

Annual Report 2018 – Detailed Narrative

Twaweza Annual Report 2018: Narrative Details

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Basic Education

Problem E1: Learning outcomes

In 2018 in Kenya no budget was allocated for problem area E1 due to funding constraints.

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

CONTEXT

Over the past eight years, Uwezo has gained momentum in collecting evidence in Uganda, Kenya and Tanzania on learning outcomes. Although learning outcomes have not shown significant improvement since Uwezo assessments started, the assessment results have been consistently and widely shared, and corroborated by other actors. This has been instrumental in successful advocacy, to shift the focus of education policy from access to quality as a measure of educational success in East Africa. In all three East Africa countries (Uganda, Kenya and Tanzania), this shift is manifested in the large and well-coordinated interventions, focusing more attention on these outcomes and on the search for ways of improving them, such as early reading programs. And as the search for measures to monitor indicators for Sustainable Goal 4 on education gains momentum, independent assessments such as Uwezo have gained attention at the global level.

WHAT WE DID

In Tanzania, we cleaned, analysed and entered the data for the 2017 assessment: for the first time this was done entirely in-house, building our own capacity to manage our data. A draft report was produced and will be launched, pending appropriate permissions, in 2019.

We also began preparatory work for the 2018 assessment. We sampled 2,100 enumeration areas, we recruited and orientated 70 district partners including district and assistant coordinators as well as village coordinators, and we recruited and trained 23 regional coordinators, 27 master trainers and 3 national facilitators. We produced all research tools and instruments as well as household-level give backs such as reading booklets and calendars. We also conducted a full district pilot before we decided that we had to postpone assessment activities until the following year due to issues with permissions.

The 2018 assessment also incorporated a range of SDG indicators; most particularly we were able to successfully pilot water quality testing in one district. And we continued to integrate technology into our toolkit with an electronic form for basic data capture, a supply of tablets for all partners, and a full district pilot to trial the use of technology.

In Uganda, we carried out a nationally representative learning assessment in 32 districts of Uganda covering 960 Enumeration Areas and 16,860 Households. In total, we surveyed 45,676 children between 0-16 years, out of which 29,430 aged 6-16 years were assessed in basic literacy and numeracy. A key feature of the assessment was the integration of selected Sustainable Development Goals (SDG) indicators into the survey, permitting large-scale testing of the quality of drinking water at household level by citizen-volunteers. The assessment will generate independent evidence on learning outcomes and SDG indicators that are generalizable at national and sub-national (district) levels. Beyond the

learning assessment, 43,000 story books in English and four local languages were distributed in the assessed households and communities to supplement household-level reading materials and boost a reading culture.

CHALLENGES

In one district in Uganda, we had to postpone the learning assessment to the first quarter of 2019. Despite the delay, we are confident that the data from the one district are comparable to data from the districts assessed earlier.

In Tanzania, the assessment stalled despite securing our standard research permissions. This was due to a change in the legal regime, whereby the government department to whom proposed research is deemed to be most relevant is required to provide an official endorsement before the National Bureau of Statistics (NBS) can provide maps and sampling frames.

We engaged extensively with the National Bureau of Statistics, and the ministries responsible for education and for local government to secure the requisite permissions. By the end of 2018 we had followed up on 19 different occasions in writing and in person. Sadly, our requests remained pending.

WHAT NEXT IN 2019?

Moving forward, in Tanzania, we will exert every effort to unblock permissions for the assessment. Once these are received we will expand the pilot for testing water quality and continue to integrate technology into assessment processes.

In 2019 in Uganda, we are finalising data analysis and report writing of the 2018 assessment reports (national and district reports). We will also experiment in two new areas to inform our work going forward: a household based assessment of young people's everyday adult literacy and numeracy and a pilot of Teaching at the Right Level in refugee contexts.

In Kenya we will conduct some one off desk reviews and qualitative studies to explore issues around the supply and demand of education.

Across the three countries, we will be preparing for the transition of the education domain through writing a new strategy for Uwezo and establishing new structures and systems as appropriate.

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 (Kenya, Tanzania, Uganda)

CONTEXT

Although the message around learning outcomes seems to have permeated at the national level, Twaweza research finds that sub-national actors tend to focus their assessment of the sector on examination results and often believe that school inputs are the key to addressing the learning crisis. Therefore sub-national communication has become even more critical. At the same time, there seem to be concerted attempts to improve, and show improved, learning outcomes. So we need to continue to share the data we collect and the insights they provide nationally as well.

WHAT WE DID

In Tanzania, we drafted the 2017 assessment report. We also managed to collect a number of success stories from the field through our district partners and volunteers. These stories demonstrate citizens taking action on education issues.

In Uganda, findings from the report on Uwezo learning assessment in refugee contexts were shared widely, including at a joint technical launch with the British Council attended by over a dozen key actors in the refugee sector in Uganda. We also convened a press conference on World Refugee Day to share the findings. This engagement resulted into 22 pieces of media coverage on the subject. The findings were further packaged into a joint policy brief with the British Council which was shared at the national launch of the Education Response Plan for Refugees and Host Communities. The report about learning in refugee contexts featured in global discourse through our presentation at the 2018 British Association of International Comparative Education (BAICE) conference in York, England and some of the findings were referenced in the 2018/19 Global Education Monitoring Report on Migration, Displacement and Education.

CHALLENGES

The assessment cycle, even at a reduced scale, continues to be all-consuming and leaves insufficient time for more content and engagement from the data. The reports and other outputs produced only scratch the surface of the data available.

WHAT NEXT IN 2019?

In Tanzania, we will need to push forward on the 2017 report launch and to be allowed to conduct the delayed 2018 assessment – this will be the core focus for us in 2019, aside from the ongoing integration of SDG indicators and technology into the standard assessment.

In Uganda we will be launching the 2018 learning assessment findings both at national and sub national levels. The findings will be packaged into a national report, a policy brief and district report cards to be used as a trigger for national conversations and debate about learning outcomes and selected factors affecting them. We will hold a policy and public launch of the findings. The former will be a closed meeting while the latter will be open to the public and the media. In addition, we plan to continue to collaborate with the National Teachers Union (UNATU), Federation of Education NGOs in Uganda (FENU) and the Parliamentary Forum on Quality Education to hold themed events at which selected findings from the assessment will be discussed.

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

CONTEXT

After five years of messaging around learning outcomes, Uwezo has moved from being a solo voice to being part of a chorus. Nationally the debate centres on what to do to improve learning outcomes and even sub-national officials are concerned with learning, although they largely continue to equate these with exam results and school inputs.

WHAT WE DID

In Tanzania, nationally, we shared data with MPs around the budget sessions in parliament on their request. We continued to maintain our strong links with national and regional or international coalitions and networks including Tanzania Education Network (TENMET), HakiElimu, Regional Education Learning Initiative (RELI), and the People's Action for Learning Network (PAL). In particular, we were a critical part

of Global Action Week for Education activities. We also organised joint seminars with universities. We were referenced in the World Development Report, TENMET reports and other World Bank publications.

We also tried to develop more specific advocacy messages from the data: at the beginning of the year, we held an event on inequalities in education resulting in 10 pieces of coverage and thousands of impressions and engagements on social media.

And we continued to engage extensively with the media, securing 75 pieces of coverage overall and entering into a partnership with Azam Media to produce weekly news clips on education and monthly talk shows: 16 clips were produced by year end.

In Uganda, Uwezo engaged at three levels in order to stimulate national-level conversations around learning outcomes. First, we presented papers at national conferences and participated in events where key education stakeholders were also present. These included paper presentations at the Reading Association of Uganda annual conference; and at the first African Curriculum Organisation conference, which was convened by the National Curriculum Development Centre. We also participated in the 25th Annual Education and Sports Sector Review 2018 (ESSR) where we moderated plenary sessions and shared our communication materials on learning as part of the Ministry of Education and Sports Basic Education department. Second, we participated and engaged in three quarterly FENU thematic group meetings; which gave us the opportunity to interact with other education CSOs, create synergies and advocate collectively to improve learning outcomes. Third, we engaged a selection of policy actors and education journalists at national and sub-national level in the Uwezo learning assessment as observers. This was intended to give them first-hand experience on how we measure learning and appreciate Uwezo findings. As a result of this engagement, seven online stories were published and nine radio records featuring stories related to journalists' involvement in the assessment were produced.

In Kenya, we developed two policy briefs from the Education Evidence for Action (ee4a) conference. We have also used the media to push for enhanced national discourse around learning outcomes, leading to enriched media coverage and debate that includes more data. Over the year, we were covered over 207 times (135 mentions in media reports; 30 interviews with and 42 live in studio TV interviews with Uwezo staff). As a result of the robust engagement with policy actors, policy-makers (both state and non-state) make reference to Uwezo / learning outcomes / education data for planning, in reviews or reports about the sector; and they proactively reach out to Twaweza for briefings on the findings. Two good examples are the heavy referencing of Uwezo in the Safaricom Foundation's current strategy, which has led to them investing in projects that support improvement of learning outcomes in three counties identified by Uwezo as least performing; and the invitation by the national curriculum development centre to collaborate on monitoring the pilot roll out for the new curriculum.

CHALLENGES

In some ways, with the entry of a myriad of interventions that address learning, Uwezo's messaging at national level has become less sharp in comparison with when we began. So we may need to consider repackaging the national assessment as a trustworthy independent barometer for all these projects and plans. In addition, Twaweza will need to push the data and nuanced messaging around what learning outcomes are and how they might be improved more at sub-national level.

WHAT NEXT IN 2019?

In Tanzania, we intend to focus on similar engagements – with coalitions, policy actors and universities – and to try to make direct links between our data and the issues being discussed in policy fora and other

events. We will also place greater emphasis on documenting success and outcomes from the extended feedback work.

In Uganda, we will do more targeted engagements with FENU, UNATU and the Parliamentary Forum on Quality education for a collective voice and to keep the debate alive and focused on learning for all children. We will also continue to engage strategic policy makers, technocrats and media personnel in Uwezo activities, both as observers and as critical friends.

Going forward in Kenya, Uwezo will participate, in a leading role, in the organizing of the 2019 ee4a national policy conference. Also as part of the ee4a consortium, we will also seek funding for the development of guidelines for policy makers in Kenya to take up research evidence. If granted, this may see Uwezo lead the way in developing the first set of policy engagement guidelines for the Kenyan education sector. We will also review the policy and legal frameworks in the education sector to produce reports that inform policy discourse.

In all three countries, we will document the Uwezo story focusing on its successes and lessons, as it prepares to transition from Twaweza.

E1S4: Policy debate stimulated at sub-national levels, building on the data gathered through the new assessment of learning outcomes as well as local-level open government at sub-national levels (Kenya, Tanzania, Uganda)

CONTEXT

Qualitative research conducted on behalf of Twaweza shows that sub-national officials who work in education tend to view exam results as the ultimate yardstick of learning outcomes. When asked, they frequently name inputs such as desks and classrooms as solutions to the learning crisis. So there is work to be done to try shift attitudes among the bureaucrats responsible for delivering education.

WHAT WE DID

In Tanzania, we completed our cycle of district launches, sharing 2015 data in a further 59 districts, bringing the total to 104. Each launch was attended by an average of 50 people (including district officials, teachers, students, parents, and ward and village leaders). Through these events and through our partners, a total of 6,500 district reports were shared with various actors. Each launch in 2018 resulted in an average of three pieces of coverage, with 177 pieces of localised coverage overall.

Most district launches were attended by government officials who discussed the findings and in some cases made commitments to address the learning crisis in their districts. In Gairo, we conducted the extended feedback pilot which was particularly successful in generating commitments from communities and leaders to improve learning.

We also produced quarterly newsletters for our partner network and a test booklet for dissemination to teachers, in partnership with the teachers' union, to support teachers to regularly assess the learning levels of their pupils.

In Uganda, we shared findings of the refugee report in three districts of Arua, Adjumani and Isingiro. In total slightly over 100 stakeholders participated in the dissemination events across the three districts. In addition, we launched the Beyond Basics assessment report in 9 of the 10 assessed districts. The events attracted over 200 stakeholders, who discussed and committed to take forward the conversation at

district level for collective action. We also enhanced our engagements at village level by embracing a facilitated advocacy approach to strengthen the capacities of Uwezo trainers and volunteers to spur debate and action to improve learning at this level. Some volunteers who underwent training acquired and demonstrated basic capacity to equitably involve key stakeholders in the conversation (including children) and generate collective action to improve learning and the quality of education in their communities.

In Kenya, Uwezo engaged with communities at the local level and schools on learning outcomes through the district partners. We shared summaries of the district reports on the levels of learning outcomes in selected districts, produced village posters and school commitment cards through which we elicited commitments from the local administration and school heads of the selected villages and schools, to ensure that all children attend school and learn.

CHALLENGES

In Tanzania, our major challenges continued to revolve around government engagement but in this case at the sub-national level. In Mpwapwa district the launch of the assessment report was delayed for two months from the original plan due to issues with local officials. In Nyasa district, the District Commissioner attended the Uwezo district report launch event as guest of honour, but later announced that she was withdrawing her participation and ordered all copies of the report to be collected from recipients.

WHAT NEXT IN 2019?

In Tanzania, we will continue to focus on engagement at the sub-national level, particularly around spatial inequalities in learning outcomes and stories of change driven by communities and local leaders. We will expand our extended feedback pilot to a further district as well. And we will, if all goes well, support our partners to carry out the delayed 2018 assessment.

In Uganda we will share findings from the 2018 learning assessment both at national and at sub national level, and we will continue to consolidate gains from embracing a facilitated advocacy approach to sub-national engagements.

In Kenya, given budget constraints, we will focus our engagement at the national level.

Problem E2: Ambitious Curriculum

E2S1: Evidence (including from teachers) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation) (Kenya, Tanzania, Uganda)

E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform) (Kenya, Tanzania, Uganda)

These two successes naturally need to be read together in particular because the entire research process has been consultative.

CONTEXT

The core hypothesis in this area of work is that curriculum reforms are generally driven by a political rather than an educational agenda and consummately those reforms are not driven by evidence. In Tanzania, this pattern showed signs of being broken as government kicked off a process to develop a framework for primary curriculum reform to guide the development of future changes. In Uganda our initially cold reception from the curriculum development centre has turned into an enthusiastic acceptance of the value of the methodology such that we are on track for adoption of the methodology by government. In Kenya, a much vaunted new curriculum continues to hang in the balance in terms of implementation.

WHAT WE DID

In Kenya we agreed with the Kenya Institute of Curriculum Development to pilot, in two counties, the use of the Surveys of Enacted Curriculum (SEC) approach to monitor implementation of the reformed primary curriculum. Unfortunately, the reformed curriculum was never rolled out, instead a second pilot phase was deemed necessary before full implementation.

In Tanzania we finally filled, on a long term basis, the vacant staffing position and had the new officer trained on application of the SEC methodology. We reached out to two key government players and added them to our panel of experts – the Tanzanian Institute of Education (TIE, curriculum development body) and the National Examinations Council of Tanzania (NECTA). We conducted initial training and validation engagements with key players on education curriculum matters in government, higher learning institutions and the panel of experts. Using some of the evidence we have gathered, we made contributions to the ongoing development of a framework document for the reform of the primary curriculum in Tanzania.

In Uganda analysis outputs for all the four core primary-level subjects were generated and detailed interpretations done for two – mathematics and integrated science. A key finding relates to the very low alignment levels existing between the intended, enacted and assessed curricula. We also engaged more deeply in sharing our evidence and elaborating the SEC methodology with the National Curriculum Development Centre to enthusiastic reception.

CHALLENGES

The SEC methodology continues to be valuable but it is time-consuming: training even new Twaweza staff took much longer than anticipated. In addition, rapid personnel changes in government in Tanzania meant that we had to reconstitute and (re)train our panel of experts to ensure the relevant government agencies were still on board. We also underestimated the internal technical expertise required in

interpreting the subject analyses: in Uganda we were unable to generate detailed interpretations of the outputs in Language and SST which prevented engagement work around these findings.

WHAT NEXT IN 2019?

In Tanzania and Uganda, we will finalize the remaining analyses, and undertake in-depth interpretations and syntheses mainly focusing mainly on two subjects at primary level to bring out thematic narratives regarding curriculum content progression, alignment, relevance and some other cross-cutting aspects. We will engage more deeply with the key curriculum institutes in both countries to develop their capacity to independently take forward the curriculum analysis work post-2019. As Twaweza transitions out of the education domain, a key focus for the second part of 2019 will be to smoothly transition and hand over this work to the two target government institutions.

Problem E3: Motivated Teachers

E3S1: An overview of rigorous evidence on ‘What works in improving teacher performance/motivation’ is produced, shared and debated (Tanzania, Uganda)

CONTEXT

For many years, Uwezo data have highlighted the learning crisis in East Africa. In Tanzania, 38% of children aged 9 to 13 are able to read and do arithmetic at Grade 2 level. When critiques of the methodology from government finally dried up, they were left asking Twaweza what could be done.

One critical ingredient was teachers and teacher motivation in particular. The World Bank (2015) found that 47% of primary school teachers were absent from their classrooms during announced visits. Increasing teacher salaries without conditions does not improve learning. Teacher performance pay that depends on the skills that children have learned can improve learning and boost teacher morale, in a fair, transparent and cost-effective way.

Therefore in 2013, Twaweza began the first phase of KiuFunza, a large, nationally representative, randomized control trial in education to test the impact of teacher bonuses on student learning levels. The ambitious goal is to insert the principle of learning-centred teacher performance pay into the primary education system in Tanzania. KiuFunza is currently collaborating with two ministries in Tanzania and with the RISE (Research on Improving Systems of Education) Tanzania research team to test a scalable performance pay system.

WHAT WE DID

KiuFunza research activities focused on (1) carefully documenting and presenting the results of our earlier KiuFunza I-II implementations and results; and (2) preparing the impact evaluation of KiuFunza III, a simple and scalable KiuFunza implementation using government systems, personnel and data.

(1) KiuFunza II found that a simple skills-based performance pay system is cost-effective and delivers an additional one-third of a year year of learning to students. Ideas and research findings from KiuFunza II were presented and debated at a RISE Tanzania education policy stakeholder meeting; and were published as blog posts by Twaweza and the World Bank in 2018. The research paper was presented at several international conferences, and received praise and constructive feedback.

The KiuFunza I paper – which emphasizes positive complementarity effects between incentives conditional on learning, standard school grants and learning – was submitted to the Quarterly Journal of Economics, the most selective and prestigious outlet possible. After an initial rejection it was accepted early 2019, a powerful signal of the quality of the KiuFunza evidence.

(2) We have successfully set up a research partnership with RISE Tanzania for the KiuFunza impact evaluation. This ensures high-quality independent impact evaluation, but also means that Twaweza is not responsible for the research budget.

CHALLENGES

The large investment in KiuFunza research has started to yield sizeable returns, as evidenced by the high level QJE publication secured in 2018/19. A challenge for Twaweza, working with four-year strategies, is the slow (“coffee plant type”) process of about five years from initial data collection to publication submission and acceptance. Part of this process is the unavoidable time required to implement and

measure effects, part is analysis, writing, presenting and getting feedback. Part of this is time to get accepted at a top journal (QJE accepts only 2.5% of submissions). We believe such outputs will be instrumental in promoting the “cash on delivery” idea of KiuFunza among policy makers and donors. Going forward we will continue to aim for high level publications and visibility, while making results accessible via other channels and formats as fast as possible.

WHAT NEXT IN 2019?

We will continue to present evidence on performance pay generally and the Tanzania “home-grown” KiuFunza model in particular. We will do this at both the (domestic) policy level as well as the (global) academic level. At the policy level we will respond to a clear interest in implementing pay for performance contracts by the Ministry for Local Government (PO-RALG).

E3S5: A Twaweza-Government teacher incentive program pilot (KF III) is designed and 2019 implementation prepared (Tanzania)

CONTEXT

Twaweza began in 2013 to test the impact of teacher bonuses on student learning levels. Three bonus models were tested as proof of concept and provided important design lessons. The first major lesson was that KiuFunza teacher incentives improve learning of the incentivized subjects, without negative spill-over effects. Second, a simple incentive model based on skill levels works at least as well as a much more complicated model. In the next phase of KiuFunza, we use these design lessons and aim to develop a scalable version of the program in collaboration with the government, particularly by lowering unit costs and simplifying implementation.

WHAT WE DID

2018 was the starting point for a range of preparation activities to achieve a simple, intuitive and low cost KiuFunza III implementation, including: getting in-depth teacher feedback on previous KiuFunza design features; developing and piloting a written KiuFunza test for Standard III; preparing low-cost digital data capture technology; introducing Government data into the KiuFunza data infrastructure; introducing Government personnel into the KiuFunza implementation teams; partnering with RISE (Research on Improving Systems of Education) to organize and fund the impact evaluation of KiuFunza III. During the year several trips to Dodoma were made to engage our implementation partners, provide update reports and receive feedback.

CHALLENGES

We have in place the data tools to implement KiuFunza. A challenge we have encountered is to replace data we collect ourselves by data already collected by Government. One example is teacher assignment data (for example, which individual teaches Kiswahili in Standard II in school X?). We have found that this data is not available centrally at this moment and thus needs to be collected by our teams. Our aim is to obtain as much access to existing data as possible and only collect data that are not available centrally.

