2018 | Annual Plan

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Annual Plan 2018
29 January 2018

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Approved by the Board

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1. Introduction

Refining, reflecting and anticipating the future

This Annual Plan 2018 is the fourth and final one of the Twaweza Strategy 2015-2018. It builds off a year in which our contribution to highlighting the learning outcomes challenge, through many years of the Uwezo effort, was noted in the opening lines of the World Development Report 2018 entitled 'Learning to Realise Education's Promise' launched in September 2017.

However, 2017 was also a year in which the principles underpinning open government – transparency, participation and accountability - continued to come under tremendous pressure in East Africa, as in other parts of the world. We worked hard to push back against closing civic space, most notably in Tanzania which officially withdrew from the Open Government Partnership. In Kenya, we contributed to the discourse during the general election through our Sauti za Wananchi surveys. And in Uganda, the public procurement process was made significantly more transparent through our support to a civil society/government partnership.

This final year of the current strategy will see a number of important programmatic refinements aimed at solidifying the effects of our initiatives. Under our **Open Government** pillar, the top priority is to continue protecting the space for citizens to participate in public life through their basic rights of freedom of expression and association. Our 2018 plan includes initiatives to deepen the open government debate in creative and effective ways.

In partnership with a major media house, we plan a three-month campaign on the health of Tanzania's democracy, animated by our wealth of data on citizens' opinions and government performance. With another new partner, we will run a 10-month sustained behavior change campaign to increase youth interest in civic participation and empower them to hold their government to account. Our goal is to reach 3 million young Tanzanians by the end of the year with well-crafted media that will lead to measurable shifts in their perceptions, attitudes and behaviors towards civic participation.

The launch of Sauti za Wananchi in Uganda marks the achievement of one of our major strategic objectives and it will provide an unprecedented opportunity to inform public debate and policy making with thousands of citizens' opinions and experiences of service delivery and of democracy itself. Also in Uganda, we will deepen our work with on open contracting by promoting the use of newly-available public procurement data among civil society and the media, while in Tanzania we will expand an innovative new partnership to support citizens to make use of data and thus infuse evidence into local accountability loops.

Under our **Basic Education** pillar, we want to advance a number of innovations. On Uwezo, we will consolidate the successful experience of using the platform to assess learning in refugee settlements and their host communities in Uganda. Secondly, in addition to reporting on learning, we will analyze the rich data collected on a selection of sustainable development goal (SDG) indicators to contribute to the national and regional discussion on these important global goals. Third, we will experiment with and evaluate the catalytic effects of 'extended feedback' (taking the instant feedback around learning from the household to the local community meetings).

We will work closely with the government of Tanzania to design a process of scaling up the KiuFunza cash-on-delivery teacher incentive scheme using government's administration systems.
We will finalize our pioneering curriculum analysis comparing the alignment between the intention of selected curricula and the actual practice of how they are delivered and assessed. We will use the insights to demonstrate the value of

continuous analysis and how it can help to calibrate the content of what children are taught in a rational and logical manner.

Through our **learning, monitoring and evaluation**, we will continue the rigorous monitoring of our various initiatives. We will also conduct a number of new research activities taking a deeper look at the trajectory of transparency and accountability in local government in Tanzania and Uganda, evaluating the effectiveness of a TV series documenting the performance of selected parliamentarians and assess the effect of Uwezo on the volunteers' sense of self-efficacy a large majority of whom had participated in the exercise more than once.

Unfortunately funds are insufficient to maintain our full program in Kenya in 2018. Therefore we will not conduct an Uwezo assessment in 2018, and we are reducing the number of activities in Kenya. Sauti za Wananchi will proceed as planned and we will continue our engagement with the government and media on education issues as opportunities arise. Based on our assessment of the future funding situation we anticipate to grow the Kenya program in 2019.

As an organization, we will engage an external party to review and assess our trajectory over the current strategic period. The process of writing a new strategy will accelerate as our internal process is complemented by a series of external consultations and reflections with our research and evaluation advisory group and the Board.

In summary, this final Annual Plan of the 2015-2018 Strategy will see us pushing back against a shrinking civic space by demonstrating the value of more open government even more directly to citizens. We will also continue to harvest the hard-won goodwill with governments to both inform and accompany an education reform agenda increasingly focused on improving quality. It promises to be an intense year of even deeper engagement with citizens and authorities. It will also be a year of reflection on Twaweza's on-going contribution to creating 'an open society built on the human impulse to make a difference, where information and ideas flow, citizens engage and authorities are accountable to the people.'

2. Open Government

Protecting civic space, promoting transparency, participation and accountability.

Key achievements in 2017
Much of our work on civic space and the right to information in 2017, particularly in Tanzania, has been defensive in character. This includes providing support to independent online debate by ensuring that Jamii Forums has been able to stay online at a challenging time, as well as presenting critiques of proposed new laws and regulations, both in response to official consultation processes and in public forums, sometimes in partnership with the Coalition on the Right to Information. We have made formal submissions and made extensive media appearances, for example, on proposed new regulations on media services and governing online content and broadcasting services, and published analysis of the Access to Information Act, civic space concerns, and a collection of data for Access to Information Day. We a hosted dialogue session bringing critics and policy makers together to discuss the controversial Cybercrimes Act, and brought stakeholders together to discuss the implications of how the Statistics Act is being implemented in practice. Finally, in November, we held a large and high-level public event on the state of democracy in Tanzania, aimed at shoring up support for democracy among senior figures in politics, the media and civil society.

During 2017 we continued using media in different ways. We trialed two TV shows designed to influence governance narratives in Tanzania – a live broadcast series of interviews with Ministers whereby questions were collected from citizens. And we piloted a TV show profiling MPs with screenings in their constituencies. Monitoring data are yet to some in, in full. Through our partnership with Code4Africa in Tanzania, we have supported Mwananchi Communications to establish a data-driven journalism desk producing regular infographics both for print and online. The same

partnership has also delivered the Hurumap platform, presenting data from a wide range of sources, including the 2012 census and Uwezo surveys, designed to make it easy for journalists and others to access the data they need. Further, closer contact with journalists and editors has resulted in a major increase in media citations of Twaweza's data and analysis.

We have also continued to provide technical advice and financial support to the open government work of Kigoma Ujiji Municipal Council and local civil society. Wajibu Institute has matured as an organization, no longer dependent on Twaweza either financially or for technical support. With support from other donors, Wajibu has published several analyses of public audit data and reports aimed at a popular audience.

On open data, we took advantage of an unexpected opportunity to support an ongoing initiative on open contracting in public procurement in Uganda. Specifically, we supported the Africa Freedom of Information Centre to adapt the software being developed for a new IT system for public procurement, to bring the new system into line with the Open Contracting Data Standard (OCDS). Uganda's public procurement system is now arguably the most transparent in Africa, and ground-breaking in global terms as well.

Further, in Tanzania, our Uwezo data is now available online on Hurumap. This presents the data in interactive formats, as part of our partnership with Code4Africa.

The Sauti za Wananchi initiative expanded into Uganda during 2017. This included securing all the requisite permits, carrying out the sampling process, conducting the baseline survey and three survey rounds during 2017. Sauti za Wananchi also continued in Kenya, with an extensive focus on the general election process including a partnership with the University of California, Berkeley. In Tanzania, the second panel continues with high retention rates, producing briefs with increasing depth and detail and continuing to generate considerable interest from the media, the public and policy makers. The Tanzania Police Force, for example, requested an extended analysis of our survey round on security and policing.

