



2017 ANNUAL REPORT

evidence | voice | engagement



Table of Contents

Letter from the Executive Director	2
Twaweza’s 2017 at a glance.....	4
Programs Summary.....	6
Basic Education	6
Open Government	7
Learning, Monitoring and Evaluation	9
Under the Hood: Operations, Finance, Governance	11
2017 Budget and Expenditures Overview (in US dollars)	14
Annex A: Narrative Details.....	16
Basic Education	16
Open Government	26
Learning, Monitoring and Evaluation	38
Operations	43
Finance	44
Governance and Management	46
Annex B: Outputs Table	47
Annex C: Twaweza Benchmarks by Unit.....	93

Letter from the Executive Director

Dear friends, partners and supporters:

It is time to tell you what we have been doing with the time, talent and treasure that we were privileged to steward in 2017.

To begin on a positive note, in late September 2017, the World Development Report 2018 entitled 'Learning to Realize the Promise of Education'. Its first main message echoed what Uwezo has been saying since 2009, that 'schooling is not the same as learning.' It is a singular achievement that this message percolated up from hundreds of thousands of households, encountered a chorus of skepticism and yet rose to take pride of place in the first World Bank flagship research report dedicated to education. We can confidently say that over the course of many years, together with our partners from around the world, Uwezo worked to deliver a heart-warming victory in the battle of the learning outcomes versus school inputs narrative. The global education reform agenda has a more widely-accepted, better-defined and more meaningful target – improved learning outcomes – around which to marshal its resources.

On the downside, the retreat in the political climate away from openness to more closed government intensified in 2017. Kenya, Uganda and Tanzania, have not been immune to these darkening clouds. In Kenya, official respect for independent institutions was degraded by the incumbent executive's reaction to the Supreme Court's annulment of the presidential election results of August 2017. In Uganda, the discourse surrounding the recent constitutional amendments was conducted in an atmosphere of fear and intimidation. Tanzania left the Open Government Partnership in mid-2017, and open debate continued being thwarted through the zealous enforcement of restrictive laws and regulations combined with, at times, deadly force both official and otherwise.

Anxious though we were, we swam against this current. We sought ordinary citizens' views and amplified their voices. We enthusiastically offered detailed feedback on draft legislation and regulations. We challenged official declarations denying public education to pregnant teens. We brokered more open, direct and fact-informed conversations between citizens and officials.

Between the bookends of the victory and retreat, lies a rich tapestry of stories from the 36 initiatives we executed. We learned some exciting new things and nurtured new relationships. On the technical side, we saw that we could use our Sauti za Wananchi polling platform to uncover what parents value most in primary education. On policy engagement, we took the first step to work with government to scale up an initiative. We convened a highly skilled group of researchers to help us reflect even more deeply on our ideas, evidence and effectiveness. And we learned how to rally together, as colleagues, to share the burden of resource limitations.

The current strategic period ends in December 2018, but we have already started to articulate a sharper mission for Twaweza to take forward from January 1, 2019. Elements of a refreshed mission include demonstrating how citizens can come together to collectively solve their problems, enabling citizens' voices, interests and experiences to be heard and to be taken seriously in decision-making, and promoting open civic space conditions that enable citizens to speak and act in their collective best interests.

As with our 2016 report, this one is layered. It includes a simple summary of the progress we made in 2017, detailed stories of our achievements, stumbles and the lessons we drew, and a comprehensive accounting of the status of every activity we carried out. We invite you to wander across these pages and to get a sense of how the 55 staff members of Twaweza felt and what they did and achieved.

Aidan Eyakuze

Twaweza's 2017 at a glance

Twaweza's activities are organised across four geographic locations of Tanzania, Kenya, Uganda and Regional. Across these locations, we act in three programmatic domains of Open Government, Basic Education and Learning, Monitoring and Evaluation. **We measure achievements against planned outputs on an annual basis:** these are the materials, productions, activities, engagements, etc., which we planned to deliver in the calendar year. We are fully in control of these, and therefore we expect to deliver close to 100% of the outputs we have planned for any given year. **Effects are different: some are short-term and expected to result directly from the outputs in a given year; others are cumulative over the strategic period.** A short-term effect, for example, is media coverage resulting from a launch: the brief we produce and the launch we organize are the outputs, controlled by us; the resulting media coverage, which is not under our control, is a short-term effect. A longer-term effect would be a change in a policy or accompanying regulations; our work and the media coverage we generate may contribute to this change, but usually as just one of several different influencing factors. Such changes generally require sustained, longer-term engagement by a range of actors, and we expect to see only gradual shifts in them over the course of the strategic period.

The table below presents our assessments of our progress to the end of December 2017, including both outputs and effects. Details of what the envisioned effects were, for each problem area, can be found in the Indicators Table Annex.

Table 1. Summary of progress in outputs and effects

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

1=little or no progress

2=partial progress

3=substantive progress

The results are discussed in more detail in the subsequent sections of the report, but some trends can be noted at this high level. First, 2017 has been a challenging year in terms of securing the necessary financial support for our Kenya and Uganda programs. As a result, we did not conduct the Uwezo assessment at all in Kenya, though we were able to use existing data and focus on sub-national communications. Other education-related planned activities outputs in Kenya were similarly reduced. Uganda was able to re-orient Uwezo to refugee settings, which has been welcomed as a new way of making use of the Uwezo methodology and expertise. It is also notable that 2017 is the first year of our Sauti za Wananchi mobile phone polling platform in Uganda (O3), and that it has by all accounts gotten off to a very good start.

In Tanzania we continue to deliver outputs at a high level across much of our portfolio, although under the Open Government domain, only one area (O3) has shown substantive effects. This must be interpreted in context of the current socio-political climate in the country, particularly the continued squeeze on civic space freedoms (especially freedom of expression both through the media and by individual citizens), and targeting of institutions and individuals who are seen to go against the expressed views or wishes of the executive. Much of this has not been seen in Tanzania before, or not for many years, such as persecuting individuals for personal communications. In this context, making even partial progress against the goals of increasing transparency, accountability and participation is taken as a success. We considered rephrasing the problems so that they would reflect more accurately the change in the context – and indeed, this is what we shall do for the next strategy beginning in January 2019. For now, we decided that rather than tinker with the phrasing (which might be perceived as cosmetic change to make our performance look better), we would keep the problem set unchanged across the three countries but do our best to contextualize and explain how we understand our progress and success.

In this **Highlights** document we therefore present a summary of selected activities and progress, to give our readers a flavour of what we implemented in 2017 and the changes to which we are contributing.

Those wishing more detail, including an accountability-oriented lay out of all the planned activities against what was achieved, can access three additional substantive pieces annexed to this Report:

1. **Details 1: Narrative of 2017 activities.** This expands each problem and related success areas, giving some context, highlights of implementation, and looks forward to 2018.
2. **Details 2: Key indicators of outputs and success.** For our readers who enjoy not only the forest but even the weeds – that is, the programmatic details of specific activities – we invite you to peruse these tables, which contain our key indicators for 2017. They are detailed tables organized by country, and within each country program, by problem and success (goal and objectives), activities, and related indicators of outputs and outcomes.
3. **Details 3: Benchmarks by units.** Twaweza has a matrix management structure, whereby our conceptual work is organized by problems and successes, but our day-to-day work takes place in functional units. For readers who would like to see progress against benchmarks for specific units (Data and Voice, What Works in Education/What Works in Open Government, Public and Policy Engagement, and Learning, Monitoring and Evaluation), we invite you to examine this table.

Programs Summary

Basic Education

In summary, during 2017 we conducted a learning assessment in Uganda and Tanzania; successfully piloted Uwezo in refugee hosting districts in Uganda; integrated SDG's in the Uwezo assessment in both countries; finalized KiuFunza II analysis and started formal collaboration in Tanzania with PORALG (President's office for Regional and Local Government) to pilot teacher incentives using government systems; presented surveys of enacted Curriculum results to selected national and internal audiences; and conducted Positive Deviance studies in all three countries.

What do we want our children to learn? Curriculum reform in Uganda

Sometimes we get a second chance. Earlier in the year we presented our findings of the surveys of enacted curriculum to the Uganda National Curriculum Development Centre (NCDC) during a closed meeting. The national curriculum describes in detail what our children should be taught and in what way. We were excited to show the results of our hard work and were hopeful the findings and methodology would be of interest and helpful to the government experts; some of whom had already been active in our SEC panel. We had found that cognitive demands to pupils are biased towards recall and following procedure, and less on analytical and critical thinking, that examinations are not well aligned with syllabi, and that the curriculum for standard 1 assumes that all children attend preschool, putting two out of three pupils at a big disadvantage from day 1. By the end of a long two-hour session, discomfort and defensiveness had emerged, and some NCDC staff outright dismissed our findings. Clearly we had struck the wrong chord. However, with the help of the strong network of our Uwezo colleagues we were given a second chance a few months later. On this occasion, we delivered a 2-day workshop for all forty NCDC staff, diving deeper into the methodology in hands-on sessions and sharing our findings in a more neutral fashion. The workshop helped demonstrate the value of an alignment analysis such as the SEC, helped us tweak the SEC tools to better fit the Ugandan context, and kicked off a closer collaboration with the NCDC.

Performance incentives for teachers in Tanzania: The Ministry of KiuFunza ☺

KiuFunza concluded its analysis of the fourth and final year of the RCT that looked for the effect of cash incentives to teachers on the learning outcomes of pupils in grades 1-3. The research found that the two incentive systems that were put to the test both had a statistically significant effect equivalent to an extra four months of schooling. The average bonus given to teachers was 3.5% of a teacher's annual gross salary. To take account of concerns about preferential treatment to lower grade teachers, we fielded independent qualitative research to look into the effects of KiuFunza on the rest of the school. This found that other teachers are very positive about KiuFunza. Teachers report that KiuFunza refocuses the attention of everyone in the school on the child and creates a positive feedback loop of whole school improvement. Teachers reinforce student performance with their families. The school uses limited resources more effectively, and students focus, study and achieve. We can confidently say we have full proof of concept in Tanzania and we feel it is our duty to promote their use. Besides publishing and presenting our findings at national and international events, we have invested much time and effort to engage with selected government officials. PORALG and the Ministry of Education and Vocational Training (MoEVT) are very interested to further test this in a government setting – while safeguarding the integrity of the system – and we have signed an MoU with both ministries to that extent.

Schools that succeed against the odds: Teaching with love

We were not certain we would find *positive deviant* schools at all. And even if we did, what if we only found schools to be successful because they were run like the army and fully taught to tests? So we were somewhat relieved to find a good number of the shortlisted schools in each country did indeed deviate from the norm in a positive manner. We looked for schools in poor performing districts that consistently perform better than their peers in a similar socio-economic context. What we found appeared in most cases to be the opposite of “isomorphic mimicry”, and we wish biologists would have a word for it (besides evolution): schools that were physically dilapidated after years of financial neglect, but where real education and learning were happening. It was inspiring to see. We found behaviour that could potentially be replicable: for example, all schools seemed to have adopted elaborate use of different forms of group work for pupils and peer learning. Even students would organize themselves outside of school. All the PD schools seemed to have started with an enlightened leader who in their own way touched school communities, teachers and pupils, which is harder (but not impossible) to replicate. Both in Tanzania and Kenya, the PD studies mention the word “love” as a characteristic of the schools. They describe schools with leaders who care for the children, for their future, for their communities and about education in general. In some schools those leaders had already moved on, but the culture they had established had carried on. Next year, we shall try out different ways to inspire school leaders in unconventional ways. We have started very locally by inviting neighbouring schools to validation meetings and we are curious to find out if that works. And at district and/or national level we shall explore ways of collaborating with our key partners to tell these stories.

Learning assessments in refugee areas of Uganda

In Uganda we piloted the Uwezo Learning Assessment in four refugee hosting districts – Adjumani, Arua, Isingiro and Yumbe – generating data on learning outcomes (literacy and numeracy) in both refugee and non-refugee settlements for children aged 6-16. The pilot sought to address the dearth of robust independent monitoring data on the impact of education interventions in emergency contexts. The pilot also sought to assess the effectiveness of education interventions in refugee settlements in producing learning outcomes, and assess the adaptability of Uwezo learning assessment methodology and tools to crisis-contexts such as refugee settlements. Extended feedback at community level was done through summarizing key findings on a village report card and holding community meetings with key stakeholders (parents, religious leaders, village leaders and PTA members, etc.) to discuss the findings and generate commitments to improve learning outcomes which will later be followed up by the district partners.

Open Government

2017 has not been a happy year for open government, democracy and civic space in East Africa. In Tanzania, free expression continued to come under attack, with the restrictive Media Services Act (2016) used to close four and censure many other media outlets. Private citizens continued to be punished for expressing their opinions on social media, political parties were further harassed and hundreds more civil servants were summarily dismissed from their posts. In Kenya, a tense election resulted in a surprise annulment of results by the Supreme Court. But the atmosphere soon turned sour as the ruling party pushed past objections to hold a second election that was boycotted by the main opposition coalition, and subsequently took television stations off air in direct violation of a court ruling. Freedom of expression and information in Uganda continue to be on precarious ground with attacks on civil society and the stifling of public debate around several issues, including changes to constitutional age limits for leaders.

Shining a light in dark times: moving forward on open government where possible

The shrinking of civic space does not mean everything is locked. In all three countries we were able to make some inroads in the transparency agenda, often in collaboration with government. Despite a lack of commitment to rule of law and democracy, Uganda is in some ways fairly progressive when it comes to transparency. The Ministry of Finance is committed to publishing budget information online, and in 2017 we were able to provide support to the development and launch of an [open procurement portal](#) and promote its use among government, media and civil society. In Tanzania we pushed continuously for the development of regulations for the Access to Information Act (2016), including both public and targeted engagements. Regulations were released in December and we look forward to making use of the Act. In Kenya, in collaboration with MIT GOV/LAB, we completed a study on the experience of citizens who try to access information from their local governments. As was the case with similar research in Tanzania, around two out of three requests for information were denied. Qualitative observations from researchers indicate a more hostile response to requests than in Tanzania, possibly due to the election year.

Taking it to court: civic space in Tanzania

In Tanzania we increasingly find that our work on civic space issues is shifting to the legal arena. The courts maintain a level of independence unmatched by any other institution. So in 2017 we provided analysis and input into a diverse array of draft legislation while also trying to continue to push the debate on recently-passed laws that restrict freedom of expression and association. We provided detailed analysis of new regulations governing online content and broadcasting content, as well as a proposed Political Parties Act. By the end of the year, none of these had been issued which we took as a small victory. (Unfortunately, the particularly restrictive online content regulations have since been published formally in March 2018). In addition we held open public debates on the Cybercrimes Act (2015) and the Media Services Act (2016) which brought the relevant authorities and critics together in candid conversations about the issues around these laws. We also responded strongly to egregious statements by leaders around independent statistics and pregnant school girls. Although there are no easy metrics for success in this space, we have continued to generate media coverage and social media debate on these often controversial issues, which might have helped to slow down the passage of increasingly restrictive laws.

What do citizens say? Citizens' voices across the region

For the first time we are running Sauti za Wananchi mobile survey rounds in Kenya, Tanzania and also Uganda at the same time. We have East African citizens on the line and they want to talk – we should all be listening. Carefully balancing the temptation to feed the news cycle with the need to provide views on under-considered issues, the call rounds cover topics as diverse as political party preferences, food security and access to water. Aside from producing topical data and insight, Sauti za Wananchi works to change public and official attitudes on the value of citizen opinions and perspectives and their utility in decision-making. We generate extensive public debate: 212 pieces of coverage in Tanzania alongside 37 hour-long talk shows, 119 in Kenya and 25 in Uganda (drawn only from the launch of Sauti za Wananchi), and we are able to feed the data to high-level policy-making bodies and actors drawing a range of responses. We continue to use the data to inform other initiatives and advocacy work. In Tanzania, 30% of citizens have heard of Sauti za Wananchi (end 2017) and 19% in Kenya (end 2016), indicating that this initiative and these voices are finding a space in the public imagination. Independently conducted interviews with high-level key informants suggested that Sauti za Wananchi data is widely referenced and used within government. Twaweza was described as creating evidence-based conversations around governance and education, significantly contributing to advocacy and public debate.

Building bridges: creating spaces for citizens and leaders to interact

Our experience in running events to share our data and research findings has shown us that citizens in particular appear to be hungry for opportunities to interact with and interrogate their leaders. Findings from surveys in Tanzania indicate that citizens do believe that ministers and government officials should subject themselves to questioning from citizens. So we worked to create moments of interaction. We produced and broadcast seven episodes of a live interview show on television whereby four ministers and three other senior officials answered questions submitted by citizens. Monitoring data show that among those who watched the show, 95% thought the show was a good way to bring citizens' concerns to ministers, 58% said it was the first time they had seen a minister answer questions from citizens and that viewers were much more likely to believe that citizens know enough to be able to question officials (79% vs. 64% of non-viewers). We also piloted (two episodes) of a show that puts individual MPs in the spotlight, tracking their implementation of their campaign promises. Live screenings within the constituency seem to demonstrate immediate accountability effects (MPs addressing citizens' concerns raised during screenings) and increased knowledge and changed attitudes about the MPs. Moving forward, the question at the front of our minds is how to convert these short sharp 'interactive shocks' to the system into a new framework for engagement between people and power.

Learning, Monitoring and Evaluation

In summary, we accounted for coverage, quality and obtained feedback from the majority of our initiatives, and we used the information to shape our planning going forward; we assessed our engagement methods and success through analysis of 18-months' worth of Outcome Mapping data; we conducted innovative access to information research in Kenya and formative research around a new communications initiative to bring Members of Parliament closer to constituents in Tanzania; we formed Twaweza's first Research and Evaluation Advisory Group to help us think through some of the hard questions on our effects and future direction.

Did we map our way to an outcome?

Evaluating advocacy is challenging: not easily quantifiable, relying on a lot of process information, and in the end often as much art as craft. One of the more widely used methods of tracking advocacy and engagement is Outcome Mapping, and at Twaweza we have adopted it, with some changes to fit our needs, and trialed it in Tanzania. After nearly 18 months of collecting interviews and narratives from our "top engagers" in the organization, we have analyzed this data along three main metrics. First, we quantified the actual numbers of engagements conducted. Second, we categorized the engagements according to three dimensions: goal-oriented vs. broad; pro-active vs. reactive; targeted at a particular audience vs. scattered. Third, we looked at whether we got our strategic positioning right for any given issue, whether we developed a range of tactics, and whether we deployed those tactics well. We've come up with some valuable insights, summarized in three main points.

1. In some areas which we feel very strongly about and do a lot of engaging in we nonetheless do not have very clear goals or objectives. Without these, we struggle to get a clear sense of direction; these areas are marked by scattered engagement which doesn't tell a coherent narrative.
2. We have a pretty good range of tactics and have been getting creative as well – e.g. by handing huge "checks" to best performing teachers under KiuFunza, together with the Ministry of Local Government. Interestingly, as the work becomes more technical, the tactics actually become more tame – more meetings and the like.

3. We spend a lot of time planning and doing, but not always enough time meaningfully assessing and reflecting on progress – which can result in lost momentum and an unclear sense of direction.

Overall, the exercise has proven useful in being honest with ourselves and documenting where we have had effect with engagement and advocacy, and where we may need to sharpen our focus or choose a different approach.

“Who are you, and who sent you to ask for this information?!” Mystery shopper approach in Kenya

Access to public information, such as government plans, budgets, and activities, is an important step in how citizens can hold government accountable for providing basic services. In Kenya, the national government passed a Freedom of Information Act in 2016, enabling citizens to act on their right to information enshrined in the 2010 Constitution. But how effective has this act been in actually getting citizens the information they need? Using a “mystery shopper” methodology as we did in a similar study in Tanzania in 2016, we partnered with MIT GOV/LAB to assess the actual experience of citizens accessing local information. The goal of the research was to provide a baseline assessment of government transparency to enhance forthcoming regulations and implementation of the law. Kenyan researchers made information requests at 315 local offices in 45 out of 47 counties across Kenya. Of those only 11% of requests were fully processed, while 26% partially processed, and 63% were flat-out denied. Partially and fully processed requests were verbally dictated 26% of the time or directed to websites (24% of the time). Several researchers also reported that they were asked to show identification in order to legitimize their request, to disclose which organization had sent them (even though they were acting in their capacity as citizens and residents). A number reported suspicion and concern from the officials that the information would “fall into the wrong hands” or spell out “political suicide” for the official.

Expanding the learning

We think we have much to offer – and much to learn from – global conversations on evidence related to education, governance, and also on what it means to be a learning organization. We have always forged links with researchers and thinkers, but this year we have institutionalized two of these functions. First, we invited a selected group of researchers to join us in shaping Twaweza’s rich mix of design, implementation, evaluation and research by becoming members of the first Research and Evaluation Advisory Group. This high-level advisory body is a great mix of East-Africa based researchers and activists with researchers from further afield who are working on issues of education and governance relevant to Twaweza. They are asking hard but thoughtful questions of us, and we are excited about their contribution both to specific research questions and studies and also to Twaweza’s overall strategic direction. Second, we helped to co-create – and are now part of – a Learning Collaborative, convened by the Transparency and Accountability Initiative (TA/I). This is a small group of six entities (four implementing organizations and two academic institutions) working in and supporting south-based civil society governance initiatives. The collaborative was created in response to the felt need that the previous models of bringing governance CSOs and academics together for a once-a-year conference style event was not adding up to much more than networking opportunities. Instead, this small group of six entities set out to experiment more deliberately with learning for two years, with three reinforcing objectives. The first and foremost is to test the hypothesis that organizations that are smart about learning are more effective in reaching their stated transparency, accountability and participation (TAP) goals. The second is to accelerate learning among TAP organizations with a focus on those in the south: the collaborative aims to spread knowledge and ideas on the conceptualization, execution, assessment and refinement of TAP initiatives. The third is to increase engagement between practitioners and researchers as well as funders and better integrate practitioner evidence and priority questions into the global TAP research and advocacy agendas.

Under the Hood: Operations, Finance, Governance

Policies and systems

To ensure our internal policies remain relevant and up to date we updated the HR, admin and finance policies, based on feedback from our staff and as approved by the board. In total 25 clauses were updated and the revised manuals uploaded on our website.

We adopted a new and more user friendly system for leave applications and approvals. All staff were trained in this cloud based system and it was adopted without problems.

Human resources

In terms of gender balance Twaweza is continue to do well, slightly favouring women employed in total and an equal number of women and men in management.

COUNTRY	Tanzania		Uganda		Kenya		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Total number of employees	10	18	5	8	9	5	24	31	55
Management team	3	6	0	2	4	0	7	8	15

Learning needs from the staff appraisal and managers emphasize the need for more attention to mentorship and support. Annual staff appraisal tools were revised and guidance on 2017 appraisal communicated to staff. 54 staff performed annual appraisal assessment, of which 98% were judged to have performed as expected.

Twaweza, a learning organization, continued with its commitment to support young graduates to learn and experience working environment. 19 interns were recruited: ten in Tanzania, one in Uganda and eight in Kenya. A Job Evaluation process was conducted with support from an external advisor in which 23 jobs were ranked. A report on Job Evaluation and Performance Management was submitted and reviewed, and is now with the consultant for finalization. Relevant recommendations on improvement of Twaweza performance system and the review of the structure shall be implemented in 2018.

Functional office environment

Seven assets were procured. All assets entered into relevant management system, assigned respective tags, and fully insured and managed. In addition 57 assets were identified for disposal in Tanzania and Uganda as per procedures.

Considering the current civic space climate in the region and our strong dependence on ICT, we commissioned a detailed ICT security audit (under the Hivos oversight agreement), which concluded that our security is good and ICT systems well managed. Various clear recommendations are systematically being implemented. A new server was procured and installed for the Tanzania office, and two new Cisco routers were procured and installed in the Kenya & Uganda offices. Anti-virus software was procured and the system updated.

Strengthening of financial policies and procedures amongst staff

As part of reinforcing staff understanding and adherence to financial policies and procedures, we conducted a learning session amongst to outline the necessary steps in ensuring compliance to our internal financial policies and the implication on failure to comply with them. We also spent ample time inducting new staff on our policies and processes to ensure the staff are well conversant with them.

