

Annual Report 2013



Table of Contents

Contents	2
Introduction.....	3
Vision, Mission, Values	4
1. Programs.....	5
1.1 Programs Tanzania	5
1.2 Programs Kenya	8
1.3 Programs Uganda	10
1.4 Experimental Interventions	13
1.5 Sauti za Wananchi.....	15
1.6 Uwezo	16
1.7 Strategic Engagement.....	22
2. Learning, Monitoring and Evaluation	24
3. Communications	26
4. Operations	28
5. Governance and Management.....	29
Conclusion	30

Twaweza is a ten year citizen-centered initiative, focusing on large-scale change in East Africa. Twaweza believes that lasting change requires bottom-up action, and seeks to foster conditions and expand opportunities through which millions of people can get information and make change happen in their own communities directly and by holding government to account.

For more information on Twaweza's work:

web: www.twaweza.org **Facebook:** Twaweza Tanzania **Twitter:** @Twaweza_NiSisi

Photos : Pernille Baerendtsen

Introduction

This report provides the highlights of what Twaweza achieved in 2013. Each section also provides one illustrative example of the type of partners engaged or activities done. The report is about twice the length of the previous report following requests by some donors to provide more information. A comprehensive, detailed accounting of activities against the Annual Plan can be found in the 2013 Matrix Report. An accompanying audited financial report (for Twaweza and Uwezo) provides an accounting of the funds received, utilized and balances remaining.



Vision

We believe in an open society, built on the human impulse to make a difference; where information and ideas flow, citizens engage, and authorities are accountable

Mission

We collect, curate, and transport evidence, ideas, and stories so as to inspire citizen action and stimulate responsiveness from authorities on basic learning and access

Values

We value big challenges; appreciate the need think clearly through and make good judgments about scale, connection, implementation, impact and durability.

Strategic

Collaborative

We seek to work with and learn from others, to pursue common interests, knowing that most powerful things can only be achieved when we pull together our strengths.

We seek to think anew, reframe, wonder, imagine possibilities beyond traditional boundaries, and to spur

Imaginative

Curious

We are driven by a thirst for learning; to ask, know, understand, tinker and create.

We seek quality – attention to detail, clarity and elegance – in everything that we do.

Rigorous

Transparent

We seek to practice what we preach, foster a culture of deep transparency, disclose all by default (except a narrow aspect that is private and confidential), be honest

1. Programs

1.1 Programs Tanzania

In 2013, the Programs team began the process of scaling down the volume of partnerships. After a number of years of trying to coordinate partnerships across the five networks and seeing limited results, a decision was made to focus on active, high quality partners with a strong orientation towards learning.

Media

A range of media partnerships continued throughout 2013 with no new additions to the portfolio. Sahara Media Group performed strongly and delivered high volumes of content as part of the framework agreement with Twaweza. Mlimani Media on the other hand experienced major setbacks with the introduction of digital broadcasting – the channel was off air for a number of months. A particular strength of Mlimani Media is the network of community radio and TV stations with whom they work, that expands the reach of their content to rural populations. Moving forward, Programs, in collaboration with LME, is working on a methodology to ensure outputs are delivered as required under these large media framework partnerships and to assess the quality of the content produced. Minibuzz, one of the more innovative media partnerships, continued to perform well, reaching one quarter (26%) of Tanzanians with their daily debate show.

ICT and Mobile Phones

Following a small pilot program, a decision was made to continue with the use of broadcast SMS's but to refine our strategy to segment types of content, allow more responsiveness to user requests and refine our approach to our thematic areas. The research and negotiations around this project took a large part of the year and a new phase is being rolled out in the first quarter of 2014. The new platform will also provide space for quick feedback loops on content as people can text in responses to questions for free.

Teachers

Our work with teachers has mainly centered on collaboration with the Tanzanian Teachers' Union (TTU). Together with TTU we have distributed hundreds of thousands of printed materials to teachers and schools, including booklets and calendars. The work on the teachers' database has progressed slowly, with 55,000 data forms received and currently being uploaded. More investigation into the best process, to encourage teachers to complete the forms as well as to transfer the handwritten forms into a digital format, is required to speed up the implementation.





Fast-Moving Consumer Goods (FMCG)

Existing partnerships in this network continued to perform well. Gaba Africa printed and distributed 500,000 copies of Kingo magazine through 70 buses going to different locations across the country. The magazines covered health, education and water – largely from the perspective of knowledge transfer. The magazine provides useful data on national realities and information about entitlements. This is complemented by stories of change and encouragement to citizens to take action on challenges they face.

An exciting partnership with Tanzania Printing Services, to print messages and Uwezo tests on exercise books for school children drew to a close in early 2013. However, the manufacturer continued printing these messages on their exercise books due to their popularity. Exploration of a new phase for this partnership was started and a contract is due to be signed in early 2014.

A key development in working with this network has been the creation of a reverse logic grid which takes a holistic approach to communication interventions around our goals. Instead of starting from a product with reach, the idea is to start from audiences and actions (as well as constraints and opportunities around those actions).

Religious organizations

This continues to be the most challenging area of Twaweza's work. There is a large amount of distrust from religious bodies towards organisations that they see as trying to take advantage of their strong networks, and whose agendas they may not feel comfortable with or sure of. Nonetheless towards the end of the year, we reached a breakthrough with the Christian Social Services Commission that will allow us to reach thousands of bible groups, work with religious radio stations and monitor the availability of essential medicine in 14% of hospitals in Tanzania. The discussions are ongoing but this is the most tangible development with this network for a number of years.

Education, water and health sectors

Sector partnerships largely consisted of partnerships via networks. We channeled messages relating to respective sectors and the service delivery challenges and citizen agency opportunities through booklets, TV and radio segments and SMS.

Outputs

Health: two public service announcements on TV and two on radio, prescription bags, two issues of Kingo magazine, 2013 calendar, SMS's, two new Tamasha booklets

Water: one issue of Kingo Magazine, two new Tamasha booklets

Education: one issue of Kingo magazine, one new Tamasha booklet, grocery bags

Citizen agency (general): three new booklets with Legal and Human Rights Centre, eight issues of Femina and Sio Mchezo magazines

Example | Does Minibuzz really create a buzz?

In collaboration with the LME Unit, in 2013 Tanzania Programs began the process of implementing monitoring mechanisms for all partners. For a long time we have wanted to know more concretely whether our partnerships have the reach we aspire to, are enjoyed by intended audiences and, most importantly, if they have any kind of effect on these audiences. However, finding systematic ways to track this has been a challenge.

But in 2013, we were able to undertake a number of monitoring activities around partnerships. A particularly strong example came from Minibuzz which was monitored in three different ways. First we wanted to know how many people had ever seen the show, how often they watched it and for what reason. Positively we found that 29% of Tanzanians had seen the show at some point. This is especially high when considered in relation to *Sauti za Wananchi* data which show that just over half (54%) of Tanzanians have watched TV in the past three months. Furthermore, we found that 26% watch the show once a week. The large majority of people watch Minibuzz either to get information on, or have a discussion about, current topics or to hear the views of ordinary citizens.

We followed up on this by comparing Minibuzz to the news, which was the most commonly watched TV program and is, in many ways, similar to Minibuzz. We asked people who had claimed to watch Minibuzz regularly to compare certain key elements of the program with the news. Although Minibuzz topics were seen as more relevant and containing a variety of views and opinions, TV news was more likely to prompt discussions or action among viewers. The two programs were approximately equivalent in how much they influenced viewers' opinions on a particular topic. Based on this we can conclude that Minibuzz is not entirely hitting its mark – we would anticipate or want higher levels of discussion generated by Minibuzz than by news. However given approximate equivalence between TV news and Minibuzz on a range of criteria such as relevance, interest, practical utility and breaking taboos, there is much to applaud Minibuzz for.

And finally we asked a panel of ten media and communication experts in Tanzania to provide some analysis of the show and its potential to live up to its name. The findings were mixed; many respondents felt that the format was innovative and provided ordinary people an opportunity to voice their thoughts in public in an unprecedented way. However the experts also noted that more work is required in researching the topics to be discussed and to create a spillover effect to discussions in the streets or online.

Although we feel positive about the results of these exercises - there is much to commend Minibuzz for - we also recognize that there is work to be done in deepening the dialogue. With our new orientation of working more closely with fewer partners, we are optimistic about supporting Minibuzz to reach the next level.





1.2 Programs Kenya

2013 was election year in Kenya. However, given the crowded intervention landscape in the movement towards peaceful elections, Twaweza did not directly work on this issue. Our partners, Shujaa FM (Well Told Stories) and the XYZ Show (Buni Media) did tackle the elections with hard hitting satire and a call for active engagement in the electoral process by youth.

Shujaa FM continued to grow from strength to strength with close to one million copies now distributed monthly. We also worked with Well Told Stories to produce 'Do Hivi' (do it like this) guides drawing on inspiring real life stories to encourage citizen action. We increased our financial and content support for Well Told Stories to enable them to develop a new strategy to attract core funding, and reduce transaction costs on this so they can focus on what they do best – producing great content. Well Told Stories also plan to expand to Northern Tanzania in 2014, a development we will follow closely.



Buni TV has produced two complete seasons of its **XYZ show**, which continues to be very popular in Kenya. They have proven to be very creative by distributing the show on TV, using mobile phones, over the internet and in buses, reaching approximately eight million viewers with each show. This year, Buni TV has made a big step in obtaining feedback from its viewers which it is using to improve the quality of the show. In our current contract we have also agreed with Buni TV to measure the effects of the XYZ show on the behaviour of viewers.

