

A close-up photograph of a woman wearing a green headscarf, looking off to the side. She is carrying a large, heavy sack on her head. The sack has a white top section and a green bottom section with a woven pattern. Her hand is visible, gripping the top of the sack.

# 2015 | Annual Plan

imagination • citizen agency • public action

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## Introduction: what is new this year?

In 2015, Twaweza is starting its second strategic period. We have learned much in the first strategic period; in fact, 2014 has been a “pivot” year during which we examined our premises, assumptions, and ways of working through a magnifying glass. We believe what emerges, starting with the new strategy and annual plan 2015, is a stronger, more focused organization and, perhaps in some ways, a humbler one in which our successes are more carefully calibrated. As this plan goes to print, we are excited to welcome on board the new Executive Director. While we bid a fond farewell to the Founder and Head, we are looking forward to this new period with new leadership, a revised management and organizational structure, and a honed annual plan.

Amidst all these changes, we have kept the “jewels in our crown” from the first strategic period: among the most significant are the Uwezo annual learning assessment, the *Sauti za Wananchi* monitoring and opinion poll survey, and a solid learning structure. And while we are proud of these achievements, we will be expanding and re-shaping them in the future, for instance, by incorporating selected nutritional and health measures into the Uwezo learning assessment. Building on the previous five years, we have also added new components to our work, most notably, the search for effective and feasible solutions in the What Works unit, and the explicit focus on advocacy in the Public and Policy Engagement unit. The What Works unit was borne most of all from the five years of Uwezo learning assessments. During this period, the governments in the three countries have admitted that there is a learning crisis, but have then asked, almost in the same breath, what ought to be done to tackle this crisis. We agree this is the next logical step, and so we have devised a program of work which will allow us to tackle this question seriously and systematically. Similarly, we think that uncovering issues in governance is only half the story; the second half is being able to recommend, based on evidence, plausible solutions. The decision to expand the advocacy role of the organization is, likewise, based on the first five years of experience which showed us that change initiatives are most effective when the policy and public strands align towards a common goal, creating synergies. And yet, each one of these strands requires very different strategies and approaches – from behind-the-scenes coalition building with key actors, to mass-media initiatives to inform and galvanize groups of citizens. Embodying these specialist skills while at the same time crafting coordinated campaigns is the bread-and-butter of the new Public and Policy Engagement unit.

The foundation underpinning these strands of work is the new Twaweza strategy (2015-18), which is oriented around a set of carefully selected problems and associated successes (akin to annual objectives). We have adopted the problem-focused approach after a careful review of different analytical and planning frameworks (e.g. Problem-Driven Iterative Adaptation); it is an analytical tool to sharpen our thinking. The main problems that guide our work are in the domains of basic education and open government. What we envision getting done each year is encapsulated in the annual success statements, which are pro-active, specific, and measurable.

Commensurate with the strategy, there are also significant changes in the organization of the annual plan. In the first strategic period, Twaweza’s annual plans were organized by major units. While the units largely remain (and some are new, such as What Works), the annual plan, following the strategy, is problem (and success) oriented, as well as country-specific. More than one unit contributes to the majority of the problems and related successes, in accordance with its specialization (e.g. generating data, conducting experiments, engaging with policy makers, etc.). The overall organizational budget is estimated by domain and by country; but in addition, it is also calculated by unit for functional planning, execution and tracking.

The rest of this document is organized as follows. Sections 1 and 2 present a brief contextual analysis of the two domains, including the problems chosen, as well as an outline of some of the risks inherent in working on such problems (more detail can be found in the Twaweza Strategy 2015-2018). Section 3 presents the organization’s main units of work. Section 4 outlines the organizational operations, and section 5 is on governance and management. Section 6 summarizes the budget. Following this narrative is a detailed annual plan, organized by country (including “regional”); activities within each country are organized along problem-and-success articulations, as relevant for that specific country context.

## 1) The Open Government domain: Context, Risks, and Risk Management

### Open Government Problems

- 1) **There is no robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.** In all three countries there is constitutional recognition for this right, however, only Uganda has actually a Freedom of Information Act, and it remains largely unused.
- 2) **The quality and integrity of data collected by government (on budgets, expenditures, natural resources and basic services) is poor and data are not made publicly available in a timely, systematic and meaningful fashion.** Whether by design or by lack of capacity, the Ugandan and Tanzanian governments keep most of their core data on essential public services hidden. This means there is little opportunity for other actors to understand the national reality or query government decisions or information. Without this scrutiny, data quality remains low and all actors, from government to civil society, are making less well-informed decisions.
- 3) **There is a lack of transparent and robust independent information monitoring the status of key services and sectors (in sectors such as health, water and natural resources); equally, there are no robust sources of opinions and perceptions of citizens about key services and sectors.** Too often, the official story is the only story – and official data tend to be of low quality and not timely. Policy-makers are making decisions without access to timely and accurate data about the real situation – whether in terms of quality of services, implementation of policy initiatives or citizens’ views.
- 4) **The number and capacity of intermediaries and curators who can demand information and data from the government and make it meaningful to the public (tell great stories) is limited.** An active community of capable curators and communicators form the bedrock of any data revolution due to their mediation or interpretative role. In all three countries, this community is limited and needs to be developed for open data and information initiatives to have resonance and bring change.
- 5) **For most citizens and public officials, government is generally unresponsive; this lowers expectations of what government can be and dulls aspirations, which in turn allows government to continue to be unaccountable (vicious cycle).** Open, listening, responsive governance is rare, and without visible positive examples of responsive government in action, cynicism and low expectations become pervasive among citizens.

At the global level, three key processes are providing useful and potential opportunities for open government work at national level, namely the Open Government Partnership (OGP), Open Contracting, and the post-2015 development framework and “data revolution.”

The OGP continues to grow and to change the way government is seen. In Tanzania, the government has made landmark commitments as part of its OGP Action Plan although implementation is weak. Much of the Tanzania section of this section of the annual plan relates to delivery of OGP commitments. Uganda is eligible to join the OGP, but has thus far declined the opportunity, and looks unlikely to change direction at this stage.

With a new post-2015 development framework set to be finalized and launched during the coming year, there is likely to be much global debate on development priorities, including governance and accountability. Further, the “data revolution” will potentially provide new international momentum to efforts to improve data collection and publication.

Within Tanzania and Uganda, the political scene will be dominated by forthcoming elections – in late 2015 in Tanzania and early 2016 in Uganda. These represent an opportunity for Twaweza in two ways. First, elections are themselves a key moment in the relationship between government and citizens – key to shaping national norms of state-society relations. And second, election periods often see political leaders become more willing to engage and listen to citizens – providing a window of opportunity to set the public policy agenda.

Tanzania specifically is set to face one of the most contested and uncertain election periods of its independent history. With declining levels of voter turnout and trust in political offices, and no clear front runner for President, the election presents an unprecedented opportunity to shape citizen-state relations. At the same time the campaign period is fraught with risk given the current political climate in which one of the largest corruption scandals in the country’s history is being unveiled and a deeply polarized debate around a new constitution coming to a head.

### **Risks & Risk Management**

Open government work, particularly where it aims to change norms of government-citizen relations, carries considerable political risk. Politicians and government officials may perceive such work as overly critical or threatening, or may decry it as oppositional or as representing interference by agencies from outside the country. This has occurred previously, for example when the Uganda government refused to allow Twaweza to distribute calendars promoting citizen agency. In the context of national election periods Twaweza will need to navigate the political climate skillfully.

Consequences could include interference with Twaweza operations, through withdrawal of government cooperation or support from Twaweza’s work, or refusal to grant work permits, for example. Or it be more political, with Twaweza or its staff publicly discredited or threatened.

Mitigating this risk requires a number of different strategies, including the following:

- Maintaining a strong network of influential allies and supporters, including among political, civil society, media and donor communities
- Ensuring Twaweza has strong base of support from the general public as a brand that stands for integrity, political independence and intellectual rigor
- Maintaining high quality standards in data collection and analysis work
- Maintaining clear political independence
- Operating as a leader in transparency, both in terms of financial systems and procedures as well as the basis and sources for content

## 2) The Basic Education domain: Context, Risks, and Risk Management

### Basic Education Problems

1. **Schooling does not lead to learning; teachers, education administrators, policy makers, and the public (especially parents) do not focus on or measure core learning competencies (early grade literacy, numeracy and other core competencies).** As Uwezo data has repeatedly shown, many children complete primary school without fully mastering basic skills. There is a lack of understanding about the importance of learning outcomes, and also a lack of critical dialogue about what types of inputs produce better learning outcomes.
2. **Curriculum is too ambitious, and teaching is too far ahead of children's learning levels. There is far too little evidence on effectiveness of curricula, and the little evidence available does not loop back to inform and stir change.** There is ample evidence on learning outcomes lagging relative to the curriculum but little evidence or knowledge on what contents must be prioritized, and what processes are most efficient to guide sensible curricular reform.
3. **Teachers are not sufficiently motivated, supported and held accountable to ensure children learn.** Teachers play a critical role in learning, particularly in resource constrained environments. Yet there is insufficient knowledge about what enhances teacher motivation, and what type of accountability mechanisms reward good performance while at the same time recognizing and correcting for poor performance.
4. **Leadership, management and accountability of school systems are weak and unable to 'pull together' key constituencies (such as parents, teachers, school administrators, and the general community) to work in a concerted fashion to ensure that all children are learning.** There is general consensus that the school and its wider community and leadership play a pivotal part in ensuring that children learn. Yet there is a lack of understanding of what constitutes good school leadership, particularly in relation to learning outcomes, and whether or how it can be generated and sustained.

Overall student learning levels remain extremely low across East Africa, despite more than a decade of major reforms and significant new investments in public education. In Kenya, Tanzania and Uganda, recent nationwide surveys show that large majorities of children are unable to read or do arithmetic at the required level.<sup>1</sup> Across East Africa, students entering secondary and tertiary education institutions as well as labor markets are generally ill prepared. While these challenges are well known, existing reforms and aid instruments have largely failed to improve the situation.

Banerji (2014)<sup>2</sup> argues that it is time to move from the visible (like going to school) to the invisible (like learning), and present this in a manner that parents and a wider population can understand. In forging ahead more reflection, informed by evidence, is needed for *'the problem of inadequate education cannot be solved by more of the same'* (Pritchett 2013:3).

Discussion of learning outcomes ultimately invites many specific themes – among the most prominent are over-loaded curricula, and the availability and capacity of teachers. Data from the region confirms that on the average 80% of the teachers are in school, but during surprise visits many of them are not in class teaching. Another valid concern is that most of these teachers are not well equipped to teach.<sup>3</sup>

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<sup>1</sup> Mugo J et al 2014. A Call to Learning Focus in East Africa: Uwezo's measurement of Learning in Kenya, Tanzania and Uganda. Accepted for Publication ; Jones et al (2014), Can Your Child Read and Count? Measuring Learning Outcomes in East Africa| Afr Econ (2014) 23 (5): 643-672.

<sup>2</sup> Banerji, R. 2014. From Visible to Invisible. Being able to see the crisis in Learning.

<sup>3</sup> UNESCO 2014. EFA Global Monitoring Report. Teaching and Learning: Achieving Education for All. UNESCO Paris.

Education has been a focus area of Twaweza from the onset. The new strategy, starting with 2015, brings the opportunity to not only generate and communicate independent data (as pursued by Uwezo and *Sauti za Wananchi*), but also to engage more deeply with testing of selected initiatives in a new program – What Works in Education (which will include a new phase of KiuFunza, as well as other research-and-testing initiatives). This will build on Twaweza’s work so far as well as on global and local evidence to draw together and promote possible solutions to the crisis in learning in East Africa.

These programs align well with the current rethinking of education strategies at the global level. The new post-2015 development framework for education has been informed by a decade of large scale learning outcome assessments such as Uwezo. These assessments say that schooling does not equal learning and thus pose a range of questions on how - or “What Works” - to get students to learn.

In Tanzania, 2015 will be yet another elections year, but also a time when the gains of the government’s Big Results Now initiative may be consolidated. The focus on learning outcomes that has been achieved over the last five years may move yet to another level. Twaweza’s KiuFunza program has in 2014 already achieved concrete policy impact, having inspired the government to announce directly sending Capitation Grants to schools. Following on this public and policy engagement the organization is set to pursue further results.

In Kenya, two contextual issues will be most important. A curriculum review process has been called by the Ministry of Education and engaging in this process may deliver meaningful effects. Second, initiation of the *Tusome* program, funded by USAID and implemented by RTI International and Ministry of Education may open up new frontiers for our work. Fundamentally, the program’s focus on improving reading at Grades 1 and 2 ought to deliver improved outcomes at Grade 3.

Uganda’s landscape of interventions remains rich, with significant non-state resources targeted at improving learning, especially through development teachers. Good working relations with the teachers’ union (UNATU), as well as the energy being gathered by civil society to claim larger space, may culminate into greater effects and improved working relationships among state and non-state actors.

### **Risks and Risk Management**

Education is a politically sensitive sector: education budgets are large, both in absolute and relative terms, and education results are, in many narratives, equated with national development and ability. The ministers and high level civil servants are always well trained, often PhD holders. Moreover, teachers are politically powerful, with a strong union organization and often representing political power at the local level which provides leverage, especially at election time. The lion’s share of the education budget consists of teacher salaries. The main risk is that interesting work is done but does not have impact because of resistance from an impregnable sector.

This brief summary shows that education reform efforts need to take the political economy of the education sector into account. Mitigating this risk requires a number of different strategies, including the following:

- At the central levels, creating and maintaining personal contacts with the ministerial powers in the sector
- Convening education sector specialists and partners on a regular basis to put Twaweza ideas on the agenda and influence debate as well as to reinforce ideas through multiple voices
- Responding to any opportunity to support governments with data requests, showing that Twaweza is a serious and useful partner

- Retaining visibility both in policy circles and in the media as a credible policy research institution through our programs (Uwezo, KiuFunza, Sauti za Wananchi).

### **3) Program Components: Major aims and key changes in 2015**

#### **3.1 Data & Voice**

This program focuses on generating new data and evidence, and amplifying voices on issues of relevance, in many ways representing the foundation of Twaweza's work. The Sauti za Wananchi mobile phone survey, which has been a tremendous success in Tanzania, will be established in Kenya in 2015. Building on our Tanzania experience, we know that establishing a credible polling mechanism takes careful planning and testing; establishment of working patterns with key partner institutions; as well as time to build a trustworthy reputation. This is the charge for the Kenyan Sauti za Wananchi in 2015. In Tanzania, the two-year old panel of respondents will be replaced with an entirely new sample, to ensure that the data collected continue to be representative of the overall Tanzanian population. In addition, we will separately engage a 200-member panel of citizen monitors (from the same enumeration areas as the core respondents). These individuals will be engaged to check upon (monitor) a few key indicators in selected public services (e.g. functionality of water points in their community, whether data on school budgets has been publicly posted, etc.).

The second arm of this unit is the massive, three-country Uwezo annual learning assessment. The assessment will be undertaken in 2015 in all districts, to allow for inter-country comparisons and ranking of districts. The new census data in Tanzania and Uganda have now been made public, and the sampling frameworks are available. As per Uwezo policy, these new sampling frameworks will be used, with 112 districts (up from 80) in Uganda and 160 districts (up from 133) in Tanzania. In all three countries, sampling errors will be reduced by moving to a new random sample of 30 enumeration areas (EAs). Uwezo Kenya will, for the first time, integrate the systematic collection of data on the nutritional status of children in the sampled households (the measures were piloted during the 2014 assessment). We envision incorporating similar measurements into the Tanzania and Uganda assessments in subsequent years.

Following the Results for Development/Hewlett Foundation evaluations conducted in 2014, the Uwezo tests will be tightened for greater unification across the three countries. Joint revision of the test development frameworks will be a top priority, with a community of practice on test development built by experts in the three countries, to continuously strengthen the Uwezo tests and testing processes. At the same time, a process to develop tests for higher levels (e.g. Grade 5) has been initiated. These will be piloted in 2015, with possible integration into the annual assessment in 2016.

#### **3.2 What Works in Education, and in Open Government**

The work of the unit is three-pronged: gathering and generating relevant information and knowledge, identifying and exploring locally-led solutions (positive deviance), and testing (experimenting with) promising approaches on a small and nimble scale.

In the area of Basic Education, the What Works unit will continue the pioneering work on teacher incentives that has been ongoing through the Tanzania-based KiuFunza experiment. An important achievement was the public announcement by the Minister of Education to start sending capitation grants directly to schools; this has been explicitly linked by the key stakeholders to the KiuFunza pilot.



A second phase labeled “KiuFunza 2” will begin in 2015. A few key differences with KiuFunza 1 stand out. The intervention design has changed: building on current KiuFunza results, the capitation grant payments will no longer be disbursed through Twaweza, partly as a result of the capitation grant policy change announced by the Minister, partly because this is a very expensive intervention. In the new design we will have two versions of the cash-on-delivery treatment, labeled “levels” and “gains”, respectively. The cash-on-delivery levels arm is exactly as before, with a TZS 5,000 bonus for each student that passes all modules of a focal topic test. The cash-on-delivery gains arm is new: this rewards teachers for smaller, incremental learning gains even when a student cannot meet the “levels” threshold. Twaweza will be less directly involved with the actual implementation of the KiuFunza 2 interventions and surveys: in 2015 management will be gradually handed over to an entity such as Innovations for Poverty Action or similar (to be decided in early 2015). As Twaweza is only a co-funder, this entity will also need to help raise additional funds for KiuFunza.

The What Works unit will also conduct a series of evidence-gathering exercises, comprising both of desk reviews as well as convening and brokering expert advice on selected issues. The issues in focus are the bedrock of the Twaweza basic education strategy – i.e., what are models (in addition to monetary incentives) of interventions which motivate teachers; how can the primary level curricula in the three countries be reformed to best support the acquisition of basic competencies; what are models of functional and inspirational school management. In addition to the gathering of evidence, the What Works unit will also get up to its elbows in practice – that is, sourcing, exploring, and verifying existing practices that address unmotivated teachers, over-burdened curricula, and mis-managed schools. Overall, 2015 is envisioned as the year in which we pose the right questions and source interesting answers; the process of testing and replicating models that seem to work is likely to begin in 2016.

Twaweza’s work in open government will build on our current engagement with the Open Government Partnership, becoming both more ambitious in scope, and reflecting new strategic priorities. Tanzania and Uganda will take on work in open government during 2015, with Kenya program coming on board thereafter. Key areas will include maintaining momentum for a progressive Freedom of Information law in Tanzania, and understanding better why existing legislation in Uganda has lain idle as well as exploring possibilities for using it more actively. In both countries we will identify and promote examples of responsive governance in practice, particularly focusing on engagement of young people. In Tanzania, we will also support the establishment of an Institute of Public Accountability, possibly under the leadership of former Controller and Auditor General. And in Kenya the spirit of the open government work will begin in 2015 through the establishment of the Sauti za Wananchi survey, aiming to bring wider and representative public opinion into national conversations.

### 3.3 Public and Policy Engagement

The main business of the Public and Policy Engagement unit is the dissemination of information *in coordination with* measures that actively enable collective action, influence service provider incentives and/or share power over resource allocation. Therefore, while combining Public with Policy engagement, we also recognize these are distinct streams of work: the creation of high-quality, compelling and innovative **communication products** (using a variety of mediums), and proactive, **focused advocacy** with key target audiences.

A trademark component of this unit will be the public-facing launches and engagement opportunities with key data and evidence produced and curated by Twaweza. This includes the Sauti za Wananchi briefs, as well as the Uwezo national, sub-national, and East Africa reports. The Uwezo reports in 2015 will carry analyses that resonate with the global Post-2015 discussion, aligning

Uwezo's independent data with the Education For All (EFA) goals, and providing alternative check to the reports submitted by governments on achievements of the decade. Using this evidence, Twaweza will target greater involvement in shaping the national, regional and global agenda on education. Furthermore, we will sharpen our work in improving the content and the quality of journalistic reporting by exploring new and alternative approaches to increasing data journalism, particularly in Tanzania and Uganda.

For the communication aspect of our work we will bank on our rich experience with different media partners over the past 5 years, and continue to engage with them in three different ways. In each country, some two or three successful media partners will continue in a long term relationship, slightly transformed to fit our new strategy. These are partners that have unrivaled reach and effect and a long term relationship is the best way to leverage their power. Along the way we will measure and adapt. With a second group of partners we will also build a long term relationship but 'book' pieces of work as they come up based on our annual plans. The level of engagement with these partners will fluctuate. Examples are co-producing a storyline in a radio drama season or chapters in a youth comic. The third way is to engage any partner when the need comes up and without any medium or longer term commitments. With all partners we will continue and expand rigorous ways to measure success and adjust accordingly. With a number of the first category partners we have already started experimenting with campaign style of work.

To give the unit an anchor, we will choose one to two main topics in each country (each year), around which we will implement campaigns. By "campaign" we mean concerted, multi-pronged efforts designed to raise broad awareness, galvanize core actors, and foster a productive space among a variety of stakeholders for problem solving. In Kenya, we will build on the evolving positive relationship with the head teachers' association, and focus the campaign around recognizing and promoting good school management practices, also in context of the EFA discussions. In Uganda, the work will centre on promoting responsive governance, particularly young people's engagement in social and political issues in the run up to the general elections in early 2016. In Tanzania, there will be two campaigns in 2015. The first will build on the momentum generated by KiuFunza, focusing on the ministerial commitment to disburse capitation grant money directly to schools, as well as interest expressed in taking up incentives for teacher performance. The second focuses on re-imagining the dialogue between citizens and state, using the opportunity of the upcoming 2015 national elections. The campaign will seek to influence the national discourse and debate around elections on understanding and valuing performance of candidates, coupled with an initiative to gather public pledges from politicians in support of specific policy positions.

### **3.4 Learning, Monitoring & Evaluation**

This unit retains its mandate from the first strategic period: cultivate a culture of critical enquiry, reflection and adaptation within Twaweza. Within this, the functions of monitoring, evaluation, and the learning activities are interlinked, while the specific activities of the LME unit are organized according to the three main functions. Monitoring focuses primarily on generating practical data which can be used to make programmatic management decisions. Evaluation seeks to answer questions where monitoring leaves off – that is, testing the link between intermediate outcomes and outcomes; investigating the core hypotheses of Twaweza's Theory of Change as well as seeking to evaluate the effect of Twaweza's initiatives. The learning activities infuse both strands: the results and lessons are fed back to the organization through a structure of learning activities and documents geared for our own learning purposes, and they are also communicated actively in the international arena.

Building on the strong monitoring system already in place, the LME unit in 2015 will focus on closing the loop – i.e., making best use of – monitoring data for program improvement. We will also endeavor to more seamlessly integrate the tracking of monitoring data into existing management systems (such as Salesforce for contract management). Additionally, the monitoring focus will be placed on tracking and describing, through qualitative methods, the many “soft” outcomes which are essential steps in the process of contributing to the successes, such as convening key constituencies, brokering dialogue, and building coalitions. In 2015 we will also gather relevant “baseline” data for the strategic period. In Tanzania, this will take the form of a nationally representative survey, which is in fact a follow-up to the 2010 baseline survey on citizens’ assessments of education, health and water services, as well as measures of citizen involvement in accountability. In Kenya and Uganda, the baseline exercises will comprise review and collation of existing data (e.g., the Service Delivery Indicators collected by the World Bank), as well as selected collection of original data through pre-existing mechanisms (such as commercial surveys). Another change in 2015 is the start of the new evaluation strategy, which will be defined more sharply through the year. As part of this, new external evaluation partners will be sought and engaged, while most of the research is expected to occur in subsequent years. Last but not least, building on the insightful experience of the externally-led summative evaluation (conducted in Quarter 4 of 2014, and spearheaded by Sida), we will plan for a mini-summative exercise on an annual basis, starting with 2015, to ensure that our story gets well captured and told as we are creating it.

#### **4) Operations: Major aims and key changes in 2015**

Twaweza’s work has always been ambitious, and engaging a team that is qualified, motivated, and committed - and that remains so throughout the year – is key to ensuring its execution. As we embark on the new strategy, starting with 2015, we know that the first part of the year will be about attracting the right sort of talent to fill a number of vacant positions that are a result of strategic changes. Having the right team is one essential component; another is having the right systems in place that support the work of the team. Continuing the improvement of our strong operations systems, financial procedures and thorough administrative regulations that complement the work that we do, and keep things flowing well, remains a priority.

As of 2015, the Finance unit will be split from the Operations unit, each now having its own manager, both of whom report to the Director of Programs and Services. This will allow for greater separation of duties and ownership of each section, led by individuals who are qualified and experienced in each of these areas.

Keeping with our commitment to move to more paperless systems that allow seamless functioning across the three countries, new software elements will allow for the effective management of recruitment processes, from entry into Twaweza until final exit. This is in addition to the already existing processes of attendance and leave management that are currently managed within FlexiEle (the human resource management software). This program also allows greater access to data for analysis and better record-keeping.

In understanding the sensitivity and weight of administration, particularly procurement, we have opted to recruit Administration Officers in Kenya and Uganda, to support procurement and asset management activities on the ground in the respective countries. This allows for greater liaison with suppliers, and room for deeper negotiation on quality and value-for-money.

Finally, the size of the Twaweza team has grown, from 59 staff positions to 74. This is primarily in response to the needs of the new strategy and the new program components derived from our Theory of Change. A number of aspects in our new strategy are different from our old one, and

require different skills, in different numbers. The change in the number of staff is also in acknowledgement of the incredible workloads that the previous team were taking on. Staff were working long hours, and 'limited bandwidth' was a recurring complaint as the team juggled a large number of tasks and requests.

## **5) Governance and Management: Major aims and key changes in 2015**

A new strategy means multiple changes on different fronts. Our values, always a strong foundation from which all our work is conducted, have been updated, and one of the first aims will be ensuring that all staff are familiar with them, and embody them in the work that they do on a daily basis. Our team has changed as well. Over the course of the first strategy, Twaweza grew organically, and the structure in place was not always the best placed to facilitate the work that we were doing. Through engaging an experienced and highly-recommended consultant, we were able to review our setup, and come up with a new one that better fits what we are trying to do. The new organogram is available upon request.

Not only does Twaweza have a new Executive Director, our management structure has also changed effective January 1 2015, giving way to a new setup that is better suited to the new program components. The founding Head of Twaweza steps down as of December 31 2014, a transition more than a year in planning. At the time of writing this Annual Plan, a new Executive Director has already been identified, following a thorough and conclusive executive search process spearheaded by a committee comprised of a mix of board members and senior staff, together with a well-respected search firm. The Senior Management Team is now made up of three directors, one for Programs and Services, one for Data and Voice, and one for Learning, Monitoring and Evaluation. Each of these directors has been part of the Twaweza team for more than two years, ensuring continuity and stability in key leadership positions during this time of significant change.