WHAT NEXT IN 2019?

In 2018 we managed to complete the design changes and practical preparations necessary to start the implementation of KiuFunza III, as planned, in 2019. This does not mean we will now fly on auto-pilot: we will have many tactical and operational decisions to make and we will continue to develop our execution. This involves ironing out implementation details, e.g. on student test data capture using

mobile phones; and documenting our experiences and research to engage our implementation partners, both at the field and at policy levels.

E3S6: Government is engaged and supportive in KF III design and preparations (Tanzania)

CONTEXT

The support for KiuFunza from our partners has survived government re-shuffles and, although there are many potential barriers to overcome, the interest and engagement in a tested solution is strong. The KiuFunza Memorandum of Understanding, documenting the collaboration between the education ministries and Twaweza, was fully executed at the start of 2018.

WHAT WE DID

On the program side we have continued to meet with the two partner ministries over the course of 2018; including a design presentation in April, which led to a few change requests but also a letter confirming the overall design proposed. We received the permit letters required to start our work in 2019. The Ministry of Education has assigned a group of quality inspectors to become part of the implementation team. On the research side we have opened a communication platform for KiuFunza results through the RISE Stakeholders meetings.

CHALLENGES

2018 was generally a challenging year for Twaweza in terms of Government relations, permits and legislation. The KiuFunza team had anticipated that this would make stakeholders less accessible and the policy process more difficult. Fortunately, we did not find this to be the case. Looking forward, we see the KiuFunza collaboration as a viable platform for continued communication with Government. To keep this partnership growing will require continued Twaweza commitment in the KiuFunza collaboration.

WHAT NEXT IN 2019?

We are starting our collaborative implementation of KiuFunza in early 2019, preceded by onboarding and training of our joint implementation teams. We will continue our public and policy communications in 2019, via a Dodoma launch event, and through our regular partnership and RISE meetings. Through our networks we receive the message that there is serious consideration of performance contracts at various levels of the civil service, and in donor circles. We are therefore hopeful that working on performance pay for teachers is practically meaningful and comes at the right time to influence a wider governance paradigm that embraces accountability and motivation in the civil service.

Problem E4: School Management

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

E4S2: Evidence on what works in improving school leadership is shared with head teachers and other key actors in education to inspire improved school leadership (Kenya, Tanzania, Uganda)

Again, the two successes blend naturally together given that the research process has been consultative.

CONTEXT

Our positive deviance studies in the three countries unearthed locally-generated solutions to the learning problem that are pretty consistent with premier global evidence of what improves learning in developing countries – highlighting the key role of the head teacher in creating child and teacher support systems at the school, promoting parental engagement, securing backup of other key players both at the school and the local community, and fostering teacher effectiveness in the classroom.

WHAT WE DID

In Kenya and Uganda, we conducted validation sessions for the unearthed strategies/practices and also secured commitments to adapt the most relevant practices for each school. These validation sessions brought together the schools identified as positively deviant and the ‘regular’ schools, district/county education officials, teacher trainers/tutors, parents and school governing boards/committees. The conversations at these gatherings were energizing and inspiring for all the participants, as even the positively deviant schools acquired new insights from their peers who equally have unique strategies to enhance learning – not to mention the incredible networking opportunities that would facilitate future peer support at all levels.

In Tanzania, a positive deviance study was conducted in two districts and unearthed a number of insights and practices to help tackle the learning crisis. The findings were shared internally and with high level ministry of education officials in Dodoma. However, because the studies are qualitative and the methodology requires acceptance and adoption to be fully successful, we again opted to hold validation sessions for the findings. However, we have thus far been unable to secure government authorisation.

CHALLENGES

In both Kenya and Uganda, the constrained funding situation meant that we were unable to monitor and support schools in implementing their commitments. In Tanzania, we spent most of the year unsuccessfully chasing research clearance for the validation sessions to no avail.

WHAT NEXT IN 2019?

In Tanzania we will press on with the efforts to secure clearance and conduct the validation sessions. However, we may also have to explore alternative approaches if this continues to be a challenge. In both Kenya and Uganda, we will reach out to the schools that made commitments during the validation sessions and provide guidance support for effective implementation of these commitments. We will also hold local-level dialogues geared at initiating and developing local networks that will sustain this work in the respective school communities. A regional forum will be held to share our findings and popularize the positive deviance methodology in promoting learning in East Africa. As Twaweza transitions out of the education domain, a key focus for the second part of 2019 will be to smoothly transition and hand

over this work to the communities, schools and the outreach support function of the teacher colleges in the study districts in Uganda. We will have no activities in Kenya in 2019.

Open Government

Problem O1: Access 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 (Kenya, Tanzania, Uganda)

CONTEXT

Due to budgetary constraints, and according to the revised annual plan, this area of work was only addressed in Tanzania.

In Tanzania, Twaweza faced the effects of the restrictions on civic space, and free expression in particular, more directly following the release of our political opinion poll. We have subsequently been unable to release further data using our mobile phone poll infrastructure. More broadly, the administration continued to exert control over different domains, continuing harassment of: journalists and media houses, politicians and their parties, activists and organisations. But the preliminary shock was also wearing off: a few people found their voices, a few court rulings were progressive and a few new groupings came together. Digital spaces are fast becoming a major new front for activism. They have become increasingly important as more and more people gain access, and since traditional media have faced greater pressure that has impacted content.

WHAT WE DID

2018 in Tanzania was the year of Twaweza rolling our sleeves up and getting involved in the process of policy development and cutting our teeth in the legal system. From online content regulations to defending activists to supporting the NGO policy review and presenting at numerous parliamentary hearings, we learned a lot about the inner workings of government. We supported and advised on a case challenging the particularly restrictive online content regulations. The case was ultimately found in favour of the existing law, but, all the preliminary objections from the government were struck out with the judge ruling that the substantive case should be heard. We also provided support for a potentially precedent-setting case in defending a young student activist. This particular court case had wide-reaching implications because it marked the first use of the Cybercrimes Act (2015) to prosecute private one-to-one communication and was highly publicised. Fortunately, this case was ruled in the student activist's favour and the young man is back in university. So we had two very different types of initial litigation. We learnt a little about the mechanics of cases but since our role was more analytical and advisory we still have a way to go.

We were also able to work more deliberately on coalition-building, again with mixed results. Early in the year, we tried to bring together five television stations who were fined by the communications regulator on illegitimate grounds for some joint action. However, none of them were willing to challenge the fine. Later we supported two different organisations to collect inputs from across the country on the new NGO Policy. Unfortunately, this process was over-taken by events and appears to have been shelved by the government. Instead, later in the year, new requirements were issued for NGOs. This was accompanied by a push for all non-profit organisations to be registered as NGOs which we have thus far managed to resist (Twaweza is registered as a not-for-profit company limited by guarantee). Our current registration means that we cannot be unilaterally closed down without cause and due process being followed. We tried to organise civil society organisations in a similar position to ours in terms of registration to sign a letter seeking clarification around the legal status of those organisations registered

outside of the NGO law. However, the organisations were fearful of the context such that none of them were willing to sign.

CHALLENGES

Although the work continues to be fairly reactive – despite attempts to be strategic, often restrictive moves come thick and fast and need response – we are working to build longer-lasting alliances, and take a more tactical approach to messaging and narrative-building. However, the context may become even more polarised as elections approach.

WHAT NEXT IN 2019?

In the new strategy, this area of work devolves fairly neatly in to the third mission area of protecting open civic space. We will expand our strategic litigation work looking particularly at precedent-setting, critical cases in regards to civic space and exploring class action and community driven litigation. Coalition-building is an important tool and outcome for us moving forward; we will actively seek to bring together diverse actors in defense of democracy.

O1S3: Frameworks for implementation of access to information and freedom of expression legislation in place and in use (Uganda)

This area of work was subsumed under O5 – we are conducting four separate studies investigating civil servants’ and citizens’ attitudes to access to information and participation with a view to designing a pilot intervention.

We did not follow up further on our initial support to the open contracting portal due to the technical nature of the work which does not lie in our area of expertise. We are happy to have contributed to the initial stages of the portal, to get it off the ground. We will continue to review the portal from time to time and track use. We will also continue to be opportunistic about supporting government efforts on transparency and participation in the new strategy, although at local levels, as part of our work on citizen agency.

O1S4: Wider engagement by civil society (beyond Twaweza) and government to review second OGP Action Plan and formulate third Action Plan

CONTEXT

Given the national withdrawal from the Open Government Partnership (OGP) and warnings to Kigoma-Ujiji Municipality to discontinue its relationship with the initiative, this area of work evolved into supporting a permanent dialogue between citizens, civil society and local government in Kigoma- Ujiji Municipality. The idea is to build on the responsive posture of the local government, the appetite for voice and participation among citizens and support the building of a transparent, accountable and participatory local government.

WHAT WE DID

Although we had initially wanted to establish an open governance technology driven hub in part driven by local government demand for better connectivity and technological capacity, after further investigation of the feasibility of this, we decided to adjust course. We wished to focus on capacitating both groups: local leaders and Kigoma’s citizens, along with supporting civil society to function as more of a bridge between the two. We also chose to support a small number of engagements between government and citizens - to demonstrate the value of democratic values and processes. The plan was to embed personnel support for three months on-site in Kigoma to provide training and support for

officials, support and mentoring to civil society and to oversee animation work in the area as well. Animation has previously unlocked local problems and improved people's attitudes towards engaging in local governance through participatory research. We worked with our partner, Tamasha, to adapt the existing model to integrate it more with existing process and to seek high level endorsement and codification of some of the processes, to make it more sustainable.

Unfortunately, the political context became even more difficult, with the Mayor (a key open government champion) suspended and permits for the animation work delayed by six months.. Nonetheless, by year end, our partner Tamasha had trained the animators in the first district of Mbogwe with plans to move into Kigoma-Ujiji in early 2019.

The support to civil society, however, was not as significantly affected by these types of issues and, across 19 wards, they were able to hold (by August): one joint meeting with all ward councilors, ward executives and streets chairs; engagement meeting between local government and civil society organisations; 5 public rallies (160 people each) bringing together citizens and leaders; engagement meetings between civil society organisations, Mayor, District Executive Director, monthly women's meetings; weekly thirty minute media programs; monthly discussions at Meza ya Duara (public roundtables).

CHALLENGES

Given that Kigoma is perceived to be an opposition stronghold, working intensively there continues to be challenging. At the same time, we do believe there is potential for a demonstrative effect for the possibilities of responsive government and active citizenship. We were also unable to make use of the JamiiForums partnership to promote this area of work as we had planned because of the difficult political context.

WHAT NEXT IN 2019?

We continue to work on the animation project in partnership with Tamasha. Since this will be combined with the delayed support to the local government (the local political tensions have thawed somewhat), we believe there continues to be potential in this work in demonstrating local citizen agency and modelling responsiveness.

Problem O2: Quality of Government data

O2S1: Uwezo and Sauti datasets published consistent with open data principles (where available) (Tanzania)

NO WORK PLANNED IN 2018.

O2S5: Access to information audit applied (Tanzania)

CONTEXT

Despite the growing restrictions on civic space, access to information trends have, at least in discourse, gone the other way. An access to information law was passed in 2016 and in 2018, a number of ministers encouraged local government officials to give citizens information. Yet there are limits to the transparency that is being cultivated which raise a range of contradictions for this area of work.

Recently enacted Access to Information laws in Kenya and Tanzania theoretically turn lofty constitutional provisions for public access to information into something more practical, though in neither case are the laws yet fully operational. In Tanzania, for example, the Regulations for operation of the ATI Act were published in December 2017, over a year after the passage of the law itself. However, despite these delays, citizens' can still request information, and government agencies should ideally provide the information requested.

WHAT WE DID

We made limited progress on introducing open contracting to Tanzania or in promoting government transparency initiatives. On open contracting, we did some initial outreach to organisations in the same field. We found that it may not be an opportune time for such an initiative. In addition, even contracts that had been ordered public by the courts remain sealed so initiatives in this direction seemed unlikely to succeed. And promoting transparency work in a context in which it is at best partial, or at worst deliberately selective, felt disingenuous. We removed this budget at the mid-term review but we did use the opportunity of supporting the annual forums of local government authorities and government communications officers to promote access to information.

CHALLENGES

Across the strategy period, this has been the success that we have been unable to influence. Its success or failure has been largely outside of our control. At the end of 2018, amendments to the Statistics Act also restrict the supply of independent data as well.

WHAT NEXT IN 2019?

We will no longer work on the supply of government data. However, we do intend to apply an access to information audit in Tanzania (for the second time) and Uganda but make greater use of this at local level, to inform and support our citizen agency interventions.

Problem O3: Independent monitoring & public opinion

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

CONTEXT

Since its official launch five years ago Sauti za Wananchi has been instrumental in ensuring citizens' voices, feedback, perspectives and experiences are included and heard in public debate and the national development agenda. The initiative enjoys a range of partnerships with national and international organisations and government in the three countries, testifying to its credibility, rigour and relevance. At the same time there is a growing tide of populism, authoritarianism and robust nationalism that affects the acceptability of the initiative in different ways. Most pointedly in Tanzania but also in Kenya and Uganda, the ground has essentially shifted in a negative direction. There are growing questions being asked by detractors including whether citizens are qualified to comment on these critical debates, what the value and purpose of political approval polls is, whether human rights matter and consequently whether views on these areas should be collected, and who is qualified and how they should be allowed to contribute to national discourse.

WHAT WE DID

In Tanzania we began calling our Dar es Salaam panel for their views and managed to conduct four call rounds as planned. We also continued engaging our national panel in seven call rounds in total. We conducted four public launch events, two on governance topics and we secured 244 pieces of media coverage across the year. However, the environment became increasingly restrictive and we sometimes struggled to secure government participation at our events. However, the main Sauti za Wananchi story for 2018 has to be the strong reaction received to our annual political approval poll. Following the release of two briefs in July which included the participation of the ruling party spokesperson but showed negative views about the administration, Twaweza has faced a number of legal and administrative challenges such that we were unable to release any further data in 2018. Finally, towards the end of the year, the law was formally changed requiring us to seek permission to publish all statistical information. We navigated the terrain, continuing to engage constructively and carefully with government and media to ensure that this important work is allowed to continue.

We closed our Tanzania and Kenya panels at the end of the year with a historical high average response rate of 75%+. In Kenya, we conducted all four planned call rounds and collected a fifth round of data for Amnesty International. We held seven public launches on a range of topics and secured 89 pieces of coverage.

In Uganda, after 18 months, our panel maintains its impressive 95%+ response rate. Although we only conducted two call rounds in partnership with other actors, we held five launch events which generated 76 pieces of coverage (more Sauti za Wananchi coverage was secured through our data journalism initiatives, see O4). We also ensured the participation of high level government officials at every launch and got feedback that the government use our data in their citizen dialogue meetings (*Barazas*). Finally we were able to exert questions into a just commencing call round to collect data on the social media and mobile money taxes, as part of the advocacy efforts against the same, that were presented via the Civil Society Budget Advocacy Group to parliament and ultimately contributed to a review and revision of these taxes.

CHALLENGES

Public authorities are growing less tolerant to divergent opinions and critical feedback. The government of Tanzania has enacted and continues to propose restrictive laws that will further constrain activities of civil society in Tanzania. As things stand, we cannot publish or collect these data in the country. We have cut our teeth on careful, constructive engagement in a fraught and pressurized context and we will continue to develop our strategies. Thus far we have proposed a new modality for public release of Sauti za Wananchi data and to remove any questions around political approvals (similar to the model developed in Uganda).

In Kenya, politics dominate the headlines and so we compete for space with the myriad of other actors engaged in important activities. We will look towards new uses, and complimentary engagement strategies, for the data to influence public and policy discourse.

In Uganda, although we are broadly accepted and acknowledged within government, there is the constant sense of an ever-present line of acceptability meaning that we are cautious in our approach.

WHAT NEXT IN 2019?

As with a number of open government activities in Tanzania, much hangs in the balance. The plan is to seek required approvals and establish a new panel in Tanzania (and Kenya). We also hope to engage local officials with our representative sub-national data and understand the utility and effectiveness of collecting citizens' views at this level. Sauti za Wananchi feeds nicely into our second mission area in the new strategy of enabling citizen voices to be heard and taken seriously in decision-making. However, in case of not securing the required permissions, we are also exploring alternative mechanisms to maintain our visibility and legitimacy for our advocacy including qualitative research, village level data with the ministry for local government and a network of civil society monitors.

In Kenya we will establish a new panel and explore different modalities for engagement with media and policy actors given challenges in the media space, pushing for more direct interactions with and disseminations to government, and encouraging the use of Sauti za Wananchi data as a reference in stories rather than as a news item.

In Uganda, we will continue to look for opportunities to feed the data into government processes, liken the *Barazas* and the national dialogue process, and conduct a midline field visit to our respondents.

Problem O4: Data intermediaries and users

Success 1: Nascent data journalism culture emerging in media (Tanzania, Uganda)

CONTEXT

In Tanzania and Uganda, growing interest in the use of data in journalism has never quite been matched either by the capacity of journalists or willingness of editors. With ever-greater amounts of data becoming available from Twaweza, from the Open Data portal, and from other sources, there is huge potential to increase the use of data in the media.

WHAT WE DID

In Tanzania, this area of work has always been characterised by institutional partnerships whether with media platforms – in 2018, Mwananchi Communications (newspaper) and JamiiForums, or content creators – or as previously: data intermediaries like Code for Africa. We also continued to work with Wajibu to make audit information accessible. However, it seems they are unable to complete the local government financial accountability index at this stage. Although there has been progress, it is still not well developed.

In Uganda, we pioneered a new model of building data journalism. We began by sending weekly mail outs to journalists containing 2-3 data points relevant to topical debates. We tracked which of these journalists made use of these data and then we offered them small field grants to travel to rural areas and write more in-depth data features. We identified 17 journalists with an interest in data journalism and each of them produced five or more stories from the field, based on data. And we have created a stable of journalists eager to work with data.

We also with Uganda Radio Network to promote data journalism including 16 feature stories shared with over 60 partner radio stations across the country, four local talk shows and four national perspectives radio feature programs shared with partners for broadcast.

We support data journalism awards in Tanzania but are not yet seeing a significant rise in the number of entries. The budget to support the prize in Uganda was redirected to expand the field grant pilot given that success. We are yet to see the effects of the prize as an incentive to build general enthusiasm.

CHALLENGES

Again the context in Tanzania became challenging. The changes to laws governing statistics were initially claimed to mean no media could publish any data without permission. We were also occupied with some of the push back we were working against following the launch of our political approval poll such that we were unable to deliver on the data visualizations and the COMNETA partnership.

WHAT NEXT IN 2019?

This is no longer a core area of work in the new strategy however given Twaweza's volume of data production, we will always continue in one way or another supporting data journalism.

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

Not in 2018, study completed 2017.

O4S3: At least one intermediary outside traditional media is demanding, using and communicating data (based on scoping study findings)

Subsumed in S1 in Annual Plan

Problem O5: Unresponsive government

O5S1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship) (Tanzania)

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)

The above two successes are combined to cover a series of research studies in Uganda. In Tanzania, the Positive Deviance study around local authorities was not completed: lack of staff in unit, partnership initiated at year end, moved to 2019.

CONTEXT

In East Africa, despite the existence of fairly dysfunctional spaces and opportunities for citizens to engage meaningfully with their governments in addressing issues of public interest, there exist pockets of effective citizen-led initiatives for meaningful engagement with the State. In the context of shrinking civic space and increasingly unresponsive governments, it is important to identify, analyze and document innovative citizen-led initiatives that enable ordinary citizens in the three countries to interact productively with their governments. Once we identify these case studies, we conduct comprehensive assessments on what worked well, what did not work well and the status and sustainability of such initiatives.

WHAT WE DID

In Uganda, building on previous work conducted around implementation of the Access to Information (ATI) Act, we worked with the Association of Ugandan Professional Women in Agriculture and Environment (AUPWAE) to comprehensively assess the emergence, implementation, outcomes and current status and future plans of three distinct cases of citizen-government interactions in solving development problems at the community level.

The first case study was in Namutumba District where Namutumba NGO Forum coordinated Neighborhood Assemblies to bring together local residents, local governments particularly at Local Council 1, Local Council 3 and Local Council 5 levels, and other key stakeholders to deliberate and make recommendations to respective stakeholders particularly local governments. The second case study was in Amuru District where African Youth Development Link coordinated Youth Parliaments to provide an independent platform for youth in engaging with local governments and other key stakeholders in addressing social and economic problems in their location. The third case study was in Moyo District where a local radio stations runs a daily radio program named Fix My Community whereby listeners call in to discuss issues with invited guests who are usually relevant government officials such as responsible Ministers depending on the sector under discussion.

In 2018 we completed the design for the above assessment, contracted AUPWAE to undertake the work and received the first draft report.

CHALLENGES

Identification of capable consultants to partner in undertaking this assessment took longer than expected. However we received strong consultancy proposals and used the opportunity to expand our database of potential consultants to work with in the future.

WHAT NEXT IN 2019?