Medeva produced 26 episodes of the **Tazama TV show** with our support. This innovative program with its quirky mix of stories of change and citizens' voices is unique in the Twaweza stable. Although we currently do not have access to viewership figures for Tazama we intend to pursue these in 2014.



Twaweza continued to support Mediae to produce its popular soap opera for change – **Makutano Junction** - with a strong emphasis on learning. Mediae continued to produce high quality programs aired in prime time. The research on the program was well carried out and shows positive effect on knowledge uptake and a slightly increased chance of action among viewers of Makutano Junction when compared with those who do not watch the show. However, in line with other learning in Twaweza such as the Uwezo evaluations, a range of obstacles, including fear, can inhibit citizens' willingness to act even after exposure to the show.



We also continued our support to Royal Media Services, one of Kenya's most popular and prolific media houses to produce or influence different outputs including a drama program, citizen features and public interest news.



Example | Do it like this

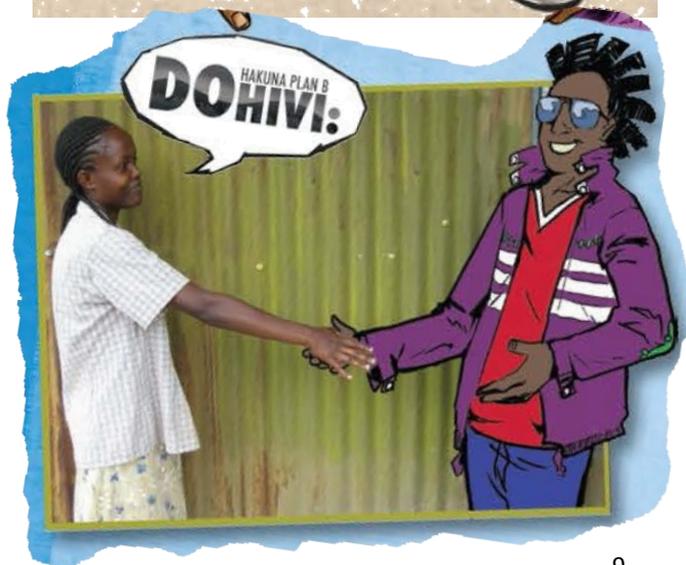
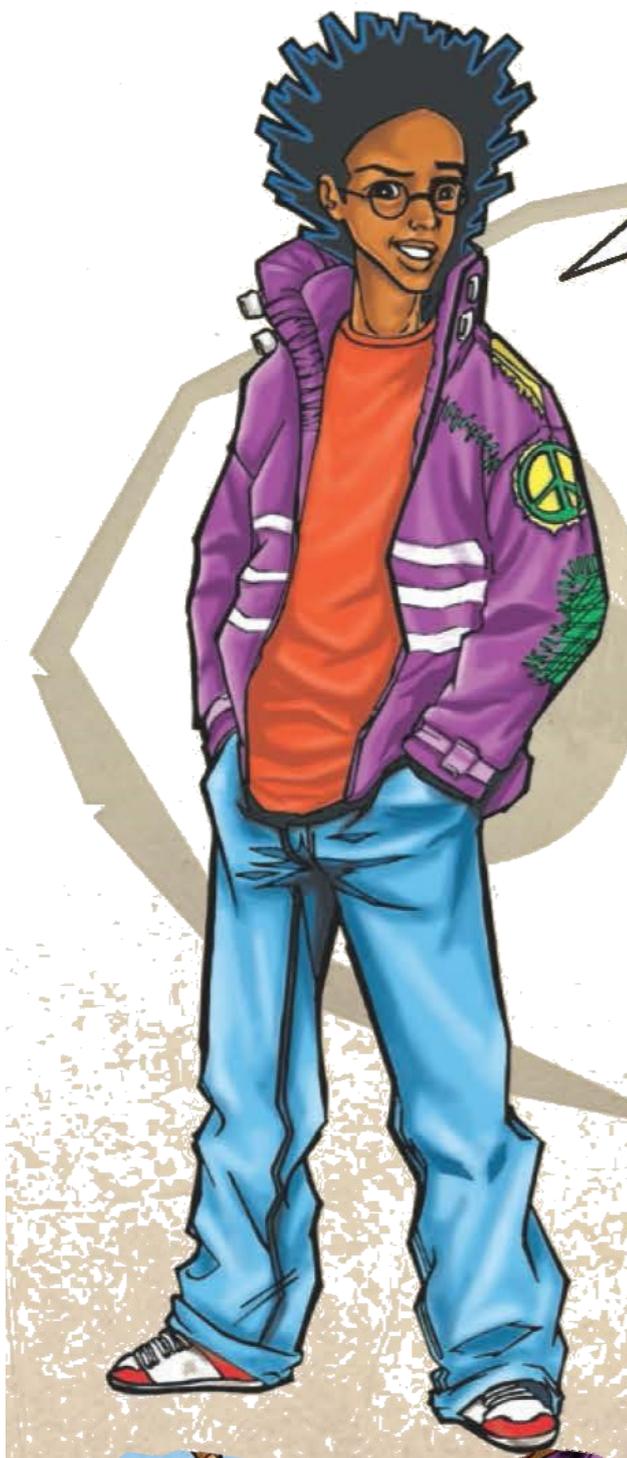
As part of our ongoing 'Ni Sisi' work in Kenya, we worked with Well Told Stories to produce four change guides over the course of the year. The content creation process and idea behind these guides was one that is very close to Twaweza's heart – featuring real life citizen agents and telling their stories in creative ways to prompt others to follow their lead.

The Well Told Stories team drew on stories they had featured, using their characters, that provided ideas on how to bring about change. The variety of topics was large – from how to get out of a gang to simple tips to harvest rain water. The team scanned the SMS's they received for example of readers who had taken these stories to heart. In each case they found at least one real life story of a reader who had been moved by a story of change in Shujaaz FM and had decided to act themselves. From these stories they created pocket guides featuring the real life citizen hero being interviewed by Shujaaz FM's main character DJ B, and also included handy tips and resources. The guides were distributed physically on request and were also available online.

Shujaaz FM received numerous text messages about the guides, with the audience excited to see real life stories featured in them. They are also in touch with the protagonists featured in the guides who have risen in status and have become community resource people since the profiles appeared.

And perhaps most exciting of all is that Well Told Stories were then able to trace examples of people inspired by the guides who took these actions themselves. This is a central tenet of Twaweza's support for stories of change and we were delighted to see this response.

However the 'copycat' actions were still more limited than we had hoped and the effects we are seeing come from anecdotes rather than any rigorous evaluation. So it is clear that more needs to be done to confirm or refute our theory that real-life role models are truly inspiring examples who can persuade others to follow their lead.





1.3 Programs Uganda

The two-track approach that was introduced put Twaweza's focus in Uganda and Kenya on media partnerships, and emphasis on creating a mini ecosystem between them.

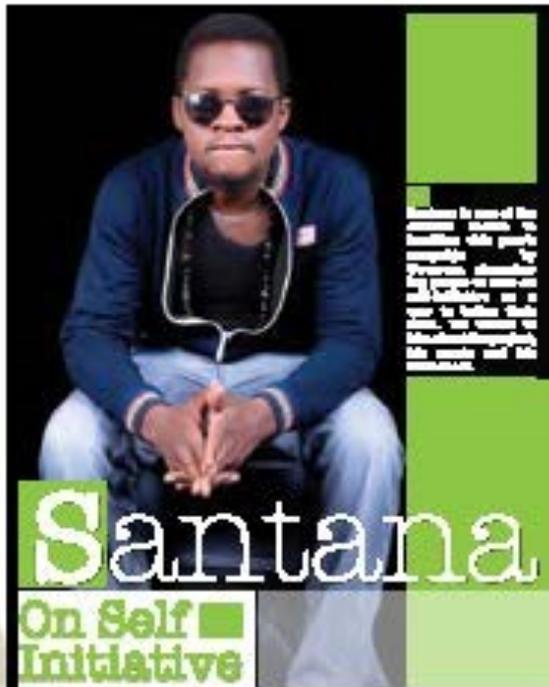
Vision Group is one of our most innovative media framework partnerships with a range of unique programs including profiles of citizen and teacher heroes, and a program on market day interactions. Our partnership with Vision Group continues to produce cutting-edge content, and with support from LME we are working on assessing quality for a range of our media content. Ongoing partnerships exist with **Nation Media Group**, to improve the quality of a range of their programs particularly focusing on financial transparency and citizen monitoring, **Uganda Radio Network**, to increase coverage of rural issues on the radio, and **MiniBuzz**, to provide a platform for citizens' views on key issues of public interest.

A new partnership agreement with the radio drama **Rockpoint 256** that focuses on citizen agency in education was implemented over the course of the year. Rockpoint have demonstrated success in behavior change communication in health for many years in Uganda and the new phase of our partnership marks a new departure for them and is a great opportunity for Twaweza to learn about the potential effect of radio stories with established characters on agency in education.

A new phase of our partnership with **Trac FM** that aims to build on the success of the first by widening the scope of work from soliciting citizens' views for radio stations through their technology platform. In this new phase Trac FM will also partner with local NGOs, to make use of data from views collected through evidence-based advocacy that aims to increase responsiveness from relevant authorities and government agencies.

A brand new partnership with **Stream Ideas International** will embed messages on parental involvement in education through a reality show that follows the life of Bobi Wine, one of Uganda's most popular artists, and his family. Each show includes messages about the role parents can play and small actions that they can take to follow up their children's education.

A new partnership with **Buzz Events and Vision Group** expands on the work we were previously doing with artists. The idea is to acknowledge and celebrate artists who use their platform to try to impact social issues. Most of the activities for this will take place in 2014. However at the end of 2013, an eight week campaign encouraging citizens to nominate these artists was run. The idea was to engage new audiences, who may ordinarily only be interested in popular culture, with content around citizen agency by using the popularity of artists and their commitment to different causes and issues as a tool of persuasion.