Income and payments: in line with organization policies, all funds received from various donors were acknowledged and recorded in our core financial management system (Xero). In addition all full contract amounts awarded by new donor/s during the year 2017 were recorded in Xero in compliance to IFRS and the total amount will be reduced as we receive funds. Overall we continued to ensure all payments are processed according to Twaweza's financial regulations throughout the year.

Tax management: We continue to meet all tax obligations in the three countries by ensuring that all taxes are correctly calculated and paid in line with their country tax requirements and at the required time. We were also appointed as a Withholding VAT agent by Kenya Revenue Authority (KRA) this year and are now required to hold part of the VAT we are charged on goods and services and submit it to KRA on a monthly basis. Our Salesforce system was updated to ensure that the deduction is done automatically to avoid errors.

Banking: 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.

Asset management: We continued to ensure assets are properly managed by supporting the Operations Unit in updating the status and of all assets following the physical assets count during the year. Since 2017 assets are uploaded into a module within Xero and depreciations are computed automatically.

Internal and external audit: the 2016 external audit conducted by PwC gave Twaweza a clean audit report with a few observations noted:

- a) Lack of declaration from Tax Commissioner to evidence the charitable status of Twaweza East Africa,
- b) Non-compliance to funding agreements by not maintaining an interest bearing account,
- c) Long outstanding reconciling items in the bank reconciliation statements.

Items number two and three have been addressed in full. Item number one was denied by the Tax Commissioner leading to Twaweza preparing its financial statements by including tax computation. We are not in agreement with the Commissioner on this and believe we have grounds to negotiate with TRA to reverse the decision.

In April 2017, SIDA commissioned an efficiency audit covering years 2014, 2015 and 2016 as part of donor requirement. The audit, which was conducted by Deloitte, covered three keys areas, namely organizational structure, management of operations and financial management & control. The overall score of the audit was marked as green as all areas for improvements noted were low risk. As with all reports, the efficiency report was shared with our donor partners and published on our website. Twaweza continues to be IATI compliant and up to date, as the only Tanzanian organization to do so.

Record Management: 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 arise. We have continued to ensure that documents are filed in a way that facilitate easy access and retrieval of documents. This ensured that the efficiency audit done by Deloitte as indicated above to run smoothly.

2017 Budget and Expenditures Overview (in US dollars)

	Tanzania		Uganda		Kenya		Region		Combined		
Description	Annual Budget	Actual Expenditure	Annual Budget	Actual Expenditure	Annual Budget	Actual Expenditure	Annual Budget	Actual Expenditure	Annual Budget	Actual Expenditure	% Variance
Open Government											
Problem O1: Freedom of Information act	27,200	23,776	3,000	4,845	-	-	-	-	30,200	28,621	95%
Problem O2: Data collected by gov	34,180	9,000	-	-	-	-	5,000	967	39,180	9,967	25%
Problem O3: Independent monitoring (incl SzW)	241,200	239,800	317,280	300,255	154,179	141,197	8,500	-	721,159	681,252	94%
Problem O4: Intermediaries & demand	66,750	36,756	-	-	-	-	-	-	66,750	36,756	55%
Problem O5: Responsive government	109,350	68,426	31,868	17,936	41,000	38,157	-	-	182,218	124,519	68%
Staff costs - Open Government	32,977	29,333	28,183	26,788	42,671	44,041	227,276	204,193	331,107	304,355	92%
Total Open Government	511,657	407,091	380,331	349,824	237,850	223,395	240,776	205,160	1,370,614	1,185,470	86%
Education											
Problem E1: Learning outcomes (incl Uwezo)	1,129,995	916,485	74,703	47,106	108,010	132,890	31,760	24,610	1,344,468	1,121,091	83%
Learning Outcomes on refugee settlement	-	-	129,988	95,232	-	-	-	-	129,988	95,232	73%
Problem E2: Ambitious curriculum	26,258	19,117	19,100	17,891	17,150	2,243	6,800	4,540	69,308	43,791	63%
Problem E3: Motivated teachers	258,445	243,141	1,000	-	-	-	800	-	260,245	243,141	93%
Problem E4: School management	74,550	7,128	30,000	30,791	59,700	55,706	-	-	164,250	93,625	57%
Staff costs - Education	245,136	279,094	304,121	322,415	246,447	252,730	367,910	298,891	1,163,614	1,153,130	99%
Total Education	1,734,384	1,464,965	558,912	513,435	431,307	443,569	407,270	328,041	3,131,873	2,750,010	88%
Media costs											
Media costs key partnerships in OG and Education	95,000	88,503	12,545	-	-	-	-	-	107,545	88,503	82%
Staff costs PPE for Open Government and Education	128,647	135,822	101,671	107,521	-	-	151,449	195,323	381,767	438,666	115%
Total media and PPE	223,647	224,325	114,216	107,521	-	-	151,449	195,323	489,312	527,169	108%

	Tanzania		Uganda		Kenya		Region		Combined		
Description	Annual Budget	Actual Expenditure	Annual Budget	Actual Expenditure	Annual Budget	Actual Expenditure	Annual Budget	Actual Expenditure	Annual Budget	Actual Expenditure	% Variance
Special initiative: SDG monitor	245,000	872	-	-	-	-	-	-	245,000	872	0%
LME											
LME Success 1: Monitoring	109,217	69,453	33,400	22,088	44,300	35,217	5,100	5,684	192,017	132,442	69%
LME Success 2:Evaluation	176,000	150,961	5,000	5,000	-	-	-	-	181,000	155,961	86%
LME Success 3:Learning	32,700	29,377	700		700	143	19,000	19,416	53,100	48,936	92%
Staff costs - LME	109,923	27,805	-	-	72,274	74,591	185,602	272,165	367,799	374,561	102%
Total LME	427,840	277,596	39,100	27,088	117,274	109,951	209,702	297,265	793,916	711,900	90%
Generic outputs from Units			10,500	8,620	-	-	10,050	9,625	20,550	18,245	89%
Operations and finance											
Operations and finance	292,240	224,992	108,378	88,361	110,459	97,001	63,010	60,928	574,087	471,282	82%
Staff costs - Ops and Fin	190,958	206,490	79,309	82,814	34,774	22,678	237,592	281,752	542,633	593,734	109%
Total Ops and Finance	483,198	431,482	187,687	171,175	145,233	119,679	300,602	342,670	1,116,720	1,065,016	95%
Governance and Management											
G1: Planning and reporting	-	-	-	-	-	-	12,000	12,950	12,000	12,950	108%
G2 Management and strategic support	-	-	-	-	-	-	22,000	20,511	22,000	20,511	93%
G3: Compliance	-	-	-	-	-	-	27,000	35,473	27,000	35,473	131%
G4: Governance	-	-	-	-	-	-	22,000	71,995	22,000	71,995	327%
Staff costs - GovMan	48,988	38,166	-	-	-	-	128,688	114,032	177,676	152,198	86%
Total Gov & Management	48,988	38,166	-	-	-	-	211,688	254,961	260,676	293,127	112%
Contingencies	150,000	140,000	-	-	-	-	-	-	150,000	140,000	93%
Grand total	3,824,714	2,984,497	1,290,746	1,177,663	931,664	896,594	1,531,537	1,633,045	7,578,661	6,691,810	88%
Less: Assets purchased during the year										28,782	
										6,663,028	
Add: Depreciation										69,159	
Add: Net book value of assets written off										83	
Total expenditure (per financial statements)										6,732,270	

Annex A: Narrative Details

Basic Education

Problem E1: Learning outcomes

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

For five years, Uwezo has been helping at first to draw, and then to maintain, focus on the critical issue of learning outcomes. During that time the education sector has changed in a myriad of ways in all three countries but there is now broad acknowledgement of a crisis in learning outcomes. There are a number of initiatives to address the quality of education in all three countries. All of this attention on learning has created pressure on East African governments; they need to show results. Thus we see inflationary techniques used on examination results in our three countries of operation. In this context, the need for independent data that monitor learning outcomes is critical, we need to ensure that these interventions are adding up. But citizen-led assessments are costly and increasingly difficult to finance. So we are also exploring opportunities to turn the Uwezo infrastructure into a platform for citizen-led monitoring of the Sustainable Development Goals.

WHAT WE DID

In Kenya the learning assessment and data collection around selected Sustainable Development Goals was postponed due to lack of funding.

In Tanzania we followed the entire Uwezo assessment process for a nationally representative sample of 56 districts. This included due diligence to identify and recruit district partners with the support of nine assessors, volunteer recruitment, training through a cascading model with the support of 27 specially recruited trainers, monitoring the assessment with the support of 17 regional coordinators, test development of four test sets with the support of an expert panel of 10 members, and production of a calendar and English and Kiswahili story booklets for households as a token of appreciation. In total, we recruited 56 district partners who recruited 3,360 volunteers. Volunteers collected data from 1,680 enumeration areas.

We also collected national data on a range of other Sustainable Development Goals including access to water, water treatment, nutrition, sanitation, maternal and child health, birth certificates, inclusion and families' socio-economic status. And we piloted a community based extended feedback intervention in one district (Gairo). After special training and materials production, volunteers convened a total of 30 community feedback meetings, attended by over 4,500 people, to share results of the assessment and discuss solutions for remedying the learning crisis in those communities.

In Uganda, we tested the capacity of Uwezo to assess learning in more difficult contexts in four refugee-hosting districts. Again the standards for Uwezo were strictly followed and a number of other Sustainable Development Goal indicators were included in the assessment. We designed a survey tool for enumeration area, school and household, developed three tests sets, recruited four partners and 240 volunteers, collected data in 103 schools and 120 enumeration areas in total – 60 within refugee

settlements and 60 in host communities, and held 120 community meetings attended by 3,925 people to provide feedback on findings. In total we collected data from 1080 households in refugee settlements and 1,104 households in host communities (2,184 households in total) and assessed the literacy and numeracy skills of 2,132 boys and 2,024 girls.

In both countries, for monitoring activities, we trialed the use of technology to speed up and simplify the process of data collection.

CHALLENGES

Being unable to trial collecting Sustainable Development Goal data and missing years of the learning assessment in Kenya have impacted our position as the go to source for current reliable data on learning. Some of the new indicators for the SDGs proved slightly challenging given our citizen-led assessment model, in particular testing the quality of water in Tanzania is costly and methodologically complex. In Tanzania, the National Bureau of Statistics is becoming increasingly rigid.

WHAT NEXT IN 2018?

We will engage key players around our efforts to collect Sustainable Development Goal data and continue to push for Uwezo's expansion to a cross-sectoral data collection effort while maintaining a focus on learning outcomes. In Tanzania the assessment will be conducted in 70 districts and in Uganda in 32 districts.

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.

WHAT WE DID

In Uganda, the national report, district ranking and summaries had been previously launched and disseminated. However we continued to engage education actors around the data. Uwezo data was featured heavily during the National Conference on Learning outcomes (with a key message that learning outcomes should be the measure of progress in education), Uganda National Teachers' Union High Level meeting, at the International Mother Tongue day event organised by Ministry of Labour and Social Development, and at the fifth Certified Public Accountants of Uganda Economic Forum under the theme 'Harnessing Uganda's Competitive Advantage Through Education', and at the national symposium on assessment and examinations.

We worked closely with partners in the Forum for Education NGOs in Uganda on joint events and engagements. And our work in refugee settlements led to new engagements with the Office of the Prime Minister and the UN refugee agency.

We were also able to launch and share Uwezo district findings in all 112 districts through our partners.

In Tanzania, we produced and launched the 2015 report after a significant delay and launched it in Dodoma to an audience of 150 MPs, other government officials, and other stakeholders. The 2015 data is available online for download as well as through two interactive visuals. We also produced 159 district reports, distributed 3,000 copies and launched 45 of them in their respective districts. We presented the preliminary findings of the Beyond Basics assessment with members of Tanzania Education Network (TENMET) and Tanzania Teachers' Union leaders from across the country.

In Kenya, we produced 4,700 county reports and held launch events in every county. In the ten districts in which the Beyond Basics assessment was conducted we launch the findings alongside county data for the Standard 2 level learning assessment. We were also able to directly share findings from the county reports with 100 members of parliament from pastoralist areas. Twaweza staff wrote and presented three papers during the Education Evidence for Action Conference, which we were part of organizing. We were also able to share the report and findings at four regional meetings of head teachers. We also trialled the production of village level commitment posters and cards; each one committing the community and the school management respectively to actions designed to improve learning outcomes.

We also launched the Uwezo East Africa report at the same conference. Over the year, Twaweza staff coined 13 academic papers although these were not published in journals.

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 2018?

In Tanzania we will need to launch the 2017 data into a fraught political context with a government that has placed its bet in the education sector. Careful messaging and engagement will be required. We will again conduct a nationally representative assessment, although not in all districts, and expand the scope of Sustainable Development Goal data collection. In Uganda we will conduct a nationally representative assessment in a reduced number of districts.

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 Uganda, across the year, Uwezo was covered 114 times in national media. In addition, the ministry of education and DFID are running a joint program Strengthening Systems for Improved Learning and Uwezo have been selected as a downstream partner for both pillars 1 and 2 - building strong foundations and enhancing the examination and assessment system – providing independent data on the quality of education and evaluative data for interventions. Uwezo was also made a member of the National Working Group on assessment and examinations. And finally Uwezo data were used during the budget review process as a result of our work with the Civil Society Budget Advocacy Group.

In Tanzania Uwezo was covered 74 times in the media and is increasingly becoming a go to source for education commentary. Uwezo data were cited in the Joint Sector Review and a number of Tanzania Education Network publications. The launch in Dodoma generated an animated discussion among MPs.

In Kenya we generated 62 pieces of coverage about Uwezo including through 50 (30 television and 20 radio) interviews given by staff. The Uwezo team continue to be involved in various government processes including a learning assessment and curriculum consultations.

And finally the 2018 World Development Report, Learning to Realize Education's Promise, makes a number of references to Uwezo data.

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 2018?

We will continue to push messages out around learning outcomes but also make best use of the Sustainable Development Goal data for engaging policy-makers, media and civil society. We will tie our data dissemination and engagement work to more specific objectives to ensure that we are continuing to push for better standards,

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 also almost unequivocally 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, for the first time in a number of years we held district launches and disseminated district level reports. The launches provided a new space for citizens to raise their concerns and questions about education. The extended feedback pilot was also an attempt to put the Uwezo data to work and generate local actions to help improve learning.

In Uganda, we held launches in every district again creating new spaces for interaction. Our sub-national work was covered extensively by the media (64 stories and 36 via Uganda Radio Network). In the assessment in refugee districts, the village report card prompted 120 sets of village commitments to improve learning. Although these may not materialize, the efficacy and motivation demonstrated in making them is important.

Similarly in Kenya, we took the process a step further with communities signing commitment posters and head teachers signing commitment cards both with actions to improve learning; we collected 930 of each in total. The Safaricom Foundation is working with Uwezo partners to pilot interventions to improve learning in selected counties.

CHALLENGES

Sub-national engagement is complex to carry out at scale and can miss the nuances and local dynamics. Working with partners who have the flexibility to tailor communication models to their own contexts helps to address this but still requires careful hands-on management.

WHAT NEXT IN 2018?

We will continue to focus energy at sub-national level. In Tanzania we will generate debate about spatial inequality and in Uganda we will share the findings from the assessment in refugee districts at district 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

As demonstrated by our historical analyses of the curriculum in all three countries, the curriculum and the structure of education have been regularly changed without reference to evidence and in service of political goals. Any reform attempts also faced a myriad of administrative, pedagogical, and infrastructural challenges, resulting in a misalignment between the curriculum on paper and in practice including, crucially, examinations. But in recent history, reform processes have been more consultative. For

example, debate in the education sector drove reform in the policy resulting in new curriculum designs for early grades and a national pilot of the same.

WHAT WE DID

In the three countries Twaweza analysed the curriculum to feed into curriculum review processes. Using the Surveys of Enacted Curriculum (SEC) methodology, we conducted an elaborate analysis of curriculum content and alignment, reviewing the syllabus, how the curriculum is taught and how it is assessed.

Throughout the process we engaged the most important players in this exercise, including representatives from the key curriculum agencies. The (preliminary) findings have been shared both internally and externally, including at high-level international conferences – the 35th Association for Educational Achievement in Africa Conference in Kampala, a SEC conference in Winsconsin, and the 14th Education and Development Forum (UKFIET) in Oxford. In Uganda the National Curriculum Development Centre invited Twaweza to present our methodology and findings in a two day meeting of the entire staff. Generally, the preliminary reports are compelling to key curriculum actors and appear to create thirst for using this type of analysis in future reform processes.

CHALLENGES

The methodology is valuable but time consuming. Though we covered a lot of ground, for different reasons in each country the SEC study was not completed in its entirety. Nevertheless, all data have been collected in Tanzania and Uganda. In Kenya the teacher survey was postponed for strategic reasons.

The SEC methodology is new to Africa and we had to build (and continue to build) internal capacity to analyze, interpret and document the findings.

WHAT NEXT IN 2018?

We will finalize the remaining analyses including teacher survey data and a review of alignment. We will continue to engage key players with the results (national and regional) and methodology, and try to work with them to develop a framework for monitoring curriculum implementation regularly. In Uganda we will explore the effect of individual feedback from this type of study on teacher behavior and performance.

Problem E3: Motivated Teachers

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

Therefore in 2013, Twaweza began the first phase of a randomized control trial in education test the impact of teacher bonuses on student learning levels. The largest such trial in East Africa, since 2015 the trial, KiuFunza, has been in its second phase, comparing the efficacy of one bonus system against another.

WHAT WE DID

KiuFunza research processes and the data collected provided numerous opportunities for engagement of key government officials. Here was a solution that had some sound signs of success; the seemingly more effective bonus model led to children gaining 0.3 extra years of schooling in one school year.

Armed with these results, the KiuFunza team travelled to Dodoma where the minister for local government presented some large checks to some happy teachers. And there he publicly committed the government's willingness to explore the KiuFunza approach with a view to making use of it. By the end of the year, eight trips to Dodoma later, we had an appointed representative from the government, a team we could engage with regularly and we were on our way to signing an agreement with the government.

We also held a number of events in Dar es Salaam: a conference with the Commission for Science and Technology and a results discussion with some of the teachers in the program from Dar es Salaam. And the results have been presented at Stanford, and the National Bureau of Economic Research Summer Institute

CHALLENGES

We have made significant progress in our conversations about teacher performance pay evidence with Government and found increasing acceptance of our core ideas, benefitting from the reputation of Twaweza as a reliable and impartial organization. However, we have learned that the process of policy engagement is time consuming and often unpredictable, with twists and turns throughout the process. Nevertheless, we are hopeful that we can successfully continue this engagement work (see also under E3S4).

WHAT NEXT IN 2018?

We will continue to present the KiuFunza evidence on teacher performance pay to various audiences, trying to edge towards concrete implementation plans for the new trial with government and wider stakeholder acceptance of performance pay. Academic presentations will help us to sharpen the research analysis and findings. Continued policy engagement will require us to translate our findings into practical, affordable and acceptable implementation plans.

E3S2: A teacher performance pay program is piloted (KF II), in collaboration with ministries and district authorities and (head) teachers (Tanzania)

CONTEXT

In 2015-2017 Twaweza East Africa implemented the KiuFunza II randomized performance pay trial in the early grades of a nationally representative sample of primary schools. This was the second phase of KiuFunza, an experimental program to improve learning introduced by Twaweza in collaboration with J-

PAL/IPA.¹ KiuFunza II implemented two different teacher performance pay systems. The first system is called Stadi (levels) and rewards teachers based on the number of students that reached specific proficiency levels. The second is called Mashindano (gains²) and rewards teachers based on their students' test score ranking relative to children with the same starting level.

WHAT WE DID

In 2017 the programmatic activities centred on the completion of the second year intervention cycle. The highlight of this cycle is the payment of the teachers, which as usual took place on 1 April. The payments are preceded (December 2016-March 2017) by a process of payment checks and preparation, including data capture, management, payment calculation, verification of accounts the payment process itself, and SMS messages to announce the payments.

The payments were followed by feedback visits to schools in the middle of 2017, to explain the performance indicators underlying the payments.

CHALLENGES

To implement pay for performance the whole data process, from measurement to payment, requires strict integrity. We have documented all the threats to integrity and our handling of these in a data integrity document. This requires a large amount of data checks, particularly on the accounts/identity of payees. Setting up and managing the process is a challenge, but one that we have been able to successfully navigate.

WHAT NEXT IN 2018?

The idea of KiuFunza was always to be more than just a research study. Given the positive learning effects that we found in KiuFunza I and II, plus the implementation knowledge we obtained and the invitation from Government to propose a joint teacher incentive program, we are currently working on a new version of our program labeled KiuFunza III. The idea is to use 2018 to prepare this new program and start the implementation in 2019. The work involves redesigning the program so that we can use existing system data as much as possible; and to involve Government in this redesign.

E3S4: Produce and discuss an internal position paper on desirability and do-ability of implementing a teacher performance pay program at scale (Tanzania)

CONTEXT

In some senses, government consensus has moved faster than we anticipated. The enthusiasm for the program has survived government re-shuffles and, although there are many potential barriers and hurdles to overcome, the interest and engagement in a tested solution is strong. In many senses all of this began with an early year paper on implementation of a large scale performance pay system in Tanzania.

¹ KiuFunza I (2013-2015) implemented three treatment arms: a full curriculum proficiency bonus system, a capitation grant and a combination arm. See Mbiti et al. (2016) for details.

² In Kiswahili Mashindano literally means "competitions" but we refer to this treatment as "gains".

WHAT WE DID

We started the year with a presentation of the position paper, which argues (1) that the global empirical evidence favours teacher pay for performance, particularly in environments of weak accountability and very low learning; and (2) that a performance pay system is affordable and effective, particularly against the background of large and increasing fixed teacher salary payments. Given these arguments and the experience Twaweza has built in operating such a system over the past years, we concluded that in principle advocating for the implementation of such a system at larger scale is a good investment.

The position paper, evidence and arguments used, have been translated into various other publications, including briefs, flyers and presentations for use in engagement meetings. An engagement strategy was developed in order to take forward the findings from this paper.

CHALLENGES

In many ways, the challenges lie ahead now that a train is in motion to work on a performance pay system with the government.

WHAT NEXT IN 2018?

Going forward the key challenge is creating a viable design and implementation, in collaboration with line ministries and lower level administrators. Getting consensus on implementation detail is a next level challenge that will require many conversations and careful communication. Organizing the program inputs (data infrastructure, budgets, teams, training, communication) is a second major effort for 2018.

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 again been consultative.

CONTEXT

Alongside parental engagement and effective teaching, global evidence – including the 2018 World Development Report – points to school leadership as a critical ingredient in ensuring children learn. Thus far, any concerted attempts at addressing school leadership from national governments have largely been unsuccessful. There is a need to turn to new ideas for solutions. For Twaweza, it seemed as if this complex problem was well suited to apply a positive deviance approach and identify local solutions.

WHAT WE DID

The goal for 2017 was to unearth and validate unique Positive Deviance (PD) strategies that primary schools and teachers in consistently poorly performing districts were using to improve learning. With the quantitative phase completed in 2016, we engaged highly experienced consultants in each country to lead ethnographic inquiries in between 5 and 10 schools, with slight variations in data collection methods in

each county. In Uganda, this study was designed to investigate both school leadership and teacher motivation in tandem – thus also falling under E3S1. There, a unique feature of the research was the constitution of an advisory board of key stakeholders and experts to guide the research.

In all three countries, fieldwork is complete and reports have been drafted. Although there is no one seminal strategy to replicate, there are some clear indications of overlaps between the successful schools. School leadership, particularly the head teacher, is motivated, determined and resourceful. And the practices seem to be institutionalized rather than tied to individuals. In many schools we saw functioning student groups, either established by teachers or by pupils themselves. Lastly, a dynamic and active relationship with households was a central part of school management.

In Uganda the methodology was presented to a Teachers' College in Eastern Region. In Kenya, early findings have been shared with the association of primary head teachers and a policy forum. Everyone is welcoming of the methodology that seeks to capitalize on local knowledge and ideas.

CHALLENGES

Because of data gaps in the original analysis, a number of schools appeared to deviate positively when this was untrue. This meant that the qualitative research had a number of false starts.

WHAT NEXT IN 2018?