O1 There is no robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.
For 2018, we plan to step up our efforts to protect civic space in Tanzania by establishing, in partnership with the Tanganyika Law Society, a legal defense fund to support those facing legal difficulties on civic space and freedom of expression issues.

We also plan to continue and strengthen our efforts to spread support for democratic values, including through our partnerships with the Coalition for the Right to Information, Jamii Forums and Clouds Media.

Further, we will upscale our support to civil society in Kigoma Ujiji Municipality to work on open government. This includes supporting the establishment of an open governance hub, developing a citizen-centered website for the municipality, and a partnership with Tamasha to increase community use of data in Mbogwe and Kigoma.

O2 The quality and integrity of data collected by government (on budgets, expenditures, natural resources and basic services) is poor and data are not made publicly available in a timely, systematic and meaningful fashion.
In all three countries in which Twaweza works, supply of open data outstrips demand. So in 2018 we continue to emphasize the area of data intermediaries (see O4) who can help to make all of this data accessible and useful. In Uganda, we will continue to engage with the Africa Freedom of Information Centre's work on open contracting, in particular to foster use of newly available public procurement data among media and civil society. And in Tanzania we will work with other organizations to advance interest in open contracting in policy circles.

O3 Public debate and policy making are not informed by reliable and independent monitoring information on key services and sectors (e.g. health, water, natural resources, and governance) and citizen opinions on these matters.
In Uganda, we will conduct six call rounds with the new panel, and one round with primary school head teachers, with the goal of firmly establishing *Sauti za Wananchi* as a credible, respected and independent source of evidence on citizens' opinions and experiences.

We will continue with the second *Sauti za Wananchi* panel in Tanzania and first panel in Kenya for six further call rounds in each case during 2018, and one call round of primary school head teachers in Tanzania. This will then be followed by closure of these two panels, including field visits to the whole panel.

As *Sauti za Wananchi* continues to grow and provide an important input for media and policy debates, we are also finding new uses for the data in regards to other areas of work, particularly around democracy and civic space.

O4 The number and capacity of intermediaries and curators who can demand information and data from the government and make it meaningful to the public (tell great stories) is limited.
In Tanzania, we will continue to work with three key partners in this area in Tanzania, namely the Wajibu Institute of Public Accountability, Code4Africa and Mwananchi Communications. With Wajibu, we will support the institute to work for greater enforcement of the Controller and Auditor General's audit recommendations. With Mwananchi and Code4Tanzania, we will expand our work on data journalism into the field of local radio, partnering also with the Community Radio Network of Tanzania (COMNETA). And finally we will expand an innovative new partnership with Tamasha to support citizens to make use of data, infusing evidence into local accountability loops and conversations.

In Uganda we will look to again partner with Uganda Radio Network to create an incentive and award system for data journalism.

O5 For most citizens and public officials, government is generally unresponsive; this lowers expectations of what government can be and dulls aspirations, which in turn allows government to continue to be unaccountable (vicious cycle).
In 2018, we will complete ShirikiShuleni in Tanzania, an initiative to mobilize public agency to find solutions to teacher absenteeism. To complement this, we will conduct teacher monitoring to explore the issue of teacher absenteeism and public responses, and will award prizes to the most present teachers in each focus area.

Further, we will expand our TV work to challenge and reshape the narratives of governance. In particular, in Tanzania we will scale up the Mbunge Live TV show, or continue a series of interview shows with high ranking officials and leaders of public institutions. The decision will be based on monitoring findings from pilots run in 2016. And in Uganda, we will spend the year refining our knowledge about young people's information needs while testing and trialing different models, messages and channels to reach young people and influence their behaviors and attitudes.
We will also partner with Well Told Story in Tanzania to elicit changes in young people's relationship with local government through a multimedia campaign.

3. Basic Education

Extending Uwezo to include SDGs, scaling teacher incentives scheme, and intensifying policy engagement

Key achievements in 2017
In 2017 we successfully integrated monitoring of selected Sustainable Development Goals within the Uwezo citizen-led household-based learning assessment in both Tanzania and Uganda. Working with citizen-volunteers we collected data on indicators related to poverty, water and sanitation, health services, nutrition, disability and institutional inclusion (via birth certificates). This marks a new era for Uwezo, which so far had limited its scope to learning, and other indicators in the education sector.

With support from DFID, we successfully tested the application of the Uwezo platform in emergency conditions by implementing an Uwezo learning assessment in four refugee host districts located in the West Nile and Western regions of Uganda. As with the integration of SDG's, this is a novel application of the Uwezo platform and we are already gaining valuable lessons from these new experiences. Reports and other products from these ground-breaking pilots will be developed and launched in 2018 and beyond. At the time of writing the Annual Plan, the results had not yet been analyzed and shared. Based on the level of success of the pilot, we may expand the learning assessment in refugee areas in Uganda.

We launched the full Uwezo Tanzania 2015 report with over 150 MPs and high level government officials, sparking a robust debate on learning outcomes among ruling party and opposition policy makers in Tanzania. Furthermore, we made major strides on engaging at the sub-national level in Kenya, Uganda and Tanzania. This is critical in activating citizens in line with our theory of change. Over the years, we have engaged at the national level, contributing significantly to shaping the national discussions around education. But we have been lagging behind on a major part of our theory change related to active citizens. In 2017, therefore, we produced County level reports in Kenya, and district-level reports in Tanzania and Uganda, and used them as the basis for our sub-national engagement. Policy actors at this level welcomed the reports and we expect this engagement will yield tangible policy and practice changes to improve learning outcomes in future.

Our work on curriculum continued in all three countries, with slight differences between countries in pace and scope, depending on the policy environment. In 2017 we finalized the analysis for English and Mathematics in primary (three countries) and secondary (Tanzania), shared early findings at one conference in Uganda and two international conferences, and produced one paper.

Over the past four years, KiuFunza in Tanzania has tested the effect of teacher cash incentives on learning outcomes. In 2017 we achieved some milestone successes. First, the preliminary impact results of KiuFunza II launched in July 2017 showed a significant improvement of learning across both treatment arms and subjects. Second, in 2017 KiuFunza initiated a successful public and policy engagement process. Senior policy makers in the key education Ministries (Ministry of Education, Science and Technology, President's Office – Regional Administration and Local Government) have accepted the idea of teacher cash on delivery and invited Twaweza to pursue a scalable performance pay policy within Government systems. We signed a tri-partite Memorandum of Understanding with the two government bodies that outlines a collaboration on an experimental cash on delivery program to begin early in 2019.

For school leadership, in all three countries we finalized a full cycle of mapping positive deviant schools using quantitative methods and conducting ethnographic inquiry into their unique strategies and practices. At the moment of

writing this plan, all three reports are in draft stages. Each country followed slightly different methodologies, which provided a rich experience in terms of conducting positive deviance research in school systems.

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

In 2018, building on experiences of the public agency initiative, we are looking at expanding engagement at sub-national level to include village-level conversations. From inception Uwezo was designed to spark widespread change at community level where ordinary citizens would learn about the low learning outcomes and take individual action or jointly engage with responsible authority to improve learning. This did not take place on any noticeable scale largely because we had not taken any deliberate steps to organize citizens at village level around Uwezo findings. In 2018, besides the standard enhanced instant feedback given at household level, we will experiment working with citizen volunteers in Tanzania and Uganda to generate and share village-level reports with a view to inspiring debate and encourage locally relevant commitments to improve learning outcomes. We acknowledge that Uwezo findings are only generalizable at district level but that they can be used as a conversation starter at the lower levels.