As of January 2015 Twaweza East Africa becomes an independent entity, incorporated in Tanzania, and with certificates of compliance allowing us to operate in Kenya and Uganda (after being housed by Hivos over the first strategy period). While Hivos will maintain an oversight role in 2015 and 2016, with clear benchmarks that will mark Twaweza's operational and organizational strength, essentially Twaweza now stands on its own. In addition, we will have a new Governance Board as of April 2015, comprised of seven to nine members, who will have fiscal oversight of Twaweza's operations.

On a lighter note, in January we will formally bid farewell to the former Head, Rakesh Rajani before he departs from Tanzania, and at the same time officially welcome the new Executive Director. At this event, slated for January 8 2015, we will invite our programmatic partners, friends of Twaweza, the donor community, government partners, and many others to join us in celebrating Twaweza's first strategy period, its people, and its work.

### **Risks and Risks Management**

There are a lot of changes in Twaweza as we embark on this new leg of our journey: a new Executive Director, a new management structure, a new strategy, a new Theory of Change, new program components, some new staff, new governance structures, and more. To offset any risk, although we are confident that the organization is strong, stable and qualified, Hivos will maintain an oversight role in which they have many years of experience. Similarly, making sure that the members of the Governance Board come from a range of backgrounds, from research to finance to legal, means that they can support a number of different areas that can ensure smooth progress for Twaweza. Moreover, there is a lot of continuity in staff, in systems, in processes, and in ways of thinking. These are what will shepherd the new Twaweza through this first year of changes, and we are confident that the organization will continue to shine.



## 6) Budget

The budget for 2015 is USD 19.2m. Compared to the 2013 budget of 24.5m for Uwezo and Twaweza combined, the last year we conducted a full Uwezo assessment, this is a 25% reduction of the budget. This year we have put considerable emphasis on producing a realistic plan and budget.

Four main changes mark Twaweza's 2015 budget:

- 1) Twaweza and Uwezo have integrated plans for the first time: one plan, one budget. This does not mean that the amounts have simply been added together. Uwezo as a unit is now fully integrated in Twaweza's structure leading to a harmonized program.
- 2) All Twaweza's work is organized around the formulated problems and successes in the Basic Education and Open Governance domains. Rather than taking units as the organizing principle of the annual plan, the successes and their activities/outputs form the organizing principle. In our view, this way of planning requires the best coordination possible from the start. More than ever before, all the units are lined up to achieve the same successes.
- 3) While in the past Twaweza played the role of broker, engaging in partnerships with implementing organizations, in 2015 the greater part of the budget is implemented by Twaweza providing greater control over the plan.
- 4) Planning is more detailed than before, and we believe more accurate. Using our experience of the past five years we are able to plan with greater specificity, based on actual implementation and a nuanced understanding of the costs. We believe that this more realistic way of planning will lead to higher percentage execution of the annual budget – not because we feel pressured to spend the money but because we predicted better. A possible downside of this higher level of detail is that we might lose our flexibility and agility, for which reason we will conduct a more thorough mid-year review process (as explained below).

We are introducing a mid-year review to be done by the end of July each year. Based on actual expenditure under each budget line and a number of other factors, we will predict actual expenditure at the end of the year. This informs a revised budget following the principles that the total of the main budget lines remain intact and that budgets locked into activities that underperform are made available to well performing activities or newly planned initiatives within the domains of the defined problems and successes. Making good use of our advanced accounting system, Twaweza will generate regular budget versus expenditure overviews to support the implementation process and stay on track with the annual plan.

## Annex 1: TWaweza Problems and Success Statements 2015-2018

Open Government		
Problems		Key Success in 2015
O1 There is no robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.	O1S1	Tanzania: Progressive FOI legislation enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress.
	O1S2	Uganda: Blockages to effective use of existing FOI legislative and institutional framework identified and documented
O2 The quality and integrity of data collected by government (on budgets, expenditures, natural resources and basic services) is poor and data are not made publicly available in a timely, systematic and meaningful fashion.	O2S1	Tanzania: Uwezo and Sauti data and at least four of the following datasets published consistent with open data principles: exam results, school facilities (BEST), capitation grant disbursements, rural waterpoints mapping, medical supplies distribution, anonymized census micro-data, pre-election data (candidates), election results, CAG audit reports;
	O2S2	Uganda: At least two key datasets published as open data (TBD)
	O2S3	Simple methodology for data quality and access to information audit developed and tested, with (but not limited to) disaggregated focus on young people (Tanzania & Uganda)
	O2S4	At least three independent monitoring exercises on basic service provision conducted and shared (could include use of Uwezo and Sauti infrastructure) (Tanzania & Uganda)
O3. Public debate and policy making are not informed by reliable and independent monitoring information on key services and sectors (e.g. health, water, natural resources, and governance) and citizen opinions on these matters.	O3S1	Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate (Tanzania & Kenya)
	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
O4. The number and capacity of intermediaries and curators who can demand information and data from the government and make it meaningful to the public (tell great stories) is limited.	O4S1	Data journalism established in at least one major media house (Tanzania & Uganda)
	O4S2	Scoping study done on identifying demand for data & information, and the "state of" intermediaries and how to work with them (Tanzania & Uganda)
O5. For most citizens and public officials, government is generally unresponsive; this lowers expectations of what government can be and dulls aspirations, which in turn allows government to continue to be unaccountable (vicious cycle).	O5S1	Identify and promote examples and case studies of public agency (demonstrating responsive government and/or active citizenship), with particular attention to role of (MPs) and young people
	O5S2	Policy issues of concern to citizens, including young people, are identified/collected and raised – and informed debate on issues fostered -- during 2015 general election campaign (Tanzania)
Basic Education		
Problems		Key Success in 2015
E1: Schooling does not lead to learning; teachers, education administrators, policy makers, and	E1S1	An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy

the public (especially parents) do not focus on or measure core learning competencies (particularly early grade literacy and numeracy).	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.
	E1S3	Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority
	E1S4	Policy debate stimulated at sub-national levels to prioritize measured learning outcomes as policy priority
E2: Curriculum is too ambitious, and teaching is too far ahead of children's learning levels. There is far too little evidence on effectiveness of curricula, and the little evidence available does not loop back to inform and stir change.	E2S1	Evidence (incl. collating teachers' opinion & assessment of teachers' knowledge on curriculum) is produced on the effectiveness of primary school curricula (history, logic, contents and implementation).
	E2S2	Evidence on effective curricula is shared through a consultative process (including a knowledge sharing platform)
E3: Teachers are not sufficiently motivated, supported and held accountable to ensure children learn.	E3S1	Evidence is produced on 'What works in improving teacher motivation and accountability'
	E3S2	A teacher performance program is piloted and idea, details and findings shared with key actors (including donors and non-state actors) on improvement of overall teacher motivation
	E3S3	Evidence-based policy position paper on teacher motivation is produced and shared
E4: Leadership, management and accountability of school systems are weak and unable to 'pull together' key constituencies (such as parents, teachers, school administrators, and the general community) to work in a concerted fashion to ensure that all children are learning.	E4S1	Evidence is produced, on what works in improving school leadership and management
	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
	E4S3	Evidence on what works in improving school leadership is shared with head teachers through unions and professional associations to inspire improved school leadership
	E4S4	Head teachers debate widely and report on interventions to improve learning in their schools.

Learning, Monitoring & Evaluation		
Problem		Key Success in 2015
We implement without knowing if our initiatives are working well and achieving aims effectively, and do not make the necessary adaptations to improve practice	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.
	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.
	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
Total (across all areas)	28	

## Annex 2: BUDGET

### SUMMARY

	Tanzania	Uganda	Kenya	Reg/Glob	Total	%
<b>Open Government</b>						
O1 Freedom of Information Act	7,800	10,000	-	-	17,800	
O2 Open data by Govt	122,579	60,900	-	66,100	249,579	
O3 Independent Monitoring (incl. Suati)	635,384	-	433,580	50,900	1,119,864	
O4 Intermediaries and demand	62,500	38,500	-	16,000	117,000	
O5 Responsive government	532,262	170,000	-	29,000	731,262	
<b>Total Open Government</b>	<b>1,360,525</b>	<b>279,400</b>	<b>433,580</b>	<b>162,000</b>	<b>2,235,505</b>	12%
<b>Education</b>						
E1 Learning outcomes (incl Uwezo)	3,144,824	1,776,661	2,250,842	507,336	7,679,663	
E2 Ambitious curriculum	11,750	12,300	25,150	-	49,200	
E3 Motivated teachers (incl KF)	2,294,594	70,400	27,000	112,600	2,504,594	
E4 School management	122,778	121,600	191,000	8,000	443,378	
<b>Total Education</b>	<b>5,573,947</b>	<b>1,980,961</b>	<b>2,493,992</b>	<b>627,936</b>	<b>10,676,836</b>	56%
<b>LME</b>						
LME1 Monitoring	168,600	143,500	81,000	12,000	405,100	
LME2 Evaluation	365,000	15,000	19,500	193,400	592,900	
LME3 Learning	21,600	1,600	1,600	60,000	84,800	
<b>Total LME</b>	<b>555,200</b>	<b>160,100</b>	<b>102,100</b>	<b>265,400</b>	<b>1,082,800</b>	6%
<b>Generic outputs from Units</b>	<b>73,500</b>	<b>-</b>	<b>-</b>	<b>50,453</b>	<b>123,953</b>	1%
<b>Staff salaries and benefits</b>						
Programs	451,724	412,187	356,837	1,763,857	2,984,606	
Support	110,640	77,550	80,416	347,274	615,881	
<b>Total Salaries and benefits</b>	<b>562,364</b>	<b>489,737</b>	<b>437,254</b>	<b>2,111,131</b>	<b>3,600,486</b>	19%
<b>Operations and finance</b>	<b>410,585</b>	<b>137,020</b>	<b>194,880</b>	<b>131,429</b>	<b>873,914</b>	5%
<b>Governance and Management</b>						
G1 Improved planning and reporting				15,000	15,000	
G2 Management and strategic support				219,895	219,895	
G3 Compliance				58,400	58,400	
G4 Governance				39,500	39,500	
<b>Total Governance and management</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>332,795</b>	<b>332,795</b>	2%
<b>Contingency</b>				<b>300,000</b>	<b>300,000</b>	
<b>Grand total</b>	<b><u>8,536,121</u></b>	<b><u>3,047,218</u></b>	<b><u>3,661,806</u></b>	<b><u>3,981,143</u></b>	<b><u>19,226,288</u></b>	100%



TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
<b>Grand Total</b>								
<b>OPEN GOVERNMENT</b>								
<b>Problem O1: Legislative basis &amp; mechanisms for Freedom of Information act</b>								
<b>Success O1S1: Progressive FOI legislation enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress.</b>								<b>7,800</b>
O1S1	<b>Output 1. Background paper written on FOI in TZ</b>			WWO		PPE-E		<b>5,800</b>
O1S1	Gather information and write background paper (on FOI Coalition history, legal status and process, global best practice)		FOI Coalition, Zitto Kabwe, MCT, Article19, CLD, AFIC	WWO	.MWWOG	PPE-E	J	-
O1S1	Identify supportive MPs		Zitto Kabwe, January Makamba, FOI Coalition	PPE-E	J	WWO	.MWWOG	-
O1S1	Conduct rapid analysis of draft legislation, in partnership with FOI Coalition members, supportive MPs, OGP stakeholders		Supportive MPs, FOI Coalition, OGP stakeholders	WWO	.MWWOG	PPE-E	J	3,500
O1S1	Request analysis of draft legislation from Centre for Law and Democracy (CLD)		CLD	WWO	.MWWOG			-
O1S1	Conduct one Sauti round on Freedom of Information in Tanzania from a citizens' perspective			SzW	EM	PPE-C	TY	-
O1S1	Write FOI brief, based on background paper, analyses of draft legislation			WWO	.MWWOG	PPE-C	RC	-
O1S1	Publish FOI brief (from Output 1)	MPs, media, key ministries (ministers and permanent secretaries), NGOs	FOI Coalition, esp MCT	PPE-C	RC	WWO	.POWWOG	1,500
O1S1	Launch the brief with members of the media and key FOI partners and distribute to key actors	MPs, media, key ministries (ministers and permanent secretaries), NGOs	FOI Coalition, esp MCT	PPE-E	J	WWO	.MWWOG	800
O1S1	<b>Output 2. Close links with Freedom of Information Coalition and Open Government Partnership stakeholders developed</b>			PPE-E	J	WWO	.POWWOG	<b>2,000</b>
O1S1	Initial outreach, meetings, one joint stakeholder event	FOI Coalition, OGP Stakeholders	MCT	PPE-E	J	WWO	.POWWOG	500
O1S1	Ongoing meetings, joint stakeholder events	FOI Coalition, OGP Stakeholders	MCT	PPE-E	J	WWO	.POWWOG	1,500
O1S1	PPE-E & WWO units (enabled in Q1 by LME) keep track of progress markers through Outcome Mapping; progress reviewed quarterly	internal		PPE-E	J	LME		-
O1S1	<b>Output 3. Debate on the content of the legislation and the need for its enactment generated among NGOs, media and key policy-makers</b>			PPE-E	J	PPE-C	TY	-

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O1S1	<b>Output 4. Pro-FOI actors within government supported with evidence to back up their case and provided with advice on how to make the law progressive</b>			WWO		PPE-E		-
O1S1	One to one meetings and outreach to understand pro-FOI government actors' information needs	Select MPs, OG Partnership champions, FOI champions in government (particularly those with links to the President)	FOI Coalition	WWO	.MWWOG	PPE-E	J	-
O1S1	Produce short written pieces in response to these needs and on key issues not covered by direct information requests	Select MPs, OG Partnership champions, FOI champions in government	FOI Coalition	WWO	.MWWOG	PPE-C	TY	-
O1S1	Outreach to President Jakaya Kikwete and key actors for Twaweza to feedback on any draft legislation and provide best practice case studies	President	Rakesh Rajani, Togolani Mavura, Angellah Kairuki, Matt Chikawe	WWO	.MWWOG	PPE-E	J	-
O1S1	PPE-E & WWO units keep track of progress markers through Outcome Mapping; progress reviewed quarterly	internal		PPE-E		LME		-
<b>Success O1S2: Blockages to effective use of existing FOI legislative and institutional framework identified and documented</b>								-
<b>Problem O2: Data collected by gov</b>								
<b>Success O2S1: At least four of the following datasets published as open data: exam results, school facilities (BEST), capitation grant disbursements, rural waterpoints, medical supplies distribution, anonymized census micro-data, pre-election data (candidates), election results, CAG audit reports; and also Uwezo &amp; Sauti (according to standards)</b>								95,300
O2S1	<b>Output 1. Position paper written on user-friendly open data</b>			WWO				600
O2S1	Desk review to write position paper, including making the case for open data, how to make open data user-friendly, identification of key datasets	Government data custodians in line ministries, NBS, BRN, NECTA, NEC other data publishers	WB, OK fellow, Kinu	WWO	.MWWOG			-
O2S1	Publish position paper	Government data custodians in line ministries, NBS, BRN, NECTA, NEC other data publishers	WB, OK fellow, Kinu	PPE-C	RC	WWO	.MWWOG	500
O2S1	Distribute position paper in hard copy to relevant actors			PPE-E	.PACA			100

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O2S1	Monitor distribution position paper: Online publish - we do google analytics. No launch and this is English limited print run. Target audience as per audience column.	internal		LME	NK			-
O2S1	<b>Output 2. Twaweza's own data (Uwezo, Sauti) published in user friendly manner, in accordance with position paper</b>			WWO				21,600
O2S1	Prepare detailed TOR, secure partner	Government data custodians (relevant ministries (ministers, permanent secretaries, ICT / data officers, BRN)		WWO	.MWWOG	PPE-C	RC	-
O2S1	Design and build of portals, in a professional manner with clear time lines, responsibilities and deliverables	Data custodians and users in national and local government, academics/researchers, media, politicians	Involve Arnold Minde	WWO	.MWWOG	PPE-C	RC	20,000
O2S1	Keep close user statistics and review portals periodically.			WWO	.MWWOG	PPE-C	RC	-
O2S1	Continuous refinement of portals, incorporating feedback, etc.	internal		WWO		LME	NK	
O2S1	Two launch events and policy dialogue to showcase portals and encourage government co-operation to produce them for other datasets	Data custodians and users in national and local government, academics/researchers, media, politicians		PPE-E	J	WWO	.MWWOG	1,600
O2S1	Media monitoring of launch coverage	internal		LME	NK			-
O2S1	<b>Output 3. Relationships built and maintained with key actors (eGA, WB, data users, BRN, OGP TZ, etc.), to press for user-friendly publication of key datasets</b>			WWO				-
O2S1	Consult with key actors during preparation of position paper (output 1)	see output 1		WWO	.MWWOG	PPE-E	J	-
O2S1	One to one meetings and outreach to understand key stakeholders needs/views re open data. Reports from meetings produced, including potential for user friendly publications, and shared internally	e-gov Agency, BRN, WB, NBS		WWO	.MWWOG	PPE-E	J	-
O2S1	PPE-E & WWO units (enabled in Q1 by LME) keep track of progress markers through Outcome Mapping; progress reviewed quarterly	internal		WWO	.POWWOG	LME		-
O2S1	<b>Output 4. Key government-held datasets published, either by government or with Twaweza support, in user-friendly manner</b>			WWO				73,100
O2S1	Identify 8-10 priority datasets for publication	Line ministries, NEC, NECTA, NBS,	e-gov agency, WB	WWO	.MWWOG	PPE-E	J	-
O2S1	Approach custodians (with e-gov agency / WB) to propose publication	Line ministries, NEC, NECTA, NBS,	e-gov agency, WB	WWO	.MWWOG	PPE-E	J	-
O2S1	If necessary, provide technical support and finance to publish key datasets in user-friendly manner	Selected ministries		WWO	.MWWOG			12,000

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O2S1	PPE-E & WWO units (enabled in Q1 by LME) keep track of progress markers through Outcome Mapping; progress reviewed quarterly	internal		WWO	.POWWOG	LME		-
O2S1	Launch two public dataset together with responsible government unit			PPE-E	J			2,000
O2S1	Creatively promote the use of the datasets online (blogs, social media, own quick analyses as blog and email (see mtega weekly posts as example), Google AdWords)			PPE-C	RC			1,500
O2S1	Produce internal learning document on the process and results			WWO		LME		-
O2S1	Long term consultant to help shape and deliver on the Open Government program			WWO				57,600
O2S1	Analyze statistics for the portals supported by Twa (if makes sense by end of 2015)			LME	NK			-
<b>Success O2S2: At least two key datasets published as open data (TBD)</b>								-
<b>Success O2S3: Simple methodology for data quality and access to information audit developed and tested, with (but not limited to) disaggregated focus on young people (Tanzania &amp; Uganda)</b>								-
<b>Success O2S4: At least three independent monitoring exercises on basic service provision conducted and shared (could include use of Uwezo and Sauti infrastructure) (Tanzania &amp; Uganda)</b>								<b>27,279</b>
O2S4	<b>Output 1. Agreement secured from implementing partners to conduct independent monitoring, analysis (consultant, in-house or partner-led) and communications on the findings</b>							-
O2S4	<b>Output 2. Three publications produced and launched on independent monitoring exercises that looks at accessibility, timeliness and usefulness of publicly available government data</b>			PPE-C				<b>27,279</b>
O2S4	Produce one brief per quarter	Government data custodians (relevant ministries (ministers, permanent secretaries, ICT / data officers, BRN)		WWO	.POWWOG	PPE-C	RC	4,500
O2S4	Sauti round each quarter			SzW				-
O2S4	Print one brief each quarter, Q1 on methodology, and Q2-4 on one ministry each Q			PPE-C		WWO		6,000
O2S4	Launch each brief			PPE-C	RC	WWO	.POWWO	2,400
O2S4	Distribute each brief			PPE-C	RC	WWO	.POWWO	1,050
O2S4	Media monitoring of launch coverage			LME	NK	PPE-C	RC	
O2S4	One Minibuzz show per brief produced and aired			PPE-C	RC	WWO	.POWWO	8,655
O2S4	Monitoring MB: If FGD in Q2, combine with previous; can repeat in Q3 and warranted	Twa & MB		LME	NK	WWO	.POWWOG	-
O2S4	One program on television and one on radio per brief, via Sahara Media Group outlets.			PPE-C	RC	WWO	.POWWOG	4,674



TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O2S4	Monitoring Sahara: short-term clipping (1 month) and analysis via consultant (based on TMF tool);	Twa & Sahara		LME	NK	WWO	.POWWO G	-
O2S4	One op-ed per brief produced and published			PPE-C	RC	WWO	.POWWO	-
O2S4	Engage with cartoonist to depict issues in newspapers (at least one per quarter)			PPE-E	J	PPE-C	TY	-
<b>Problem O3: Independent monitoring &amp; public opinion</b>								
<b>Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate (Tanzania &amp; Kenya)</b>								<b>635,384</b>
O3S1	<b>Output 1.SzW in Tanzania</b>			<b>SzW</b>				<b>581,280</b>
O3S1	1. SzW 1st Panel in Tanzania - Final rounds & Closure	Media, MPs, key actors	Ipsos Tanzania	SzW	EM			114,000
O3S1	2. Baseline Survey - SzW's 2nd Panel in Tanzania	Sample	Ipsos Tanzania	SzW	EM			292,880
O3S1	3. SzW 2nd Panel in Tanzania - Call Rounds	Media, MPs, key actors	Ipsos Tanzania	SzW	EM			140,800
O3S1	4. Management of the Survey	Sample	Ipsos Tanzania	SzW	EM			10,800
O3S1	5. SzW Endline Video	Media, MPs, key actors		PPE-C	RC	SzW	EM	12,000
O3S1	Low end smart phones for citizen monitors			SzW	EM			10,000
O3S1	6. Banners, cartoons, promotional material, revisit field pack	Media, MPs, key actors		PPE-C	TY	SzW	EM	4,000
O3S1	<b>Output 2. Eight call rounds from Sauti za Wananchi curated and shared with key actors in media, government and among civil society</b>			<b>PPE-E</b>				<b>54,104</b>
O3S1	Produce six briefs (translate and print)			PPE-C	TY	SzW	EM	9,000
O3S1	Launch six briefs			PPE-E	J	SzW	EM	4,800
O3S1	Distribute six briefs			PPE-E	J	SzW	EM	2,100
O3S1	Media monitoring of launch coverage			LME	NK			
O3S1	1 program per brief on radio and 1 on TV, via Sahara Media Group, 12 total (six TV and six radio)			PPE-E	J	SzW	EM	9,354
O3S1	Monitoring Sahara: clipping & analysis; pick 1 brief (1 month), test the effect of SMG over the year (including work under other outputs)			LME	NK			
O3S1	1-2 Minibuzz programs on each brief, 10 total			PPE-E	J	SzW	EM	28,850
O3S1	Monitoring MB: FGD & Omnibus			LME	NK			
O3S1	Engage with cartoonist to depict issues in newspapers (at least one per quarter)			PPE-E	J			-
<b>Success O3S2: Data from independent monitoring of core outcomes and functions of basic services and sectors (e.g., health, education, water, natural resources) is gathered and shared in a manner that informs public (media) and policy (parliament) debate</b>								-
<b>Problem O4: Intermediaries &amp; demand</b>								
<b>Success O4S1: Data journalism established in at least one major media house (Tanzania &amp; Uganda)</b>								<b>24,100</b>

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O4S1	<b>Output 1. Scoping study written on status of data journalism in East Africa, including mapping of media houses, capacity review, and learning from Code4Kenya experience</b>							-
O4S1	<b>Output 2. Data journalism award category established as part of the Excellence in Journalism in Tanzania, to provide positive incentives for data journalism</b>			PPE-E				2,500
O4S1	Develop concept paper including criteria for judgment, approach MCT, secure agreement	journalists, editors / managers	Media Council of Tanzania	WWO	.POWWOG	PPE-E	J	-
O4S1	EJAT award event (usually in March)	data journalists	Media Council of Tanzania	PPE-E	J	WWO	.POWWOG	2,500
O4S1	EJAT monitoring: keeping track of any media coverage and combine with stories of the significance of the award (for internal learning)			LME	NK			-
O4S1	<b>Output 3. Data journalism unit or strand of work established a media house</b>			WWO				21,600
O4S1	Support Media house to develop criteria and workflow for external submissions in terms of data journalism (visuals, analysis, offering datasets)	Developers / hackers	Arnold Minde, , media house, Mwananchi Communications Limited	WWO	.POWWOG	PPE-E	J	1,500
O4S1	Support media house to recruit interns from ICT community	Developers / hackers	Arnold Minde, , media house, Mwananchi Communications Limited	WWO	.POWWOG	PPE-E	J	1,000
O4S1	Support media house with a part-time 'resident' Data/IT specialist			WWO				15,000
O4S1	Convene a meeting of organizations that can formally act as sources of data (respond on request) for media house, establish terms			WWO	.POWWOG	PPE-E	J	500
O4S1	Twaweza and participating organizations to provide data and research summaries on request to media house	NGOs, MPs, policy-makers, other media outlets	REPOA, ESRF, World Bank, media house	WWO	.POWWOG	PPE-E	J	-
O4S1	Media house data journalism monitoring: case study on process, outputs. Case study to combine media coverage & stories from the award (previous output).			LME	NK		J	3,600
O4S1	<b>Output 4. Identified media houses and journalists provided with a regular supply of interesting data, in both raw and analyzed form, including data produced by Twaweza</b>			PPE-E				-
O4S1	Provide all Sauti data and briefs to data journalism team in media house		MCL or other Media house	PPE-E	J			-
O4S1	Feed data from other sources to media house		MCL or other Media house	PPE-E	J			-
O4S1	Produce occasional data journalism pieces for media house, drawing on Twaweza and other data		MCL or other Media house	WWO	.MWWOG	PPE-E		-

