Budget in LME section.							
EDUCATION			**291,220**					
Problem E1: Learning outcomes measure & focus			**277,220**					
Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy			**253,320**					
E1S1	**Output 1. Uwezo infrastructure consolidated with clear policies, standards and practices in place**	**Total**	**173,350**	**Uwezo**				
E1S1	Develop tests for beyond basics for the 3 countries			Uwezo	WK			4,500
E1S1	Conduct pilot and training for beyond basics			Uwezo	JM			16,150
E1S1	Conduct the Beyond basics study in 30 districts, 10 per country			Uwezo	JM			152,700
E1S1	**Output 2. Standards and quality assurance of Uwezo implemented, documented and communicated**	**Total**	**9,200**	**Uwezo**	JM			
E1S1	Validation of the survey material and tests undertaken. Study to validate the local independence of the Uwezo numeracy tests undertaken, piggy-back on the Beyond basics study			Uwezo	JM			3,000
E1S1	Benchmarks against the Uwezo standards maintained across three countries			Uwezo	JM			0
E1S1	Sharing of expertise and resources across the three countries undertaken			Uwezo	JM			6,200
E1S1	**Output 3. Citizen assessment design consolidated and lessons shared**	**Total**	**40,620**	**Uwezo**	JM			
E1S1	Uwezo concept and tools shared with other interested parties, especially African countries. Three countries hosted in 2016			Uwezo	JM			16,770
E1S1	Meetings attended to share Uwezo with other African countries. Staff shared to support start-up of Uwezo-like activities in other countries			Uwezo	JM	WWE	KM	6,750
E1S1	Contributions to academic journal articles, book chapters, and grey literature submitted			Uwezo	JM			7,500
E1S1	Selected strategic conferences attended and Uwezo presented			Uwezo	JM			9,600
E1S1	**Output 4. Data management and processing undertaken**	**Total**	**30,150**	**Uwezo**	**JC**			
E1S1	Data utilization among academia (Uwezo/Sauti/KF) induced across East Africa			Uwezo	**JC**			10,250

RO	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1	Software developed and piloted for the three countries and countries supported to enter data in-country			Uwezo	**JC**			3,400
E1S1	Cleaned data sets for East Africa produced annually			Uwezo	**JC**			0
E1S1	Consolidated Uwezo East Africa report prepared based on 2015 assessment data			Uwezo	**JC**			7,500
E1S1	Technology for data collection supported for Public Agency and SDG/Uwezo+ pilots			Uwezo	**JC**			9,000
Success E1S2: Evidence on learning outcomes shared widely with key actors and parents at national and sub-national levels; clear position on learning outcomes as policy priority is formulated and argued.			**23,900**					
E1S2	**Output 2. Uwezo Communications supported**	**Total**	**23,900**	**PPE-E**				
E1S2	Coordination and quality control of communication materials used at the point of assessment undertaken			Uwezo				0
E1S2	Uwezo sub-national communications supported and consolidated across the three countries			Uwezo				10,000
E1S2	East African Report produced			PPE-C	RC	Uwezo	JM	9,200
E1S2	East African report launched			PPE-E		Uwezo		4,700
E1S2	Ongoing liaison with EALA and other relevant East African policy-makers			PPE-E		Uwezo	JM	0
Problem E2: Ambitious curriculum			**5,000**					
Success E2S1: Evidence (incl. collating teachers' opinion & assessment of teachers' knowledge on curriculum) is produced on the effectiveness of primary school curricula (both history, contents and implementation).			**0**					
E2S1	**Output 1. Regional framework on curriculum effectiveness is developed and shared**	**Total**	**0**	**WWE**				
E2S1	Hire consultant to support the development of the framework/methodology from country curriculum analysis reports to be used in future years by Twaweza and others.			WWE	KM	LME	VL	0
E2S1	Publish assessment framework online (brief and presentation) and modest print			PPE-C	RC	WWE		0
Success E2S2: Evidence on effective curricula is shared through a consultative process (including a knowledge sharing platform)			**5,000**					
E2S2	**Output 1. Regional report on teachers' knowledge of the curriculum produced and shared**	**Total**	**5,000**	**WWE**				
E2S2	Hire a consultant to support report writing			WWE	KM			5,000
E2S2	Print report (1000 copies)			PPE-C	RC	WWE	KM	0
E2S2	Forum to launch report			PPE-E	BO	WWE	KM	0
Problem E3: Motivated teachers			**0**					