Finally, we shall use our experiences so far with the use of digital data collection and pilot digital data collection at source in the Uwezo assessment in one district per country. This will dramatically decrease the turnaround time between collection and analysis and in the long run, reduce error, bring down costs and make Uwezo more affordable and more environmentally friendly.

E2 Curriculum is too ambitious, and teaching is too far ahead of children's learning levels. There is far too little evidence on effectiveness of curricula, and the little evidence available does not loop back to inform and stir change.
In 2018 we will finalize the analysis and synthesis using the Surveys of Enacted Curriculum adapted from the Wisconsin Centre for Education Research. We compare in great detail the alignment between the intention of the curriculum and actual practice: How does the intended curriculum compare with the content of the syllabi, with the way it is taught in class and with the content of national examinations. Engagement with key institutions for curriculum design and implementation has started and will be intensified with a more strategic approach. The aim is to convince institutions of the value of continuous analysis and how it can help adjust the content of what we teach our children in a rational and logical way. A number of reports and position papers are already being drafted, we will share the pilot teacher survey findings among teachers in participating districts, present results in at least two national and two international events and, most importantly, we plan to work with East African curriculum experts on refining the methodology. Our long term goal as Twaweza is to gradually nudge curricula to deliver on higher learning skills, so that our children and youth become more inquisitive and creative, and are eager, continuous learners: student agency.

E3 Teachers are not sufficiently motivated, supported and held accountable to ensure children learn.
The achievements and developments of 2017 set the stage for the 2018 programme and beyond. In 2018, we will work on preparing the KiuFunza III design and interventions. We expect to launch KiuFunza III in 2019 in a public-private partnership with Government partners that conforms to a new Memorandum of Understanding. The preparations consist of migrating the KiuFunza intervention systems onto a new platform that is fed by Government data, while warming up ministerial counterparts to the idea and processes. At all stages of the 2018 migration we will field test parts of the intervention in mixed private-public KiuFunza teams, while monitoring progress in the ministerial task force and reporting to a steering committee.

In Uganda our efforts around improving teacher motivation took a very different track. Using quantitative methods we mapped positive deviant teachers – teachers who over several years performed constantly better than their peers in similar conditions - and conducted ethnographic inquiry into their unique strategies and practices.

In 2018 the findings will be validated with teachers and head teachers in their districts and we will design ways to inspire other teachers with these 'home grown' strategies, locally as well as using media and teacher networks.

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

Though strategies will continue to differ slightly in each country, generally in 2018 we will feed back the unearthed strategies and practices in the respective districts and school communities and try to find ways to inspire other schools to adopt similar practices. We will also find ways to use other – national - platforms to tell the positive deviant stories, such as teacher and head teacher conferences and networks, media and local government networks. For high potential practices we will design and prepare intervention experiments to trial their scalability and effectiveness in new contexts.

Twaweza Tanzania continues to be a key member of The Research on Improving Systems of Education (RISE) Program, a multi-country research project that researches what works best to improve education systems to deliver learning at scale in developing countries. In collaboration with key education stakeholders in Tanzania, RISE expects to generate a body of evidence that illuminates the promise of and impediments to successful reforms. In particular, the research program's main goal is to shed light on ways in which reform initiatives can be leveraged to address remaining barriers to progress in learning. This will add to both Tanzanian and global knowledge on how to improve learning outcomes at scale. Besides being member of the consortium and steering committee, Twaweza contributes one full time staff member, dedicated to supporting research efforts in Tanzania.

In 2018 RISE expects to:
● Wrap up the descriptive components and outputs (papers), analyzing the education reforms as had been started / implemented from 2103-16, under the "Big Results Now" umbrella
● Identify new and upcoming reforms as planned by the Ministry of Education, Science and Technology and the President's Office – Regional Administration and Local Government, alongside which research designs can be developed. One concrete example is the reform to the school inspectorate, linking with the role of the ward education officers
● Conduct a large-scale school-based survey, partly to serve as a baseline to the upcoming specific reforms and possibly compare the performance of various large scale education programs as implemented by a range of development actors in Tanzania.

4. Learning, Monitoring and Evaluation

Continuing exploration, while starting to look back as well as planning forward

Key achievements in 2017
Here are a few highlights of the many exciting activities in LME in 2017. We conducted the innovative access to information research through the "mystery shopper" methodology at county level in Kenya (similar to Tanzania); the top-line results are that 63% of all requests were denied (and of the remainder, only 11% were fully processed). We also started the evaluation of two core propositions of Twaweza. First is related to changing the role of Uwezo volunteers

from data collectors to data "engagers" at local levels, and the hypothesis that the "engager" volunteer register individual benefits (greater political engagement, higher self-efficacy, etc.), and that there is more local debate (and possibly follow-up action) on learning outcomes at local level (as compared to areas where volunteers just collect data and give feedback to individual parents). Second is about supporting local governance "champions" in Kigoma Municipality. Programmatically we are supporting primarily local civil society organizations, but from the research point of view we are interested in the (possible) change in governance overall. We have implemented the baseline to what will be a longitudinal study in Kigoma, including a contextual narrative, interviews with all local leaders (street chairmen and councilors), as well as a survey of Kigoma residents. Last but not least, we have made further significant links with international partners: we instituted the first Research & Evaluation Advisory Board at Twaweza; we have also co-created the Learning Collaborative (linked to the Transparency & Accountability Initiative), which will experiment with peer-to-peer action research and support to learning, while using this evidence to deliberately inform the international governance research field.

With all this and more, 2018 will be a busier year than usual for the LME unit. There are numerous ongoing monitoring activities that must continue throughout this year; and there are several new research activities to be conducted, evaluating innovative programs as well as answering some of the core questions we set out to explore in this strategic period. But in addition, this being the last year of the 2015-18 strategy, we begin cumulative reflections of what we have achieved (and not achieved), how the context has shifted, what we have learned over these years – and then building on all these lessons to craft our next strategy, which we aim to have written well before the end of 2018.

New elements in 2018 :

- For the first time, the *Sauti za Wananchi* survey will run in all three countries; this means that monitoring of *Sauti za Wananchi* (reach, recall, perceived quality, etc.) as well as assessing effects (through media monitoring, interviews with key stakeholders) can also take on a regional, comparative tone.
- We piloted a programmatic innovation in the latter half of 2017 in Tanzania: the *Mbunge live* show, a series documenting the performance of selected MPs. Alongside, we designed a research component to assess the effects of the show. Should the results be promising, we will expand both the production as well as the research functions in 2018.
- The pilot on engagement through Uwezo (taking the feedback and discussion around learning from the household to community meetings), provided the current study in the field suggests these are effective initiatives, will be rolled out at a larger scale in 2018 – together with commensurate research components.
- The multi-component assessment of the "Kigoma governance experiment" will continue with four feedback loops through 2018 (set up on the Sauti call-back model); the large follow-up is likely in mid-2019. This will form a case-study rich in narrative as well as data, tracing the trajectory of transparency and accountability in the local government, together with local civil society, as well as effects as felt by Kigoma citizens.
- We will engage an external party to review and assess our trajectory over the current strategic period. The party will be independent, but we will structure the process so that it accompanies us in the last year, whereby the reflections can be incorporated into our planning for the next strategy. We are currently in discussions with one of our core donors on this (as it is their core requirement); similar to 2014, we will coordinate this effort so that all of our donors, as well as the Board, are informed and on board the process.
- The process of writing an organizational strategy, which already started in late 2017, will pick up pace in 2018. There is a significant component of involving staff across the three countries, organized into thematic groups, to explore ideas of interest to the organization. A smaller group of relevant staff will take on the responsibility of drafting the strategy; we have learned this needs to have dedicated space and time in our work plans in order to do it well.