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O4S1	Monitoring media house: media coverage of data produced / given by Twaweza; to be combined with case study on MCL		MCL or other Media house	LME	NK	PPE-E		-
<b>Success O4S2: Scoping study done on identifying demand for data &amp; information, and the "state of" intermediaries and how to work with them (Tanzania &amp; Uganda)</b>								<b>38,400</b>
O4S2	<b>Output 1. Scoping study to identify intermediaries of high potential</b>			WWO				<b>12,000</b>
O4S2	Develop TOR for consultant to identify (i) demand for data and information, (ii) high potential intermediaries from among media, civil society and tech communities	media, media stakeholders, civil society, tech community	WB, OK fellow	WWO	.POWWOG	PPE-C	RC	-
O4S2	Contract consultant to conduct study	Twaweza		WWO	.POWWOG	PPE-C	RC	12,000
O4S2	<b>Output 2. Pilot initiated working with at least two curators and transporters of data in Tanzania.</b>			WWO				<b>26,400</b>
O4S2	Approach 3-5 intermediaries as identified in scoping study to develop full proposals for pilot activities	media, media stakeholders, civil society, tech community	TBD	WWO	.POWWOG	PPE-E	J	-
O4S2	Two pilot initiatives - small scale initiatives by media / civil society / tech community to gather, process and communicate data and information in user friendly ways	TBD	TBD	WWO	.POWWOG			24,000
O4S2	Monitoring curators: mapping of the process of bringing the curators onboard (using OM). Led by WWO, facilitated by LME.			WWO		LME	NK	-
O4S2	Monitoring the transport of data -- need more detail on the pilots before we can plan. Assuming here that the initial scope will be small, so budgeting for qualitative work (via consultant).			LME	NK			2,400
<b>Problem O5: Responsive government</b>								
<b>Success O5S1: Identify and promote examples and case studies of public agency (responsive government &amp; active citizenship working in tandem), to government (MPs) and young people</b>								<b>158,158</b>
O5S1	<b>Output 1. Coalition of CSOs, media and popular artists established, to collect, curate and disseminate young people's views through a wide variety of platforms (e.g. Minibuzz, concerts, TV debates, essay competitions, etc.)</b>							-
O5S1	<b>Output 2. Former CAG supported to document experience and to establish institute to provide support to other accountability actors</b>			WWO				<b>99,600</b>
O5S1	Support-writer to produce 2 chapters of book documenting former-CAG's experience in office		Accountability Institute, Journalist / writer (Kibanda?)	WWO	.MWWOG			4,000
O5S1	High profile public lectures, broadcast on TV	Politicians, government officials, general public	Accountability Institute, TV station	PPE-E	J	WWO	.MWWOG	15,000

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O5S1	An easy-to-navigate website to make audit reports and findings more easily accessible to the public	politicians, media, general public	Accountability Institute, NAO, tech partner	WWO	.MWWOG			8,000
O5S1	Produce Strategic Plan	potential donors	Accountability Institute	WWO	.MWWOG			3,000
O5S1	Facilitate donor meeting to finance Strategic Plan	potential donors	Accountability Institute, one supportive donor to host	WWO	.POWWOG	PPE-E	J	1,000
O5S1	Support former CAG and institute for six months		Accountability Institute	WWO	.MWWOG			48,000
O5S1	SzW round on Oil&Gas and accountability to support the Wajibika conference in June			SzW				-
O5S1	Produce, print, launch, distribute SzW brief			PPE-C				2,600
O5S1	Experienced and connected consultant to support Twaweza's OG work, especially set up and activities of the Accountability Institute	politicians, media, general public	Accountability Institute, NAO, PAC/audit experience	WWO	.MWWOG			18,000
O5S1	Mon ex-CAG: Description / case study (using OM). Lead by WWO; supported by LME. (Output: case study)			WWO		LME	VL	-
O5S1	<b>Output 3. Coalition of three-four youth focused, community-based CSOs established to identify and promote examples of public agency</b>			WWO				<b>24,000</b>
O5S1	Write concept paper, approach key partners and secure agreement to identify and promote case studies.	young Tanzanians, MPs, media	Restless Development, Foundation for Civil Society, Tamasha, Uongozi, Policy Forum, Femina, Change Tanzania, WTS, CSSC	WWO	.POWWOG			-
O5S1	Twa and partners collaborate on two projects to identify examples of public agency. using PD approach: data analysis (quant and qual) and validation	young Tanzanians, MPs, media	Restless Development, Foundation for Civil Society, Tamasha, Uongozi, Policy Forum, Femina, Change Tanzania, WTS, CSSC	WWO	.POWWOG			16,000
O5S1	Participate in one PD activity in collaboration with partner, including qualitative fieldwork,			WWO	.POWWOG			8,000
O5S1	Partner with WTS Tanzania to feature examples of public agency in Shujaaz FM magazine dist via Coca Cola and others, and on radio	young Tanzanians	Well Told Stories	PPE-C	TY			-



TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O5S1	<b>Output 4. Examples of public agency curated and targeted broadcast to reach segment audience</b>			PPE-E				3,000
O5S1	Consultant who knows how to tell stories and connected with media to help connect PD findings to (local) radio, networks of coalition partners, TV	young Tanzanians	Restless Development, Foundation for Civil Society, Tamasha, Uongozi, Policy Forum, Femina, Change Tanzania	PPE-E	.POWWOG	PPE-C		3,000
O5S1	<b>Output 5. Feature film (and accompanying print materials) featuring public agency as core storyline produced and distributed</b>			PPE-C				31,558
O5S1	Write concept, approach potential production partner, contract		TDB	PPE-C	TY			12,500
O5S1	Production		TDB	PPE-C	TY			7,500
O5S1	Broadcast via Star TV		Star TV	PPE-E	J			1,558
O5S1	Commercial distribution			PPE-C	TY			5,000
O5S1	Launch of film at local theaters and Facilitated dissemination of film through partners			PPE-C	TY			5,000
O5S1	Mon of feature film: Feedback - follow social media related to film, get also feedback through Restless & Fema groups.			LME	NK			
O5S1	Mon of Shujaaz: review & input into Shujaaz own monitoring to understand engagement with materials			LME	NK			
O5S1	<b>Output 6. Methodology for "public accountability idol" developed, with a view to launch programme in 2016</b>			WVO	.MWWOG			
O5S1	Review literature on Nepalese program, other similar initiatives worldwide			WVO	.MWWOG			-
O5S1	Establish methodology including format, tools, process			WVO	.MWWOG	PPE-C	RC	-
<b>Success O5S2: Policy issues of concern to citizens, including young people, are identified/collected and raised – and informed debate on issues fostered -- during 2015 general election campaign (Tanzania)</b>								374,104
O5S2	<b>Output 1: Candidates for presidency and parliament mobilised to sign up to election promises on ten key issues</b>			PPE-E	.ED	WVO	.MWWOG	220,104
O5S2	Secure agreement from potential partners (celebrities, media, CSOs)	celebrities, Sahara, TBC, Clouds, CSOs		PPE-E	.ED			1,400
O5S2	Produce film, poster, hashtag, of the key idea and the ten promises	candidates	Maweni Farm, Compass Comms	PPE-E	.ED			10,000
O5S2	Launch event		Coalition partners	PPE-E	.ED			800
O5S2	Broadcast twenty programs (each on radio and TV) about the pledges through partnership with Sahara Media Group	electorate	Sahara Media Group, CSSC	PPE-E	.ED			31,170
O5S2	Broadcast fifteen programs on Minibuzz	electorate	Minibuzz	PPE-E	.ED			43,269
O5S2	Engagement with social media	engaged electorate	Change Tanzania	WVO				
O5S2	Focus on commitments in magazine	young electorate	Femina, Kingo, CSSC, Shujaaz	WVO	.MWWOG	PPE-C	RC	22,000

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O5S2	Mon of commitments in media: Sahara, MBuzz, social media as in previous (including clipping for Sahara, feedback for MB, social media and magazine).			LME	NK			
O5S2	Produce booklet about the commitments	electorate	Coalition partners, illustrators	WWO	.MWWOG	PPE-C	RC	1,000
O5S2	Print and distribute Postcards/Posters	electorate	Coalition partners, CSSC	PPE-C	RC			16,000
O5S2	Facilitate up to five civil society organizations with strong community links and a focus on governance to organize local petitions to candidates to sign the pledges		Coalition partners (CSSC, Foundation for Civil Society, LHRC, Restless)	PPE-E	.ED			10,000
O5S2	Monitor CSO commitment action: facilitate following / telling of the story of the 5 CSOs. Easiest is through a consultant & OM; could be more inventive, include video, etc.			LME	NK			6,000
O5S2	Produce SzW brief on the commitments			PPE-C				1,500
O5S2	Launch Sauti brief			PPE-C				800
O5S2	Distribute Sauti brief			PPE-C				300
O5S2	Produce a cartoon from Sauti brief and publish in a newspaper			PPE-C				65
O5S2	Quarterly Sauti poll on political preferences of citizens approx Feb, May and Aug			SzW				-
O5S2	Produce, print, launch, distribute SzW brief			PPE-C				7,800
O5S2	Produce printed output for MPs and other elected officials on the pledges (pledge card)	MPs, other candidates	Coalition partners	PPE-E	.ED			2,000
O5S2	Document the pledges made online incl social media	MPs, other candidates	Coalition partners	WWO	.POWWOG			3,000
O5S2	Cost of partner coordinating entire campaign	MPs, other candidates, engaged electorate, media	Compass	PPE-E	.ED			58,000
O5S2	Mon commitment pledges made: media monitoring of coverage, following up with individual MPs via high-level consultant, to tell the whole story of the pledges.			LME	VL			5,000
O5S2	<b>Output 2. Televised election debates held with parliamentary candidates in key constituencies, with senior political figures at national level, including presidential candidates</b>			PPE-E				<b>154,000</b>
O5S2	Mobilise partnership with Tido Mhando, ITV, political parties - secure agreement, develop and sign MOU	Political parties	Tido Mhando, ITV	PPE-E	.ED	WWO	.MWWOG	1,000
O5S2	Research for constituency debates - two-page briefing note prepared on each featured constituency		journalist	WWO	.MWWOG	PPE-C	RC	8,000
O5S2	Research for national debates - two page briefing note prepared on each topic			WWO	.MWWOG	PPE-C	RC	-
O5S2	Constituency level debates	TV-watching public	Tido Mhando, ITV, parties	PPE-E	.ED	WWO	.MWWOG	64,000
O5S2	National level debates	TV-watching public	Tido Mhando, ITV, parties	PPE-E	.ED	WWO	.MWWOG	40,000

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O5S2	Presidential debate	TV-watching public	Tido Mhando, ITV, parties	PPE-E	.ED	WWO	.MWWOG	6,000
O5S2	Coordination and editorial control		Tido Mhando	PPE-E	.ED	WWO	.MWWOG	35,000
O5S2	Mon of debates: Clipping through either Push or Ipsos; and media coverage. Case study on process. (output: case study), by WWO, LME facilitates.			WWO		LME	NK	
<b>EDUCATION</b>								
<b>Problem E1: Learning outcomes measure &amp; focus</b>								
<b>Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy</b>								<b>2,678,930</b>
E1S1	<b>Output 1. Uwezo accountability strengthened</b>			Uwezo				<b>4,420</b>
E1S1	Database of Assessment partners created and preserved, accountability systems sustained			Uwezo	HN			4,420
E1S1	<b>Output 2. Research design framework developed</b>			Uwezo				<b>171,000</b>
E1S1	Research design framework developed [Uwezo 1320/300]	NBS, COSTECH,	NBS, COSTECH,	Uwezo	MK			171,000
E1S1	<b>Output 3. National Assessment Tests, Tools and processes developed</b>			Uwezo				<b>822,850</b>
E1S1	Development of Assessment tools, training Manuals and Review:	Children age 7-16	Data & Voice	Uwezo	RT			18,000
E1S1	Assessment and Training packs produced	Children age 7-16	TIE, MOEVT, PMORALG, Universities	Uwezo	HN			21,520
E1S1	Testing and validation of tools	Children aged 7-16, Volunteers, Trainers and Partner Institutions, DCs, ADCs and Test Developers	Graphic designers and printing firms	Uwezo	EK			58,500
E1S1	Engaging of District Coordinators/partners	Parents, teachers, volunteers, children at the households	Designers, Illustrators, printers	Uwezo	EK	Ops	JK	345,040
E1S1	Volunteers recruited	RCs, District Coordinators		Uwezo				44,144
E1S1	Training of Trainers	Uwezo Trainers	Data & Voice, Uwezo Key facilitators	Uwezo	RT			335,646
E1S1	<b>Output 4. Household Based Assessments Undertaken</b>			Uwezo				<b>1,481,880</b>
E1S1	Training of Volunteers: (160 Districts)			Uwezo				1,152,520
E1S1	National Assessment:	Volunteers	Uwezo District Partners, Trainers, Key facilitators	Uwezo	RT			329,360
E1S1	<b>Output 5. Data Accurately Entered and Analyzed</b>			Uwezo				<b>10,000</b>
E1S1				Uwezo				10,000

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S1	<b>Output 6. Uwezo assessment internally monitored and feedback looped back to improve implementation</b>			Uwezo				119,700
E1S1		District partners, RCs, volunteers	Key facilitators	Uwezo	ZM	LME	VL	119,700
E1S1	<b>Output 7. Give back to children and parents in assessment households</b>			Uwezo				65,080
E1S1		Children aged 6-9	Designing and printing firms	Uwezo	ZM	PPE-C	RC	65,080
E1S1	<b>Output 8. Staff recruited and motivated to realize Uwezo goals in a supportive environment</b>			Uwezo				4,000
E1S1		Uwezo staff, partners	Internal	Uwezo	ZM	Uwezo	JN	4,000
<b>Success E1S2: Evidence on learning outcomes shared widely with key actors and parents at national and sub-national levels; clear position on learning outcomes as policy priority is formulated and argued.</b>								70,224
E1S2	<b>Output 1. Reports on Learning Outcomes published and launched annually with Key Actors at national and sub-national levels; Periodic policy briefs shared with key actors.</b>			PPE-C				70,224
E1S2	First draft of annual learning assessment -national report	MPs, media, education policy-makers, education NGOs	Consultants	Uwezo	ZM	Uwezo	JM	10,000
E1S2	Production of annual learning assessment report	MPs, media, education policy-makers, education NGOs	Editor, translator, printer	PPE-C	TY	Uwezo	ZM	19,525
E1S2	Summary reports produced	MPs, media, education policy-makers, education NGOs		PPE-C	TY	Uwezo	RT	5,050
E1S2	District report and ranking poster data compiled	District Authorities, DEO, MPs, Teachers	Consultants	Uwezo	RT	PPE-C	TY	2,500
E1S2	District reports produced	Local elites, authorities, (head) teachers, MPs, DED, DEOs, CSOs	Uwezo assessment partners	PPE-C	TY	Uwezo	EK	13,449
E1S2	Production of district ranking poster	Local elites, authorities, (head) teachers, MPs, DED, DEOs, CSOs	Consultants	PPE-C	TY			1,850
E1S2	Policy briefs drawing on learning assessment produced	MPs, media, education policy-makers, education NGOs	Designers, Illustrators, printers	PPE-C	RC	Uwezo	ZM	3,000
E1S2	Policy briefs launched and distributed	MPs, media, education policy-makers, education NGOs		PPE-E	J	Uwezo	EK	3,450

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S2	Launch of annual learning assessment report	MPs, media, education policy-makers, education NGOs		PPE-E	J	Uwezo	ZM	11,400
E1S2	Launch district ranking poster	MPs, media		PPE-E	J	Uwezo	ZM	-
E1S2	Media monitoring of launch coverage			LME	NK			-
<b>Success E1S3: Policy debate sustained at national level to prioritize measured learning outcomes as policy priority at national level.</b>								<b>120,610</b>
E1S3	<b>Output 1. Annual learning assessment reports and policy briefs shared systematically with Parliamentary committees, through Launches, Roundtables and other appropriate forums.</b>			Uwezo				<b>4,000</b>
E1S3	Production, launch of annual learning assessment report and policy briefs (Output 1) includes MPs. Physical distribution of all outputs to Dodoma.	MPs, media	Uwezo assessment partners, TENMET	PPE-C	TY	PPE-E	J	500
E1S3	Presentation to the Parliamentary Committee on Social Services			PPE-E	J	Uwezo	ZM	-
E1S3	Analysis of Uwezo data to pull out aspects relevant to ongoing discussions of the Parliamentary Committee on Social Services - RC			Uwezo	ZM	PPE-E	J	2,500
E1S3	Production of short output based on analysis for Parliamentary Committee			PPE-C	RC	Uwezo	ZM	200
E1S3	Convene a forum for supportive and relevant parliamentarians and other stakeholders on learning outcomes			PPE-E	J	Uwezo	ZM	800
E1S3	Monitoring / Keeping track of the engagement process (OM) - for all outputs in E1S3; this is candidate for writer/journalist to capture the story well, and combine with district-level stories.			PPE-E		LME		-
E1S3	<b>Output 2. Partnerships with education coalition TENMET sustained through joint activities - launches, roundtables as well as presenting in their meetings</b>			Uwezo				<b>5,300</b>
E1S3	Identify critical moments in the Government / policy calendar for the whole year	MPs, education policy-makers	TENMET and members	PPE-E	J	Uwezo	RT	300
E1S3	Secure agreement with TENMET and members to issue joint statements around at least four critical education moments, one press release per quarter			PPE-C	RC	PPE-E	J	-
E1S3	Presentations at a minimum of four TENMET member events			PPE-E	J	Uwezo	ZM	-
E1S3	Contribute to and participate in Global Action Week education campaign activities to include focus on learning outcomes	parents, teachers, education stakeholders	Tenmet, CSOs,	Uwezo	RT	PPE-E	J	5,000
E1S3	One policy brief (Output 1) produced and launched in partnership with TENMET itself or a member organization			PPE-C	RC	Uwezo	RT	-
E1S3	Monitoring / Keeping track of the engagement process (OM) - for all outputs in E1S3			PPE-E		LME		-
E1S3	<b>Output 3. Piggy-back model sustained for presence at TTU events</b>			PPE-C				<b>48,894</b>
E1S3	Contribute to and participate in national and sub-national TTU events	teachers	TTU	PPE-E	J	Uwezo	EK	10,000

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S3	6 Minibuzz shows on teachers' issues			PPE-C	TY	Uwezo	EK	17,310
E1S3	10 TV and 10 radio shows via Sahara Media Group on teachers' issues			PPE-C	TY	Uwezo	EK	15,584
E1S3	Mon of MB, Sahara: on teachers (E1S3)			LME				
E1S3	Produce an output on learning outcomes for national TTU conference	teachers, media	TTU	PPE-C	TY	Uwezo	EK	6,000
E1S3	Distribution of teachers' output, summary reports, main reports and district reports to TTU district secretaries			PPE-E	.PACA	Uwezo	EK	-
E1S3	<b>Output 4. Joint forum with like-minded researchers to discuss findings on Los held</b>			PPE-E				<b>800</b>
E1S3	Preparation and initiation etc. by Uwezo			Uwezo	ZM			-
E1S3	Hold forum			PPE-E	J			800
E1S3	<b>Output 5. Partnership with media to enhance coverage of learning outcomes, including data journalism, initiated and sustained through workshops, roundtables and spaces to travel and cover Data/Voice activities in the field</b>			PPE-C				<b>60,416</b>
E1S3	Ensure data journalism activities (O4S1, Outputs 3 and 4) include learning outcomes data			WWO	.POWWOG			-
E1S3	20 programs on TV and 20 on radio on learning outcomes via Sahara Media Group	parents, teachers, policy-makers	Sahara Media Group	PPE-C	TY	Uwezo	EK	31,168
E1S3	10 programs on learning outcomes on Minibuzz	parents, teachers, policy-makers	Minibuzz	PPE-C	TY	Uwezo	EK	28,848
E1S3	Mon Sahara & Minibuzz on coverage of learning outcomes (E1S3)			LME				
E1S3	Convene quarterly meetings of education correspondents, particularly around critical education moments (exam results, budget etc.) to support journalists to make use of data and orientate coverage around learning outcomes	parents, teachers, policy-makers	MCL, IPP, Clouds, TEF, MCT	PPE-E	J	Uwezo	EK	400
E1S3	Provide education correspondents with monthly updates, highlighting new aspects of the data and other work around learning outcomes	parents, teachers, policy-makers	MCL, IPP, Clouds, TEF, MCT	PPE-C	RC	PPE-E	J	-
E1S3	Publish 4 op-eds on learning outcomes	education NGOs, business people, education policy-makers	MCL, IPP, Clouds, TEF, MCT	PPE-C	RC	PPE-E	J	-
E1S3	<b>Output 6. Joint publications with academia initiated and supported</b>			Uwezo				<b>1,200</b>
E1S3	Linkages created, meetings conducted with Universities/academia, faculty of education to initiate joint publications with academia using Uwezo data	Academia	Universities, School of Education(SOE)	Uwezo	ZM	PPE-C	J	1,200
<b>Success E1S4: Policy debate sustained at sub-national levels to prioritize measured learning outcomes as policy priority at sub-national levels.</b>								<b>275,060</b>



TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S4	<b>Output 1. Sub-national level officials involved at various levels of conducting the assessment; District reports produced and shared with education leaders at sub-national levels - launches, piggy-back on their meetings</b>			Uwezo				91,500
E1S4	Greater Public Debate and coverage about learning: Participation of Uwezo secretariat, key partners e.g. advisory committee members in education forums, media interviews, public lectures etc ( e.g. at the Universities) throughout the year	Education stakeholders at local level, Universities, Tenmet members	Universities faculty of educations, Tenmet, TTU at district levels	Uwezo	EK			8,000
E1S4	Distributing district and national reports to key sub-national actors in 133 districts,	local elites (government, business people, civil society)	Uwezo assessment partners, Transporters	Uwezo	EK	PPE-C		33,250
E1S4	Partners supported to implement communication activities to disseminate Uwezo findings at District and community levels	DPIs, RCs, Volunteers	Consultants, DPIs, RCs, CSSC	Uwezo	EK			30,000
E1S4	Observers from key ministries, partner institutions, engaged during assessment to improve their understanding of Uwezo assessment and enhance informed discussions and decisions	Children 7-16yrs	MOEVT, TIE, TTU, Tenmet, Test panelists, Media	Uwezo	EK			6,000
E1S4	Assessment feedback to parents, volunteers and teachers through SMS - belongs in sub-national Uwezo.	Parents, teachers, volunt	Mobile company, District partners	Uwezo	EK	PPE-C	J	14,250
E1S4	<b>Output 2. District/County reports and summaries, rankings posters (produced in S2) shared with local authorities through Uwezo partners</b>			PPE-E				-
E1S4	Production of ranking posters	MPs, constituents, media		PPE-C	TY			-
E1S4	Launch of ranking posters			PPE-E	J			-
E1S4	Distribution of ranking posters (E1S4, Output 1)		Uwezo assessment partners	PPE-E	.PACA			-
E1S4	<b>Output 3. Uwezo partners at district level engaged in sharing of evidence through media and face-face meetings</b>			Uwezo				51,200
E1S4	Identify active assessment partners, develop activities, contract templates -	parents, teachers, local authorities	Uwezo assessment partners	Uwezo	EK	PPE-E	J	-
E1S4	Partners engaged to share evidence in education meetings			Uwezo	EK	PPE-E	J	10,000
E1S4	Reporting including outcome mapping diaries, contract closure			Uwezo		LME	NK	10,000
E1S4	Communication through Assessment Infrastructure implemented to strengthen capacity of Uwezo partners to communicate Uwezo findings		Consultants, DPIs, RCs, CSSC	Uwezo	EK			28,000
E1S4	Support District partners to strengthen linkages and collaboration with other key partners at their local levels e.g. organising round table discussions/ forums on education issues, participation in meetings, with key district based TTU members, and other key actors/ stakeholders including the local media	District partners	TTU district offices, NGO networks, local media networks	Uwezo	MG. TBC	PPE-E	J	3,200

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S4	<b>Output 4. District-level CSOs involved to amplify evidence through launches and meetings</b>							-
E1S4	Regional launch events conducted in 10 regions to increase awareness on 2015 learning assessment findings [Uwezo 3220/300]	Policy makers at district level	District partner organizations					-
E1S4	<b>Output 5. Uwezo partners engaged to share evidence at local levels; Feedback and evidence of previous year shared at school and household level during the 2015 assessment; Targeted SMS messages shared with parents of households assessed in 2014.</b>			Uwezo				68,300
E1S4	District partners and regional coordinators supported to facilitate/attend district education forums and events e.g. education week, teachers day etc,	RCs, DCs, DPLs,	Uwezo partners	Uwezo	MG. TBC			4,000
E1S4	Conceptualise output for assessment partners to support household and school level feedback			PPE-C	RC	Uwezo	EK	500
E1S4	Produce output for partners to feedback to schools and households (distributed alongside assessment tools and materials)			Uwezo	TY	PPE-C	RC	52,800
E1S4	Ammendments to current SMS platform, monthly reports	parents	Dar411	Uwezo	MG. TBC	PPE-E	J	6,000
E1S4	Data cleaning and entry		consultant	Uwezo	RT			1,000
E1S4	Participation of Uwezo secretariat, key facilitators and training team in education forums, public lectures ( e.g. at the Universities) throughout the year	parents	Dar411	PPE-C	TY	Uwezo	EK	4,000
E1S4	<b>Output 6. Learning Outcomes evidence shared through targeted SMS messages, print and local media (radio); Evidence of previous years shared at school during the 2015 Uwezo assessment.</b>			Uwezo				64,060
E1S4	Feedback and evidence of previous year assessments shared at school and household level during the 2015 assessment; Targeted SMS messages shared with parents of households assessed in 2014.	teachers, head teachers, school management committees, parent teacher associations	Uwezo assessment partners	Uwezo	EK	PPE-E	J	11,400
E1S4	Send messages to teachers twice a month	teachers, head teachers, school management committees, parent teacher associations	Uwezo assessment partners	PPE-C	TY	Uwezo	EK	1,260
E1S4	Keeping track of the number & content of SMS sent to teachers; if feedback option, analyze content			PPE-C		LME		
E1S4	Identify effective local radio stations, develop contract template	parents, teachers	local radios, PMDC, CSSC	Uwezo	MG. TBC	PPE-C	RC	-
E1S4	Contract radios to hold talk shows around launch of assessment results	parents, teachers	local radios, PMDC, CSSC	Uwezo	MG. TBC	Uwezo	MG. TBC	21,000
E1S4	Support partners to monitor radio compliance, and quality	Twaweza	Uwezo assessment partners	Uwezo	MG. TBC	LME	NK	700