In Uganda, we have an almost seamless integration of Uwezo communications and Twaweza programs. Every major partner is briefed by, and regularly engages with, the Uwezo team to embed core messages around Uwezo findings as well as the particular role that all citizens can play in improving the quality of education. In general cross unit collaboration has been strongest in Uganda with the Communications and Programs Units also working extensively together, synergizing work so it can cumulatively lead to greater impact.

However, we do also face challenges in timely reporting and sometimes in misapprehension of the nature of these partnerships. The work with the Uganda National Teachers' Union (UNATU) is a case in point. In 2013 we were unable to push forward with constructing a database of members due to misunderstandings about the work. However we have worked through these with UNATU management and hope to proceed smoothly in 2014.

With a full time member of the LME team now based in Uganda, we are also ratcheting up the monitoring of all of our partners, with a plan designed for each one that looks at reach, quality and, in most cases, effects. We are excited and curious to see these come to fruition and learn if we are reaching the kind of level we are aiming for.





Example | Will you do what I do (if I'm famous)?

We decided to take a leaf out of the book of major global brands which pay millions for celebrity endorsements. But we are limited in our resources and have a more complex and often more demanding wish list for any celebrity who might be willing to work with us.

We also wanted to think deeply about what to do with people this powerful and with so much potential to ignite citizens. We asked ourselves some questions about why we instinctively felt that it was so important for us to work with popular figures. The answer was that we believe strongly that our work, in part, is a project to change norms and culture, and therefore cultural icons have an important role to play. And, even more importantly, we are convinced that celebrities have a power of persuasion – people are more likely to do what they are told to by their favorite celebrities, possibly more so than through any other single communication vehicle.

We then tried a range of different approaches in working with artists. In 2012 we directly commissioned songs from artists which became popular. The artists then went on to record additional songs about social issues themselves, without being commissioned. We are optimistic that we have created natural ambassadors for the issues Twaweza is concerned with even if not for Twaweza directly.

In 2013 we worked on a few strands of this approach. We embarked on a national campaign to recognize and celebrate artists who already produce songs about social issues and citizen agency. This was heavily promoted in the media and will culminate in two award events—one to celebrate all the artists who put their platform to use to promote social issues and the second will be an existing event that included a new award category for songs with social messages. The work around this is just wrapping up and we are yet to monitor the partnership in-depth. However we can say that a buzz was certainly created and the entertainment sections of the media, normally ridden with gossip, were for some time filled with a whole different set of messages. This allowed us to reach potentially new audiences and hopefully influence them through their artist role models.

We also embarked on a project with Bobi Wine (Uganda's second most popular musician and a real life inspirational story of change and activism) and his family whereby their reality TV show, which already had a huge following, is infused with subtle (and sometimes pointed) references to the importance of strong parental involvement in children's education. Bobi Wine and his wife visit their children's schools, talk to teachers and generally follow up on school issues across numerous episodes of the show. All of this is embedded in the show in partnership – Twaweza provides the research and messages and the team at Stream Ideas International, who produce the show, make sure these are communicated in line with their own style and vision, which made them so popular in the first place.

1.4 Experimental Interventions (KiuFunza – thirst to learn)

2013 brought a milestone for Twaweza with the implementation of our first randomized control trial in education. The entire year was marked by a process of learning on the go as a brand new team came together to create all the tools to implement this large and complex experiment. The intervention is one of the largest interventions in education anywhere in the developing world.

The intervention was designed to test the effect of:

- Pay for performance for teachers based on their early grade students' learning outcomes
- Timely delivery of the government mandated per student capitation grant

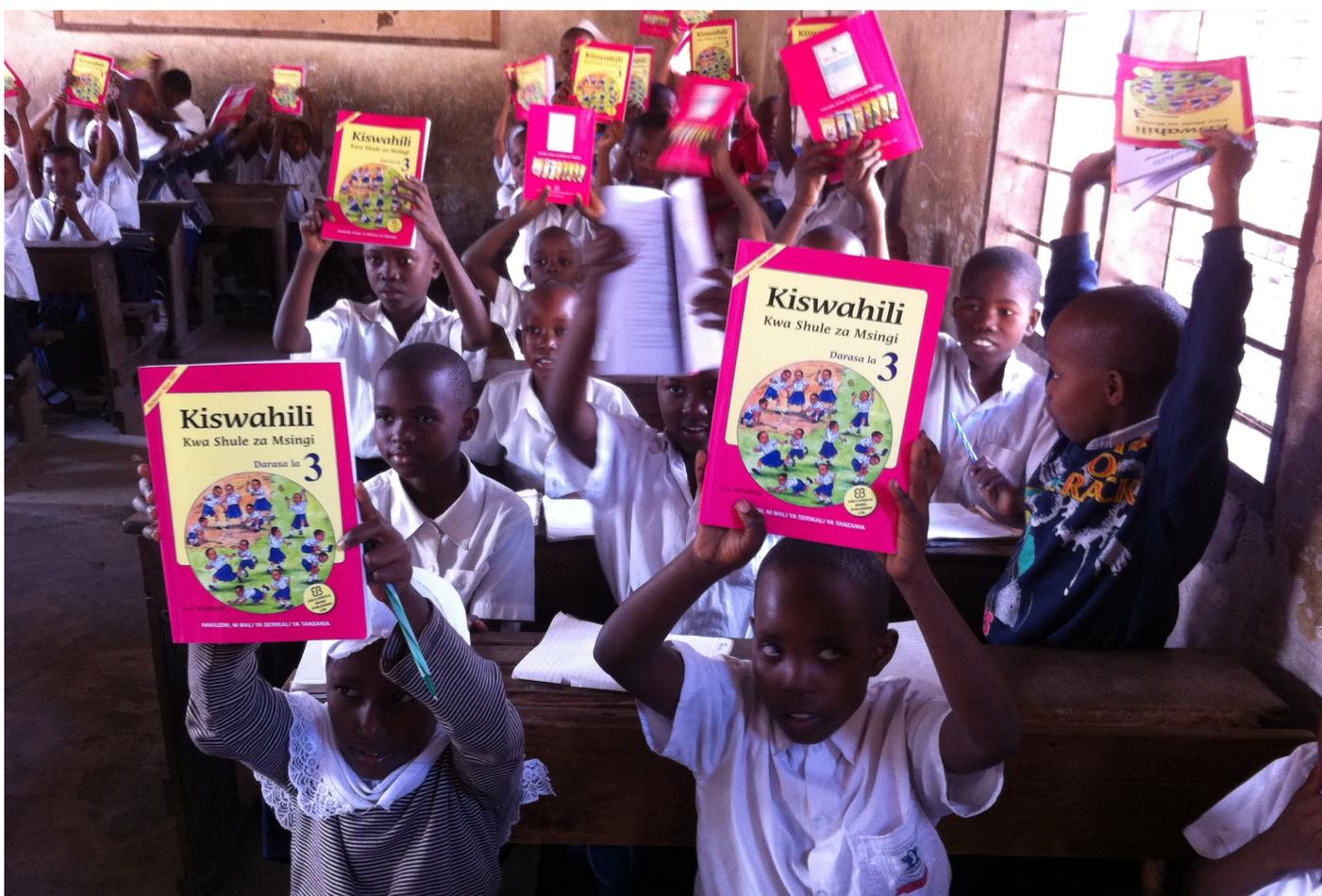
A combination of the two interventions

The biggest challenge we faced in 2013 was inventing all of the tools for the implementation of this intervention. These included all the data collection instruments that were used to gather critical management information for the Cash on Delivery and Capitation Grant arms of the intervention. We also had to design and use administrative tools such as reporting templates which we used to monitor our district partners' implementation.

We faced many unforeseen challenges as well. An example of the type of complexity encountered came when we actually wanted to make the cash on delivery bonus payments to teachers. Setting up a functioning information system that allows high stakes performance assessment is an experiment in itself and takes a lot of care and time, given the nature and size of the data collected, the capacity constraints in the team and the demands for quality control in the organization.

A highlight of the intervention included the successful payment of capitation grant funds to 156 primary schools in KiuFunza both in April and July, on time and as promised. This was a critical part of the capitation grant offer that counters the usual incomplete and/or untimely payment of these monies by government.

The first-order lesson learned is that both the intervention arms are feasible in Tanzania: given sufficient resources, dedication and care, capitation grants can be paid on time directly to school accounts and it is possible to set up an incentive system for school teachers. The next big lesson will be around how much this actually promotes learning. Results coming soon!



