

2016 DETAILS 2: TANZANIA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
OPEN GOVERNMENT in TZ in 2016: Key outputs & monitoring of outputs; outcomes and measurement of outcomes			
Problem O1: Lack of robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.			
Success O1S1: Progressive legislation on access to information and freedom of expression enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress			
<p>1) Analytical paper on two pending laws (MSB, ATI) and existing laws (Cybercrimes, Statistics) produced and used as input for FOI Coalition.</p> <p>2) Sauti brief (mentioned in O3) on access to information produced and launched.</p> <p>3) Pro-active and reactive engagement with MPs and relevant Ministers in partnership with Coalition.</p>	<p>1) Access to Information Bill: Analysis on ATI bill produced. Twaweza active part of Coalition on the Right to Information, submitted a final analysis of the proposed ATI law. New draft in 2016 much improved from 2015, though still imperfect. The final ATI Act incorporated a total of 4 changes from the 40 proposed by Twaweza and our partners, 1 of these was a major win. Regulations for the Act are still not available and will be an area for advocacy in 2017.</p> <p>2) Media Services Bill (assessed as extremely regressive legislation). Produced a total of three different pieces of analysis: on the first draft of the bill, on the amendments proposed, and on the final set of amendments made as the bill was passed into law in Parliament. Produced two opinion pieces, published in The Citizen and online at Jamii Forums.</p> <p>3) Created a short brief collating Sauti za Wananchi data and Afrobarometer data on citizens' views on media freedom as an advocacy tool and held a press conference resulting in 11 pieces of coverage and earning over 50,000 impressions on Twitter.</p>	<p>1) Policy change: A high quality ATI bill passed, signed by president.</p> <p>2) Shift in policy discourse around ATI and freedom of expression issues, including clarity on the Magufuli administration's position re civic space.</p>	<p>1) ATI Act enacted by parliament in September 2016, with some flaws but largely progressive; regulations are not yet published; Deeply problematic Media Services Act passed and operationalized within weeks.</p> <p>2) Worrying signals about civic space (intimidation and arrests of politicians, journalists, individuals posting criticisms of the government; public statements against rights) from Magufuli administration. Moving forward this will be a focus area in Tanzania: pushing back on shrinking civic space.</p>

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1) Review of the Open Government Partnership second plan with wider CSO community (e.g., REPOA, Jamii Forums, etc.), and inputs into third OGP action plan	<p>1) National: Continued to push for passage of the third National Action Plan which has stalled for many months. Worked with the Government to get wider civil society comments on the draft through a co-hosted meeting at State House with over 115 participants. Six talk shows on TV and radio on OGP national and sub-national as well as one Minibuzz show. Also funded two journalists from Government information directorate to attend the OGP summit in Paris. They produced more than 15 stories from the Summit and a short documentary.</p> <p>2) Sub-national: Helped Kigoma develop subnational action plan; co-hosted a meeting in Kigoma for government and civil society to come together to finalise action plan.</p>	<p>1) Renewed commitment of Magufuli administration to OGP</p> <p>2) Greater inclusion of CSOs in OGP; CSO inputs reflected in 3rd OGP plan. Measured via interviews, description of process.</p>	<p>1) Some improvement in CSO participation, certainly comments were captured in the third national action plan. The media push has also helped to attract further interest in the OGP among CSOs.</p> <p>2) The Magufuli administration has not shelved/cancelled OGP (positive!), but delays in approving NAP III and low level official delegation to OGP Summit are worrying signs that there is little interest or buy in for this agenda.</p>
Problem O2: Data collected by government is poor quality and not publicly available			
Success O2S1: Uwezo and Sauti datasets published consistent with open data principles. (where available)			
<p>1) Interactive tool for analysis of Sauti za Wananchi & Uwezo data.</p> <p>2) Uwezo and Sauti data published according to open-data formats. (These are also regional outputs)</p>	<p>Uwezo and Sauti data all posted online in excel and Stata formats; Two online interactive tools online using Uwezo data at beta stage (https://tanzania.hurumap.org/ and https://mcarans.github.io/hdx-twaweza-survey-viz/index.html?country=tanzania); supported hackathon around Uwezo data.</p>	<p>1) Increased use of independent data: at least five independent uses of Uwezo and Sauti data, registered on Twaweza website</p>	<p>Despite lack of completed visualization tools, increasing use of Sauti za Wananchi and Uwezo data among media and civil society. Anecdotal feedback attests to SzW data presented to Parliament by another organization; Uwezo and SzW data on education used by MP Hussein Bashe; Uwezo data used by the Tanzania Education Network in their policy engagement; a number of students in the US are using Uwezo data to write papers and inform their research; and has been used as a reference in a number of print media articles.</p>
Success O2S2: At least four government data sets published consistent with open data principles (TBD)			