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S4	Mon of radio - depending on the level of implementation, might be good to capture coverage and feedback independently (if so, additional budget in LME)	Twaweza	Radio stations	LME	NK	Uwezo		29,700
<b>Problem E2: Ambitious curriculum</b>								
<b>Success E2S1: Evidence (incl. collating teachers' opinion &amp; assessment of teachers' knowledge on curriculum) is produced on the effectiveness of primary school curricula (both history, contents and implementation).</b>								<b>11,750</b>
E2S1	<b>Output 1. Good working relationship cultivated with the Curriculum Institutes; Directors of curriculum institutes briefed on our work at Twaweza</b>			WWE	ZM			600
E2S1	Briefing meetings held with Director TIE and curriculum experts and agreement reached on collaboration modalities e.g. on test development. Separate meetings organized at TIE to present Uwezo results and KF results.	TIE Director and key staff		WWE	YS	Uwezo	ZM	600
E2S1	<b>Output 2. Participatory process initiated on collating available evidence on the effectiveness (gaps) of curricula</b>			WWE	KM	WWE	KdG	5,000
	Engage with knowledge institutions to generate interest in evidence collation			WWE				
E2S1	Collect descriptive evidence on curriculum; and store/share in an accessible manner (see E3S1, open access bibliography software). Descriptive: all Uwezo and KiuFunza tests have a clear link to the official curriculum. However, average student cannot do the test. Similarly, the SDI reports and data show that many teachers in TZ/KE do not master the curriculum at the basic level that students need to learn. This is essentially the Uwezo message looked at from the angle of curriculum and education system effectiveness.	Twaw staff learning, partners and sector stakeholders	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	WWE	KM			-
E2S1	Collect rigorous "impact" evidence on curriculum; and store/share in an accessible manner (see E3S1, open access bibliography software). - What does the literature tell us, e.g. Beatty and Pritchett on impact of curriculum pace. - What do we learn from empirical work on curriculum reform experiences? Specifically, what is the optimal number of different topics, and what should be the priority subjects? What is the role of language of instruction?	Twaw staff learning, partners and sector stakeholders	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	WWE	KM			-
E2S1	Consultant hired to support staff work on compiling descriptive and impact evidence on this specific topic, help with data analysis and interpretation, and reporting. Bibliography setup and well stocked.	Twaw staff learning, partners and sector stakeholders	KF PIs; Uwezo network; academic education experts familiar with Uwezo evidence and data analysis	WWE	KM			5,000

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
	Produce quarterly summary of collected materials and a description of our evolving understanding and views on curriculum; share internally, possibly with selected organizations (gvt, academics, donors, NGOs)	Twaw staff learning, partners and sector stakeholders	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	WWE				-
E2S1	<b>Output 3. Concept note on joint analysis of effectiveness of curricula developed and shared</b>			WWE	KM	WWE	KdG	5,350
E2S1	Budget staff time Q3-Q4			WWE	KM			-
E2S1	Hire consultant to support data analysis, reporting. Concept note written.	Twaw staff learning, partners and sector stakeholders	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	WWE	KM			5,000
E2S1	Editing, translating, printing of concept note			PPE-C	RC	WWE	KM	350
E2S1	<b>Output 4. Forum to share concept and initiate consultation process convened</b>			WWE	KM			800
E2S1	WWE/Uwezo to share with MOEVT, curriculum developers and network; jointly with PPE-advocacy organize first meeting	MOEVT, curriculum developers and network	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	PPE-E	J			800
E2S1	Keeping track (OM) / monitoring of the process of forum creation (this is for all of E2S1)			PPE-E		LME		-
E2S1	<b>Output 5. Evidence collected; key documents and data put in one place and analyzed; Report produced</b>			WWE	KM			-
E2S1	<b>Output 6. Evidence-based policy position paper on curriculum effectiveness published for each country</b>							-
<b>Success E2S2: Evidence on effective curricula is shared through a consultative process (including a knowledge sharing platform)</b>								-
E2S2	<b>Output 1. Participating team convened to validate outcomes of the analysis</b>	not in 2015						-
E2S2	<b>Output 2. Policy forum convened to share policy position paper on curriculum</b>	not in 2015						-
E2S2	<b>Output 3. Paper/Article on effectiveness of curricula developed jointly with academia and submitted for publication in peer-reviewed journal</b>	not in 2015						-
<b>Problem E3: Motivated teachers</b>								

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
<b>Success E3S1: Evidence is produced on 'What works in improving teacher motivation and accountability'</b>								<b>4,000</b>
E3S1	<b>Output 1. Existing evidence on teacher motivation &amp; Accountability collated and analyzed, including that already collated by KiuFunza; Online reference system to share evidence across group of users created and made accessible;</b>			WWE	KM			-
E3S1	Existing papers and bibliographies are compiled in open access bibliography software such as Zotero or Mendeley; clear hierarchy of methodological rigor is applied and used in search terms	Twaweza staff including Kenya WWE, partners	Kenya WWE staff KF Pls, University of Dsm, MoEVT	WWE	KM		KdG	-
E3S1	Monthly internal summaries of key literature shared internally			WWE				-
E3S1	<b>Output 2. Internal information/intelligence gathered to better understand incentives and roles of key actors</b>			WWE	KM			<b>1,500</b>
E3S1	2014 Ethnographic evidence stored, labeled and easily accessible by all staff for PPE purposes	Internal	KF PI's	WWE	KM			-
E3S1	2013-14 stories from the field are stored, labeled and summarized in an accessible narrative about the Twaweza KF1 experience with COD program, teacher P4P.	Internal	KF PI's	WWE	KM			-
E3S1	Policy brief on teacher motivation produced	Selected partners in education sector	KF PI's	WWE	KM	PPE-C	RC	-
E3S1	Brief printed			PPE-C	RC			1,500
E3S1	<b>Output 3. Partnerships with teachers' unions, education CSOs and employers strengthened, to get shared understanding.</b>			WWE	KM			<b>2,500</b>
E3S1	Stories and briefs of Output 2 shared in presentations, meetings to start conversation about moving towards a performance incentive system.	teachers' unions, education CSOs and employers		PPE-E	.SPO-AL	WWE	KM	1,000
E3S2	Half day debates with partners in education held to stimulate the use of evidence in the discussion around teachers motivation	MoEVT, Researchers, TIE, academics	University of Dsm, MoEVT	PPE-E	.SPO-AL	WWE	KM	1,500
<b>Success E3S2: A teacher performance program is piloted and idea, details and findings shared with key actors (including donors and non-state actors) on improvement of overall teacher motivation</b>								<b>2,284,594</b>
E3S2	<b>Output 1. Evidence from KF1 is packaged and shared with strategic partners - outputs, reports, stories, materials</b>			WWE	YS	WWE	CM	<b>27,900</b>
E3S2	KF 1, year 2 endline results and payment data are processed and documented. Results are shared with teachers and head teachers during KF 2 baseline. (The actual payments are in the 2014 budget).	Head teachers and teachers in KF COD intervention arms.	District partners, data firm	WWE	YS	WWE	CM	-
E3S2	KF 1 intervention side is formally closed; report on the achievements, preliminary findings and transition to KF 2 to Gov partners	The key PPE audiences in the education sector: MOEVT, TamiSemi; donors; Teacher Unions	KF Principal Investigators	WWE	YS	WWE	CM	7,000
E3S2	KF 1, year 2 data are analyzed and findings discussed in team	The team, Twaweza ED and Directors	KF Principal Investigators	WWE	YS	WWE	CM	-

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E3S2	KF principal investigators (PIs) and KF team draft 2 papers for publication and present the KF 1 results at international, regional and local conferences.	Scientific audiences, education and development economists. Policy makers, sector stakeholders. Donors.	IPA, Pls	WWE	YS	WWE	CM	12,000
E3S2	Prepare general presentation on results	MOEVT, TAMISEMI, TTU leadership, donors	COSTECH, IPA	WWE	CM	PPE-C	RC	-
E3S2	Produce policy brief on findings and implications	MOEVT, TAMISEMI, TTU leadership, donors	COSTECH, IPA	WWE	CM	PPE-C	RC	1,500
E3S2	Launch and distribute policy brief	MOEVT, TAMISEMI, TTU leadership, donors	COSTECH, IPA	WWE	CM	PPE-C	RC	1,050
E3S2	Visit school with select government officials and media to demonstrate testing and engage with school community	MOEVT, TAMISEMI, TTU leadership, donors	COSTECH, IPA	WWE	CM	PPE-C	RC	250
E3S2	3-4 meetings with key stakeholders to advocate for results consideration in policy-making	MOEVT, TAMISEMI, TTU leadership, donors	COSTECH, IPA	WWE	CM	PPE-C	RC	300
E3S2	Edit available video footage (from qualitative work) into a 3-5 minute video on the intervention and results	MOEVT, TAMISEMI, TTU leadership, donors	COSTECH, IPA	PPE-E	J	WWE	CM	5,000
E3S2	Outreach including meetings and presentations on KF results and findings	MOEVT, TAMISEMI, TTU		PPE-E	J	WWE	CM	800
E3S2	Keeping track / monitoring of the process of sharing KF results among key actors, uptake of these in willingness to shape policy & practice (OM)			PPE-E		LME		
E3S2	Media monitoring of interest in KF1 results in TZ, region; and also coverage / interest internationally (via website, inquiries, staff presentations, etc.)			LME				
E3S2	<b>Output 2. KiuFunza 2 designed, initiated and contracted. This is a continuation of KF 1, but now recognizing smaller gains in learning (and discontinuing CG). The implementation of the RCT is contracted out to IPA (innovations for Poverty Action).</b>			WWE	YS	WWE	KdG	<b>2,256,694</b>
E3S2	Prepare DM; prepare contract IPA; shared understanding about the broad goals as well as details of implementation within small management team.	WWE unit; KF team, IPA, small management team		WWE	YS	WWE	KdG	-



TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E3S2	IPA-Twaweza KF 2 contract implementation: refer to KF 2 detailed budget for details.	Implementation mainly aimed at head teachers and teachers; communities; and MPs, education authorities at district	IPA, COSTECH; subcontractors: PI team; Intervention Management team; Data and Intervention Support firm. District authorities, TamiSemi, MOEVT.	WWE	YS	WWE	KdG	2,200,694
E3S2	Data & program assistant 1st 6 months			WWE	CM	WWE	YS	9,000
E3S2	Senior Consultant - Government relationship			WWE	YS	WWE	CM	27,000
E3S2	Small scale experiments in 2-3 schools to inform additional pedagogy intervention arm in 2016			WWE	YS	WWE	CM	20,000
E3S2	Keeping track / monitoring of the interest among key actors to engage with KF2, willingness to shape policy & practice (OM)			WWE		LME		-
<b>Success E3S3: Evidence-based policy position paper on teacher motivation is produced and shared</b>								<b>6,000</b>
E3S3	<b>Output 1. Position paper is produced after careful analysis of KF data, literature, political economy and interpretation.</b>			WWE	KM	WWE	KdG	<b>3,000</b>
E3S3	WWE lead in collaboration with KiuFunza PIs / consultant(s) to prepare a well-argued position paper based on the research findings of KF 1 and the brief produced under output 1 (Q3-Q4)	Internal draft		WWE	KM	WWE	KdG	3,000
E3S3	<b>Output 2. At least 3 allies in teacher motivation identified and engaged to share the position paper.</b>			WWE	KM	WWE	KdG	-
E3S3	WWE leads to identify allies, write political economy situation analysis of the TZ education sector, who's who, who could be early adopters of our ideas; and what is a good strategy to get these "allies" on board?	Allies identified: COSTECH, Ministers, PSs, MPs, CSOs	Education specialists; KiuFunza DCs; academics, CSOs	WWE	KM			-
E3S3	WWE lead in collaboration with KiuFunza PIs / consultant(s) to prepare presentations and engage with allies, both existing and new, based on the research findings of KF 1 (Q3-Q4)	Allies identified: COSTECH, Ministers, PSs, MPs, CSOs	COSTECH; education specialists; KiuFunza DCs; academics, CSOs	WWE	KM	PPE-C	RC	-
E3S3	<b>Output 3. Members of Parliamentary committee engaged in sharing of position paper.</b>			WWE	KM	PPE-E	.ED	<b>3,000</b>
E3S3	Organize two PPE meetings, one around endline testing in Mbweni	Allies identified: COSTECH, Ministers, PSs, MPs, CSOs	COSTECH; education specialists; KiuFunza DCs; KF Kinondoni partner organization	WWE	KM	PPE-E	.ED	3,000
E3S3	Keeping track / monitoring (through OM) of the engagement, interest, uptake in KF2, particularly willingness from Gov to have it shape policy & practice. Candidate for the journalist/writer.			WWE		LME		-
<b>Problem E4: School management</b>								
<b>Success E4S1: Evidence is produced, on what works in improving school leadership and management</b>								<b>50,700</b>

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E4S1	<b>Output 1. Existing evidence on School Leadership collected, reviewed and analyzed; impact of previous interventions, both domestically and global evidence.</b>			WWE				1,000
E4S1	Existing papers and bibliographies are compiled in open access bibliography software such as Zotero or Mendeley; clear hierarchy of methodological rigor is applied and used in search terms	Twaweza		WWE	KM			-
	Monthly internal summaries of key literature shared internally			WWE				
E4S1	Tanzania staff have internalized existing research and evidence related to school leadership in one learning event and continuous updating of knowledge	Twaweza		WWE	KM			1,000
E4S1	<b>Output 2. Partnership with teachers' unions, education CSOs and employers strengthened for shared understanding</b>							-
E4S1	<b>Output 3. Positive deviance approach applied to unearth at least 3 deviant practices in leadership of both public and private primary schools</b>			WWE				49,700
E4S1	Continue leading a small group of interested NGO's, individuals, media partners to collectively design the approach in Tanzania and ensure a good network with presence in villages. The coalition will undertake quarterly learning events, possibly shared implementation and analytical work.	Schools, local leadership	Oxfam, Restless, Helpage, HakiKazi, Compass communication, ACT	WWE				6,500
E4S1	PD oriented quantitative analysis on Uwezo data and one or two other reliable datasets	Schools, local leadership	Oxfam, Restless, Helpage, HakiKazi, Compass communication, ACT	WWE				3,000
E4S1	Two rounds of fieldwork completed and qualitative findings produced in draft	Schools, local leadership	Oxfam, Restless, Helpage, HakiKazi, Compass communication, ACT	WWE				18,000
E4S1	Paper on methodology and preliminary findings, first draft produced	Selected development actors, Tanzanian and international	Oxfam, Restless, Helpage, HakiKazi, Compass communication, ACT	WWE				-
E4S1	Paper on methodology and preliminary findings, finalization and production	Selected development actors, Tanzanian and international	Oxfam, Restless, Helpage, HakiKazi, Compass communication, ACT	PPE-C	TY			1,000
E4S1	Design finalized for testing, experimenting in 2016 of most promising PD findings	Selected development actors, Tanzanian and international	Oxfam, Restless, Helpage, HakiKazi, Compass communication, ACT					2,000
E4S1	Partner with ODI on analysis and qualitative research in Tz, Ke and Ug	Schools, local leadership	ODI	WWE	KM			12,000

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E4S1	Describing / tracking the involvement & response of the schools & local leadership where the PD work is taking place; any changes in practice. (High quality Qual)			LME				7,200
<b>Success 2: Evidence is generated on the status of key financial, material and human resources at the school level, and the scope and quality of information on these matters available and accessed by school communities</b>								<b>72,078</b>
E4S2	<b>Output 1. Generating quantitative evidence on resource use and community/public accountability in TZ schools</b>			WWE	KM	WWE	KdG	<b>55,078</b>
E4S2	Twaw has plenty school level data on this: from KiuFunza, Uwezo, Sauti, SDI. The evidence needs to be curated, harnessed, compiled and presented in a strong narrative about accountability and value for money in the school/education system.	First internal, then publish in digestible format at national/district level.		WWE	KM	WWE	YS	-
E4S2	Hire consultant(s) to assist with data analysis, reporting, writing briefs	First internal, then publish in digestible format at national/district level.		WWE	KM	WWE	YS	5,000
E4S2	Publish in at least 2 write-ups on resource use and local accountability to be shared with media	School communities: parents, school staff, SMC's, local governments		WWE				1,600
E4S3	6 Minibuzz shows on teachers' issues			PPE-C	TY	WWE	KM	17,310
E4S4	20 programs on TV and 20 on radio on resource use and accountability related to learning outcomes via Sahara Media Group	parents, teachers, policy-makers	Sahara Media Group	PPE-C	TY	Uwezo	EK	31,168
E4S2	Determine what data is still missing, methodology audit of some of the data collection is not working (CG for instance) and what we could meaningfully collect in 2016 onwards by Uwezo, SzW. Prepare pilot for 2015.			Uwezo	RT	WWE	KM	-
E4S2	<b>Output 2. Generating qualitative evidence on resource use and community/public accountability in TZ schools</b>			WWE	KM	WWE	KdG	<b>17,000</b>
E4S2	Twaweza has access to powerful ethnographic evidence on resource (mis)use. Use ethnographic evidence from KiuFunza 2014 to write a first draft document on topic.	First internal, then publish in digestible format at national/district level.		WWE	KM	WWE	KdG	-
E4S2	Edit KF video material to prepare a video document on school resource (mis)use. Create a few in-depth case studies.	First internal, then publish in digestible format at national/district level.		PPE-C	KM	WWE	YS	5,000
E4S2	Hire carefully selected DCs (KiuFunza) to provide additional ethnographic material to widen and complete the picture. Select schools based on evidence from KF 1 Cap Grant arm.	First internal, then publish in digestible format at national/district level.		WWE	KM	WWE	KdG	2,000

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
	Following from PD findings (qualitative part) under E4S1 output 3, further investigate PD's related to local accountability	Internal, external 2016	Oxfam, Restless, Helpage, HakiKazi, Compass communication, ACT					10,000
E4S2	<b>Output 3. Analysis. Generate a narrative based on Outputs 1 and 2. Engage corruption specialists and generate lessons from resource and accountability evidence. Is there a role for increased oversight by Ward education officers? Inspection system? How would this work?</b>			WWE	KM	WWE	KdG	-
<b>Success 3: Evidence on what works in improving school leadership is shared with head teachers through unions and professional associations to inspire improved school leadership</b>								-
E4S3	<b>Output 1. PD interventions documented and packaged for marketing ('come see')</b>							-
E4S3	Not in 2015, not until PD findings are validated, tested, piloted							-
E4S3	<b>Output 2. At least three schools identified and PD interventions piloted</b>							-
<b>Success 4: Head teachers debate widely and report on interventions to improve learning in their schools.</b>								-
E4S4	<b>Output 1. Through TTU, CSOs, and other platforms work toward conducting activities that engage teachers; highlight the successes in KF via TTUs, CSOs, media.</b>							-
<b>LEARNING MONITORING EVALUATION</b>								
<b>LME Success 1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.</b>								168,600
LME1	<b>Output 1. Staff knowledgeable of monitoring structure, responsibilities and processes; supported in conducting monitoring (Level 1) within the unit; using the internal system for design &amp; tracking of Mon plans and for insight into implementation</b>			LME	VL			-
LME1	Training for staff in implementing units in Q1, including use of mon tab in SF; refresher in Q3			LME	VL		NK	-
LME1	Training for relevant unit staff in Outcome Mapping -- critical in 2015, as so much of our work is about building relationships, coalitions, etc. 1st training Q1; follow up every quarter.			LME	VL		NK	-
LME1	Mon plans by implementing units (self-report) reviewed; compiled quarterly for organizational learning (insights for improving practice; identifying gaps)			LME	NK			-
LME1	<b>Output 2. Selective but systematic media monitoring in place, informing practice</b>			LME				26,000
LME1	Independent media monitoring company contracted in January, providing daily updates & access to portal:			LME	NK			20,400

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
LME1	Content review and analysis of the Corporate Log through Consultant			LME	NK	PPE-C		5,600
LME1	Reviewing Twaweza media engagement on the whole, through organizing a half year review of Twaweza in the media , Including Corporate log , presentations, website traffic data, journalism and radio	Internal		LME	NK	PPE-C	RC	-
LME1	<b>Output 3. Independent verification of distribution, delivery, quality and coverage conducted in at least 80% of implementation; results from at least 3 studies formulated to improved practice and knowledge (briefs)</b>			LME				<b>72,600</b>
LME1	Femina: this is mostly about connecting with young people. Scale is medium, the monitoring is more to understand how YP engage with issues.	Young people, mostly still in schools (given the Fema clubs)		LME				8,000
LME1	Kingo: is not about large coverage; it's about a diff way of sharing information. We're interested mostly in audience feedback on the issues presented (have established people like Kingo), how we can link the information to the determinants of action (ref LPT chain).	"average" Tanzanians. This is very loose. Can we understand the audience of Kingo better?		LME				8,000
LME1	Minibuzz: Coverage of MB is important in of itself. We know people trust MB as much as the news. Also important is whether people recall specific issues / topics that are discussed in MB. Monitoring using Omnibus every quarter, asking coverage but more importantly, recall of information through MB; together w Sahara (ref below). Qualitatively we need to explore whether the particular shape of MB (showcasing people's voices) contributes to citizens debating issues.	"average" Tanzanians, seems to be equally urban & rural (factoring in TV availability), male & female; but mostly better educated and mostly younger.		LME				8,000
LME1	Sahara: large media house with disparate products (talk shows, news, etc.). For quality, will want to clip a few months and analyze (2 quarters of clipping, plus consultant). For recall information through Sahara use the quarterly Omnibus (same as with MB), costed below.	"average" Tanzanians: very loosely defined		LME				8,600
LME1	Coverage of Sahara & MB, and recall of issues through these mass media channels. It will be a combined measure of the effect of Sahara & MB together; perhaps for a few things we would be able to tease apart, depending on the topic, but largely they are expected to cover the same topics in a similar timeframe. Can also sneak in a Q on Kingo at some point.	"average" TZ		LME				32,000
LME1	Qual assessment of other media produced (e.g., radio & TV spots on FOI)			LME				
LME1	TTU: depending on level of engagement, can think about polling / reaching out to a larger number of teachers to assess core indicators (e.g. if SnR database takes off). As well, through OM approach, keep track of relationship with TTU	Teachers & head teachers		LME				4,000

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
LME1	CSSC: Qualitative research to understand how the information is taken up, perhaps based on the Jumuiya model	"average" Tanzanians who are Christians		LME				4,000
LME1	Qual assessment (mostly OM & case studies) of innovative things - like data journalism, or capturing the story of the PD schools			LME				-
LME1	<b>Output 4. Independent verification of achievement of intermediate outcomes conducted where relevant; results from at least 2 studies contributing to improved practice and knowledge (briefs).</b>			LME				<b>70,000</b>
LME1	Likely: focus on MB and examine whether it promotes / results in people speaking out more, sharing their thoughts. Could perhaps include examining whether Kingo inspires similarly.			LME				25,000
LME1	Likely: a case study of whether the combination of Uwezo findings and KF1 results, communicated well and persuasively to both media and policy makers, results in any concrete changes in how education policies are implemented. Looking for change in attitudes and norms; also change in behavior in the education system (e.g., cap grant funding disbursement), etc.			LME				25,000
LME1	Engaging a journalist or similar to pull together and investigate further key stories "notes from the field" based on internal OM tracking			LME				20,000
<b>LME Success 2: Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge.</b>								<b>365,000</b>
LME2	<b>Output 1. Follow-up survey</b>			LME				<b>365,000</b>
LME2	Data collected as per contract			LME	VL			300,000
LME2	Independent consultant engaged & overseeing quality of survey			LME	VL			15,000
LME2	AIID high level outputs produced (analysis comparing baseline & follow-up, and including Sikiliza data; written up to submit for publication)			LME	VL			50,000
LME2	Production of 2-3 briefs on "status of citizen agency"			LME	VL	PPE-C		-
LME2	Launch of "status of citizen agency in TZ" briefs			PPE-E		LME	VL	
<b>LME Success 3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas</b>								<b>21,600</b>
LME3	<b>Output 1. Learning events (sessions, skills labs, etc.) are held regularly and on topics relevant to problems, as well as other issues of importance/ relevance</b>			LME	VL			<b>1,600</b>
LME3	Bi-monthly learning sessions: To introduce new ideas and approaches following current focus areas and participant suggestions	Staff, Partners		LME	GS			-



TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
LME3	Reading club: To develop critical reading skills a) Monthly for staff and interested partners in Tanzania b) At least 20 articles discussed in Tanzania	Staff, Partners		LME	GS			-
LME3	Skills lab: Monthly (12 per year) for staff, on technical and other skills identified as essential and/or beneficial in our work	Staff		LME	GS			-
LME3	Food for Thought: Informal presentations/sessions, drawing on identified interests (internal learning and sharing but also bringing in external partners) at least 20 in Tanzania	Staff, Partners		LME	GS			-
LME3	Library: a) Adopt and use salesforce for library management. b) Training staff on use of Library functions on salesforce c) Add to collection thorough and careful selection of books procured online and locally d) Quarterly Pizza party	Staff		LME	GS			1,600
LME3	<b>Output 2. A learning calendar developed by country and for organization; routine data (monitoring) and other lessons learned used actively in key events / moments</b>			LME				-
LME3	<b>Output 3. Link to global knowledge</b>			LME				20,000
LME3	Post at least 1 blog quarterly on Twaweza's blog (or guest blogs), content derived from Twaweza's M&E			LME	NK			-
LME3	4 experts invited for multi-day events to present /share, for Twaweza as well as wider accountability / education / governance community			LME	VL			20,000
LME3	Provide content for updating LME website quarterly			LME	NK			-
<b>GENERIC OUTPUTS FROM UNITS</b>								
	<b>Generic outputs</b>							<b>73,500</b>
	Engage lecturers and PhD students on education problems; promote up to 5 PHD students to use our data (chromebooks?)			WWE				1,500
	Learning event of 1 day with University			WWE		Uwezo		3,000
	To implement or contribute to one or two modest research experiments			WWE				30,000
	To implement or contribute to one or two modest research experiments			WWE				30,000
	Brand guidelines	internal	DJPA	PPE-C	RC	PPE-E	J	7,000
	About Twaweza publication	All Twa audiences, esp. donors, media, CSOs		PPE-C	RC	PPE-E	J	2,000
<b>OPERATIONS AND FINANCE</b>								
OPS	<b>Operations and finance</b>			Ops				<b>410,585</b>
OPS	Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place.			Ops	GS			-