Example | Trust us, the money is coming

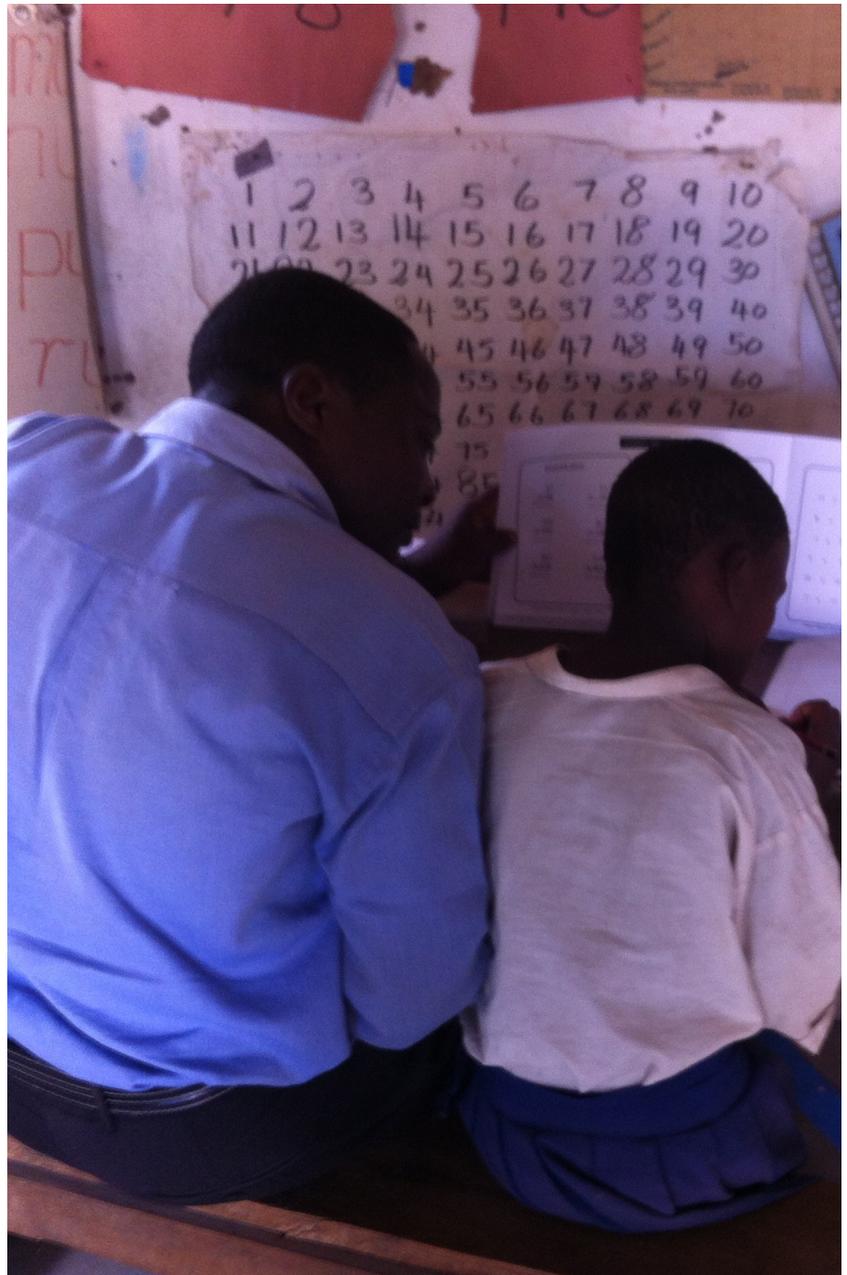
The story of our experimental intervention as a whole is one that we are deeply proud of. Bringing together a team of diverse participants, across countries and (within Tanzania) localities who are all new to each other, to try one of the largest interventions in education was no mean feat.

However, one of the highlights for the team was in our engagement with the communities in which we were testing the intervention. Two critical components on which the intervention could have flown or failed were around understanding and trust. To properly incentivize teachers to perform, they had to understand the nature of the offer we were making. In addition they had to trust that Twaweza would deliver what we were promising.

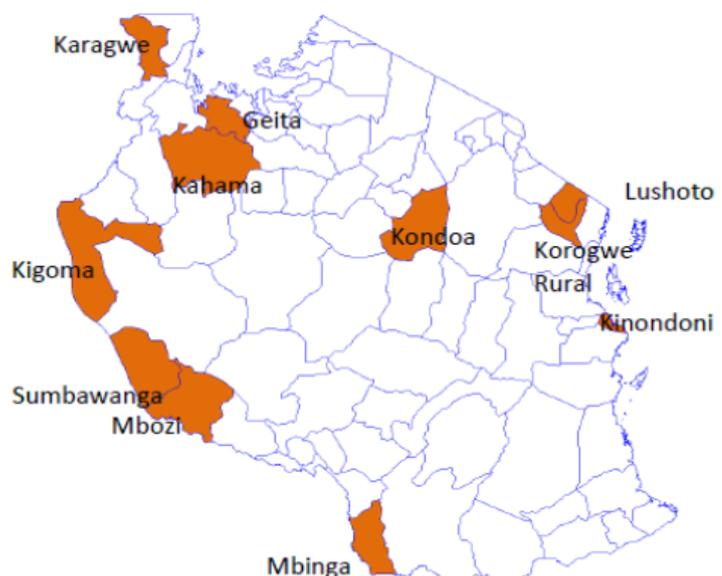
To this end we invested in communication. We produced specially designed materials for teachers and the wider community as well as engaging in extensive face-to-face sessions with teachers and head teachers in particular.

So far the work has paid off. During our midline monitoring we included questions on these two key elements. Of a random sample of teachers who were asked to calculate the bonus they would receive given a certain pass performance, in 95% of schools a random teacher could give the correct answer. When asked if they thought the second capitation grant payment would be paid on time as promised, a random teacher in 93% of the schools thought that the payment would be made as promised.

It is results like these that lead us to believe that we have done the best that we could in designing, implementing and communicating the intervention. The question that remains is whether this will have the effects we are all hoping for on learning outcomes.



KiuFunza intervention districts, 2013—2014





1.5 Sauti za Wananchi

In 2013, we managed to carry out 12 mobile phone data collection rounds, despite a slightly late start in February. To achieve this, we increased the frequency of call rounds, introducing two additional rounds of household data collection in the last quarter of 2013.

We also went some way towards proving the concept of the benefit of this type of high frequency rigorous data collection infrastructure by collecting data on hot topics that emerged over the course of the year, namely the secondary school examination data, a newly introduced tax on SIM cards and the draft Constitution. These were not topics we had planned to pursue. However, once they appeared high on the policy/public agenda, our mobile phone survey allowed us to respond by quickly collecting data and publishing the results.



Based on experiences and learning shared by other mobile phone surveys, and our own knowledge, we expected our response rates to drop; by the end of 2013 our response rates had dropped 14 percentage points (94% down to 80%). As a result of that in 2014 we plan to carry out a revisit to a number of the *Sauti za Wananchi* Enumeration Areas with the highest attrition / drop-out rates and interview, as well as replace, respondents who dropped out.



An innovation in 2013 was the use of the mobile phone panel survey to get facility-level data and conduct citizen monitoring. We conducted two rounds of school surveys with head teachers of 150 primary schools. The response rates in both cases were above 75%, which was encouraging and the data provided great insight. The idea of regular school/health facility call rounds was fully developed only after the baseline and then introduced into the call calendar.

Sauti za Wananchi received media coverage for all the policy briefs published and launched in 2013.

Example | Shaping the debate

In February 2013, the results for the 2012 secondary school exams were released. The rate of failure was 61% (up from 46% in 2011) and the reaction was public outrage and dismay. In the world of *Sauti za Wananchi*, we were just getting ourselves in shape to begin call rounds and test whether we could really run a nationally representative mobile phone survey. But the results and subsequent public debate forced us to quickly change course. We dropped our scheduled topic and designed a set of questions on the issue. The calls were made in early March exactly one month after the announcement of the results.



Since it was the first brief in our cycle, the publication and launch process were slower than they have subsequently become. In May 2013 we publicly released the most recently available national data on awareness of, and opinions about, the exam results and education more broadly.

We received front page coverage in the East African newspaper alongside other, mostly print, coverage. But most importantly and excitingly for the *Sauti za Wananchi* team, the parliamentary debate on the issue covered our findings.

We had arrived with exactly the type of agility, responsiveness and effect that *Sauti za Wananchi* was designed for, using our first call round to query a current topic, and gaining traction with the ever elusive policy community in the process. And so the mobile phone survey proper began with a bang.





1.6 Uwezo

1.61 Uwezo Regional Office

The learning family: Uwezo Regional Office continued to work closely with ASER, with mutual updates on progress and challenges, sharing experiences and learning from them. In the first quarter, the ASER / Beekungo / Jangadoo / Uwezo meeting report was finalized in English and French and distributed to all participants.

Monitoring: the Uwezo monitoring framework was developed through collaboration between the Twaweza LME Manager and the Uwezo Regional Office. Throughout the year, the monitoring framework was used to guide implementation and ensure the different levels of monitoring required were undertaken.

In Kenya, we trialed media monitoring through an external firm for five months. Aside from monitoring for appearances of Uwezo and learning outcomes across print, electronic and digital media, we were also able to monitor radio broadcasts from contracted radio stations. This was also linked to our use of the new SMS platform where we sought feedback on the quality of the programs we supported.

2013 was a year of focused analysis of data collected using revised tools. The responsibility of data analysis and report writing rested with the Regional Office. All countries sent in the duly completed monitoring tools for the pilot, national and regional trainings, the pre-assessment process, the assessment, and the process and data recheck. These were then analysed and specific reports produced for each country. Different approaches were also trialed in different countries; in Kenya, the Resurvey focused on inter-rater reliability and in Uganda, the Lot Quality Assurance focused on communication materials and instant feedback.

Moving forward, the Uwezo country coordinators will meet in 2014 to analyse and discuss the data collected through all the monitoring activities in 2013 and draw lessons for our work.

Engagement: the Regional Office continued to spearhead Uwezo external engagements, informing audiences about Uwezo and trying to bring the 'learning lens' to education focused meetings and initiatives. Uwezo participated in 10 events across East Africa and beyond. In addition, late in the year, the Regional Office hosted a delegation from Malawi who were interested in learning about the Uwezo approach for possible implementation there.

A number of chapters, blog pieces and articles were also written this year, all either using the Uwezo data, or expounding the approach. The Regional Manager also ensured the Uwezo agenda remained on the minds of those around us, attending various meetings with key stakeholders.