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<p>1) Collaboration with NBS to develop an interactive census tool.</p> <p>2) Ongoing collaboration with World Bank on the Government Open Data Portal, including media engagement (particularly with O4 in mind) and promotion through Jamii Forums.</p> <p>3) Relevant local legislation (by-laws) digitized and placed online.</p>	<p>Development of interactive tool using census data underway through Code for Tanzania partnership (beta available at https://tanzania.hurumap.org/); Opendata.go.tz populated with over 150 (and counting) datasets largely on health, education, water, led by World Bank with e-Gov Agency;</p>	<p>1) Policy & norm: Key Gov institution (NBS) supports wider accessibility and interactivity of data, adopts high-quality open data policy, sets example for other Gov actors.</p> <p>2) Public dialogue: open, interactive data publicized by media.</p> <p>3) Awareness: increase in awareness of and support for the open data portal, among key stakeholders - media, MPs and CSOs.</p>	<p>Platforms and tools here are still young, no concerted engagement has yet been done around these so no outcomes possible at this stage</p>
Success O2S5: Access to information audit applied			
<p>1) Access to information audit from citizen's perspective, and analysis of 40 government websites; full brief launched</p>	<p>1) Mystery shopper approach to availability of information deployed with local governments, and draft report prepared; Analysis of availability of key information on websites of key government departments and state-owned institutions - data collection complete in late December, report writing in progress</p>	<p>1) Increased public debate on citizens' access to info in practice.</p> <p>2) More positive attitude to openness and responsiveness among selected public officials.</p> <p>3) Initial indications of improvements in website accessibility and responsiveness on access to information.</p>	<p>Since audit findings have not yet been released we do not anticipate any outcomes at this stage. In addition, the new administration's attitude to civic space generally (largely unsupportive) became clearer as the year progressed making it unlikely that these shifts in attitude among public officials would happen by virtue of the research and engagement around it. For 2017 strong engagement on civic space is being planned with a number of strands.</p>
Problem O3: Independent monitoring & public opinion needs to inform public debate and policy making			
Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate			

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<p>1) 12 Rounds of Sauti za Wananchi data collection calls</p> <p>2) 8-10 rounds curated into Briefs, launched in public forums and distributed pro-actively to key constituencies (e.g., parliamentarians).</p> <p>3) Inclusion of topics into mass media products such as Minibuzz; Mwananchi Communications Limited "facts of the week," online engagement via Jamii Forums.</p>	<p>1)11 SzW household call rounds conducted.</p> <p>2)8 policy briefs published and launched to the media and public forums.</p> <p>3)2 press conferences 4).Provide research support and expertise to the judiciary.</p> <p>4)Over 30 posts/threads on Jamii Forums</p> <p>5)10 topics on Minibuzz inspired by Sauti za Wananchi data</p> <p>6)Show case SzW program and unveiled the Mobile phone panel survey hand book at global conference of OGP summit in Paris.</p> <p>7)Panel revisits done where best practices were identified</p> <p>8)Respondents participation rate remains healthy at over 90%.</p>	<p>1) Change in public (media) debate: 150 pieces of data-based media coverage</p> <p>2) Awareness and use in debates of SzW among MPs, public leaders 3) Use of Sauti by at least one government department / agency</p> <p>4) Partner evaluation: effect of Minibuzz as a platform for influencing public debate</p> <p>5) Partner evaluation: Jamii as a space for promoting dialogue on public issues</p>	<p>1)SzW Tanzania has been covered 200+ times in different media outlets. Prominent topics were health; access to information; civil participation and government performance briefs.</p> <p>2) Gain in 5,000 Twitter followers, largely due to Sauti za Wananchi posts</p> <p>3) Use of Twaweza data by deputy minister of health to warn officials action would be taken if policies were not followed, as reported in Sauti</p> <p>4)MP Hussein Bashe inspired by Sauti data to become an education champion</p> <p>5)Release of political data (rating and expectations of new government; planned protests) elicited response from a range of intellectuals, commentators and opposition politicians</p> <p>6)Request for a Twaweza poll on Zanzibar issues by a Zanzibar commentator in 2015, was responded to and conducted in early 2016</p> <p>7) Rising reputation (anecdotal) as a CSO that covers important issues even if unpopular, e.g. Zanzibar, Parliamentary broadcast and Citizen attitudes to media.</p>
<p>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</p>			
<p>1) Six rounds of citizen monitoring (two of each): schools, health facilities, other public services. Each round curated and shared as above.</p>	<p>2 rounds done: 1 with citizen monitors and 1 with education officials. The data from the rounds were used to complement the households findings</p>	<p>As above.</p>	<p>As above</p>
<p>Problem O4: There are few effective intermediaries to demand and use information and data</p>			
<p>Success O4S1: Nascent data journalism culture emerging in media (Tanzania & Uganda)</p>			