We will finalize the reports and hold wide-ranging consultations and engagements around the identified practices. We will invite stakeholders from neighbouring schools and communities to see if practices can be diffused in this way.

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

In Tanzania, free expression continued to come under attack, with the draconian Media Services Act (2016) used to close four and censure many other media outlets. Despite the passage of the Access to Information Act (2016), no regulations were in place for use of the law until December 2017. Private citizens continued to be punished for expressing their opinions on social media, political parties were further harassed and hundreds more civil servants were summarily dismissed from their posts. In Kenya, a tense election resulted in a surprise annulment of results by the Supreme Court. But the atmosphere soon turned sour as the ruling party pushed through objections to hold the second election under a boycott by their main opposition, subsequently taking television stations off air in direct violation of a new ruling. But the Access to Information Act had been passed in 2016 and so was ripe to be used. Despite being one of the first East African countries to have passed a law on access to information, freedom of expression and information in Uganda continue to be on precarious ground with attacks on civil society and the stifling of public debate around the changes to constitutional age limits for leaders.

WHAT WE DID

In Kenya, in collaboration with MIT Gov/Lab, we implemented a mystery shopper study to test the Access to Information Act building on the study conducted in Tanzania. As in Tanzania about 2 out of 3 requests were denied. Qualitative observations from researchers indicate a more hostile response to requests than in Tanzania but this may well have been due to the upcoming elections.

In Uganda, we shared the findings from our research work on blockages to realizing the right to information. However we found we were having limited traction and diverted our energy to supporting open procurement (see O1S3).

In Tanzania, we continued to push back against closing civic space. We advocated further for regulations for the access to information act alongside our partners in the Coalition for the Right to Information and engaged privately with the minister of information on the same. Regulations for the Access to Information Act were ultimately issued in December.

We provided independent and joint analysis on the hugely problematic online content regulations which could have been used to prevent any Tanzania from having a Facebook page, force internet cafes to monitor all web history, and grant any person or institution the right to issue binding take down notices.

We also succeeded in hosting representatives from the police force and regulator for a discussion on the Cybercrimes Act (2015) leading to admissions that the law had been used politically, a first time release of data about cybercrimes cases and an invitation to submit proposals for the amendment of the law.

We continued to push the envelope on public debate, hosting a lively and engaging open debate on democracy in Tanzania. Although no government officials attended, the event offered an important space that allowed people to freely express their views on the poor state of the country's democracy. We also released data on controversial topics including food security, when the government was largely in denial about hunger in the country, people's desire for a new constitution, when the government declared that this was not a priority, and political approval ratings, that showed a substantial decline in the President's and all leaders' popularity.

And finally we generated large volumes of media coverage including 16 pieces to coincide with right to information day, hundreds of posts on JamiiForums with thousands of engagements, and close to 30 talk shows on civic space issues. Independently conducted interviews with 11 high-level key informants (including media editors, politicians, academics, and high-level functionaries within the government) suggest that Twaweza generates important debate on civic space.

CHALLENGES

We only have strong and serious traction in this area of work in Tanzania in large part due to ongoing budget challenges in Kenya and Uganda. The work however is often reactive, responding to sudden and drastic changes in the context, rather than strategically and methodically challenging the encroachments on free expression, rule of law and freedom of association.

WHAT NEXT IN 2018?

In Kenya we will engage officials on the findings from the mystery shopper study. In Tanzania we will continue to push back against the repressive legislation around free expression, in part through policy engagement and in part through working to build public support for these democratic values in practice. We will also establish a legal defense fund for free expression cases.

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

CONTEXT

Despite a lack of commitment to rule of law and democracy, Uganda is fairly progressive in the region when it comes to transparency. The ministry of finance is committed to publishing budget information online for example and they are the first country in the region to be committed to transparent procurement that is compliant with open contracting data standards. Given our lack of traction in the access to information space, we redirected our work in this area to support this process.

WHAT WE DID

Twaweza provided financial and technical support to the Africa Freedom of Information Centre to work with the government to develop and launch an open procurement portal for the government (<http://gpp.ppda.go.ug/page/home>). In total 23 civil society representatives and journalists were trained on how to interpret portal data and 14 government entities involved in procurement were trained to use the portal to enter data and monitor procurement processes. The process also led to a number of lessons which were documented and presented to the ministry of finance as recommendations for amendments to the public procurement act. If these gaps are addressed even more data will be made available to enter into the portal thus resulting in more transparent procurement processes.

CHALLENGES

The entire process was very technical and required a lot of back and forth, and course corrections. But working collaboratively and seeking support from open contracting data standards resource organisations helped to ensure that the portal captured critical indicators and workflows.

WHAT NEXT IN 2018?

In 2018, there is no financial commitment to implement activities under this success, however, we will continue to use the spaces and opportunities we engage with to popularise, speak about and encourage stakeholders in the accountability and governance space to utilize this facility for improved contract management.

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

CONTEXT

In the context of multiple encroachments into civic space, the Open Government Partnership (OGP) process was always unlikely to thrive. In late 2017 however, the Government of Tanzania formally withdrew from the OGP, citing its preference to focus on the African Peer Review Mechanism in the withdrawal letter. But given the effective stalling of the process to develop the third action plan since 2016, the writing was in many ways on the wall. Kigoma Municipality continued to progress well against the commitments in its sub-national action plan until this withdrawal. Unfortunately, the minister for good governance warned the municipality against participating in the OGP in any way following the national government's decision. The technocrats in the municipal office, who had all been a core part of the development of the action plan and its implementation, were all removed from the municipal office and replaced with less engaged officials.

WHAT WE DID

We supported the Kigoma municipal government through offering media opportunities for them to publicise their work and by referencing and promoting their initiative. We also conducted a review meeting with them to learn about implementation progress and embed outcome based thinking into their work. However our work focused on civil society. We convened a workshop of over 10 organisations with sessions on the OGP, local data, and bringing the municipal office's transparency to life for citizens. We also wrote an opinion piece on the government's decision to withdraw and generated over 25 pieces of coverage on the OGP over the course of the year. And finally, we conducted innovative baseline research in Kigoma that will track the effect of participation in the OGP as well as the reach of the information shared by the government through civil society to citizens. Local leaders and citizens were interviewed to provide a multi-perspective view.

CHALLENGES

Naturally the government's withdrawal from the OGP and subsequent admonishment of Kigoma has made this area of work challenging.

WHAT NEXT IN 2018?

The OGP work in Kigoma is essentially being rebranded. The municipal government had the forethought to embed their action plan commitments for the OGP into their municipal development plan and so they are continuing to share information online but under the banner of encouraging citizen participation and awareness. Twaweza intends to support the establishment of an open governance hub in the area where citizens can easily access municipal information online.

Problem O2: Quality of government data

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

CONTEXT

There are two components to the rationale behind this success statement: first, that we should be measuring up to the same standards we call for from others and learning from the challenges that emerge in doing so, and second, to open up the possibility for others to deliver on the many potential uses of Sauti za Wananchi and Uwezo data beyond Twaweza's own plans and interests.

What we DID

Uwezo and Sauti za Wananchi data are published online on the Twaweza website as raw data, at <http://www.twaweza.org/go/uwezo-datasets> (Uwezo) and <http://www.twaweza.org/go/uwazi> (Sauti za Wananchi). This is in addition to copies of the published reports. The *Sauti za Wananchi* data page was viewed over 18,000 times during 2017.

Initial development of the Humanitarian Data Exchange (HDX) and Hurumap websites showcasing data including Uwezo data was completed during 2017, and the sites are now fully operational (at <https://data.humdata.org/organization/uwezo-at-twaweza-east-africa> and <https://tanzania.hurumap.org/>). Work continues to improve and expand the sites.

Tailored content for MPs drawing on Uwezo and KiuFunza data was produced and shared, and wide public communication of Sauti za Wananchi and other Twaweza data was made possible through over 45 talk shows and through a partnership with JamiiForums that led to hundreds of posts and other articles, with hundreds of thousands of engagements and interactions.

An independent exercise to gather feedback from key stakeholders (politicians, editors, etc.) on our work found that Twaweza is valued as a source of rigorous, high quality and relevant data.

CHALLENGES

Work has progressed on creating interactive visualisations of Sauti za Wananchi data, alongside development of the forthcoming new website, though not as quickly as had been hoped. Finding the right balance between packaging data into easily-understood stories for users and enabling users to explore the data for themselves continues to be a challenge.

WHAT NEXT IN 2018?

In 2018, further efforts will be made to capitalize on the rich potential of Sauti za Wananchi data to bring citizens' voices to bear in policy debates. This includes finalizing the interactive tool to explore the data. We will also continue to package data from Sauti za Wananchi and Uwezo (and other sources) into forms that provide MPs, journalists and others with policy-relevant information at key moments in the parliamentary process and hot points of public debate, and to infuse public debate with data and evidence through the media.

O2S5: Access to information audit applied (Tanzania)

CONTEXT

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 only issued 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

Twaweza's Access to Information audits explore the reality of requested information from government, by making a series of mystery shopper requests to key departments in a range of local government authorities, and documenting the responses given.

The mystery shopper approach to testing information access at local government has now been deployed in both Tanzania and Kenya, as part of our partnership with the MIT Gov/Lab. In Tanzania, the findings have been used on several occasions – including TV talk shows on access to information and the media, the Demokrasia Yetu event, a presentation to over 200 local government officials and directly to the Minister of Information as part of the advocacy for the release of the regulations.

What next in 2018?

The mystery shopper approach will be deployed in Uganda during 2018. In Kenya and Tanzania, further data collection work in this area awaits the official operationalization of Access to Information laws, implementation of which can then be tested. In the meantime, existing data for both Kenya and Tanzania will be used to inform public debate on the challenges of accessing information.

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

In all three Twaweza countries, government, media and other stakeholders generally lack the means to access citizens' views and experiences of services and policies. As a nationally representative mobile phone panel survey, Sauti za Wananchi provides a relatively low cost, reliable and rigorous means for different groups to access these data regularly. Since its inception in Tanzania in 2013, to expansion to Kenya in 2016, Sauti za Wananchi has become a go-to reference point for media and government in particular, providing a yardstick by which to gauge public opinion and reaction. Carefully balancing the temptation to feed the news cycle with the need to provide views on under-considered issues, the call rounds cover topics as diverse as political party preferences and access to water. Aside from producing topical data and insight, Sauti za Wananchi works to change public and official opinion on the value of poll data and its utility in decision-making.

WHAT WE DID

We launched Sauti za Wananchi in Uganda completing the trio. Thus far we have tracked 25 pieces of media coverage (drawn in part from 19 interviews given to the media), engaged with five different government institutions about Sauti za Wananchi leading to their presence at the launch and presented the initiative to another 20 stakeholder organisations including media, NGOs and academics. We produced four briefs for the launch which was attended by over 200 guests. We have distributed a total of 5,500 copies of these briefs. An extended radio feature was produced and distributed to over 80 local radio stations by our partner Uganda Radio Network (URN). And finally, the Director of Ethics and Integrity in the Office of the President has requested data collection on corruption in 2018.

In Kenya, Sauti za Wananchi continued to grow from strength to strength. With a total of over 250 pieces of media coverage across 2017 including reference by a legislator, journalists in particular eagerly await the data releases. Through targeted outreach, we also engage government officials. The Independent Police Oversight Authority (IPOA) continues to receive and make use of our data. Our data on health led to a request for an in-depth briefing from the Inter-Agency Coordinating Committee (the highest health decision-making body in Kenya) and we have shared our findings with the Council of Governors. Sauti za Wananchi data also fed into blog pieces on the Washington Post, Monkey Cage via a partnership with UC-Berkeley and was part of a post-election workshop on opinion polling.

In Tanzania, Sauti za Wananchi fed into a wide array of organisational activities: the data inserts for our live interview show, Njoo Tuongee (O5S5), the Demokrasia Yetu publication (O1S1), and briefings to senior politicians, officials and diplomats. We released seven briefs and two shorter outputs and received over 125 pieces of coverage by the end of July alongside 37 hour long talk shows with Twaweza spokespeople discussing the data. The police force requested an extended report on the data collected about security issues and we were able to load some questions into a call round for their use. We presented the data in depth to officials from the judiciary and a representative from the anti-corruption bureau attended a launch to make remarks. We livestreamed most of the launch events resulting in over 25,000 viewers; our Twitter account generated over one million impressions and over 2,000 engagements; our partnership with Jamii Media (Jamii Forums, Fikra Pevu, Twitter, Facebook and Instagram) led to over 3.7 million impressions and over 620,000 engagements for Sauti za Wananchi data; while our website had 20,000 views and 10,000 downloads.

Independently conducted interviews with 11 high-level key informants (including media editors, politicians, academics, and high-level functionaries within the government) suggested that Sauti za Wananchi (but also Uwezo) data is referenced and used by the various stakeholders, including those

within the government. Twaweza was described as creating evidence-based conversations around governance and education, significantly contributing to advocacy and public debate.

CHALLENGES

Largely in Tanzania, the legislative environment is becoming increasingly harsh and potentially problematic for the release of Sauti za Wananchi data. Already the National Bureau of Statistics have redacted our questionnaires to remove questions around political preferences. In both Uganda and Tanzania, it is hard to persuade government officials to attend launches and provide context to the findings although they are willing to engage on a one to one basis.

WHAT NEXT IN 2018?

Moving forward, we aim to continue to use Sauti za Wananchi as the engine of a range of other organizational activities and engagements. We will also continue to infuse public and policy debate with citizens' voices. And we are looking forward to gauging the utility and relevance of sub-national, urban Sauti za Wananchi data through a boosted (so now representative) sample in Dar es Salaam.

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, a series of partnerships have led to an increased use of data in the media. This includes a partnership with Code4Africa, and Mwananchi Communications, where the paper has created a data-driven platform (<https://data.mwananchi.co.tz/>) for regular online articles and printed infographics. With JamiiForums, we have packaged data both for the site itself and for wider social media use resulting in hundreds of thousands of engagements and millions of views. Further, we wrote eight articles, we participated in over 45 TV and radio talk shows, and produced 7 TV and radio shows with senior politicians and other leading figures facing questions from the public, almost all drawing heavily on data from Sauti za Wananchi and other sources.

On several occasions we brought together data from a range of sources on the hot political topic of the day – from the exclusion of pregnant schoolgirls to access to information – and packaged this for easy use by the media. Partly as a result, media coverage of Twaweza increased to over 400 pieces during 2017, the majority of which draws on data provided by Twaweza.

We tried to entice senior journalists with the potential of data for story-telling through an event with the Aga Khan University – East Africa Institute during which they presented exciting visual and insightful data analysis on inequality in the country. We shared our data visualizations, WaziMap and HDX with four

media houses through direct engagements, all of which expressed interest in data journalism. Thus far however only Clouds Media has demonstrated willingness to provide staff time for training with a view to establishing a data desk.

Finally, Tanzania's first data journalism award was presented in 2017, supported by Twaweza. The article In Uganda, we did not implement any activities under O4, due to budget constraints. However, we were able to create and take advantage of opportunities to promote data journalism. For example, having earlier lobbied for an opportunity to speak to ACME fellows, we delivered a presentation to the twelve fellows on education using the Uwezo data, encouraging them to write more news stories grounded in data and evidence.

CHALLENGES

In Uganda there was no funding for this success and such we did not implement any activities directly. Sustainability is a challenge, especially because data journalism seems to end up being vested with one or two individuals as drivers; the data editor for Mwananchi Communications has moved on thus reversing some of the progress so far.

WHAT NEXT IN 2018?

In Tanzania, we will continue to infuse data into the media through a variety of mechanisms. This includes producing data packets on specific hot topics, continuation of partnerships with Code4Africa, and JamiiForums, and exploring a new partnership in local radio with the Community Media Network of Tanzania (COMNETA) as well as our on productions. We will also continue our sponsorship of the Excellence in Journalism Tanzania (EJAT) Data Journalism Award.

In Uganda, we will work to use Sauti za Wananchi to encourage interest in data for stories and provide incentives to journalists to produce in-depth data driven features. And we will once again support the data journalism, ideally with an expanded pool of applicants compared to 2017.

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

CONTEXT

In Tanzania, with increasing supply of data, particularly from the Open Data Portal, there is a growing need to understand potential data users and intermediaries.

WHAT WE DID

We conducted a study of data users and intermediaries in Tanzania, specifically 50 local government officials and 120 civil society employees. The study explored how these two groups are currently using data, what other potential data needs they might have, their awareness and use of the open data portal, and their data analysis skills.

The data showed that although 94% of respondents use government data in their work, only 40% of them are aware of the open data portal and of them, only 45% (or 18% of all respondents) have ever visited it.

The findings were published in a brief that was posted online and has been downloaded over 3,000 times.

CHALLENGES

Government officials can often be reluctant to respond to survey questions.

WHAT NEXT IN 2018?

Use the data to inform our advocacy for evidence-based policy-making where relevant.

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

CONTEXT

The organisation set-up and directed by Ludovick Utouh, Tanzania's highly respected former Controller and Auditor General (CAG), the Wajibu Institute, has been working since 2016 to strengthen public financial accountability in Tanzania. Twaweza was instrumental in helping Wajibu get established.

Wajibu deploys a range of approaches to strengthening financial accountability, largely drawing on data from audit reports produced by the National Audit Office – popularizing the findings and encouraging greater follow up on the issues raised and other audit recommendations.

WHAT WE DID

During 2017, with Twaweza's support, Wajibu produced simplified audit reports. These were distributed to local government authorities nationwide. Wajibu also turned technical information from the audit reports into more media-friendly packets of information, encouraging journalists to follow up on the issues raised. Further, Wajibu held a conference on local government accountability with over 300 participants from local authorities across the country.

CHALLENGES

For a variety of reasons, long-standing plans to develop a local government accountability scorecard, drawing both on audit data and other sources to create both positive and negative pressure for local government authorities to improve their financial accountability, did not reach a conclusion in 2017. This work will continue in 2018 – see below.

WHAT NEXT IN 2018?

Significantly, Twaweza's support has also enabled Wajibu to grow in strength as an organisation, to the point where it is now far less dependent on Twaweza's financial and technical support. Wajibu has secured significant funding from other sources. With this funding, and with continued support from Twaweza, Wajibu will focus in 2018 on delivering a local government accountability scorecard.

Problem O5: Unresponsive government

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

NOT DONE: no Tanzania based What Works in Open Government staff.

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.

WHAT WE DID

We worked with partners to produce and broadcast a weekly one hour TV show (subsequently rebroadcast on radio) featuring interviews with ministers and other officials with questions all collected from citizens via SMS or social media.

Monitoring data show that over 35% of people watched the show, 95% thought the show was a good way to bring citizens' concerns to ministers, 58% said it was the first time they had seen a minister answer questions from citizens and that viewers were much more likely to believe that citizens know enough to be able to question officials (79% vs. 64% of non-viewers)

We also produced a pilot television show called MP Live featuring profiles of individual MPs, their campaign promises and the work they have done in their constituencies. The feedback from the airings of these shows in constituency has been extremely positive so far, with anecdotes of immediate accountability results (MP addressing a problem raised the next day) to increases in knowledge among viewers after the show alongside increased approval of the MP, even from members of other political parties.

CHALLENGES

For the live show, it was almost impossible to secure commitment to participate more than one day in advance of the show; the politicians were inherently uncomfortable with live independent broadcasting. This meant the quality and quantity of questions from citizens were lower and meant lost opportunities for promoting the show.

WHAT NEXT IN 2018?

We will work on a scale up of the MP Live show with accompanying research. We will also investigate other ways to create the interaction component of the interview show.

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.

In Kenya we empowered students to monitor teacher and student attendance through journals along with joint discussions about the data on a weekly basis.

In Uganda, we used household assessments to test learning outcomes and follow up on teacher presence through inspecting students' exercise books.

WHAT WE DID

Tanzania: launch events in two districts which resulted in constructive discussions between citizens and government officials. Volunteers were recruited and we managed, after a long wait, to secure permission for the project from the ministry for local government. We trained our partners on the use of the data application.

Kenya: launched the initiative in the two selected counties. Class monitors kept detailed records of teacher attendance (lesson by lesson) and daily pupil attendance. These data were the shared with a selected teacher who analysed them and shared them with colleagues on a weekly basis for discussions on their own progress and challenges.

Uganda: reflection on the first phase of data collection that was conducted in 2016 to inform second round. Data were collected from 60 enumeration areas and our partners held community feedback meetings in each of these. Subsequently our partners organized in eight sub-county engagement meetings in Moyo and four in Kabale to discuss issues emerging from the community meetings. In Moyo this resulted a by-law in education in two areas, and the agreement for joint monitoring activities in another.

There is no evidence to suggest that the adopted approaches contributed to any observable change in teacher or pupil absenteeism. With the relatively short implementation period, this is not surprising. There are, however, valuable lessons about engaging local partners and galvanizing local action

1. There is potential and energy around generating and using local data; this was noted in the Kenyan schools which engaged with and used the data collected; and in the energy in the Uganda community meetings when "community report cards" were created and presented for discussion.
2. However, Twaweza's approach is not well suited to be the primary organizing / galvanizing force at community level. The model, build for standardized and tightly controlled Uwezo data collection, is not appropriate for local action.

CHALLENGES

In Tanzania, permits from the ministry of local government took much longer than anticipated. Implementation on Twaweza's side was also capacity constrained. And our partner in Ilemela had their funds confiscated during a bank closure.

In Uganda, the data analysis was delayed by the consultant meaning the planned phase of awarding the most attentive teacher was not implemented and thus the initiative lacked a logical conclusion.

In Kenya we faced insecurity and suspicion from teachers.

WHAT NEXT IN 2018?

In Tanzania we will complete implementation in 2018 and conduct the end-line survey and reflection meeting. Despite the delays we are optimistic that the early indications of the initiative are positive. In Kenya and Uganda, the lessons from implementation will be incorporated into our new strategy.

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: in Tanzania our coverage increased by 41%; in Uganda as well (due to the introduction of Sauti za Wananchi) our coverage increased by 43%; in Kenya on the other hand it decreased by 28% (possibly due to no launches of Uwezo data in 2017).
- Tracked our engagement and advocacy activities through pro-active outcome mapping in the Tanzania program. A synthesis of the lessons after 18 months 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, etc.
- Measured core indicators of coverage of main Twaweza “products” via the Omnibus surveys. In Tanzania, knowledge of our Sauti za Wananchi opinion poll among Tanzanians increased from 16% to 30% (from 2016 to 2017).
- 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. The launches are ongoing into quarter 1 of 2018, so the results are expected later in the year.
- Monitored whether health and education themed discussion guides we produced jointly with the Christian Social Services Commission, for use in their community discussion groups, were actually put to the intended use. Initial results suggest that just over half of all group leaders contacted recalled receiving the guides in 2017, although recollection of the topics of the guide was quite low. However, there appear to be individuals and groups which found the guides very useful – and followed up with the accountability steps suggested (such as for example, inquiring about the capitation grant received and spent at the local school). We will conduct a cost-benefit analysis to understand whether this is a good mechanism to reach people with information as well as to promote local accountability actions.
- Wrapped up the Public Agency pilot in Kenya and Uganda, with some hard lessons and reflections about this model of inciting citizen engagement. The insights across the three countries have been synthesized and will be posted on the website shortly. The highlight results are that implementation followed very different trajectories in the three countries. Uganda focused on individualized home-based testing of children and correlating the results with teacher presence; Kenya introduced a new approach to monitoring both teacher and pupil presence and feeding this information into school Boards of Management – and in about one third of schools, this exercise seems to have pushed the conversation on attendance higher on the agenda. In Tanzania implementation was delayed for a range of operational and contextual reasons, but the upshot was that this allowed time for formative

research to be integrated into the design (resulting in some important changes). The Tanzania experiment continues in 2018.

- Commissioned interviews with critical friends from government, media, civil society, academia and other spheres, to get a glimpse of how these important people perceive Twaweza and our work. We had conducted a similar exercise across the three countries in 2016, but followed up in 2017 in Tanzania only, given the rapid shifts (constrictions) in civic space. The feedback was largely quite positive, particularly appreciating the Sauti za Wananchi frequent surveys, which drive a lot of the public debate on key topics. The main challenge posed to Twaweza was the need to be more grounded (closer to communities / local problems).