In 2019 we will finalize the assessment reports and widely disseminate the findings to demonstrate that citizens are actively mobilizing and organizing on their own in solving communal problems.

Dissemination will include feedback meetings in each district with all relevant stakeholders to share, validate and update the findings from the assessment. We will use dissemination events to expand and improve our relations with key stakeholders, particularly local governments. Depending on the current status and future plans of these initiatives, we plan to identify opportunities for collaboration with citizens and the coordinating organizations in strengthening these initiatives.

O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens (Tanzania)

Subsumed under O3 – Sauti za Wananchi.

O5S5: Citizens demand implementation of their own priorities from among government commitments and mandate, likely focusing on young people (Tanzania)

CONTEXT

In Tanzania, citizens and national government officials do not have many opportunities to interact, even for MPs, only 2% of citizens report ever contacting their MP. In this context, elected officials beyond a very local level can seem distant and inaccessible; citizens feel unable to hold them to account and they often doubt citizens' capacities to make critical decisions. For young people the problem is particularly exacerbated by their sense of marginalisation even from community members: they feel their voices are not valued or heard and see no point in participating in government processes.

WHAT WE DID

In Tanzania, building on work done around the elections in 2015, we worked with Well Told Story to run a ten month sustained campaign on governance. The campaign was informed by intensive baseline research which allowed us to develop a rejection and adoption scale for participation and accountability among youth. Messaging revolved around the concept of fractal democracy or democracy in everyday life, from family to school to sports, and on celebrating those who did stand up for theirs or others' rights. The research had revealed that government was too distant for most young people and that those young people who were vocal or active were often perceived negatively. The social media campaign gained traction over time with increasing conversations among young people online about these issues. A fuller evaluation is to be finalised by the end of April 2019.

In addition, the final research report from the *#MbungeLive* pilot came in with some mixed but interesting findings. In the short time, the show increased constituents' knowledge of their MPs' promises and their likelihood to believe she might keep those promises. Anecdotally, the in-constituency screenings also created a dynamic and immediate accountability loop because representatives of the MPs or sometimes the MPs themselves were forced to answer tough questions about where they chose to invest, in what and why. Many of the constituents in the episodes complain that they are unable to

access their MPs so the screenings offered a rare opportunity for their voices to be heard. And in many ways the fear and unwillingness to be critical that is apparent in the recorded show seems to fall away.

Thus in 2018, we pursued scale up of this pilot. We took time to refine the design and ensure the research was designed alongside so each arm could inform the other. This process took time but by the end of 2018 we had first drafts of fifteen episodes of the show, ready for in-constituency and national airing in 2019.

CHALLENGES

There are greater regulations at play for all civil society work in regions across the country. This has caused delays in almost every project and has often created sensitivities around the work. The restrictions on civic space and push towards centralisation have also further pushed many young people away from participating in local decision-making processes.

WHAT NEXT IN 2019?

The lessons and experiences from four years of implementing this area of work have fed into the conceptualisation of the mission areas around voice and participation in the new strategy through media campaigns and products, community-based engagements and support to local authorities that are seeking to be more responsive.

O5S6: Special initiative - Public Agency; the Public getting involved in solving educational problems such as Teacher's absenteeism and ensuring that they are participating in improving the Quality of Education

CONTEXT

The concept of Public Agency speaks to the heart of Twaweza's theory of change. Across 2016 and 2017 we attempted a complex, iterative set of pilots in Kenya, Uganda and Tanzania to see if we could create new and enhance existing spaces for collaboration between citizens, service providers and local officials.

In Tanzania we designed a community discussion, joint data collection initiative culminating in an award for most present teacher. A school prize was introduced after feedback from the baseline. While the Kenya and Uganda pilots were completed in 2017, the Tanzania work carried over into 2018. We were delayed by issues around permits, our own capacity, and even bank closures. But finally, at least in one district, progress was made in 2018.

WHAT WE DID

Over the course of the year, over 80 community, ward and district leaders and community members monitored schools in all the wards in Mvomero district together to check on teacher presence. This joint work was a first for almost all the participants. By the end of 2018, 15 winning teachers from five wards had been identified ready for their prizes in the first quarter of 2019. Local government officials were kept updated throughout the project.

CHALLENGES

Although we tried to support our partner in Ilemela through the closure of their bank account and loss of their funds, we continue to face challenges with their delivery and will need to negotiate with them for the return of funds in 2019.

WHAT NEXT IN 2019?

In Tanzania we will award the prizes, host a national press conference with the winners and conduct a follow up survey.

Learning, Monitoring and Evaluation

LME1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.

CONTEXT

We implement a comprehensive range of monitoring activities designed to measure core components of our varied portfolio, capturing the reach, coverage and quality of all types of our initiatives; feedback from relevant target audiences, and, whenever possible, intermediate outcomes resulting from our initiatives. We are strong in using our quantitative toolbox, and improving our skills in qualitative approaches, particularly tracking and measuring advocacy and engagement activities.

WHAT WE DID

Highlights of our monitoring activities:

- Tracked Twaweza in the media in all three countries: Our total media coverage in Tanzania was 366 and 165 in Kenya (the coverage in Tanzania and Kenya have decreased by 17% and 37% respectively compared to 2017 due to the drop in number of our SzW launches and Uwezo/education engagements). While the total media coverage in Uganda was 376, this is about 155% percentage increase compared to 2017. The media coverage increase in Uganda is a result of Sauti za Wananchi and the data journalism work.
- Tracked our engagement and advocacy activities through pro-active outcome mapping in the Tanzania program. A synthesis of the lessons after 23 months (June 2016-May 2018) provided us with insight in terms of where thematically we focus our engagement efforts vis-à-vis the outcomes we want to achieve, but also the type of engagement – whether it's targeted or diffuse; ad-hoc or structured.
- Measured our brand awareness and credibility: mainly Twaweza and Sauti za Wananchi via the Omnibus surveys. This survey was done some months after the release of presidential approval ratings in Tanzania in July 2018. 21% reported to know about Twaweza, 16% reported to know about Sauti za Wananchi and specifically 11% heard about the presidential approval poll. Interestingly among those who know about the Sauti za Wananchi poll, 80% believe in the credibility of the findings.
- Followed up with Uwezo district (and county) – level launches of the latest results in all three countries. The aim is to record and follow any commitments made at the local level to improve learning as a result of the Uwezo reports. Most feedback that we received about the districts launches were positive, over 80% affirming that the findings are useful to the local government, also relevant to their own work. In addition some local leaders had fulfilled some of the commitments

they made during Uwezo district launches. These have included construction of student dormitories in some districts and improving water services in other districts.

- Monitored the coverage and the short term effect of “*Njoo Tuongee*” TV & Radio show in Tanzania, the show aimed to bring together a mix of public and elected leaders in a live in-studio interview where the questions came from both the moderators and the general public via social media and sms. *Njoo Tuongee* intended to raise a sense of participation and accountability to the top as well as citizens. The show attracted an estimate of 2.7 million TV viewers and 4.8 million Radio listeners across Tanzania. Majority of the audience were male aged between 15-34 years, of which about 37% reported to submit questions during the show. While the show provided an opportunity for citizens to engage with leaders and politicians, a survey of the viewers and non-viewers revealed that the show did not result in better understanding on governance issues among viewers.
- Implemented an independent evaluation of the Uwezo assessment using LQAS methodology in 10 districts and 19 enumeration areas on factors such as the listing exercise and recruitment of volunteers, assessing the children, distribution of communication materials, feedback to parents, and collection of school-level data and feedback to head teachers. Overall about 82% of all districts met the quality standards, 96% of the schools were visited, and 60% of the eligible children were successful assessed during the household’s visits while 40% of the eligible children were not assessed. Over 80% received the communication materials as expected. We found some gaps in volunteer recruitment were 18% of the EAs did not publish the call for volunteer poster while 32% of the volunteers were not originating from the respective communities.

CHALLENGES

While we strive to undertake monitoring activities internally, the situation of limited staff in LME during 2018 affected our pace and output. As a result, we engaged services of external consultants for some of the monitoring activities and we also recruited two permanent staff. Moreover, we need to improve on co-designing monitoring activities between our LME unit and implementing units within Twaweza to ensure joint ownership of the monitoring activities.

WHAT NEXT IN 2019?

We continue to monitor our implementation and engagement from the core angles of reach / coverage, quality, feedback, and short-term effects – but as noted above, with a range of attempts to speed up the production of insights. Moreover, as this is the first year of the new strategy but also the transitioning year for Uwezo, we will provide support to Uwezo for activities planned to conclude by end of the year.

LME2: Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge.

CONTEXT

External evaluation and research into core hypotheses of our theory of change is an integral function of the LME unit. This forms a critical assessment of our theory of change and enables us to reflect and re-strategize. 2018 and 2019 are important transition years for Twaweza as we are finalizing implementation of Twaweza’s second strategy (2015-2018) while beginning implementation of our third strategy (2019-2022). Therefore we focused on improving designs and implementation of several studies on citizens’ access to information and participation in local development decisions: aspects that are at the core of our new strategy.

WHAT WE DID

In Tanzania, we finalized a pilot quantitative study on the effects the Mbunge live Show in two districts. The evaluation revealed that the show encouraged MP's to deliver on some of their election promises so as to get a positive response from their constituencies. However, the pilot study did not pay adequate attention on qualitative analysis of the effects of the intervention. Reflecting on these lessons, we completed a design for a more comprehensive mixed methods evaluation of the Mbunge Live phase two show to be implemented during 2019 covering 15 constituencies.

In Uganda, we conducted two of four studies on citizens' access to information and participation in local development decision. We partnered with Well Told Stories (WTS) and Africa Youth Development Link (AYDL) in undertaking the first study that focused on youth access to information and engagement with local governments in solving local systemic challenges. We partnered with AUPWAE in undertaking the second study which analyzed three cases of citizen-state interactions in three districts that apply different approaches to engaging with the state (O5S1 and O5S2).

CHALLENGES

While we managed to conclude on some studies that were started in 2017 (Mbunge Live and Kigoma Governance Study), we experienced slow progress in implementing other planned evaluation studies for a number of reasons. Departure of the LME director temporarily affected the capacity of LME as we were working out arrangements for the effective continuation of several studies. Finalizing the new strategy also implied some significant revisions to some studies to better align them to the new strategy.

WHAT NEXT IN 2019?

In 2019 we will finalize a number of evaluation studies on access to public information and citizen participation in Uganda and Tanzania, conduct baseline studies on citizen agency as part of new strategy implementation in two districts in Tanzania and Uganda, conduct impact evaluation for the Mbunge Live Show phase two in 6 constituencies in Tanzania while finalizing some studies from 2018, particularly the positive deviance study on local government performance using the district level educational sector performance records.

LME3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas

CONTEXT

The context in which we operate is constantly changing and we need to adapt. Twaweza embraces adaptive and collaborative design and implementation of various interventions. As the context is changing, learning becomes very important to ensure relevance, effectiveness and efficiency of our initiatives. Learning from our own doing, as well as infusing our thinking with evidence and new ideas from elsewhere, continues to be paramount at Twaweza. Each year, we experiment with new approaches and methods, tweaking our learning agenda along the way.

WHAT WE DID

- Conducted a learning event entitled "Ideas and Evidence" that involved practitioners and researchers from East Africa, Europe and North America. This event provided an opportunity to showcase our innovative initiatives and receive critical and constructive feedback from practitioners, academics and activists. This was an important moment as we were reflecting on our concluding strategy and developing our new strategy.

- Maintained our high-frequency learning agenda in Tanzania and Uganda with about 3 learning session events per month, 2 food for thought sessions monthly and a few reading and skills lab sessions. The topical focus in these sessions ranged from sharing of findings and progress on projects by Twaweza staff, to familiarize ourselves with what other organisations do, and equipping our staff with relevant knowledge and skills for effective execution of their duties.
- Continued our tradition of conducting a mid-year review, both for programmatic progress and budget expenditure, structured according to our innovative problem-success program framework. This allowed us to adjust as needed halfway through the year – shift resources, tone down expectations in some areas, and double-down on effort in promising ones.
- Solicited learning activities feedback from Twaweza Tanzania staff to collect views and identify ways to improve the learning agenda going forward. From this feedback collection, we officially started Twaweza debates, as was recommended by many staff, and we held a number of sessions focusing on the new strategy.
- Actively participated in several learning opportunities at the international level where we shared our work and received constructive feedback that was conveyed to other staff. These events included two sessions organized by the Evidence in Governance and Politics (EGAP) network, the Learning Collaborative, the Public Services Accountability Monitor (PSAM) conference. In these interactions we presented about the role of evaluation in organizational learning as it applies to our various initiatives in the transparency, accountability and participation field. We also convened two sessions with our Research and Evaluation Advisory Group (REAG) to share progress and immediate future plans on our major interventions as guided by our theory of change.

CHALLENGES

None particular to this area of work.

WHAT NEXT IN 2019?

Equipping ourselves with relevant skills and knowledge for effective execution of our new strategy will be our core activity in 2019. We have purchased new books related to our governance strategy to revive our reading club sessions. We will involve more Twaweza staff in conducting fieldwork to tap into the experience and allow them improve their skills. Through our involvement in the Learning Collaborative, we will undertake a series of activities internally and at the regional and international level to reflect on lessons and new ways of doing our work.

Operations

CONTEXT

For Twaweza to achieve its plan effectively and efficiently, we require strong human resources with relevant competencies and skills, who are ready to learn. Staff need to be motivated and their wellbeing well taken care of, including through the provision of relevant and sufficient working materials and tools. In addition, Twaweza requires a positive working environment, and must abide by relevant internal procedures as well as labour laws, and other relevant regulations across the three countries.

WHAT WE DID

Policies, systems and procedures

We contributed to the development of the child protection and safeguarding policy, and we directly developed a CCTV policy. We oversaw the biannual staff-led policy change proposal exercise resulting in a total of 23 amendments being presented to the board and approved. We also kept staff informed throughout including working at the end of 2018 and into 2019 to raise awareness of the adopted changes. Given contextual changes, we are in the drafting stages of a staff safety and security policy and set of procedures.

All statutory requirements in terms of salaries, registration, insurance were adhered to as per each country's requirements. Tanzania in particular, the submission of skill development levy forms P9 and P10 was finalized and verification of non-citizens was done in March as per government directive.

Recruitment, staff motivated and supported

Out of six vacancies, three positions were filled and confirmed by the end of 2018; while two positions were contracted for 2019. The two director-level vacancies were not filled immediately, but a temporary arrangement was approved by the board chair and worked smoothly from June towards the end of the year. The recruitment process to replace the Director of Strategy and Learning was almost entirely complete by the end of the year. We successfully applied for two permits for our non-citizen staff. We managed, as smoothly as is possible, the difficult process of down-sizing our Kenya office and making seven positions redundant. The Job Evaluation and Performance Management System review exercise was completed and feedback shared with managers. One management training was conducted on team building, mentorship and coaching.

We received 202 applications for internships and recruited 17 interns in total: 10 male and 7 female.

We also continued to emphasise work-life balance for staff: In Uganda in particular, we held 97 aerobic sessions attended by six staff on average throughout the year, while in Tanzania, we held 145 aerobic session each attended by seven staff on average. In Kenya, due to redundancy and limited office space, we do not hold aerobics sessions. In addition, staff as well as family get togethers were organized and well attended by almost all staff.

Office environment

All activities in this area were successfully implemented. In Kenya in particular, due to down-sizing, we re-negotiated the lease and nine service provider contracts. In Uganda, we went through a sale of our

office space and transferred agreements and payments to the new landlord. In Tanzania, we extended our current lease to December 2020.

Internal documentation

Incoming and outgoing letters; common folders; and staff movement have all been well managed and documented appropriately with no major issues.

Information Technology

We rolled out new leave management software, Plan My Leave, and trained all staff on its use. The platform presents an improved interface and ease of use in comparison with the previous system.

The office network infrastructure continues to be well-maintained and supported in all three countries. We did not need to purchase any new equipment, we kept all software licenses updated and upgraded some of our software, and purchased an improved antivirus product. All IT related systems are running smoothly.

Our IT systems were audited by Hivos and generally found to be robust. Out of the 31 recommendations made, we have implemented 15 and are working on the remaining 16.

Assets

We disposed of 65 assets as per policies: 19 in Kenya, 33 in Tanzania and 13 in Uganda. In addition, we sold our vehicles in Kenya and Uganda. All Twaweza assets were checked and verified at the end of the year and we again established 53 assets for disposal.

We also procured a few assets particularly in Tanzania: 300 tables for the Uwezo assessment, 4 computers, 2 dining tables, 3 shelves, 1 paper shredder, a mobile phone and 1 microwave. In Uganda procured one laptop and a projector.

CHALLENGES

It continues to be difficult finding competent candidates to fill senior vacant positions or for succession planning. This created some challenges when the two Directors left Twaweza mid-2018. However, temporary arrangements were considered and worked effectively.

We have not managed to fully implement the recommendations from the job evaluation exercise and performance management system review because of funding constraints and the redundancies in Kenya.

The downsizing of the Kenya office was particularly difficult and lowered staff morale but we put in place measures to keep people feeling secure and motivated such that we have not had any further departures from the Kenya office.

WHAT NEXT IN 2019?

Following the decision to transition the education portfolio, we shall manage the selection of a change management consultant and ensure that the entire separation process is managed smoothly and efficiently adhering to policies and labour laws.

We will also ensure that recommendations from the job evaluation and performance management review are discussed and the action plan reviewed and implemented. In particular we will focus on initiating the use of the Balance Score Card performance management system.

Finance

CONTEXT

Strong financial systems, processes and management are the cornerstone of a successful, impactful and independent Twaweza.

WHAT WE DID

Policies

As part of reinforcing staff understanding and adherence to financial policies and procedures, we continued to keep staff aware of the policies through short learning sessions during staff meetings as well as during induction sessions with new staff. To ensure our policies remain relevant given the changing environment we made four policy change suggestions to improve our current financial and administrative policies to publicise some of our good practices as well as implement suggestions obtained during two audits which were done recently (SIDA efficiency audit in 2017 and Hivos oversight in 2018). These policies were reviewed and approved by the board during the December 2018 meeting.

Income and payments

In line with organizational policies, all funds received from various donors were acknowledged and recorded in our core financial management system (Xero). We continued to ensure all payments are processed according to Twaweza's financial regulations throughout the year. To ensure Twaweza becomes a cashless organization we continued to ensure that most payments are made by bank transfer or mobile money rather than cash. In 2018 we made payments totalling USD 7.5 million out of which petty cash payments were USD 10,925 (0.1% of all payments).

Tax management

We continued to meet all tax obligations in the three countries by ensuring that all taxes are correctly calculated and paid in line with the country tax requirements and at the required time.

In March 2017 we applied for a charitable status ruling and made more than 30 follow-ups with Tanzania Revenue Authority. In the end we were denied the status in January 2018. We subsequently requested for a meeting with the Commissioner of Domestic Revenue to clarify any gaps in our submission and chart a way forward. After several follow ups to request for an appointment with the Commissioner, we could not secure a meeting with the Commissioner as most of the time he was out of office and were instead directed to the same people who were working with our application. After a number of consultations with our tax consultants we decided to call off our pursuit given that a lot of civil society organizations who applied for a charitable status ruling were not granted the status.

In 2018 we paid a provisional corporate tax of **USD 12,760** on other income following amendments to the Finance Act in 2017 which removed the words "is not carried on with a view to deriving profits" in the definition of business. Prior to 2017 business was defined as:

- a. a trade, concern in the nature of trade, manufacture, profession, vocation or isolated arrangement with a business character; and
- b. a past, present or prospective business, but excludes employment and any activity that, having regard to its nature and the principal occupation of its owners or underlying owners, **is not carried on with a view to deriving profits**

This means that all our activities that generates other income will be viewed as business activities thus we will have to pay tax on the surplus generated.

Banking and cash flow

Bank accounts were carefully managed throughout the year to ensure adequate balances to make payments on time. All transactions were regularly reconciled against the bank statements shared by the bank.

We managed to convince our main banker (Stanbic Bank) to give us interest income on our Stanbic Tanzania USD account (which is our main account). In 2018 we earned a total interest of USD 9,622.

We continued to maintain our funds in USD and only convert to Shillings when needed to ensure we avoid foreign exchange losses resulted from depreciation of shillings. Exchange loss for 2018 went down to USD 3,851 from USD 9,706 in 2017.

Asset management

We continued to ensure assets are properly managed by supporting the Operations Unit in updating the status of all assets following the physical assets count during the year. All assets that were identified as broken beyond repair, and got approval for write-off as per our policies were removed from both asset registers (Xero and Samanage).

Internal and external audit

In 2018 we were subjected to three audits, 2017 financial statements audit conducted by Pricewaterhouse Coopers which gave Twaweza a clean audit with no management letter comment, DANIDA Financial monitoring visit and Hivos Oversight mission all of which gave Twaweza a green rating with minimal findings. We also continued to ensure our financial statements are published in Twaweza Website as well as International Aid Transparency Initiative Website.

Record keeping

As per the statutes of Tanzania, documents are filed and remain accessible for a minimum period of seven years. Donors also require that all financial documents are kept properly to enable an audit whenever the need arises. We have continued to ensure that documents are filed in a way that facilitates easy access and retrieval of documents.