1.62 Uwezo Tanzania

Despite huge capacity constraints in the Uwezo Tanzania team over the course of the year, we managed to conduct the national learning assessment in 3,990 enumeration areas across 131 districts in different phases of five days each between September and November 2013. The capacity issues were in large part responsible for the postponement of the assessment from the second to the fourth quarter of the year.

Sampling presented some issues in 2013. Although we adhered to the sampling standards for Uwezo, we could not access the newly established 2012 census frame and so enumeration area selection had to be based on the 2002 census frame.

Uwezo Tanzania continued to engage and partner with the Tanzania Institute of Education (TIE), the Tanzania Teachers' Union (TTU), the Ministry of Education and Vocational Training (MOEVT), civil society organizations, universities and other institutions to present a stronger collective voice for advocacy on learning outcomes and quality of education. In addition, a number of partners including Better Life, the Firelight Foundation and Intervita attended our district trainings to learn about Uwezo tools and processes, to replicate them in their own work.

For the first time in 2013, we invited a number of journalists from leading Tanzanian media outlets to accompany us on the assessment. The direct experience of testing children and seeing instant feedback has motivated this powerful community around learning outcomes. Uwezo Tanzania has subsequently received a number of interview and comment requests. We also now have a stable of four journalists who are passionate about our issues and committed to our agenda.



1.63 Uwezo Kenya

During the year, the national assessment was conducted in a total of 156 districts. This year's cycle attained the highest level of participation ever, with more than 10,000 volunteers, 160 District Coordinators, 42 trainers and 20 Regional Coordinators taking part in the assessment.

During the year, communication to citizens was optimized through 20 radio contracts, the highest count so far in the history of Uwezo in East Africa, in a single country and within a year. Communication was also boosted through face-face meetings conducted by our partners in more than 10 districts. In addition, more than 10,000 head teachers were reached physically through the KEPSHA network.

Though only anecdotal accounts exist at present, we are hugely encouraged by the initiative and innovation emanating from the Uwezo network. For instance, our partner in Homa Bay has initiated Village Education Committees in some locations in the district, geared at influencing decisions at the local level and energizing ordinary citizens to participate in improvement of learning. Similarly, our partner in Mt Elgon district has inspired the founding of various Rafiki wa Elimu (Friends of Education) networks to improve learning in local communities.

Our partner in Trans Nzoia East has sought partnerships with the Kenya National Library Services to start off library services across the county, as way of inspiring a reading culture among school-going children and their teachers. Such stories will require systematic documentation, to enable us to ascertain the impact of these actions on improving learning.

At the policy level, the year was well utilized. Early outreach with the new devolved country governments reached more than 10 counties with Uwezo’s evidence, and we were able to meaningfully engage with three counties (Baringo, Nyeri and Mombasa) during the formative months of their development, particularly in terms of their education agenda.

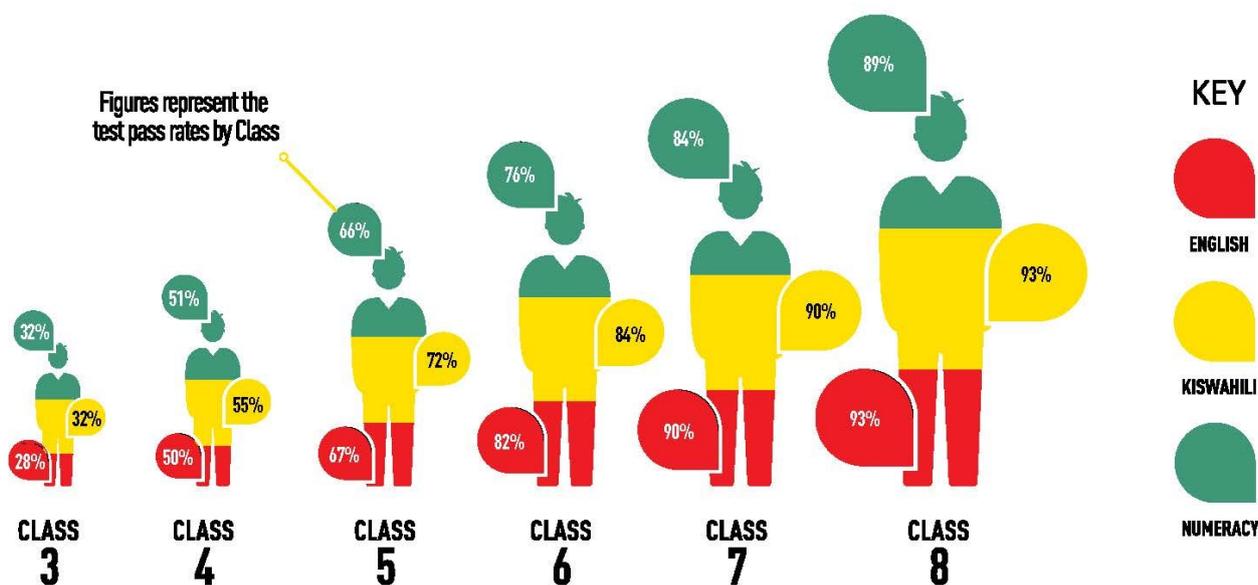
For the first time, Uwezo managed to link to the Parliamentary Committee on Education, and have the evidence mentioned during a National Assembly Sitting on 24 July 2013. Through linking to the World Bank’s Service Delivery Indicator Survey, the President of the Republic of Kenya alluded to Uwezo’s evidence, and asked to be given a brief by the Cabinet Secretary on why children were not learning, and why teacher absenteeism was so high. Closer links to policy makers have been achieved, through the induction meeting at Eldama Ravine, and through the partnership with government to conduct SACMEQ IV in Kenya. The top Ministry of Education leadership is well briefed about Uwezo evidence, and has sought our participation in various meetings.

Uwezo’s evidence has also influenced thinking at the policy level. Through our submissions and physical participation in meetings, Uwezo has been cited seven times in the National Education Sector Support Program (NESSP), the strategy paper that will guide investment in education from 2013 to 2017.

A dedicated investment program has been set up to improve early grade reading and numeracy during the investment period. From our submissions and physical participation in policy meetings, there is greater recognition that the upcoming 2014 laptops project, one of the largest and loudest early initiatives to improve education by the new Kenyan government, should focus as much on improving learning outcomes as influencing digital attitudes. Consequently, due attention is being given to scrutiny of the contents with which the laptops will be loaded.

Judging from the invitations we have received from the Ministry and the media this year, it is clear that Uwezo is now acknowledged as an authority in the improvement of quality of education in Kenya.

There was only one major change in the year – the introduction of Uwezo+. Handed over from Uwazi, this initiative will test the possibility of collecting data about, and engaging with, the water and health sectors, using the same approach as we do in education. This would be with a view to leveraging the research infrastructure to achieve more than just the learning assessment.





1.64 Uwezo Uganda

In 2013 we developed assessment and communication materials in English and four major local languages (Luganda, Runyoro, Leblango and Ateso). This ensured local relevance of our materials and allowed us to reach new audiences.

Working closely with Twaweza partners has ensured Uwezo Uganda is reaching citizens at scale. The popular radio drama, Rockpoint 256, created an entire season dedicated to showcasing citizen agency in education and learning issues; Uganda Radio Network extensively covered Uwezo evidence for rural radio and the Bobi Wine reality TV show highlighted ways in which parents can play an active role in their children's education.

In addition, a strengthened relationship between Uwezo and the Ministry of Education and Sports resulted in the renewal of membership of the Commissioner for Basic Education on the Uwezo Advisory Committee. The Ministry also directly endorsed and officially launched the 2012 learning assessment report.

The Uwezo Uganda team had a series of breakthroughs on dialogue with other policy makers at the national level, which included establishing networks with the Vice President of Uganda, the Ministry of Labour and the Chairperson of the Parliamentary Forum on Quality Public Education. We look forward to pursuing these linkages further.

Amongst the challenges, having the Uganda NGO Forum as a 'middleman' between Uwezo and district-based partners made communicating with the partners difficult. At times we were misrepresented but had no way of providing clarity as we could not communicate to the partners directly. The outcome has been a less than friendly interaction in which Uwezo is viewed more as a competitor than a partner.

Example | Hamisi's Anguish

Irrespective of the country, district or village, a recurring feature we see when conducting the Uwezo assessments is the power of 'taking formal education' to the household. Over time we have come to anticipate parents' reaction. If a child is reading as per the expected level, it is met with a shy smile from the parent, acknowledging with pride the skill the child has acquired. If on the other hand a child is stumbling, parents are impatient. They will blame the teacher, the school, or the occasional researcher from Uwezo. If you are patient enough to listen, the depth of parents' helplessness will emerge, as it did one hot and dusty afternoon.

After the mother had read her story, her daughter Maria followed suit. Both were flawless, especially when reading their Kiswahili texts. Then it was Hamisi's turn. You could almost feel the mood change. You see Hamisi, 11 years old, is in Standard 2, the same class as his sister Maria who is 7 years old. Hamisi cannot read. At the gentle insistence from the volunteer, his eyes get moist. His mouth is quivering. You can sense his anguish. Annoyed, the mother announces *"this is how he is. When you ask him to read, he begins to cry"*.

Voice can be expressed in various ways. Here is the voice of a child, expressed via tears, and voice of a parent expressed through the conflicting pose of inert anger at the child and at her own helplessness to meaningfully respond to the learning gaps her child has exhibited.

As I left the household, I found myself questioning our approach. We often ask parents to visit their schools, but have we given adequate thought to how difficult this must be for a parent, particularly one disempowered by the combined effects of illiteracy and economic disenfranchisement? What should be done to make schools receptive? While we negotiate through power dynamics, I am clear about one thing: we should not allow Hamisi to become another sad statistic about the ineffectiveness of our schooling.