CHALLENGES

Much of the monitoring is still on a slow-turnaround – particularly when it comes to the rapid pace of engagement and implementation. We continue to experiment with a range of new approaches to generate data and insights for use within a much tighter time-frame (with the understanding that sometimes we need to compromise on depth or breadth of information in favor of speed).

WHAT NEXT IN 2018?

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 final year of this strategic period, we shall review and re-assess our monitoring framework overall, as well as its inclusion into the Salesforce management system, for better documentation, linking of implementation and monitoring, and institutional memory.

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. In 2017 we have dug deeper into some of the essential questions in our theory of change and our implementation – including around the effect of Uwezo on the volunteers themselves, tracking whether local government commitment to transparency and accountability translates into improved services and improved perception among citizens of government responsiveness, and further exploration of civic space and access to information.

WHAT WE DID

- Constituted Twaweza's first Research and Evaluation Advisory Group, composed of a mix of researchers and activists from East Africa and further afield, to provide critique and insights into our evaluations and research studies. Members include individuals from University of California at Berkeley, Georgetown University, Gothenburg University Sweden, Massachusetts Institute of Technology, Aga Khan University, and selected East African-based independent thinkers and activists. The rationale, TOR of the group and initial reports can be found [here](#).
- Conducted a revision and update of the analysis of Civic space Tanzania, and for the first time in Kenya and Uganda. In all countries we combined the desk-review exercise with interviews with high-level

individuals (media, academia, government, civil society). Tanzania's civic space deteriorated along four of the five dimensions measured (report on web shortly).

- Implemented, jointly with MIT's GOV/LAB a mystery shopper access to information study in Kenya, modelled on the 2016 Tanzania study. We find that similar to Tanzania, only 1/3 of all requests resulted in information being shared (primarily this was either given verbally, or "shown" on paper; few requests resulted in physical or electronic removable copies of the information). Moreover, the requesters in Kenya met with marked distrust and skepticism from the civil servants, potentially because it was an election year.
- Designed and implemented the research around the first pilot of the Mbunge Live (MP Live) show in Tanzania. The show is a 30-minute recording of an MP's implementation of his/her campaign commitments, which was shown individually to a sample of citizens in the constituency, as well as in mass screenings. The idea behind the pilot is to test whether there is interest and appetite to produce an entire season of such episodes to be aired on national television, and, moreover, whether such initiatives promote a more informed and sustained dialogue between elected representatives and citizens.
- A study around the Extended Feedback pilot conducted by Uwezo Tanzania. The study consists of training and facilitating Uwezo volunteers to go beyond collecting data on learning outcomes from a sample of households, to facilitating a community meeting on these outcomes and supporting discussion of what can be done locally to improve learning. The study followed a group of volunteers implementing the pilot in one district in Tanzania, a group of volunteers in a neighboring district who implemented the "regular" Uwezo data collection (without community engagement), and a group of non-volunteers. The results are currently being analyzed, but the hypothesis is that the pilot volunteers will score higher on several measures of individual self-efficacy, as well as civic engagement.
- A qualitative follow-up of the KiuFunza cash-on-delivery incentive program for teachers in Tanzania. Quantitative results show that teachers in KiuFunza schools were able to improve learning outcomes among their pupils (approximately one-third more schooling as compared to control school), but the qualitative study sought to explore how and why this mechanism worked at the school level. The results suggest that KiuFunza, which is an individualized incentive, was used to enhance and promote school-level cohesion and commitment to improving learning. A report is expected in early 2018.
- A multi-component baseline study of local governance in Kigoma, Tanzania, including a large survey of urban citizens in Kigoma, a census survey of all street chair people and councilors, and interviews with a number of officials at the Local Government. We shall track selected indicators in Kigoma over time (18 months), given the LGA's unique commitment to transparency and accountability.

CHALLENGES

While the many research activities listed above provide rich insights, we need to innovate further to evaluate some of our advocacy initiatives – such as engagement around Sauti za Wananchi – as well as finding better ways to track and communicate the story (successes and failures) of our direct engagement with various government programs, directives, and proposed legislation.

WHAT NEXT IN 2018?

A number of the pilots and studies that were started in 2017 will be continued and brought to close in 2018 – e.g. second pilot of Mbunge Live, and the governance study in Kigoma. These will provide important learning around the specific initiatives but also related to key hypotheses of Twaweza.

Moreover, in 2018 we must engage with an overall, summative evaluation of our four-year strategic period – both for accountability as well as learning purposes.

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

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

- Maintained our high-frequency learning agenda across the countries, with 69 learning sessions held, ranging from sharing of findings and progress on projects by Twaweza staff, to visiting international scholars.
- Organized our annual immersion in which nearly all long-term staff across the three countries participated, spending three nights and four days with a range of rural families in Northern Tanzania.
- Continued the pattern 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.
- Conducted an organization-wide assessment of Twaweza’s learning approach (methods, uptake of learning through various steps of the programming cycle, etc.) to inform our next strategy. This included an exercise with all staff across the three countries, identifying areas for improvement; also an in-depth assessment with selected staff from across the organization. The internal Memo shared with Management will form the basis for key changes suggested for the new strategic period.
- Formed the Twaweza Research and Evaluation Advisory Group and reflected with them not only on specific pieces of research, but also on overall shape and direction of Twaweza’s LME work.
- Co-designed and joined the newly created Learning Collaborative: a two-year experiment linking four practitioner / implementing organizations (Twaweza, Dejusticia in Colombia, CEGGS in Guatemala, and Global Integrity in USA) and two academic centers (MIT’s GOV/LAB and American University’s Accountability Research Center). The objective of the Collaborative is to demonstrate that a practitioner-based learning model (i.e. driven by the needs of organizations working on governance problems in the global south) results in (a) better performing organizations, (b) an increase in south-to-south learning, and (c) a positive influence on the global governance field whereby lines of inquiry are driven by practitioners.

CHALLENGES

Revising the organizational overall learning strategy is challenging: it exposes ways of working which may not be conducive to learning but are deeply entrenched and therefore difficult to change. Engaging more deliberately with external parties – the REAG but also the Learning Collaborative – has prompted us to be more honest and forthcoming with what has worked on this front and what hasn’t. Now the challenge will be to prioritize what change we want to see, and how, and by when.

WHAT NEXT IN 2018?

Writing the learning strategy within the overall next strategy will be a core activity in 2018. As will be the summative evaluation – a “looking back” across the four years of the current strategic period, for accountability as well as organizational learning.

Operations

Effective policies, systems and procedures

- We updated 25 clauses in our human resources and finance and administration manuals and shared these with staff.
- We developed and used new tender and used them to assess bids for Sauti za Wananchi in Uganda.
- We met all statutory requirements in all three countries.
- We procured and trained staff on a new leave management system
- We revised a number of the regular reporting formats: probation assessment form, communications report and our intern application system was improved.

Human resources management

- Of 55 staff employed at the end of the year, 56% were women and 44% men. The management consist of 53% female and 47% male members; Out of these 55 staff, 5 joined at the beginning of the year, and all were successfully confirmed on the job.
- Challenges remains in recruiting competent persons to handle Learning, Monitoring and Evaluation in Tanzania and Uganda, and a manager for what works in open government. Several other senior positions have taken exceptionally long to fill, despite using different recruitment strategies.
- We conducted a job evaluation exercise with the support of a consultant ranking 23 job categories or types. The recommendations will be reviewed and implemented where appropriate.
- We revised our appraisal tools; 54 staff assessed themselves and 98% performed as expected.

Functional office environment

- We procured seven assets and disposed of 57; our asset management system continues to function well
- Equally filing and document management systems are working successfully

Information Technology

- We commissioned an elaborate ICT security audit (under the Hivos oversight agreement), which concluded that our security is good and our systems are well managed.
- We updated routers (in Kenya and Uganda), the server (Tanzania), new anti-virus software and firewalls for all three countries.
- And we upgraded the warranty for and repaired the Uganda video conference system.

Finance

CONTEXT

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

WHAT WE DID

Strengthening knowledge of and adherence to financial policies and procedures among staff:

As part of reinforcing staff understanding and adherence to financial policies and procedures, we conducted a learning session to outline the necessary steps in ensuring compliance to our internal financial policies and the implications of compliance failures. We also delivered careful and detailed inductions to all new staff.

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). In addition all full contract amounts awarded by new donors during the year 2017 were recorded in Xero in compliance to International Financial Reporting Standards (IFRS) and the total amount will be reduced as we receive funds. And we ensured that all payments are processed according to Twaweza's financial regulations throughout the year.

Tax management:

We continue to meet all tax obligations in the three countries on time. We were also appointed as a Withholding VAT agent by Kenya Revenue Authority (KRA) this year, and are now required to hold part of the VAT we are charged on goods and services and submit it to KRA on a monthly basis. Our Salesforce system was updated to ensure that the deduction is done automatically to avoid errors.

Banking:

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.

Asset management:

We support the Operations team to ensure assets are properly managed by updating the status of all assets following the physical assets count during the year. Since 2017 assets are uploaded into a module within Xero and depreciations are computed automatically.

Internal and external audit:

The 2016 external audit conducted by PricewaterhouseCoopers gave Twaweza a clean audit report with three observations:

- d) Lack of declaration from tax commissioner to evidence the charitable status of Twaweza East Africa
- e) Non-compliance to funding agreements by not maintaining an interest bearing account
- f) Long outstanding reconciling items in the bank reconciliation statements

All these recommendations have been acted on but unfortunately the tax commissioner has not granted Twaweza East Africa charitable status.

In April, the Swedish International Development Agency (SIDA) commissioned an elaborate efficiency audit covering years 2014, 2015 and 2016. The audit, which was conducted by Deloitte, covered three key areas, namely organizational structure, management of operations and financial management and control. The overall score of the audit was marked as green and all areas noted for improvements were low risk.

As with all reports, the efficiency report was shared with our donor partners and published on our website. Twaweza continues to be the only Tanzanian organization compliant to the International Aid Transparency Initiative (IATI).

Record Management:

As per the statute of limitation of Tanzania, documents are to be filed and remain accessible for a minimum period of seven years. Donors also require that all financial documents are kept properly to enable audits whenever the need arises. We have continued to ensure that documents are filed in a way that facilitates easy access and retrieval. This contributed hugely to the smooth running of the efficiency audit conducted by Deloitte.

CHALLENGES

As noted above, we applied for a charitable status to the Commissioner of Tax in Tanzania and made more than 30 follow-ups throughout the year. In the end we were denied the status. We are appealing this decision. In the meantime, we may be liable to pay additional tax, though we estimate this will remain minimal within the range of USD 10,000 to USD 30,000 annually.

We were advised by our tax consultants to request a meeting with the Tanzania Revenue Authority to get insight into the reasons underlying their decision not to grant Twaweza this status, to clarify any gaps in our submission and chart a way forward. In the meantime, the 2017 financial statements will feature a tax computation.

WHAT NEXT IN 2018?

The finance team will continue strengthening all necessary aspects of our financial management systems to ensure accurate and timely financial reporting while ensuring compliance to donor agreements and policies.

Governance and Management

Success 1: Planning and reporting

Although they were late on occasion, reporting to the Board and our donors was completed as expected. A shorter, punchier and more visually-appealing Annual Report 2016 was produced and disseminated. The Board and donors remain well-informed of Twaweza's activities and progress towards our goals and anticipated outcomes; donor confidence in our work remains high as demonstrated by all disbursements being made as planned.

Success 2: Management & strategic support

Fundraising and cash flow management became a central element of the Directors' activities in 2017. We attended a formal training session in April and worked collectively to generate and develop new country, regional and international funding opportunities. Some early signs of success include securing a new DFID Uganda grant to pioneer Uwezo in refugee camps. Senior managers successfully managed a challenging process of reducing salaries to address funding shortfalls. Despite funding challenges and the difficult but necessary decisions that were made to address these, the management and staff team remained cohesive and focused on delivering the 2017 Annual Plan.

Success 3: Values, policies and procedures

A "whole-of-Twaweza" consultation process was used to address the funding deficits in Kenya and Uganda. The agreement to share the burden through salary cuts was a good sign of strong solidarity across Twaweza. We also achieved clean audits by SIDA and PricewaterhouseCoopers. IT security specialists found Twaweza to be in a 'generally good security posturing with strong protocols and defences both at the perimeter and official workstations.' Twaweza's policies, procedures and systems remain strong and reliable. A successful focus on compliance gives us confidence to execute an ambitious work plan in an increasingly challenging financial and political context.

Success 4: Governance board & donors

Annual general board and donor meetings were held as planned to ensure strong governance oversight. Two new members formally joined the Board - Dr Wanjiru Kamau-Rutenberg (Kenya) and Ms Nicolette Naylor (South Africa). After serving a three-year term on the Board, founder Rakesh Rajani formally stepped off the Board although he remains as (Founding) Member of the Company. The gender balance on the expanded Board improved from 20% to 43% women. The Board remained fully briefed on funding challenges and its guidance ensured a smooth handling of delicate internal discussions. Donors retained their confidence in Twaweza (DFID Tanzania confirmed a contingent GBP 3 million grant, AJWS enhanced its core funding, funding for Uganda and for education, Ford Foundation issued a new grant for governance work in Tanzania)

Annex B: Outputs Table

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
OPEN GOVERNMENT			
PR O1: Lack of robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.			
S 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			
<p>1. Cartoon booklet on ATI (combined w OGP) (for local civil society; focusing on Kigoma and one additional district)</p> <p>2. Civic space event targeting national relevant actors (CSOs, relevant ministries, opposition parties, media)</p> <p>3. Media coverage of civic space issues: 2 talk shows, online (Jamii)</p> <p>4. 150 ATI requests (depending on when regulations are in place) in one selected district</p>	<p>1. Civic space event with 200+ participants including artistic components. Livestream viewed by thousands with lively discussion. No government participation but MPs and political party representatives in attendance</p> <p>2. Over 45 talk shows close to 30 on governance and civic space issues, 10 op-eds (2 to be published in 2018)</p> <p>3. Legislative analysis on: online and broadcast content regulations, political parties act, media services regulations</p> <p>4. Pushing for ATI regulations through meetings and public event, including data packet</p> <p>5. Event on Cybercrimes Act - open discussion on the challenges with the law including police and communications regulator</p> <p>6. Additional legal support for JamiiForums</p> <p>7. Co-ordinated response from data collection organisations to National Bureau of Statistics concerning over-reach in use of the Statistics Act (2015). One written follow up. No response.</p>	<p>1. Increased awareness among sub-national civil society of the ATI law and OGP</p> <p>2. Relevant ministries engage with and issue progressive ATI and MSB regulations, monitoring and promotion mechanisms</p> <p>3. Improved (more in depth, nuanced) public (media) debate on democracy and civic space</p>	<p>1. Civic space event created an open space for discussion on issues of democracy, comments on livestream indicated that people saw it as unique and moved from fear to speaking their own minds openly.</p> <p>2. Engaged directly with minister for information on ATI regulations (issued in December), and prevented the enactment of online and broadcast content regulations without further public consultation. Media regulations were issued but are no more progressive than the law.</p> <p>3. Extensive media coverage which, in particular the talk shows, provided more nuanced and in-depth coverage of the issues. Independently conducted interviews with 11 high-level key informants (including media editors, politicians, academics, and high-level functionaries within the government) suggest that Twaweza generates important debate on civic space.</p>

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S 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. Kigoma midyear review event to review local OGP progress 2. Breakfast debate on OGP and 2 other presentations 3. Popular version of NAP created, distributed (repeat of cartoon booklet on ATI&OGP), targeting local civil society 4. Targeted engagement with national government on OGP (approving NAP, implementation, monitoring) 	<ol style="list-style-type: none"> 1. Action plan from civil society submitted and accepted to bring Kigoma municipality's data and information closer to people 2. Op-ed and 2 talk shows on OGP 3. Review of progress session held with municipal government in Kigoma 	<ol style="list-style-type: none"> 1. Less hostility among national government officials involved in OGP towards Kigoma's participation 2. More awareness of local government plans and commitments of OGP among Kigoma citizens & local civil society 3. Greater awareness among national civil society of OGP 	<ol style="list-style-type: none"> 1. Government of Tanzania withdrew formally from the OGP 2. Open acrimony towards and forbidding of Kigoma's participation in sub-national pilot 3. Close to 20 pieces of coverage on the OGP
P O2: Data collected by government is poor quality and not publicly available			
S O2S1: Uwezo and Sauti datasets published consistent with open data principles. (where available)			
<ol style="list-style-type: none"> 1. Uwezo data and visualisations developed, published online (HDMX and WaziMaps); Sauti data visualized, published online 2. Engagement: data-based content produced for MPs, targeting specific sessions 3. Mass communication: talk show (TV, radio), and online dissemination (Jamii) of data/insights 	<ol style="list-style-type: none"> 1. HDX and Hurumap complete, continue to be improved and expanded 2. Uwezo and KiuFunza content for MPs produced 3. Over 45 talk shows driven by data, hundreds of articles and posts on JamiiForums. 	<ol style="list-style-type: none"> 1. Increase over-time of accessing of Sauti and Uwezo data 2. References to Twaweza data among MPs 	<ol style="list-style-type: none"> 1. Analytics not available, third party platforms. 2. 18,000 views of Sauti za Wananchi data page 3. Independently conducted interviews with 11 high-level key informants (including media editors, politicians, academics, and high-level functionaries within the government) suggested that Sauti za Wananchi (but also Uwezo) data is referenced and used by the various stakeholders, including those within the government.
S O2S2: At least four government data sets published consistent with open data principles (TBD)			
Not in 2017 plan (on hold if more funding at mid-term)			
S O2S5: Access to information audit applied			
<ol style="list-style-type: none"> 1. Poster & infographics from district-sample findings 2. Launch of output; 2 talk-shows; online dissemination / debate (Jamii) 	<ol style="list-style-type: none"> 1. Findings in Demokrasia Yetu publication, presented to 200 local government officials at the Wajibu accountability conference, and data packet to push for ATI regulations to be issued. 2. Disseminated to media, event attendees 3. 2 talk shows, 5 pieces of media coverage 4. Findings presented directly to minister of information 	<ol style="list-style-type: none"> 1. Generate media debate on access to information 2. Increase awareness of findings among officials in research districts 	<ol style="list-style-type: none"> 1. 5 pieces of media coverage, 2 talk shows 2. No activities in research districts

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
P O3: Independent monitoring & public opinion needs to inform public debate and policy making			
S O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate			
<p>1. 11 call round data base</p> <p>2. 8 SzW policy briefs, shared actively with distribution list, launched at National museum; 6 short outputs/press release (at Twaweza office)</p> <p>3. Aiming at 1 talk show (TV, radio) per data round; piloting partnerships with media houses (print, for op-eds), and radio</p>	<p>1. 10 call rounds done and 1 rapid response round on ATI; questionnaires and database available online for public use. Panel response rate healthy at 90+%</p> <p>2. 7 research briefs and press releases shared actively with distribution list, launched at National Museum</p> <p>3. 2 office based press conferences and data packets, 2 articles</p> <p>4. Extended report on security as requested by the police</p> <p>5. Demokrasia Yetu output based largely on Sauti za Wananchi data</p> <p>6. Data videos for Njoo Tuongee interview show drawn from Sauti za Wananchi</p> <p>7. Used as the basis for briefs to senior politicians and diplomatic missions</p> <p>8. Use of data collection platform by Georgetown University for RISE multi-stakeholder research project</p>		<p>1. Independently conducted interviews with 11 high-level key informants (media editors, politicians, academics, and high-level functionaries in government) show that Sauti za Wananchi (& Uwezo) data is referenced and used by the stakeholders, including government. Twaweza creating evidence-based conversations around governance and education, significantly contributing to advocacy and public debate.</p> <p>2. Direct engagement by The Police Force of Tanzania and the corruption bureau; data referenced by the President</p> <p>3. Media coverage: 125 pieces of coverage plus 37 hour-long TV or radio talk shows featuring Twaweza spokespeople discussing the data.</p> <p>4 Over 20,000 views and over 10,000 downloads on our website; Twaweza's Twitter account secured over 2,000 engagements with Sauti za Wananchi data and over one million impressions.</p> <p>5. Partnership with JamiiForums generated over 3.7 million impressions on Sauti data and over 620,000 engagements. For all launches that were livestreamed (4), there were a total of 26,000 viewers</p>

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S 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			
Not in 2017 plan			
P O4: There are few effective intermediaries to demand and use information and data			
S O4S1: Nascent data journalism culture emerging in media (Tanzania & Uganda)			
1. 50 "facts of the week" posted on Jamii (and possibly print) 2. At least 10 talk shows (TV, radio) based on data 3. Incentivizing TV (Minibuzz) and radio (RFA) productions to use data in programming 4. 10 blog posts / articles based on data produced by Twaweza staff, published	1. In 2017, Jamii Forums posted over 50 facts online and on social media 2. 8 articles by staff 3. Inequalities event with Aga Khan Institute	1. Increased reference/use of data in media (print, possibly broadcast)	1. In 2017, Twaweza was covered 229 times in print media and 290 times on radio and television. This is an increase from 2016. The majority of this coverage includes references to our data. 2. Over 45 talk shows, almost all based on data
S O4S2: Scoping study done on identifying demand for data & information, and the "state of" intermediaries and how to work with them (Tanzania, Kenya)			
1. Study on demand for and use of data by sub-national CSOs and government officials; posted online	1. Study completed and posted online in July	1. Reflection by the GoT / WB Open Data initiative on the study findings	1. Over 3,000 web views (not shared with World Bank or Government of Tanzania)
S O4S3: At least one intermediary outside traditional media is demanding, using and communicating data (based on scoping study findings)			
1. LG accountability scorecards data gathered and published, including online visuals (through Wajibu institute) 2. 10 district launch events to publicize results, engage public	1. Simplified audit reports produced and distribution to hundreds of local authority officials via the Association of Local Authorities in Tanzania (ALAT) and Wajibu's own accountability conference with 200 participants from local authorities.	1. Greater awareness among local government officials audit findings for targeted LGAs 2. Among citizens: greater awareness & endorsement of the findings and the scorecard process; greater trust in the veracity of audit findings (baseline via national Sauti data)	No effects tracked

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
P O5: Government is generally perceived as unresponsive by citizens and public officials			
S 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 (likely in the water sector) 2. 2 articles on PD methodology (print/online)	Not in 2017, due to staff shortage in WWOG unit	1. Internal Twaweza learning on PD practices, used for planning	Not in 2017, due to staff shortage in WWOG unit
S O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens.			
Under O3 (Sauti data collection)			
S O5S5: Citizens demand implementation of their own priorities from among government commitments and mandate, likely focusing on young people (TZ)			
1. MP focused TV show 2. Interview show with high-level leaders (Ministers) 3. Support to local tech developers to create a citizen feedback application for a particular government service/department	1. Pilot 2 episodes of Mbunge Live. First one screened in constituencies. Anecdotes of immediate action from MP and his office on citizen complaints during the screening. 2. 7 live interview shows helped, 4 with ministers, 3 with other high level government officials, 36.5% of people had watched the show (indicative, midline) 3. National Health Insurance Fund refused to take calls despite positive initial meeting on the feedback application	1. Citizens believe there should be opportunities for interaction with their Ministers 2. MPs and Ministers are more willing to interact with constituents and respond to their demands 3. Interest to take up the feedback application from relevant government department	1. 95% thought Njoo Tuongee was a good way to bring citizens concerns to ministers (midline) 2. 50% ministers should be available for questions on job performance (midline) 3. Perhaps surprisingly viewers more likely to feel that they do not have any say in government and that public officials don't care what they think 4. Viewers much more likely to believe that citizens know enough to be able to question officials (79% vs. 64% of non-viewers) 5. Close to 60% say the show was the first time they had seen ministers answering citizens' questions (endline)