CHALLENGES

No significant challenges

WHAT NEXT IN 2019?

Continue to ensure all financial transactions are done in accordance to our policies, statutory regulations applicable as well as the International Financial Reporting Standards (IFRS) to which Twaweza is compliant.

Governance and Management

CONTEXT

The twin objectives in 2018 were to finalize the execution of the Strategy 2015-18 and to develop a new Twaweza strategy and renew funding agreements as required.

WHAT WE DID

We had three Board meetings, two donor meetings and a series of internal senior management, quarterly management and annual retreat convenings all of which steered Twaweza successfully through the year. Twaweza remains a fully independent and transparent organization. All statutory compliance is up to date and we received a completely clean audit of our financial statements for 2017. The last of four oversight assessments by Hivos rated us an 'exemplary organization.'

On resource mobilization, with the assistance of a fundraising coach, we documented our customized approach to fundraising and donor management and began to institutionalize it beyond the office of the Executive Director. We have retained the confidence of our donors as demonstrated through offers to renew existing grants. We continued to diversify our funding base as two new government donors initiated discussion, with one concluding and disbursing within two months of initial discussions.

We led the development of the new Twaweza Strategy 2019-2022 focusing on promoting citizen agency and civic space. The new Strategy was approved by the Board in December 2018, ready for implementation from January 2019.

Organizationally, we have completed a job evaluation review and staff performance appraisal system and these will be implemented in 2019. A comprehensive Risk Management Framework secured Board endorsement in September 2018 and a code of conduct for the Board (a Board Charter) was drafted and will be adopted in 2019.

CHALLENGES

The most salient is the challenging political and civic space context in Tanzania and, to varying degrees of intensity and scope, in Kenya and Uganda. We responded by deepening our engagement, especially with the government of Tanzania in order to secure the permissions to carry out our data collection initiatives, to deepen existing partnerships and to build new alliances with key ministries and departments. In Uganda and Kenya, Sauti continues to deepen its influence, with government officials attending almost all of our public launches. We have been included in the Kenya curriculum review process - the only non-state actor to be invited to do so.

WHAT NEXT IN 2019?

In 2019, we start implementing the new Twaweza Strategy on Civic Space and Citizen Agency which will likely require some adjusting of our structures and staffing for effective execution. We shall also devote time and resources to execute a successful transition out of the education domain. We shall also look to refresh the Board to inject additional intellectual energy and to maintain strong independent oversight.

Annual Report 2018 – details
Outputs and Effects Matrix

TWaweza - TANZANIA - 2018 AR	Planned Core Outputs	Achieved core outputs
OPEN GOVERNMENT in TZ in 2018		
O1: Lack of robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.	What will it add up to? Long-term hypothesis: Advocacy on FOI, including through OGP, coupled with targeted support to those spearheading reforms within the government, will persuade the government to enact a robust FOI law. Civil Society will make active use of the law. At least one high profile public institution will develop appropriate mechanisms to respond to FOI requests and will champion its use.	
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	<ol style="list-style-type: none"> 1. Legal fund to support free expression cases 2. Public facing output on access to information / democracy 3. Partnership with Clouds Media 4. Output to promote use of the access to information law 	<ol style="list-style-type: none"> 1. Support to case against draconian online content regulations was originally struck out but then resubmitted. Following resubmission, the court dismissed the government's preliminary objections. Unfortunately the final ruling in early January 2019 did not go in favour of the coalition we supported to file the case. Separately our partners in the Coalition on the Right to Information have filed a case against the regulations in the East African court and are planning an appeal on online content regulations in 2019. 2. We also partially supported the case of Abdul Nondo, student activist whom the government was prosecuting. This case could have been precedent-setting in terms of the use of the Cybercrimes Act to punish one to one private communication and it was a prosecution of an individual merely for telling their story. Fortunately the judge ruled against the government and the young man is back in university. 3. Research, analysis and op-ed on communications' regulator's fine against five tv stations for human rights coverage, supported coalition on the right to information activities on the same, case could not be pursued due to unwillingness of media outlets. 4. Sauti za Wananchi briefs from March and July covered access to information and democracy; no briefs launched after July due to legal and regulatory environment changes. 5. Guide to Access to Information Act drafted, shared with government collaborator but no feedback received. 6. Clouds Media tried to re-negotiate terms three times after contract signature on Twaweza's side thus we had to drop this activity. 7. Unplanned activity: support to the civil society review process for the NGO policy and law with a view to pushing back against further restriction of civic space. After initially supporting the statutory NGO coordination body to begin this process, there were concerns about its inclusivity so we also supported a process initiated by a human rights coalition to include more voices. Draft policy shared with relevant authorities but this process was overtaken by events such that the process is currently stalled and it is unclear if or when it may resume.
Success O1S4: Wider engagement by civil society (beyond Twaweza) and government to review 2nd OGP Action Plan & formulate 3rd Action Plan	<ol style="list-style-type: none"> 1. Two engagements between municipal government and citizens 2. Training animators to galvanise collective action in 2 districts 3. Civil society engagements with street/village governments, media and women's groups on municipality's work and services 4. Activating animators in two districts to make use of local data and evidence to spark collective action 	<ol style="list-style-type: none"> 1. Political issues in Kigoma have slowed the implementation of support for government and citizen engagement including creation of new action plan and therefore the engagement meetings were also postponed. 2. Animators for two districts have been trained but delays and new procedures for permission / clearance have delayed start of project working with animators. 3. Project with civil society in Kigoma spans 19 wards (68 streets). So far they have implemented: one joint meeting with all ward councillors, ward executives and streets chairs; engagement meeting between local government and civil society organisations; 5 public rallies (160 people each) bringing together citizens and leaders; engagement meetings between civil society organisations, Mayor, District Executive Director, monthly women's meetings; weekly thirty minute media programs; monthly discussions at Meza ya Duara (public roundtables).

TWaweza - TANZANIA - 2018 AR	Planned Core Outputs	Achieved core outputs
O2: Data collected by government is poor quality and not publicly available	What will it add up to? Long-term hypothesis: Monitoring and public feedback on the government-held data will put pressure on the government to improve; demonstration by Twaweza of innovative, engaging ways of making data public (and opportunistic technical support) will encourage others, particularly government, to reach for best practices.	
Success O2S5: Access to information audit applied	1. Study tour to Uganda on open contracting 2. Media engagement around government transparency	1. Initial outreach on open contracting to players in the field, Twaweza internal learning tour to Uganda 2. Promoted HuruMap (containing open data portal data) in four government engagements
O3: Independent monitoring & public opinion needs to inform public debate and policy making	What will it add up to? Long-term hypothesis: Collection, curation, active dissemination of independent sources of information will promote and enrich public and policy debate.☐	
Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate	1. 7 call rounds to national panel, 4 to Dar es Salaam panel 2. 8 SzW policy briefs, shared actively with distribution list, launched at National museum 3. Sauti DSM: public facing posters	1. 11 call rounds done (7 national sample; 4 Dar es Salaam); questionnaires for 4 national sample rounds and related database available online for public use. 2. 5 research briefs launched (access to information; education (in partnership with Georgetown University); citizen participation and engagement; governance and politics); knowledge, attitudes and perceptions study on refugees in partnership with International Rescue Committee. 3. National: 4 public launch events, social media promotion of these briefs and general Sauti za Wananchi facts daily, trialed use of social media influencers, press releases distributed to over 400 journalists, briefs distributed in hard copy to over 100 key stakeholders. None for Dar es Salaam engagement as yet due to Statistics Act restriction. 4. 12 factsheets not "publicly" launched due to restrictions in regulatory and legal environment, particularly following the launch of a political approval poll in July. These data have been shared to a team of directors at the ministry of local government and the National Bureau of Statistics and a select group of government officials. 5. Panel closed 31st December at a response rate healthy of 75%+. 6. Press conference and public statement in response to negative publicity following July launch. Ongoing use of previously released data via social media and Jamii Forums. 7. Shared data journalism and access to information concept with all government communications officers at their annual forum, and with Association of Local Authority members at their annual forum.

TWAWEZA - TANZANIA - 2018 AR	Planned Core Outputs	Achieved core outputs
O4: There are few effective intermediaries to demand and use information and data	What will it add up to? Long-term hypothesis: The quality and quantity of data journalism will increase. A variety of civil society actors will demand data, and begin to use it for local and national social accountability.☑	
Success O4S1: Nascent data journalism culture emerging in media (Tanzania & Uganda)	<ol style="list-style-type: none"> 1. Simplified CAG reports by Wajibu 2. 5 district dialogues 3. Activating animators in two districts to spark collective action 4. Mwananchi partnership to produce data stories 5. Code4Tanzania partnership to increase data journalism among multiple media houses 6. Visualizations of Sauti za Wananchi / Uwezo data 	<ol style="list-style-type: none"> 1. Wajibu produced and launched accountability book and simplified CAG reports 2. District dialogues stopped due to legal and regulatory challenges post July 3. Animator trial reduced to two districts in Kigoma and Mbogwe (O1S4) to allow space for learning, adaption and systemic integration 4. Mwananchi work commenced in September with in-depth data briefings and start of story generation. 5. Code4Tanzania restructured and restaffed, new partnership held due to strategy change. 6. No progress on visualizations 7. Shared data journalism and access to information concept with all government communications officers at their annual forum, and with Association of Local Authority members at their annual forum. 8. Supported data journalism prize in Excellence in Journalism Awards.
O5: Government is generally perceived as unresponsive by citizens and public officials	What will it add up to? Long-term hypothesis: By documenting and publicly celebrating positive examples of public agency and responsive governance will change the public narrative. Opportunities will be created for citizens and government to come together for productive dialogue.☑	
Success O5S1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship)	1. Positive Deviance cases in OG identified and documented	1. Partnership with International Growth Centre commenced to identify positive deviants
Success O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens	Under O3 (Sauti data collection)	1. Three Sauti za Wananchi briefs covered these themes, reported in O3
Success O5S5: Citizens demand implementation of their own priorities from among government commitments and mandate, likely focusing on young people (TZ)	<ol style="list-style-type: none"> 1. MP focused TV show produced (scale up) for at least 12 MPs 2. 10 youth focused comic books 3. 10 youth focused radio programs 	<ol style="list-style-type: none"> 1. Completed interviews with 16 MPs in Dodoma, 11 of whom were randomly selected. Research design complete and constituency filming completed. 15 first draft episodes completed.. 2. 10 comic books and radio programs have been produced targeting youth on democratic values, extensive baseline and research for content formulation conducted. Aims to increase youth interaction with government officials and processes.

TWAWEZA - TANZANIA - 2018 AR	Planned Core Outputs	Achieved core outputs
<p>Success O5S6: Special initiative: Public Agency; the Public getting involved in solving educational problems such as Teacher's absenteeism and ensuring that they are participating in improving the Quality of Education</p>	<ol style="list-style-type: none"> 1. Teacher monitoring in 40 schools each in 2 districts 2. Prize events to award winning teachers 3. Post implementation reflection meeting 	<ol style="list-style-type: none"> 1. Teacher monitoring complete in 40 schools in 1 district, 15 winning teachers identified. 2. Data for award to be analyzed for 1 district 3. In Ilemela, the national closure of FBME bank crippled their operations as they received approximately USD 750 out of a total of USD 11,000 in their bank account after the closure. Despite Twaweza's extension and increase of support they have been unable to deliver.

Aggregated Effects by Domain – Open Government Tanzania

1. Increasing levels of public awareness of civic space challenges and support expressed for democratic rights

Sauti za Wananchi data found that citizens think they have less freedom than three years ago across a range of institutional and individual freedoms. At the same time, citizen support for opposition party rallies and their role as government monitors grew between 2016 and 2018 although they are less likely to say they would be willing to protest against an issue that does not please them. Nonetheless awareness, support and willingness to participate were much higher among citizens for demonstrations against dictatorship in the country in April 2018 then in September 2016. Twaweza's launch on governance and politics in July also created an intensified atmosphere of public debate on democracy, providing new 'space' for people to express their views (anecdote).

2. Use of Access to Information Law; greater awareness among citizens and government communication officers of the law

Citizens' support for access to information has always been strong and has increased significantly between 2015 and 2017 according to Sauti za Wananchi. At the end of 2017 (before regulations were enacted), 5% of citizens were aware of the law. A study conducted in 2017 found that 2 out of 3 requests for information in select local government offices were turned down. As such there has not been any actual implementation of the law in terms of proactive disclosures of information and government communication continues to be secretive. Direct engagement in the annual forum for government communication officers resulted in Twaweza, the government spokesperson and the minister of local government emphasising that access to information was now a right not a privilege, because of the law. And the Prime Minister was quoted twice in the media as encouraging local authorities to release information to citizens.

3. Sustained, relevant and open engagement between municipality government in Kigoma and citizens, in particular via civil society organisations, leading to jointly developed plans and activities. Citizens are more aware of public / government information, perceive their government as more open and responsive. Local government engages regularly with CSOs / citizen groups and creates more platforms for feedback

Civil society sharing of information from government has taken place, assessment of the effects of the same is yet to be completed.

4. In two districts in Kigoma, local change agents are galvanizing community action and voice, local government is open and responsive to these processes and citizen demands; some of citizens' problems are solved

No systematic effects tracking as yet, early stage implementation. Thus far the civil society, citizen and government engagement seeded a vibrant discussion on Kigoma's poor performance in the national audit resulting in a new special audit being conducted by the municipality, citizen complaints on the state of the local school have led to the construction of new classrooms and toilets, and street leaders are (anecdotally) more engaged and following up projects in their own areas. Animation approaches in Mbogwe - where the project is more advanced - have led to the opening of two long-closed schools and ensured follow up on a particularly high rate of teenage pregnancy.

5. Enriched media coverage and debate – includes more data, covers Twaweza issues, a minimum of 120 pieces of coverage

Total number of pieces of coverage of Twaweza is 366. No content analysis on data use but more than 90% of these cover Sauti za Wananchi, Uwezo which are all data driven.

6. Policy-makers make public references to Sauti za Wananchi data, request to make use of infrastructure and proactively reach out to Twaweza for briefings on their sectors

The President has made public reference to Twaweza data on corruption, the government spokesperson has discussed and analysed Twaweza data on access to information at the Twaweza launch has the spokesperson of the ruling party. Proactive engagement from senior director of local government ministry to engage with Twaweza generally including on Sauti za Wananchi but limited public reference to Sauti za Wananchi due to the issues and publicity from July.

7. Young people who were previously disengaged with government and governance express increased understanding of the relevance of government to their lives and are increasingly aware of positive examples of successful youth-government interaction

Implementation in progress, extensive exploration with young people to frame messages. Thus far, a steady rise in number of SMS responses to campaign call outs and spread of the conversation from Dar es Salaam to other regions. Young people largely continue to express fear about speaking out to authorities (whether government or at home). Fuller evaluation in early 2019.

8. Increased and improved engagement between MPs and constituents in 16 selected constituencies

Thus far interviews with 16 MPs recorded. Anecdotal feedback that some of these MPs have gone on to hold in-constituency meetings in every ward and were trying to hurriedly finish projects in advance of the in-constituency filming. Many MPs were also extremely enthusiastic about participating in the project leading to optimism for long term effects. Final episodes included a component of MPs sharing contact details and some live calls between MPs and constituents. Research and screenings be completed in 2019.

9. In two districts (Ilemela and Mvomero) teacher presence is monitored by the community, debated by the community and government officials, and is the subject of renewed official interest

Implementation not started in Ilemela. In Mvomero, in 5 wards, over 125 community members and parents and close to 70 government officials participated in the surprise spot checks of teacher presence in their ward. During the kick off events for the teacher monitoring, 400 community members per ward participated, village chair and executives participated in all of these events and the project was well-received by ward and district officials. 15 winners were selected and the final prize-giving is scheduled for early 2019.

TWaweza - Tanzania - 2018 AR	Planned Core Outputs	Achieved core outputs
BASIC EDUCATION in TZ		
<p>Problem E1: Learning outcomes measure & focus</p> <p>Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy.</p>	<p>What will it add up to? Long-term hypothesis: Across the three countries the sustained independent and high-quality assessment of learning outcomes as well as key transparency, accountability and participation processes in, but not limited to, the education sector, will keep the government's focus on performance of these sectors (outcomes, not inputs). And will foster an evidence-based discussion</p> <ol style="list-style-type: none"> 1. An assessment of learning outcomes (and selected SDG-related measures) carried out in a nationally representative sample of 70 districts, complying with Uwezo quality standards. 2. "Give back" products to communities/HH assessed (calendars, story booklets, feedback cards). 3. Extended instant feedback 4. Assessment/research of effects on the Uwezo volunteers (evaluation) 	<p>1. 2017 Assessment data and reporting: data entry complete, for the first time this was done in-country. Report completed, and is now in review process</p> <p>2. All 2,100 EAs sampled for 2018 learning assessment with support from bureau of statistics; partner assessment and recruitment completed and 70 credible local NGOs were recruited as partners, contracted and orientated.</p> <p>3. 22 Master trainers and 3 national facilitators recruited, contracted and trained.</p> <p>4. Assessment materials including questionnaire, training manuals, household listing tools, and test booklet produced, indicators to assess six Sustainable Development Goals incorporated in assessment tools. Pre-test, pilots for tools and full district pilot conducted.</p> <p>7. District and village Coordinators (DC, ADC, and 2VC) engaged and trained through 7 zonal trainings.</p> <p>8. Three hundreds (300) tablets were purchased to facilitate Assessment using technology which was piloted in Moshi.</p> <p>9. A total of 23 regional coordinators were recruited, contracted and trained to supervise and monitor 2018 assessment.</p> <p>10. Household give-backs (calendar and story books) were developed and approved ready for printing. Printing was postponed following postponement of the 2018 assessment</p> <p>11. Extended feedback related materials including feedback poster, training manuals developed ready for printing.</p> <p>12. All 4 quarterly Advisory Committee meetings held and advice given helped to provide guidance for smooth implementation of planned activities, however; However, there was limited participation from members from the ministry of education and national Bureau of statistics.</p> <p>NB: Despite all the preparations the learning assessment survey was postponed after NBS had refrained to provide enumeration areas maps and the Ministry of Education delayed to provide Uwezo with support letters that would allow to get permits from the Regional and district authorities.</p>
<p>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.</p>	<ol style="list-style-type: none"> 1. National report, technical draft 2. Stories from extended instant feedback documented and shared 	<ol style="list-style-type: none"> 1. Consultant contracted to write 2017 annual learning assessment. Data analysis and weighting completed, report developed. 2. Stories collected, with support and guidance from local leaders, of citizens starting to engage in education and address some of the local level challenges e.g. building toilets, providing school meals 3. Story collected about leaders at the district level (District Commissioner and council officials) committing to make the education sector a priority for Gairo District in the coming budget year following extended instant feedback pilot.

TWaweza - Tanzania - 2018 AR	Planned Core Outputs	Achieved core outputs
<p>Success E1S3: Policy debate stimulated at national (and global) level to prioritize measured learning outcomes as policy priority.</p>	<ol style="list-style-type: none"> 1. 2017 National Report produced;and shared with key education stakeholders (MOEST, Tamisemi, TTU, TIE) 2. Data & supporting materials fully online 3. District reports, ranking produced 4. Education clips weekly in the news via Azam Media 5. Discussion guides into Jumuiyas via CSSC 6. Sharing Uwezo data with MPs 7. Stakeholder discussion on key issue - inequality 8. Share citizen led assessment experience and findings with other regional and international networks and forums 9. Media engagement for wider dissemination of assessment findings and advocacy on quality learning outcomes 10. Collaborate closely with TTU, Tenmet, Universities to organise seminars, share research experience through education forums/events like Gawe 	<ol style="list-style-type: none"> 1. Report completed. To be submitted to NBS to request for launch and publication of report, data. 2. Broadcast and production of news clips on education delayed by government suspension of Azam broadcast, issue resolved. Thus far 16 clips have been produced, broadcast and shared online. 3. Partnership on discussion guides agreed, implementation moved to 2019. 4. Shared data with MPs in response to requests during budget sessions, and via social media. 5. Discussion event on inequality with over 100 attendees and lively discussion, ongoing photography competition and commission for upcoming discussion on inequality. 6. Participated in workshops: communications (People's Action Learning Network and Regional Education Network, Tanzania Education Network), annual meeting (Tanzania Education Network), steering committee (People's Action Learning Network). 7. Presented at UN Women conference 8. 4 opinion pieces, in Mwananchi newspaper and 1 blog on PAL network site. Extensive media engagement, interviews around critical education dates 9. Global Action Week for Education, Singida: included community level engagements. Citizens and local leaders contributed approximately USD 5,00 for school improvements.
<p>Success E1S4: Policy debate stimulated at sub-national levels, building on the data gathered through the new assessment of learning outcomes as well as local-level open government at sub-national levels.</p>	<ol style="list-style-type: none"> 1. District launches 2. District level distribution through meetings and events 3. Website and social media posts on district data 4. Media engagement for wider reach of audience to advocate for quality education of our children. 	<ol style="list-style-type: none"> 1. 59 districts reports launched in 2018, this makes a total of 104 districts reports of 2015 Uwezo findings launched, More than 50 people (including districts officials, teachers, students, parents, ward and village leaders) attended each launch. In total about 5,000 stakeholders were reached during district launches 2. 300 copies of Uwezo 2015 reports distributed to 60 districts and 80 district reports cards shared across 81 districts, which make a total of 6,480 copies of district reports shared with stakeholders at subnational level. 3. Every district launch event was covered by not less than 3 media, hence a total of 177 pieces of coverage.