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1) Code4Tanzania fellowship created and supported, jointly with partners. 2) Mentoring and feedback group for potential data journalists, in partnership with TMF	1) Partnership with Code for Tanzania established, including data journalism fellowship, interactive presentation of data from the Census, Uwezo and other sources (beta available at https://tanzania.hurumap.org/) and regular data-driven blogposts; 2) Data Journalism prize included in 2016 Excellence in Journalism Awards Tanzania (EJAT), sponsored by Twaweza;	1) Growing practice of data journalism by Code4Tz fellows and others (more articles). 2) Improvement in quality of data journalism (better articles).	Improvements in quantity and quality of data journalism appearing in key Tanzanian newspapers (largely Mwananchi and The Citizen), through Code for Tanzania partnership; EJAT award announcement is pending, due in March 2017
Success O4S2: Scoping study done on identifying demand for data & information, and the "state of" intermediaries and how to work with them (Tanzania, Kenya)			
1) Scoping study on the "state of" intermediaries in Tanzania	Study underway looking at the awareness, interest, and capacity of local government officials to use newly available data in their work, including data from the opendata.go.tz portal;	1) Twaweza process change: better understanding of potential data intermediaries	Report not yet written, too early to identify outcomes
Success O4S3: At least one intermediary outside traditional media is demanding, using and communicating data (based on scoping study findings)			
1) WAJIBU Institute of Accountability launch conference, interactive tool for exploring Local Government Audit data; and Local Government scorecards created and promoted; results launched publicly.	Wajibu Institute of Public Accountability launched, with conference focused on transparency and accountability in Tanzania's extractive industries; initiative fostering media coverage of issues raised by public audits underway; development of tools for monitoring implementation of audit recommendations; plans underway for local government accountability scorecards	1) Awareness of audit tool / scorecards among local elites/local government; initial interest in uptake. 2) Shift in policy discourse around transparency and accountability in oil and gas, including clarity on the Magufuli administration's position and greater emphasis on importance of transparency.	Interest in Accountability Conference, including on the launch of Wajibu, as evidenced by extensive media coverage; continued public profile of Ludovick Utouh with regular appearances in the media
Problem O5: Government is generally perceived as unresponsive by citizens and public officials			
Success O5S1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship), plus new Public Agency initiative			

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<p>1) An exploratory study into "positive deviance" examples of responsive government and/or active citizenship.</p> <p>2) Preliminary introductory brief with overview of PD methodology and cases to be examined.</p> <p>3) Stakeholder meeting to present PD to key actors in government and civil society.</p> <p>4) New Public Agency approach piloted in 2 districts, focusing on teacher absenteeism, and learning outcomes, working jointly on sub-national education system and with local civil society, local leadership and parents.</p>	<p>1) Positive deviance study in education ongoing and will provide core lessons for any PD study in Open.</p> <p>2) PA initiative launched in Illemela and Mvomero highlighting on the issue of teacher absenteeism, teacher motivation and the effect on children's learning outcomes. Well attended events with some local media coverage and one national talk show. However implementation stalled to 2017.</p> <p>3) Independent baseline for PA conducted.</p>	<p>1) Twaweza process change: understanding of how PD works in open government, and of how responsive government happens</p> <p>2) Increased awareness of the PD methodology among key government actors.</p> <p>3) Initial signals whether the PA initiative is improving the debate among local policy actors on monitoring & motivation of teachers; and improving the discussion & practice of monitoring of teacher presence in schools</p>	<p>1) None for PD</p> <p>2) Have not advanced local informed debate, although beginning through the PA launch. No other outcomes from Public Agency work given lack of implementation</p>
<p>Success O5S4: Government responsiveness and citizen expectations are monitored on priority areas identified by citizens</p>			
<p>1) Sauti za Wananchi briefs, published and launched.</p> <p>2) Minibuzz shows, Jamii Forums online engagement, talk shows</p>	<p>Published briefs on expectations and rating so far of the fifth phase government from June and subsequently data on citizens' views on the planned opposition protest movement. A total of 65 pieces of coverage on these two briefs alone, over 200,000 twitter impressions and strong and divided discussion online including on Jamii Forums.</p>	<p>Combined with outcomes on O3S1.</p>	
<p>Success O5S5: Citizens demand implementation of their own priorities from among government commitments and mandate, likely focusing on young people (TZ)</p>			