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S 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.			
<ol style="list-style-type: none"> 1. District Launch and introduction of ShirikiShuleni Initiative in 40 schools across Illemela and Mvomero 2. Uwezo na Jamii events in above communities 3. Teacher attendance tracking and prize, per participating ward in each district 4. A learning/initial evaluation of the pilot mid-year, and evidence-based decisions on continuation 	<ol style="list-style-type: none"> 1. District launches with wide participation and open discussions 2. Clearance from TAMISEMI received (after long delays) 3. Program adapted based on baseline findings 4. Volunteers identified / recruited 	<ol style="list-style-type: none"> 1. The communities (local leadership, parents) around the treatment schools will demonstrate an increase in interest and engagement in school management as related to teacher accountability & motivation 2. Teachers and head teachers will positively engage with communities and civil society in verification of teacher presence, for accountability as well as recognition/motivation purposes. 3. Ward authorities, and district authorities, in pilot districts will actively engage with and support collection and use of independent data on teacher presence 	<ol style="list-style-type: none"> 1. Too early in implementation for feedback on these indicators however thus far officials and communities have received the initiative with enthusiasm. 2. Positive outcome in Mvomero whereby a local politician addressed an issue that citizens were complaining about

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
BASIC EDUCATION			
P E1: Learning outcomes measure & focus			
S 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 56 districts, complying with Uwezo quality standards.</p> <p>2. "Give back" products to communities/HH assessed (calendars, story booklets, feedback cards).</p> <p>3. Extended instant feedback</p> <p>4. Assessment/research of effects on the Uwezo volunteers (evaluation)</p>	<p>1. Nationally representative data collected by 3,360 volunteers from a sample of 56 districts (1,680 enumeration areas) for learning assessment and collection of data around other non-education SDG indicators. Included recruitment of nien external assessors, 17 regional coordinators and 27 trainers.</p> <p>2. During assessment, story booklets (English and Kiswahili), calendar and instant feedback poster were distributed to all households.</p> <p>3. Community-based extended feedback intervention piloted in Gairo district: 30 community feedback meetings hosted by 60 volunteers on learning assessment results. Meetings attended by 4,500 people. Draft documentary on the pilot produced.</p>	<p>1. Continuing to build the independent evidence base on learning outcomes in Tanzania</p> <p>2. Extended IF: Increased awareness around village learning levels (local leadership, parents); defining of locally-relevant actions to improve learning ("village plans")</p> <p>3. Individual action / agency (to be defined) in communities among Uwezo volunteers as a result of engagement with the assessment</p>	<p>1. Evidence on learning outcomes has been generated and we continue to maintain the independent space and autonomy of producing data that are useful to monitor performance of education sector in achieving education goals and global SDG goals.</p> <p>2. Extended feedback: Discussions and engagement during the sharing of assessment results at the village after assessing children, revealed that more people became aware of the learning crisis in their school. Some citizens challenged teachers to respond: "Why are children not learning in school while teachers are employed and paid to teach children? Commitments made during the meetings revealed that the community and the leaders felt a sense of responsibility to do something to ensure their children learn and meet curriculum expectations</p> <p>3. Findings from extended feedback pilot still being analysed</p>

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S 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>1. 2015 National Report produced; 2 policy briefs based on report produced & shared w key education stakeholders (MOEST, Tamisemi, TTU, TIE)</p> <p>2. Data & supporting materials fully online</p> <p>3. 159 District reports from 2015 produced & online</p> <p>4. Beyond Basics (2016) report produced & shared with key education stakeholders (MOEST, Tamisemi, TTU, TIE)</p>	<p>1. Report produced and launched in Dodoma, 150 MPs attended the launch</p> <p>2. Policy brief on water and sanitation, and education inequality drafted from 2015 Uwezo data</p> <p>3. Data online on the Twaweza website, HDX and Hurumap.</p> <p>4. District reports completed and launched in over 45 districts out of 159 districts</p> <p>5. Initial Beyond Basics results shared with Tenmet members and TTU leaders during the national conference for TTU Chairperson from 25 regions.</p>	<p>1. Evidence on learning outcomes is available: universities (libraries), resource centers, online.</p> <p>2. Use of Uwezo data in at least 5 academic purposes and/or publications (nationally and internationally)</p>	<p>1. Evidence available in multiple formats online and cited extensively in recent World Development Report</p> <p>2. Uwezo data used in various academic purposes publications</p>

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority.			
<p>1. Uwezo evidence shared with policy makers at national level to inform policy debate on education and learning outcomes (MoE, parliamentary committees).</p> <p>2. Alliances with civil society, media and teacher unions strengthened to amplify voice on policy change for improved learning outcomes (TENMET, TTU)." National launch of full report; a brief based on report; policy position paper including latest data</p>	<p>1. Report launched to 150 MPs, shared with ministry of education and of local government</p> <p>2. Participation in Global Action Week for Education campaign in Nanyumbu district Mtwara region to amplify the learning crisis jointly with other CSOs. The event was attended by more than 1000 people</p> <p>3. Uwezo was made a member of national Education task force to develop a National Assessment Framework</p> <p>4. In alliance with Tenmet, Uwezo participated and contributed to the review of Education act of 1978 and recommendations from all CSOs were submitted to the ministry of education for incorporation in the new Education Act.</p> <p>5. Uwezo Participation in 3 national meetings through Tenmet to address various policy issues around, inclusive education, accountability and education financing. Uwezo also attended a national Quality Education Conference in Dodoma in November 2017, and presented a paper on "Social inequality in Education: Uwezo Tanzania perspective Tanzania"</p> <p>6. Adding to the global knowledge, a paper on "The Hidden Education inequality in East Africa" was presented at CIES conference in Atlanta in March 2017.</p> <p>7. Uwezo is also participating in PAL Network Steering Committee, where sharing of Uwezo Tanzania experience and data has been useful to strengthen the role of the network. Uwezo Tanzania is also member and country lead for Wellsprings grantees learning forum: Regional Education Learning Initiative (RELI). Uwezo data have become a unique source of evidence for RELI discussions on quality of education in Tanzania.</p>	<p>1. Use of Uwezo data by key government education stakeholders for planning purposes.</p> <p>2. Reference to Uwezo data in the education sector reviews/reports (in at least one national review/report, in each country)</p> <p>3. Reference to and use of Uwezo data by other national education actors such as education networks/ forums/CSOs/other government departments</p> <p>4. Public debate: Increased number of articles (print media, TV and radio) re education covering learning outcomes compared to other education news</p> <p>5. Generate debate in parliament/committees of parliament / MoES Working Groups about access to education and education quality (learning outcomes).</p>	<p>1. 74 pieces of coverage</p> <p>2. Citation of Uwezo data in joint sector review and TENMET publications</p> <p>3. Strong debate among MPs on learning in Tanzania during the launch in Dodoma, ongoing engagement with these MPs</p> <p>4. Uwezo data used to inform other international networks such as RELI and PAL</p>

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S 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>1. Uwezo's evidence shared in 50 districts (includes 10 districts in which also Beyond Basics will be launched) to inform policy debate at the sub-national level to influence implementation decisions on improving learning learning at county and sub-county levels (District Education Officers, RC)</p> <p>2. Generating media buzz around Uwezo data through local radio stations</p>	<p>1. Production and distribution of 159 district reports, 45 district launches held. 700 national reports and 3000 district reports distributed.</p> <p>2. Launches enabled conversations between teachers, parents and local leaders among others</p>	<p>1. Policy discussions on new assessment of learning outcomes are evidence based.</p> <p>2. Increased awareness of Uwezo learning outcomes and quality education issues (potentially linked to our district/county reports) among key education stakeholders (e.g. DEO/DED, RDCs, LC5s, inspectors; sub-county chiefs, council speakers, councillors, etc.)</p> <p>3. Featuring of quality of education issues (potentially linked to our district/county reports) in the quarterly council meetings and or technical planning committee meetings</p>	<p>1. Anecdotally, awareness of Uwezo findings increased, increased interaction and discussions around the learning crisis and the roles of different stakeholders, and increased community engagement in education. However further monitoring (survey of sub-national officials) is needed to establish whether the sub-national engagements impacted these indicators.</p>
S E1S5: Focus on and measurement of learning outcomes by governments and other national entities, including uptake of Uwezo's evidence, in Tz, Ke, Ug.			
Not in 2017			
SPECIAL INITIATIVE: SDG MONITORING			
<p>1. Selected SDG-related measures incorporated into the learning assessment carried out in a nationally representative sample of 56 districts, complying with Uwezo quality standards.</p> <p>2. 2 briefs covering the 6 SDG areas produced, shared widely (with key partners involved in development of measures; widely online)</p>	<p>1. A total of 6 SDGs were selected (SDG1, SDG2, SDG3, SDG4, SDG6, SDG16), and questions developed based on selected indicators, pretested, piloted and incorporated into Uwezo annual learning assessment that was carried out in a nationally representative sample of 56 districts. The questions addressed issues around access to water and treatment for quality, under five child clinic care, antenatal care seeking behavior, family socioeconomic status, access to sanitation facilities, nutrition, disability and inclusiveness, and birth certificates. Dat entry and reporting will be done in 2018. Briefs to be produced after report writing is completed.</p>	<p>1. Pioneering innovative SDG-related measures; providing independent baseline to selected (nationally agreed) SDG measures</p> <p>2. Twaweza positioning itself as a credible/reliable source of independent SDG data</p>	<p>1, Twaweza has managed to expand the monitoring of global development goals beyond learning outcomes and transfrom Uwezo to become a multi-purpose citizen led data collection platform.</p>

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
P E2: Ambitious curriculum			
S E2S1: Evidence (incl. from teachers) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).			
<p>1. Report & Policy Brief on evidence about teachers' implementation of the curriculum standards produced</p> <p>2. Twaweza position paper (& briefs) on curriculum reform going forward, based on content analysis and teacher report</p>	<p>1. Review of the curriculum reforms and changes is complete and report drafted. The curriculum analysis using Standards of Enacted Curriculum methodology has taken much longer than expected, due to the technical nature of the work. Analysis of syllabus and assessment are complete (math and english primary and secondary), taught curriculum is being finalized. Alignment analysis is also being completed. The results are late but elaborate and convincing.</p> <p>2. Technical papers and position papers are expected in the first half of 2018.</p>	<p>1. Acknowledgement among key participating stakeholders of rigorous analysis of curriculum as a continuous process.</p> <p>2. Participation in analysis process linked to acceptance / uptake of results.</p>	<p>Selected staff of NECTA and TIE have been involved in the analysis and are positive about their participation. Wider engagement is planned for in 2018.</p>
S E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)			
<p>1. Targeted engagement: Position paper presented at TTU forum; to TIE, NECTA, MOEST; to TAMISEMI and DEOs.</p> <p>2. Public engagement: JamiiForums discussion, UDSM seminars, media coverage (op-eds, articles, etc.)</p>	<p>1. TIE and NECTA have both been engaged at the beginning of the analysis but no outputs as yet since research is not complete.</p>	<p>1. Curriculum review process is informed by evidence generated by Twaweza - specific recommendations are taken up by TIE, Tamisemi and other key actors in implementing new curriculum or evaluating it</p> <p>2. Interest in and uptake of teacher survey tool for teacher professional development information among (self-)selected DEOs/Tamisemi</p> <p>3. Increased public awareness / knowledge on the discussion about appropriate curriculum (support / pressure for policy actors)</p>	<p>1. So far limited to awareness of the SEC methodology of selected TIE and NECTA staff.</p>

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S E2S3: Curriculum review processes are actively monitored to ensure that they are informed by evidence on what makes a curriculum effective			
(subsumed above)			
P E3: Motivated teachers			
S E3S1: An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.			
<p>1. Technical outputs:</p> <p>a. 3 KF papers prepared for submission to top journals</p> <p>b. Presentation of KF results at 2+ international conferences / events</p> <p>c. Policy paper on teacher motivation in TZ context produced</p> <p>2. Popular / non-tech outputs:</p> <p>a. Production and posting of short, narrative facts based on KF data; 15 facts per quarter starting in Q2 on Twa website, aim also for media</p> <p>b. 3-4 thematic briefs on Facts</p> <p>c. Dedicated page to KF on new Twaweza website, updated regularly with facts, etc.</p> <p>3. Engagement:</p> <p>a. 3-4 launch events (one for each brief); one USDM seminar</p> <p>b. JamiiForums discussion on COD</p> <p>c. Op-eds / features of KF data in print media</p> <p>d. 2 Twa-organized conferences (combines other education problem areas), mostly for sharing / presenting findings to key audiences</p> <p>e. Targeted engagement with MPs / TTU / other key GoT education actors</p>	<p>1. KiuFunza I paper will be submitted to a journal in 2018, it is being finalised; KiuFunza II paper drafted in 2017</p> <p>2. Results presented at conferences: UNICEF (Florence), COSTECH (Dar es Salaam) and National Bureau of Economic Research (Cambridge, MA)</p> <p>3. Results events in Dodoma and Dar es Salaam. In Dodoma, minister for local government and MPs discussed the results and encouraged government to take up the initiative. In Dar es Salaam stakeholders engaged with the results and listened to teachers' own feedback firsthand</p> <p>4. Outputs produced: brief on results, one page flyer on results, poster on results, five teacher fact cards, 7 web posts (over 25,000 views)</p> <p>5. Eight visits to Dodoma to engage policy actors in the ministries of local government and education</p>	<p>1. TZ education policy makers have increased awareness & acceptance of teacher COD concept (no baseline).</p> <p>2. Increase in awareness & acceptability (among MPs, key officials, TTU) of CoD for public servants (no baseline)</p>	<p>1. Invited by then minister for local government to formulate a teacher incentive program with government.</p> <p>2. Signed memorandum between Twaweza and ministries of education and local government to implement a teacher performance pay trial using government systems</p> <p>3. Support from teachers and head teachers is strong, former Secretary General of Tanzania Teachers' Union has publicly endorsed the initiative, MPs are supportive</p> <p>4. Public service management body has asked Twaweza to provide lessons learned during KiuFunza as they are interested in implementing performance contracts</p>

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S E3S2: A teacher performance pay program is piloted (KF II), in collaboration with ministries and district authorities and (head) teachers, in Tz.			
<p>1. All implementation completed (including all COD payments) and documented; any wrap-up activities completed (feedback to teachers, etc).</p> <p>2. A high-quality data set of the final year of KF</p>	<p>1. All intervention and research field activities completed. This includes the payment of the 2016 teacher bonuses in two batches plus the related communication: sms messages to inform teachers of the pending payment and in-person feedback visits to explain the performance at school and grade-subject levels.</p> <p>2. All research data were collected in 2016 and first cleaning/processing took place in 2017. The data processing and analysis has allowed us to present preliminary impact results in July 2017 and has resulted in a draft paper for academic conference presentation in 2018.</p>		<p>1. The first level of effects was to improve learning and the mindset of teachers; both of these have been achieved in 2016, with results confirmed in 2017. The field implementation has given Twaweza a unique experience and evidence platform to inform policy on teacher human resources reform. The lessons learned have been shared as summarized under E3S1.</p> <p>2. The research and implementation data inform the next steps in the KiuFunza program in TZ, as well as global discourse about impact and doability of teacher performance pay. Our key results are that incentives improve learning, with Stadi more doable and at least as effective. This is a key result that will influence future program design, including future KiuFunza implementation.</p>
S E3S4: Produce and discuss an internal position paper on desirability and doability of implementing a teacher performance pay programme at scale in TZ.			
<p>1. Position paper developed on costs and mechanisms of adopting a merit-based reward scheme of teachers into GoT</p> <p>2. Engagement strategy for the above developed - including MOEST, Tamisemi, TTU, MPs, and donors; begin to be implemented.</p>	<p>1. Position paper (internal) presented in Q1 and debated. The position paper, evidence and arguments used, have been translated into various other publications, including briefs, flyers and PPT presentations for use in engagement meetings.</p> <p>2. The engagement strategy was developed early in the year in meetings between the PPE team, LME and the KiuFunza team. An analysis of key audience members was done, and focused PPE materials were developed during the year. As explained under E3S1, a total of eight visits to Dodoma, to engage with the focal audience members, were completed.</p>	<p>1. Interest / openness to engage and discuss from key governmental players</p>	<p>1. The interest in and engagement with Twaweza's proposals for teacher performance pay has materialised in 2017, faster than expected. As highlighted under E3S1, early in 2017 the then Minister invited Twaweza to develop a performance pay program for primary teachers in Tanzania, in collaboration with Government. An MOU to achieve this was signed at the end of 2017.</p>

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
P E4: School management			
S E4S1: Evidence is produced and shared on what works in improving school leadership and management.			
1. Report/paper on qualitative assessment of PD practices, targeting Tamisemi in particular, also other key education actors 2. Forum held on PD methodology (targeting as above) 3. Begin piloting vetted PD practices in few selected new schools 4. Support to RISE project through SPO	1. Positive Deviance analytical and fieldwork completed. Draft report with findings completed but not finalized for engagement. 2. SPO RISE was recruited and assumed work. RISE was launched with a successful conference and is now underway as planned.	1. Awareness / appreciation among Tamisemi & other key stakeholders of locally-grown solutions to school management 2. Contribute to the evidence-base on education reform in TZ; contribute to acceptance of evidence as the norm for decision-making and reforms	1. Engagement planned for 2018.
S 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.			
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)	KdG: Not quite sure of the latest...	1. Awareness / appreciation among Tamisemi & other key stakeholders of the value of validated parental participation in schools	
S 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.			
Subsumed in the above			
S E4S4: Head teachers and other key actors debate widely and report on interventions to improve learning in their schools.			
Not in 2017			

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LME: Learning, Monitoring and Evaluation			
LME 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>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. Viewership data collected & analyzed, as needed, for wide-reaching media initiatives</p> <p>4. Uwezo quality re-check and assessment of sub-national communication (using LQAS method) in a sub-sample</p> <p>5. Outcome mapping conducted in Q1 for major engagement strands; activity tracking (through LME as needed); periodic review & one annual analytical summary against desired outcomes</p> <p>6. Feedback collected on all major public Twaweza events (launches, conferences, etc.) on relevance, quality, significance of content & event</p> <p>7. Independent feedback from high-level stakeholders (via interviews), relevant to Education & Open Gov portfolios (covering a variety of products and engagements; likely once a year, at end of Q3)</p>	<p>1. Media monitoring report for quarters 1 and 2 shared with all staff, full year report will be produced in early 2018. The overall coverage for 2017 was 440 coverage across media outlets; Report will be shared internally for learning as well externally for communication.</p> <p>2. Omnibus conducted in December 2017 for organizational reach and recall of certain initiatives; data forthcoming end of quarter 1, 2018</p> <p>3. Geopoll engaged for NjooTuongee; brief forthcoming end of quarter 1, 2018</p> <p>4. LQAS implemented in quarter 1 2018 given that assessment went into December; report expected by April.</p> <p>5. Outcome mapping conducted and progress through June 2017 synthesized and shared internally for discussion and reflection; update up through December 2017 currently in progress.</p> <p>6. Feedback on events such as launches collected through PPE unit with LME support as needed; LME developed feedback mechanisms for Uwezo sub-national launches most of which are taking place in Q1 2018. Insights / lessons expected in April.</p> <p>7. "Listening to critical friends" exercise conducted Q4 2017; draft report ready and shared internally for reflection. Final on website in quarter 1, 2018.</p>	<p>1. Twaweza learning from evidence, applying insights into implementation in the immediate to short-term.</p> <p>2. Depending on evaluation of intermediary outcomes, could be wider contribution to evidence/field.</p>	<p>1. We have continuously used some of the evidence for reflecting on our implementation, in particular: media monitoring of Sauti za Wananchi and other media specific engagements, and Outcome Mapping for in-depth (and individual) engagements at policy level. OM especially has been used in 2017 more than previously to review and reflect on the process and results of our engagement efforts, analysis shared and discussed internally with relevant teams.</p> <p>2. We expect to engage with meaningfully internally as well as publish on our website the results of the LQAS study, which will contribute to overall learning about citizen-led data collection efforts.</p>

TANZANIA ANNUAL REPORT: Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
LME 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>1. Intermediate outcomes for the PA initiative pilot tracked, described; new/ revised LME plans for continuation of PA</p> <p>2. Evaluation of the MP undercover show (ideally in a partnership with high-caliber academic researcher)</p> <p>3. Evaluation of the national-level / leaders talk show</p> <p>4. Initial phase of the evaluation of Kigoma sub-national OGP (baseline)</p> <p>5. Set-up (possibly pilot) of evaluation of effects of Uwezo assessment on volunteers</p>	<p>1. PA initiative began implementation in TZ only in quarter 3 of 2017. The external evaluation has been dropped for now, although internal monitoring structure remains in place in 2018.</p> <p>2. MP undercover show not filmed this year; but Mbunge Live show proceeded to screening of 1st pilot, with a mixed-method research component incorporated into the implementation. Results of 1st pilot in February 2018; second pilot also planned for screening & accompanying research in January 2018.</p> <p>3. NjooTunogee assessed via: viewership / listenership numbers; national-level coverage/recall via Omnibus; a follow-up quantitative component comparing viewers vs non-viewers. 2nd wave of follow-up in February 2018. Report expected in end of quarter 1, 2018</p> <p>4. Implemented three components around Kigoma sub-national: narrative reflection comparing historical and social trends in Kigoma in context of Tanzania; a mixed methods survey of all street leaders, ward officers and selected key personnel in district government; a representative quantitative survey of (800) Kigoma citizens. All research conducted quarters 3 and 4 in 2017, results, synthesis and other outputs coming in early 2018.</p> <p>5. A multi-component study of effects on volunteers set up and implemented internally, including pre and post test of all volunteers in 2 districts, as well as follow-up (via outsourced CATI) 8 and 15 weeks after assessment. Data / results forthcoming early 2018.</p>	<p>1. Twaweza learning from evidence, applying insights into reflection & planning.</p> <p>2. Contribution to global knowledge on effectiveness of transparency, participation and accountability initiatives</p>	<p>1. The PA initiative, MbungeLive and NjooTunogee are all examples of the organization absorbing evidence and adjusting implementation accordingly. In particular PA stands out, as the independent research suggested a significant redesign of the original plan.</p> <p>2. The MbungeLive and the Kigoma studies will both contribute to global knowledge, as we expect high-level papers / reports to emerge from those initiatives (in 2018 and 2019). There is interest from high-level academic partners to engage with these two, as well as with the Uwezo volunteer study (which is in an earlier pilot phase).</p>

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LME 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 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. We were able to organise 24 learning sessions. 2. We organised 11 F4T sessions. 3. 3 external international guests Leah Rozenweig, Ruth Carlitz and Rakesh Rajani participated in the learning events. 4. 24 Tanzania staff plus 2 Journalists from Tanzania participated in immersion 2017 in Mwanga district, Kilimanjaro region 	<ol style="list-style-type: none"> 1. Staff body present and engaged at various learning sessions 2. Insights from external sources usefully shape our internal discussions 3. Staff re-connected with "lived realities" through immersion 	<ol style="list-style-type: none"> 1. Majority of the staff are actively engaged in various learning sessions. Staff feedback concerning the learning events were collected, and the majority responded very positively about the sessions. Staff feedback report was shared in chatter 2. New ideas, information injected through external learning session guests, cross-posting of relevant articles on Chatter 3. Positive feedback from staff on Immersion as meaningfully informing our work; report forthcoming

KENYA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
OPEN GOVERNMENT			
PR 01: Lack of robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.			
SO1S1: 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. Exploratory study (using Mystery shopper methodology) on how county governments are performing in providing information to the public as per the new ATI law.	1. Study conducted in 45 counties	1. A report on the status of ATI across 45 Counties. 2. Findings used for internal learning and informs TWaweZA ATI engagement strategy.	1. Increased Twaweza knowledge on access to information through engaging with draft findings report 2. Findings shared during Twaweza strategy reflection event in early 2018
Independent monitoring & public opinion needs to inform public debate and policy making			
SO3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate			
1. Ten (10) call rounds done with Households and 2 call rounds with Citizen Monitors 2. 6 to 8 full research briefs launched in public forums and distributed pro-actively to key constituencies (e.g. civil society, county officials, legislators). 3. At least five short outputs/press release and twenty (20) facts of the week. 4. Direct engagement with relevant parliamentary committees, Inter-Agency Coordination Committee (Health), Council of Governors and Media Council of Kenya.	1. Nine (9) Call rounds conducted with households 2. Six (6) full research briefs launched and distributed 3. Direct outreach to stakeholders including the Independent Police Oversight Authority, Inter-Agency Coordination Committee (health), Council of Governors 4. Sauti za Wananchi represented in a multi-stakeholder workshop at the Election Dialogue Forum on the topic "How Politicians Responded to Opinion Polls in the last General Election"	1. Data driven Public (media) debates/articles/news: 150 pieces of data-based media coverage. 2. Use of Sauti infrastructure by at least one government, academic agency or/and any public officials/development stakeholders. 3. High level policy actors refer to / use Sauti data in own work, and refer to it in public statements.	1. Sauti za Wananchi used by scholars at UC-Berkeley for publications in the Washington Post. 2. Data on heavily referenced by the media on a popular local live TV program involving a legislator alongside other media mentions. 3. Total of XX pieces of coverage on Sauti za Wananchi