RO	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
Success E3S2: A teacher performance program is piloted and idea, details and findings shared with key actors (including donors and non-state actors) on improvement of overall teacher motivation			0					
E3S2	**Output 1. Campaign on promotion of teachers' standing launched and sustained**	Total	0	WWE				
E3S2	Describe and compile evidence from literature and other source the state of teachers for each country			WWE	KM			0
E3S2	On the basis of evidence above, organise a series of campaign events to promote teachers' social standing and improvement on their welfare	Government and non-state actors on education		PPE-C	RC	WWE	KM	0
E3S2	Possibly: a Baseline/Formative study on the current teachers standing carried out in KE & UG (TZ has KF). To be decided. Budget in LME.			LME	SO	WWE	KM	0
Problem E4: School management			9,000					
Success E4S1: Evidence is produced, on what works in improving school leadership and management			9,000					
E4S1	**Output 1. Regional school leadership effectiveness framework produced and shared**	Total	9,000	WWE				
E4S1	A forum to develop a regional framework on school leadership held	School administrators and education managers and teacher union leaders in the region (10 from each country)	Experts in school leadership, regional NGOs working in education	WWE	KM	PPE-E	AE	0
E4S1	Hire a consultant to support the review of evidence on school leadership effectiveness and develop a regional framework			WWE	KM			0
E4S1	Attend 2 international events			WWE	KM			9,000
LEARNING MONITORING EVALUATION			340,196					
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.			22,600					
LME1	**Output 1. Staff in 3 countries knowledgeable of monitoring structure, responsibilities & processes; using internal system for design of monitoring, and informing implementation**	Total	22,600	LME				
LME1	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			2,000

RO	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LME1	LME active support: regional positions quarterly travel to countries for in house mentoring, training and support			LME	VL		SO	3,600
LME1	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	2,000
LME1	Internal monitoring & feedback mechanisms within Uwezo reviewed, advised, improved as needed. Findings shared internally & externally.			LME	SO	Uwezo		0
LME1	Feedback mechanisms for communication activities reviewed, advised, improved as needed. Findings shared internally & externally. Also piloting guidelines developed, relevant staff trained.			LME	SO	PPE-C		0
LME1	Outcome Mapping: Ensuring relevant units staff actively apply and use OM, facilitate regular feedback; produce learning outputs (learning notes, briefs, etc.) on its basis.			LME	SO	PPE-E		3,000
LME1	Monitoring reach/coverage via viewership/listenership numbers of selected media products, via platform like Geopoll. Budgeting for 4 months out of the year, to be allocated across the 3 countries as needed.			LME	SO	PPE-C		8,000
LME1	Periodic monitoring and feedback reports around the discussion and engagement around SzW across the 3 countries for reputation management (targeting key stakeholders).	Senior Management	Twaweza offices across EA	LME	SO			4,000
LME1	Evaluation of Uwezo @ sub-national level, follow-up on 2015. Budget in country tabs. Focus on understanding, perception, and action to improve LO. Product: summary brief across the 3 countries.			LME	VL	Uwezo	JM	0
LME1	Uwezo process recheck and evaluation across the 3 Countries (LQAS) and the finding disseminated for internal and external audience. Budget in country tabs, but estimating about 25,000 USD per country. Products: 3 reports; if warranted a summary report across 3 countries.			LME	SO	Uwezo	JM	0
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.			268,500					
LME2	**Output 1. Evaluation strategy developed w key external parties**	**Total**	5,000	LME				