TWaweza - Tanzania - 2018 AR	Planned Core Outputs	Achieved core outputs
SPECIAL INITIATIVE: SDG MONITORING	<ol style="list-style-type: none"> 1. Selected SDG-related measures incorporated into the learning assessment carried out in a nationally representative sample of 70 districts, complying with Uwezo quality standards. 2. 2 briefs covering the SDG areas produced, shared widely (with key partners involved in development of measures; widely online) 	<ol style="list-style-type: none"> 1. 2017 SDG indicators have been review and incorporated in 2018 survey tool covering Goals 1, 2, 3, 4, 6 and 16. 2. More than 300 Water quality testing kits purchased from Akvo Foundation. 3. Household drinking water quality test pilot conducted in Tanga, 208 household visited in 15 Enumeration Areas. 3. Plan to push learning assessment to 2019 so scaling up of water quality test in 5 districts will be done in 2019 during the national learning assessment survey.
Problem E2: Ambitious curriculum	What will it add up to? Long-term hypothesis:	On the basis of evidence generated through this work, key players in the education sector will be persuaded to engage in a debate about how curriculum could be more effective in promoting learning. These debates will inform the new education strategy and training policy. Local government authorities at district/county level will welcome and allow pilot of
Success E2S1: Evidence (incl. from teachers) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).	<ol style="list-style-type: none"> 1. Technical reports and presentations about curriculum content and alignment prepared 2. Report on teachers' views on the curriculum 3. Present findings in at least two international events 	<ol style="list-style-type: none"> 1. The employed Surveys of Enacted Curriculum (SEC) framework, demanded review of data before the analysis process, a step that was successfully concluded. 2. Existing raw data re-collated, reorganized, cleaned up, and analyzed. The analysis and assessments of content materials of two primary school subjects (English and Mathematics) have been concluded. 3. Completed the alignment analysis for the combined Primary 5, 6 and 7 Mathematics and English subjects against assessments of primary schools (final exams)
Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)	<ol style="list-style-type: none"> 1. Report on curriculum in Tanzania for education stakeholders covering different components of the analysis 2. Two engagement meetings / events with relevant actors 	<ol style="list-style-type: none"> 1. The technical report on primary school English and Mathematics could not be produced as the magnitude of this task was underestimated (the data had to be first reviewed for its validity). This task will be completed in 2019 2. Initial engagements with curriculum development director of TIE was done. Further initial engagement (workshop) was conducted with government stakeholders (TIE, NECTA, NACTE), higher learning institutions and panel of experts.

TWAWEZA - TANZANIA - 2018 AR	Planned Core Outputs	Achieved core outputs
Problem E3: Motivated teachers	What will it add up to? Long-term hypothesis: The evidence gathered through this work and engagement around it will fuel an evidence-based public and policy debate about teacher motivation, including the pay-for-performance model as one of the viable options. Governments in all 3 countries will take over implementation of the agreed upon model in selected districts, before considering scale up.	
Success E3S1: An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.	<ol style="list-style-type: none"> 1. 2 KF papers prepared for submission to top journals 2. Presentation of KF results at 2 international conferences / events 3. 6 new teacher fact cards 	<ol style="list-style-type: none"> 1. Academic publications <ul style="list-style-type: none"> - KF I paper called "Inputs, incentives, and complementarities in primary education: Experimental evidence from Tanzania" has been accepted for publication by the Quarterly Journal of Economics. QJE is the most prestigious journal for economists, with an acceptance rate of only 2.5% of submitted manuscripts. Paper was also published as an NBER working paper (w24876, July 2018). - KF II impact paper with working title "Designing Effective Teacher Performance Pay Programs: Experimental Evidence from Tanzania" has been presented and revised throughout 2018. Based on the KF I paper success, the team is carefully preparing to submit to another of the top 5 journals in 2019. It has already been submitted for presentation at the prestigious NBER Summer Institute conference. 2. Conferences, presentations <ul style="list-style-type: none"> KF II draft paper has been submitted, accepted and presented at two serious international conferences: Oxford, Centre for Study of African Economies, March 2018 and Oxford, Research on Improving Systems of Education (RISE), June 2018. It was further presented by PI Isaac Mbiti at the conference of the NEUDC 2018 (North East Universities Development Consortium), which took place on October 27-28, 2018 at Cornell University, USA. Professor Mbiti also was invited to discuss KiuFunza with the new World Bank chief for the Africa Region. KiuFunza was also represented at the annual Education Sector Review in Dodoma. 3. Teacher fact cards (and other statistical publications) have been put on hold after the difficulties that Twaweza experienced in the second half of the year.
Success E3S5 : Twa-Government teacher incentive program pilot (KF III) is designed and 2019 implementation prepared	<ol style="list-style-type: none"> 1. Fact-finding internal report on government data architecture and assessment models 2. Test for new pilot developed 3. Dry run of full data system including payment data 4. 2 model / pre-test schools recruited 5. System for bonus award sign off / agreement designed 	<ol style="list-style-type: none"> 1. We have completed fact finding missions to KiuFunza schools, talking to teachers about many specific design options, eg bank versus mobile payments. We have concluded that teacher assignment and payment data are not yet available/accessible currently, development continues in 2019. To ensure data requirements are met throughout we will collect implementation data in the field in 2019, and engage for more system data access going forward. A step forward is the use of NECTA PRoM student registration data, saving a lot of time in collection. 2. The Grade 3 written test has been developed and piloted in 2018, with good results. The design now incorporates Grade 1-2 oral tests for a sample of students, using the KF II test format that has already been used in the field many times. 3. Most parts of the data system have been tested, and we are confident all required systems are in place for endline 2019. We will continue pushing for more access to system data so we do not have to collect what already exists. 4. We have selected two new pilot schools in Morogoro, and successfully recruited them into the program. 5. The full/high level design has been presented in Dodoma in April, and we received a letter with sign off by PO-RALG leadership. We are sharing a concept note on the bonus system specifics to collect feedback. Based on research findings, a fundamental principle will be simplicity in communicating the bonus rules.

TWaweza - Tanzania - 2018 AR	Planned Core Outputs	Achieved core outputs
<p>Success E3S6 : Government is engaged and supportive in KF III design and preparations</p>	<ol style="list-style-type: none"> 1. Ministries of local overnment and education officials to participate in tests, meetings and trainings 2. Policy brief 3. Dodoma policy event 	<ol style="list-style-type: none"> 1. Two meetings with local government and education ministry officials have taken place. At a high-level meeting in Dar es Salaam KiuFunza results were shared and discussed. At a Dodoma meeting, the KiuFunza team presented the KiuFunza III design and collected feedback. Twaweza received written feedback and approval for the KiuFunza program design; a special request was made to include an element of infrastructure support in the design. Subsequently Twaweza received all the written permits required to implement. Personnel from the MOEST/SQA department was assigned to be trained and help implement KiuFunza, and WEO assistance has been confirmed. 2. A policy brief called "Teacher Incentives in Public Schools: Do they improve learning in Tanzania?" was produced and released online, with a description of the design and main impact results. A similar results brief was later released separately by the World Bank Results Based Financing program (who funded a small part of KF II). 3. The Dodoma policy event will be held in 2019.
<p>Problem E4: School management</p>	<p>What will it add up to? Long-term hypothesis: The evidence gathered through this work and engagement around it will fuel an evidence-based public and policy debate about school leadership and management, including evidence about parental involvement and support. Relevant authorities in the three countries will welcome an experimental approach to testing different models of leadership and</p>	
<p>Success E4S1: Evidence is produced and shared on what works in improving school leadership and management.</p>	<ol style="list-style-type: none"> 1. Forum held on positive deviance methodology and findings (government and CSOs) 3. Begin piloting vetted PD practices in few selected new schools 4. RISE: 2 stakeholder forums, 2 policy briefs, comparative output on Tanzania and Ethiopia's education systems. 	<ol style="list-style-type: none"> 1. Initial findings shared internally, validation study could not be completed because of the delayed permits from the Government 2. 1 Stakeholder forum held for RISE
<p>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.</p>	<ol style="list-style-type: none"> 1. Report & brief on confidence vote pilot produced, printed 2. Engagement: UDSM seminar, national media coverage 3. Collaborate with MIT on expanding pilot to full RCT (MIT-led) 	<ol style="list-style-type: none"> 1. A follow up Parental Participation - Self efficacy - study in collaboration with MIT was conducted in Bukoba - the field work (instruments and data collection) was completed in 2018 while transcription, data analysis and report writing to be completed and published in the first half of 2019

Aggregated Effects by Domain – Education Tanzania

1. Enriched evidence on status of learning outcomes in Tanzania, enhanced evidence based public debates on quality education

Uwezo district launches attracted a total of 177 pieces of national media coverage which includes radio, television and print. The coverage was from the 59 districts which launched their respective district reports, an average of three national media coverage per district launch. The discussion on inequalities received 10 pieces of media coverage and generated thousands of impressions and engagements on social media. Uwezo results were one of the headlines in the World Bank flagship World Development Report 2018 on education. In total there have been 75 pieces of coverage of Uwezo, nationally, this year

2. Strengthened internal capacity on data entry and management

Capacity building of local consultant, addition of data analyst to the team in Tanzania. All tables for 2017 Uwezo Tanzania report generated internally

3. Policy-makers make reference to Uwezo / learning outcomes and other education data for planning, in reviews or reports about the sector, and in public; they proactively reach out to Twaweza for briefings on the findings

Demand for Uwezo data from ministry of education officials and MPs during budget sessions. Uwezo referenced extensively in World Development Report on education. Uwezo data referenced in Tanzania Education Network reports and used by EQUIP-T and Tusome projects. Strengthened engagement with the media houses and key education actors (Tenmet, TTU, Haki Elimu etc) for joint advocacy to address quality and inclusive education issues to prompt government response. Curriculum officials engaged as panelists during curriculum assessment.

4. Sub-national education officials are increasingly aware of Uwezo data on learning outcomes and feature issues related to learning in their public statements or in quarterly council or technical planning meetings.

Almost all district launches were attended by local government representatives, they referenced and received findings and in some cases made commitments on how they would address the learning crisis in their districts. This was particularly successful in Gairo where the extended feedback pilot was carried out and where both community members and local leaders made commitments and action plans.

5. Extended evidence base on learning outcomes and other key household SDG indicators e.g. SDGs on water, and health

Data collected in 2017, also to be collected in 2018. These data include indicators for five additional Sustainable Development Goals. Of particular note is the work on water quality testing piloted in one district and which has never been collected in this way.

6. Parents and teachers also showing interest on Uwezo data. e.g during district launches

All district launches well attended by community members / representatives. Commitments made by communities during the proceedings. Strong engagement from parents. Not enough targeting of teachers.

7. Policy-makers discuss KiuFunza impact results and have joined a collaborative scale pilot

The KiuFunza idea of using cash incentives to improve teacher effort and learning is actively discussed by high-level education administrators in Tanzania. Twaweza and KiuFunza are strong brand names and invitations to working groups are frequent (e.g. NECTA commission on early grade testing).

The KiuFunza I and II impact on learning outcomes have resulted in a collaborative initiative between Twaweza and the local government and education ministries to pilot teacher performance pay, starting in 2019. This mainstreaming is technically and politically complex, but worthwhile since our partners are willing to look at evidence to improve learning. Moreover, performance pay is one of the constant themes in recent global discussions about improving value for money in education systems with limited accountability.

TWAWEZA - TANZANIA - 2018 AR	Planned Core Outputs	Achieved core outputs
LME in TZ		
LEARNING MONITORING EVALUATION	What will it add up to? Long-term hypothesis: Twaweza contributes to regional and global body of knowledge in the fields of transparency, participation and accountability, basic education, and open government; the evidence stems from monitoring, evaluation, as well as original research.☐	
LME Success 1: (Monitoring) 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.	<ol style="list-style-type: none"> 1. Daily media monitoring reports shared; one annual overview of Twaweza in the media 2. Omnibus for reach coverage, baseline 3. Viewership data collected & analyzed for wide-reaching media initiatives 4. Uwezo quality re-check and assessment of sub-national communication (using LQAS method) in a sub-sample 5. Outcome mapping for major engagement strands 6. Feedback collected on all major public Twaweza events (launches, conferences, etc.) on relevance, quality, significance of content & event 7. Independent feedback from high-level stakeholders (via interviews) 	<ol style="list-style-type: none"> 1. Continuously tracked Twaweza in the media in all three countries: Our total media coverage in Tanzania was 366 and 165 in Kenya (the coverage in Tanzania and Kenya have decreased by 17% and 37% respectively compared to 2017 due to the drop in number of our SzW launches and Uwezo/education engagements). While the total media coverage in Uganda was 376, this is about 155% percentage increase compared to 2017. 2. Monitored our brands awareness and credibility (mainly Twaweza and Sauti za Wananchi) via the Omnibus surveys. This survey was done right after the release of presidential approval ratings In Tanzania, where both Twaweza and Sauti za Wananchi poll received high controversy from the public. 21% reported to know about Twaweza, 16% reported to know about SzW and specifically 11% heard about the presidential approval poll. Surprisingly among those who know about the SzW poll, 80% believe in the credibility of the findings. 3. Monitored the coverage and the short term effect of “Njoo Tuongee” TV & Radio show in Tanzania, the show attracted an estimate of 2.7 million TV viewers and 4.8 million Radio listeners across Tanzania. Majority of the audience were Male aged between 15-34 years, of which about 37% reported to submit questions during the show. In our attempt to measure the difference between those who were exposed to show vs. those who weren't on the general understanding of governance issues, we discovered that there isn't a significance difference between the two groups. Both groups had similar understanding during both times the survey was undertaken therefore no enough evidence to claim that the show contributed to any attitude change. 4. Reported 2017 5. Reported in 2017 6. Followed up with Uwezo district (and county) – level launches of the latest results in all three countries. The aim is to record and follow any commitments made at the local level to improve learning as a result of the Uwezo reports. Most feedback that we received about the districts launches were affirmative, over 80% affirming that the findings are useful to the local government, also relevant to their own work. In addition we had a number of commitments made by the local leaders which made some significant progress since the launch. 7. Independent feedback in Q1 2019.
LME Success 2: (Evaluation/research) 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.	<ol style="list-style-type: none"> 1. Intermediate outcomes for the PA initiative pilot tracked, described; new/ revised LME plans for continuation of PA 2. Evaluation of the MP show scale up 3. Final phase of the evaluation of Kigoma sub-national OGP (endline) 4. Findings from evaluation of effects of Uwezo assessment on volunteers 	<ol style="list-style-type: none"> 1. Implementation continues to be slow, need to re-consider plans for this in the second half of the year 2. Completed the research designs (both quantitative and qualitative) for the evaluation of MP show scale up phase. Implementation in quarter 4 of 2018 and moving into the first half of 2019 3. Conducted 3 endline research pieces in Kigoma region during the evaluation of the Kigoma subnational OGP. We have completed the Kigoma leadership survey which aimed to examine attitudes and actions related to good governance among local leaders. We also conducted the narrative study to explain the historical an political factors that may have contributed to the current state of governance and development in Kigoma. Lastly we conducted the Kigoma citizens' survey to gather data on Kigoma-Ujiji residents' perceptions and experiences of interaction with their local government. The household study for the citizens' survey is complete and now we are continuing with the follow up survey via phone calls. Reports for all three studies being finalized 4. Implemented a study on the effects of being an Uwezo volunteers. Completed the various rounds of data collection from the field as well as over the phone, now finalising data analysis.

TWaweza - Tanzania - 2018 AR	Planned Core Outputs	Achieved core outputs
<p>LME Success 3: (Learning) 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</p>	<ol style="list-style-type: none"> 1. At least 25 learning sessions (now including skills labs, reading club), with a focus on our own-generated evidence/results, and complementing or contrasting international evidence 2. At least 12 F4T sessions 3. One high-level external (international) guest, with a multi-day and multi-partner learning agenda 4. TZ staff active participation in Immersion 	<ol style="list-style-type: none"> 1. Up to Dec 2018: 33 learning sessions and 4 skills labs were held. 2. Up to Dec 2018: 19 Food for Thought sessions. 3. None. 4. No immersion in 2018, strategy year

Aggregated Effects by Domain – LME Tanzania

1. Twaweza learning from evidence, applying insights into implementation in the immediate to short-term.

Mbunge Live and partnership with Christian Social Services Commission projects make use of monitoring data to plan for and implement scale up / new partnership. Previously conducted LQAS monitoring informed design changes for the 2018 Uwezo assessment.

2. Depending on evaluation of intermediary outcomes, could be wider contribution to evidence/field.

Ongoing engagement with MIT Gov/Lab and Evidence in Governance and Politics (EGAP) communities as well as the Learning Collaborative.

3. Twaweza learning from evidence, applying insights into reflection & planning.

Ideas and Evidence event contributed to initial formulation of new strategy

4. Contribution to global knowledge on effectiveness of transparency, participation and accountability initiatives.

Through partnership with Tamasha and participation in the Learning Collaborative, actively and practically contributing to knowledge and experiences around adaptive management.

5. Staff body present and engaged at various learning sessions.

The majority of the staff are actively engaged in various learning sessions. LME collected half year learning events feedback from 28 staff and the majority still believe that the sessions are great platforms for new insight and ideas

6. Insights from external sources usefully shape our internal discussions.

Research and Evaluation Advisory Group commented on various drafts of Twaweza's new strategy and other aspects of research design

TWAWEZA - UGANDA - 2018 AR	Planned Core Outputs	Achieved core outputs (please update: the information below is from 2018 Mid-Year Report)
OPEN GOVERNMENT in UG in 2018		
O3: Independent monitoring & public opinion needs to inform public debate and policy making	What will it add up to? Long-term hypothesis: Collection, curation, active dissemination of independent sources of information will promote and enrich public and policy debate.☑	
Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate	<ol style="list-style-type: none"> 1. Six call rounds completed 2. Two call rounds to teachers 3. Nine briefs 4. Nine launch events, six media briefings 5. Uganda Radio Network partnership 6. Four opinion pieces 	<ol style="list-style-type: none"> 1. 2 call rounds done (one in partnership with International Rescue Committee and another with Emory university). 2. Panel response healthy at 99%. 3. 5 launches done (water and sanitation; livelihoods and financial inclusion; governance and access to information; inequality; financial inclusion); supported in one additional launch (knowledge about and perceptions of refugee issues). 4. High ranking government officials attended every launch, 6 engagement meetings held with government, private sector and NGOs in advance of or following launches 5. Sauti za Wananchi rapid response questions on new mobile tax inserted into existing call round, shared with Civil Society Budget Advocacy Group for their presentation to Parliament on the topic.
Success O3S2: Data from independent monitoring of core outcomes and functions of basic services and sectors is gathered and shared in a manner that informs public and policy debate	Subsumed in O3S1 above	
O4: There are few effective intermediaries to demand and use information and data	What will it add up to? Long-term hypothesis: The quality and quantity of data journalism will increase. A variety of civil society actors will demand data, and begin to use it for local and national social accountability.☑	
Success O4S1: Nascent data journalism culture e	<ol style="list-style-type: none"> 1. Trainings and grants for journalists on data journalism 2. Data journalism prize 	<ol style="list-style-type: none"> 1. Sent 10 fact of the week mail outs to media lists, offered 17 journalists field grants to complete 5 data journalism stories each. 2. Data Journalism prize were not implemented, the strategy was reviewed to bring on board more journalist to use the available data to tell stories. 3. Partnership with Uganda Radio Network to promote data journalism including 16 feature stories shared with over 60 partner radio stations across the country, 4 local talk shows, 4 national perspectives radio feature programs shared with partners for broadcast.
O5: Government is generally perceived as unresponsive by citizens and public officials	What will it add up to? Long-term hypothesis: By documenting and publicly celebrating positive examples of public agency and responsive governance will change the public narrative. Opportunities will be created for citizens and government to come together for productive dialogue.☑	
Success O5S1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship)	<ol style="list-style-type: none"> 1. Case studies of responsive authorities 2. Message testing to inspire action, targeting young people 3. Write ups from research 4. Partnership with Uganda Radio Network 	<ol style="list-style-type: none"> 1. Three case studies on Fix My Community, Neighborhood Assemblies and Youth Parliaments on demonstrating responsive government and or active citizenship were documented and a draft report produced. 2. Message testing will follow final submission of all reports. 3. Uganda Radio Network above.