KENYA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S 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			
Subsumed in above.			
PR O4: There are few effective intermediaries to demand and use information and data			
PR O5: Government is generally perceived as unresponsive by citizens and public officials			
S O5S3: Concrete plan in place for engagement around 2017 elections, in order to raise citizens concerns and foster informed debate (Kenya)			
1. Scoping study conducted, policy brief produced and launched among key stakeholders 2. Design and production of communication materials (posters, films and voice recordings) 3. Disseminate materials (through radio and TV). 4. Debates held for gubernatorial aspirants in 5 Counties (2 for each County).	Removed due to budget constraints	1. Citizens in the 5 counties perceive that their issues and priorities are heard/taken to account. 2. Media content and discussions on election issues are issue based. 3. Increase awareness among citizens on electoral promises/performance of the gubernatorial candidates across the 5 counties. 4. The participating candidates have more reflective campaign promises to the electorate.	
S O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens			
Subsumed under O3			

KENYA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S O5S6: Special initiative: Public Agency - the Public getting involved in solving educational problems such as Teacher's and pupil's absenteeism and ensuring that they are participating in improving the Quality of Education			
<p>1. Husika pilot continued and finalized in 36 schools and communities.</p> <p>2. End-of-pilot feedback and learning meeting, lessons documented and utilized to inform future strategy.</p> <p>3. Dissemination/launch meetings held with authorities at county and sub-county levels</p>	<p>1. All the PA planned activities were undertaken in 36 schools and we made additional arrangements with PA County contact persons to explore extension of the initiative to other schools.</p> <p>2. We facilitated an end line study in the PA schools and developed an insightful report on its implementation and resultant impact.</p> <p>3. We also held meetings in both Kilifi and Baringo Counties with key education stakeholders and shared preliminary PA reports on learning contact hours in class.</p>	<p>1. The communities (local leadership, parents) around the treatment schools will demonstrate an increase in interest and engagement in school management as related to teacher accountability & motivation as well as pupil attendance.</p> <p>2. Teachers and head teachers will positively engage with communities and civil society in verification of teacher presence, for accountability as well as recognition/motivation purposes.</p> <p>3. Local authorities in pilot districts will actively engage with and support collection and use of independent data on teacher presence</p> <p>4. County-level authorities in pilot counties will actively engage with and support collection and use of independent data on teacher presence</p>	<p>1. No direct impact on teacher and pupil presence in the short timeframe of the pilot.</p> <p>2. Idea of Husika was popular and some activities introduced into non PA schools.</p> <p>3. There is potential and energy around generating and using local data</p> <p>4. However, Twaweza's approach is not well suited to be the primary organizing / galvanizing force at community level. The model, build for standardized and tightly controlled Uwezo data collection, is not appropriate for local action.</p>

KENYA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
BASIC EDUCATION			
PR E1: Learning outcomes measure & focus: What will it add up to? Long-term hypothesis:			
S 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. An assessment of learning outcomes (and selected SDG-related measures) carried out in a nationally representative sample of 30 districts, complying with Uwezo quality standards. 2. ""Give back"" products to communities/HH assessed (e.g. calendars, story booklets). 3. Possibly extended instant feedback 	<ol style="list-style-type: none"> 1. Uwezo Assessment and SDGs monitoring pilot in Kenya cancelled due to funding constraint. 	<ol style="list-style-type: none"> 1. Continuing to build the independent evidence base on learning outcomes in Kenya. 	
S 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.			
<ol style="list-style-type: none"> 1. 2500 copies of assessment report and 5000 copies of policy briefs targeting parliamentary committees, the CoG, MoH, KICD, TSE, NAC, CSOs and development partners. 2. 47 County reports produce. 3. At least one policy brief produced as per the National report. 	<ol style="list-style-type: none"> 1. 4700 copies of county reports produced 2. 47 county launches for the reports undertaken 3. 1 policy brief on teacher distribution 90% complete 4. 1000 copies of the county reports shared with 100 members of parliament from pastoralist areas in Kenya 5. Beyond Basics learning assessment report produced and launched in all the 10 districts 	<ol style="list-style-type: none"> 1. Evidence on learning outcomes is available: universities (libraries), resource centers, online. 2. Use of Uwezo data in at least 5 academic purposes and/or publications (nationally and internationally). 	<ol style="list-style-type: none"> 1. 3 papers shared by Twaweza staff as part of Evidence for Action conference in Nyeri in December 2017. 2. Twaweza East African 2016 Uwezo report was shared at the pre-meeting of the Evidence for Action conference.

KENYA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority			
<p>1. Uwezo evidence shared with policy makers at national level to inform policy debate on education and learning outcomes (MoE Directorates, parliamentary committees).</p> <p>2. Alliances with civil society, media and teacher unions strengthened to amplify voice on policy change for improved learning outcomes (KEPSHA & KNUT).</p>	<p>1. Uwezo 2016 report shared with head teachers in 4 regional meetings</p> <p>2. 3 papers and 2 posters presented at the EE4A conference using Uwezo data</p> <p>3. EE4A conference successfully held under the leadership of Uwezo to sustain policy engagement with government around learning outcomes using Uwezo data and data from six other partner organizations</p> <p>4. Four policy briefs emanating from the conference presentation are under development, with Uwezo data being a key part of it</p>	<p>1. Use of Uwezo data by key government education stakeholders for planning purposes.</p> <p>2. Reference to Uwezo data in the education sector reviews/reports (in at least one national review/report, in each country)</p> <p>3. Reference to and use of Uwezo data by other national education actors such as education networks/forums/CSOs/other non-education government departments</p> <p>4. Public debate: Increased number of articles (print media, TV and radio) about education covering learning outcomes compared to other education news</p> <p>5. Generate debate in parliament/committees of parliament / MoES Working Groups about access to education and education quality (learning outcomes).</p>	<p>1. Over 10 newspaper articles, 2 blog pieces published using Uwezo data</p> <p>2. More than 30 TV interviews and 20 radio interviews given by Uwezo staff</p>

KENYA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S E1S4: 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>1. Uwezo's evidence shared in 94 districts (includes 10 districts in which also Beyond Basics will be launched) to inform policy debate at the sub-national level to influence implementation decisions on improving learning learning at county and sub-county levels (Governor, County Government Executives and MoE and TSC officers)</p> <p>2. Generating media buzz around Uwezo data through local radio stations</p>	<p>1. Sub-national engagement undertaken in 93 districts, 930 villages and 930 primary schools, reaching more than 20,000 local level education actors (school heads, parents, local administrators, MOE officials at the district level, local CBOs and county government officials)</p>	<p>1. Policy discussions on new assessment of learning outcomes are evidence based.</p> <p>2. Increased awareness of Uwezo learning outcomes and quality education issues (potentially linked to our district/county reports) among key education stakeholders (e.g. DEO/DED, RDCs, inspectors; sub-county chiefs, council speakers, councillors, etc.)</p> <p>3. Featuring of quality of education issues (potentially linked to our district/county reports) in the quarterly council meetings and or technical planning committee meetings</p>	<p>1. 930 village commitment posters signed outlining the resolution of village meeting on steps to be taken by the communities to improve learning outcomes</p> <p>2. 930 commitment cards signed by school heads outlining the steps to be taken by the schools management to improve learning outcomes</p> <p>3. Other stakeholders (e.g. Safaricom Foundation) have noticed Uwezo learning data and are planning interventions in liaison with Uwezo partners to improve learning outcomes in selected counties as a pilot.</p>
S E1S5: Focus on and measurement of learning outcomes by governments and other national entities, including uptake of Uwezo's evidence, in Tz, Ke, Ug.			
Not in 2017			
PR E2: Ambitious curriculum			
S E2S1: Evidence (incl. from teachers) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation)			
<p>1. A Report on curriculum reforms in Kenya.</p> <p>2. Teacher survey and syllabus alignment analysis (survey of enacted curriculum) report.</p> <p>3. Position paper on curriculum reforms and teachers survey in Kenya produced, printed and shared online.</p>	<p>1. Report on historical analysis of reforms was completed and shared internally.</p> <p>2. Report on curriculum (syllabus and assesment) analysis was completed and shared with Kenya Institute of Curriculum Development (KICD) and Education Evidence for Action (EE4A) conference. Teacher survey was not conducted, it was rescheduled to 2018 for strategic reasons</p> <p>3. Plans to produce a position paper was shelved due to lack of complete data from the teacher survey to complete the full SEC study</p>	<p>1. Acknowledgement among key participating stakeholders of the need incorporate historic review of curriculum as well as rigorous analysis of curriculum reforms as an important approach to curriculum reform process.</p> <p>2. Participation in analysis process linked to acceptance / uptake of results.</p>	<p>1. Awareness raised among curriculum developers on the SEC model and its usefulness as a rigorous diagnostic tool. This is reflected by an invitation by KICD research team to share with them the full report on curriculum analysis, and links to SEC materials, with follow up discussions in 2018</p>

KENYA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)			
1. 1 forum held with key curriculum stakeholders. 2. Manuscripts authored and submitted for publication in a peer reviewed journal. 3. Keep up-to-date on latest international curriculum research and showcase Twaweza findings through participation at annual SEC conference. 4. Mass media engagement on the proposed changes to the curriculum (via radio, TV and online).	1. Engagement on curriculum analysis was slower than planned. Results of curriculum analysis was presented in the EE4A conference, full report was also shared with KICD research team 2. Preliminary findings of curriculum analysis were shared in the SEC conference. 3. Manuscripts of curriculum work have not been done	1. Increased awareness among Kenyans on the changes to the curriculum. 2. Policy makers (KICD, TSC, KNUT, KEP SHA, KNAP, Parliamentary legislators, Minister of Education and Permanent Secretary) recognise, reference and use Curriculum Analysis data during policy discussions (curriculum review and reform).	1. Baseline data on curriculum awareness among Kenyans was collected through SzW, results are not yet available to WWE. 2. Interests among curriculum developers on the SEC model and its usefulness as a rigorous diagnostic tool. This is reflected by an invitation by KICD research team to share with them the full report on curriculum analysis, and links to SEC materials, with follow up discussions in 2018
S E2S3: Curriculum review processes are actively monitored to ensure that they are informed by evidence on what makes a curriculum effective.			
Subsumed in the above			
PR E3: Motivated teachers			
S E3S1: An overview of rigorous evidence on ‘What works in improving teacher performance/motivation’ is produced, shared and debated.			
Activities postponed in budget revisions			
S E3S2: A teacher performance pay program is piloted (KF II), in collaboration with ministries and district authorities and (head) teachers, in Tz.			
Activities postponed in budget revisions			

KENYA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
PR E4: School management			
S E4S1: Evidence is produced and shared on what works in improving school leadership and management.			
<ol style="list-style-type: none"> Literature review on local and global effective school leadership practices. A qualitative study on discovery of Positive Deviant behaviors among at least 5 schools. A framework developed and agreed on the experimental testing of the discovered PD behaviours. 	<ol style="list-style-type: none"> PD qualitative study in six schools was completed and preliminary report drafted; the report has been peer reviewed by a quality assurance official at the MoEST and given a positive endorsement. Also under internal review. Internal discussions were held on how to move the PD work forward (through consultative and validation meetings in 2018), these activities will generate practical ideas on PD experimentation. 	<ol style="list-style-type: none"> Twaweza internal learning. Evidence generated on existing PD behaviours among school leaders. 	<ol style="list-style-type: none"> Insights and evidence from debrief meeting with the study team have been used internally for reflection and improve the study Dissemination activities targetting education leaders are planned for 2018
S 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.			
<ol style="list-style-type: none"> Analysis of 2015 Uwezo data (Nationally and for County briefs) and a brief produced. 	<ol style="list-style-type: none"> County reports were produced and launched (under E1). Policy briefs are in production, covering issues from the EE4A conference 	<ol style="list-style-type: none"> Twaweza internal learning. Evidence generated on existing on key resources/inputs levels of schools across the country. 	None yet
S 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.			
<ol style="list-style-type: none"> Report on PD practices produced and posted online. A brief produced from the report and printed and posted online. Possibly National-level meeting held to share findings. 	<ol style="list-style-type: none"> Production of report was not done due to delay in study completion and report submission A brief research paper on the positive deviance findings with implications on policy was presented in the EE4A conference, the presentations and a blog article was shared with networks 	<ol style="list-style-type: none"> Internal learning A set of school practices identified, for further testing Awareness/ appreciation among key government stakeholders (TSC, KEPSHA, Academia, MoEST) of potential of locally-grown solutions to school management. 	<ol style="list-style-type: none"> Insights and evidence from debrief meeting with the study team have been used internally for reflection and to improve the study Report production and engagement activities were not done due to delays in completion of the study and generation of report
S E4S4: Head teachers and other key actors debate widely and report on interventions to improve learning in their schools.			
Planned for 2018			

KENYA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
LME: Learning, Monitoring and Evaluation			
LME S1: (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>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. Viewership data collected & analyzed, as needed, for wide-reaching media initiatives</p> <p>4. Evaluation of the positioning of SzW in the Kenyan polling space.</p> <p>5. Outcome mapping conducted in Q1 for major engagement strands; activity tracking (by LME as needed); periodic review & one annual overview</p> <p>6. Feedback collected on all major public Twaweza events (launches, conferences, etc.) on relevance, quality, significance of content & event</p> <p>7. Independent feedback from high-level stakeholders (via interviews), relevant to Education & Open Gov portfolios (covering a variety of products and engagements; likely once a year, at end of Q3)</p> <p>8. Intermediate outcomes for the PA initiative pilot tracked, described; new/revised LME plans for continuation of PA</p>	<p>1. Media monitoring report for quarters 1 and 2 shared with all staff, full year report will be produced in early 2018. Report will be shared internally for learning as well externally for communication</p> <p>2. Omnibus findings for round commissioned in 2016 received and three briefs produced</p> <p>3. No wide reaching media initiatives carried out in Kenya in 2017</p> <p>4. A follow-up study finalized and a report published on the website with feedback form key policy actors including public recall data for Sauti za Wananchi Kenya after the first year</p> <p>5. No policy engagements so no outcome mapping</p> <p>6. Feedback collected across all the 47 Uwezo County launches. Analysis ongoing and a country reach, quality, significance report is forthcoming. Targeted follow-up on policy actors commitments had to be delayed due to election issues</p> <p>7. Feedback from independent stakeholders not completed</p>	<p>1. Twaweza learning from evidence, applying insights into implementation in the immediate to short-term.</p> <p>2. Depending on evaluation of intermediary outcomes, could be wider contribution to evidence/field.</p>	<p>1. Omnibus and media monitoring evidence used internally to reflect on implementation</p> <p>2. Some activities (e.g. follow-up on Uwezo district launches) could yield insights of interest to broader accountability field; report will be ready in early 2018.</p>

KENYA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
LME S2: (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.			
1. Study of the status of implementation of the ATI Law (Mystery Shopper) conducted by LME in collaboration with MIT; see reporting under O1	(1) Study on the status of implementation of the ATI Law (Mystery Shopper) done. Analysis and report completed and shared internally. (2) Independent follow-up assessment of the PA initiative completed and results shared internally through learning sessions as well as website.	1. Twaweza learning from evidence, applying insights into reflection & planning. 2. Contribution to global knowledge on effectiveness of transparency, participation and accountability initiatives	1. Internal learning facilitated using these outputs. 2. Short-term outcomes results produced and used to shape implementation and engagement around Sauti za Wananchi
LME S3: (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. 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. Quarterly book club 4. One high-level external (international) guest, with a multi-day and multi-partner learning agenda 5. KE staff active participation in Immersion	1. 15 learning sessions done in 2018 2. 8 food for thought sessions. 3. 1 book club carried out on the 'Mark Zuckerberg Harvard Commencement Speech 2017' 4. Presentation by Professor. Leonardo Ariola, Director, Centre for African Studies, University of California Berkeley on voters' behaviors 5. 13 Kenya staff actively participated during immersion in Mwanga, Tanzania.	1. Staff body present and engaged at various learning sessions 2. Insights from external sources usefully shape our internal discussions 3. Staff re-connected with "lived realities" through immersion	1. Majority of the staff are actively engaged in various learning sessions. 2. New ideas, information injected through external learning session guests, cross-posting of relevant articles on Chatter 3. Positive feedback from staff on Immersion as meaningfully informing our work; report forthcoming

UGANDA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
OPEN GOVERNMENT			
PR O1: Lack of robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information			
S 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			
<p>1. ATI position paper finalized, published online & printed</p> <p>2. Engagement on ATI: 3 talk shows (radio), breakfast meeting with COFI partners, feature stories in print media, CDFU storyline, URN radio stories</p>	<p>1. Budget was re-allocated to Open Contracting Data Standards (OCDS)</p> <p>2. Paper on unlocking the right to information was validated and discussed with stakeholders</p>	<p>1. Civil Society actors within the ATI space use evidence generated by Twaweza to shape their own engagement on ATI</p> <p>2. Awareness of the existence of the ATI law among citizens increased from 10% to 30%</p>	<p>No effects tracked</p>
S O1S3: Frameworks for implementation of access to information and freedom of expression legislation in place and in use			
<p>1. An Issue paper on open (or opaque) contracting in Uganda finalized, published online & printed; possibly a policy brief</p> <p>2. Support to PPDA (public procurement within Gov), via AFIC to adapt and align online procurement to Open Contracting data standards</p> <p>3. Mass media information on availability of contract data (via AFIC): print adverts, social media</p>	<p>1. In partnership with AFIC, Public Procurement and Disposal of Public Assets Authority was supported to align the government procurement portal to the Open Contracting Standards (OCDS). The OCDS portal was launched and is functional.</p> <p>2. Resources for mass media were re-directed and used to train 23 civil society members of the Uganda Contracts Monitoring coalition (UCMC), 1 investigative journalist and 14 government procurement entities to use the aligned OCDS compliant Government Procurement Portal (GPP).</p>	<p>1. PPDA system fully aligned to open standards</p> <p>2. Actors in the FoI fraternity are more aware of open contracting</p>	<p>1. Government procurement portal was launched and accessible at; http://gpp.ppda.go.ug/open-data/#/release/90943?tag=award</p> <p>2. Lessons and gaps identified during the alignment process were submitted as proposals to Ministry of Finance Planning and Economic Development to inform the review and amendment of the the amendment of the PPDA Act</p> <p>3. Through the trainings, awareness of the portal and the wealth of data available rose.</p>

UGANDA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
PR O3: Independent monitoring & public opinion needs to inform public debate and policy making			
S O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate			
1. Baseline sample established 2. 4 call rounds done. 3. At least 3 full briefs and 3 short outputs 4. Grand launch to introduce Sauti; 3 launches on data; URN stories based on each round; 3 opinion pieces in print; develop social media engagement plan	1. The baseline sample was established between August and September with a panel of 2000 respondents 2. 3 call rounds done due to the available budget 3. 4 short briefs were released at the Sauti za Wananchi launch 4. Sauti za Wananchi launched with attendance from just under 200 representatives from government, civil society, private sector and media. 5. 500 copies of each publication distributed at launch 6. Sauti za Wananchi methodology, purpose and concept presented to over 25 government, media and civil society stakeholders prior to the launch and shared during an anti-corruption workshop 7. National perspective radio program produced and made available to 80 local radio stations	1. Media (print, broadcast) content / debate informed by Sauti evidence	1. Media content informed by Sauti za Wananchi evidence, 19 media interviews and talk shows following launch, 25 pieces of coverage 2. Close to 40,000 impressions on Twitter and a similar number on Facebook; 1856 views and 1215 sessions on website; 2. Request from Director of Ethics and Integrity in the Office of the President has requested data collection on corruption in 2018
S 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			
Not in 2017 plan			
PR O4: There are few effective intermediaries to demand and use information and data			
S O4S1:			
Activities postponed in budget revisions			

UGANDA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
PR O5: Government is generally perceived as unresponsive by citizens and public officials			
S O5S1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship)			
1. Public accountability idol TV show (9 "episodes") half hour broadcasts for viewers/listeners to vote the favourite contestants; 84 print articles on officials identified; 18 radio shows on the same 2. Radio drama storyline linked to above (CDFU)	Activity not done.	1. Citizens awareness on what behaviours a responsive, ethical and high integrity civil servant presents (possibly increased expectations of behaviors)2. Interest/motivation among peer civil servants in recognition for high performance	N/A
S 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)			
1. Youth engagement campaign linked to Youth Manifesto (with the Youth Coalition): 5 regional and 2 national debates drawing on and targeting young people; 28 URN talk shows 2. 10 CDFU drama series linked to above 3. Scripts for radio produced (TracFM) and aired	1. One (1) Sauti za Wananchi national perspective audio programs has been produced and distributed by Uganda Radio Network, it is on their subscription only website with 226 views 2. Uganda Radio Network programs covered Uwezo, Public Agency and Sauti za Wananchi	1. Among youth leaders connected to the Coalition will publicly support Youth Manifesto issues 2. Increased awareness among youth (nationally) regarding specific Youth Manifesto issues; are aware of opportunities to participate 3. There is increased public debate on youth priorities at national and regional levels.	N/A
S O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens			
1. 2 case studies on examples of citizen-led demand for responsive government (e.g. FixMyCommunity) carried out, initial report produced	Not done, planned for quarter 1 in 2018 with funding from AJWS	1. Internal Twaweza learning	

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S O5S6: Special initiative: Public Agency			
<p>1. PA pilot continued and finalized in 60 EAs and associated schools</p> <p>2. End-of-pilot feedback and learning meeting, lessons documented and utilized to inform future strategy. 3. Dissemination meetings held with authorities at county and sub-county levels</p>	<p>1. The second phase monitoring activity implemented in 60 enumeration areas in Moyo and Kabale districts.</p> <p>2. 12 Subcounty level engagement meeting held in Moyo and Kabale districts</p> <p>3. 60 village level engagement meeting held and attended by 2865 people representing, teachers, head teachers, local council leaders, religious leaders and parents.</p> <p>4. Volunteer reflection meeting conducted in both Moyo and Kabale</p> <p>5. End of pilot feedback and learning meetings not undertaken</p> <p>6. Draft report on key findings from the analysis of the PA assessment phase I and II produced.</p>	<p>1. The communities (local leadership, parents) around the treatment schools will demonstrate an increase in interest and engagement in school management as related to teacher accountability</p> <p>2. Teachers, head teachers (elected and technical) will positively respond to citizen-led efforts to monitor (improve) teacher presence</p> <p>3. Local leaders and district-level authorities (elected and technical) will positively respond to citizen-led efforts to monitor (improve) teacher presence</p>	<p>1. The data analysis was finalized late. Feedback analysis was not done</p> <p>2. Evidence of increased community involvement and commitment as a result of the community level engagement meeting</p> <p>3. Laropi and Moyo Subcounty in Moyo district drafted by-laws on education to curb the issues affecting children's learning. The Moyo subcounty by-law was approved while the Laropi by-law is still in process.</p> <p>4. Analysis of the data from the phase I and II demonstrated minimal change in teacher attendance practices over time indicating that any attempts to reward schools/teachers within a short time would be baseless.</p> <p>5. However, there is potential and energy around generating and using local data; this was noted in the Uganda community meetings when "community report cards" were created and presented for discussion.</p>