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<p>1) Partnership with Restless Development and Fema to build capacity among young people to follow up on election promises.</p> <p>2) Minibuzz series on campaign follow up.</p> <p>3) Interview-style televised show on accountability with high ranking elected officials or leaders of public institutions, jointly with Tanzania Media Fund, Compass Communications, Sahara Media, ITV, and Jamii Forums.</p> <p>4) Reality TV show with MPs - scoped and produced if viable</p> <p>5) Added new initiative: Public Agency.</p>	<p>1) Partnership with Restless Development and Fema was removed during budget cuts.</p> <p>2) Preparatory work for interview show done in 2016. The show is due to air from early April 2017.</p> <p>3) Planned the MP pilot but mobilization of MPs was challenging. In 2017 will engage with Jamii Forums to deliver this component.</p> <p>4) For public agency, a number of orientation and understanding sessions were held with partners and materials completed as first drafts. Launches were held in both pilot districts with some early successes in terms of the engagement of government officials. However government permissions have been increasingly harder to get causing delays to our implementation plans. Volunteers in each district have been recruited.</p>	<p>1) Change in citizens' & local CSO perceptions of authorities (increase in perception that it's possible for authorities to be responsive, initial engagement; linked to Public Agency pilot).</p> <p>2) Improved attitude towards responsiveness among officials (increase in perception that responsiveness to citizens is not threatening, initial engagement; linked to Public Agency pilot).</p> <p>3) Increased media/public debate on ideas of responsive government / leadership.</p>	<p>No effects yet</p>
<p>BASIC EDUCATION in TZ in 2016: Key outputs & monitoring of outputs; outcomes and measurement of outcomes</p>			
<p>Problem E1: Learning outcomes measure & focus</p>			
<p>Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy.</p>			

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<p>1) Beyond basics" assessment conducted in 10 districts; school-based sample. Focused on learning outcomes at grade 4 level. (This is a gap year for Uwezo full learning assessment; "Beyond basics" is a regional activity.)</p> <p>2) Development and testing of Uwezo+ & SDGs, for implementation in 2017, including use of ICT for data collection.</p> <p>3) Assessment for action" piloted in the Public Agency districts (ref E1S4).</p>	<p>1) Beyond Basics assessment conducted in 10 districts covering 200 primary schools (Chamwino, Nachingwea, Masasi urban, Chamwino, Dodoma Urban, Gairo, Handeni, Busega, Babati, and Kilolo); 80 assessors were recruited, trained and engaged; 8,000 children in Classes 5 & 6 were assessed at Class 4 level.</p> <p>2) Uwezo+ & SDG monitoring questions (about 25 questions) developed in collaboration with experts from Ministries of Water, Health, Education and Planning & Finance. Questions pretested in 3 varied communities for validation. Selected questions to be included in Uwezo 2017 assessment. National Advisory Committee met quarterly to advise on Uwezo processes and tools.</p> <p>3) Assessment for action"" did not take place as PA has not started implementation. "</p>	<p>1)Twaweza learning: feasibility of testing higher-level skills (grade 4); contributing to international knowledge on methods & findings.</p> <p>2)Twaweza learning: feasibility of capturing SDG-relevant info at HH level, and use of ICT for data</p>	<p>1) BB reports produced to inform teachers, policy makers, education service providers and global community on the possibility of citizen researchers and the Uwezo infrastructure being leveraged to test higher-level skills beyond the basic literacy and numeracy skills.</p> <p>2) Uwezo+ &SDG tools development process helped to improve our understanding on the possibility of capturing SDG-relevant indicators and information at HH level, and how we can apply ICT for data collection in 2017</p> <p>3) Having school engagements around Beyond Basics helped to improve relationships with teachers and build trust. More on teachers' expectations and lessons learned: http://twaweza.or.tz/go/beyond-basics-tanzania-observation-2016</p>
<p>Success E1S2: Evidence on learning outcomes shared widely with key actors at national and sub-national levels; clear position on learning outcomes as policy priority is formulated and</p>			
<p>1) National ALA reports from 2014/15 data produced, and feeding into EA report (EA report is a regional activity).</p> <p>2) District ranking posters produced.</p> <p>3) Learning outcome debates on radio and local groups via CSSC</p>	<p>1) 2014 Uwezo data launched to an audience of over 200 education stakeholders.</p> <p>2) 4 Minibuzz shows, 2 Jamii Forums threads Jumuiya outreach incomplete</p>	<p>1) Public dialogue on learning outcomes maintained</p> <p>2) Awareness and engagement on health / education issues among targeted Jumuiya groups through CSSC; and possibly 5% of members to engage in some of the suggested collective monitoring</p>	<p>1) 60 pieces of media coverage, 135,500 Twitter impressions, 544 retweets and 437 likes on Twitter. 1,831 website sessions</p> <p>2) Ministry of Education were unhappy with the data presented during the launch, refused to give Uwezo permission to conduct the Beyond basics assessment; final granted after committing Twaweza to share findings in advance of future launches among other requirements.</p>
<p>Success E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority.</p>			