TZ	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
OPS	Staff recruited and motivated to realize Twaweza goals in a supportive environment. This includes daily, healthy lunches for all staff as part of employment contract, hire of temporary staff to replace long term leave (maternity), extra costs for staff recruitment under the new strategy.			Ops	GS			64,333
OPS	Office and assets functioning optimally and well managed. This includes office rent, security, servicing of generator and other equipment, vehicle servicing and contracted office related transport.			Ops	GS			240,772
OPS	Internal documentation and correspondence efficiently managed			Ops	GS			-
OPS	Information technology. A one-off purchase of tele conference system one step up from Skype for improved internal regional and global communication. Internet, network maintenance, antivirus.			Ops	GS			48,504
OPS	Office assets/Equipment. Includes one-off purchase of one inverter and batteries as power back-up to reduce generator costs and one heavy duty copier.			Ops	GS			56,976
<b>STAFF COSTS</b>								
Staff	<b>Staff costs</b>							<b>562,364</b>
Staff	Uwezo			Uwezo				233,637
Staff	Sauti za wananchi			SzW				43,318
Staff	What Works in education			WWE				38,849
Staff	What Works in Open Government			WVO				-
Staff	Public Policy Engagement - Communication			PPE-C				20,094
Staff	Public Policy Engagement - Advocacy			PPE-E				64,075
Staff	Learning Monitoring and Evaluation			LME				51,751
Staff	Governance, leadership, quality assurance			ED				-
Staff	Operations			Ops				87,712
Staff	Finance			fin				22,927

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
<b>OPEN GOVERNMENT</b>								
<b>Problem O1: Legislative basis &amp; mechanisms for Freedom of Information act</b>								
<b>Success O1S1: Progressive FOI legislation enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress.</b>								-
<b>Success O1S2: Blockages to effective use of existing FOI legislative and institutional framework identified and documented</b>								10,000
O1S2	Output 1. A study undertaken to identify and document policy, legal and social obstacles to effective use of existing FOI legislation, and relationships built with key actors in this space, in order to inform plans for 2016 and beyond			WWO	MD			10,000
O1S2	Terms of Reference and Scope of Work drafted and approved	Twaweza	N/A	WWO	MD	WWO	KdG	-
O1S2	TORs and scope of work shared on Twaweza website and with potential consultants	Twaweza website readers, potential consultants, newspaper readers	N/A	WWO	MD	PPE-C	RC	-
O1S2	Assessment of potential candidates and consultant contracted			WWO	MD	ED	FA	-
O1S2	Study design and methodology drafted by consultant and approved by Twaweza		Consultant	WWO	MD	LME	MK	2,000
O1S2	Fieldwork/data collection conducted by consultant	Key stakeholders and relevant government agencies	Consultant	WWO	MD			4,000
O1S2	Draft and final reports submitted, reviewed and approved	Twaweza		WWO	MD	WWO	KdG	2,000
O1S2	Final report shared with identified partners in a dialogue meeting	Key stakeholders and relevant government agencies		WWO	MD	PPE-E	.SPO-AL	1,000
O1S2	From final report, create and print a brief on blockages to effective use of existing FOI legislative and institutional framework. Full report shared electronically.	Other organizations that might be interest in work on FOI law	N/A	PPE-C		WWO	MD	1,000
<b>Problem O2: Data collected by gov</b>								
<b>Success O2S1: At least four of the following datasets published as open data: exam results, school facilities, capitation grant disbursements, rural waterpoints, medical supplies distribution, anonymized census micro-data, pre-election data (candidates), election results, CAG audit reports; and also Uwezo &amp; Sauti (according to standards)</b>								-
O2S1	Output 1. Position paper written on user-friendly open data	not in 2015						-
O2S1	Output 2. Twaweza's own data (Uwezo) published in user friendly manner, in accordance with position paper	not in 2015						-
O2S1	Output 3. Relationships built and maintained with key actors (WB, data users, National Planning Authority, etc.), to press for user-friendly publication of key datasets	not in 2015						-
O2S1	Output 4. Key government-held datasets published, either by government or with Twaweza support, in user-friendly manner	not in 2015						-
<b>Success O2S2: At least two key datasets published as open data (TBD)</b>								45,100

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O2S2	<b>Output 1. "Homework" - Open Data environment in Uganda assessed, including identification of key actors / initiatives and assessment of political space for open data</b>			WWO	MD			12,800
O2S2	Terms of Reference and Scope of Work drafted and approved	Twaweza	N/A	WWO	MD			-
O2S2	Consultant identified and contracted	Twaweza website readers, potential consultants, newspaper readers	N/A	WWO	MD	PPE-C	.DCO	-
O2S2	Study design and methodology drafted by consultant and approved by Twaweza		Consultant	WWO	MD			2,000
O2S2	Fieldwork/data collection conducted by consultant	UBOS, Key stakeholders and relevant government agencies		WWO	MD			8,000
O2S2	Draft and final reports submitted, reviewed and approved	Twaweza	Consultant	WWO	MD			2,000
O2S2	Final report shared with identified partners in a dialogue meeting	UBOS, Identified partners		WWO	MD	PPE-E	.SPO-AL	800
O2S2	Brief on open data environment in Uganda written and published on Twaweza website	website readers		LME	VL	WWO	KdG	-
O2S2	<b>Output 2. Relationships built and maintained with key actors (in and outside government), to press for user-friendly publication of key datasets</b>			WWO				800
O2S2	Consult with key actors during assessment process (output 1)	UBOS, government data holders, open data community		WWO	MD	PPE-E	.SPO-AL	-
O2S2	One to one meetings and outreach to understand key stakeholders needs/views re open data. Reports from meetings produced, including potential for user friendly publications, and shared internally	UBOS, government data holders, open data community		WWO	MD	PPE-E	.SPO-AL	-
O2S2	PPE-E & WWO units (enabled in Q1 by LME) keep track of progress markers through Outcome Mapping; progress reviewed quarterly	UBOS, government data holders, open data community		WWO	MD	LME		-
O2S2	Convene meeting of open data community	UBOS, government data holders, open data community		WWO	MD	PPE-E	.SPO-AL	800
O2S2	<b>Output 3. Two key government-held datasets published, either by government or with Twaweza support, in user-friendly manner</b>			WWO				31,500
O2S2	Identify 3-5 priority datasets for publication		UBOS, open data community	WWO	MD	PPE-E	.SPO-AL	-
O2S2	Approach custodians (with e-gov agency / WB) to propose publication	UBOS, line ministries, etc.	UBOS, open data community	WWO	MD	PPE-E	.SPO-AL	-
O2S2	If necessary, provide technical support and finance to publish key datasets in user-friendly manner and launch them publicly		UBOS, open data community	WWO	MD	PPE-C	MC	30,000

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
	Creatively promote the use of the datasets online (Google AdWords, blogs, social media, own quick analyses as blog and email (see mtega weekly posts as example)			PPE-C	RC			1,500
O2S2	PPE-E & WWO units (enabled in Q1 by LME) keep track of progress markers through Outcome Mapping; progress reviewed quarterly		UBOS, open data community	WWO	MD	LME		-
O2S2	Monitoring engagement/use of data (thru website analytics, maybe qual feedback)			LME		WWO		-
<b>Success O2S3: Simple methodology for data quality and access to information audit developed and tested, with (but not limited to) disaggregated focus on young people</b>								-
O2S3	<b>Output 1. "Homework" - Examples of similar initiatives (to audit access to and quality of government data/information) from around the world gathered and lessons learned, through an in-house review</b>							-
O2S3	not applicable - regional activity							-
O2S3	<b>Output 2. Concept note for Data Audit prepared</b>							-
O2S3	not applicable - regional activity							-
O2S3	<b>Output 3. Access to Information audit methodology developed by one key partner, and approved</b>							-
O2S3	not applicable - regional activity							-
O2S3	<b>Output 4. Data quality audit methodology developed by one key partner (tbd), and approved</b>							-
O2S3	not applicable - regional activity							-
O2S3	<b>Output 5. Key components of methodology tested by key partners</b>							-
O2S3	not applicable - regional activity							-
<b>Success O2S4: At least three independent monitoring exercises on basic service provision conducted and shared, including use of Uwezo and Sauti infrastructure (Tanzania &amp; Uganda)</b>								15,800
O2S4	<b>Output 1. Agreement secured from implementing partners to conduct independent monitoring, analysis (consultant, in-house or partner-led) and communications on the findings</b>			WWO				-
O2S4	Search for existing independent monitoring in 2015 and curate those, output 2			WWO				-
O2S4	<b>Output 2. Three publications prepared and launched on independent monitoring exercises that compare findings to existing government data</b>			PPE-E				15,800
O2S5	Analyze datasets, compare with gvt data			WWO				7,000
O2S4	One brief produced per quarter	Government data custodians (relevant ministries (ministers, permanent secretaries, ICT / data officers, UBOS)		PPE-C	MC	Uwezo	FN	4,000
O2S4	Each brief launched and distributed			PPE-E	.SPO-AL	Uwezo	MGN	4,800

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O2S4	Media monitoring of launch coverage			LME	MK			-
O2S4	One op-ed per brief produced and published			WWO		PPE-E		-
<b>Problem O3: Independent monitoring &amp; public opinion</b>								
<b>Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate (Tanzania &amp; Kenya)</b>								-
<b>Success O3S2: Data from independent monitoring of core outcomes and functions of basic services and sectors (e.g., health, education, water, natural resources) is gathered and shared in a manner that informs public (media) and policy (parliament) debate</b>								-
O3S2	<b>Output 1. Uwezo annual learning assessment conducted and findings widely shared</b>							-
O3S2	SzW starting in 2016							-
<b>Problem O4: Intermediaries &amp; demand</b>								
<b>Success O4S1: Data journalism established in at least one major media house (Tanzania &amp; Uganda)</b>								<b>33,500</b>
O4S1	<b>Output 1. "Homework" - Scoping study conducted on status of data journalism in East Africa, including mapping of media houses, capacity review, and learning from Code4Kenya experience</b>							-
O4S1	see Regional plan							-
O4S1	<b>Output 2. Data journalism awards established in Tanzania and Uganda, to provide positive incentives for data journalism (possibly as part of existing journalism prize initiative)</b>			WWO	MD			<b>2,500</b>
O4S1	Partner ACME on the Uganda Media Awards which already includes Data Journalism award (see <a href="http://acme-ug.org/?p=1649">http://acme-ug.org/?p=1649</a> ) to make it even more exciting	Journalists; media houses	VG, ACME, URN	WWO				2,500
O4S1	<b>Output 3. Data journalism unit established in leading media house in Uganda</b>			WWO	MD			<b>29,000</b>
O4S1	Held dialogue meetings with leading media houses on data journalism	Leading media house	URN	WWO	MD			-
O4S1	Signed contract/MoU Work with media house and work with it to establish data journalism unit ; learn from Code4Kenya experience	Leading media house, URN?		WWO	MD	PPE-E	.SPO-AL	21,000
O4S1	Engage experienced data journalist to train data journalism unit (alternatively: Journalist temporary placed in Media House, see Code4Kenya experience)	data journalism unit at leading media house	Data journalism expert/consultant, and experienced statistician	WWO	MD	PPE-E	.SPO-AL	8,000
O4S1	<b>Output 4. Identified media houses and journalists (Tz and Ug) provided with regular supply of interesting data, in both raw and analyzed form, including data produced by Twaweza</b>			WWO	MD			<b>2,000</b>
O4S1	Create e-mailing list for journalists and media house contacts and regularly share data	Identified media houses and journalists		PPE-C	MC			-
O4S1	Organized and held bi-annual sharing meetings on progress of practicing data journalism	Media Houses	Data Journalism Consulting Firm	WWO	MD	LME	MK	2,000



UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
<b>Success O4S2: Scoping study done on identifying demand for data &amp; information, and the "state of" intermediaries and how to work with them (Tanzania &amp; Uganda)</b>								<b>5,000</b>
O4S2	<b>Output 1. Scoping study to identify intermediaries of high potential.</b>			WWO				<b>5,000</b>
O4S2	Develop TOR for consultant to identify (i) demand for data and information, (ii) high potential intermediaries from among media, civil society and tech communities	media, media stakeholders, civil society, tech community	WB, OK fellow	WWO	MD	PPE-C	RC	-
O4S2	Study conducted for internal use to inform output 2, shared on website	Twaweza		WWO	MD	PPE-C	RC	5,000
O4S2	<b>Output 2. Pilot initiated working with at least two curators and transporters of data in Uganda.</b>			WWO				-
O4S2	Approach 3-5 intermediaries as identified in scoping study to develop full proposals for pilot activities	media, media stakeholders, civil society, tech community	TBD	WWO	MD			-
O4S2	Pilot initiatives selected and started - small scale initiatives by media / civil society / tech community to gather, process and communicate data and information in user friendly ways. For each initiative concise concept note produced. Budget from Mid Year review if potential.	TBD	TBD	WWO	MD			-
<b>Problem O5: Responsive government</b>								
<b>Success O5S1: Identify and promote examples and case studies of public agency (responsive government &amp; active citizenship working in tandem), to government (MPs) and young people</b>								<b>170,000</b>
O5S1	<b>Output 1. Coalition of three-four youth focused, community-based CSOs established to identify and promote examples of public agency.</b>			PPE-E				<b>170,000</b>
O5S1	Identify, approach and secure agreement with 1-2 civil society organizations with strong community links and a focus on governance and young people to source and promote stories of public agency	young citizens		PPE-E	RC	WWO	MD	20,000
O5S1	Only if found to have potential during the year: Collaborate with one film school and work with students in the final year to integrate public agency in the movies they submit as part of their final work. Budget during mid year review.	urban youth	Kampala Film School	PPE-E	RC	WWO	MD	-
O5S1	Only if found to have potential during the year: Work with CSO partner to facilitate dissemination of film alongside mediated discussion (budget above)			PPE-E	MC	WWO	MD	-
O5S1	Collaborate with an organization producing and broadcasting a youth oriented radio drama to model good practices of public agency.	rural youth	CDFU	PPE-E	MC	WWO	MD	80,000
O5S1	Partner with a local radio network to feature public agency stories across their content	rural citizens (particularly youth)	URN	PPE-E	MC	WWO	MD	30,000

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O5S1	Partner with national media house to source and promote examples of public agency across all outlets	MPs (TV, newspapers) and young people (radio and TV)	Vision Group, Nation Media	PPE-E	.SPO-AL	WWO	MD	40,000
O5S1	<b>Output 2. Former CAG supported to document experience and to establish institute to provide support to other accountability actors</b>			WWO				-
O5S1	Assess the potential of engaging with the CAG in Uganda and procure an internal concept paper with findings		CAG Office	WWO				-
<b>Success O5S2: Policy issues of concern to citizens, including young people, are identified/collected and raised – and informed debate on issues fostered -- in preparation of the 2016 general election campaign (Tanzania)</b>								-
<b>EDUCATION</b>								
<b>Problem E1: Learning outcomes measure &amp; focus</b>								
<b>Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy</b>								<b>1,454,756</b>
E1S1	<b>Output 1. Uwezo accountability strengthened</b>			Uwezo				<b>6,180</b>
E1S1	Database of Assessment partners created and preserved, accountability systems sustained	All Uwezo partners	Internal	Uwezo	DM			6,180
E1S1	<b>Output 2. Research Design Framework Developed</b>			Uwezo				<b>61,000</b>
E1S1	Research design framework developed [Uwezo 1320/300]	All districts	UBOS	Uwezo	IS			61,000
E1S1	<b>Output 3. National Assessment Tests, Tools and processes developed</b>			Uwezo				<b>558,636</b>
E1S1	Development of Test Manuals and Review:	Children aged 6-16	Test Development Panel, NCDC	Uwezo	FN			20,132
E1S1	Assessment and Training packs	Children aged 6-16, Volunteers, Trainers and Partner Institutions, DCs, DCCPs and Test Developers	Graphic designers and printing firms	Uwezo	IS			40,152
E1S1	Pre-testing and validation of tools	Children aged 6-16	Test development panel, NCDC, District Coordinators	Uwezo	FN			29,944
E1S1	Engaging of District Coordinators/partners	Children aged 6-16	District Partner organizations	Uwezo	DM			225,400
E1S1	Volunteers recruited to undertake the 2015 learning assessment [Uwezo 2150/300]	Children aged 6-16	Designing and printing firms	Uwezo	DM			33,509
E1S1	Training of Trainers	Independent researchers	Trainers	Uwezo	FN			209,500
E1S1	<b>Output 4. Household Based Assessment Undertaken</b>			Uwezo				<b>663,522</b>
E1S1	Training of Volunteers: (112 Districts)			Uwezo	IS			366,330

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S1	National Assessment:			Uwezo	IS			297,192
E1S1	<b>Output 5. Data Accurately Entered and Analyzed</b>			Uwezo				<b>26,400</b>
E1S1	Data Accurately Entered and Analyzed [Uwezo 2310/3000	Policy makers at national and district level	UBOS, Sunai, Local data management firm	Uwezo	FN			26,400
E1S1	<b>Output 6. Uwezo assessment internally monitored and feedback looped back to improve implementation</b>	District partners, volunteers	Trainers, RCs, VCs and volunteers	Uwezo	FN	LME	VL	<b>55,200</b>
E1S1	<b>Output 7. Give back to children and parents in assessment households</b>	Children 6-9	Designing and printing firms	Uwezo	JNT	PPE-C	RC	<b>79,818</b>
E1S1	<b>Output 8. Staff recruited and motivated to realize Uwezo goals in a supportive environment</b>			Uwezo	JNT	PPE-C	RC	<b>4,000</b>
<b>Success E1S2: Evidence on learning outcomes shared widely with key actors and parents at national and sub-national levels; clear position on learning outcomes as policy priority is formulated and argued.</b>								<b>71,070</b>
E1S2	<b>Output 1. Reports on Learning Outcomes published and launched annually with Key Actors at national and sub-national levels; Periodic policy briefs shared with key actors.</b>			PPE-C				71,070
E1S2	Production of annual learning assessment report			Uwezo	FN	PPE-C	MC	4,600
E1S2	2015 National report written and produced	Policy makers at national and district levels, media, educationalists	UBOS, Independent consultants, editors, printers	PPE-C	MC	Uwezo	MGN	21,200
E1S2	Summary reports produced	MPs, media, education policy-makers, education NGOs		PPE-C	MC	Uwezo	FN	13,750
E1S2	District reports produced	Local elites, authorities, (head) teachers, MPs, DED, DEOs, CSOs	DJPA or similar	PPE-C	MC	Uwezo	JNT	19,750
E1S2	Production of district ranking poster	Local elites, authorities, (head) teachers, MPs, DED, DEOs, CSOs	Consultants	PPE-C	MC	Uwezo	JNT	2,240
E1S2	Policy briefs drawing on learning assessment produced	MPs, media, education policy-makers, education NGOs	Designers, Illustrators, printers	PPE-C	MC	Uwezo	MGN	2,900
E1S2	Policy briefs launched and distributed	MPs, media, education policy-makers, education NGOs		PPE-E	.SPO-AL	Uwezo	JNT	2,660

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S2	Launch of annual learning assessment report	MPs, media, education policy-makers, education NGOs		PPE-E	.SPO-AL	Uwezo	MGN	3,720
E1S2	Launch district ranking poster	MPs, media		PPE-E	.SPO-AL	Uwezo	MGN	250
E1S2	Media monitoring of launch coverage			LME	NK			-
<b>Success E1S3: Policy debate sustained at national level to prioritize measured learning outcomes as policy priority at national level.</b>								<b>178,343</b>
E1S3	<b>Output 1. Annual learning assessment reports and policy briefs shared systematically with Parliamentary committees, through Launches, Roundtables and other appropriate forums</b>			PPE-C				<b>1,643</b>
E1S3	Production, launch of annual learning assessment report and policy briefs (Output 1) includes MPs. Physical distribution of all outputs to Dodoma.	MPs, media	Uwezo assessment partners, TENMET	PPE-C	MC	PPE-E	.SPO-AL	693
E1S3	Presentation to the Parliamentary Committee on Education			PPE-E	.SPO-AL	Uwezo	MGN	-
E1S3	Analysis of Uwezo data to pull out aspects relevant to ongoing discussions of the Parliamentary Committee on Education			Uwezo	MGN	PPE-E	.SPO-AL	-
E1S3	Production of short output based on analysis for Parliamentary Committee			PPE-C	MC	Uwezo	MGN	250
E1S3	Convene a forum for supportive and relevant parliamentarians and other stakeholders on learning outcomes			PPE-E	.SPO-AL	Uwezo	MGN	700
E1S3	Monitoring / Keeping track of the engagement process (OM) - for all outputs in E1S3; this is candidate for writer/journalist to capture the story well, and combine with district-level stories.			PPE-E		LME	MK	-
E1S3	<b>Output 2. Partnerships with education coalition TENMET, FENU, EYC sustained through joint activities - launches, roundtables as well as presenting in their meetings</b>			Uwezo				<b>2,300</b>
E1S3	Efforts made to become members of Forum for Education NGOs in Uganda (FENU) and participate in events organized by FENU	FENU	UNATU	Uwezo	MGN	Uwezo	JN	2,000
E1S3	Identify critical moments in the Government / policy calendar for the whole year	MPs, education policy-makers	FENU and members	PPE-E	.SPO-AL	Uwezo	FN	300
E1S3	Secure agreement with FENU and members to issue joint statements around at least four critical education moments, one press release per quarter			PPE-C	MC	PPE-E	.SPO-AL	-
E1S3	One policy brief (E1S2) produced and launched in partnership with FENU itself or a member organization			PPE-C	MC	Uwezo	FN	-
E1S3	Monitoring / Keeping track of the engagement process (OM) - for all outputs in E1S3			PPE-E	.SPO-AL	LME		-
E1S3	<b>Output 3. Piggy-back model sustained for presence at TU events (Kepsha, UNATU, TTU, UMTA, CTA)</b>			PPE-C				<b>108,800</b>

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S3	Collaborate closely with UNATU through regional and district chapters to share findings of the 2013/14 national learning assessments. At least 4 events attended at national and district levels	Teachers and Head teachers	UNATU, UMTA, CTA	PPE-E	.SPO-AL	Uwezo	JNT	10,000
E1S3	6 Minibuzz shows on teachers' issues	parents, teachers	Minibuzz	PPE-C	MC	Uwezo	JNT	18,000
E1S3	10 TV and 10 radio shows via Vision Group on teachers' issues	parents, teachers	Vision Group	PPE-C	MC	Uwezo	JNT	15,000
E1S3	Mon of MB, Vision: on teachers (E1S3)			LME				-
E1S3	Produce an output on learning outcomes for national UNATU conference	teachers, media	UNATU	PPE-C	MC	Uwezo	JNT	57,800
E1S3	Distribution of teachers' output, summary reports, main reports and district reports to TTU district secretaries	Teachers and Head teachers		PPE-E	.PACA	Uwezo	JNT	8,000
E1S3	<b>Output 4. Joint forum with like-minded researchers to discuss findings on Los held</b>							-
E1S3	Not in Uganda							
E1S3	<b>Output 5. Partnership with media to enhance data journalism initiated and sustained through workshops, roundtables and spaces to travel and cover Data/Voice activities in the field</b>			PPE-C				65,600
E1S3	Education journalists from at least 20 media houses (print, radio & TV) at national and district level involved in the 2015 Annual Learning Assessment to evidence first-hand children's learning levels and do evidence-based reporting.	Education journalists		Uwezo	JNT	PPE-C	RC	5,000
E1S3	Corporate log, media clipping and analysis of clips			LME	MK	Uwezo	MGN	3,000
E1S3	20 programs on TV and 20 on radio on learning outcomes via Vision Group	parents, teachers, policy-makers	Vision Group	PPE-C	MC	Uwezo	JNT	26,000
E1S3	10 programs on learning outcomes on Minibuzz	parents, teachers, policy-makers	Minibuzz	PPE-C	MC	Uwezo	JNT	30,000
E1S3	Convene quarterly meetings of education correspondents, particularly around critical education moments (exam results, budget etc.) to support journalists to make use of data and orientate coverage around learning outcomes	parents, teachers, policy-makers	media	PPE-E	.SPO-AL	Uwezo	JNT	400
E1S3	Provide education correspondents with monthly updates, highlighting new aspects of the data and other work around learning outcomes	parents, teachers, policy-makers	media	PPE-C	MC	PPE-E	.SPO-AL	-
E1S3	Publish 4 op-eds on learning outcomes	education NGOs, business people, education policy-makers	New Vision	PPE-C	MC	PPE-E	.SPO-AL	-
E1S3	Photographers to travel to different districts and document the assessment for ongoing media use	media	photographers	PPE-C	MC	Uwezo	JNT	1,200
E1S3	<b>Output 6. Joint publications with academia initiated and supported</b>							-
E1S3	Not in Uganda							

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
<b>Success E1S4: Policy debate sustained at sub-national levels to prioritize measured learning outcomes as policy priority at sub-national levels.</b>								<b>72,492</b>
E1S4	<b>Output 1. Sub-national level officials involved at various levels of conducting the assessment; District/County reports produced and shared with education leaders at sub-national levels - launches, piggy-back on their meetings</b>			Uwezo				<b>8,000</b>
E1S4	Space created for government officials at national and district level to participate during the 2015 national learning assessment. Follow-up meeting organized to discuss learning. [Uwezo 4210/300]	MoES Officials and Parliamentarians		Uwezo	JNT			8,000
E1S4	<b>Output 2. District/County reports and summaries, rankings posters published and shared with local authorities</b>			Uwezo				-
E1S4	Communication materials in accessible format produced and printed		Designing and printing firms	Uwezo	JNT	PPE-C	RC	-
E1S4	<b>Output 3. Uwezo partners at district level engaged in sharing of evidence through media and face-face meetings</b>			Uwezo				<b>48,922</b>
E1S4	District communication Contact Persons(DCCPs) identified and engaged in at least 25% of the districts partners to undertake communications related activities at district level [Uwezo 3240/300]	parents, teachers, local leaders	District partner organizations, DCCPs	Uwezo	JNT	PPE-C	RC	29,932
E1S4	Councilors at sub-county level in 28 districts engaged to be Uwezo messengers in sharing findings on learning and stimulate dialogue at those levels. [Uwezo 3210/300]	Local Council III chairpersons	Association of Local Councilors, ULGA	Uwezo	JNT	PPE-C		18,990
E1S4	<b>Output 4. District-level CSOs involved to amplify evidence through launches and meetings</b>			Uwezo				<b>15,000</b>
E1S4	Regional launch events conducted in 10 regions to increase awareness on 2015 learning assessment findings [Uwezo 3220/300]	Policy makers at district level	District partner organizations	Uwezo	JNT	PPE-C	RC	15,000
E1S4	<b>Output 5. Uwezo partners engaged to share evidence at local levels; Feedback and evidence of previous year shared at school and household level during the 2015 assessment; Targeted SMS messages shared with parents of households assessed in 2014.</b>			Uwezo				<b>570</b>
E1S4	SMS communication to Uwezo partners, Village Coordinators (VCs), volunteers and the assessed households/schools sustained periodically [Uwezo 3120/300]	parents, teachers	Media, Data firms	Uwezo	JNT	PPE-C	RC	570
E1S4	<b>Output 6. Learning Outcomes evidence shared through targeted SMS messages, print and local media (radio); Evidence of previous years shared at school during the 2015 Uwezo assessment.</b>			Uwezo				-
<b>Problem E2: Ambitious curriculum</b>								
<b>Success E2S1: Evidence (incl. collating teachers' opinion &amp; assessment of teachers' knowledge on curriculum) is produced on the effectiveness of primary school curricula (both history, contents and implementation).</b>								<b>12,300</b>