UGANDA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
BASIC EDUCATION			
PR E1: Learning outcomes measure & focus.			
S 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 30 districts, complying with Uwezo quality standards.</p> <p>2. "Give back" products to communities/HH assessed (e.g. calendars, story booklets).</p> <p>3. Possibly extended instant feedback</p>	<p>1. Uwezo learning assessment was piloted in refugee contexts in four refugee hosting districts in Uganda, following established Uwezo standards for all processes. SDG indicators were included and data were collected from 120 enumeration areas, 2,184 households (1,080 in refugee settlements and 1,104 in host communities), 5,473 children aged 3 to 16 on pre-school, 4,156 children aged 6 to 16 on literacy and numeracy skills.</p> <p>2. Data were also collected from 103 schools.</p> <p>3. To achieve this exercise we recruited four district partners and 240 volunteers.</p> <p>4. 120 village report cards were produced and 120 village meetings convened to discuss the results, reaching 3,925 people</p>	<p>1. Continuing to build the independent evidence base on learning outcomes in Uganda</p>	<p>1. Tools developed and reliable, robust and credible data on learning outcomes in basic literacy and numeracy and other related development outcomes was generated. A detailed comparative and 4 district-specific reports on learning outcomes in refugee context to be produced and shared.</p> <p>2. Conversation about learning ignited at community level (linked to the village report cards) and commitments made on what different stakeholders will do to improve children's learning</p>
S 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>1. 2015 Data & supporting materials fully online; report pro-actively shared with parliamentary committee</p> <p>2. 112 District reports from 2015 produced & online</p> <p>3. Beyond Basics (2016) report & brief produced & shared with key education stakeholders at district level (DEO, inspectors, CCTs), and selected national (MOE)</p> <p>4. 10 investigative data journalism stories following on 2015 results</p>	<p>1. All data and materials online and previously shared</p> <p>2. Beyond Basic report in draft - for launch in quarter 1 of 2018</p>	<p>1. Evidence on learning outcomes is available: universities (libraries), resource centers, online.</p> <p>2. Use of Uwezo data in at least 5 academic purposes and/or publications (nationally and internationally)</p>	<p>1. Uwezo data in ten academic papers during three conferences</p> <p>2. Data available online</p>

UGANDA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority.			
<p>1. Uwezo evidence shared with policy makers at national level to inform policy debate on education and learning outcomes (MoE, parliamentary committees).</p> <p>2. Alliances with civil society, media and teacher unions strengthened to amplify voice on policy change for improved learning outcomes (FENU, UNATU).</p>	<p>1. Uwezo assessment data shared at five policy/national events: National Conference on Learning outcomes (with a key message that learning outcomes should be the measure of progress in education), UNATU High Level meeting, at the International Mother Tongue day event organised by Ministry of Labour and Social Development, at the fifth Certified Public Accountants of Uganda Economic Forum under the theme 'Harnessing Uganda's Competitive Advantage Through Education', and at the national symposium on assessment and examinations</p> <p>2. New partnerships for the pilot refugee assessment nurtured - including with the Office of the Prime Minister and implementing partners in refugee settlements and UN agencies (UNHCR).</p> <p>3. Synergies with education CSOs under FENU; Uwezo participated in four quarterly working group meetings organized by FENU. This provided 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.</p>	<p>1. Use of Uwezo data by key government education stakeholders for planning purposes.</p> <p>2. Reference to Uwezo data in the education sector reviews/reports (in at least one national review/report, in each country)</p> <p>3. Reference to and use of Uwezo data by other national education actors such as education networks/ forums/CSOs/other non-education government departments</p> <p>4. Public debate: Increased number of articles (print media, TV and radio) about education covering learning outcomes compared to other education news</p> <p>5. Generate debate in parliament/ committees / MoES Working Groups about access to education and education quality (learning outcomes).</p>	<p>1. Uwezo evidence shared with policy makers and other related education CSOs at national level to inform policy debate and action on education and learning outcomes. The message that learning outcomes should be the measure of progress in education has sank in. For example, the current Strengthening Education Systems for Improved Learning (SESIL) - a joint program of the MoES and DFID recognises that having evidence on what education systems yield in terms of student achievement would provide meaningful input in improved curriculum delivery and enabling systemic change focused on improving learning outcomes. This is the Reason Uwezo at Twaweza has been selected as a downstream partner for the SESIL program's pillar 1 (Building strong foundations) and pillar 2 (Enhancing the examination and assessment system) to undertake basic and beyond basic assessment of reading, writing and numeracy to provide the program with evidence on what the education systems are actually able to deliver/achieve or on what students are able to learn after curriculum delivery.</p> <p>2. Uwezo made a member of the national Working Group on assessment and examinations</p> <p>3. Uwezo data used in the Budget review process under the Civil Society Budget Advocacy Group and EOC spaces to inform what the focus of education ought to be.</p>

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S 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>1. Uwezo's evidence shared in 112 districts (includes 10 districts in which also Beyond Basics will be launched) to inform policy debate at the sub-national level to influence implementation decisions on improving learning learning at county and sub-county levels (LC3, local education offices)</p> <p>2. Generating media buzz around Uwezo data through local radio stations</p>	<p>1. Uwezo evidence was shared in 112 districts (linked to the 2015 district report cards)</p> <p>2. Uwezo data shared at community level (linked to village report cards) in 4 refugee hosting districts in 120 villages. Conversation about learning and roles of different stakeholders ignited.</p>	<p>1. Increased awareness of Uwezo learning outcomes and quality education issues (potentially linked to district report card) among key education stakeholders (DEO, RDC, LC5, inspectors; sub-county chief, council speakers, councillors)</p> <p>2. Featuring of quality of education issues (potentially linked to district report cards) in the quarterly council meetings, technical planning committee meetings</p>	<p>1. Uwezo's evidence shared in 112 districts to inform policy debate, further monitoring data forthcoming</p> <p>2. Village-level commitments to improve learning made in 120 villages in 4 districts (linked to the village report cards)</p> <p>3. National media buzz generated around Uwezo data (84 times on radio, 6 times on TV and 24 times in print media)</p> <p>4. Locally, 36 stories produced and aired across the URN network; 64 stories produced by print, electronic and online local media.</p>
S E1S5: Focus on and measurement of learning outcomes by governments and other national entities, including uptake of Uwezo's evidence, in Tz, Ke, Ug. Not in 2017 plan			
PR E2: Ambitious curriculum			
S E2S1: Evidence (incl. from teachers) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).			
<p>1. Summarise the curriculum reform processes in easy-digestible format, for education policy players (MoES, Parliament, UNESCO, NCDC, UNEB, Teachers, etc), and the wider public.</p> <p>2. Conduct curriculum alignment analysis (As above).</p> <p>3. Position paper on primary school curriculum effectiveness in Uganda (includes reform analysis, content analysis, teacher survey). Audience as above.</p> <p>4. Summary of Peer reviewed literature compiled, update annotated bibliography (Twaweza use).</p>	<p>1. Reforms digest was completed and shared internally: Gives a brief overview of the five primary school curriculum reforms undertaken in Uganda since 1962, and suggests adopting the SEC framework to assure a more systematic and evidence-based approach to future reforms.</p> <p>2. Completed outputs of the curriculum content and alignment analyses between standards, assessments and instruction for the four core primary-level subjects across all grades (P1-P7).</p> <p>3. Data entry and management of the pilot teacher survey responses was also completed.</p> <p>4. A central repository of recent high-quality annotated bibliographic literature on curriculum, teacher motivation and school leadership will be compiled, shared and updated on a quarterly basis beginning in 2018. (This applies also for E3S1 and E4S1).</p>	<p>1. Acknowledgement among key participating stakeholders of rigorous analysis of curriculum as a continuous process.</p>	<p>1. With three National Curriculum Development Centre curriculum specialists participating in the rigorous SEC analyses as members of the panel of experts, strong influence has been exerted on the perceptions and knowledge of the most influential stakeholder on curriculum matters in Uganda.</p> <p>2. Other key stakeholders that are also represented on the panel of experts have also recognised the need for evidence-based systematic analyses to inform future curriculum reform and development initiatives/efforts. They include teacher trainers, practicing teachers and head teachers, university academics, and school inspectors.</p>

UGANDA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)			
<p>1. Targeted engagement (NCDC , UNEB, parliamentary committee, BEWG)</p> <p>2. Media engagement, including launch, radio talk shows, 2 opinion pieces in print media</p> <p>3. Keep up-to-date on latest international curriculum research and showcase Twaweza findings through participation at annual SEC conference</p>	<p>1. Early findings from SEC analysis were shared with NCDC and National Advisory Committee</p> <p>2. Two targeted engagements with NCDC were held: Two-hour session sharing preliminary findings on the effectiveness of the thematic curriculum and a two-day workshop to introduce the SEC methodology to the NCDC specialists</p> <p>3. Early findings from our SEC analyses were presented at three international conferences - the 35th AEAA conference, the SEC conference and the 14th UKFIET conferenc.</p>	<p>1. Increased awareness among Ugandan parents on curriculum effectiveness (to be unpacked)</p> <p>2. Parliamentary legislators, Minister of Education and Permanent Secretary 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).</p>	<p>1. Generated interest among participants to understand SEC and associated outputs. Deep dive into SEC for NCDC pushed to early 2018</p> <p>2. The NCDC now clearly recognizes Twaweza's curriculum effectiveness analysis work as being of high-quality and relevant in their ongoing effort to reform the lower secondary curriculum and later, the primary school curriculum.</p>
S E2S3: Curriculum review processes are actively monitored to ensure that they are informed by evidence on what makes a curriculum effective			
Subsumed in above			
PR E3: Motivated teachers			
S E3S1: An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.			
<p>1. Updated review of context-relevant evidence on teacher performance, motivation, accountability, support.</p> <p>2. Evidence from PD study discussed / validated with stakeholders in 8 districts (link to E4S3)</p>	<p>1. Through a field-based mapping exercise, cut down the number of potentially positive deviant schools from 145 to the final eight.</p> <p>2. Conducted an ethnographic inquiry into the teacher strategies and practices in the eight schools drawn from four districts.</p> <p>3. Validation and discussion of unearthed evidence will be done in 2018.</p>	<p>1. Internal Twaweza learning</p> <p>2. Evidence from PD study used to inform discussions among key stakeholders.</p>	<p>1. Through the implementation of the PD study in Eastern Uganda we have influenced the work of a key player in teacher education in Busoga sub-region, i.e. Bishop Willis Core Primary Teachers' College. Through their outreach function that supports in-service teachers, the college has tweaked the positive deviance concept by adapting it to child-level applications. The "reading buddy" initiative utilizes the positive deviance methodology to unearth child strategies and practices that would improve reading proficiency in lower primary grades and sustain the literacy benefits from USAID's Early Grade Reading Assessment (EGRA) project.</p>
S E3S2: A teacher performance pay program is piloted (KF II), in collaboration with ministries and district authorities and (head) teachers, in Tz.			
Internal learning based on Tanzania KF evidence	No learning sessions held on KF in Uganda.	1. Internal Twaweza learning	N/A

UGANDA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
PR E4: School management			
S E4S1: Evidence is produced and shared on what works in improving school leadership and management.			
<p>1. Updated literature review of context-relevant evidence on school management.</p> <p>2. Completion of PD field-based inquiry (8 districts)</p>	<p>1. Completed a field-based mapping exercise that led to the selection of the final ten positive deviant schools from the 88 that had been previously identified through a desk analysis of Ewezo and Uganda National Examinations Board (UNEB) assessment data.</p> <p>2. Conducted a pilot study in Kaliro district to test and improve the tools for the main inquiry.</p> <p>3. Undertook an ethnographic inquiry into the head teacher PD strategies and practices used in the ten positive deviance schools drawn from seven poorly performing districts of Eastern Uganda.</p>	<p>1. Internal learning</p> <p>2. A set of school practices identified, for further testing</p>	<p>1. A number of internal learning sessions were held with staff at each major stage in the process, with the key objective of updating them on progress and seeking their input into the ongoing study and the final write-up of the PD report.</p> <p>2. The continued holding of brainstorming sessions with the consultant's team and the forum of PD practitioners has positively impacted both the quality of the PD study and the work of the individual players that constitute the forum - practicing teachers and headteachers, teacher trainers/tutors, teacher college administrators, other education CSOs.</p> <p>3. The implementation of the PD study has positively influenced the perceptions and awareness of several players in the selected PD schooling communities, including children, teachers, headteachers, parents, local leaders, and members of the foundation bodies. Going forward, this influence is expected to manifest in form of increased community involvement in schools, improved child, teacher and head teacher intrinsic motivation, and increased support from the founding bodies.</p>
S 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.			
Not in 2017 plan			
S 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.			
<p>1. Evidence from PD study discussed / validated with stakeholders in 8 districts (DEO, PTC, inspectors, CCTs, selected teachers and HT)</p>	<p>This is to be achieved in 2018.</p>	<p>1. Findings reviewed (validated) form basis for plans for pilot / experiment</p> <p>2. Awareness / appreciation among key stakeholders of potential of locally-grown solutions to school management</p>	<p>N/A</p>
S E4S4: Head teachers and other key actors debate widely and report on interventions to improve learning in their schools.			
Not in 2017 plan			

UGANDA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
LME: Learning, Monitoring and Evaluation			
LME S1: (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>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. Viewership data collected & analyzed, as needed, for wide-reaching media initiatives</p> <p>4. Uwezo quality re-check and assessment of sub-national communication (using LQAS method) in a sub-sample</p> <p>5. Outcome mapping conducted in Q1 for major engagement strands; activity tracking (through LME as needed); periodic review & one annual overview</p> <p>6. Feedback collected on all major public Twaweza events (launches, conferences, etc.) on relevance, quality, significance of content & event</p> <p>7. Independent feedback from high-level stakeholders (via interviews), relevant to Education & Open Gov portfolios (covering a variety of products and engagements; likely once a year, at end of Q3)</p>	<p>1. Media monitoring report for quarters 1 and 2 shared with all staff, full year report will be produced in early 2018. Report will be shared internally for learning as well externally for communication</p> <p>2. Omnibus findings for round commissioned in 2016 used to produce three briefs</p> <p>3. No wide reaching media initiatives, no independent feedback and no LQAS</p> <p>4. Outcome mapping has commenced with four engagements being tracked.</p> <p>6. Feedback collected from the national learning conference participants and used for internal learning. Planning to collect feedback from Uwezo sub-national launches.</p>	<p>1. Twaweza learning from evidence, applying insights into implementation in the immediate to short-term.</p> <p>2. Depending on evaluation of intermediary outcomes, could be wider contribution to evidence/field.</p>	<p>1. Omnibus and media monitoring evidence used internally to reflect on implementation</p> <p>2. Some activities (e.g. follow-up on Uwezo district launches) could yield insights of interest to broader accountability field. Analysis and report moved to 2018 due to delays in the roll-out of Uwezo engagement activities.</p>

UGANDA - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
LME S2: (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. Formative/baseline study to inform the launch and positioning of SzW in the Ugandan polling space. 3. Independent feedback from key actors on various engagement strands (both Open and Education) , including Sauti, ATI (indep. interviews with e.g. MPs, editors, CSOs, line ministry officials, etc.). 4. Rigorous evaluation of the work around youth post-election engagement, Accountability idol 	<ol style="list-style-type: none"> 1. Monitoring of the PA initiative set up, implementation started; short-term outcomes tracking via independent assessment shelved due to delays in implementing the activities. 2. Sauti za Wananchi formative study completed. 3. Implementation of outcome mapping process started and helping to track to short-term outcomes. 4. Accountability Idol postponed, but liaising with academic partners (national & international) for exploratory research, pending confirmation of funding 	<ol style="list-style-type: none"> 1. Twaweza learning from evidence, applying insights into reflection & planning. 2. Contribution to global knowledge on effectiveness of transparency, participation and accountability initiatives 	<ol style="list-style-type: none"> 1. Monitoring of the PA initiative set up, implementation started; short-term outcomes tracking via independent assessment shelved due to delays in implementing the activities. 2. Sauti za Wananchi formative study completed and shared internally and being used to inform implementation and engagement around the call rounds 3. Implementation of outcome mapping process started and helping to track to short-term outcomes. Analysis and report to be ready in early 2018 for internal use.
LME S3: (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 3. Quarterly book club 4. One high-level external (international) guest, with a multi-day and multi-partner learning agenda 5. UG staff active participation in Immersion 	<ol style="list-style-type: none"> 1.10 learning sessions by mid-August 2. 2 food for thought session. 3. No book club so far 4. No high-level presentations so far 5. 11 Twaweza staff actively participated during immersion activity held in Mwanga district, Tanzania. 	<ol style="list-style-type: none"> 1. Staff body present and engaged at various learning sessions 2. Insights from external sources usefully shape our internal discussions 3. Staff re-connected with "lived realities" through immersion 	<ol style="list-style-type: none"> 1. The learning agenda has been very slow due to lack of a dedicated LME staff member in Uganda, although other staff are engaged 2. Limited engagement with external sources to enhance learning 3. Positive feedback from staff on Immersion as meaningfully informing our work; report forthcoming

REGIONAL - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
OPEN GOVERNMENT			
PR O2: Data collected by government is poor quality and not publicly available.			
S O2S1: Uwezo and Sauti datasets published consistent with open data principles. (where available)			
1. Uwezo interactive analysis and story-telling tool developed (incl. URN adaptation) and launched targeting the media, local govt, parliamentarians and civil society.	Not completed	1. Increase in views / online engagement with visualisations; increase in data downloads	
PR O3: Independent monitoring & public opinion needs to inform public debate and policy making			
S O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate			
1. Share SzW in 2 regional/global conference/workshop 2. 2 MMPS handbook conferences	1. Collaboration with national and international organizations and academic institutions in four call rounds across East Africa.	1. Use of SzW data/platform by regional/global audience.	1. Sauti za Wananchi cited in some international media: Washington Post, BBC 2. One call round in partnership with RISE / Georgetown University (Tanzania) 3. Confirmed partnerships for two call rounds in all three countries for 2018
BASIC EDUCATION			
PR E1: Learning outcomes measure & focus.			
S E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy.			
1. Uwezo standards are reviewed, availed and implemented for increased harmonization of assessment processes and data across the 3 countries; 2. Uwezo monitored and timely feedback given to inform iterative improvement of the assessment; 3. Capacities shared across the 3 countries and lessons documented.	1. Uwezo Standards finalised, designed, printed and shared with Uwezo staff 2. Pre-assessment monitoring conducted using KoboCollect App in all the four pilot refugee hosting districts in Uganda and 56 districts in Tanzania 3. Assessment monitoring conducted using KoboCollect in Uganda and Tanzania 4. Community engagements in Kenya monitored using technology 5. Uwezo staff from the three countries supported to participate in key assessment processes across the region	1. At least 90% compliance with Uwezo policies and standards across the 3 countries. 2. Uwezo monitoring feedback used for internal learning and informs process improvement.	1. Except for sampling and data processing, Tanzania complied with the remaining standards, Uganda complied with all (despite the small scale) while Kenya did not have a platform to adhere to the standards 2. Training processes (materials and approaches) and data entry informed by feedback from 2015 process

REGIONAL - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S 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>1. Datasets of Uwezo 2015 and Beyond basics (2016) finalized, availed and widely marketed for use among academia, policy makers and the global education community;</p> <p>2. Uwezo's evidence shared in at least 4 global and regional forums to inform the learning crisis debate.</p>	<p>1. Uwezo East Africa (2015) report published and launched during Kenya Evidence for Action conference</p> <p>2. 3 Papers shared in the CIES conference in March 2017</p> <p>3. 2 Papers using the Beyond Basics Data presented in the UKFIET Conference in September 2017</p>	<p>1. Increased citation and use of Uwezo and beyond basics data within academia, policy and global education community;</p> <p>2. Use of Uwezo data in at least 15 academic purposes and/or publications (nationally and internationally).</p>	<p>1. A total of 13 academic papers although not published in journals</p> <p>2. World Development Report 2018 makes extensive reference to Uwezo data</p>
PR E2: Ambitious curriculum			
S E2S1: Evidence (incl. from teachers) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation)			
<p>1. Regional position paper drawing on country evidence on curriculum reform processes and curriculum analysis</p>	<p>1. The teachers survey in Kenya postponed until 2018 to stay in sync with the Kenya curriculum reform process. Therefore the full regional position paper will be produced in 2018.</p>	<p>1. Expected in 2018</p>	
S E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)			
<p>1. East Africa conference on what works in education, including curriculum</p>	<p>1. East Africa conference on education was dropped for now. Instead findings of our curriculum work have been successfully presented in a conference the 35th AEAA conference in Kampala, the UKFIET conference in Oxford and a the SEC annual conference in Winsconsin.</p>	<p>1. Conference and topic garner interest in media in the 3 countries (media coverage)</p> <p>2. Findings / lessons presented at conference are influential in national decision-making</p>	

REGIONAL - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
PR E3: Motivated teachers			
S E3S1: An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.			
1. East Africa conference on what works in education, including teacher motivation	1. East Africa conference on education was dropped for now.	As above	
LME: Learning, Monitoring and Evaluation			
LME S1: (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.			
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 4 quarterly travel by regional positions to countries for in house mentoring, training and support	1. Annual report being finalized targeting internal learning and PPE; an annual media monitoring report will be produced for internal and external communication in quarter 4 2. LME Program Assistant in Tanzania promoted to Assistant Program Officer, attended training on evaluation design at ESRF; LME Regional Feedback & Monitoring Coordinator attended a J-PAL research training. 3. Regional support, particularly to Uganda team, ongoing, including travel as needed.	1. LME staff skills are improved and able to deliver the AP 2017. 2. Staff in the three countries supported to carry out relevant LME task esp. using the Outcome Mapping and Most Significant Change methodologies.	1. LME staff have been upskilled through training 2. Renewed focus to use outcome mapping and introduce Most Significant Change in Q1 of 2018.
1. Convene a reference group for Twaweza evaluation & research 2. Other activities subsumed in country plans & budgets	1. The first Twaweza Research & Evaluation Advisory Group (REAG) formed with 10 members drawing from regional and international academia and relevant governance practice. TORs developed, first meeting held in June; 2nd meeting held in December 2017. Nearly all members also planning to attend the Ideas & Evidence event in March 2018.	1. Twaweza eval & research plans informed by inputs from group, new links / liaisons with potential academic collaborators made	1. Research activities this year benefitting from research links - e.g. collaboration with University of California - Berkeley on evaluation of Uwezo volunteers; local governance in Tanzania research links with University of Gothenburg; review and input into Twaweza evaluation by the REAG members also valuable in setting future research agenda for the new strategy.

REGIONAL - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
LME S2: (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>1. Participation in 2-3 key international T&A and/or learning events or forums (e.g. GPSA, new TALEARN, etc.) to share Twaweza results, insights, etc.</p> <p>2. Immersion exercise (in TZ) involving all staff to experience & connect with lived realities of East Africans.</p> <p>3. Young people engaged in productive short-term arrangements, contributing to their own learning and beneficial to the organization.</p> <p>4. An organizational-wide assessment of current mechanisms and processes as related to "adaptive learning & adaptive programming"; an organizational plan of priorities and actions, with trials for improvement</p>	<p>1. Active participation (presentation, moderating sessions) in the Local Governance and Development conference at Gothenburg University, Sweden. Part of the selected drafting committee to revamp the TALEARN network into a new Learning Collaborative; Twaweza is both a creator and participant in the Collaborative as one of 3 implementing "hubs." Based on this, building stronger links with participating organizations - e.g. Dejusticia in Colombia on learning as well as public interest law.</p> <p>2. Twaweza Tanzania hosted the annual Immersion exercise in Mwanga district, Northern Tanzania. 49 staff (25 from Tanzania, 13 from Kenya and 11 from Uganda) actively participated, being hosted for 4 days (3 nights) in local communities and households.</p> <p>3. A total of 17 interns engaged across countries and units (9 in Tanzania, 7 in Kenya and 1 in Uganda).</p> <p>4. First full assessment completed by LME and with selected staff across units and countries (one component completed with all staff); an assessment report with action points presented to SMT and other management colleagues in last quarter 2017; action points to be picked up in 2018 and in the new strategy.</p>	<p>1. Twaweza learning shared as part of our contribution to the development evidence and knowledge base.</p> <p>2. Future programme design informed by "lived realities" experience</p> <p>3. Improved organizational learning structures, processes and posture</p>	<p>1. Twaweza is playing a prominent role in the new Learning Collaborative - both our thematic work on governance is relevant here, as well as our advanced learning structure and strategy. The Collaborative will be an important platform for furthering Twaweza's international standing as being at the frontier of learning practices. An important part of this will be a re-design and strengthening of a number of key areas in our learning strategy, as per the organizational learning assessment. This will be particularly important to include in the next overall strategy (2019 and onwards).</p>

REGIONAL - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
GOVERNANCE MANAGEMENT			
Gov/Man S1: Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports.			
	Although they were late on occasion, reporting to the Board and our donors was completed as expected. A shorter, punchier and more visually-appealing Annual Report 2016 was produced and posted online		The Board and donors remain well-informed of Twaweza's activities and progress towards our goals and anticipated outcomes; donor confidence in our work remains high as demonstrated by all disbursements being made as planned.
Gov/Man S2: Management and strategic support provided to the Directors and entire team			
	Fundraising and cashflow management became a central element of the Directors' activities in 2017. We attended a formal training session in April and worked collectively to generate and develop new country, regional and international funding opportunities. [Some early signs of success include securing a new DfID Uganda grant to pioneer Uwezo in refugees camps.] Senior managers successfully managed a challenging process of reducing staff salaries to address funding shortfalls.		Despite funding challenges and the difficult but necessary decisions that were made to address these, the management and staff team remained cohesive and focused on delivering on the Annual Plan 2017.
Gov/Man S3: Twaweza has strong values, policies, and procedures, and staff are enabled to ensure compliance			
	A "whole-of-Twaweza" consultation process was used to address the funding deficits in Kenya and Uganda. The agreement to share the burden through salary cuts was a good sign of strong solidarity across Twaweza. We also achieved clean audits by SIDA and PwC. IT security specialists found Twaweza to be in a 'generally good security posturing with strong protocols and defenses both at the perimeter and official workstations.'		Twaweza's policies, procedures and systems remain strong and reliable. A successful focus on compliance gives us confidence to execute an ambitious workplan in an increasingly challenging financial and political context.