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<p>1) National ALA report 2014/15 launched.</p> <p>2) Continued national level policy engagement with key actors (e.g., MPs, parl.committee, Tenmet and TTU) with latest Uwezo findings.</p> <p>3) Linkages created with Universities/academia to use Uwezo data for academic purposes, and initiate and sustain debates on quality aspect of learning outcomes</p> <p>4) Public engagement on the issue of quality of education and learning via established partners (Minibuzz 6 shows; JamiiForums media engagement, MCL & media 8 talk shows & media features).</p>	<p>1) Meeting with high level directors, the commissioner and Minister in the MOE, including advance meeting with Ministry of Education to present the 2014 data (prior to launch)</p> <p>2) Joint national education forum co-organized with Tanzania Education Network. Presentation in Ministry of Education and USAID workshop on Big Results Now and EGRA/MA assessment findings.</p> <p>Presentation to the Parliamentary Committee on Social Services</p> <p>3) Participation in Global Action Week on Education including schools visits and discussions with parents, and in the Joint Education Sector Review analysis for 2016.</p> <p>Seminar at the University of Dar es Salaam on links between learning and nutrition and the lack of feeding programs at schools.</p> <p>4) 10 pieces of media coverage including 3 talk shows, 7 TV interviews, 10 radio interviews and 11 articles.</p> <p>Use of Uwezo data by the Education network, and by PTI</p>	<p>(1) A better informed debate among key policy actors on how inputs and education processes lead to learning outcomes, and a comparison of examinations with other independent ways to assess learning outcomes</p> <p>(2) Practice change among policy makers: increase in use of independent data in policy review</p> <p>(3) Increased knowledge/awareness among citizens/parents that exam pass rates often do not represent actual learning outcomes</p>	<p>Engagement from government officials was mixed: strong successes in the use of Uwezo data in reviewing the sector's performance, but subsequently the relationship has been more fraught.</p> <p>Gov. initiatives in education this year have been about access and inputs: making education fee-free, and ensuring every child sits at a desk -- although the language around them is about learning outcomes.</p> <p>Dynamic engagement with the parliamentary committee, keen to have data from Twaweza that could be used to guide their discussions during the budget sessions.</p> <p>The engagement with teachers during Beyond Basics also help to build relationships with this important constituency.</p> <p>Citizen recognition of the Uwezo brand has been consistently at around 6% while 38% can correctly complete the phrase that is Uwezo's trademark.</p>
<p>Success E1S4: Policy debate stimulated at sub-national levels, building on the data gathered through the new assessment of learning outcomes as well as local-level open government at sub-national levels.</p>			
<p>1) District-level launches of 2015 ALA report in 159 districts, .Uwezo partners at district level capacitated in sharing of evidence through media and through engagement meetings</p>	<p>1) 9 district launches conducted in Mpanda Urban, Mkuranga, Ilemela, Kakonko, Morogoro Urban, Dodoma Urban, Mtwara Urban, Sengerema, and Moshi Rural.</p> <p>2) 50 Heads of organisation were oriented on modalities and processes for district launches and media coverage during the events. These will hold the district launches for 2015/16 Uwezo report early 2017</p>	<p>1) Increased understanding of actual status of learning outcomes among subnational level stakeholders for joint action to promote learning outcomes.</p> <p>2) An informed debate among local policy actors on how inputs and education processes lead to learning outcomes</p>	<p>Increased understanding: An early year study among local government officials found (1) learning outcomes are equated to national examination pass rates only although respondents also talked about the need to master basic skills; (2) lack of resources and unsupportive parental attitudes are seen as the main causes of low learning outcomes (3) respondents continue to focus on inputs as the primary way in which to improve learning outcomes.</p>

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Success E1S5: Focus on and measurement of learning outcomes by governments and other national entities, including uptake of Uwezo's evidence, in Tz, Ke, Ug.			
1) Analytical & synthesis paper on the current status of how Gov & other national interventions (e.g., BRN) define and measure learning outcomes. (Is it reflected in policy, regulations/by-laws, budget guidelines?) 2) Desk review & key informant interviews.	1) Analysis done, report produced, but not yet fully utilized.	1)Twaweza internal learning: nature & content of education policy dialogue / debate	n/a
Problem E2: Ambitious curriculum			
Success E2S1: Evidence (incl. from teachers) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).			
1) Review of curriculum reforms, curriculum content analysis, developed with in-country experts, and building on international best practices (linked to similar processes in KE and UG, partly a regional activity). 2) Teachers' survey of practice: knowledge of curriculum, opinions, etc. 3) Feedback to teachers through TTU.	1) Completed the review of curriculum reforms. Conducted curriculum content analysis. Data were entered and cleaned. 2) Conducted teacher surveys in two districts of Ilala and Mkuranga. 3) The curriculum analysis work is expected to be finalized by June 2017 with all analysis and writing processes.	1)Expert opinion (TTU, TIE, others) informed on evidence-based curriculum reform 2)Policy makers opinion informed on evidence-based curriculum reform.	Effects so far among the participating experts from key education institutions; feedback received noted the uniqueness of the exercise and its potential usefulness, though questioned how this exercise fits with implementation of new curriculum in Tanzania.
Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)			
1) Position paper based on above launched 2) Present findings at social affairs parliamentary committee meeting 3) Media engagement- op/eds, etc.	This is yet to happen. Year 2016 has been used to collect and analyze data. The engagement process will be done in 2017.	1)Increase in awareness in importance of evidence-based curriculum among key education stakeholders (TTU, TIE, CSOs) 2) Recommendation on policy change from the parliamentary committee, based on paper.	Expected in 2017.