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E2S1	<b>Output 1. Good working relationship cultivated with the Curriculum Institutes; Directors of curriculum institutes briefed on our work at Twaweza</b>			Uwezo				-
E2S1	Directors invited to participate in all launches and public meetings	Curriculum institutes		Uwezo				-
E2S1	Participate in selected events organized by Curriculum institutes			WWE	.POWWE	Uwezo		-
E2S1	<b>Output 2. Participatory process initiated on collating available evidence on the effectiveness (gaps) of curricula</b>			WWE				8,500
E2S1	Scope and document ongoing initiatives and actors that produce evidence; and collect and analyze existing national and international evidence related to curriculum; build internal knowledge	Twaw staff learning, partners and sector stakeholders	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	WWE	.POWWE			5,000
E2S1	Lean and mean engagement with identified actors in coordinated manner	Twaw staff learning, partners and sector stakeholders	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	WWE	.POWWE			500
E2S1	Central repository established related to curriculum, existing papers and bibliographies are compiled in open access bibliography software such as Zotero or Mendeley; clear hierarchy of methodological rigor is applied and used in search terms; aim to make public near 100% of all EA based documentation	Twaw staff learning, partners and sector stakeholders	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	WWE	.POWWE			3,000
E2S1	Produce quarterly digest of collected materials and a description of our evolving understanding and views on curriculum; share internally, possibly with selected organizations (gvt, academics, donors, NGOs)			WWE	.POWWE			-
E2S1	<b>Output 3. Concept note on joint analysis of effectiveness of curricula developed and shared</b>			WWE				3,000
E2S1	Concept note finalized and printed; launch under E1P3O5	PS, minister of education, MP's, donors	Joint Forum (output 4)	WWE				3,000
E2S1	<b>Output 4. Forum to share concept and initiate consultation process convened</b>			PPE-E				800



UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E2S1	WWE/Uwezo to share with MOES, curriculum developers and network; jointly with PPE-advocacy organize first meeting	MOES, curriculum developers and network	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	PPE-E	J	WWE		800
E2S1	Keeping track (OM) / monitoring of the process of forum creation (this is for all of E2S1)			PPE-E		LME		-
E2S1	<b>Output 5. Evidence collected; key documents and data put in one place and analyzed; Report produced</b>							-
E2S1	next year							-
E2S1	<b>Output 6. Evidence-based policy position paper on curriculum effectiveness published for each country</b>							-
E2S1	next year							-
<b>Success E2S2: Evidence on effective curricula is shared through a consultative process (including a knowledge sharing platform)</b>								-
E2S2	<b>Output 1. Participating team convened to validate outcomes of the analysis</b>							-
E2S2	Next year							-
E2S2	<b>Output 2. Policy forum convened to share policy position paper on curriculum</b>							-
E2S2	<b>Output 3. Paper/Article on effectiveness of curricula developed jointly with academia and submitted for publication in peer-reviewed journal</b>							-
<b>Problem E3: Motivated teachers</b>								
<b>Success E3S1: Evidence is produced on 'What works in improving teacher motivation and accountability'</b>								53,000
E3S1	<b>Output 1. Existing evidence on teacher motivation &amp; Accountability collated and analyzed, including that already collated by KiuFunza; Online reference system to share evidence across group of users created and made accessible;</b>			WWE				-
E3S1	Existing papers and bibliographies are compiled in open access bibliography software such as Zotero or Mendeley; clear hierarchy of methodological rigor is applied and used in search terms	Twaweza staff, partners	KF Pls, University of DSM, MoEVT	WWE	KM		KdG	-
	Monthly internal digests of key literature shared internally			WWE				-
E3S1	<b>Output 2. Internal information/intelligence gathered to better understand incentives and roles of key actors</b>			WWE				1,000
E3S1	Uganda staff have internalized findings KF and other research and evidence related to teacher motivation (one learning event and continuous updating of knowledge)			WWE	KM	LME		1,000
E3S1	<b>Output 3. Partnerships with teachers' unions, education CSOs and employers strengthened, to get shared understanding.</b>			WWE				52,000

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E3S1	Renew formal MoU with UNATU; agree on systematic data collection and communication on teacher welfare and motivation	Teachers and Head teachers	UNATU	WWE	.POWWE	Uwezo		40,000
E3S1	Designed systematic data collection system on teacher welfare and motivation using principles of HCD	Teachers and Head teachers	UNATU	WWE	.POWWE	Uwezo		6,000
E3S1	Tested and refined data collection system;	Teachers and Head teachers	UNATU	WWE	.POWWE	Uwezo		6,000
E3S1	Agreed on final design and started implementation	Teachers and Head teachers	UNATU	WWE	.POWWE	Uwezo		-
E3S1	<b>Output 4. KE: Partner with TSC to analyze data and link to policy positions</b>							-
<b>Success E3S2: A teacher performance program is piloted and idea, details and findings shared with key actors (including donors and non-state actors) on improvement of overall teacher motivation</b>								<b>16,500</b>
E3S2	<b>Output 1. Evidence from KF is packaged and shared out with strategic partners - outputs, reports, stories, materials</b>			WWE				<b>16,500</b>
E3S2	After lifting embargo on results publication, main KF 1 findings are used to prepare more popular outputs: presentations, briefing for the sector stakeholders, blogs, visualizations. This includes Teacher Opinions on Pay for Performance (Cash on Delivery) and the cool video's we have of teachers talking about KF. All organized from Tanzania office to be presented in Kenya and Uganda.	The key PPE audiences in the education sector		WWE	CM	PPE-C	RC	-
E3S2	This Twaweza implemented part of PD research is combined with the PD implemented by partner(s). Aim is to find School Management PD and teacher motivation PD. Up to eight schools visited for qualitative study representing underperforming (not the extreme underperforming) rural districts in Uganda to analyze what works in improving teacher motivation and accountability in varying contexts, and a report produced.	Teachers and head teachers in public and private primary schools, UNATU, employers, Education CSOs	Local and external academics, researchers, UNATU	WWE	KM	Uwezo	MGN	14,800
E3S2	Research report designed and printed	UNATU, TSC, employers, Education CSOs	designing and printing firm	PPE-C	RC	WWE	KM	-
E3S2	A brief based on the research findings written	UNATU, employers, Education CSOs	Local and external academics	WWE	KM	Uwezo	MGN	-
E3S2	A brief based on the research findings printed	UNATU, TSC, employers, Education CSOs	designing and printing firm	PPE-C	RC	WWE	KM	1,700
E3S2	An academic paper written based on the research findings and submitted to a peer-reviewed journal	Academic audience	Local and external academics, researchers	WWE	KM	Uwezo	MGN	-
<b>Success E3S3: Evidence-based policy position paper on teacher motivation is produced and shared</b>								<b>900</b>
E3S3	<b>Output 1. At least 3 allies in teacher motivation identified and engaged to share the position paper</b>			PPE-E				-

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E3S3	Find opportunities to present KF findings in one of the many education related conferences			PPE-E	RC	WWE	KM	-
E3S3	<b>Output 2. Members of Parliamentary committee engaged in sharing of position paper</b>			PPE-E				900
E3S3	Policy paper on what works in teacher motivation presented to the Parliamentary Committee on Social Services/Education	Parliamentary Committee	Academics, UNATU	PPE-E	.SPO-AL	Uwezo	MGN	900
<b>Problem E4: School management</b>								
<b>Success E4S1: Evidence is produced, on what works in improving school leadership and management</b>								40,600
E4S1	<b>Output 1. Existing evidence on School Leadership collected, reviewed and analyzed; impact of previous interventions, both domestically and global evidence.</b>			WWE				1,000
E4S1	Existing papers and bibliographies are compiled in open access bibliography software such as Zotero or Mendeley; clear hierarchy of methodological rigor is applied and used in search terms.	Internal		WWE	.POWWE			-
E4S1	Kenya staff have internalized existing research and evidence related to school leadership in one learning event and continuous updating of knowledge	Internal		WWE	.POWWE			1,000
E4S1	Monthly internal summaries of key literature shared internally			WWE	.POWWE			-
E4S1	<b>Output 2. Partnership with teachers' unions, education CSOs and employers strengthened for shared understanding</b>			PPE-C				3,000
E4S1	Joined existing work of few selected NGO's (STiR) with interest in advancing school leadership and management and introduced/reinforced rigor and analysis; at least 1 topical paper produced collectively with interested NGO's and teachers unions	STiR, Unatu	STiR, Unatu	WWE	.POWWE			1,000
E4S1	finalizing content, production, print			PPE-C				2,000
E4S1	<b>Output 3. Positive deviance approach applied to unearth at least 3 deviant practices in leadership of both public and private primary schools</b>			WWE				36,600
E4S1	2 or 3 organizations found to engage in PD related to school leadership and management; introductory meeting held; findings shared	Schools, LGA's, Moe	Selected NGO, researchers, (Ministry of Education with relevant data?)	WWE	.POWWE	Uwezo		5,000
E4S1	Data analysis based on PD principles and using Uwezo data plus one or two other reliable datasets (Twaweza leads)	Schools, LGA's, Moe	Selected NGO, researchers, (Ministry of Education with relevant data?)	WWE	.POWWE	Uwezo		3,000

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E4S1	This part of the PD research is combined with the PD implemented by Twaweza under E3S2. Aim is to find School Management PD and teacher motivation PD. Up to eight schools visited for qualitative study representing underperforming (not the extreme underperforming) rural districts in Uganda to analyze what works in improving teacher motivation and accountability in varying contexts, and a report produced. ToR designed for qualitative research; qualitative research started (lead and fully implement selected partner organization)	Schools, LGA's, Moe	Selected NGO, researchers, (Ministry of Education with relevant data?)	WWE	.POWWE	Uwezo		25,600
E4S1	Design finalized for testing, experimenting in 2016 of most promising PD findings		HT unions, Moe	WWE	KM	Uwezo		3,000
<b>Success 2: Evidence is generated on the status of key financial, material and human resources at the school level, and the scope and quality of information on these matters available and accessed by school communities</b>								
E4S2	<b>Output 1.</b>							-
E4S2	Not in Uganda in 2015, unless specific analysis results from regional Uwezo analysis indicate extra activities (see region E4S2)							-
<b>Success 3: Evidence on what works in improving school leadership is shared with head teachers through unions and professional associations to inspire improved school leadership</b>								<b>6,000</b>
E4S3	<b>Output 1. PD interventions documented and packaged for marketing</b>			WWE				<b>4,000</b>
E4S3	Evidence on school leadership that works and on teachers motivation in improving learning outcomes documented from UG's PD study is shared with 4 regional teachers' unions and professional associations	Regional teachers' unions and associations, Teachers employers, district education authorities	Academics, researchers, UNATU	WWE	KM	Uwezo	MGN	4,000
E4S3	<b>Output 2. At least three schools identified and PD interventions piloted</b>			WWE				<b>2,000</b>
E4S3	Practical ideas designed on school leadership and teacher motivation that works to improve learning outcomes, to be piloted in 2016	teachers, head teachers	PS Education, Commissioner BE, UNATU, academics,	WWE	KM	Uwezo	MGN	2,000
<b>Success 4: Head teachers debate widely and report on interventions to improve learning in their schools.</b>								<b>75,000</b>
E4S4	<b>Output 1. Through TTU, CSOs, and other platforms work toward conducting activities that engage teachers; highlight the successes in KF via TTUs, CSOs, media.</b>			PPE-C				<b>75,000</b>
E4S4	Together with partners from E4S1 and E4S2 fuel a public debate at national and subnational level highlighting actions and interventions at school level that improve LO's, based on our findings, papers and other products. The debate follows and rides on the cycle of the national exam results and the Uwezo results. WWE to produce content to fuel the debate.		Joint partners from E4S1 and S2	WWE				-

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E4S4	Stimulate thinking and debate in partnership with Rockpoint	Head teachers; teachers; local education leaders	CDFU	PPE-C				25,000
E4S4	Short content campaigns with SMG utilizing the Stories of Change programs on 11 local radios; insert debate issues at national TV and radio	Head teachers; teachers; local education leaders	SMG	PPE-C				50,000
<b>LEARNING MONITORING EVALUATION</b>								
<b>LME Success 1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.</b>								<b>143,500</b>
LME1	<b>Output 1. Staff in knowledgeable of monitoring structure, responsibilities and processes; supported in conducting monitoring (Level 1) within the unit; using the internal system for design &amp; tracking of Mon plans and for insight into implementation</b>			LME				-
LME1	Training for staff in implementing units in Q1, including use of mon tab in SF & OM; refresher in Q3			LME	MK			-
LME1	Mon plans by implementing units (self-report) reviewed; compiled quarterly for organizational learning (insights for improving practice; identifying gaps)			LME	MK			-
LME1	<b>Output 2. Selective but systematic media monitoring in place, informing practice</b>			LME	MK			<b>26,000</b>
LME1	Independent media monitoring company contracted in January, providing daily updates & access to portal:	Internal		LME	MK			20,400
LME1	Content review and analysis of the Corporate Log through Consultant.	Internal		LME	MK			5,600
LME1	Reviewing Twaweza media engagement on the whole, through organizing a half year review of Twaweza in the media , Including Corporate log , presentations, website traffic data, journalism and radio	Internal, regional		LME	VL			-
LME1	<b>Output 3. Independent verification of distribution, delivery, quality and coverage conducted in at least 80% of implementation; results from at least 3 studies formulated to improved practice and knowledge (briefs)</b>			LME	MK			<b>37,500</b>
LME1	Quality - captured under output 2			LME	MK			-
LME1	Contract and work with external consults to assess distribution & delivery for all/80% of outputs (Minibuzz, Rockpoint256, Reefknot, published print materials)		External consulting firms	LME	MK			20,000
LME1	Conduct baseline coverage survey via omnibus for all/80% programs with national outlook (Minibuzz, Rockpoint256, Reefknot, published print materials)		External consulting firms	LME	MK			17,500

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
LME1	<b>Output 4. Independent verification of achievement of intermediate outcomes conducted where relevant; results from at least 2 studies contributing to improved practice and knowledge (briefs).</b>			LME				80,000
LME1	Conduct follow up/effects measurement for all/80% programs/outputs with national outlook. (MiniBuzz, Rockpoint256, Reefknot, published print materials), via external consultants		External consulting firms	LME	MK			60,000
LME1	Engaging a journalist or similar to pull together and investigate further key stories "notes from the field" based on internal OM tracking			LME				20,000
<b>LME Success 2: Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge.</b>								15,000
LME2	<b>Output 1. REGIONAL Evaluation strategy for 2015-18 period developed jointly with key external parties; a key resource person (external coordinator) identified and engaged</b>			LME				15,000
LME2	Baseline (2015) data available for core areas / indicators. Combination of review of existing data / materials (jointly with WWO & WWE), and gathering key "status of" information from citizens - via Omnibus; possibly FGD with young people.			LME	MK			15,000
<b>LME Success 3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas</b>								1,600
LME3	<b>Output 1. Learning events (sessions, skills labs, etc.) are held regularly and on topics relevant to problems, as well as other issues of importance/ relevance</b>			LME	MK			1,600
LME3	Bi-monthly learning sessions: To introduce new ideas and approaches following current focus areas and participant suggestions	Staff		LME				-
LME3	Reading club: To develop critical reading skills a) Monthly for staff and interested partners in Tanzania b) At least 10 articles discussed in Uganda	Staff		LME				-
LME3	Skills lab: Monthly (12 per year) for staff, on technical and other skills identified as essential and/or beneficial in our work	Staff		LME				-
LME3	Food for Thought: Informal presentations/sessions, drawing on identified interests (internal learning and sharing but also bringing in external partners) at least 10 in Uganda	Staff	To be selected from time to time, as and when need arises	LME				-

UG	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
LME3	Library: a) Adopt and use salesforce for library management. b) Training staff on use of Library functions on salesforce c) Add to collection thorough and careful selection of books procured online and locally d) Quarterly Pizza party	Staff		LME	MK	ED	FA	1,600
LME3	<b>Output 2. A learning calendar developed by country and for organization; routine data (monitoring) and other lessons learned used actively in key events / moments</b>			LME	MK			-
LME3	Work with LME manager to draft internal learning calendar for Uganda (based when data is expected to be in)	Staff		LME	MK			-
<b>GENERIC OUTPUTS FROM UNITS</b>								-
<b>OPERATIONS AND FINANCE</b>								
OPS	<b>Operations and finance</b>			Ops				<b>137,020</b>
OPS	Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place.			Ops	GS			-
OPS	Staff recruited and motivated to realize Twaweza goals in a supportive environment. This includes daily, healthy lunches for all staff as part of employment contract, hire of temporary staff to replace long term leave (maternity), extra costs for staff recruitment under the new strategy.			Ops	GS			16,968
OPS	Office and assets functioning optimally and well managed. This includes office rent, security, servicing of generator and other equipment, vehicle servicing and contracted office related transport.			Ops	GS			74,852
OPS	Internal documentation and correspondence efficiently managed			Ops	GS			-
OPS	Information technology. Internet, network maintenance, antivirus.			Ops	GS			25,700
OPS	Office assets/Equipment. Includes one-off purchase of one inverter and batteries as power back-up to reduce generator costs and one heavy duty copier.			Ops	GS			19,500
<b>STAFF COSTS</b>								
Staff	<b>Staff costs</b>							<b>489,737</b>
Staff	Uwezo			Uwezo				260,453
Staff	Sauti za wananchi			SzW				-
Staff	What Works in education			WWE				23,431
Staff	What Works in Open Government			WVO				46,838
Staff	Public Policy Engagement - Communication			PPE-C				-
Staff	Public Policy Engagement - Advocacy			PPE-E				52,561
	Learning Monitoring and Evaluation			LME				28,903
Staff	Governance, leadership, quality assurance			ED				-
Staff	Operations			Ops				49,687
Staff	Finance			fin				27,863



KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
<b>OPEN GOVERNMENT</b>								
*Note: In 2015 Open Government program in Kenya is limited to setting up and launching Sauti za Wananchi								
<b>Problem O3: Independent monitoring &amp; public opinion</b>								
<b>Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate (Tanzania &amp; Kenya)</b>								<b>433,580</b>
O3S1	<b>Output 1. Establishing SzW in Kenya (separate plan)</b>			<b>SzW</b>				<b>433,580</b>
O3S1	Baseline Survey - SzW Panel in Kenya		Data firm, e.g. Ipsos	SzW	EM			308,080
O3S1	SzW Panel in Kenya - Call Rounds		Data firm, e.g. Ipsos	SzW	EM			89,400
O3S1	Management of the Survey		Data firm, e.g. Ipsos	SzW	EM			9,200
O3S1	Analysis, writing, presenting		Research Institute	SzW	EM			12,500
O3S1	Printing and launching of 2 briefs	Mp's and media	Printing house	ppe-c	RC	SzW	EM	4,400
O3S1	Mobile phones for citizen monitors		Data firm, e.g. Ipsos	SzW	EM			10,000
<b>EDUCATION</b>								
<b>Problem E1: Learning outcomes measure &amp; focus</b>								
<b>Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy</b>								<b>1,811,192</b>
E1S1	<b>Output 1. Uwezo accountability strengthened</b>			<b>Uwezo</b>				<b>4,980</b>
E1S1	Database of Assessment partners created and preserved, accountability systems sustained			Uwezo				4,980
E1S1	<b>Output 2. Research Design Framework Developed</b>			Uwezo				<b>91,272</b>
E1S1	Research design framework developed [Uwezo 1320/300]			Uwezo	FN			91,272
E1S1	<b>Output 3. National Assessment Tests, Tools and processes developed</b>			<b>Uwezo</b>				<b>572,789</b>
E1S1	Test Manuals developed and reviewed	Children aged 6-16 years	Test Development Panel	Uwezo	WC			7,932
E1S1	Assessment and Training packs developed	Children aged 6-16 years, trainers, DCs, RCs, volunteers	Printing Firm	Uwezo	BM			33,362
E1S1	Tools pre-tested and validated	Children aged 6-16 years	Test Development Panel, District coordinators	Uwezo	WC			17,498
E1S1	District/Regional Coordinators/partners engaged		Partner organizations	Uwezo	.PO/APOUK			257,560
E1S1	Volunteers Recruited	Volunteers	District partners institutions	Uwezo	.PO/APOUK			52,986
E1S1	Trainers trained and engaged		East Africa Trainers; National Trainers	Uwezo	BM			203,450
E1S1	<b>Output 4. Household Based Assessment Undertaken</b>			<b>Uwezo</b>				<b>1,008,901</b>
E1S1	Volunteers trained in 158 districts	Volunteers, Trainers, RCs, DCs, Volunteers	Master Trainers, National Trainers, DCs, suppliers	Uwezo	BM			536,536

KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S1	National Assessment conducted	Volunteers, Village Coordinators, Trainers, DCs, staff	District Partner organizations Master Trainers, Key Facilitators and volunteers, service providers	Uwezo	BM			472,365
E1S1	<b>Output 5. Data Accurately Entered and Analyzed</b>			Uwezo				<b>4,000</b>
E1S1	Data Accurately Entered and Analyzed [Uwezo 2310/300]		Wells Fargo	Uwezo	FNN			4,000
E1S1	<b>Output 6. Uwezo assessment internally monitored and feedback looped back to improve implementation</b>			Uwezo				<b>89,250</b>
E1S1	Level one/internal monitoring of the Uwezo assessment before(pre), during and after(recheck) the assessment. Processes monitoring conducted in at least 25% of the districts for volunteer recruitment,mapping household listing before the assessment, as well as during the assessment			Uwezo	WC	LME		48,000
E1S1	Feedback received from participants of 2015 assessment and learning meeting convened, and feedback loop informs planning for 2016 assessment			Uwezo	WC	LME		14,670
E1S1	Process recheck undertaken in sample of 20 districts, EAs and Households; Staff team sensitized on realities of conducting the assessment in various country contexts;			Uwezo	WC	LME		26,580
E1S1	<b>Output 7. Give back to children and parents in assessment households</b>			Uwezo				<b>36,000</b>
E1S1	Reading support to children: Reading tests redesigned and printed in Kiswahili and given as a thank you to children in assessed households [UWEZO 3110/300]	Children 6-9 years		Uwezo	IK			36,000
	2016 calendars produced and distributed during the 2015 assessment as token to assessment households and schools	Parents		Uwezo	IK	PPE-C		-
E1S1	<b>Output 8. Staff recruited and motivated to realize Uwezo goals in a supportive environment</b>			Uwezo				<b>4,000</b>
E1S1	Internal meetings and guests: Team meetings held and associated utilities; Hosting of Uwezo country guests;	Uwezo staff, partners	Internal	Uwezo	MGN	Uwezo	JN	4,000
E1S1	Media monitoring of launch coverage			LME	.APO/PO, LME-K			
<b>Success E1S2: Evidence on learning outcomes shared widely with key actors and parents at national and sub-national levels; clear position on learning outcomes as policy priority is formulated and argued.</b>								<b>49,850</b>
E1S2	<b>Output 1. Reports on Learning Outcomes published and launched annually with Key Actors at national and sub-national levels; Periodic policy briefs shared with key actors.</b>			PPE-C				<b>49,850</b>
E1S2	Production of annual learning assessment report	Policy makers, teachers	Consultant	Uwezo	WC	PPE-C		9,250

KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S2	Production of annual learning assessment report	MPs, media, education policy-makers, education NGOs	Editor, translator, printer	PPE-C	MC	Uwezo	IK	17,650
E1S3	Launch of annual learning assessment report	MPs, media, education Policy makers, NGOs Uwezo partners		PPE-E	.SPO-AL	Uwezo	IK	9,450
E1S2	Policy briefs drawing on learning assessment produced			PPE-C	MC	Uwezo	.MUK	1,800
E1S2	Policy briefs launched and distributed			PPE-E	.SPO-AL	Uwezo	WC	3,600
E1S2	Summary reports produced from the national report	MPs, media, education policy-makers, education NGOs		PPE-C	TY	Uwezo	WC	4,950
E1S2	District / county ranking posters produced	MPs, media, education stakeholders (national), constituents		PPE-C	MC	Uwezo	IK	2,000
E1S2	District / county ranking posters launched	MPs, media, education stakeholders (national), constituents		PPE-E	.SPO-AL	Uwezo		800
E1S2	Distribution of ranking posters to MPs and key national actors	MPs, media, education stakeholders (national), constituents	courier company	PPE-E	.PACA	Uwezo		350
E1S2	Monitoring of E1S2: Qualitative (OM-type) tracking of reactions/engagement with the poster & reports			LME		PPE-E		
<b>Success E1S3: Policy debate sustained at national level to prioritize measured learning outcomes as policy priority at national level.</b>								<b>36,800</b>
E1S3	<b>Output 1. Annual learning assessment reports and policy briefs shared systematically with Parliamentary committees, through Launches, Roundtables and other appropriate forums</b>			PPE-E				<b>4,500</b>
E1S3	Production, launch of annual learning assessment report and policy briefs (Output 1) includes MPs. Physical distribution of all outputs to Parliament	MPs, media	Uwezo assessment partners, TENMET	PPE-E	.PACA	Uwezo	IK	500
E1S3	Presentation to the Parliamentary Committee on Education			PPE-E	.SPO-AL	Uwezo	.MUK	-
E1S3	Analysis of Uwezo data to pull out aspects relevant to ongoing discussions of the Parliamentary Committee on Education			PPE-E	.MUK	Uwezo	IK	3,000
E1S3	Production of short output based on analysis for Parliamentary Committee			PPE-C	RC	Uwezo	.MUK	200
E1S3	Convene a forum for supportive and relevant parliamentarians and other stakeholders on learning outcomes			PPE-E	.SPO-AL	Uwezo	.MUK	800

KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S3	<b>Output 2. Partnerships with education coalition TENMET, FENU, EYC sustained through joint activities - launches, roundtables as well as presenting in their meetings</b>			Uwezo				5,300
E1S3	Identify critical moments in the Government / policy calendar for the whole year	MPs, education policy-makers	EYC and members	PPE-E	.SPO-AL	Uwezo	IK	300
E1S3	Secure agreement with EYC and members to issue joint statements around at least four critical education moments - RC			Uwezo	IK	PPE-E	.SPO-AL	-
E1S3	Presentations at a minimum of four EYC member events			PPE-E	.SPO-AL	Uwezo	.MUK	-
E1S3	Contribute to and participate in major education activities to include focus on learning outcomes	parents, teachers, education stakeholders		Uwezo	WC	PPE-E	.SPO-AL	5,000
E1S3	One policy brief (Output 1) produced and launched in partnership with EYC itself or a member organization			PPE-C	RC	Uwezo	WC	-
E1S3	<b>Output 3. Piggy-back model sustained for presence at KEPSHA</b>			PPE-E				11,200
E1S3	Contribute to and participate in national KEPSHA events at national level	teachers	KEPSHA	PPE-E	.SPO-AL	Uwezo	IK	8,500
E1S3	Produce an output on learning outcomes for national KEPSHA conference	teachers, head teachers, media	KEPSHA	PPE-C	TY	Uwezo	IK	2,700
E1S3	<b>Output 4. Joint forum with like-minded researchers to discuss findings on Los held</b>			WWE				1,900
E1S3	Find the key reliable researchers and organizations. Find promising platform(s) that are already active related to LO's, or would like to be active and join as active member. If necessary and sufficient interest establish such forum	Researchers, TRI, WB, education donors, dvt partners, think-tank's	Researchers, TRI, WB, education donors, dvt partners, think-tank's	WWE	.POWWE	PPE-E	.SPO-AL	900
E1S3	In Joint Forum, organize regular high level events focusing on data and research where research findings are presented and interrogated, and future research agenda is shaped	Researchers, TRI, WB, education donors, dvt partners, think-tank's	Researchers, TRI, WB, education donors, dvt partners, think-tank's	WWE	.POWWE	PPE-E	.SPO-AL	1,000
E1S3	<b>Output 5. Partnership with media to enhance data journalism initiated and sustained through workshops, roundtables and spaces to travel and cover Data/Voice activities in the field</b>			Uwezo				7,900
E1S3	Support up to eight print/radio/TV journalists to participate in annual learning assessment, and four journalists per quarter to collect stories from the field	education NGOs, business people, education policy-makers	MCL, IPP, TEF, MCT	Uwezo	IK	PPE-E	.SPO-AL	7,500
E1S3	Convene quarterly meetings of education correspondents, particularly around critical education moments (exam results, budget etc.) to support journalists to make use of data and orientate coverage around learning outcomes	parents, teachers, policy-makers	NMG, RMS,KTN	PPE-E	.SPO-AL	Uwezo	IK	400

KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S3	Provide education correspondents with monthly updates, highlighting new aspects of the data and other work around learning outcomes	parents, teachers, policy-makers	NMG, RMS,KTN	PPE-C	RC	PPE-E	.SPO-AL	-
E1S3	Publish 4 op-eds on learning outcomes	education NGOs, business people, education policy-makers	NMG, RMS,KTN	PPE-C	RC	PPE-E	.SPO-AL	-
E1S3	<b>Output 6. Joint publications with academia initiated and supported</b>			WWE				6,000
E1S3	Publish policy briefs based on research findings from the joint forum. These can be launched under output 5.			WWE		Uwezo		6,000
E1S3	Monitoring of E1S3: outcome mapping of education debate & engagement			PPE -E		LME		
<b>Success E1S4: Policy debate sustained at sub-national levels to prioritize measured learning outcomes as policy priority at sub-national levels.</b>								353,000
E1S4	<b>Output 1. Sub-national level officials involved at various levels of conducting the assessment; Policy debate at local level propped by the learning assessment</b>			Uwezo				91,500
E1S4	Local expertise developed in conducting National Household based assessment developed. Space created for government officers to participate during the 2015 national learning assessment. Follow-up meeting organized to discuss learning.	County and District level policy makers	DEO,CDE,KEPSHA CHAIRPERSON	Uwezo	IK			23,500
E1S4	Participate in national and county government's meetings	County governments; local partners	RCs	Uwezo	IK	PPE-E		8,000
E1S4	Partner with one media house (RMS may be interested, KTN is responsive; NMG already has data desk) to engage in a relationship of co-analyzing, curating and publishing research and data. This may be part of MFA.	Parents, LGA's, teachers, schools	RMS, NMG, KTN	PPE-C	.POWWE	Uwezo		40,000
E1S4	partner with media house on citizen journalism in education	local media, local education community	HiviSasa	PPE-C				20,000
E1S4	<b>Output 2. District/County reports and summaries, rankings posters (produced in S2) shared with local authorities through Uwezo partners</b>			Uwezo		PPE-C		40,750
E1S4	Reports giving feedback to each assessment district produced and printed	Local elites, authorities, (head) teachers	Uwezo assessment partners	PPE-C	MC	Uwezo	IK	10,300
E1S4	District reports launched in 35 counties and distributed to all districts through Uwezo partners	County level policy makers	Uwezo assessment partners	Uwezo	IK	PPE-E	.SPO-AL	30,450
E1S4	<b>Output 3. Uwezo partners at district level engaged in sharing of evidence through media and face-face meetings</b>			Uwezo				32,500
E1S4	60 Uwezo partners contracted to implement communication programs on learning outcomes			Uwezo	IK	PPE-E		17,500

KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S4	Reporting including outcome mapping diaries, contract closure			PPE-E	.SPO-AL	LME	NK	15,000
E1S4	<b>Output 4. District-level CSOs involved to test initiatives for communication at household, school and community levels</b>			Uwezo				<b>61,650</b>
E1S4	Trialing use of community-based communicators to amplify debate on learning at the village level trialed in 15 districts	Parents, teachers	Village-level leaders	Uwezo	IK			43,650
E1S4	Uwezo Partners home-grown initiatives to improve learning encouraged and supported;	Parents, teachers	District partners	Uwezo	IK			18,000
E1S4	<b>Output 5. Uwezo partners engaged to share evidence at local levels; Feedback and evidence of previous year shared at school and household level during the 2015 assessment; Targeted SMS messages shared with parents of households assessed in 2014.</b>			Uwezo				<b>82,900</b>
E1S4	Produce output for partners to feedback to schools and households (distributed alongside assessment tools and materials)	local elites (government, business people, civil society)		Uwezo	IK	PPE-C	MC	56,500
E1S4	Messages sent to parents and teachers in assessed communities during launches to amplify debate	teachers, head teachers, school management committees, parent teacher associations	Uwezo assessment partners	Uwezo	IK	PPE-C	MC	2,000
E1S4	Maintenance of existing SMS platform	parents	Service providers	Uwezo	IK	PPE-C		5,400
	SMS data cleaning and entry		consultant	Uwezo	IK	PPE-C		1,000
E1S4	Keeping track of the number & content of SMS sent to teachers; if feedback option, analyze content	Twaweza		PPE-C		LME		
E1S4	Uwezo Partners home-grown initiatives to improve learning encouraged and supported;	Parents, teachers	District partners	Uwezo				18,000
E1S4	<b>Output 6. Local media engaged to amplify debate at county and district levels</b>			Uwezo				<b>43,700</b>
E1S4	Partnership with media to enhance data journalism initiated and sustained through workshops, roundtables and spaces to travel and cover Data/Voice activities in the field; journalists involved in the assessment activities at various levels.	Education journalists	Key media houses {print, radio and TV)	Uwezo	IK			8,000
E1S4	Contract local radios to hold talk shows around launch of assessment results at county level, and during the assessment	parents, teachers	local radios	Uwezo	IK	PPE-C	MG. TBC	35,000
E1S4	Support partners to monitor radio compliance	Twaweza	Uwezo assessment partners	Uwezo	MG. TBC	LME	NK	700

KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S4	Mon of radio - depending on the level of implementation, might be good to capture coverage and feedback independently (LME)	Twaweza	Radio stations	LME	.APO/PO, LME-K			-
<b>Problem E2: Ambitious curriculum</b>								
<b>Success E2S1: Evidence (incl. collating teachers' opinion &amp; assessment of teachers' knowledge on curriculum) is produced on the effectiveness of primary school curricula (both history, contents and implementation).</b>								<b>25,150</b>
E2S1	<b>Output 1. Good working relationship cultivated with the Curriculum Institutes; Directors of curriculum institutes briefed on our work at Twaweza</b>			0 PPE-E		Uwezo	JM	
E2S1	Directors invited to participate in all launches and public meetings	Curriculum institutes		Uwezo		PPE-E	.SPO-AL	-
E2S1	Participate in selected events organized by Curriculum institutes	Curriculum institutes		WWE	.POWWE	Uwezo		-
E2S1	<b>Output 2. Participatory process initiated on collating available evidence on the effectiveness (gaps) of curricula</b>			WWE				<b>20,000</b>
E2S1	Hire consultant to jump start this output to catch up with the government's curriculum revision process. Scope and document ongoing initiatives and actors that produce evidence; and collect and analyze existing national and international evidence related to curriculum; build internal knowledge. All against data from SDI reports and others showing that many teachers in TZ/KE do not master the curriculum at the basic level that students need to learn. Bring in KF findings	Twaw staff learning, partners and sector stakeholders	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	WWE	.POWWE			5,500
E2S1	Collect rigorous "impact" evidence on curriculum; and store/share in an accessible manner (see E3S1, open access bibliography software). - What does the literature tell us, e.g. Beatty and Pritchett on impact of curriculum pace. - What do we learn from empirical work on curriculum reform experiences? Specifically, what is the optimal number of different topics, and what should be the priority subjects? What is the role of language of instruction?	Twaw staff learning, partners and sector stakeholders	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	WWE	.POWWE			
E2S1	Lean and mean engagement with identified actors in coordinated manner	Twaw staff learning, partners and sector stakeholders	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	WWE	.POWWE			500



KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E2S1	Central repository established related to curriculum, existing papers and bibliographies are compiled in open access bibliography software such as Zotero or Mendeley; clear hierarchy of methodological rigor is applied and used in search terms; aim to make public near 100% of all EA based documentation	Twaw staff learning, partners and sector stakeholders	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	WWE	.POWWE			3,000
	Collaborate with the Teachers' service commission (have approached us) to collaborate in terms of analyzing and making use of data. Start creating a system that captures their monthly data, and also creates simple visualization of their data.	Teachers' service commission; partners and sector stakeholders	Teachers' service commission	WWE	.POWWE			11,000
E2S1	Produce quarterly summary of collected materials and a description of our evolving understanding and views on curriculum; share internally, possibly with selected organizations (gvt, academics, donors, NGOs)	Twaw staff learning, partners and sector stakeholders	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	WWE	.POWWE			-
E2S1	<b>Output 3. Concept note on joint analysis of effectiveness of curricula developed and shared</b>			WWE				<b>3,350</b>
E2S1	Concept note finalized and printed; launch (budgeted elsewhere)	PS, minister of education, MP's, donors	Joint Forum (output 3)	WWE				3,000
E2S1	Editing, translating, printing of concept note		DJPA or similar	PPE-C	RC	WWE	KM	350
E2S1	<b>Output 4. Forum to share concept and initiate consultation process convened</b>			PPE-E				<b>800</b>
E2S1	WWE/Uwezo to share with MOE, curriculum developers and network; jointly with PPE-advocacy organize first meeting	MOE, curriculum developers and network	Researchers, academics who are interested in looking at the existing data, particularly in the context of the curriculum.	PPE-E	.SPO-AL			800
	Keeping track (OM) / monitoring of the process of forum creation (this is for all of E2S1)			PPE-E	.SPO-AL	LME		-
E2S1	Output 5. Evidence collected; key documents and data put in one place and analyzed; Report produced							-
E2S1	See above							-
E2S1	<b>Output 6. Evidence-based policy position paper on curriculum effectiveness published for each country</b>			PPE-E				<b>1,000</b>
E2S1	Strengthen coalition around curriculum			PPE-E				1,000
<b>Success E2S2: Evidence on effective curricula is shared through a consultative process (including a knowledge sharing platform)</b>								-

KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E2S2	Output 1. Participating team convened to validate outcomes of the analysis							-
E2S2	2016							-
E2S2	Output 2. Policy forum convened to share policy position paper on curriculum							-
E2S2	2016							-
E2S2	Output 3. Paper/Article on effectiveness of curricula developed jointly with academia and submitted for publication in peer-reviewed journal							-
<b>Problem E3: Motivated teachers</b>								
<b>Success E3S1: Evidence is produced on 'What works in improving teacher motivation and accountability'</b>								<b>27,000</b>
E3S1	Output 1. Existing evidence on teacher motivation & Accountability collated and analyzed, including that already collated by KiuFunza; Online reference system to share evidence across group of users created and made accessible;			WWE	KM			9,000
E3S1	Existing papers and bibliographies are compiled in open access bibliography software such as Zotero or Mendeley; clear hierarchy of methodological rigor is applied and used in search terms	Twaweza staff, partners	KF Pls	WWE	KM	Uwezo	JM	-
E3S1	Three investigative journalism pieces broadcast on TV on teacher motivation in Kenya rural	Teachers, Head teachers, Local leadership	Tazama	WWE				9,000
E3S1	Monthly internal summaries of key literature shared internally			WWE				-
E3S1	Output 2. Internal information/intelligence gathered to better understand incentives and roles of key actors			WWE				-
E3S1	Kenya staff have internalized findings KF and other research and evidence related to teacher motivation (one learning event and continuous updating of knowledge)			WWE	KM	LME		-
E3S1	Output 3. Partnerships with teachers' unions, education CSOs and employers strengthened, to get shared understanding.			WWE				-
E3S1	Not in 2015			WWE				-
E3S1	Output 4. KE: Partner with TSC to analyze data and link to policy positions			WWE				18,000
E3S1	Engaged in formal MoU with TSC; agree on systematic data collection on teacher welfare and motivation	Parliament	TSC; academics and researchers	WWE				-
E3S1	Designed systematic data collection system on teacher welfare and motivation using principles of HCD	Parliament	TSC; academics and researchers	WWE				6,000
E3S1	Tested and refined data collection system; Agreed on final design and implementation in 2016	Parliament	TSC; academics and researchers	WWE				12,000
<b>Success E3S2: A teacher performance program is piloted and idea, details and findings shared with key actors (including</b>								-

KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E3S2	<b>Output 1. Evidence from KF is packaged and shared out with strategic partners - outputs, reports, stories, materials</b>			WWE				-
E3S2	After lifting embargo on results publication, main KF 1 findings are used to prepare more popular outputs: presentations, briefing for the sector stakeholders, blogs, visualizations. This includes Teacher Opinions on Pay for Performance (Cash on Delivery) and the cool video's we have of teachers talking about KF. All organized from Tanzania office to be presented in Kenya and Uganda.	The key PPE audiences in the education sector		WWE	CM	PPE-C	RC	-
E3S2	Monitoring of sharing KF results: depending on the nature of sharing, could be OM-type tracking of discussions, interest, etc., or media coverage, etc.			LME		WWE		
<b>Success E3S3: Evidence-based policy position paper on teacher motivation is produced and shared</b>								-
E3S3	<b>Output 1. At least 3 allies in teacher motivation identified and engaged to share the position paper</b>							-
E3S3	Not in Kenya in 2015							-
E3S3	<b>Output 2. Members of Parliamentary committee engaged in sharing of position paper</b>							-
E3S3	Not in Kenya in 2015							-
<b>Problem E4: School management</b>								
<b>Success E4S1: Evidence is produced, on what works in improving school leadership and management</b>								41,000
E4S1	<b>Output 1. Existing evidence on School Leadership collected, reviewed and analyzed; impact of previous interventions, both domestically and global evidence.</b>			WWE				1,000
E4S1	Existing papers and bibliographies are compiled in open access bibliography software such as Zotero or Mendeley; clear hierarchy of methodological rigor is applied and used in search terms	Twaw staff learning, partners and sector stakeholders	Kepsha, partners and interested sector stakeholders	WWE				-
E4S1	Kenya staff have internalized existing research and evidence related to school leadership in one learning event and continuous updating of knowledge	Twaw staff learning, partners and sector stakeholders	Kepsha, partners and interested sector stakeholders	WWE				1,000
E4S1	<b>Output 2. Partnership with teachers' unions, education CSOs and employers strengthened for shared understanding</b>			WWE				3,000
E4S1	Joined existing work of selected few NGO's, including Kepsha, with interest in advancing school leadership and management and introduced/reinforced rigor and analysis; at least 1 topical paper produced collectively with interested NGO's and teachers unions			WWE				1,000
E4S1	Finalizing content position topical paper, production, print, possibly co-authored with Kepsha			PPE-C				2,000

KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E4S1	<b>Output 3. Positive deviance approach applied to unearth at least 3 deviant practices in leadership of both public and private primary schools</b>			WWE				37,000
E4S1	2 or 3 organizations found to engage in PD related to school leadership and management; introductory meeting held	Schools, LGA's, MoE	WTS, selected NGO, researchers, (Ministry of Education with relevant data?)	WWE	.POWWE	Uwezo		5,000
E4S1	Data analysis based on PD principles and using Uwezo data plus one or two other reliable datasets	Schools, LGA's, MoE	WTS, selected NGO, researchers, (Ministry of Education with relevant data?)	WWE	.POWWE	Uwezo		3,000
E4S1	ToR designed for qualitative research; qualitative research started	Schools, LGA's, MoE	WTS, selected NGO, researchers, (Ministry of Education with relevant data?)	WWE	.POWWE	Uwezo		18,800
E4S1	Design finalized for testing in 2016 of most promising PD findings		HT unions, MoE	WWE	KM	Uwezo		3,000
E4S1	Describing / tracking the involvement & response of the schools & local leadership where the PD work is taking place; any changes in practice. (High quality Qual)			LME		WWE		7,200
<b>Success 2: Evidence is generated on the status of key financial, material and human resources at the school level, and the scope and quality of information on these matters available and accessed by school communities</b>								-
E4S2	<b>Output 1.</b>			Uwezo				-
E4S2	Not in Kenya in 2015, unless specific analysis results from regional Uwezo analysis indicate extra activities (see region E4S2)			Uwezo				-
<b>Success 3: Evidence on what works in improving school leadership is shared with head teachers through unions and professional associations to inspire improved school leadership</b>								-
E4S3	<b>Output 1. PD interventions documented and packaged for marketing ('come see')</b>			Uwezo				-
E4S3	Not before PD findings are piloted, tested; likely in 2016. KdG			Uwezo				-
E4S3	<b>Output 2. At least three schools identified and PD interventions piloted</b>			Uwezo				-
E4S3	Not before PD findings are piloted, tested.			Uwezo				-
<b>Success 4: Head teachers debate widely and report on interventions to improve learning in their schools.</b>								150,000
E4S4	<b>Output 1. Through TTU, CSOs, and other platforms work toward conducting activities that engage teachers; highlight the successes in KF via TTUs, CSOs, media.</b>			PPE-C				150,000

KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E4S4	Together with partners from E4S1 and E4S2 fuel a public debate at national and subnational level highlighting actions and interventions at school level that improve LO's, based on our findings, papers and other products. The debate follows and rides on the cycle of the national exam results and the Uwezo results. WWE to produce content to fuel the debate.	Head teachers; teachers; local education leaders	Joint partners from E4S1 and S2, Kepsha	WWE		Uwezo		-
E4S4	Stimulate thinking and debate in partnership with Makutano Junction	Head teachers; teachers; local education leaders	Makutano Junction	PPE-C		WWE		100,000
E4S4	Monitoring Makutano Junction: coverage through Omnibus; quality & feedback qualitative exercise		Twaweza staff, partners	LME		PPE-C		
E4S4	Short content campaigns with RMS utilizing the Stories of Change programs on 11 local radios; insert debate issues at national TV and radio. Depending on reach & intensity, candidate for measurement of intermediate outcomes.	Head teachers; teachers; local education leaders	RMS	PPE-E		WWE		50,000
E4S4	Mon of RMS campaigns: coverage (Omnibus); quality & feedback through qual exercise. Depending on reach & intensity, candidate for measurement of intermediate outcomes.		Twaweza staff, partners	LME		PPE-C		
<b>LEARNING MONITORING EVALUATION</b>								
<b>LME Success 1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.</b>								<b>81,000</b>
LME1	<b>Output 1. Staff in knowledgeable of monitoring structure, responsibilities and processes; supported in conducting monitoring (Level 1) within the unit; using the internal system for design &amp; tracking of Mon plans and for insight into implementation</b>			LME				-
LME1	Training for staff in implementing units in Q1, including use of mon tab in SF & OM; refresher in Q3			LME				-
LME1	Mon plans by implementing units (self-report) reviewed; compiled quarterly for organizational learning (insights for improving practice; identifying gaps)			LME				-
LME1	<b>Output 2. Selective but systematic media monitoring in place, informing practice</b>			LME				<b>26,000</b>
LME1	Independent media monitoring company contracted in January, providing daily updates & access to portal. Ensure this includes Sauti.	Internal		LME				20,400
LME1	Content review and analysis of the Corporate Log through Consultant.	Internal		LME				5,600
LME1	Reviewing Twaweza media engagement on the whole, through organizing a half year review of Twaweza in the media , Including Corporate log , presentations, website traffic data, journalism and radio	Internal, regional		LME				-

KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
LME1	<b>Output 3. Independent verification of distribution, delivery, quality and coverage conducted where relevant; results from at least 3 studies contributing to improved practice and knowledge (briefs)</b>			LME				28,000
LME1	Contract and work with external consults to assess distribution, delivery & quality for all/80% of outputs (Makutano Junction, Tazama, RMS, Uwezo radio, published print materials)			LME				12,000
LME1	Conduct coverage measurement for national-reaching programs/outputs (RMS, MJ, Tazama, etc.), via external sources			LME				16,000
LME1	<b>Output 4. Independent verification of achievement of intermediate outcomes conducted where relevant; results from at least 2 studies contributing to improved practice and knowledge (briefs).</b>			LME				27,000
LME1	Conduct follow up/effects measurement for all/80% programs/outputs with national outlook (RMS, MJ, Tazama, Uwezo radio etc.), via external consultants. Make sure this includes SzW in Q4, combined with media coverage.			LME				12,000
LME1	Engaging a journalist or similar to pull together and investigate further key stories "notes from the field" based on internal OM tracking			LME				15,000
<b>LME Success 2: Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge.</b>								19,500
LME2	<b>Output 1. REGIONAL Evaluation strategy for 2015-18 period developed jointly with key external parties; a key resource person (external coordinator) identified and engaged</b>			LME				19,500
LME2	Baseline (2015) data available for core areas / indicators. Combination of review of existing data / materials (jointly with WWO & WWE), and gathering key "status of" information from citizens - via Omnibus; possibly FGD with young people.			LME	VL			19,500
<b>LME Success 3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas</b>								1,600
LME3	<b>Output 1. Learning events (sessions, skills labs, etc.) are held regularly and on topics relevant to problems, as well as other issues of importance/ relevance</b>			LME				1,600

KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
LME3	Bi-monthly learning sessions: To introduce new ideas and approaches following current focus areas and participant suggestions	Staff, Partners		LME				-
LME3	Reading club: To develop critical reading skills a) Monthly for staff and interested partners in Tanzania b) At least 20 articles discussed in Tanzania	Staff, Partners		LME				-
LME3	Skills lab: Monthly (12 per year) for staff, on technical and other skills identified as essential and/or beneficial in our work	Staff		LME				-
LME3	Food for Thought: Informal presentations/sessions, drawing on identified interests (internal learning and sharing but also bringing in external partners) at least 20 in Tanzania	Staff, Partners		LME				1,600
LME3	Library: a) Adopt and use salesforce for library management. b) Training staff on use of Library functions on salesforce c) Add to collection thorough and careful selection of books procured online and locally d) Quarterly Pizza party	Staff		LME				
LME3	<b>Output 2. A learning calendar developed by country and for organization; routine data (monitoring) and other lessons learned used actively in key events / moments</b>			LME				-
<b>OPERATIONS AND FINANCE</b>								<b>194,880</b>
OPS	Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place.			Ops	GS			-
OPS	Staff recruited and motivated to realize Twaweza goals in a supportive environment. This includes daily, healthy lunches for all staff as part of employment contract, hire of temporary staff to replace long term leave (maternity), extra costs for staff recruitment under the new strategy.			Ops	GS			40,249
OPS	Office and assets functioning optimally and well managed. This includes office rent, security, servicing of generator and other equipment, vehicle servicing and contracted office related transport.			Ops	GS			119,625
OPS	Internal documentation and correspondence efficiently managed			Ops	GS			-
OPS	Information technology. Internet, network maintenance, antivirus.			Ops	GS			13,430
OPS	Office assets/Equipment. Includes one-off purchase of one inverter and batteries as power back-up to reduce generator costs and one heavy duty copier.			Ops	GS			21,576
<b>STAFF COSTS</b>								<b>437,254</b>
Staff	Uwezo			Uwezo				216,517



KE	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
Staff	Sauti za wananchi			SzW				36,746
Staff	What Works in education			WWE				23,431
Staff	What Works in Open Government			WWO				-
Staff	Public Policy Engagement - Communication			PPE-C				-
Staff	Public Policy Engagement - Advocacy			PPE-E				52,311
Staff	Learning Monitoring and Evaluation			LME				27,832
Staff	Governance, leadership, quality assurance			ED				-
Staff	Operations			Ops				50,217
Staff	Finance			fin				30,199

R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
<b>OPEN GOVERNMENT</b>								
<b>Problem O1: Legislative basis &amp; mechanisms for Freedom of Information act</b>								
<b>Success O1S1: Progressive FOI legislation enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress.</b>								-
<b>Success O1S2: Blockages to effective use of existing FOI legislative and institutional framework identified and documented</b>								-
<b>Problem O2: Data collected by gov</b>								
<b>Success O2S1: At least four of the following datasets published as open data: exam results, school facilities (BEST), capitation grant disbursements, rural waterpoints, medical supplies distribution, anonymized census micro-data, pre-election data (candidates), election results, CAG audit reports; and also Uwezo &amp; Sauti (according to standards)</b>								-
<b>Success O2S2: At least two key datasets published as open data (TBD)</b>								-
<b>Success O2S3: Simple methodology for data quality and access to information audit developed and tested, with (but not limited to) disaggregated focus on young people (Tanzania &amp; Uganda)</b>								66,100
O2S3	<b>Output 1. "Homework"- Examples of similar initiatives (to audit access to and quality of government data/information) from around the world gathered and lessons learned, through an in-house review</b>			WWO				-
O2S3	Identify initiatives to monitor data quality and access to information (e.g. MISA Govt Secrecy Reports), through contact networks and web search			WWO	.MWWOG			-
O2S3	Review initiatives (desk review) to identify lessons and good practices			WWO	.MWWOG			-
O2S3	Write review report	internal		WWO	.MWWOG			-
O2S3	<b>Output 2. Concept note for Data Audit prepared</b>			WWO				-
O2S3	Draft concept note	internal, potential partners		WWO	.MWWOG			-
O2S3	Share for feedback		internal, potential partners	WWO	.MWWOG			-
O2S3	collate feedback into final draft	internal, potential partners		WWO	.MWWOG			-
O2S3	<b>Output 3. Access to Information audit methodology developed by one key partner, and approved</b>			WWO				5,000
O2S3	Identify partners for Tanzania and Uganda			WWO	.MWWOG			-
O2S3	Identified partners (one in each country) to develop methodological proposals		TBD (poss. MISA, MCT, REPOA, etc.)	WWO	.MWWOG			-