REGIONAL - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
Gov/Man S4: Governance Board and donors are consulted, engaged, and informed on all pertinent matters related to Twaweza			
	<p>An AGM (April), Board and donor meetings were held as planned to ensure strong governance oversight. Two new members formally joined the Board - Dr Wanjiru Kamau-Rutenberg (Kenya) and Ms Nicolette Naylor (South Africa). After serving a three-year term on the Board, Rakesh formally stepped down although he remains as (Founding) Member of the Company.</p>		<p>The gender balance on the expanded Board improved from 20% to 43% women with the addition of two women. The Board remained fully briefed on funding challenges and its guidance ensured a smooth handling of delicate internal discussions. Donors retained their confidence in Twaweza (DfID Tanzania confirmed a contingent GBP 3m grant, AJWS enhanced its core funding, funding for Uganda and for education, Ford Foundation issued a new grant for governance work in Tanzania)</p>
OPERATION AND FINANCE			
S1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place			
	<ol style="list-style-type: none"> 1. Approved 2016 policies incorporated in the main policies, shared with staff and presented at the staff meeting. 2. Developed tender assessment tools and they were used to assess bids received for Sauti za Wananchi in Uganda. 3. All statutory requirements in each country on salaries, registrations, insurance etc were met. In Tanzania submitted form P9 and P10, verified four work permits as per an order from the Government of Tanzania. Adhered to labour laws and immigration regulations and secured two work permits and residence permits for two non-citizens. 4. A few monthly reports and tools revised eg. comms report, probation assessment form and also developed intern application auto response tool 5. A new user friendly leave system (PlanMyleave) procured, staff trained and fully functioning 		<p>Sufficient clarity on what is required, which facilitated smooth implementation of work. Twaweza received the required support from the Government institutions eg. Labour Ministry, Immigration because of the adherence with all relevant taxation and regulations. Easily monitor staff leave, and facilitate related decisions in the organization, and can at any one time establish leave liability.</p>

REGIONAL - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S2: Staff recruited and motivated to realize Twaweza goals in a supportive environment			
	<p>1. Out of 18 vacancies (14 at the beginning of the year, 2 separations, 2 non citizens work permits were ending) 6 long term staff recruited, oriented and confirmed. Recruitment agent engaged to support with 8 positions: 2 were filled, 1 filled through other recruitment strategies, 2 were unsuccessful, but since they are occupied by non-citizen, Twaweza worked to get work permit and residence permits as per regulations. 3 positions recruitment in progress. 4 were suspended due to budget deficit)</p> <p>2. Learning needs summarized from the 2016 staff appraisal and shared with respective supervisors to ensure mentorship and support accordingly. Annual staff appraisal tools revised, and guidance on the assessment communicated to staff. 54 staff performed annual appraisal assessment. Staff performance has improved, about 98% of all staff performed as expected.</p> <p>3. Job Evaluation conducted, 23 jobs ranked. Report on Job Evaluation and Performance Management submitted, reviewed and feedback provided to the consultant for finalization.</p> <p>4. Staff received health coverage and GPA insurance managed throughout for all staff across the three countries as per eligibility.</p> <p>5. Managed and recruited 19 interns: 10 Tanzania based, 1 Uganda, and 8 Kenya based. 11 out of the 19 are female and the remaining 8 male. The interns were also supported with exit process as per procedures.</p> <p>6. Staff leaves well managed and monitored through a new user friendly system, PlanMyLeave.</p>		

REGIONAL - ANNUAL REPORT Planned core outputs 2017	Achieved core outputs 2017	Expected effects / outcomes 2017	Achieved effects / outcomes 2017
S3: Office and assets functioning optimally and well managed			
	1. Asset insured, monitored and spot check done fully as per policy. 57 Assets identified for disposal as per procedures: 52 in Tanzania and 2 in Uganda. In Kenya managed to receive office lease fully endorsed by the land department as per laws. Also, major repairs and service of Kenya vehicle was fully done.		
S4: Internal documentation and correspondence efficiently managed			
	1. Internal incoming, outgoing and internal movement of documents was properly managed. 2. Physical and electronic files developed at the beginning of the year as per relevant outputs and codes. Filing well managed and monitored. 3. Staff were also reminded on the need to ensure proper filing for easy access of documents, and adhered to.		1. Easy and quick monitor and access of documents and information.
S5: Information technology			
	1. New Server was procured for Tanzania office, installation and setup complete 2. New Cisco Routers were procured for Kenya and Uganda offices, installation and setup complete 3. Anti-virus software procured and system updated 4. Sophos firewall with three years warranty procured, configured and functioning fully 5. Facilitated the IT audit which was success. Report with relevant recommendations shared for actions 6. Upgraded the warranty for Uganda video conference for one year.		1. Efficient and effective communication across the three countries. 2. Maximum security of the Twaweza IT systems, no intruders.
S6: Office assets/Equipment			
	1. Procured a few assets to support work as follows: Tanzania: 3 air-conditioners and a server; Kenya: projector, microwave and a delink Switch. All assets entered into relevant management system, assigned respective tags, and fully insured.		1. Sufficient working tools, which leads to smooth implementation of activities, and increased performance.

Annex C: Twaweza Benchmarks by Unit

Red =	No or limited progress towards benchmark (0-50% achieved)
Yellow	Notable progress toward benchmark, but falling below
Green	Benchmark achieved as per expectations, or higher (80% or more)
Purple =	Was not benchmarked for this year, but there is something worth

Data and Voice	2015	2016	2017	Brief note on 2017 achievement
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	1. 10 full call rounds done and 1 quick round on ATI; Panel response rate healthy at 90% 2. 7 SzW policy briefs and 7 press release shared actively with distribution list, launched at National museum; two opinion pieces done (on women and water). 2 short outputs produced (pregnancy-school girls and Access to information- cyber act and statistic bill)
Mobile phone survey established with at least 4 data collection rounds in Kenya by 2015; and 8-12 times annually thereafter	x	x	x	1. 9 call rounds done and 1 follow up brief for the Independent Policing Oversight Authority; Panel average response rate was 85+% 2. 6 SzW policy briefs produced, 1 big launch for devolution brief, hosted 3 media briefings and findings shared within distribution list.
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	1. The baseline sample established; a panel of 2400 respondents. 2. 3 call rounds done due to available budget. 3. 4 short briefs released at the Sauti grand launch
Handbook on Twaweza approach to mobile phone survey published in 2015; revised 2018	x	n/a	n/a	
Drawing a fresh Sauti sample after 2 years of call rounds in Tanzania and Kenya	x	n/a	x	n/a
Drawing a fresh Sauti sample after 2 years of call rounds in Uganda	n/a	n/a	n/a	
Sauti datasets and methodology available in machine readable formats online in a timely manner	x	x	n/a	All 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	1. Children aged 6-16 assessed in 56 districts in Tanzania and 4 refugee hosting districts in Uganda, in numeracy and literacy based on primary 2 level tasks. 2. On average a total of 71,356 children assessed in Tanzania and Uganda. There was no national learning assessment undertaken in Kenya and Uganda due to organisational financial 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	A total of 1,783 schools visited to conduct Uwezo basic learning survey in Tanzania and Uganda. Data for school-level indicators generated. No national assessment was conducted in Kenya and Uganda due to financial constraints - save for 4 districts in Uganda for the refugee study
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	n/a	Though no Uwezo expansion took place as planned (vertical or higher), we experimented with its application to emergency/refugee contexts in Uganda. Evidence was generated on Uwezo application to such contexts and what adjustments need to be done to the tool and sampling for its full integration within a national learning assessment that includes refugee contexts.

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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	1. SDG monitoring successfully implemented in Tanzania in the 56 assessed districts and the 4 refugee pilot districts focusing on several indicators under 6 SDGs (SDG 1, 2, 3, 4, 5 and 16): inclusion, access to water, water quality, nutrition, sanitation, maternal and child health, sexual and reproductive health, birth certificate, and family socioeconomic status. The water quality test implemented in Uganda only. 3. The planned SDG pilot in Kenya did not take place due to financial constraints
Open data and access to information indicators designed for Uwezo infrastructure in 2015, piloted in 2016, and implemented in 2017 and 2018	x	x	n/a	
Community level communication in Uwezo done on annual basis, monitored and feedback used to make communication more effective	x	x	x	National and sub-national communication sustained in all 3 countries, at varied scale, covering almost all districts in Kenya, Tanzania and Uganda. National media covered Uwezo in 374 instances across Kenya, Tanzania and Uganda.
Clean, accessible, user-friendly complete datasets published to the web	x	x	na	Uwezo 2017 data is in the process of being entered for subsequent cleaning and uploading on the web
Key reports on learning assessments published annually: East-Africa report, national-level reports, and selected sub-national (county or district)	x	x	x	1. East Africa report finalised and launched during the Education Evidence for Action Conference in Nyeri. 2. Beyond Basics Report for Kenya finalised, published and launched in the 10 Counties. Launching of BB reports for Tanzania and Uganda come up in the first half of 2018
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	1. 5 Papers presented in two global Education Conferences (3 in CIES) and 2 in UKFIET 2. Two national conferences relevant to learning outcomes convened i.e. the learning outcomes conference in Uganda and the EF4A conference in Kenya
What works	2015	2016	2017	
What Works in Basic Education				
Methodology framework for positive deviance approach in education developed and tested in 2015	x	x	n/a	Quantitative and qualitative methods developed and tested in all three countries, with variations responding to each context.
KiuFunza Phase II formulated and supported 2015-2018, with results informing WWE and policy engagement	x	x	x	KF II successfully completed. Policy engagement started and good progress. MoU signed with PORALG and MoE to design KF III which will use government systems where possible.
Four (4) background papers/ briefs and policy positions/suggestions prepared and shared as per problem areas in 2015	x	x	n/a	
A directory/annotated bibliography of what works in education produced in 2015, and updated annually	x	x	x	Review of literature has been ongoing, supportive of work and publications in WWE. In 2017 not compiled in a new report.
Knowledge Forum on what works in education convened at East Africa level in 2015 and 2017	x	x	x	Regional conference cancelled due to lack of funding and staffing. A EE4E conference was co-organized by Twaweza in Kenya; In Tanzania a conference was held in a collaboration of RISE and KiuFunza.
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	Positive Deviance studies completed in all three countries, findings presented, reports in final draft stages.

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At least 2 ideas/experimental ideas developed curated and shared by 2016 and additional two by 2018	n/a	x	n/a	
KiuFunza Phase I completed and reports done by mid-2015	x	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	KiuFunza results have been presented at global and regional conferences, including Building Evidence in Education (Unicef, Florence Italy) and COSTECH/Dar es Salaam (Isaac Mbiti) and the NBER Summer Institute, Cambridge MA/USA (Karthik Muralidharan).
Three (3) articles published in peer-reviewed journals on what works in education by 2017; additional 2 submitted by 2018	n/a		x	KiuFunza I paper will be submitted in 2018, KF II paper in 2018/19. KiuFunza I results have been mentioned in World Development Report 2018.
What Works in Open Government	2015	2016	2017	
Uwezo and Sauti data available online reflecting open data and user centered design principles in a timely manner	x	x	x	Uwezo and Suati data available on Twaweza website. Data visualized on HDX and Hurumap.
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	In Uganda work focused on Public procurement and disposal of public assets authority in Uganda. Lessons from the process submitted to the Ministry of Finance planning and economic development as proposals for consideration during the review of the PPDA Act. No work undertaken in Kenya due to budget constraints
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	Mystery shopper approach to Access to Information deployed in Kenya (following Tanzania in 2016), results published online. Similar approach planned in 2018 for Uganda.
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	No work undertaken in Kenya due to budget constraints.
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	Not completed. Most of OG programs suspended in Kenya and Uganda. In Tanzania now work in progress in collaboration with the International Growth Centre Tanzania.
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	Public Agency experiments completed in Kenya and Uganda; ongoing in Tanzania.
Four background papers/briefs and policy positions/suggestions prepared and shared, one per problem area in 2015 and updated in 2017	x	x	x	Further analyses of civic space legislation and enforcement-related matters in Tanzania Uganda: ATI position paper "Unblocking the right to information in Uganda on Primacy of socio-political factors " was validated through a national level breakfast meeting; there after there was a shift in strategy to priorities a alignment of govt procurement portal to the OCDS standards.
Two articles published in peer-reviewed journals on what works in open government in East Africa	n/a	n/a	x	Not achieved

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At least 3 presentations per year in global and regional conferences on WWOG, starting in 2016	n/a	x	x	Appointed to the Global Partnership for Sustainable Development Data (GPSDD) (June) & shaped its new strategy at the first Board meeting (Sep, NYC); Opening plenary presentation at African Open Data Conference in Ghana (July); chaired sessions on civic space and subnational governance the OGP CSO Leaders Workshop (October, Netherlands)
Four articles or blogposts per year in global/regional media or knowledge community platforms on WWOG	x	x	x	9 articles and blogposts published
Online directory/annotated bibliography of what works in open government produced, updated regularly	x	x	x	Not completed
Knowledge/Learning Forum on WWOG convened at East Africa level in 2016 and 2018	n/a	x	n/a	n/a
Public and Policy Engagement	2015	2016	2017	
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	Website updated regularly, most contributions from Sauti za Wananchi and LME: 44 publications, 23 announcements. All key website indicators saw decreases compared to 2016: Number of sessions by 15%; number of users by 21%. This is likely due to the dated look and feel of Twaweza's website and the difficulty in finding specific content on the site.
New redesigned Twaweza website in place by end 2015, and major design review in 2018	x	x	n/a	Not completed, initial design and content structure only.
Core communication policies (social media, branding standards, etc.) well known by all staff in 2015, and in consistent use	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	850 mentions in the media. 45+ talk shows in Tanzania and 35+ in Uganda. Strong media partnership with Uganda Radio Network with 80+partner community radio stations; Jamii Media (online) - Tanzania's most popular social media platform. Interview show reaching a million viewers in Tanzania

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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	<p>Uganda : 2 stakeholder and media events (Uwezo early childhood; Sauti za Wananchi launch); 1 national level conference on learning outcomes in partnership with Kyambogo University, 1 engagement meeting with National Curriculum Development Centre on the early results from the curriculum analysis work; hosting Hewlett Foundation members for a live talk show event.</p> <p>Tanzania: Sauti 7 launches and 2 press briefings. 2 large scale events in Dodoma (KiuFunza, Uwezo), 2 press briefings (pregnant school girls and right to information), dialogue on democracy, a conference at the Commission for Science and Technology and discussion with stakeholders on KiuFunza, discussion events (inequalities through data and cybercrimes law), meeting of research organisations.</p> <p>Kenya: Sauti 6 events to engage the media and stakeholders with the findings, Education Evidence for Action conference including launch of the Uwezo East Africa report, Public Agency reflection meetings, engagement with three high level government bodies. In total over 37 events engaging the media and other actors held across three countries.</p>
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	In Kenya 263 citations, in Tanzania 440 citations (up from 308), and in Uganda 147 (down from 226) pieces of coverage. In the news reports shared with staff via Ipsos logs and Chatter posts.
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	Annual Report summary version, democracy dialogue data pamphlet, Ugandan version of the Sauti za Wananchi methodology produced and disseminated to key audiences, 18 monitoring briefs (online) reflecting on implementation lessons
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	Ranking posters produced for Uganda and Tanzania. Tanzania national report launched. Tanzania district reports produced (159) and 47 launched. East Africa report produced and launched in Kenya during Education Evidence for Action conference.
Sauti briefs published at reliable monthly basis, in TZ starting 2015, in KE starting 2016 and UG starting 2017	x	x	x	<p>Uganda: 4 Sauti za Wananchi briefs produced and disseminated; 1 press release produced and shared</p> <p>Kenya: 6 policy briefs and 8 press releases</p> <p>Tanzania: 7 Sauti za Wananchi briefs (each one in two languages), 9 (x2) press releases</p> <p>21 products in total, not reaching target of monthly briefs due to budget and capacity constraints. For quality control and consistency there is a single writer, editor and reviewer for all</p>
Engagement	2015	2016	2017	

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Uwezo national and East Africa reports launched effectively annually, generating public and policy debate in all 3 countries	x	x	x	No national launch held in Uganda but Uwezo data shared with policy actors and media. Uwezo is a member of the national working group on assesment and examinations, a partner of a new initiative to improve education quality by DFID and the ministry of education, as well as being referenced in the media. The Uwezo East African report was launched at the Education Evidence for Action bi-annual conference in December, 2017 in Kenya. In Kenya we held 47 county launches, 4 briefings with head teachers on Uwezo findings and 30 radio and 20 TV interviews given. In Tanzania, we received 74 pieces of coverage and were referenced in government and civil society publications. Lively debate between 150 MPs.
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	9 events in Tanzania and 8 events in Kenya releasing Sauti za Wananchi data to stakeholders and media, 1 main launch event introducing the program in Uganda, 25 pieces of media coverage, close to 40,000 vews on Twitter and on Facebook, 25 government and civil society actors engaged in advance of the launch. Food security data triggered widespread debate given government's previous denial, political preferences similarly generated high volumes of press coverage and data on Tanzanians wanting a new constitution triggered strong public debate in the media and on
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	The paper on unlocking the right to information in Uganda on the primacy of socio-political factors validated in a national level stakeholders meeting.
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	Not implemented
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	Uganda: Learning outcomes conference, presentations at the 35th conference of the association of education assessment in Africa, and to the education journalist under mentorship at ACME; engaged with the directorate of research in Parliament, the Office of the Prime Minister, the Ministry of ICT and National Guidance, Directorate of Ethics and Integrity, and the Equal Opportunities Commission and Civil Society Budget Advocacy Group; participated in the anti-corruption exhibition to introduce Sauti za Wananchi; presented Uwezo at the Twende Mbele initiative in Office of the Prime Minister on enhancing and use of alternative data to inform government decision making processes. Kenya: Co-organized and presented at the Education Evidence for Action conference Tanzania: OGP sub-national progress meeting with Kigoma municipality. Tanzania withdrew from OGP, warned Kigoma against participating. 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.

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Continuous and significant contribution to regional and global networks and communities of practice on basic education and open government	x	x	x	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.
Learning, Monitoring and Evaluation	2015	2016	2017	
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	System in place, but lagging behind in updating the management of M&E plans & data in SF.
Selective systematic monitoring of Twaweza in the media in place in all 3 countries, summaries posted online	x	x	x	Monitoring ongoing, syntheses shared at 6 and 12 months, results used to reflect on Twaweza public dialogue influence.
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	Baseline conducted re Kigoma local governance, and re Uwezo volunteers.
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	No blogs based on monitoring data - all blog-type pieces based on research / exploratory data (see below)
At least 6 Monitoring Briefs related to monitoring of distribution, coverage, quality produced annually, across the 3 countries; posted on-line	x	x	x	10 briefs: Feedback on curriculum (TZ), Use of open data (TZ), Infusing radio with data (TZ), Sub-national education conversations in 10 districts (KE), Parental engagement in schools (KE), Kenyan's views on teachers (KE), Twaweza in the news (TZ, KE, UG), Availability of government websites & info (TZ), Acces to information (UG), Insights from Public Agency (TZ, KE, UG).
At least 3 Monitoring Briefs related to intermediate outcomes produced annually, across the 3 countries; posted on-line	x	x	x	4 briefs: "Critical friends" review of Twaweza across the 3 countries (online); Outcome Mapping overview with focus on TZ (internal); Sauti reflections after 1 year (online); Insights from PA research across 3 countries (online)
Evaluation	2015	2016	2017	
Two external evaluation teams contracted to conduct evaluations relevant to Twaweza by 2016; an additional two by 2017	n/a	x	x	Through the newly-formed Research and Evaluation Advisory Group, receiving support and guidance from UC at Berkeley, Gothenburg University, MIT GOV/LAB, and Georgetown University.
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	Pending new website development, posting discussions and recommendations from the REAG ongoing
At least 4 blog entries or similar communication pieces produced annually on the basis of the engagement with external evaluators	x	x	x	2 blog pieces: 1 learning note based on GOV/LAB mystery shopper ATI in KE, and 1 reflection on Twaweza-GOV/LAB learning collaboration.
Final analysis and reports stemming from the external evaluations posted on-line	n/a	n/a	n/a	

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At least three papers submitted for peer-reviewed publication, based on the external evaluation results, by 2018	n/a	n/a	n/a	
Learning activities				
An annual internal “learning calendar” developed, aligning organizational information needs with monitoring & evaluation processes	x	x	x	Mid-year programmatic review conducted and implementation adjusted as needed; timely retreat held to kick-start thinking for new strategy development.
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	Twaweza is a co-creator and an active participant in the new Learning Collaborative convened by TA/I, including receiving contribution to core funding for learning. Active participation in the Local Governance and Development conference and working group convened by University of Gothenburg.
Internal learning culture lively in each country office, including different learning sessions and an annual immersion-type exercise	x	x	x	Immersion completed in Northern Tanzania, (nearly) all staff from 3 countries participating. Full complement of learning activities across the 3 countries (69 sessions in total).
Governance & Reporting	2015	2016	2017	
Governance				
Twaweza is registered as an independent entity in Tanzania, with certificates of incorporation for Kenya and Uganda	x	n/a	n/a	
Transition completed and Twaweza is legally independent	x	x	n/a	
All donor contracts fully managed by Twaweza	n/a	x	n/a	
Reporting	2015	2016	2017	
Annual plans produced on time, sensibly build on previous experience, and demonstrate accurate budget predictions	x	x	x	AP 2018 produced on time, building on experience.
Annual reports produced on time, including matrix reports and narrative	x	x	x	Annual Report 2017 produced on time for April 2018 Board meeting.
Mid-year progress report produced in a timely fashion to inform planning	x	x	x	Accomplished and informed Q3 and Q4 activities & budget for 2016.
Human Resources & Financial management	2015	2016	2017	
Human Resource Management (HRM) software (Recruitment, Appraisal, Exit, staff survey) fully documented and functioning	x	x	x	A new user friendly leave system (PlanMyLeave) procured, staff trained, and fully functioning. At this early stage, Twaweza is considering the leave package only.
Software used across the organization integrated to function as one	x	x	x	Salesforce (ERP), Xero (accounting), Aruti (Payroll) fully functional and integrated. Following closing civic space, conducted ICT security audit, implementing recommendations.
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	Created awareness on the approved new policies. Staff conversant and abiding accordingly. 5 New staff oriented on key policies, and frequently consult and supported to understand them fully for smooth adherence and facilitation of implementation of planned activities.
Audit of financial statements (FS) by an internationally reputable firm undertaken and clean audit results achieved; FS posted on the website	x	x	x	Completed

Twaweza is a cashless organization	x	n/a	n/a	
Twaweza reserve policy developed and in operation	n/a	x	x	Completed
All workflows across the organization fully customized in Salesforce	x	n/a	n/a	