These were the reflections that accompanied me as I attended the Post 2015 African Education Consultative Workshop organized under the auspices of the African Union Commission, in February 2013. Our contribution, I felt, ought to be to ensure that Hamisi's story, representing so many, influenced the tone, direction and emphasis of the meeting.

The quality of the discussion did not disappoint. The keynote address set the tone of the meeting. He celebrated the strides made in education, singling out the pride many nations identify with – that of increasing access. Yet he warned that the rate of change and of access, especially as we inch towards the unreached millions, is stalling.

The challenges plaguing the education sector are huge and vast. As the discussion progressed, one could feel the sense of opportunity, to use this moment to reform the school system, address the huge question of language at school, poor transition levels to secondary and tertiary institutions, school leadership, and many others on a seemingly endless list. In the end, the meeting outlined three priority areas: learning outcomes across the levels; equitable and inclusive access; and literacy, numeracy and skills development.

It was a fitting conclusion, one that accommodated Hamisi's need for all types of skills and competencies, including the basic right to read. The idea was not to 'ghettoize' Hamisi, to ensure he got basic education only. Instead we left with a sense of promise that he could go through the entire schooling pipeline.

If we focus on learning, measure it and use indicators that are inclusive and well understood not only by educationists, but also by parents, we should surely be able to rejuvenate formal education.



**Do you make sure
I do my
homework daily?**



Example | Sowing Seeds on Loam Soil

Ikhoba Girls' Primary School is a government-aided primary school in Masindi district in Uganda. Like many other primary schools in the district, Ikhoba has always performed poorly in the Primary Leaving Examination. However, after the release of Uwezo 2011 annual learning assessment report, where Masindi district was ranked 55 out of all districts assessed that year, the District Education Officer addressed the school authorities and staff about the poor performance by children in Masindi district. He expressed disappointment with primary schools in the district because they were not helping children to learn. How could Masindi be below Buliisa district which was only recently carved out of Masindi district, he lamented. He warned the staff of the school that continuous poor performance would be met with severe disciplinary action from the District Education Office.

This warning caused the headmistress and staff of the school to double their efforts and at the end of 2012 they performed much better than they have done in previous years in Primary Leaving Examinations. This result excited teachers, parents and pupils alike and has changed the attitudes of parents so that they have been more supportive of the school and their children this year. The headmistress attributed the improvement to Uwezo. Her argument is that if Uwezo had not intervened to expose their weaknesses as a district, the district authorities would not have come to warn them and they would not have put in the extra effort. In her view, therefore, teachers in most schools are just complacent and with a little bit of extra effort and support from parents, good results can be achieved and our children will learn.

During the 2013 national assessment when our volunteers visited the school for the school-based assessment, they were given a rousing welcome by the headmistress, staff and children of the school. The headmistress called an assembly where the volunteers were officially introduced and asked to speak to the children about Uwezo.

This to us is an example of a seed falling on loam soil; we just need to keep working ensure it bears good fruit. Ikhoba Girls' School has shown us all what can be done with the right combination of motivation and information. We can only hope that this seed will spread so that we can see the germination of hundreds of stories like this one.





1.7 Strategic Engagement

Building on the data, experience and lessons of many of the other units, the small Strategic Engagement unit seeks to engage with key actors so as to influence concepts, policy and practice.

In 2013, the most significant engagement was with the Open Government Partnership (OGP), which Twaweza was involved in co-founding in 2011. The unique global initiative had over 50 country members by the end of the year, each pledging to have a plan to be more open to their own citizens. As a member of the OGP Steering Committee, Twaweza helped many of the basic concepts and rules of the games of the initiative, including the notion of an independent reporting mechanism and civil society consultation. The year culminated with a major international conference in London, where Twaweza played a prominent part in the opening plenary and helped convince Tanzania to make a commitment to have new progressive freedom of information legislation in 2014. At the conference Twaweza Head Rakesh Rajani took over as lead civil society chair of the OGP. Within Tanzania, Twaweza continued to serve as a member of the National Steering Committee hosted by the State House and tried to make slow moving plan implementation move faster. In Kenya the change of government resulted in the country's OGP champion being out of government.

Building on the good relations and profile provided by the OGP, Twaweza advocated for greater transparency and accountability within East Africa and globally. This was done through presentations at conferences, participation in board meetings, media interviews, engagement with researchers and informal consultations. Major ideas promoted included freedom of information, open data, responsive government and public answerability, feedback mechanisms, evidence based policy making, learning and agile program development. As a result a number of key policies (Big Results Now in Tanzania, national education policy in Kenya) and guidelines and websites (e.g. shule.info and radar books distribution in Tanzania) were developed and/or influenced by Twaweza.

Example | Examining data

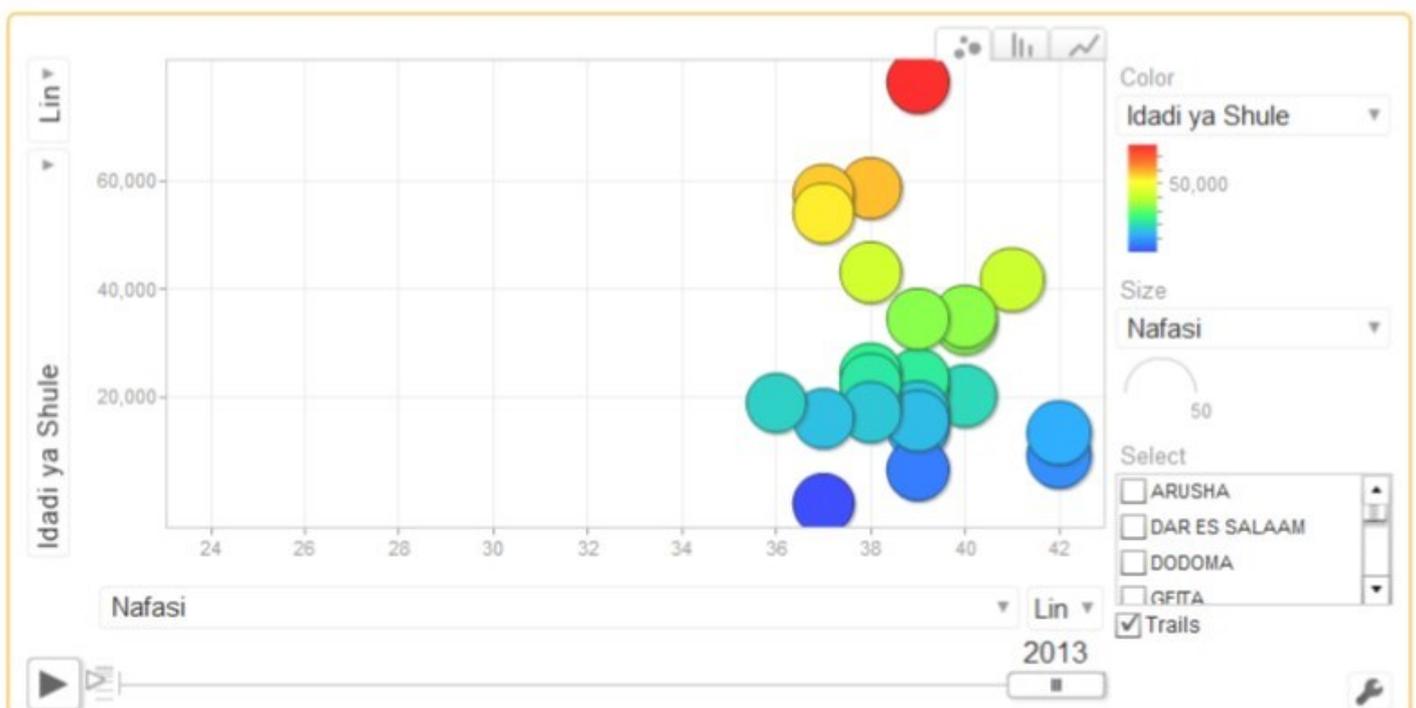
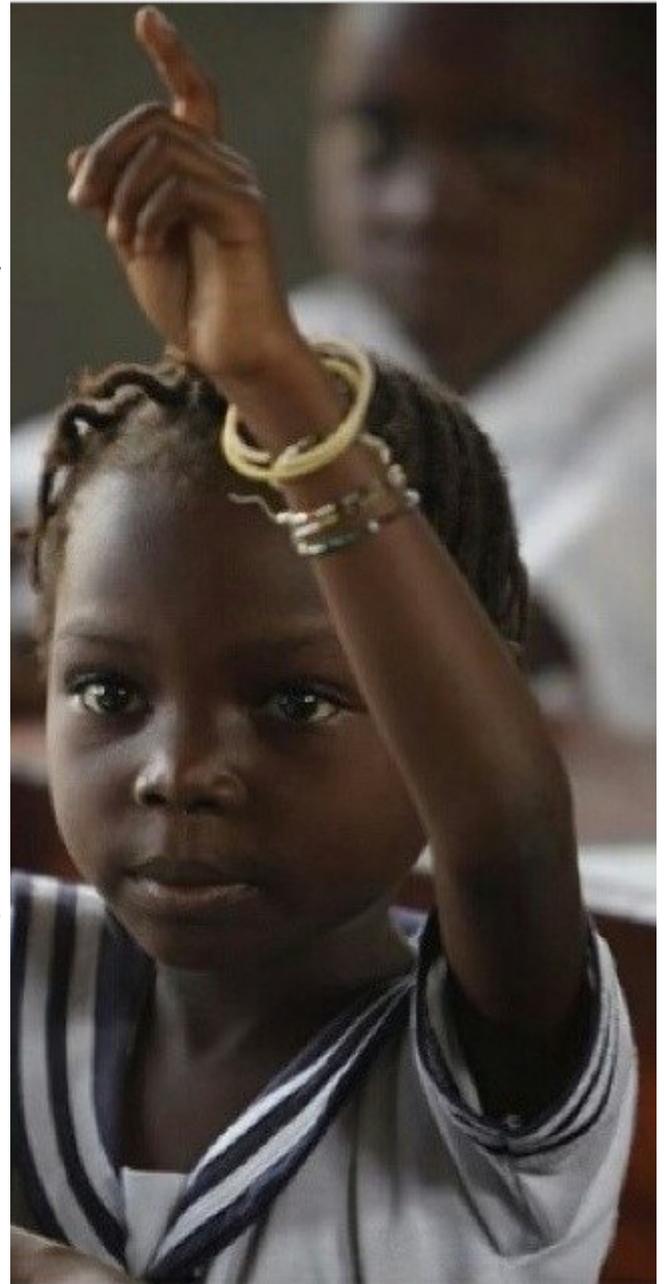
At Twaweza, we have always been passionate about open data. Sometimes, however, the agenda was hard to push in Tanzania. And then, through some coincidental meetings and a healthy dose of good fortune we came across a group of young Tanzanian developers who blew our socks off.