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Success E2S3: Curriculum review processes are actively monitored to ensure that they are informed by evidence on what makes a curriculum effective			
Subsumed in E1S1 above	This was not planned/implemented for Tanzania	Subsumed in E1S1 above	
Problem E3: Motivated teachers			
Success E3S1: An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.			
<p>1) KiuFunza I concept, implement. & results summarized in a brief.</p> <p>2) Engagement to introduce P4P to key actors in education (MOEVT, UDSM/other unit, DFID etc., CSOs, research institutes, COSTECH)</p> <p>3) Public engagement (op/eds, interviews, and Minibuzz).</p> <p>4) Linked to the Public Agency pilot (under E1S4): initial testing of whether teacher absenteeism in classrooms can be reduced via better monitoring and motivation.</p>	<p>1) Twaweza education evidence conference organized jointly with COSTECH and UDSM, with a full day about KF/COD results on 23 June 2016. Among the audience were Government officials and implementing partners from KF districts, and representatives from TIE, NECTA, MOEVT, as well as DFID, World Bank and CSOs</p> <p>2) KiuFunza presented to top officials in MOEST and to parliamentary social services committee, January 2016</p> <p>3) KiuFunza presented to Minister PO-RALG on 3 Nov 2016</p> <p>4) 6 pieces of media coverage, over 50,000 twitter impressions</p> <p>5) Produced Briefs explaining the implementation design (on CG, and P4P)</p> <p>6) KF I scientific paper presented at CSAE conference, Oxford, March 2016</p> <p>7) KF presented at Global Partnership for Education Board Meeting, in June 16th talk show session on Results Based Financing</p>	<p>1)An increase in awareness of feasibility of P4P as a tool for teacher motivation, among key education stakeholders</p> <p>2)An increase in public awareness of teacher motivation as a key factor in increasing learning outcomes</p>	<p>1) As a result of these engagement outputs, KiuFunza (as well as Uwezo) have increased their "brand recognition" and, more importantly, Twaweza has increased access among the key decision makers for its learning / accountability oriented education agenda</p> <p>2) A promising avenue is the emerging collaboration with PO-RALG, whose Minister has shown a keen interest in KF/COD at scale, with questions on financial details and a request for follow-up meetings in 2017</p>
Success E3S2: A teacher performance pay program is piloted (KF II), in collaboration with ministries and district authorities and (head) teachers, in Tz.			

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<p>1) First full year cycle of KiuFunza II successfully concluded, including teacher payments and performance feedback at schools.</p> <p>2) Final year of KiuFunza II is implemented fully (research finalized in 2017).</p>	<p>1) The Year 1 implementation cycle of the KiuFunza II randomized evaluation completed successfully in 2016. 2015 payments to 758 teachers and 134 Head Teachers in 134 KF schools were sent out, based on the 2015 KF test results. Teacher performance feedback for 2015 was provided at 194 schools (including 60 control schools) at baseline 2016 (April-May), and the program results were disseminated at district and national level.</p> <p>2) The Year 2 implementation cycle proceeding as planned. Delivered in 2016: Baseline training, intervention school visits to the 134 KF intervention schools (11 districts), collecting data on 764 KF focal grade subject teachers and 134 Head teachers; Midline, surprise visits to check school/classroom attendance in all 180 research sample schools; Endline intervention testing of 65,667 students in St. I-II-III in 194 KF schools, including controls; organization of data capture, processing and payments process following the fieldwork - COD payments based on these data to be effected before 1 April 2017.</p>	<p>1) Twaweza internal learning: implementation lessons of KF II</p> <p>2) Preliminary positive impacts of KF II on student learning.</p>	<p>1) Learning impact: <i>preliminary</i> results based on 2015 research data show a consistent positive significant impact on learning (test scores) in the Stadi intervention arm of 0.15 SD averaged over all focal subjects. There is also suggestive evidence that teacher effort and behavior have improved in Stadi schools.</p> <p>2) Our regular communications to central government, district offices and schools have created knowledge and interest in KiuFunza, evidenced by interest from Minister PO-RALG during meetings (first on 3 Nov 2016) and by continued support from District offices and school heads. Two district officers participated in the Twaweza education evidence conference in Dar es Salaam on 23-24 June 2016.</p> <p>3) Twaweza internal learning, related to the E3S4 scaling agenda: when considering a scaled version of COD, testing needs to be organized differently in order to make it affordable and practical. These lessons are taken up in E3S4, see below.</p>
<p>Success E3S4: Produce and discuss an internal position paper on desirability and doability of implementing a teacher performance pay programme at scale in TZ.</p>			