Complementing our internal efforts, we will set up a series of external consultations and reflections; a major one is described in the following point.

- We will hold a "research and ideas" convening, including our newly-minted Twaweza Research and Evaluation Advisory Group and other research partners we have worked with over the years, with the purpose of enriching our organizational strategy process. We will discuss research generated under Twaweza (including research from KiuFunza, RISE, as well as LME-partnered research), and also look for fresh ideas and evidence to shape our thinking and planning for 2019 and onward.

5. Operations

Building stronger performance management, making risk management more explicit.
In 2017, Twaweza conducted an elaborate Job Evaluation and Performance Management System Review. This exercise aimed to more precisely establish the relative value of each job in order to ensure fairness and consistency in remuneration within the organization, and also enable the organization to attract competent candidates from the labor market during recruitment. The exercise was completed in 2017. In 2018 we shall implement the findings of the review, which shall include a possible restructuring of the organization, taking into account the new post-2018 strategy, updating Job Descriptions and remuneration and adoption of the new improved appraisal tools, including training of staff.

Following the recommendation from a SIDA efficiency Audit, Twaweza finalized the design of a risk management system towards the end of 2017, including a concise risk register. The new risk management system is light but believed to be effective and will be implemented in 2018. With support from Hivos we also conducted an ICT security audit, putting our information and communication technology system to the test. Since many of our systems online and given present-day vulnerabilities we will implement all audit findings (as yet unavailable) as a matter of urgency in 2018.

In 2017, we procured a new online leave management system. Training was conducted end of November 2017, and relevant staff data shall be fully migrated into the new system in December. Implementation will start on 1 January 2018.

6. Governance and Management

Finalizing the execution of Strategy 2015-2018, positioning Twaweza for renewal
The year 2018 will be pivotal for Twaweza as renewal beckons. The process of renewal will be both exciting and challenging. The strategy period 2015-2018 comes to an end and we will reflect on the achievements and lessons learned as we evaluate the overall strategy. We will also look to the future as we deepen the process of reviewing and renewing our strategy for 2019-2011, a process that started with a staff retreat in October 2017, and continued with discussions at the Board level in December 2017.

It will be exciting to deepen the lessons that we have learned as an autonomous regional organization; operating independently, and earning broad credibility as an important non-partisan voice in education and good governance. A number of natural transitions will take place at the Board and management levels and we are confident that new members of the Board and senior management will help us renew the team, ideas and energy.

We will also work hard to institutionalize fundraising capability more broadly within Twaweza, a process that started in 2017 and has yielded important insights in terms of funding opportunities and good approaches to securing financial support. In Kenya, following a reduction in resources for 2018, we will have to operate with a smaller team, focusing on

our key programs. Clearly extra effort is required in Kenya to regain our strength, and in the Strategy 2019 – 2022 will bring a fresh perspective on Twaweza Kenya's resources model.

In 2017, SIDA's efficiency audit noted the lack of a Board Charter to formalize Board mandates, committees and operations. This Board charter will be drafted and reviewed for adoption by the Board in April 2018. Similarly, a risk matrix will be developed and adopted to help us document and manage both operational and strategic risks in an even more systematic way than we are currently successfully doing.

7. Risks and Risk Management

Kenya

Risk	Risk level	Risk management
Funding gap may interfere with implementation of the AP, especially the Uwezo assessment	High	We have intensified efforts to raise funds; including exploring some previously unexplored sources of funding – private sector and partnerships with local NGOs. At the same time, we remain hopeful of convincing other global foundations whose funds could be applied regionally, to ease the situation in Kenya. We have planned realistically with the funds available for Kenya, and will ensure that we do not exceed the limit of available resources. During the mid-year review, we may make decisions to increase activities in case of increased donor interest..
The post-election political situation in the country has remained fluid for longer than previously anticipated. It seems likely to extend into 2018.	Low	We will monitor the situation keenly and readjust the implementation plan of our activities if need be to fortify them against any adverse effects.

Tanzania

Risk	Risk level	Risk management
Political exposure remains a part of our work. Being more activist to preserve civic space in Tanzania may elevate the risk of push back.	Was Medium, moved to high	We will maintain close contact, formally and informally with the powers that be, including the President's office on OGP.

Legislation governing the activities of NGO's continues to present a challenge, including laws governing NGO's and media, and the statistics and cybercrimes act. This impacts Twaweza directly, as It is forced to seek a letter of compliance from the NGO Board.	Was Low, moved to Medium	Similar to above. As always we maintain our financial and administrative systems and comply with regulations. In addition we will investigate tightening our digital security.
Twaweza publications are based on facts and evidence, and can be both critical to the government as well as supportive. Both can affect our image by the public and key stakeholders, of a neutral and independent organization. Being seen as 'in bed with the government' or 'always battering the government' can reduce the effect of our publications on the public.	Medium	Though we have not faced any concrete signal from the government, this continues to be a concern since the Leadership's view of CSO's is volatile; it just takes one incident to raise this risk to High. We continue to receive anecdotal signals that we are seen as partisan. We shall research this further and if necessary come up with a strategy to address this.

Uganda

Risk	Risk level	Risk management
The implementation of *Sauti za Wananchi* work in Uganda and the planned research studies around access to information and testing effective messaging might be seen by government as a mass mobilization of citizens for political activism	High	Adhere to the Uganda National Council of Science and Technology (UNCST) and Research Ethics Committee (REC) requirements, and update annually on the progress of the research initiatives Work with professional research firms; use scientific methodology; collect impeccable data; and remain professional Engage with the access to information space only when we have rigorous and credible evidence Carefully bring on board government through progressive agencies. Strategic use of Board and Advisory Council members.

The Ugandan civic space continues to shrink given the tense situation on constitutional amendments /presidential age limits. Some of the strategic organizations for potential partnership under the open government docket have been blacklisted, targeted and are currently being monitored by government. By proxy and nature of our work we may be treated with suspicion by government agents. Uwezo District Partners engagements with communication tasks that may involve bringing citizens and other stakeholders together may be wrongly perceived as opposition to the proposed constitutional amendments and halted.	High	Seek a face to face meeting with the Office of the Prime Minister to share what we do and invite them to participate. Continue to nurture the existing relationships with other accountability institutions. Consistently demonstrate the added value of our initiatives to government at any given opportunity so as to be seen as collaborators rather than adversaries. Focus all engagement activities on evidence generated by Twaweza and steer clear of reactive activism Conduct due diligence and endeavor to fulfill all district level entry protocols. Ensure partners are compliant with district level requirements for operation within the district.
The Sauti briefs and data may be misinterpreted by the media and lead to publishing of stories that are a misinterpretation of the data.	Medium	Ensure all the briefs and data are available on the website right after the launch. Pre-briefing for the press before the launch Quarterly briefing of the press on interpretation of data
A likely backlash response to the release of unfavorable curriculum effectiveness analysis findings, mainly by the key players: MoES, NCDC, and UNEB.	Medium	- Maintain active engagement with the panel of experts and invite them for validation sessions to engage with the findings before public launches. - Actively engage with the teachers and teacher colleges around the teacher survey analyses so as to enlist a favorable view of our work as contributing towards professional development and teacher support.
Tight regulation and delayed implementation of the citizen-driven Uwezo assessment and Sauti surveys following the 2017 release of the Uganda Bureau of Statistics – UBOS (Censuses and other surveys by other agencies) stringent rules	High	- Work closely with the UBOS representative to Uwezo National Advisory Committee to ensure full understanding and appreciation of the Uwezo and Sauti surveys as independent and complementary to the official surveys - Seek any necessary UBOS approvals early enough