These young people had, in their spare time, just because they couldn't find this information from a single source, scrapped the internet for secondary school examination data and developed a small website that allowed users to interact with and visualize this data.

We worked with the team to re-do the website, focusing on user-centred design and creating a resource that could be used by parents, students, head teachers and policy-makers alike. From a report card function to a listing of all secondary schools in the country with their performance over the last nine years, the shule.info website is designed to be a one-stop shop for anyone looking to examine exam results in Tanzania.

We also launched the website to the media and saw a five-fold increase in volumes of traffic, albeit from a relatively low base. And finally, with that healthy combination of opportunism and quick thinking, we managed to show the website to the President of Tanzania who was delighted to see it, all-the-more because it was home-made.

Moving forward we intend to continue updating the website as each year's results are released and we hope to include other examination data, from primary and further secondary levels, as well. We will also continue to make concerted efforts to promote the work and encourage others to reclaim public data.



2. Learning, Monitoring and Evaluation

In 2013, the Learning, Monitoring, and Evaluation (LME) unit considerably advanced the measurement agenda within the organization. For starters, a monitoring framework was developed, the LME team gained new members, and most implementing units were trained in the concepts of monitoring and its links to organizational learning. Moreover, a number of monitoring activities took place, yielding useful data regarding Twaweza's initiatives. This included:

- Measuring coverage of several flagship mass media communication partnerships, such as the Minibuzz TV show, the Kipanya cartoon, and Makochikochi satire radio show, through established nationally-representative surveys.
- Assessing the reach of the Tanzania Printing Services school workbooks, which were printed with the Uwezo test, and the short-term effects of solar lights, distributed through our Solar Aid partnership, on students' ability to do homework.
- Conducting a population-based survey in Uganda, with an over-sample of young urban people, aimed at gathering "baseline" data for a number of program and communication activities that will be implemented through 2014.
- Conducting a number of qualitative exercises aimed at describing the contribution of the Uwezo reports to the national-level debate and dialogue around education (in all three countries); the contribution of the Uwazi briefs to Tanzanian media and policy arenas; and the contribution of the Minibuzz TV show to the overall Tanzanian media landscape.

In addition, the first Twaweza Evaluators' meeting was held in October. This event brought together the three main external evaluation teams working with Twaweza, as well as a number of independent researchers and implementers from the transparency and accountability arena. At the meeting we reviewed available data from the evaluations and lessons learned from our own implementing experience, with the view of informing Twaweza's next strategy and evaluation design.



Example | Can we make it happen?

Taking a step back and considering a birds-eye view of Twaweza's theory of change and its implementation: this is what a group of Twaweza staff, the three main external evaluation teams working with Twaweza, as well as a number of independent researchers and implementers from the transparency and accountability world did for two intense days in October. We were not gentle: we wanted to have a hard look at the premises that underpin our work, as well as the evidence – available so far – as to what our work has achieved. The truth is that many of the studies conducted, as well as our own reflections on implementation, suggest that we are falling short of the goals we had set for ourselves when Twaweza was born. In the end, the question is less whether the glass is half full or half empty, but more what we can learn from the four years of implementing Twaweza, and what we can do better in the future. The main takeaways from the meeting are already informing the development of our next strategy. In a nutshell, these are:

- To really promote citizen action, we need to be more specific about what we mean by this term, and decide what type of action(s) Twaweza wants to promote most vigorously
- Our decisions as to what to implement must be grounded in a richer understanding of the context in which we work, including the formal systems as well as informal relationships and incentives that make up “the rules of the game”
- We have learned that enabling citizen action in large part means empowering people to maneuver the space between supply and demand, between citizens and state – and that therefore our work must also reflect an understanding of the intersection of these spheres
- We could be wiser about where we think we can contribute the most and therefore be more focused, while at the same time be more nimble about learning from our implementing experiences in the short-term, and adjusting course accordingly
- We need to recognize the tension between quality and iteration on one hand, and scale on the other. We do not want to build thoughtful boutique projects; we want to aim for scale through an astute analysis of the drivers and levers of change, and a concerted building of winning coalitions

In sum, the meeting was not about retreating from grand ambitions (we were told to keep our dreamer hat on as much as our realist one), but about taking stock, and shifting tactics as appropriate. We aim for the new strategy to reflect these important lessons learned.



Ni Sisi

3. Communications

2013 was the first full year of the operation of an independent Communications Unit created to coordinate the production of all Twaweza content, enhance synergies and assure quality and creativity. Through the course of the year, the unit delivered strongly in terms of supporting the organization:

- We were responsible for inputting into, co-creating or directly creating **61 distinct pieces of content** ranging from public service announcements, to popular booklets, to policy briefs, and identifying and capitalizing on synergies between these.
- We distributed **over 13 million popular print materials** and **over 20,000 policy briefs**,
- We organized **11 launch events** over the course of the year and played a supporting role in three other events.

In terms of unit-led projects, these were more limited. We implemented an innovative partnership to expand the reach of video content through working with local dubbing artists, commercial distributors and video halls, in Uganda. In addition, 50 audio and video clips were produced under the tag line 'I believe I can' to inspire self-efficacy among young people in Tanzania. The tagline and a portion of the audio clips also featured as part of a segment on a popular Saturday morning show on Clouds FM, Tanzania's most popular youth-focused radio station. And finally we produced the 2014 calendar targeted to teachers with an accompanying pledge card that will be returned to Twaweza.

However, there were substantial gaps in implementation, particularly around the *Ni Sisi* strand of work. In part this was due to learning around the impact, in terms of social / behavioral change or even message uptake, of advertising as a communications tool for Twaweza. Much of the projected budget for 2013 was derived based on advertising costs from the 2012 campaign. However our learning in early 2013 suggested that although advertising does provide impressive reach, it may not yield value for money in terms of effects. Another core issue throughout the year was capacity; the *Ni Sisi* work suffered the most because of this. In the absence of other team members, the Communications Manager prioritized the work of supporting other units so as not to impact the entire organization's work with the unit's capacity constraints.

Another challenge arose as a direct result of the centralization of content production in the Communications Unit: in some cases the frenetic pace of content production, distribution/promotion and conceptual quality assurance support for the organization meant that each distinct item was not necessarily given the attention it deserved.

The core lesson for the Communications Unit has really been one of containing aspiration. Our plans were not matched by our implementation. Despite a reasonably high level of delivery, in absolute terms, of content and communications work, the plan was not delivered. Creating high quality, well-targeted content with a clear articulation and pursuit of an internal theory of change is a time-consuming process. But it is a lesson we have truly learned and is reflected in our plans for 2014: although we continue to dream big, we are conscious of dreaming better as well.





Example | Getting video where TV fears to tread

At Twaweza we remain convinced of the power of moving image as a behavioral change communications tool. The core determinant to action, or behavior change, of motivation is much more likely to be impacted by inspiring examples portrayed through video. Nonetheless, the data show us that the reach of television in East Africa is still limited.

In Uganda we decided to try to expand the reach of our video content focused on increasing motivation and efficacy for citizens by developing an innovative partnership centered on Uganda's ubiquitous video halls and commercial video distributors.

Dubbing over foreign films is a huge industry in Uganda and the VJs who do the dubbing develop their own local followings as celebrities in their own right. We worked with a partner, Home Needs Network, to insert short clips of Twaweza content into 240 distinct dubbed films. The VJs were also asked to insert references to the messages of this content into the audio for the films themselves.

These were then distributed for free to a database of 295 distributors in all 80 districts of Uganda, while 1000 video hall operators were notified that this content was available. Although the full monitoring results of this exercise are yet to come in, there were some minor delays in the final rounds of implementation, we are excited to learn more about successful mechanisms to ensure that potentially powerful content reaches more people.



4. Operations

Human Resources

Twaweza has robust policies and systems in place; tools such as monthly reports, checklists, dashboards, and workflows enable staff within the unit, management, and others to be informed of the general picture of the organization on administrative matters, particularly in Tanzania. During the course of the year similar systems were put in place for Kenya and Uganda, to allow for better management by Operations and other staff across the organization, and to increase organizational awareness around these issues. A two day training on workflows and reports was organized in May with the support of Head's Office; this was preceded by a review of all Operations workflows.