TWAWEZA - UGANDA - 2018 AR	Planned Core Outputs	Achieved core outputs (please update: the information below is from 2018 Mid-Year Report)
<p>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)</p>	<ol style="list-style-type: none"> 1. Focus groups with young people to understand barriers to action including information needs 2. Web publication of preliminary results 	<ol style="list-style-type: none"> 1. Field data collection using the patented ground truth methodology on youth perspectives on access to information and their participation in government processes was concluded. 2. Civil Servants perspectives on citizens' access to information and their participation in government processes was commissioned.
<p>Success O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens</p>	<ol style="list-style-type: none"> 1. Political economy analysis of ATI in Uganda 2. Briefing paper and event on ATI analysis 3. Radio partnership to facilitate interaction between government and citizens 	<ol style="list-style-type: none"> 1. A desk review of the existing studies on ATI was undertaken, a brief on ATI in Uganda produced and published. 2. The ATI brief was disseminated at a press conference during the celebration to mark the Right to Know Day 3. Through the Uganda Radio Network partnership 4 public dialogues/live coverage drawing on government official and citizens organised to facilitate citizen-state interaction

Aggregated Effects by Domain – Open Government Uganda

1. Enriched media coverage and debate – includes more data, covers Twaweza issues, a minimum of 120 pieces of coverage

Over 276 pieces of media coverage on Sauti za Wananchi, generated from the launches and sharing of data briefings, 182 from data mail outs and field grants.

2. Policy-makers make public references to Sauti za Wananchi data, request to make use of infrastructure and proactively reach out to Twaweza for briefings on their sectors

UWASNET (water NGO network) requested for Sauti za Wananchi data to be used in the civil society submission for the Ministry of Water and Environment joint sector review report. The National Coordinator for Barazas and the Commissioner for Local Government in the Office of the Prime Minister requested for key policy issues arising from Sauti za Wananchi data on access to information for their consideration. The Coordinator for the Parliamentary forum on disaster risk reduction requested for and distributed 450 WASH briefs to members of parliament. The Commissioner M&E Local Governments acknowledged at the Sauti za Wananchi Inequality launch that, they at the Office of the Prime Minister capture the Sauti Za Wananchi evidence in the Baraza documents for community level and parish level engagements. Twaweza received a plaque from the Uganda Evaluation Association and the Office of the Prime minister for contribution to the national Monitoring and Evaluation Systems, for Sauti za Wananchi data on citizens' experiences of service delivery. And the data collected on the new social media and mobile money taxes contributed to advocacy that ultimately resulted in the reduction of these taxes.

TWAWEZA - UGANDA - 2018 AR	Planned Core Outputs	Achieved core outputs (please update: the information below is from 2018 Mid-Year Report)
BASIC EDUCATION in UG		
Problem E1: Learning outcomes measure & focus	What will it add up to? Long-term hypothesis: Across the three countries the sustained independent and high-quality assessment of learning outcomes as well as key transparency, accountability and participation processes in, but not limited to, the education sector, will keep the government's focus on performance of these sectors	
Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy.	<p>1. An assessment of learning outcomes (and selected SDG-related measures) carried out in a nationally representative sample of 32 districts, complying with Uwezo quality standards.</p> <p>2. "Give back" products to communities/HH assessed (e.g. calendars, story booklets).</p> <p>3. Draft report produced</p>	<p>1. The assessment of learning outcomes was successfully undertaken in 31 out of 32 sampled districts in October 2018. Due to a re-engagement of district partner for Yumbe district, there were delays experienced in undertaking the pre and assessment processes necessitating that the assessment be conducted in February 2019. Data on selected SDGS was collected including on quality of drinking water.</p> <p>Monitoring: eight districts monitored for adherence to standards during the pre assessment and assessment phases. Technology enhanced monitoring enabled quick turnaround of monitoring data and enabled immediate identification of areas that required mitigation.</p> <p>2. Household give-backs (32,000 copies of calendar and 43,000 story books in English and 4 local languages) were printed and shared in households and schools.</p> <p>3. Three Advisory Committee meetings were held as planned and technical input in key Uwezo processes provided.</p>
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.	1. Final report on learning outcomes in refugee contexts produced	<p>1. The report on piloting Uwezo in refugee contexts was finalized and produced. A joint technical launch of studies done by Uwezo and British Council that were conducted on education within refugee settlements was held on 10 July 2018.</p> <p>2. Press release and presentation on findings produced for World Refugee Day.</p> <p>3. A policy brief titled "Language of Instruction and Learning Outcomes in Refugee Contexts" jointly developed with the British Council and shared widely</p> <p>4. A blog based on the assessment in refugee contexts developed and shared on the PAL Network website in March 2018 [https://palnetwork.org/childrens-learning-in-refugee-settlements-in-uganda/]</p> <p>5. A presentation titled 'How can we assess learning at scale among refugee communities? Insights from a recent pilot in Uganda' based on the refugee report findings given at the 2018 British Association of International Comparative Education (BAICE) conference in York, England.</p>

TWAWEZA - UGANDA - 2018 AR	Planned Core Outputs	Achieved core outputs (please update: the information below is from 2018 Mid-Year Report)
<p>Success E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority.</p>	<ol style="list-style-type: none"> 1. National launch for report on refugee learning outcomes 2. Engagement with MPs from refugee areas 3. Media briefing on key findings 4. Alliances with civil society, media and teacher unions strengthened to amplify voice on policy change for improved learning outcomes (FENU, UNATU, religious leaders, CSBAG). 5. Journalists participate in learning assessment 6. Report from 2017 learning outcomes conference 	<ol style="list-style-type: none"> 1. Press briefing held in advance of World Refugee Day to share the data with journalists. 2. A joint Twaweza and British Council technical launch of refugee studies completed with participants from implementing agencies within refugee settlements and other civil society organizations. The two reports were acknowledged for their contribution to the Education Response Plan as well as for the insights and implications for future programming in terms of the refugee crisis. 3. A joint policy brief on the language of instruction in refugee contexts was developed for sharing with key audiences including the Ministry of Education. 4. Uwezo presented findings from the learning assessment at: the Reading Association of Uganda conference; the first African Curriculum Organisation conference organised by the National Curriculum Development Centre which included a paper focusing on 2015 learning assessment findings. 5. Uwezo participated at the 25th Annual Education and Sports Sector Review 2018 (ESSR) to review the performance of the sector for FY 2017/18. At the sector review Uwezo was given an opportunity to moderate various sessions and this certainly gave an opportunity to front Uwezo and its findings but also an opportunity to be part of the Basic Education department where communication materials were developed printed and shared at the same event. 6. Participated and engaged in three quarterly FENU thematic groups; 1. Access and Quality 2. Early Childhood Learning and 3. Education in Emergency Areas, this provides us with an opportunity to interact with other education CSOs, learn from what they are doing and create synergies to improve learning outcomes and also engage during other education events like the Global Education Week. We also engaged in RTI meetings on access and quality of education 7. Uwezo involved district officials (DEOs, DIS and PEOs) in districts of Arua, Tororo, Zombo and Bududa to be part of the assessment as observers in a way of getting first hand exposure on the Uwezo assessment process and the learning levels of our children. UNATU General Secretary and Uwezo Advisory Committee Member were part of the assessment team also as observers 8. Uwezo involved education journalists in the Uwezo assessment to also gain first-hand experience on how to measure learning and appreciate Uwezo findings. 7 online stories were published and 9 radio features covered their involvement in the assessment
<p>Success E1S4: Policy debate stimulated at sub-national levels, building on the data gathered through the new assessment of learning outcomes as well as local-level open government at sub-national levels.</p>	<ol style="list-style-type: none"> 1. District report cards for refugee hosting districts 2. District launch events 3. Beyond Basics Report and launch event 4. Success stories of action to improve learning collected and curated 	<ol style="list-style-type: none"> 1. The refugee report findings were disseminated in Arua (43 participants), Adjumani (30 participants) and Isingiro (28 participants). 2. Documentations and curation of success stories is work in progress 3. Beyond the Basics report was launched in 9 districts and the events attended by key Local Government officials
<p>Problem E2: Ambitious curriculum Success E2S1: Evidence (incl. from teachers) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).</p>	<p>What will it add up to? Long-term hypothesis: On the basis of evidence generated through this work, key players in the education sector will be persuaded to engage in a debate</p> <ol style="list-style-type: none"> 1. Key findings on curriculum synthesised 2. Validation event on findings 	<ol style="list-style-type: none"> 1. Completed interpretation of SEC analysis outputs for two subjects - primary mathematics and integrated science. Analysis findings for both subjects suggest that national assessments are not well aligned with the intended curriculum standards. 2. One technical paper has been produced for primary mathematics. We were unable to analyse and interpret the outputs for the other two core subjects - English language and social studies due to lack of internal technical expertise in these two learning areas.

TWAWEZA - UGANDA - 2018 AR	Planned Core Outputs	Achieved core outputs (please update: the information below is from 2018 Mid-Year Report)
<p>Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)</p>	<ol style="list-style-type: none"> 1. Targeted engagement (NCDC , UNEB, parliamentary committee, BEWG) including one event targeted at curriculum development centre specifically 2. Shimoni and BP Willis feedback events for teachers on findings 3. Three events for sharing findings, printed paper / brief on findings 4. Media engagement on findings 	<ol style="list-style-type: none"> 1. Shared at a deeper level both the SEC approach and its analysis findings with a key player on curriculum matters in Uganda - the National Curriculum Development Centre. 2. The SEC analysis framework and findings were also shared at two global events - the NCDC-ACO organized 1st international conference on curriculum in Africa, and the 4th RISE annual conference. 3. Feedback and dissemination sessions for the pilot teacher survey findings were not held, pending completion of analysis and interpretation for all the four core learning areas.
<p>Success E2S3: Curriculum review processes are actively monitored to ensure that they are informed by evidence on what makes a curriculum effective</p>	<p>Subsumed in above</p>	
<p>Problem E3: Motivated teachers</p> <p>Success E3S1: An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.</p>	<p>What will it add up to? Long-term hypothesis: The evidence gathered through this work and engagement around it will fuel an evidence-based public and policy debate about</p> <ol style="list-style-type: none"> 1. Updated review of context-relevant evidence on teacher performance, motivation, accountability, support. 2. Two validation sessions for positive deviant practices identified through study 	<p>1. Sessions were held to validate the unearthed PD school and teacher-level practices in all the ten study districts. All key participating institutions made commitments to act on the practices of greatest relevance to their contexts. They included district education officers (DEOs), tutors from teacher colleges, schools and school management committees. Due to budget limitations, we were unable to conduct follow-up monitoring and support activities. These activities will be undertaken in 2019.</p> <p>2. A comprehensive extended-version report was produced. A shorter and more widely accessible version of the report will be released in the first quarter of 2019.</p>
<p>Problem E4: School management</p> <p>Success E4S1: Evidence is produced and shared on what works in improving school leadership and management.</p>	<p>What will it add up to? Long-term hypothesis: The evidence gathered through this work and engagement around it will fuel an evidence-based public and policy debate about</p> <ol style="list-style-type: none"> 1. Two validation sessions on positive deviant study findings 	<p>See above under E3S1</p>

Aggregated Effects by Domain – Education Uganda

1. Enriched media coverage and debate – includes more data, covers learning, a minimum of 35 pieces of coverage at national level.

Refugee learning assessment report sharing yielded 22 pieces of media coverage, Uwezo staff continue to be sought to provide comments on key developments in education. In general reference has been made to Uwezo minimum of 62 times both on line and off line

2. Policy-makers make reference to Uwezo / learning outcomes data for planning, in reviews or reports about the sector, and in public; they proactively reach out to Twaweza for briefings on the findings.

Uwezo participated at the 25th Annual Education and Sports Sector Review 2018 as moderators of the plenary sessions, were invited as panellists at the official launch by the ministry of education of the World Bank book 'Facing Forward: Schooling for Learning in Africa' and were invited by the Parliamentary Forum on Quality Education to discuss the implications of the book findings on the provision of education in Uganda.

There has also been influence at the global level as the following references indicate:

- At the end of 2018, the World Bank listed Uwezo as one of the learning assessments that are 'somewhat comparable internationally or regionally' in its publication titled Facing Forward: Schooling for Learning in Africa (page 59) (Bashil et al 2018).
- In December 2018, UNESCO Institute of Statistics (UIS) acknowledged the role played by Uwezo citizen-led assessments in generating data for measuring progress towards achieving SDG4. This acknowledgement was made in UIS' publication titled: SDG 4 Data Digest 2018: Data to Nurture Learning (pages 94-96).
- Uwezo findings from the assessment in refugee contexts were referenced in UNESCO's 2019 Global Education Monitoring Report (GEMR) on Migration, Displacement and Education (page 60). The work acknowledges adaptability of Uwezo methodology and tools to studying learning and learning conditions in crisis and emergency contexts.

3. Sub-national education officials are increasingly aware of Uwezo data on learning outcomes and feature issues related to learning in their public statements or in quarterly council or technical planning meetings

Based on local launches held in the four districts assessed in 2017, new sub-national officials were engaged.

4. Extended evidence base on learning outcomes and other key household SDG indicators

Data covering five Sustainable Development Goals were collected in the 2018 assessment

5. Strategies used in positive-deviant like schools are validated by the schools themselves and neighbouring schools express interest and commitment into adopting at least one new idea from these findings.

All the discovered PD strategies and practices were validated by the study schools and wider communities. All schools participating in the validation sessions expressed high-level interest and made voluntary commitments to adapt the practices that were of most relevance to their specific contexts. Other key players also endorsed the unearthed practices and committed to introduce, monitor and support implementation of these practices in many other schools within their geographical coverage areas.

6. National Curriculum Development Centre recognise, reference and use Curriculum Analysis data during policy discussions (education sector review, parliamentary committee on education review of the state of the nation address; and 2017/18 budget; quarterly BEWG sessions).

The National Curriculum Development Centre (NCDC) has developed keen interest in gaining a deeper understanding of the SEC analysis methods for improving their curriculum implementation analysis and evaluation work. Accordingly, Twaweza has agreed to conduct intensive in-depth training sessions on SEC data processing, analysis and interpretation for NCDC curriculum experts in 2019.

TWaweza - UGANDA - 2018 AR	Planned Core Outputs	Achieved core outputs (please update: the information below is from 2018 Mid-Year Report)
LME in UG		
LEARNING MONITORING EVALUATION	What will it add up to? Long-term hypothesis: Twaweza contributes to regional and global body of knowledge in the fields of transparency, participation and accountability, basic	
<p>LME Success 1: (Monitoring) 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.</p>	<p>1. Daily media monitoring reports received & shared with staff; compiled quarterly including internal tracking; one annual overview of Twaweza in the media</p> <p>2. Reach and coverage measured of national-reaching initiatives (as needed), and baseline/formative indicators collected (as needed), through use of quarterly Omnibus surveys. Includes corporate recall, and coverage of key media partnerships.</p> <p>3. Uwezo quality re-check and assessment of sub-national communication (using LQAS method) in a sub-sample</p> <p>4. Evaluation of the positioning of SzW in Uganda</p> <p>5. Feedback collected on all major public Twaweza events (launches, conferences, etc.) on relevance, quality, significance of content & event, including sub-national launches</p>	<p>1. We have continuously tracked Twaweza coverage in the mainstream media via Ipsos. For the period of January to December, Twaweza Uganda has been covered 376 times in both print, broadcast and online media. Annual report to be shared on chatter for all staff consumption as well as the website.</p> <p>2. There's a possibility of running one round of Omnibus survey at the end of the year.</p> <p>3. LQAS will be done after the completion of 2018 Uwezo assessment.</p> <p>4. No evaluation of the positioning of Sauti za Wananchi.</p> <p>5. Follow up activity from the subnational engagements completed. Report is yet to be shared</p>
<p>LME Success 2: (Evaluation/research) 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.</p>	<p>1. Qualitative research into information needs and barriers to citizen-government interaction</p> <p>2. Mystery shopper research on access to information, includes civil servant perspectives</p> <p>3. Working with Sauti za Wananchi monitors to request information from local governments</p> <p>4. Message testing on inspiring agency among citizens</p> <p>All the above linked to O5 work</p>	<p>1. Ground Truth research: completed in last quarter, final report in 2019</p> <p>2. Mystery shopper expanded and postponed to ensure it benefits from insights from other studies in this area: Ground Truth, civil servants' perspectives and case studies of successful interventions.</p>
<p>LME Success 3: (Learning) 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</p>	<p>1. At least 25 learning sessions (now including skills labs, reading club), with a focus on our own-generated evidence/results, and complementing or contrasting international evidence</p> <p>2. At least 8 F4T sessions</p>	<p>No learning sessions</p>

Aggregated Effects by Domain – LME Uganda

- 1. Twaweza learning from evidence, applying insights into implementation in the immediate to short-term.**
- 2. Depending on evaluation of intermediary outcomes, could be wider contribution to evidence/field.**
- 3. Twaweza learning from evidence, applying insights into reflection & planning.**
- 4. Contribution to global knowledge on effectiveness of transparency, participation and accountability initiatives**
- 5. Staff body present and engaged at various learning sessions**
- 6. Insights from external sources usefully shape our internal discussions**

Lack of any LME staff in Uganda and budgetary cuts that have lead to pairing down of implementation means no real progress has been made in this area. However the second half of the year sees the start of a series of large inter-connected pieces of research around youth engagement and access to information. These pieces of research will be directly used to design an intervention and contribute to global knowledge around transparency, accountability and participation.

TWaweza - Kenya - 2018 AR	Planned Core Outputs	Achieved core outputs (please update: the information below is from 2018 Mid-Year Report)
OPEN GOVERNMENT in KE in 2018		
Problem O1: Lack of robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.	What will it add up to? Long-term hypothesis: Advocacy on FOI, including through OGP, coupled with targeted support to those spearheading reforms within the government, will persuade the government to enact a robust FOI law. Civil Society will make active use of the law. At least one high profile public institution will develop appropriate mechanisms to respond to FOI requests and will champion its use.	
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	1.Publication of mystery shopper data 2. Event to release findings	Removed in budget adjustments
Problem O3: Independent monitoring & public opinion needs to inform public debate and policy making	What will it add up to? Long-term hypothesis: Collection, curation, active dissemination of independent sources of information will promote and enrich public and policy debate.☒	
Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate	1. Four call rounds 2. Panel closure visit/activity 3. Six research briefs 4. Four launch events, six media briefings 5. Cartoons or infographics from data 6. Partnership with the Kenya Correspondents Association	1. Four call rounds conducted. In addition to these, one more was done for a third party (Amnesty International). 2. Panel closure activity successfully conducted. 3. Seven research briefs launched and data availed for public consumption: (1) Livelihoods, Food Security, and Financial Inclusion, (2) Water and Sanitation, (3) Education, (4) Knowledge about and Perceptions of Refugees in Partnership with the International Rescue Committee, (5) Citizen Engagement, accompanied with a one day workshop with county directors of public participation in collaboration with the Council of Governors and (6) Governance). 4. Panel response rate healthy, last call round (R25) was at 82%.
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		
Problem O5: Government is generally perceived as unresponsive by citizens and public officials	What will it add up to? Long-term hypothesis: By documenting and publicly celebrating positive examples of public agency and responsive governance will change the public narrative. Opportunities will be created for citizens and government to come together for productive dialogue.☒	
Success O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens	Subsumed under O3	

Aggregated Effects by Domain – Open Government Kenya

1. Enriched media coverage and debate – includes more data, covers Twaweza issues, a minimum of 120 pieces of coverage

A total of 89 pieces of coverage on Sauti za Wananchi and therefore all covering data including a number of live in-studio interviews. No content analysis.

2. Policy-makers make public references to Sauti za Wananchi data, request to make use of infrastructure and proactively reach out to Twaweza for briefings on their sectors

Officials from the ministries of education and water made remarks at two launches, and numerous government officials engaged with Sauti za Wananchi data at the national devolution conference. We were invited to organise a session for the County Directors of Public Participation in early 2019.

TWAWEZA - KENYA - 2018 AR	Planned Core Outputs	Achieved core outputs (please update: the information below is from 2018 Mid-Year Report)
BASIC EDUCATION in KE		
Problem E1: Learning outcomes measure & focus	What will it add up to? Long-term hypothesis: Across the three countries the sustained independent and high-quality assessment of learning outcomes as well as key transparency, accountability and participation processes in, but not limited to, the education sector, will keep the government's focus on performance of these sectors (outcomes, not inputs). And will foster an evidence-based discussion in public and policy spheres on how to improve basic sector services and processes.☒	
	Not in KE 2018	Even though assessment activities did not take place in Kenya in 2018, engagement activities did: 1. Engagements with partners around the evidence from the ee4a conference held the previous year were undertaken (one workshop held in Naivasha and several half day meeting held in Nairobi) 2. Two policy briefs from the ee4a conference evidence developed to near completion 3. Uwezo contributed significantly to the activities of Elimu Yetu coalition, Pal Network, RELI Kenya and the SDGs Forum, holding leadership in all the four entities and through them shaping the discourse on education in Kenya 4. Uwezo engaged with communities at the local level and schools on learning outcomes through the district partners using accrued budget from 2017.
Problem E2: Ambitious curriculum	What will it add up to? Long-term hypothesis: On the basis of evidence generated through this work, key players in the education sector will be persuaded to engage in a debate about how curriculum could be more effective in promoting learning. These debates will inform the new education strategy and training policy. Local government authorities at district/county level will welcome and allow pilot of new curriculum before full adoption.☒	
Success E2S1: Evidence (incl. from teachers) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).	1. Curriculum monitoring system designed 2. Monitoring system piloted in two counties 3. Report produced on system and pilot	1. Discussions with the Kenya Institute for Curriculum Development (KICD) relating to the monitoring system were commenced in quarter 1. However, due to staffing and budgetary constraints at our Kenya offices no further progress has been made since.
Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)	1. Position paper on curriculum effectiveness 2. Policy dissemination event 3. Subnational events including teachers	1. Analyses were completed, however detailed syntheses and writing have been constrained by staffing and budgetary constraints to our activities at the Kenya office.
Problem E4: School management	What will it add up to? Long-term hypothesis: The evidence gathered through this work and engagement around it will fuel an evidence-based public and policy debate about school leadership and management, including evidence about parental involvement and support. Relevant authorities in the three countries will welcome an experimental approach to testing different models of leadership and management.☒	
Success E4S1: Evidence is produced and shared on what works in improving school leadership and management.	1. Validation meetings in five positive deviant schools / localities 2. Piloting / trialling practices in three other schools	1. Five validation sessions were held in three counties, involving both PD and non-PD teachers, head teachers and other critical education stake holders - boards of management, parent associations, and sub-county education officials. Commitments to adapt the PD practices were made by all participants. 2. The final PD report was produced.
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. Across the 3 countries.	1. Flyer with positively deviant strategies produced for one county with a PD school 2. Four discussion events with head teachers 3. Six discussion events in schools with teachers	1. No progress on these outputs due to staffing and budget constraints at our Kenya office.