Annex 1 Budget

	Tanzania	Uganda	Kenya	Region	Total	%
SUMMARY						
Open Government						
Problem O1: Freedom of Information act	99,900	0	0	-	**99,900**	
Problem O2: Data collected by gov	6,000	0	-	0	**6,000**	
Problem O3: Independent monitoring (incl SzW)	234,750	158,100	118,100	8,220	**519,170**	
Problem O4: Intermediaries & demand	209,900	25,050	0	-	**234,950**	
Problem O5: Responsive government	312,050	75,080	0	-	**387,130**	
Staff costs OG	96,035	34,365	41,477	172,792	**344,668**	
Total Open Government	**958,635**	**292,595**	**159,577**	**181,012**	**1,591,818**	19%
Education						
Problem E1: Learning outcomes (incl Uwezo)	1,358,720	459,264	0	70,300	**1,888,284**	
Problem E2: Ambitious curriculum	48,000	45,600	2,300	2,000	**97,900**	
Problem E3: Motivated teachers	409,654	5,000	0	0	**414,654**	
Problem E4: School management	84,580	5,500	5,000		**95,080**	
Staff costs Educ	435,216	298,027	151,392	207,032	**1,091,667**	
Total Education	**2,336,170**	**813,391**	**158,692**	**279,332**	**3,587,586**	44%
Media costs key partnerships in OG and Educ	195,000	0	0	-	**195,000**	
Staff costs PPE for OG and Ed	170,258	98,834	35,295	169,023	**473,410**	
Total media partnerships and PPE	**365,258**	**98,834**	**35,295**	**169,023**	**668,410**	8%
LME						
LME Success 1: Monitoring	125,948	56,400	16,950	5,800	**205,098**	
LME Success 2: Evaluation	199,000	76,500	0	0	**275,500**	
LME Success 3: Learning	122,600	1,100	250	16,000	**139,950**	
Staff costs LME	62,395	34,457	0	251,095	**347,947**	
Total LME	**509,943**	**168,457**	**17,200**	**272,895**	**968,495**	12%
Operations and finance	280,855	103,031	74,722	64,780	**523,388**	
Staff costs Ops and Fin	147,988	78,758	10,234	355,039	**592,019**	
Total Ops and Finance	**428,843**	**181,789**	**84,956**	**419,819**	**1,115,407**	14%
Governance and Management						
G1: Planning and reporting				17,575	**17,575**	
G2 Management and strategic support				33,000	**33,000**	
G3: Compliance				39,500	**39,500**	
G4: Governance				38,500	**38,500**	
Staff costs Gov and Mnt				159,548	**159,548**	
Total Governance and management	**0**	**0**	**0**	**288,123**	**288,123**	4%
Contingencies					**0**	0%
Grand total	**4,598,849**	**1,555,066**	**455,720**	**1,610,203**	**8,219,838**	**100%**
including proportional RO budget:	*5,719,196*	*1,933,903*	*566,740*		*8,219,838*	

TZ	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
OPEN GOVERNMENT						**862,600**
Problem O1: There is no robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.						**99,900**
Success O1S1:Progressive legislation on access to information and freedom of expression enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress (Ke. Ug. Tz)						**25,000**
O1S1T1	Output 1. Position papers and other popular lopublished (jointly with FOI Coalition) on recommended revisions to key Acts and Bills	PPE-C	BT			0
O1S1T3	Output 3. Monitor Civic Space	PPE-E	AM			20,000
O1S1T4	Output 4. Spreading support for democratic values	PPE-C	RC			5,000
Success O1S4. Extending the reach of open government activities in Kigoma						**74,900**
O1S4T1	Output 1. General support to CSOs with space and equipment to continue open government agenda in Kigoma-Ujiji	PPE-E	AM			74,900
Problem O2: Data collected by government						**6,000**
Success O2S3: Data quality audit methodology applied to at least two national government data sets.						**6,000**
O2S3T1	Output 1. District data dialogues					0
O2S3T2	Output 2. Seeding the idea of open contracting	PPE-C	BT			3,000
O2S3T3	Output 3. Promoting government transparency initiatives	PPE-E	AM			3,000
Problem O3: Independent monitoring & public opinion						**234,750**
Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate (Kenya and Tanzania)						**234,750**
O3S1T1	Output 1. SzW 2nd Panel in Tanzania (call rounds & panel closure	SzW	MA			211,500
O3S1T2	Output 2. 4-6 call rounds from SzW data curated and shared by key actors in media, gov't & civil society	PPE-C	RC			23,250
Problem O4: Intermediaries & demand creation						**209,900**
Success O4S1: Nascent data journalism culture emerging						**209,900**
O4S1T1	Output 1. Infusing data into local accountability conversations	PPE-E	AM			100,000
O4S1T2	Output 2. Infusing data into media	PPE-C	RC			27,500
O4S1T4	Output 4. Sauti za Wananchi and Uwezo data visualizations	PPE-C	RC			82,400
Problem O5: Unresponsive government						**312,050**
Success O5S1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship)						**23,000**
O5S1T1	Output 1. Mobilising citizens in a specific district to demand that government address their challenges	PPE-C	JS			4,000
O5S1T2	**Output 2. Positive Deviance in Open Government**	**WWO**				19,000

TZ	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
Success O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens						**0**
O5S4T1	Output 1. Sauti za Wananchi call rounds used to monitor responsiveness and expectation in specific sectors	SzW	MA			0
Success O5S5: Citizens demand implementation of their own priorities from among government commitments and mandate, with particular attention to the role of particular groups of public officials and specific groups of citizens (TZ)						**260,000**
O5S5T1	Output 1. Working with Well Told Story to increase engagement between young people and local leaders	PPE-C	RC			150,000
O5S5T2	Output 2. An MP reality TV show is produced and broadcast or an extended live interview show is produced and broadcast	PPE-C	RC			110,000
O5S5T3	Output 3. Interview shows with high ranking officials or leaders of public institutions are produced and broadcast	PPE-C	RC	PPE-E	AM	0
Success O5S6: Special initiative: Public Agency; the Public getting involved in solving educational problems such as Teacher's absenteesm and ensuring that they are participating in improving the Quality of Education						**29,050**
O5S6T2	Output 2. Conduct regular teacher monitoring to collect independent and official data and award a prize to the three most present teachers in each of the selected wards	PPE-E	AM			29,050
EDUCATION						**1,900,954**
Problem E1: Learning outcomes measure & focus						**1,358,720**
Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy						**1,204,915**
E1S1T1	**Output 1 . Uwezo Accountability Strengthened**	Uwezo	ZM			**4,420**
E1S1T2	**Output 2. Research design framework developed**	Uwezo	RT			**138,400**
E1S1T2	Sampling framework	Uwezo	RT			120,000
E1S1T2	Partner Recruitment	Uwezo	RB			18,400
E1S1T3	**Output 3. National Assessment Tests, Tools and processes developed**	Uwezo	RT			**365,435**
E1S1T3	Development of Assessment tools, training Manuals and Review:	Uwezo	RT			180
E1S1T3	Assessment and Training packs produced	Uwezo	RT	Uwezo		52,458
E1S1T3	Testing and validation of tools	Uwezo	RT			15,600
E1S1T3	Engaging of District Coordinators/partners	Uwezo	RB			147,800
E1S1T3	Volunteers recruited and Household listing	Uwezo	RB			63,700
E1S1T3	Training of Trainers	Uwezo	RT			85,697
E1S1T4	**Output 4. Household Based Assessments Undertaken**	Uwezo	ZM			**508,060**
E1S1T4	Training of Volunteers:70 Districts)	Uwezo	RT			341,530
E1S1T4	National Assessment Survey:	Uwezo	ZM			124,880
E1S1T4	Extended Instant Feedback	Uwezo	RB			41,650