2016 DETAILS 2: TANZANIA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) A rigorous cost-benefit analysis w/ key education actors to assess cost of learning gains in teacher incentive pay programs, incl KF. Paper actively shared and debated with key government actors - as part of E3S1 engagement.</p>	<p>1) A paper on "Teacher COD at scale in Tanzania" was drafted, presented to the WWE unit and ED, and discussed in December 2016. This paper addresses the desirability of teacher performance pay and reviews implementation experiences from around the world, including those at scale, to piece together the features of a scaled COD program that are implementable and affordable in the Tanzanian context. Based on various sets of feedback, the paper will be revised in 2017.</p> <p>2) The technical paper is not ready for dissemination yet. Moreover, at this stage in our policy engagement work it is not yet useful. Once it has been agreed upon in 2017, it will be a point of reference for engagement work and be translated into more accessible, brief type communications to talk about COD at scale.</p>	<p>As per E3S1</p>	<p>1) The COD at scale paper has kick-started the policy engagement work around KiuFunza. Led to improved and shared understanding of the desirability of COD in the TZ system; the features of a teacher incentive system that need to be selected and their feasibility.</p> <p>2) The most affordable and realistic candidate system is a group/team based incentive system with a Mashindano-type fair bonus allocation, based on existing examinations with addition of well-designed external audit exams. Twaweza would be well placed to support implementation and communication around such a system. The engagement strategy can connect to the currently existing but small School Incentive Grant under P4R.</p>
Problem E4: School management			
Success E4S1: Evidence is produced and shared on what works in improving school leadership and management.			
<p>1) PD study designed (regional framework).</p> <p>2) Pilot intervention on parental participation in school management implemented, with research component.</p>	<p>The study was designed; detailed quantitative data analysis identified potential PD schools. Consultants were earmarked and oriented on the PD processes. Fieldwork in schools taking place in Q1 2017.</p> <p>2) The pilot intervention for the parental engagement project in Bukoba was implemented successfully. Final report is expected in Q1 2017.</p>	<p>1) Twaweza internal learning/ monitoring.</p>	<p>Insight from parental engagement: parents in Bukoba are involved with education (in schools and at home) much above expectations, and above the pilot areas. This poses an interesting conundrum for the study (the outcomes are already quite high!) but presents an opportunity to investigate more as to what is driving this high engagement.</p>
Success E4S2: Evidence is generated on the status of key financial, material and human resources at the school level, and the scope and quality of information on these matters available and accessed by school communities.			

2016 DETAILS 2: TANZANIA			
Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) PD study implemented; research report produced. 2) Validated study on parental participation; first-level findings shared internally. 3) Review of financial feasibility of capitation grant (effective management, and levels of funding).	As above	1)Twaweza internal learning/ monitoring.	As above
Success E4S3: Evidence on what works in improving school leadership is shared with head teachers and other key actors in education (ministries, DEOs, teacher unions and professional associations) to inspire improved school leadership. Across the 3 countries.			
1) PD brief/paper and actively shared with key actors (e.g. Parl. social services committee, UDSM forum). 2) Capitation grant brief/paper actively shared with key actors (e.g. Parl. social services committee, UDSM forum).	The paper on PD results is yet to be written awaiting completion of field work. 2) A CG paper was written and shared at a national stakeholders' conference in Dar es Salaam.	1)Increased awareness among key stakeholders to PD as an approach to finding local solutions to issues in education 2)Increased discussion among key stakeholders about usefulness of the capitation grant in addressing key resource problems in schools	This did not take place because of the delayed PD study. on CG, we held a conference on KF in which CG discussion was prominent.
Success E4S4: Head teachers and other key actors debate widely and report on interventions to improve learning in their schools.			
1) Conference with head teachers from PD schools	Planned for 2017.	1) Increased awareness among head teachers about potential of solving school-level problems using the PD approach.	Planned for 2017.
LEARNING MONITORING EVALUATION			
LME Success 1: (Monitoring) Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.			