RO	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LME2	A consultation of core external experts convened, shaping the evaluation strategy		MIT, MAVC, potentially LSE, others	LME	VL			0
LME2	A regional evaluation expert consultation held, drawing on E. Africa level expertise		TBD	LME	VL			5,000
LME2	**Output 2. Formative research & measurement of Civic Space in East Africa**	**Total**	**0**	**LME**				
LME2	Original data collection phase on Civic Space in all 3 countries conducted, building on desk/lit review phase from 2015. Methods, TOR to be designed at RO level and aligned across countries. Activity carried out by country.	National media, MPs/Gov, international T&A comm.	REPOA in TZ; TBD in KE and UG	LME	VL	WWO		0
LME2	Analysis, synthesis by country; report produced; A regional report compiled at RO level.			LME	VL			0
LME2	Dissemination & engagement event (estimate in Sept) with key external stakeholders, resulting in coalition & plans for continuous tracking in 2017 & 18. Budget per country.		As above, plus wider CSO community, Gov	PPE-E				0
LME2	Formative research/status of transparency & readiness for ATI, at national & sub-national levels in 1 country: likely in UG in 2016, but keeping this open so RO budget. Modelled on TZ 2015 (website checks, mystery clients, ATI requests).	Nat Gov's, Global T&A, CSO community	MIT	LME	VL			0
LME2	LME to support formative/baseline research for organizational baselines; e.g., - exploring teacher motivation, or perceptions of parents/citizens around teacher motivation. To be decided.			LME	VL			0
LME2	**Output 3. Rigorous evaluation of Twaweza initiatives and/or hypothesis testing**	**Total**	**257,500**	**LME**				
LME2	E1S5: Describe the current status of how Nat Gov in 3 countries & other national interventions define and measure learning outcomes. (Is it reflected in policy? In regulations, by-laws? In budget guidelines?). Desk review & key informant interviews carried out by country. 3 country reports, plus 1 regional. Budget by country.	Uwezo, Twaweza		LME	VL			0
LME2	Finishing up of MIT TZ-based collaboration/ research on citizen-state relationship re: elections, and formative "readiness" to be open (link to Sogdat). Products stipulated in contract (blogs, paper, ppt)	TZ gov (?), TZ media, global T&A	MIT	LME	VL			17,500

RO	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LME2	Evaluation of Twaweza multi-component campaign in Uganda in relation to elections, including pre-and post-data, as relevant, and from multiple sources. Products: report, blog, ppt, paper.	Twaweza, country media, partners, global T&A	MIT & others TBD	LME	VL			200,000
LME2	Evaluation of Twaweza Uganda accountability star campaign, including pre-and post-data, as relevant, and from multiple sources. Exploring LSE as partner; others. Products: report, blog, ppt, paper.	As above	TBD	LME	VL			30,000
LME2	Lab-type experiment around Minibuzz (UG and TZ)			LME	VL			10,000
LME2	Evaluation of MJ (building on Reading U eval). If accountability idol doesn't go in UG, budget here. Or at MTR.			LME	VL			0
LME2	Ensure solid evaluation around music artists as agents of change (MIT, combined with our monitoring), for future implementation.			LME	VL			0
LME2	Comparative qualitative study of two models of supporting data journalism (UG & TZ), combined with quantifiable outputs.	Twaweza	consultant	LME	VL	PPE-E		0
LME2	Materials and findings from above shared actively, including methods and results, both formal (e.g., reports) and non-formal (e.g., blogs)	Twaweza, country media, partners, global T&A		LME	VL			0
LME2	**Output 4. Summative evaluation**	**Total**	**6,000**	LME				
LME2	Twaweza achievement in 2016 analyzed (e.g., outcome harvesting, or most significant change), through high-level consultants; country-based, and overall. Product: synthesis piece in early 2017; shared widely internally & externally.			LME	VL			6,000
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		**49,096**						
LME3	**Output 1. A learning calendar developed; data made available for management decisions**	**Total**	**4,096**	**LME**				
LME3	Following management schedule (QMT, mid-term review, etc.) internal monitoring data compiled and circulated			LME	SO			0
LME3	Cross country and cross units sharing and updates embedded in the learning calendar to foster organizational knowledge and understanding.			LME	SO			0