TZ	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1T5	**Output 5. Data Accurately Entered and Analyzed**	Uwezo	ZM			**90,720**
E1S1T6	**Output 6. Uwezo assessment internally monitored and feedback looped back to improve implementation**	Uwezo	RT			**48,700**
E1S1T7	**Output 7. Give back to children and parents in assessment households**	Uwezo	GM			**45,180**
E1S1T8	**Output 8. Staff recruited and motivated to realize Uwezo goals in a supportive environment**	Uwezo	ZM			**4,000**
Success E1S2:Evidence on learning outcomes shared widely with key actors at national and sub-national levels; clear position on learning outcomes as policy priority is formulated and argued.						**13,000**
E1S2T1	Output 1. National & District reports produced	Uwezo				13,000
Success E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority						**76,025**
E1S3T1	Output 1. Anual learning assessment report (based on 2017 data) is produced alongside thier outputs drawign on 2017 data	PPE-C	RC			76,025
E1S3T2	Output 2. National policy makers in new government are aware of Uwezo and regularly refer to learning outcomes in public speaking					0
Success E1S4: Policy debate stimulated at sub-national levels to prioritize measured learning outcomes as policy priority.						**64,780**
E1S4T1	Output 1. Sub-national level officials involved at various levels of conducting the assessment; District reports produced and shared with education leaders at sub-national levels - launches, piggy-back on their meetings	Uwezo	GM	PPE-C		57,680
E1S4T2	Output 2. Uwezo partners at district level engaged in sharing of evidence through media and face-face meetings	Uwezo				4,600
E1S4T3	Output 3. District-level CSOs involved to amplify evidence through launches and meetings	Uwezo	GM			1,500
E1S4T4	Output 4. Learning Outcomes evidence shared through targeted national (TV,radio,Print)and local media (eg.Comunity radio) and social media;facts and Evidence of previous years of Uwezo assesment results shared at community/ school during during districs launchies.	Uwezo	GM			1,000
Problem E2: Ambitious curriculum						**48,000**
Success E2S1: Evidence (incl. collating teachers' opinion about curriculum implementation processes and their knowledge about the curriculum) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).						**17,000**

TZ	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
E2S1T2	Output 2. Curriculum content elements analysed	WWE	.MWWE			7,000
E2S1T3	Output 3. Teachers' opinion and views about curriculum effectiveness garned and synthesised	WWE	.MWWE			5,000
E2S1T4	Output 4. Evidence based position paper on curriculum effectiveness in Tanzania drafted	WWE	.MWWE			1,000
E2S1T5	Output 5. Feed back findings to teachers, schools administriators	WWE	.MWWE			1,000
E2S1T6	Output 6. (Inter)national events	WWE	.MWWE			3,000
Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)						**31,000**
E2S2T1	Output 1. Curriculum reform processes in Tanzania synthesised, documented and shared.	WWE	.MWWE			1,000
E2S2T2	Output 2. Analyzed curriculum content elements documented appropriately	WWE	.MWWE			8,700
E2S2T5	Output 5. Feed back findings to key curriculum stakeholders	WWE	.MWWE			2,000
E2S2T6	Output 6. Engagement strategy to promote a SEC-type methodology designed and initiated (outcome mapping)	WWE	.MWWE			19,300
Problem E3: Motivated teachers						**409,654**
Success E3S1: "Rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.						**90,304**
E3S1T1	Output 1. KF research data provide engaging, non-technical evidence on teacher performance/accountability	WWE	YS			60,904
E3S1T2	Output 2. KF data are used to produce and share high quality scientific papers on what works to improve learning	WWE	YS			29,400
Success E3S5 : Twa-Government teacher incentive program pilot (KF III) is designed and 2019 implementation prepared						**257,942**
E3S5T1	Output 1. KF III core intervention technical details developed, discussed and agreed	WWE	YS			158,172
E3S5T2	Output 2. KF III interventions are prepared, including small scale field tests.	WWE		WWE		99,770
Success E3S6 : Government is engaged and supportive in KF III design and preparations						**61,408**
E3S6T1	Output 1. Discuss design details and obtain support for implementing KF III programme.	WWE	JMM	WWE	YS	37,908
E3S6T2	Output 2. Engage policy makers, funders and implementers to realize a teacher bonus policy at scale in TZ	PPE-E	AE	WWE	JMM	23,500
Problem E4: School management						**84,580**
Success E4S1: Evidence is produced and shared on what works in improving school leadership and management						**84,580**
E4S1T3	Output 3. Positive deviance approach applied to deepen our understanding of selected school leadership practices from previous phase	WWE	.MWWE			21,280

TZ	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
E4S1T4	Output 4. Participate in long term research in improving systems of education (RISE)	WWE	BD			63,300
MEDIA COSTS KEY PARTNERSHIPS						**195,000**
KMP	Media partnerships	PPE-C	RC			195,000
LEARNING MONITORING EVALUATION						**447,548**
LME Success 1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.						**125,948**
LMES1T1	Output 1. Staff knowledgeable of monitoring structure, responsibilities and processes; using internal system (SF) for tracking & insights.	LME	VL			0
LMES1T2	Output 2. Selective & systematic media monitoring in place, informing practice	LME	MM			21,948
LMES1T3	Output 3. Independent verification of Distribution, Coverage and Quality (including Feedback) in at least 80% of all implemented initiatives; results from at least 3 studies formulated to improve practice and knowledge (briefs)	LME	VL			39,000
LMES1T4	Output 4. Independent verification of intermediate outcomes conducted as relevant: results from at least 2 studies contributing to improved practice & knowledge (briefs).	LME	VL			65,000
LME Success 2: "Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge."						**199,000**
LMES2T3	Output 3. Rigorous evaluation of Twaweza initiatives and/or hypothesis testing	LME	VL			194,000
LMES2T5	Output 5. Formative research / measurement of Civic Space in East Africa	LME	VL			5,000
LME Success 3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas						**122,600**
LMES3T1	Output 1. Learning events (sessions, skills labs, reading club, etc.) are held regularly on topics of relevance to organization	LME	MM			2,600
LMES3T3	Output 3. Link to Global Knowledge	LME	VL			85,000
LMES3T4-L	Output 4. Immersion	LME	VL			35,000
OPERATIONS AND FINANCE						**280,855**
OPS	**Operations and Finance**	Ops	GS			280,855
STAFF COSTS						**911,892**
Staff	Staff costs	Ops	GS			911,892