R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O2S3	Two-day methodological workshop in Kampala (provisional) to review and harmonize methodological proposals		TBD	WWO	.MWWOG			5,000
O2S3	With partners, approve methodology		TBD	WWO	.MWWOG			-
O2S3	<b>Output 4. Data quality audit methodology developed by one key partner (tbd), and approved</b>			WWO				<b>5,000</b>
O2S3	Identify partners for Tanzania and Uganda			WWO	.MWWOG			-
O2S3	Identified partners (one in each country) to develop methodological proposals		TBD (poss. REPOA, etc.)	WWO	.MWWOG			-
O2S3	Two-day methodological workshop in Kampala (provisional) to review and harmonize methodological proposals, and develop concrete plans for testing		TBD	WWO	.MWWOG			5,000
O2S3	With partners, approve methodology and testing plans		TBD	WWO	.MWWOG			-
O2S3	<b>Output 5. Key components of methodology tested by key partners</b>			WWO				<b>56,100</b>
O2S3	Partners test methodologies		SzW?	WWO	MD	WWO	.POWWOG	40,000
O2S3	Two-day results meeting in Dar (provisional) to review findings, document lessons, review methodology		TBD	WWO	.MWWOG			10,000
O2S3	Prepare consolidated report (full report as pdf, brief to be printed)	open data and FOI community	TBD	WWO	.MWWOG	PPE-C	RC	-
O2S3	Prepare online report tool	open data and FOI community	TBD	WWO	.MWWOG	PPE-C	RC	3,200
O2S3	Publish brief (printed) and full report (online only)	open data and FOI community	TDB	PPE-C	RC	WWO	.MWWOG	1,500
O2S3	Launch brief (and post full report online)	open data and FOI community	TDB	PPE-E	J	WWO	.MWWOG	1,400
O2S3	Prepare revised methodology	internal	TBD	WWO	.MWWOG			-
<b>Success O2S4: At least three independent monitoring exercises on basic service provision conducted and shared, including use of Uwezo and Sauti infrastructure (Tanzania &amp; Uganda)</b>								
<b>Problem O3: Independent monitoring &amp; public opinion</b>								
<b>Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate (Tanzania &amp; Kenya)</b>								<b>50,900</b>
O3S1	<b>Output1</b>			SzW				<b>50,900</b>

R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
O3S1	Mobile Phone Panel Survey Handbook	Global audience, Researchers	World Bank	SzW	YS			14,500
O3S1	Mobiles for development Conferences	Global audience, Researchers	CSAE, M4D Africa, FHI 360, TechSalon, ICT works, Guardian Activate	SzW	JM			15,200
O3S1	Global Partnerships on citizens generated data	Global audience, Researchers, CSO's	Listening to Africa (World Bank) & The Data shift (CIVICUS)	SzW	JM			8,000
O3S1	Regional Management of SzW	SzW Staff	Twaweza Offices across EA	SzW	EM			13,200
<b>Success O3S2: Data from independent monitoring of core outcomes and functions of basic services and sectors (e.g., health, education, water, natural resources) is gathered and shared in a manner that informs public (media) and policy (parliament) debate</b>								-
<b>Problem O4: Intermediaries &amp; demand</b>								
<b>Success O4S1: Data journalism established in at least one major media house (Tanzania &amp; Uganda)</b>								<b>16,000</b>
O4S1	<b>Output 1. Scoping study written on status of data journalism in East Africa, including mapping of media houses, capacity review, and learning from Code4Kenya experience</b>			<b>WWO</b>				<b>16,000</b>
O4S1	Terms of Reference drafted and approved	Twaweza		WWO	.MWWOG			-
O4S1	Share TOR, identify and contract consultant	Potential consultant, website & newspaper readers		WWO	.MWWOG			-
O4S1	Study design and methodology drafted by consultant and approved by Twaweza	Twaweza	Consultant	WWO	.MWWOG			2,000
O4S1	Fieldwork/data collection conducted by consultant	Media houses, media training institutions	Consultant	WWO	.MWWOG			11,000
O4S1	Draft and final reports submitted, reviewed and approved	Twaweza	Consultant	WWO	.MWWOG			2,000
O4S1	Final report shared with media stakeholders and open data community	media stakeholders, open data community		PPE-C	RC		.MWWOG	1,000
O4S1	<b>Output 2. Data journalism awards established in Tanzania and Uganda, to provide positive incentives for data journalism (possibly as part of existing journalism prize initiative)</b>							-
O4S1	not applicable - see TZ and UG plans							-
<b>Success O4S2: Scoping study done on identifying demand for data &amp; information, and the "state of" intermediaries and how to work with them (Tanzania &amp; Uganda)</b>								-
<b>Problem O5: Responsive government</b>								

R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
<b>Success O5S1: Identify and promote examples and case studies of public agency (responsive government &amp; active citizenship working in tandem), to government (MPs) and young people</b>								<b>29,000</b>
O5S1	Regional learning and strategy event held on Positive Deviance, including presenting first experiences. Participants from Twaweza KE UG and TZ plus invited partners at own costs	Twaweza and partners	WTS, Oxfam, Restless (ODI?), Arvind Singhal	WWE	KM	WVO	KdG	23,000
O5S2	Attending and contributing to at least 2 international events.	Twaweza staff	GPRS, TAI, MAVC	LME				6,000
<b>Success O5S2: Policy issues of concern to citizens, including young people, are identified/collected and raised – and informed debate on issues fostered -- during 2015 general election campaign (Tanzania)</b>								<b>-</b>
<b>EDUCATION</b>								
<b>Problem E1: Learning outcomes measure &amp; focus</b>								
<b>Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy</b>								<b>453,036</b>
E1S1	<b>Output 1. Uwezo infrastructure consolidated with clear policies, standards and practices in place</b>			Uwezo				<b>42,800</b>
E1S1	Assessment processes coordinated across the region	Country offices	Country managers	Uwezo	ZO			21,800
E1S1	Quality plans and budgets produced in a timely manner	Country offices	Country managers	Uwezo	JM			-
E1S1	Training manuals and participants workbooks audited, updated and new manuals created	Country offices	Country managers	Uwezo	WK			21,000
E1S1	<b>Output 2. Standards and quality assurance of Uwezo implemented, documented and communicated</b>			Uwezo				<b>148,200</b>
E1S1	Validation of the survey material and tests undertaken	Country offices	Country Managers	Uwezo	ZO			52,200
E1S1	Benchmarks against the Uwezo standards maintained across three countries	Country offices	Country Managers	Uwezo	ZO			32,000
E1S1	Sharing of expertise and resources across the three countries undertaken	Country offices	Regional Trainers and other experts	Uwezo	ZO			64,000
E1S1	<b>Output 3. Citizen assessment design consolidated and lessons shared</b>			Uwezo				<b>110,300</b>
E1S1	Uwezo concept and tools shared with other interested parties, especially African countries	Donors, academic communities, Ministries of Education	Country Offices	Uwezo	JM			18,000
E1S1	Citizen assessment design strengthened. Initiatives to strengthen design tested	Country offices, academia	Consultants	Uwezo	JM	LME		73,800

R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E1S1	Contributions to academic journal articles, book chapters, and grey literature submitted	Academia	Scholars	Uwezo	JM			6,500
E1S1	Selected strategic conferences attended	Academia, donors, global knowledge communities	Uwezo staff	Uwezo	JM			12,000
E1S1	<b>Output 4. Data management and processing undertaken</b>			Uwezo				<b>151,736</b>
E1S1	Software developed and data from 158 districts in Kenya entered		Consultants; Uwezo Country Manager	Uwezo	WK			31,916
E1S1	Software developed and data from 160 districts in Tanzania entered		Consultants; Uwezo Country Manager	Uwezo	WK			35,320
E1S1	Cleaned data sets for East Africa produced annually		Consultants	Uwezo	WK			9,000
E1S1	Consolidated East Africa report prepared		Consultant	Uwezo	JM	PPE-C		7,500
E1S1	Data mining to explore specific thematic areas undertaken	Academic audiences	Academic partners	Uwezo	WK			6,000
E1S1	Data books electronically archived		Country managers	Uwezo	WK			21,000
E1S1	Technology for data collection trialed in 1 district			Uwezo	WK			20,000
E1S1	Data oversight provided to countries at all levels through a trained select team		Consultants	Uwezo	JM	LME		21,000
<b>Success E1S2: Evidence on learning outcomes shared widely with key actors at national and sub-national levels; clear position on learning outcomes as policy priority is formulated and argued.</b>								<b>54,300</b>
E1S2	Coordination and quality control of communication materials used at the point of assessment undertaken	Country offices	Consultant	Uwezo				15,000
E1S2	East Africa report produced	donors, international / regional / national education policy-makers, East African institutions, media		PPE-C	RC	Uwezo	JM	13,750
E1S2	Produce East Africa infographics			PPE-C	RC	Uwezo	JM	1,300
E1S2	East Africa report launched			PPE-E	J	Uwezo	JM	15,550
E1S2	Video clip about findings			PPE-C	RC	Uwezo	JM	8,000
E1S2	Presentation to the EAC			Uwezo	JM	PPE-E	J	700
<b>Success E1S3: Policy debate sustained at national level to prioritize measured learning outcomes as policy priority at national level.</b>								-
<b>Success E1S4: Policy debate sustained at sub-national levels to prioritize measured learning outcomes as policy priority at sub-national levels.</b>								-
<b>Problem E2: Ambitious curriculum</b>								

R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
<b>Success E2S1: Evidence (incl. collating teachers' opinion &amp; assessment of teachers' knowledge on curriculum) is produced on the effectiveness of primary school curricula (both history, contents and implementation)</b>								-
<b>Success E2S2: Evidence on effective curricula is shared through a consultative process (including a knowledge sharing platform)</b>								-
<b>Problem E3: Motivated teachers</b>								
<b>Success E3S1: Evidence is produced on 'What works in improving teacher motivation and accountability'</b>								<b>101,000</b>
E3S1	Regional learning event held on Positive Deviance, based on first experiences and results in education. This could be one central event or 2-3 country events, depending on results and progress. Participants from Twaweza KE UG and TZ plus invited partners at own costs	Twaweza and partners	WTS, Oxfam, Restless (ODI?), Arvind Singhal	WWE	KM	WVO	KdG	23,000
E3S1	Long term consultant to support the WWE regional program			WWE	KM			72,000
E3S1	Attending at least 2 international events	Twaweza staff	GPRS, TAI, MAVC	WWE				6,000
<b>Success E3S2: A teacher performance program is piloted and idea, details and findings shared with key actors (including donors and non-state actors) on improvement of overall teacher motivation</b>								<b>5,600</b>
E3S2	Output 1. Evidence from KF1 is packaged and shared with strategic partners - outputs, reports, stories, materials			WWE				<b>5,600</b>
E3S2	KF findings presented in Uganda and Kenya	Twaweza and relevant education partners		WWE	YS	WWE	CM	5,600
<b>Success E3S3: Evidence-based policy position paper on teacher motivation is produced and shared</b>								<b>6,000</b>
E3S3	Attending at least 2 international events	Twaweza staff		WWE				6,000
<b>Problem E4: School management</b>								
<b>Success E4S1: Evidence is produced, on what works in improving school leadership and management</b>								<b>6,000</b>
E4S1	Regional learning and strategy event held on Positive Deviance, including presenting first experiences. Participants from Twaweza KE UG and TZ plus invited partners at own costs	Twaweza and partners	WTS, Oxfam, Restless (ODI?), Arvind Singhal	WWE	KM	WVO	KdG	-
E4S1	Attending at least 2 international events	Twaweza staff						6,000
<b>Success 2: Evidence is generated on the status of key financial, material and human resources at the school level, and the scope and quality of information on these matters available and accessed by school communities</b>								<b>2,000</b>
E4S2	Output 1.			WWE				<b>2,000</b>



R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
E4S2	Analysis of Uwezo data comparing school leadership and management across the countries. If interesting can be a section of the regional Uwezo report.			WWE		Uwezo		2,000
<b>Success 3: Evidence on what works in improving school leadership is shared with head teachers through unions and professional associations to inspire improved school leadership</b>								-
<b>Success 4: Head teachers debate widely and report on interventions to improve learning in their schools.</b>								-
<b>LEARNING MONITORING EVALUATION</b>								
<b>LME Success 1: Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.</b>								<b>12,000</b>
LME1	Output 1. Staff in 3 countries knowledgeable of monitoring structure, responsibilities and processes; supported in conducting monitoring (Level 1) within the unit; using the internal system for design & tracking of Mon plans and for insight into implementation			LME				<b>12,000</b>
LME1	Training Q1 for 3 countries, including on Monitoring tab in SF and Outcome Mapping. Refresher training (or additional topics) in Q3. Joint LME team review of LME implementation and looking forward in late Q3 or early Q4.	Implementing staff in 3 countries		LME	VL			8,000
LME1	LME staff in 3 countries participating in selected trainings relevant to work (priority national/regional trainings of high quality)			LME	VL			4,000
<b>LME Success 2: Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge.</b>								<b>193,400</b>
LME2	<b>Output 1. Evaluation strategy for 2015-18 period developed jointly with key external parties; a key resource person (external coordinator) identified and engaged</b>			LME				<b>29,400</b>
LME2	Core external group engaged in shaping the strategy;		MIT, American U, MAVC, WB	LME	VL			-
LME2	Regional universities / expertise reached out to and 1-2 entities engaged in the working group		TBD	LME	VL			3,000
LME2	External evaluations coordinator/advisor engaged		TBD	LME	VL			26,400

R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
LME2	Eval strategy adapted for country contexts, including testing of hypotheses, and measuring impact. Core indicators of interest developed.		International & regional institutions	LME	VL			-
LME2	Strategy shared on website, blog, etc.			LME	VL			-
LME2	<b>Output 2. Baseline research, and exploratory research planned &amp; conducted (for effect/impact)</b>			LME				75,000
LME2	Baseline (2015) data available for core areas / indicators in 3 countries (TZ separately through the follow-up survey). In KE & UG, combination of review of existing data / materials (jointly with WWO & WWE), and gathering key "status of" information from citizens - via Omnibus; possibly FGD with young people.			LME				
LME2	Core qual exploratory activity designed and piloted in the 3 countries. Two in mind for 2015: baseline of MPs and other government officials on willingness, ability to share data; and user-centered research with Head Teachers (as key constituencies) on need, demand, usefulness and uses of data / information for school management.			LME	VL			25,000
LME2	Core baseline activities conducted: data collected, reports produced.			LME	VL			50,000
LME2	Materials from the above shared on time on website (incl presentations, blogs, etc.)			LME	VL	PPE-C		-
LME2	<b>Output 3. Hypotheses testing planned &amp; conducted</b>			LME				75,000
LME2	Core research activity designed & conducted through Phase I (exploratory, up to proposing hypotheses to be tested). Report produced.			LME				25,000
LME2	Phase II - testing a core hypothesis conducted: data collected, report produced (to inform intervention design), and possible evaluation.			LME				50,000
LME2	Materials from the above shared on time on website (incl presentations, blogs, etc.)			LME		PPE-C		-
LME2	<b>Output 4. Summative evaluation</b>			LME				14,000
LME2	Two achievement in 2015 on OG summarized (outcome mapping against success statements), through engagement of high level consultant			LME				7,000

R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
LME2	Twa achievement in 2015 on Basic Ed summarized (outcome mapping against success statements), through engagement of high level consultant			LME				7,000
<b>LME Success 3: In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas</b>								<b>60,000</b>
LME3	<b>Output 1.</b>							-
LME3	<b>Output 2. A learning calendar developed by country and for organization; routine data (monitoring) and other lessons learned used actively in key events / moments</b>			LME				<b>8,000</b>
LME3	Organizational learning calendar developed in Q1			LME	VL			-
	Liaise with HR to review staff assessments and incorporate as relevant into learning sessions & skills labs			LME	VL	Ops		8,000
LME3	Routine & monitoring data compiled at key moments to foster learning: quarterly; and prior to new annual planning			LME	VL			-
LME3	<b>Output 3. Link to global knowledge</b>			LME				<b>6,000</b>
LME3	Monthly updates of key articles & other resources relevant for Twaweza's work	Twa implementing units		LME				-
LME3	Participating in key international learning forums	T&A organizations globally	TA/I, MAVC, GPSA	LME	VL			6,000
LME3	At least 5 presentations made at conferences and learning exchanges to feed Twa lessons into global debates	Global T&A	Any Twa unit using M&E material	LME	VL			-
LME3	Provide content for updating LME website quarterly	Global T&A		LME		PPE-C		-
LME3	Post at least 1 blog quarterly on Twaweza's blog (or guest blogs), content derived from Twaweza's M&E (4 blogs per country per year, plus 4 from regional LME)			LME	VL			-
LME3	Improved dissemination of LME work through materials & events (including monitoring briefs, and 1 launch) - LME responsible for content, PPE-C for style & formatting, PPE-E for launch			LME	VL	PPE-E		
LME3	<b>Output 4. Immersion</b>			LME				<b>46,000</b>
LME3	Annual exercise involving all staff to experience & connect with lived realities of East Africans conducted			LME	VL		MK	35,000

R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
LME3	Engagement of 2-3 external experts to produce engaging outputs from immersion for wide / external sharing (e.g., journalist, writers, artists, etc.)			LME	VL		MK	3,000
LME3	<b>Output 4. Interns.</b>			LME	VL			
LME3	Young people are engaged in a productive short-term arrangement which is beneficial to the organization and fosters their learning.			LME	VL			8,000
<b>GENERIC OUTPUTS FROM UNITS</b>								<b>50,453</b>
	Website	All Twa audiences, esp. donors, media, CSOs		PPE-C	.DCO			-
	Ongoing maintenance and hosting of Twaweza and Uwezo website			PPE-C	.DCO			1,100
	Restructuring and update of current website including integration of Twaweza and Uwezo websites into one			PPE-C	.DCO			-
	- ToRs, scope of work, stakeholder survey (tbc)			PPE-C	.DCO			-
	- Consultant contracted			PPE-C	.DCO			-
	- Design and development			PPE-C	.DCO			8,000
	- Completion including testing			PPE-C	.DCO			12,000
	Brand guidelines	internal	DJPA or similar	PPE-C	RC	PPE-E	J	7,000
	About Twaweza publication	All Twa audiences, esp. donors, media, CSOs		PPE-C	RC	PPE-E	J	1,290
	Archive maintenance	internal, donors, CSOs		PPE-C	.PACA			1,200
	About Twaweza film	All Twa audiences, esp. donors, media, CSOs	Maweni, animators	PPE-C	RC	PPE-E	.ED	6,000
	Banners / folders etc. for general use	All Twa audiences, esp. donors, media, CSOs		PPE-C	.PACA			1,200
	Developing and maintaining database of illustrators, designers, editors, translators, consultants for pre-tests Maintaining and finalizing standards and policies Release and update Twaweza blog	internal		PPE-C	TY	PPE-C	.PACA	863
	Refreshing offices	internal		PPE-C	TY	PPE-C	MC	6,000
	Regional travel DPS	internal		WWO	KdG			2,800
	International travel, conference	internal		WWE	KdG			3,000
<b>GOVERNANCE AND MANAGEMENT</b>								
<b>Gov/Man Success 1: Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports.</b>								<b>15,000</b>
GOV1	Planning and Reporting							15,000

R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
GOV1	Annual plans produced by each directorate, consolidated and approved by the Executive Director and Board, then posted online and shared with all donors. Plans are developed in a way that is helpful for internal operations and easy to follow for implementation and learning. Plans remain key document that guides activities and progress	Twaweza, Board, donors, public	All directors	ED	AS	LME	VL	-
GOV1	Half year reports (both narrative and unaudited budget v/s expenditure) in agreed format produced by each directorate, consolidated, and discussed during the quarterly management team meeting, Board/donor meeting, and relevant monthly bilateral with the Executive Director	Twaweza, Board, donors	All directors	ED	.ED	LME	VL	-
GOV1	Annual report (both narrative and audited financials) produced by each directorate and consolidated, consistent with agreed reporting system	Twaweza, Board, donors, public	All directors	ED	.ED	LME	VL	-
GOV1	Annual planning retreat for high-level strategic discussions conducted	Twaweza, key thinkers, potential partners	All directors	ED	.ED	LME	VL	15,000
<b>Gov/Man Success 2: Management and strategic support provided to the Directors and entire team</b>								<b>219,895</b>
GOV2	Guidance on management issued and overall coordination of Twaweza internal programs and operations is conducted							219,895
GOV2	Management team supported to better execute their duties through management training	All directors, a few other managers	Center for Corporate Governance	ED	.ED	LME	VL	8,000
GOV2	Monthly bilateral meetings with Directors are planned and entered into calendars in advance, and conducted monthly.		All directors	ED	.ED	ED	FA	-
GOV2	Dashboards developed to enable teams to keep track of outputs, progress, and results		All directors	ED	.ED	LME	VL	-
GOV2	Quarterly management meetings held in person three times/year rotating between Tanzania, Kenya, and Uganda, with all Managers in attendance		All directors	ED	.ED	ED	FA	29,720

R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
GOV2	Weekly staff meetings held for information-sharing and documented. Technology permitting, meetings to be held jointly across East Africa.		All directors	ED	.ED	ED	FA	-
GOV2	Workflows are documented and updated as required, and developed into Salesforce tabs. Clear milestones and deliverables to ensure complete running of the system by mid 2015		IdeasInc (SA), Vera Solutions, other Salesforce developers	ED	AS	ED	.ED	97,375
GOV2	Specific independent advice to Twaweza to support further design and modification of the SF environment for Twaweza.		Independent consultant	ED	KdG	ED	.ED	9,800
GOV2	Clear and accessible mechanism developed for gathering external feedback and responding systematically, especially concerns which can be reported by external parties. Concerns policy in place, and prominent feedback box on our website, and reporting mechanism in place.	General public, partners		ED	AS			-
GOV2	Hivos management fee, covering governance and management oversight and quality assurance, is paid in a timely manner	Hivos		ED	AS	Fin	RM	75,000
GOV2	Twaweza's new strategy is discussed and implemented, and clarity is provided through a series of meetings and sessions with the team for strategic coherence			ED	.ED			-
<b>Gov/Man Success 3: Twaweza has strong values, policies, and procedures, and staff are enabled to ensure compliance</b>								<b>58,400</b>
GOV3								58,400
GOV3	Key values and ideas behind Twaweza articulated and promoted to better inform the way staff operate. A handbook/manual with key documents and associated material is developed and shared with all staff and Board; Three one day training sessions for all staff in KE UG and TZ			ED	AS	ED		17,000
GOV3	Major decisions and policy clarifications issued through memos by the ED as needed and in a timely manner		All directors	ED	.ED			-
GOV3	Creating understanding and compliance of policies		All directors	ED	AS			6,000

R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
GOV3	Human Resources and Financial Regulations policies reviewed and adapted annually or as critically needed		All directors, Ops Manager	ED	.ED	ED	GS	-
GOV3	Systematic assessment of actual practice against policies (spot-checks) done continually by ED Office and once a year through external consultant, reports produced, and required actions taken			ED	.ED			2,400
GOV3	Full statutory compliance completed, including company annual returns, financial audits, property and income taxes, and immigration requirements		All directors, Company Secretary	ED		ED	FA	25,000
GOV3	Contracts developed to high standards and managed/tracked well. Any disputes/concerns are handled in a timely and complete manner.		Law firm to advise as needed	ED	.ED	ED	FA	8,000
GOV3	Approvals on contracts and payments administered			ED	.ED	ED	FA	-
<b>Gov/Man Success 4: Governance Board and donors are consulted, engaged, and informed on all pertinent matters related to Twaweza</b>								<b>39,500</b>
GOV4								39,500
GOV4	Governance Board exercising statutory and management oversight, and engaged to provide support, advise, and insight into Twaweza goals and strategy. Joint meeting with donors held twice a year, one in person and one via teleconference. Board packs shared in advance in a timely manner.	Governance Board	All directors	ED	.ED	ED	FA	26,500
GOV4	Develop and train the new Board, tailored training designed and delivered by an expert group	Governance Board	All directors	ED	AS	ED	.ED	12,000
GOV4	Donors are informed and engaged regarding Twaweza's activities and operations through reports and meetings. Two joint Board/donor meetings held per year, one in person and one via teleconference. Fundraising conducted, and donor management tool developed and implemented (ideally via Salesforce)	Donors	All directors	ED	.ED	ED	AS	1,000
<b>OPERATIONS AND FINANCE</b>								
OPS	<b>Operations and finance</b>							<b>131,429</b>

R/GL	Organization's Outputs/Activities	Target audience	Key Partners	Unit 1	Resp 1	Unit 2	Resp 2	Total budget
OPS	Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place.			Ops	GS			11,700
OPS	Staff recruited and motivated to realize Twaweza goals in a supportive environment. This includes daily, healthy lunches for all staff as part of employment contract, hire of temporary staff to replace long term leave (maternity), extra costs for staff recruitment under the new strategy.			Ops	GS			49,292
OPS	Office and assets functioning optimally and well managed. This includes office rent, security, servicing of generator and other equipment, vehicle servicing and contracted office related transport.			Ops	GS			16,236
OPS	Internal documentation and correspondence efficiently managed			Ops	GS			-
OPS	Information technology. This includes software licenses (mostly cloud-based licenses as Xero, Salesforce, Dropbox, flexiele, Aruti)			Ops	GS			54,201
<b>STAFF COSTS</b>								
Staff	Staff costs							<b>2,111,131</b>
Staff	Uwezo			Uwezo				343,814
Staff	Sauti za Wananchi			SzW				109,519
Staff	What Works in education			WWE				148,266
Staff	What Works in Open Government			WVO				339,354
Staff	Public Policy Engagement - Communication			PPE-C				190,802
Staff	Public Policy Engagement - Advocacy			PPE-E				-
Staff	Learning Monitoring and Evaluation			LME				365,321
Staff	Governance, leadership, quality assurance			ED				266,782
Staff	Operations			Ops				188,580
Staff	Finance			fin				158,694