RO	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
LME3	Finance staff to attend trainings organized by the Accountants Professional Bodies (Finance cannot have its own budget for accountability purposes).		NBAA, ICPAK, ICPAU	LME	VL			4,096
LME3	**Output 3. Link to global knowledge**	**Total**	**5,000**	**LME**				
LME3	Monthly updates into the SF library of articles, reports useful for Twaweza			LME	MM			0
LME3	Participation in at least 3 key international T&A learning forums, e.g., TALEARN, GPSA, data4sdgs, etc.		TAI, MAVC, WB/GPSA	LME	VL			5,000
LME3	Post at least 1 blog or Learning Note monthly, content derived from LME activities / insights (total 12 posts per year)		Global T&A	LME	VL			0
LME3	Provide quarterly content for updating of LME page on Twaweza website (based on external evaluations; Mon updates provided by country)		Global T&A	LME	VL			0
LME3	**Output 4. Immersion**	**Total**	**24,000**	**LME**				
LME3	Annual exercise involving all staff to experience & connect with lived realities of East Africans. <u>Product</u>: ppt-based report on web, and at least 1 blog/guest post.	Twaweza		LME	VL			24,000
LME3	Engagement of 1-3 external experts to produce engaging outputs from immersion for external sharing (e.g., journalists, writers, artists, etc.). <u>Product</u>: At least 2 published articles per expert.	Global T&A		LME	VL			0
LME3	**Output 5. Interns.**	**Total**	**16,000**	**LME**				0
LME3	Young people engaged in productive short-term arrangement beneficial to the organization and fostering their own learning. Product: annual summary of exit interview reflections.			LME	SO			16,000
GENERIC OUTPUTS FROM UNITS			**41,400**					
	Various generic outputs	**Total**	**29,900**	**PPE-C**				
GOFU	Maintaining and finalizing standards and policies			PPE-C	RC	PPE-E	AE	0
GOFU	Release and update Twaweza blog			PPE-C	TY			0
GOFU	Archive maintenance			PPE-C	SM			1,200
GOFU	About Twaweza film			PPE-C	RC	PPE-E	AE	3,000
GOFU	Banners / folders etc. for general use			PPE-C	MC			1,400
GOFU	Developing and maintaining database of illustrators, designers, editors, translators, consultants for pre-tests			PPE-C	SM			0
GOFU	Refreshing offices			PPE-C	SM			3,800
GOFU	Website			PPE-C				0

RO	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
GOFU	Website			PPE-C	.DCO	WWO	BT	0
GOFU	Ongoing maintenance and hosting of Twaweza and Uwezo website			PPE-C	.DCO	WWO	BT	500
GOFU	Restructuring and update of current website including integration of Twaweza and Uwezo websites into one			PPE-C	.DCO	WWO	BT	0
GOFU	ToRs, scope of work, stakeholder survey (tbc)			PPE-C	.DCO	WWO	BT	0
GOFU	Consultant contracted			PPE-C	.DCO	WWO	BT	0
GOFU	Design and development			PPE-C	.DCO	WWO	BT	8,000
GOFU	Completion including testing			PPE-C	.DCO	WWO	BT	12,000
GOFU	**Regional Conference on What Works in Education**	**Total**	0	**WWE**				
GOFU	Organise a regional conference on WWE to share our insights and learn about what works (and doesn't work) in promoting learning	Education stakeholders and academics		WWE	KM	PPE-C	RC	0
GOFU	**Output 3. OGP learning hub developed as an online platform for collating and sharing learning on Open Government from around the world**	**Total**	6,000	**WWO**				
GOFU	Define ToR for developer	potential developers		WWO	BT			0
GOFU	Define ToR for consultant to work on initial content	potential consultants		WWO	BT			0
GOFU	Develop site software		developer	WWO	BT			3,000
GOFU	Populate site with initial content		consultant	WWO	BT			3,000
GOFU	Site launch (soft launch, online only)			WWO	BT			0
GOFU	Ongoing updates			WWO	BT			0
GOFU	**Output 4. An analysis of the political context for open government in each of the three countries is prepared, drawing primarily on existing data and research**	**Total**	5,500	**WWO**				
GOFU	Define ToR - framework and template report format			WWO	JK	LME	VL	0
GOFU	Conduct analysis in Uganda			WWO	JK	LME	VL	0
GOFU	Conduct analysis in Tanzania			WWO	BT	LME	VL	0
GOFU	Conduct analysis in Kenya			WWO	JK	LME	VL	2,500
GOFU	Publish online, with small number of printed copies			PPE-C	RC	WWO	JK	3,000
GOFU	**Output 5. Regional "What Works in Open Government Conference", bringing together practitioners and researchers for a critical conversation on the political context for and practical experiences of open government work across the region.**	**Total**	0	**WWO**				
GOFU	Concept note developed			WWO	BT			0
GOFU	Potential partners and speakers approached	HIVOS, DI, Internews, ACME, World Bank, etc		WWO	BT			0