KE	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
OPEN GOVERNMENT						**118,100**
Problem O1: There is no robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.						**0**
Success O1S1:Progressive legislation on access to information and freedom of expression enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress (Ke, Ug, Tz)						**0**
O1S1T1	Output 1. Pro-active and timely (responsive) engagement to address concerns with Access to Information Bill	PPE-C	RC			0
Problem O3: Independent monitoring & public opinion						**118,100**
Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate (Kenya, Uganda and Tanzania)						**118,100**
O3S1T1	Output 1. SzW 1st Panel in Kenya (call rounds & panel closure	SzW	MA			107,000
O3S1T2	Output 2. 3 - 6 rounds from SzW date curated and shared by key actors in media, gov't and civil society	PPE-C	BO			11,100
EDUCATION						**7,300**
Problem E1: Schooling does not lead to learning; teachers, education administrators, policy makers, and the public (especially parents) do not focus on or measure core learning competencies (particularly early grade literacy and numeracy).						**0**
Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competencies in literacy and numeracy						**0**
E1S1T1	Output 1 . Uwezo Accountability Strengthened	Uwezo	BMO	Uwezo		0
E1S1T2	Output 2. Research design framework developed	Uwezo				0
E1S1T3	Output 3. National Assessment Tests, Tools and processes developed	Uwezo	GM			0
E1S1T4	Output 4. Household Based Assessments Undertaken	Uwezo	GM			0
E1S1T5	Output 5. Data Accurately Entered and Analyzed	Uwezo	FNN			0
E1S1T6	Output 6. Uwezo assessment internally monitored and feedback looped back to improve implementation	Uwezo	BMO			0
E1S1T7	Output 7. Give back to children and parents in assessment households	Uwezo	IK			0
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.						**0**
E1S2T1	Output 1: Report on learning Outcomes published and launched annually	PPE-C	BO			0
Success E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority						**0**
E1S3T1	Output 1. Annual learning assessment reports and policy briefs shared systematically & policy makers and implementers engaged	PPE-E	BO			0
Problem E2: Curriculum is too ambitious, and teaching is too far ahead of children's learning levels. There is far too little evidence on effectiveness of curricula, and the little evidence available does not loop back to inform and stir change						**2,300**

KE	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
Success E2S1: Evidence (incl. collating teachers' opinion about curriculum implementation processes and their knowledge about the curriculum) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).						**0**
Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)						**2,300**
E2S2T1	Output 1. Position paper on curriculum relevance and effectiveness in Kenya published and launched	WWE	RMU			2,300
E2S2T2	Output 2. Key actors reached and engaged regarding curriculum effectiveness and improvements through different fora and channels depending on the issues.	PPE-E	BO			0
Problem E4: Leadership, management and accountability of school systems are weak and unable to 'pull together' key constituencies (such as parents, teachers, school administrators, and the general community) to work in a concerted fashion to ensure that all children are learning.						**5,000**
Success E4S1: Evidence is produced and shared on what works in improving school leadership and management						**5,000**
E4S1T3	Output 3. Positive deviance approach applied to unearth deviant practices on school leadership in Kenya public schools	WWE	RMU			5,000
LEARNING MONITORING EVALUATION						**17,200**
LME Success 1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.						**16,950**
LMES1T1	Output 1. Staff knowledgeable of monitoring structure, responsibilities and processes; using internal system (SF) for tracking & insights.	LME	SO			0
LMES1T2	Output 2. Selective & systematic media monitoring in place, informing practice	LME	SO			7,950
LMES1T3	Output 3. Independent verification of Distribution, Coverage and Quality (including Feedback) in at least 80% of all implemented initiatives; results from at least 3 studies formulated to improve practice and knowledge (briefs).	LME	SO			4,000
LMES1T4	Output 4. Independent verification of intermediate outcomes conducted as relevant: results from at least 2 studies contributing to improved practice & knowledge (briefs).	LME	SO			5,000
LME Success 2: "Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge."						**0**
LMES2T2	Output 2. Formative research / measurement of Civic Space in East Africa	LME	SO			0
LME Success 3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas						**250**

KE	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
LMES3T1	Output 1. Learning events (sessions, skills labs, reading club, etc.) are held regularly on topics of relevance to organization	LME	SO			250
LMES3T3	Output 3. Link to Global Knowledge	LME	SO			0
OPERATIONS AND FINANCE						**74,722**
OPS	Operations and Finance	Ops	GS			74,722
STAFF COSTS						**248,398**
Staff	Staff costs	Ops	GS			248,398

UG	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
OPEN GOVERNMENT						**258,230**
Problem O3: Independent monitoring & public opinion						**158,100**
Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate (Kenya and Tanzania)						**158,100**
O3S1T1	Output 1. SzW call rounds- 1st SzW's Panel in Uganda	SzW	MA			108,500
O3S1T2	Output 2. 4-6 call rounds from SzW data curated and shared by key actors in media, gov't & civil society	PPE-C	MC			49,600
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						**0**
Problem O4: Intermediaries & demand creation						**25,050**
Success O4S1: Nascent data journalism culture emerging in media (Tanzania & Uganda)						**25,050**
O4S1T1	Output 1. Continued support to a training institution to train and mentor journalists and three media houses in data journalism	PPE-C	MC			13,750
O4S1T2	Output 2. Data journalism awards supported to provide positive incentives for data journalism (as part of existing journalism prize initiative)	PPE-C	MC			11,300
Success O4S3:						**0**
Problem O5: Unresponsive government						**75,080**
Success O5S1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship)						**27,270**
O5S1T3	Output 3. Case studies / examples of active citizens & responsive authorities	PPE-C	MC			27,270
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)						**32,950**
O5S2T1	Output 1. A multimedia campaign to increase youth participation in politics designed and executed in Uganda	WWO	VA			32,950
Success O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens						**14,860**
O5S4T1	Output 1. Citizens expectations on priority areas at the subnational level are collected through field research and documented	WWO	VA			14,860
O5S4T2	Output2. Mystery shoppers	PPE-E				0
EDUCATION						**515,364**
Problem E1: Learning outcomes and other development indicators measure & focus						**459,264**
Success E1S1: A learning assessment integrating monitoring of other development indicators is carried out						**377,908**
E1S1T1	**Output 1 . Uwezo Accountability Strengthened**	Uwezo	GM			**7,600**
E1S1T2	**Output 2. Research design framework developed**	Uwezo	GM			**52,466**