The Twaweza structure required a total of 62 employees across the region. Of these, 21 positions were vacant as of early 2013, and by the end of the year, 18 of these positions had been filled. Stronger orientation methods were put into place to ensure that new staff are properly familiarized with Twaweza's procedures, tools and systems. All the same, attracting qualified candidates to fill a handful of the vacant positions has remained a challenge. A recruitment strategy has been prepared and implemented in order to ensure that Twaweza attracts and also retains qualified candidates.

Annual staff performance was appraised, showing that almost all staff have improved performance and this has been reflected in the overall organizational performance. True to our posture as a learning organization, areas for improvement were identified and the organization has put in place a strategy to ensure that all training needs are managed through mentoring, coaching and other tailor-made trainings organized to ensure that staff apply fully the skills and qualifications needed to excel in their jobs.

Offices and Procurement

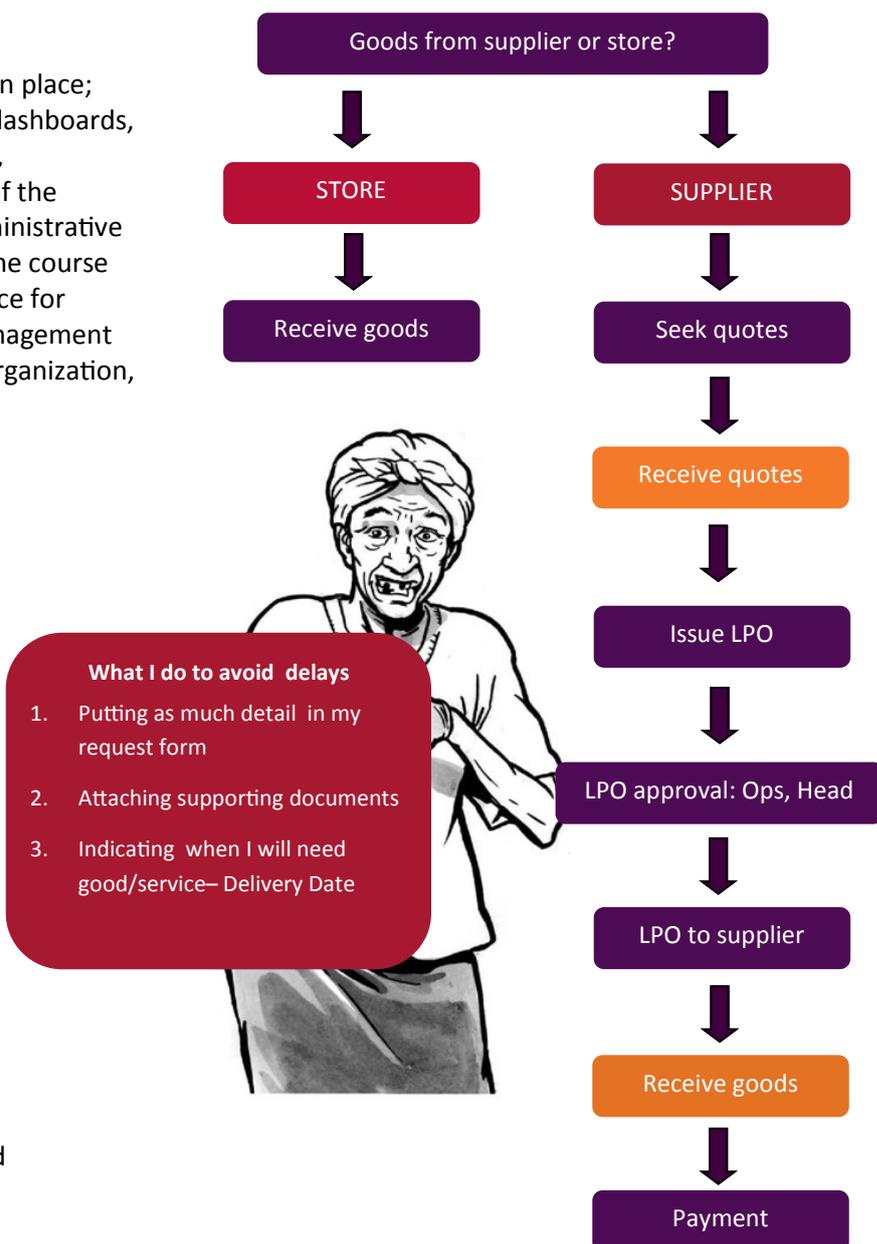
New offices were identified and rented for Uganda and Kenya, with Uganda having moved into the new location in May and Kenya in July. In Kenya the signing of the lease presented various obstacles that highlight the complications that can exist when operating across different countries, with different laws.

Agreements with key service providers for all the three countries were reached, in line with Twaweza's strengthened procurement policy.

Information Technology

A number of software/applications have been implemented to facilitate Twaweza's programmatic and operational needs. A cloud-based file server, accessible in all three countries, and a cloud-based accounting package all ensure greater harmonization and transparency across the organization, as well as better management of knowledge and information generated internally

Procurement @ Twaweza





5. Governance and Management

Following discussions with the Governance Board, a new position was created in early 2013 within the Head's Office to address matters of key transitions, innovations, strategy, knowledge, and change management. This role, titled 'Senior Advisor, Organizational Sustainability' is also intended to serve as the first point of contact for donors, helping to coordinate communication between them and the Twaweza team. As part of strengthening governance, measures were taken to drive Twaweza towards being a more transparent organization, in line with current best practice.

With a growing team, it was also agreed that a book of key documents would be developed, and issued to all staff as a one stop shop for all core documents that staff should be familiar with. The bulk of the work on this was completed in 2013, as well as finalizing the updated Human Resources and Financial Regulations manuals, which would be included in the book. Weekly meetings were held in each of the three countries, with meeting notes shared internally on Salesforce Chatter to enable staff across the countries to remain abreast of what colleagues are busy with.

Across East Africa, efforts continued to ensure that Uwezo functions as a unit of Twaweza, abiding by the same policies, processes, and procedures. Where staff were unfamiliar with these, trainings were conducted, with additional encouragement of knowledge sharing among colleagues. In each of the three countries, the entire Twaweza team occupy the same offices, which increases communication, integration, and the sharing of resources and guiding principles.

The May donor and advisory board meeting was held in Dar es Salaam, with good preparation, discussions, and attendance. The second, a teleconference, was held in September. The major topic of discussion was the proposed strategic pivot note, which highlighted the new key components of Twaweza's work and outlined the new thinking around the organisation's orientation post 2014. The annual strategic planning retreat was held in November 2013 over three days, allowing for inter- and intra-unit thinking towards developing the Annual Plan and Budget for 2014.

As part of ensuring strong organizational oversight, the Head continued to hold monthly bilaterals with each unit manager, where key achievements and challenges were discussed, as well as checking in on unit progress throughout the course of the year.

Conclusion

We are at an exciting juncture in our work. At the end of 2014, our first strategic period comes to an end and we have the opportunity to shift our course based on what we have learnt so far. Therefore over 2013 and into 2014 a number of review and reflection opportunities have been built into our schedules so we can systematically grapple with the issues and sharpen our work. We provide some initial reflections in that vein here.

We continue to see success in engaging policy actors and shifting these debates, particularly through our Sauti za Wananchi and Uwezo platforms. While broad communication with the public has had limited effect on changing specific citizen action, we observe that it influences government thinking and positions because the authorities are aware that 'people know'. As we review our strategy and in consideration of the results and discussions from our October 2013 evaluators' meeting, we will need to balance our citizen driven approach with greater engagement with authorities, with particular attention to the interaction between the two.

We have continued to heighten our bar for quality and the rigour with which we interrogate our work. A new process known as the 'Idea Huddle' was introduced so that program officers could pitch project ideas to the management team. This helps us to better articulate our thinking and ideas, make projects stronger and agree at an early stage if an activity just does not fit. This has contributed hugely to clarifying the theory of change and intervention logic, with monitoring built in from the outset.

In 2013 we also ramped up our monitoring work. Although this was always an important principle for Twaweza, the implementation and capacity did not keep up with aspiration. In 2013 we conducted short monitoring exercises for a majority of our activities and the collaboration between our Learning, Monitoring and Evaluation (LME) and program units has been strengthened. For example, the Lot Quality Assurance Sampling (LQAS) study conducted in Uganda informed us that Uwezo's instant feedback mechanism to parents on the literacy and numeracy levels of their children needed refining. Many parents could not remember receiving this feedback at all and others could not remember what was said. This gave birth to plans to trial different models of providing this feedback in 2014, including through better designed posters and intensified training of volunteers on how to transmit these results to parents. In Uwezo, media programs and KiuFunza, in 2014 we will place particular attention to testing ideas and experimentation.

In 2013 we also began to take a more nuanced view of reach and disaggregating audiences, and needing to differentiate among outlier leaders, followers and passive supporters, as well as factoring in the power and desire to take action and the forces arrayed either for or against it. Although we continue to emphasize the importance of scale over boutique projects, we have developed a more sophisticated understanding of trajectories of change. This includes keener appreciation of motives, incentives and constraints (including cluttered 'bandwidth', fear, and the vicious spiral down of low expectation and low delivery) that influence citizen and government action. These considerations will be better mapped out in the future, heralding a turn away from a more 'open ended' and 'let people decide' approach towards something more 'surgical' and 'purposive'.

A core implication across these lessons is that our role needs to shift away from a neutral-behind-the-scenes broker that connects different parties and watches what they do to one where we become a more conscious interlocutor and actor ourselves, generating evidence, ideas, and stories, and engaging with specific agendas in mind. This adapted role will demand greater quality of our data and analysis, articulation and communication, and public and policy engagement, and a heightened learning and evaluation posture. It's daunting, but we are curious and excited, never forgetting how lucky we are to do this work.