RO	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
GOFU	Transport for invited participants			WWO	BT			0
GOFU	Accommodation for invited participants			WWO	BT			0
GOFU	Conference costs - venue and facilities, food and refreshments			WWO	BT			0
GOVERNANCE AND MANAGEMENT				**221,120**				
Gov/Man Success 1: Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports.				**20,000**				
GOV1	**Planning and Reporting**	**Total**		**20,000**	**ED**			
GOV1	Annual plans produced by each directorate, consolidated and approved by the Executive Director and Board, then posted online and shared with all donors. Plans are developed in a way that is helpful for internal operations and easy to follow for implementation and learning. Plans remain key document that guides activities and progress	Twaweza, Board, donors, public	All directors	ED	KdG	LME	VL	0
GOV1	Half year reports (both narrative and unaudited budget v/s expenditure) in agreed format produced by each directorate, consolidated, and discussed during the quarterly management team meeting, Board/donor meeting, and relevant monthly bilateral with the Executive Director	Twaweza, Board, donors	All directors	ED	VL	Ops	RM	0
GOV1	Annual report (both narrative and audited financials) produced by each directorate and consolidated, consistent with agreed reporting system	Twaweza, Board, donors, public	All directors	ED	VL	Ops	RM	0
GOV1	Annual planning retreat for high-level strategic discussions conducted, Directors involved in preparations	Twaweza, key thinkers, potential partners	All directors	ED	AE	LME	VL	20,000
Gov/Man Success 2: Management and strategic support provided to the Directors and entire team				**117,720**				
GOV2	**Guidance on management issued and overall coordination of Twaweza internal programs and operations is conducted**	**Total**		**117,720**	**ED**			
GOV2	Management team supported to better execute their duties through management training. This year includes tailor made management training and coaching by renowned company, linked to QMT	All directors, a few other managers	Center for Corporate Governance	ED	AE	LME	VL	8,000
GOV2	Monthly bilateral meetings with Directors are planned and entered into calendars in advance, and conducted monthly.		All directors	ED	AE	ED	FA	0

RO	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
GOV2	Dashboards developed to enable teams to keep track of outputs, progress, and results.		All directors	ED	AE	LME	VL	0
GOV2	Quarterly management meetings held in person three times/year rotating between Tanzania, Kenya, and Uganda, with all Managers in attendance.		All directors	ED	AE	ED	FA	29,720
GOV2	Weekly staff meetings held for information-sharing and documented. Technology permitting, meetings to be held jointly across East Africa.		All directors	ED	AE	ED	FA	0
GOV2	Workflows are documented and updated as required, and developed into SalesForce tabs. Clear milestones and deliverables to ensure complete running of the system by mid-2016.		IdeasInc (SA), Vera Solutions, other SalesForce developers	ED	AE	Ops	KM	30,000
GOV2	Specific independent advice to Twaweza to support further design and modification of the SF environment for Twaweza. (requested from Hivos under oversight agreement)		Independent consultant	ED	KdG	ED	AE	0
GOV2	Clear and accessible mechanism developed for gathering external feedback and responding systematically, especially concerns which can be reported by external parties. Concerns policy in place, and prominent feedback box on our website, and reporting mechanism in place.	General public, partners		ED	AE			0
GOV2	Hivos management fee, covering governance and management oversight and quality assurance, is paid in a timely manner.	Hivos		ED	AE	Fin	RM	50,000
GOV2	Twaweza's new strategy is discussed and implemented, and clarity is provided through a series of meetings and sessions with the team for strategic coherence.			ED	AE			0
Gov/Man Success 3: Twaweza has strong values, policies, and procedures, and staff are enabled to ensure compliance			**51,400**					
GOV3		**Total**	**51,400**	**ED**				
GOV3	Key values and ideas behind Twaweza articulated and promoted to better inform the way staff operate. A handbook/manual with key documents and associated material is developed and shared with all staff and Board; Three one day training sessions for all staff in KE UG and TZ.			ED	AE	ED	GBE	3,000
GOV3	Major decisions and policy clarifications issued through memos by the ED as needed and in a timely manner.		All directors	ED	AE			0