UG	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S1T3	**Output 3. National Assessment Tests, Tools and processes developed**					**63,803**
E1S1T4	**Output 4. Household Based Assessments Undertaken**					**217,482**
E1S1T4	National Assessment conducted	Uwezo				2,657
E1S1T4	Training of Trainers	Uwezo				58,455
E1S1T4	Training of Volunteers: (32 Districts)	Uwezo				156,370
E1S1T5	**Out put 5: Data Accurately Entered and Analyzed**					**9,600**
E1S1T6	**Output 6: Uwezo assessment internally monitored and feedback looped back to improve implementation**					**11,500**
E1S1T7	**Output 7. Give back to children and parents in assessment households**					**13,457**
E1S1T8	**Output 8. Staff recruited and motivated to realize Uwezo goals in a supportive environment**					**2,000**
Success E1S2:Evidence on learning outcomes shared widely with key actors at national and sub-national levels; clear position on learning outcomes as policy priority is formulated and argued.						**6,000**
E1S2T1	Output 1. Reports on Learning Outcomes published and launched annually with Key Actors at national and sub-national levels; Periodic policy briefs shared with key actors.	Uwezo				6,000
Success E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority						**27,300**
E1S3T1	Output 1. New government officials brought on board to appreciate the Uwezo assessment work.	Uwezo	GM			13,550
E1S3T2	Output 2. Partnerships with education coalition FENU, sustained through joint activities - launches, roundtables as well as presenting in their meetings	Uwezo	JNT			3,000
E1S3T3	Output 3. Piggy-back model sustained for presence at UNATU events	Uwezo				2,000
E1S3T4	Output 4. Joint forum with like-minded researchers to discuss findings on Los held	Uwezo	MGN			5,000
E1S3T5	Output 5. Partnership with media to enhance data journalism initiated and sustained through workshops, roundtables and spaces to travel and cover Data/Voice activities in the field	Uwezo	JNT			3,750
Success E1S4: Policy debate stimulated at sub-national levels to prioritize measured learning outcomes as policy priority.						**48,056**
E1S4T3	Output 3. Uwezo partners at district level engaged in sharing of evidence through media and face-face meetings	Uwezo	JNT			38,056
E1S4T4	Output4. District-level CSOs involved to amplify evidence through launches and meetings	Uwezo	JNT			10,000

UG	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
E1S4T5	Output 5. Uwezo partners engaged to share evidence at local levels; Feedback and evidence of previous year shared at school and household level during the 2016 assessment; Targeted radio messages shared with parents of assessed households	Uwezo	JNT			0
Problem E2: Ambitious curriculum						**45,600**
Success E2S1: Evidence (incl. collating teachers' opinion about curriculum implementation processes and their knowledge about the curriculum) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).						**8,000**
E2S1T1	Output 1. Curriculum reform processes in Uganda are synthesised and documented.					0
E2S1T2	Output 2. Curriculum content and alignment analysis reports produced.					8,000
E2S1T3	Output 3. Survey of enacted curriculum. Teachers' opinions, knowledge and views on curriculum effectiveness are collected, entered and archived.					0
E2S1T4	Output 4. Produce quarterly digest of literature and our evolving understanding.					0
E2S1T5	Output 5. Central repository is established and updated bibliography is maintained.					0
Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)						**37,600**
E2S2T1	Output 1. Good relations with key players (NCDC, UNEB, PTCs, Universities, MPs) are maintained.					700
E2S2T2	Output 2. Policy position paper on primary curriculum effectiveness in Uganda is produced, launched and shared.					36,900
Problem E3: Motivated teachers						**5,000**
Success E3S1: "An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.						**5,000**
E3S1T1	Output 1. Evidence on teacher motivation and accountability is collated, analyzed.	WWE				0
E3S1T3	Output 3. Positive Deviance approach is applied to unearth PD teacher practices/strategies (achieved together with E4S1).		VA			5,000
Problem E4: School management						**5,500**
Success E4S1: Evidence is produced and shared on what works in improving school leadership and management						**5,500**
E4S1T1	Output 1. Existing evidence on school management is compiled.	WWE	JA			0
E4S1T2	Output 2. Positive Deviance approach applied to unearth PD practices.	PPE-E	VA			5,500
E4S1T3	Output 3. Design and implement small-scale PD pilot experiment on teacher and headteacher strategies.	WWE				0
LEARNING MONITORING EVALUATION						**134,000**

UG	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
LME Success 1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.						**56,400**
LMES1T1	Output 1. Staff knowledgeable of monitoring structure, responsibilities and processes; using internal system (SF) for tracking & insights.	LME	SO			0
LMES1T2	Output 2. Selective & systematic media monitoring in place, informing practice	LME	SO			11,400
LMES1T3	Output 3. Independent verification of Distribution, Coverage and Quality (including Feedback) in at least 80% of all implemented initiatives; results from at least 3 studies formulated to improve practice and knowledge (briefs)	LME	SO			40,000
LMES1T4	Output 4. Independent verification of intermediate outcomes conducted as relevant: results from at least 2 studies contributing to improved practice & knowledge (briefs).	LME	SO			5,000
LME Success 2: "Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge."						**76,500**
LMES2T2	Output 2. Formative research / measurement of Civic Space in East Africa	LME	VL			0
LMES2T3	Output 3. Rigorous evaluation of Twaweza initiatives and/or hypothesis testing	LME	VL			76,500
LME Success 3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas						**1,100**
LMES3T1	Output 1. Learning events (sessions, skills labs, reading club, etc.) are held regularly on topics of relevance to organization	LME	SO			800
LMES3T3	Output 3. Link to Global Knowledge	LME	SO			300
OPERATIONS AND FINANCE						**103,031**
OPS	Operations and Finance	Ops	GS			103,031
STAFF COSTS						**544,441**
Staff	Staff costs	Ops	GS			544,441

RO	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
OPEN GOVERNMENT						**8,220**
Problem O3: Independent monitoring & public opinion						**8,220**
Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate (Kenya and Tanzania)						**8,220**
O3S1T1	Output 1. Global & Regional partnership/participation	SzW	MA			8,220
EDUCATION						**72,300**
Problem E1: Learning outcomes and other development indicators measure & focus						**70,300**
Success E1S1: A learning assessment integrating monitoring of other development indicators is carried out						**70,300**
E1S1T1	Output 1. Uwezo processes, sampling design and tools harmonized across the three Countries	Uwezo				19,400
E1S1T2	Output 2. Uwezo Standards and quality monitored and timely feedback given	Uwezo				15,200
E1S1T3	Output 3. Uwezo concept and evidence shared widely at regional and global levels	Uwezo				8,800
E1S1T4	Output 4. Uwezo Data managed and processed	Uwezo				6,900
E1S1T5	Output 5. Uwezo 3 country data visualisation	PPE-C				20,000
Success E1S2:Evidence on learning outcomes shared widely with key actors at national and sub-national levels; clear position on learning outcomes as policy priority is formulated and argued.						**0**
E1S2T1	Output 1. Uwezo Communications supported	Uwezo				0
Problem E2: Ambitious curriculum						**2,000**
Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)						**2,000**
E2S2T2	Output 3. Key actors reached and engaged regarding curriculum effectiveness and improvements through different fora and channels depending on the issues.	WWE				2,000
LEARNING MONITORING EVALUATION						**21,800**
LME Success 1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.						**5,800**
LMES1T1	Output 1. Staff in 3 countries knowledgeable of monitoring structure, responsibilities & processes; using internal system for design of monitoring, and informing implementation	LME				5,800
LME Success 3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas						**16,000**

RO	Outputs/ Activities	Unit 1	Resp 1	Unit 2	Resp 2	Total
LMES3T5	Output 5. Interns.	LME				16,000
	GOVERNANCE AND MANAGEMENT					**128,575**
	Gov/Man Success 1: Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports.					17,575
	Gov/Man Success 2: Management and strategic support provided to the Directors and entire team					**33,000**
	Gov/Man Success 3: Twaweza has strong values, policies, and procedures, and staff are enabled to ensure compliance					**39,500**
	Gov/Man Success 4: Governance Board and donors are consulted, engaged, and informed on all pertinent matters related to Twaweza					**38,500**
	OPERATIONS AND FINANCE					**64,780**
	STAFF COSTS					**1,314,528**