Aggregated Effects by Domain – Education Kenya

1. Enriched media coverage and debate – includes more data, covers learning

207 pieces of coverage (135 mentions in media reports; 30 interviews with Uwezo staff and 42 live in studio TV interviews with Uwezo staff).

2. Policy-makers make reference to Uwezo / learning outcomes / education data for planning, in reviews or reports about the sector; and they proactively reach out to Twaweza for briefings on the findings

Collaboration with national curriculum development centre on monitoring pilot for new curriculum

3. Sub-national education officials are increasingly aware of Uwezo data on learning outcomes

No significant monitoring of work in 2018

4. Strategies used in positive-deviant like schools are validated by the schools themselves and neighbouring schools express interest and commitment into adopting at least one new idea from these findings

All the potentially positive deviant school practices were validated in sessions that involved schools that were studied and their neighbours, and sub-county education officials. These key players made commitments to adapt specific practices of most relevance to their contexts. No follow up as yet.

TWaweza - Kenya - 2018 AR	Planned Core Outputs	Achieved core outputs (please update: the information below is from 2018 Mid-Year Report)
LME in KE		
LEARNING MONITORING EVALUATION	What will it add up to? Long-term hypothesis: Twaweza contributes to regional and global body of knowledge in the fields of transparency, participation and accountability, basic education, and open government; the evidence stems from monitoring, evaluation, as well as original research.☒	
LME Success 1: (Monitoring) 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.	<ol style="list-style-type: none"> 1. Daily media monitoring reports received & shared with staff; compiled quarterly including internal tracking; one annual overview of Twaweza in the media 2. Reach and coverage measured of national-reaching initiatives (as needed), and baseline/formative indicators collected (as needed), through use of quarterly Omnibus surveys. Includes corporate recall, and coverage of key media partnerships. 3. Evaluation of the positioning of SzW in the Kenyan polling space. 4. Feedback collected on all major public Twaweza events (launches, conferences, etc.) on relevance, quality, significance of content & event 5. Independent feedback on Uwezo sub-national communications activities conducted in 2017 	<ol style="list-style-type: none"> 1. Continuously tracked Twaweza coverage in the mainstream media via Ipsos. For the period of January to December, Twaweza Kenya has been covered 165 times in both print, broadcast and online media. Full annual report to be shared on chatter for all staff consumption as well as the website. 2. We have not conducted Omnibus, Sauti za Wananchi evaluation or event feedback. 3. Conducted an independent feedback on the scope and effect of the 2017 Uwezo sub-national communications and engagement. Final report for this work shared with PPE for wider sharing.
LME Success 2: (Evaluation/research) 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.	<ol style="list-style-type: none"> 1. Updated civic space evidence and data collected for incorporation into report 	<ol style="list-style-type: none"> 1. Not done
LME Success 3: (Learning) 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	<ol style="list-style-type: none"> 1. At least 25 learning sessions (now including skills labs, reading club), with a focus on our own-generated evidence/results, and complementing or contrasting international evidence 2. At least 12 F4T sessions 	No learning events

Aggregated Effects by Domain – LME Kenya

- 1. Twaweza learning from evidence, applying insights into implementation in the immediate to short-term.**
- 2. Depending on evaluation of intermediary outcomes, could be wider contribution to evidence/field.**
- 3. Twaweza learning from evidence, applying insights into reflection & planning.**
- 4. Contribution to global knowledge on effectiveness of transparency, participation and accountability initiatives**
- 5. Staff body present and engaged at various learning sessions**
- 6. Insights from external sources usefully shape our internal discussions**

Not much has been done in Kenya this year however from the subnational communication follow up, we learnt that the Uwezo subnational engagements are key to raise awareness and drive discussions within the communities. However these subnational engagements do not appear to awaken a sense of citizen agency, local authorities were still much more likely to drive local agendas.

Kenya has not been active in learning events this year.

TWaweza - Regional - 2018 AR	Planned Core Outputs	Achieved core outputs
OPEN GOVERNMENT in RO in 2018		
Problem O3: Independent monitoring & public opinion needs to inform public debate and policy making	What will it add up to? Long-term hypothesis: Collection, curation, active dissemination of independent sources of information will promote and enrich public and policy debate.	
Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate	<ol style="list-style-type: none"> 1. Share Sauti za Wananchi in two regional/global conference/workshop 2. Two regional (three country) comparative briefs 3. Two multi-city press conferences on regional findings 	<ol style="list-style-type: none"> 1. Executive Director attended Data Bazaar in Bristol and shared Sauti za Wananchi data 2. One multi-city data release (coordinated by International Rescue Committee) to share regional findings on perceptions about refugees.
BASIC EDUCATION in RO		
Problem E1: Learning outcomes measure & focus	What will it add up to? Long-term hypothesis: Across the three countries the sustained independent and high-quality assessment of learning outcomes as well as key transparency, accountability and participation processes in, but not limited to, the education sector, will keep the government's focus on performance of these sectors (outcomes, not inputs). And will	
Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy.	<ol style="list-style-type: none"> 1. Uwezo standards are reviewed, availed and implemented for increased harmonization of assessment processes and data across the three countries 2. Uwezo monitored and timely feedback given to inform iterative improvement of the assessment 3. Capacities shared across the three countries and lessons documented 4. Child protection policy developed and instituted 5. Support provided to incorporation of technology into assessment practices 6. Kenya and Uganda Uwezo data visualized online 	<ol style="list-style-type: none"> 1. Two technical meetings on methodology (testing and data) held bringing together over 17 experts from the 3 countries. The two standard areas were carefully reviewed and amended accordingly and reports produced. 2. Uwezo conducts level 1 monitoring at 3 critical points (pre- during and post assessment). All these processes were completed in Uganda (using SurveyToGo in 32 enumeration areas in 8 districts clustered in the 4 regions) and reports produced. In Tanzania, the consultant was contracted, the forms reviewed and pre-assessment monitoring conducted in preparation for the assessment which could not take place. 3. Due to limited budget, harmonization is through sharing of documents. Two Uwezo management meetings have taken place and the survey booklet items harmonized. 4. Successfully steered the process of developing the Twaweza Child Protection and Safeguarding Policy and the specific provisions applicable to the assessment have been included in the Uwezo training guidelines 5. The process of incorporating technology in the assessment on a trial basis is complete in Uganda and Tanzania in two districts of Kayunga and Moshi. The process mirrored the 2015 process (revisiting the 2015 enumeration areas in the 2 districts) 6. Five conference presentations prepared and delivered (curriculum for sustainable learning conference, Reading Association conference, Africa-Asia conference in the third week of September in Dar es Salaam), the World Education Research Association (WERA) conference in Cape Town (1-6 August) and the British Association for International Comparative Education (BAICE) conference in York (10-16 September) 7. Two book chapters published in the British Council Language Development conference series and in UNESCO Institute of Statistics Education Digest
Problem E2: Ambitious curriculum	What will it add up to? Long-term hypothesis: On the basis of evidence generated through this work, key players in the education sector will be persuaded to engage in a debate about how curriculum could be more effective in promoting learning. These debates will inform the new education strategy and training policy. Local government authorities at district/county	
Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)	<ol style="list-style-type: none"> 1. Outcome mapping process to inform curriculum findings engagement 	Analysis in final stages. Engagement work is the main focus for 2019.

TWaweza - REGIONAL - 2018 AR	Planned Core Outputs	Achieved core outputs
LME in RO		
LEARNING MONITORING EVALUATION	What will it add up to? Long-term hypothesis: Twaweza contributes to regional and global body of knowledge in the fields of transparency, participation and accountability, basic education, and open government; the evidence stems from monitoring, evaluation, as well as original research.☐	
LME Success 1: (Monitoring) 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.	<ol style="list-style-type: none"> 1. One corporate media monitoring report produced targeting internal learning and PPE 2. LME staff attend at least two selected trainings relevant to work, or workshop with external trainers; and LME staff participating in other unit's monitoring or learning activities 3. At least four quarterly travel by regional positions to countries for in house mentoring, training and support 	Activities incomplete, strategy writing was prioritized.
LME Success 3: (Learning) 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	1. Young people engaged in productive short-term arrangements, contributing to their own learning and beneficial to the organization.	1. For the period of January to 31st July we have had a total 13 interns: 10 interns in Tanzania, 2 in Uganda and 1 in Kenya.

TWaweza - REGIONAL - 2018 AR	Planned Core Outputs	Achieved core outputs
GOVMan in RO		
GOVERNANCE AND MANAGEMENT		
Gov/Man Success 1: Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports.	<ol style="list-style-type: none"> 1. Annual plans produced, approved and posted online 2. Mid-Term Review process completed 3. Annual Report produced and shared 4. Highlights of achievements for fundraising and promotion 5. Strategic retreat 	<ol style="list-style-type: none"> 1. Annual Report 2017 and Annual Plan 2018 were produced and posted on time and proactively shared with partners 2. The mid-term review is completed and shared 3. Preliminary interest from new prospects in Tanzania (Ford Foundation (2 opportunities) Canadian High Commission and Irish Embassy) continue to be followed up. New donors: Finland Embassy, Embassy of Switzerland brought on board. Support with prospect management completed - we now have a revised and more systematic approach to fundraising. 4. Strategic retreat completed as input into annual planning process.
Gov/Man Success 2: Management and strategic support provided to the Directors and entire team	<ol style="list-style-type: none"> 1. Management training 2. Quarterly management meetings 3. New strategy produced 	<ol style="list-style-type: none"> 1. Two quarterly management meetings as scheduled, third meeting as retreat. Due to strategy process and ED's inability to travel we did not manage all four meetings. 2. With the departure of two directors (LME, Programs & Services) an interim management structure was proposed and approved by the Board chair. New permanent Senior Management Team established at the end of the year. 3. New strategy finalised and approved 4. Job evaluation review and staff performance appraisal system completed, to be implemented in in 2019. 5. Board endorsed the Risk Management Framework in September 2018. Board Charter drafted for adoption in 2019.
Gov/Man Success 3: Twaweza has strong values, policies, and procedures, and staff are enabled to ensure compliance	<ol style="list-style-type: none"> 1. Promotion of key values 2. Spot checks conducted 3. Statutory compliance including audited accounts, financial returns, immigration and tax 	<ol style="list-style-type: none"> 1. Key values: including transparency, rigour, curiosity and collaboration continue to be promoted. We are deepening collaboration with Parliament in Tanzania on anti-corruption, our analytical work remains very rigorous (Sauti za Wananchi, Uwezo water testing, etc), and we post all of our reports and audited accounts online for public scrutiny. 2. Twaweza's independence has been retained (with some effect on our ability to operate in Tanzania), and our 'open government' work anchored by Sauti za Wananchi, deepened traction in Kenya and Uganda 3. Final oversight assessment by Hivos rated us an 'exemplary organization.' 4. We continue to remain independent and impartial in our analytical and advocacy work we retain the confidence of large section of Tanzania's public. In Uganda and Kenya, Sauti continues to deepen its influence, with government officials attending almost all of our public launches. We have been included in the Uganda curriculum review process - the only non-state actor to be invited to do so. 5. Staff sessions on policies, strategy, research and content; new formats of sessions to encourage new skills: debate, simplified statistical concepts and analysis. 5. We remain fully compliant in terms of tax returns, statutory filings and immigration procedures. Twaweza remains a fully transparent organization. All statutory compliance is up to date. We received a completely clean financial audit for 2018.
Gov/Man Success 4: Governance Board and donors are consulted, engaged, and informed on all pertinent matters related to Twaweza	<ol style="list-style-type: none"> 1. Two board meetings, one in person and one via teleconference 2. Two donor meetings, one in person and one via teleconference 3. ED regional travel 4. Donor management tool developed and updated 	<ol style="list-style-type: none"> 1. Successful in-person Board meeting in April 2. Positive donor meeting in May 3. ED traveled to Nairobi 6 times and Kampala 4 times to provide guidance, particularly during the transition in Kenya. Board is fully informed of our strategy development process and our government engagement following the July 5 Sauti za Wananchi launch in Tanzania 4. The tool to manage current donors is operational, we are developing a tool to manage prospective donors

TWaweza - REGIONAL - 2018 AR	Planned Core Outputs	Achieved core outputs
OPS in RO		
OPERATIONS AND FINANCE		
<p>Success 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place</p>		<ol style="list-style-type: none"> 1. Interim child protection and safeguarding policy developed, presented at the staff meeting for awareness and adherence. 2. All staff filled in conflict of interest form as per policy. 3. Tools for proposed policy changes revisited, presented to staff ready for their inputs and suggestions on amendments or new policies as necessary. 23 proposed policies clauses (6 Governance, 8 Human Resources, 7 Administration and Finance, and 2 Programs) proposed to the Board and approved. 4. 2 new policies on CCTV and Child Protection and Safeguarding approved by the Board. In addition, security and safety policy prepared and shared with staff for inputs, to be finalized in 2019. 5. All statutory requirements on salaries, registrations, insurance etc were adhered to as per country requirements. In Tanzania, we submitted forms P9 and 10 on Skills Development Levy and also verified 2 work permits as per government directive.
<p>Success 2: Staff recruited and motivated to realize Twaweza goals in a supportive environment</p>		<ol style="list-style-type: none"> 1. Out of 6 vacancies, 3 long term staff recruited, oriented all confirmed for the job. Interviews complete and candidates identified for 2 other positions: one contracted and one in negotiation, to be completed in January 2019. Still one position is vacant and shall be filled in quarter one 2019. Two non-citizen work permits were renewed successfully. 2. Managed the redundancy of 7 staff in Kenya office smoothly and as per the required laws. 3. A summary of 2017 staff performance prepared, learning needs summarized from the 2017 staff appraisal and shared with respective supervisors to ensure mentorship and support accordingly. 4. Report on Job Evaluation and Performance Management System submitted, discussed at the Management meeting in April. In addition, Management team was trained on team building as well as on mentoring and coaching skills. 5. Staff received health coverage and GPA insurance managed throughout for all staff as per eligibility. 6. Managed and recruited 17 interns: 10 male and 7 female, also supported with exit process as per procedures. 7. New leave system (PlanMyLeave) launched, staff trained and currently fully functioning. 8. Staff team building and wellbeing: In Uganda, 97 aerobic sessions with on average 6 attendees per sessions; in Tanzania had 145 aerobic sessions attended by an average of 7 staff; in Kenya, due to the financial challenges which led to redundancy, only 5 staff remained in a fairly small office with no space, other options were too costly. In addition, well organized family get togethers were held in Tanzania and Uganda while in Kenya a staff get together was preferred.
<p>Success 3: Office and assets functioning optimally and well managed</p>		<ol style="list-style-type: none"> 1. In Kenya specifically, re-negotiated the lease to relinquish one floor after redundancies. New lease document with Kenya lands office for stamping and seal approval. 2. Due to reduced size of staff in Kenya, managed 9 service provider contracts amended to match requirements. 3. In Uganda, the office premises were sold off in July 2018 to a new landlord, transfer was made in August 2018 to the new landlord. Twaweza entered a two year agreement, from January 2019 to December 2020 with the new landlord observing relevant regulations. 4. In Tanzania, a two years lease was signed, that covers January 2018 to December 2020. 5. Disposed of 65 assets: Kenya 19, Tanzania 33 and Uganda 13. In addition, disposed of vehicles in Kenya and Uganda. All Twaweza assets were checked and verified at the end of the year and more were established for disposal. The disposal exercise shall be completed in quarter one 2019.

TWaweza - REGIONAL - 2018 AR	Planned Core Outputs	Achieved core outputs
Success 4: Internal documentation and correspondence efficiently managed		Activity on track: Internal documentations and correspondences are well managed. Reached respective destinations on time eg. invitations to events. Paid for the Annual Postal charges for each country as per requirement.
Success 5: Information technology		<ol style="list-style-type: none"> 1. Office Network Infrastructure maintained, managed and supported in all 3 countries effectively. There were no additional network equipment's purchased, software managed and kept up to date. 2. Purchased Sophos Antivirus called (Sophos Central Intercept X Advanced), it integrates well with Sophos XG Firewall which allows better synchronization and also protects Twaweza from Ransomware attacks. 3. Upgraded Team Viewer Account Business 9 license to Premium 13 Subscription to be able to support more users better which was not possible with the License we had earlier. 4. Leave Management System (PlanMyLeave): Assisted developers during initial setup and trained staff in all 3 countries on how to use the new system, it has been working as per expectations and we have not had major issues so far. 5. Developed action plan in line with IT audit report which had 31 recommendations, of which 15 have been implemented, and the remaining 16 are in progress.
Success 6 Office assets/Equipment		<ol style="list-style-type: none"> 1. Procured assets in Tanzania: 300 tables for assessment, 4 computers, 2 dining tables, 3 shelves, 1 paper shredder, a mobile phone and 1 microwave. 2. Procured assets in Uganda: 1 laptop and 1 projector.