RO	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
GOV3	Creating understanding and compliance of policies.		All directors	ED	AE			6,000
GOV3	Human Resources and Financial Regulations policies reviewed and adapted annually or as critically needed.		All directors, Ops Manager	ED	AE	Ops	GS	0
GOV3	Systematic assessment of actual practice against policies (spot-checks) done continually by ED Office and once a year through external consultant, reports produced, and required actions taken.			ED	AE	ED	FA	2,400
GOV3	Full statutory compliance completed, including company annual returns, financial audits, property and income taxes, and immigration requirements.		All directors, Company Secretary	ED	FA	Fin	RM	25,000
GOV3	Contracts developed to high standards and managed/tracked well. Any disputes/concerns are handled in a timely and complete manner.		Law firm to advise as needed	ED	AE	ED	FA	5,000
GOV3	Approvals on contracts and payments administered.			ED	AE	ED	FA	0
GOV3	Fully IATI compliant with real-time link to Xero (consultancy costs)			ED	KdG	Ops	KM	10,000
Gov/Man Success 4: Governance Board and donors are consulted, engaged, and informed on all pertinent matters related to Twaweza			32,000					
GOV4		Total		32,000	ED			
GOV4	Governance Board exercising statutory and management oversight, and engaged to provide support, advise, and insight into Twaweza goals and strategy. Joint meeting with donors held twice a year, one in person and one via teleconference. Board packs shared in advance in a timely manner.	Governance Board	All directors	ED	AE	ED	GBE	14,000
GOV4	Develop and train the new Board, tailored training designed and delivered by an expert group.	Governance Board	All directors	ED	AE	ED	FA	0
GOV4	Donors are informed and engaged regarding Twaweza's activities and operations through reports and meetings. Two joint Board/donor meetings held per year, one in person and one via teleconference.	Donors	All directors	ED	AE	ED	GBE	1,000
GOV4	Fundraising conducted, and donor management tool developed and implemented (ideally via SalesForce).			ED	AE	ED	KdG	9,000
GOV4	Regional travel for the Executive Director and Director of Programs and Services to attend series of internal and external meetings.			ED	AE	ED	KdG	8,000
OPERATIONS AND FINANCE			111,129					
OPS	Operations and Finance	Total		111,129	Ops			

RO	Organization's Outputs/ Activities	Target Audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total
OPS	Ops Success 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place			Ops				4,500
OPS	OPS Success 2: Staff recruited and motivated to realize Twaweza goals in a supportive environment			Ops				30,856
OPS	OPS Success 3: Office and assets functioning optimally and well managed			Ops				7,810
OPS	OPS Success 4: Internal documentation and correspondence efficiently managed			Ops				0
OPS	OPS Success 5: Information technology			Ops				67,963
STAFF COSTS			**1,983,636**					
Staff	**Staff costs**	**Total**	**1,983,636**	**Ops**				
Staff	Programs			Ops				1,131,559
Staff	LME &PPE			Ops				507,726
Staff	Operations and Finance			Ops				344,351