Annual Report 2018 – details Benchmarks

(Agenda 7 – Annual Report)

No or limited progress towards benchmark (0-50% achieved)					
Notable progress toward benchmark, but falling below expectations (51-79% achieved)					
Benchmark achieved as per expectations, or higher (80% or more achieved)					
Was not benchmarked for this year, but there is something worth noting					
	2015	2016	2017	2018	Brief note on 2018 achievement
Data and Voice					
Sauti za Wananchi					
Sauti mobile phone survey running in Tanzania, with at least 10 annual data collection rounds for Twaweza, and additional 3-6 with partner agencies	X	X	X	X	Decision made to reduce call rounds in all countries due to budgetary constraints and to get better mileage from each round. 1. 6 call rounds at national level, with 1 round done in partnership with International Rescue Service ; 5 call round at sub-national level (Dar es Salaam) 2. Panel closed at a healthy response rate of 75+% after 3 years
Mobile phone survey established with at least 4 data collection rounds in Kenya by 2015; and 8-12 times annually thereafter	X	X	X	X	Decision made to reduce call rounds in all countries due to budgetary constraints and to get better mileage from each round. 1. 5 call rounds, 2 in partnership with Amnesty International and International Resuce Committee 2. Panel closed at a healthy response rate of 80+% after 3 years
1) Mobile phone survey established with at least 4 data collection rounds in Uganda by 2016; and 8-12 times annually thereafter	n/a	n/a	X	X	Decision made to reduce call rounds in all countries due to budgetary constraints and to get better mileage from each round. 1. 6 call rounds, 1 in partnerhsip with International Rescue Committee 2. 18 months since panel establishment, response rate healthy at 95+% .
Handbook on Twaweza approach to mobile phone survey published in 2015; revised 2018	X	X	n/a	X	
Drawing a fresh Sauti sample after 2 years of call rounds in Tanzania and Kenya	X	n/a	n/a	X	Panels closed, new sample in 2019
Drawing a fresh Sauti sample after 2 years of call rounds in Uganda	n/a	n/a	n/a	X	Panel only going for 18 months, new sample in 2020.
Sauti datasets and methodology available in machine readable formats online in a timely manner	X	X	X	X	All publicly launched data sets and methodology available online for use by public
Uwezo					
Children aged 6/7-16 assessed in foundational skills of literacy and numeracy in at least 370 districts across Tanzania, Kenya and Uganda, reaching 350,000 children annually	X	X	X	X	Uganda: learning assessment in 32 districts in Uganda, reaching 45,676 children between 0-16 years, inclusive of 29,430 aged 6-16 who were assessed in literacy and numeracy. Tanzania: not completed due to blocked permissions from government Kenya: not conducted because of budget constraints
At least 10,000 schools across East Africa visited during the annual assessment and data useful for tracking school-level indicators collected	X	X	X	X	Uganda: 950 schools Tanzania: not completed due to blocked permissions from government Kenya: not conducted because of budget constraints
Uwezo assessment expanded vertically to cover assessment in early childhood care, or higher grade, or both; in Kenya in 2015, Uganda 2016, and Tanzania 2017; sustained in all 3 countries in 2018	X	X	X	X	Not done in 2018 given limited assessment scope and scale
Uwezo assessment infrastructure leveraged to benefit additional sectors with data (Uwezo +), in Kenya in 2015, Uganda 2016, and Tanzania 2017; sustained in all 3 countries in 2018	X	X	X	X	Uganda: Water quality testing at school and household level was conducted successfully in 827 schools and 5,597 households across the 32 surveyed districts in Uganda. In addition, selected indicators related to SDGs 1, 3, 4, 5, 6 and 10 were tracked during the Uwezo Uganda assessment. Tanzania: Piloted the water quality test in one district (Tanga), where a total of 208 households in 15 Enumeration areas were reached and drinking water tested. The plan is to scale up the water quality test and monitor indicators related to SDG 1,2,3,4,5,6 and 16 during the main assessment
Open data and access to information indicators designed for Uwezo infrastructure in 2015, piloted in 2016, and implemented in 2017 and 2018	X	X	X	X	Not completed

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Notable progress toward benchmark, but falling below expectations (51-79% achieved)					
Benchmark achieved as per expectations, or higher (80% or more achieved)					
Was not benchmarked for this year, but there is something worth noting					
	2015	2016	2017	2018	Brief note on 2018 achievement
Community level communication in Uwezo done on annual basis, monitored and feedback used to make communication more effective	X	X	X	X	Tanzania: 59 district launches, extended feedback piolet in Gairo Uganda: 3 district launches (assessment in 4 districts), 9 district launches for Beyond Basics report, facilitated advocacy pilot in 2 districts
Clean, accessible, user-friendly complete datasets published to the web	X	X	X	X	Uganda: Data online Tanzania: to be uploaded after permission to launch
Key reports on learning assessments published annually: East-Africa report, national-level reports, and selected sub-national (county or district)	X	X	X	X	1. Refugee learning assessment report produced, 4 district outputs produced 2. Uwezo Tanzania 2015 assessment reports produced for 159 districts, 2017 national report forthcoming 3. Beyond Basics report produced in Uganda
Technical papers that explore in-depth the assessment data prepared and published and presented on a global platform annually; at least 1 in 2015, 2 in 2016, and 3 thereafter	X	X	X	X	1. Uwezo findings were shared at 5 international and 5 national conferences 2. Five publications were realised based on Uwezo findings 3. Five articles based on Uwezo data co-authored with academics and published in a book edited by Ishmail Munene

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Notable progress toward benchmark, but falling below expectations (51-79% achieved)					
Benchmark achieved as per expectations, or higher (80% or more achieved)					
Was not benchmarked for this year, but there is something worth noting					
	2015	2016	2017	2018	Brief note on 2018 achievement
What works					
What Works in Basic Education					
Methodology framework for positive deviance approach in education developed and tested in 2015	X	n/a	n/a	X	1. Findings validation complete in Uganda. 2. Research permit for validation denied in Tanzania.
KiuFunza Phase II formulated and supported 2015-2018, with results informing WWE and policy engagement	X	X	X	X	KiuFunza II impact findings have: 1. Led to Government request for performance pay at scale 2. Informed the design of KiuFunza III, a scalable and reduced cost teacher performance pay program in collaboration with government partners.
Four (4) background papers/ briefs and policy positions/suggestions prepared and shared as per problem areas in 2015	X	X	n/a	X	1. A paper on curriculum effectiveness was written and shared at a global conference - RISE annual conference 2018. 2. The KiuFunza II impact paper was drafted and presented at CSAE and RISE conferences. KiuFunza II results were published in more accessible brief format.
A directory/annotated bibliography of what works in education produced in 2015, and updated annually	X	X	X	X	Literature review was not updated in 2018.
Knowledge Forum on what works in education convened at East Africa level in 2015 and 2017	X	X	X	n/a	
Three (3) case studies of positive deviance in education surfaced, verified, documented and shared each year, per country, starting with 2016	n/a	X	X	X	Uganda report finalized after validation of findings and identified strategies shared. Kenya report finalized after validation and identified strategies shared.
At least 2 ideas/experimental ideas developed curated and shared by 2016 and additional two by 2018	n/a	X	n/a	X	Moved to 2019 given extended time taken to finalize initial studies. dea is to partner with interested education CSO in Uganda to conduct an evaluation of the learning impacts of select PD practices through a randomized field experiment.
KiuFunza Phase I completed and reports done by mid-2015	X	n/a	n/a	n/a	
Three (3) presentations in global and regional conferences on interventions in education by 2017, additional 3 in 2018	n/a	n/a	X	X	Two papers, on curriculum analysis and learning in refugee contexts, presented at two global conferences -RISE and BAICE conferences. The curriculum analysis paper is now under review for publication. The KiuFunza II impact paper was presented at CSAE, RISE (both UK) and NEUDC (USA) conferences.
Three (3) articles published in peer-reviewed journals on what works in education by 2017; additional 2 submitted by 2018	n/a	X	X	X	1. KiuFunza I impact paper was submitted to The Quarterly Journal of Economics in 2018, then revised and resubmitted; and accepted for publication early 2019. 2. KiuFunza II paper is under revision and will be submitted to leading journal in 2019. 3. The paper "Opinions on Teacher Performance Pay: Evidence from Tanzania", based on KiuFunza data, was submitted as a RISE working paper.

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Notable progress toward benchmark, but falling below expectations (51-79% achieved)					
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	2015	2016	2017	2018	Brief note on 2018 achievement
What Works in Open Government					
Uwezo and Sauti data available online reflecting open data and user centered design principles in a timely manner	X	X	X	X	1. Open format data available online 2. Two visualizations developed through third party platforms.
Review of Freedom of Information (FOI) status in TZ completed in 2015, proposals for action completed in 2016; review in KE & UG in 2016, proposal for action in 2017	X	X	X	X	Sauti za Wananchi covered these topics in all three countries
Review of open data status in TZ conducted in 2015, in KE and UG by 2016	X	X	n/a	n/a	
Data quality and access to information report on key datasets/information related to Twaweza themes piloted and published in at least one country by 2016, and implemented annually in all 3 countries starting in 2017	n/a	X	X	X	Area of work dropped
Data journalism established in at least one major media house in TZ and UG by 2015 and one in KE by 2017	X	X	X	X	Uganda: A total of 187 articles were produced through data journalism interventions via journalists not media houses Tanzania: Mwananchi Communications continue to maintain a data desk, partnership established, some challenges with new laws on statistics
Four instances of locally-led solutions (PD) surfaced, verified, documented and shared each year for TZ and UG starting 2015, and KE starting 2016	X	X	X	X	Uganda: draft report on three case studies (Fix My Community, Neighbourhood Assemblies and Youth Parliaments) was produced. This is work in progress to share and validate the findings before the final report is produced. Tanzania: Partnership commenced with International Growth Centre and Georgetown University on PD local authorities
Two ideas/experiments in responsive governance per year designed, curated and shared in TZ and UG starting 2016 and KE starting 2017	n/a	X	X	X	Public Agency work in one district in Tanzania finalized
Four background papers/briefs and policy positions/suggestions prepared and shared, one per problem area in 2015 and updated in 2017	X	X	X	X	Uganda: one access to information brief was produced, published and launched on the right to know day.
Two articles published in peer-reviewed journals on what works in open government in East Africa	n/a	n/a	X	X	
At least 3 presentations per year in global and regional conferences on WWOOG, starting in 2016	n/a	X	X	X	Presented and participated in: 1. Evidence in Governance and Politics Conference 2. Public Service Accountability Monitor Conference 3. MIT Gov/Lab and Evidence in Governance and Politics workshop 4. Transparency and Accountability Initiative Conference 5. Learning Collaborative meeting
Four articles or blogposts per year in global/regional media or knowledge community platforms on WWOOG	X	X	X	X	Blog posts on MIT Gov/Lab, Transparency and Accountability Weekly digest, Duncan Green blog (4)
Online directory/annotated bibliography of what works in open government produced, updated regularly	X	X	X	X	Not done due to staff capacity challenges
Knowledge/Learning Forum on WWOOG convened at East Africa level in 2016 and 2018	n/a	X	n/a	X	Not done due to staff capacity challenges

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Notable progress toward benchmark, but falling below expectations (51-79% achieved)					
Benchmark achieved as per expectations, or higher (80% or more achieved)					
Was not benchmarked for this year, but there is something worth noting					
	2015	2016	2017	2018	Brief note on 2018 achievement
Public and Policy Engagement					
Communications					
Effective system for all units contributing updates to website developed and website substantively updated on weekly basis with information from all 3 countries; usage tracked and analyzed and implementation tweaked	X	X	X	X	1. Website updated regularly, most contributions from Sauti za Wananchi and LME: 25 publications (19 less than 2017), 32 announcements (13 more than 2017). 2. All key website indicators saw decreases compared to 2017: Number of sessions by 25%; the number of users by 23%. This is likely due to the dated look and feel of Twaweza's website and the difficulty in finding specific content on the site. But also, the fact that Tanzania launched only 5 Sauti za Wananchi briefs which have always been the source of content on the site.
New redesigned Twaweza website in place by end 2015, and major design review in 2018	X	X	X	X	We didn't design, execute and launch a new website. We are at the finishing stages but it has taken too long.
Core communication policies (social media, branding standards, etc.) well known by all staff in 2015, and in consistent use	X	X	X	X	Communication policy available online, standards and branding manual available, not in consistent use by all staff but by the PPE team.
Systematic database of media contacts and good working relations developed and regularly refreshed for all 3 countries	X	X	X	X	1. 907 pieces of media coverage compared to 850 in 2017. 2. Data journalism work in Uganda resulted in 17 journalists producing 87 data driven stories. 3. Strong media partnerships with: Uganda Radio Network, JamiMedia, online individual influencers, Kwanza TV and Shujaaz Media which reaches approximately 50% of Tanzanian youth, weekly show with Joy Fm in Kigoma, partnership for news clips on education with Azam Media.
Information on work of all Twaweza units, including press releases, reports, briefings, as well as timely responses to media queries provided to media in a systematic basis at least once each month in TZ by end of 2015, and in KE and UG by end of 2016	X	X	X	X	Uganda: 6 Sauti za Wananchi launches (water and sanitation; livelihoods and financial inclusion; governance and access to information; inequality); supported in one additional launch (knowledge about and perceptions of refugee issues). Uwezo technical launch of refugee learning assessment and press launch on World Refugee day as well as three district launches. Tanzania: 3 Sauti za Wananchi launches, press conference about Twaweza, Inequality discussion from Uwezo data, capacity building on strategic litigation for 10 CSOs, 2 sessions with 12 journalists from Mwananchi Communications, Convening CSOs not registered under the NGO Act, presentation to 15 directors in ministry of local government, Sauti za Wananchi methodology workshop, 59 district launches for Uwezo, 2 KiuFunza policy engagement events Kenya: 7 Sauti za Wananchi launches
Twaweza in the media systematically compiled and monitored and reported in website plus monthly compilations prepared and shared with staff and board	X	X	X	X	Tanzania: 366 (down from 440), Kenya: 165 (down from 263), Uganda 376 (up from 147)
Compelling, accessible communication materials in different formats (e.g. print, video, online) on what is Twaweza, what we do, what we achieve and what we learn materials developed, refreshed, published and shared	X	X	X	X	26 publications including learning notes, annual report and research outputs
Uwezo annual assessment reports (national, district and East Africa combined) and ranking posters covering all three countries published in a timely manner	X	X	X	X	No Uwezo materials produced in 2018 in Tanzania Uwezo Uganda refugee report and Beyond Basics Report produced and released

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Notable progress toward benchmark, but falling below expectations (51-79% achieved)					
Benchmark achieved as per expectations, or higher (80% or more achieved)					
Was not benchmarked for this year, but there is something worth noting					
	2015	2016	2017	2018	Brief note on 2018 achievement
Sauti briefs published at reliable monthly basis, in TZ starting 2015, in KE starting 2016 and UG starting 2017	X	X	X	X	Uganda: 6 briefs produced and disseminated accompanied by 6 press releases, 10 data mail outs to journalists on topical issues Kenya: 7 briefs produced accompanied by 7 press releases Tanzania: 4 research briefs, each in two languages with press releases also in two languages, 12 factsheets shared with government, not media. Not quite meeting monthly target because of reduction in call rounds done by Sauti za Wananchi as compared to strategy.
Engagement					
Uwezo national and East Africa reports launched effectively annually, generating public and policy debate in all 3 countries	X	X	n/a	n/a	The Uwezo Assessment in the Refugee settlement Report was launched.
Sauti reports launched monthly and generating public and policy debate in TZ by 2015, in KE by 2017 and UG by 2018	X	X	X	X	6 national launches in Uganda releasing Sauti za Wananchi data to stakeholders and media. A total of 276 pieces covered by different media houses. 7 national launches in Kenya for media and stakeholders, generating 115 pieces of coverage. 3 launches in Tanzania, after the launch in July, changes in the legal and regulatory environment have prevented us from launching any further briefs but we have presented the data to a group of directors from the ministry of local government. 1 additional press conference after the challenges Twaweza faced from the last Sauti za Wananchi launch.
Quality of data and access to information reports launched annually and generating policy and public debate starting in one country in 2016 and all 3 by 2017	X	X	X	X	Uganda: One ATI brief was produced, published and launched on the right to know day. This brief was generated based on the desk review of all the ATI reports produced over time. Tanzania: Sauti za Wananchi ATI brief published and launched in February, generating 12 pieces of coverage.
At least one multi-component campaign per year per country focused on Twaweza problem areas developed and implemented for one country starting 2015, and all 3 countries starting 2016	X	X	X	X	Tanzania: 10 month campaign via radio, print and online to encourage young people to live democratic values in their daily lives and to be more supportive of their peers who are willing to stand up for justice and demand their rights. Shujaaaz media reaches over 50% of young Tanzanian. Uganda: Planned research to action to pilot to scale sequencing of this campaign. Commenced three studies to inform the pilot design.

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Was not benchmarked for this year, but there is something worth noting					
	2015	2016	2017	2018	Brief note on 2018 achievement
Continuous and significant contributions to major national and international initiatives and processes on basic education (e.g., BRN in Tanzania), and open government (e.g., OGP Global)	X	X	X	X	<p>Global: Executive Director is a member of the boards of Global Partnership for Sustainable Development Data, Tanzania Media Foundation and the OGP Steering Committee among others. Presented at an MIT Gov/Lab and EGAP workshop on meaningful academic-practitioner collaborations, the Social Accountability Conference.</p> <p>Tanzania: Joint Education Sector Review, Standard 2 Assessment Framework Taskforce, Implementing team for KiuFunza, Appoint to the Stakeholder Committee on the Third National Anti-Corruption Strategy, participated in 3 public consultations about laws, releasing analysis about all of these - and have been invited to almost all of them over the past year, provided inputs on Statistics Act regulations, online content regulations (including court case against them), review of decentralisation policy, curriculum reievw, national SDG monitoring data consultations</p> <p>Kenya: invited to comment on education white paper and to be part of monitoring new curriculum implementation.</p> <p>Uganda: Data used in the government's Barazas (citizen participation initiatives), invited to contribute data for much-touted national dialogue process, 25th Annual Education and Sports Sector Review 2018, invited into national dialogues on refugee policy issues, Parliamentary Forum on Quality Education</p>
Continuous and significant contribution to regional and global networks and communities of practice on basic education and open government	x	x	x	x	<p>This is generally managed by other programmatic units. For example Uwezo participate actively in the People's Action Learning network, what works in education in the surveys of enacted curriculum groups and LME participate in the TAI-Learn community. Given the thematic expertise in other departments it seems more apt that they be engaging in these communities. However, more recently we have been engaging with Hewlett Foundation and Wellsprings initiated communities of practice around transparency and accountability, and evidence-based communications.</p>

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Notable progress toward benchmark, but falling below expectations (51-79% achieved)					
Benchmark achieved as per expectations, or higher (80% or more achieved)					
Was not benchmarked for this year, but there is something worth noting					
	2015	2016	2017	2018	Brief note on 2018 achievement
Learning, Monitoring and Evaluation					
Monitoring					
Simple and clear internal monitoring system in place and on-line; data related to Twaweza's inputs and outputs collected routinely	X	X	X	X	There is a clear internal monitoring system for major initiatives such as Uwezo and Sauti za Wananchi while improvement is needed on other initiatives. Use of an online monitoring platform (Salesforce) remains underdeveloped.
Selective systematic monitoring of Twaweza in the media in place in all 3 countries, summaries posted online	X	X	X	X	Media monitoring half year summary successful shared on chatter. Annual report to be shared on Twaweza website soon
Baseline measures (i.e., measures at start of strategic period) of selected outcomes established; updated as needed with midline and/or endline	X	n/a	X	n/a	
At least 4 blog entries or similar pieces written annually, based on the monitoring exercises, data, and lessons learned, and posted on-line	X	X	X	X	
At least 6 Monitoring Briefs related to monitoring of distribution, coverage, quality produced annually, across the 3 countries; posted on-line	X	X	X	X	7 monitoring briefs produced in 2018. 1 posted online, 3 to be posted online soon and 3 shared with relevant units for feedback.
At least 3 Monitoring Briefs related to intermediate outcomes produced annually, across the 3 countries; posted on-line	X	X	X	X	None on intermediate outcome, most monitoring activities were on quality, coverage and distribution.
Evaluation					
Two external evaluation teams contracted to conduct evaluations relevant to Twaweza by 2016; an additional two by 2017	n/a	X	X	n/a	
Initial concept papers and evaluation proposals, as well as tools (questionnaires, guides, etc.) available online within the first year of engagement	n/a	X	X	X	Mbunge live evaluation design for the scaled intervention
At least 4 blog entries or similar communication pieces produced annually on the basis of the engagement with external evaluators	X	X	X	X	Mbunge live evaluation report for the pilot study posted online
Final analysis and reports stemming from the external evaluations posted on-line	n/a	n/a	n/a	n/a	
At least three papers submitted for peer-reviewed publication, based on the external evaluation results, by 2018	n/a	n/a	n/a	X	Kiufunza I paper published in Quarterly Journal of Economics (QJE)
Learning activities					
An annual internal "learning calendar" developed, aligning organizational information needs with monitoring & evaluation processes	X	X	X	X	On track
Links (with contribution at conferences webinars, etc.) to 2 external learning structures established and maintained by 2016; an additional 2 by 2017	n/a	X	X	X	Twaweza attended and presented at the PSAM conference in South Africa (Sept 2018), EGAP conference in the Netherlands (Oct 2018) and actively participated in the Learning Collaborative (several calls, frequent email exchanges and two in person meetings in Bogota and Boston where we reflected on learning issues.
Internal learning culture lively in each country office, including different learning sessions and an annual immersion-type exercise	X	X	X	X	Due to the preparation of the new strategy period we postponed the immersion activity

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Notable progress toward benchmark, but falling below expectations (51-79% achieved)					
Benchmark achieved as per expectations, or higher (80% or more achieved)					
Was not benchmarked for this year, but there is something worth noting					
	2015	2016	2017	2018	Brief note on 2018 achievement
Governance & Reporting					
Governance					
Twaweza is registered as an independent entity in Tanzania, with certificates of incorporation for Kenya and Uganda	X	n/a	n/a	n/a	
Transition completed and Twaweza is legally independent	X	X	n/a	n/a	
All donor contracts fully managed by Twaweza	n/a	X	n/a	n/a	
Reporting					
Annual plans produced on time, sensibly build on previous experience, and demonstrate accurate budget predictions	X	X	X	X	Annual Plan 2019, based on a new Strategy, produced and approved by the Board
Annual reports produced on time, including matrix reports and narrative	X	X	X	X	Annual Report 2018 under production for May 2019 Board approval
Mid-year progress report produced in a timely fashion to inform planning	X	X	X	X	Mid-year progress report produced and informed Q3 and Q4 activities and budget for 2019.
Human Resources & Financial management					
Human Resource Management (HRM) software (Recruitment, Appraisal, Exit, staff survey) fully documented and functioning	X	X	X	X	The PlanMyLeavesystem is fully in operation and the system is user friendly.
Software used across the organization integrated to function as one	X	X	X	X	All staff have access to all required software and it is all integrated
90% of all staff are fully conversant with policies, procedures and workflows regarding HR, office management, financial management and reporting, program investments etc.	X	X	X	X	Created awareness on procurement policy on the need to ensure that any request for goods or services must be done through relevant processes. The need to ensure segregation of duties and ensure transparency. 3 new staff were fully oriented on the policies and procedures. Managed proposed policy changes exercise, and 23 proposals and 2 new policies (child protection and safeguarding, CCTV) were presented to the board in December meeting and were approved.
Audit of financial statements (FS) by an internationally reputable firm undertaken and clean audit results achieved; FS posted on the website	X	X	X	X	Completed. Financial statements published in Twaweza Website as well as International Aid Transparency Initiative Website.
Twaweza is a cashless organization	x	n/a	n/a	n/a	
Twaweza reserve policy developed and in operation	n/a	X	X	n/a	
All workflows across the organization fully customized in Salesforce	X	n/a	n/a	n/a	