2016 DETAILS 2: TANZANIA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) 80% of core initiatives implemented are monitored along the core monitoring domains (as relevant): distribution, coverage, feedback & quality.</p> <p>2) Synthesized findings and lessons are consolidated in briefs and blogs, and shared widely.</p> <p>3) Process evaluation of the Public Agency initiative implemented (further evaluation designed), including links to changes at the national sphere, district-based civic space dimensions, and tracing of effects on key sub-national government actors, schools and communities (this is linked to regional activity of evaluating PA).</p>	<p>1) Daily media monitoring in continued in the 3 countries; quarterly reports shared & posted on chatter; one annual overview of Twaweza in the media & Twaweza Tanzania was covered a total of 308 times in 2016 across radio, TV and print</p> <p>2) Formative/baseline indicators collected via Omnibus, results shared internally (chatter, with units), and summarized in brief.</p> <p>3) Systematically tracked engagement activities at national level, internal report used for Outcome Mapping, internal review of significant change</p> <p>4) CSSC radio quality independently assessed, report produced, shared</p> <p>5) Public Agency internal monitoring set up, independent baseline conducted, shared internally and online</p>	<p>1) Twaweza learning on our implementation</p> <p>2) Depending on evaluation of innovative comms, could be wider contribution to evidence/field - e.g. innovative info/comms as linked to influence on other MPs, on constituents, viewers, etc.)</p>	<p>1) Media monitoring informing internal discussions about the style, modality of launch and other events.</p> <p>2) Outcome Mapping used internally for review of engagement progress, and planning engagement strategies in 2017.</p> <p>3) Omnibus data had to be discarded due to sampling bias by data agency; agency re-loading all items in Q1 2017 free of charge.</p> <p>4) Public agency independent baseline used to adjust/re-design parts of the implementation.</p>
<p>LME Success 2: (Evaluation/research) Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge.</p>			

2016 DETAILS 2: TANZANIA			
Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) Review of TZ education policy for inclusion of learning outcomes.</p> <p>2) Resonance of Twaweza among key national-level actors (independent review)</p> <p>3) Active sharing of findings from the state-citizen interaction research (from the MIT collaboration) in national and international fora (in terms of budget this is in RO).</p> <p>4) Design & implementation of process evaluation of the Public Agency pilot (spilling into 2017)</p>	<p>1) Review of policy done, but report not used. However report on sub-national education conversations from 10 districts produced http://www.twaweza.org/go/education-in-ten-districts</p> <p>2) Resonance "critical friends" study done, combined with KE & UG, and online http://twaweza.or.tz/go/three-countries-feedback</p> <p>3) Findings from state-citizen research (w MIT) in a Brief, online http://twaweza.or.tz/go/accountability-in-tanzania. Used internally for Open Gov engagement strategy. Presented at conferences (e.g. American Political Science Association) by MIT.</p> <p>4) PA qualitative baseline done, report online, and informing implementation through internal review.</p>	<p>1) Internal Twaweza learning.</p> <p>2) Contribution to global knowledge on effectiveness of transparency, participation and accountability initiatives</p>	<p>1) Sub-national education report significantly informing our own engagement and thinking on district-level education strategies</p> <p>2) "Critical friends" insights being used in 2017 strategic review</p> <p>3) Elections & accountability research significantly contributing to global evidence (see RO table for details and links)</p>
<p>LME Success 3: (Learning) In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas</p>			
<p>1) An active learning culture within Twaweza, demonstrating learning from our own practice and drawing on external evidence / research.</p>	<p>A total of 49 learning sessions of various kinds, and an internal assessment of the sessions among staff, with suggestions for improvement. Immersion in 2016 combined with the Public Agency exploration and pilot, in which most TZ staff participated for 3 days (Mvomero and Ilemela districts). http://www.twaweza.org/go/immersion-2016</p>	<p>1) Internal Twaweza learning.</p>	<p>1) Learning sessions are contributing significantly to staff better understanding the work and outputs of various units, as per assessment exercise.</p> <p>2) PA exploration and pilot design was an organization-wide effort which resulted in all participating staff exploring issues of governance and citizen engagement in education first-hand at local level. It is furthermore contributing to overall organizational understanding of whether Twaweza can, and should, engage at such local levels, and how.</p>
<p>OPERATIONS AND FINANCE</p>			
<p>Success 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place</p>			
Refer to regional section		n/a	

2016 DETAILS 2: TANZANIA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
Success 2: Staff recruited and motivated to realize Twaweza goals in a supportive environment			
1) Introduction of activities to encourage staff to maintain good work-life balance 2) Food and refreshments procured and availed to staff and visitors	1) All statutory payments made, no penalties incurred. 2) Work permits, salaries, insurance and bonuses managed well and on time as per policy. 3) Aerobics instructor engaged, 125 sessions completed 4) Family Day organized, 60 staff members and family participated 5) 816 bottles of drinking water consumed 6) Engaged alternating service providers to ensure variety for staff lunches. Average of 34 plates per day 7) 1 new staff member recruited	n/a	
Success 3: Office and assets functioning optimally and well managed			
1) Rent, security, house keeping, office supplies and utilities availed as per policy and associated costs settled in time	1) Rent paid, new lease required in 2017. 2) Security provided regularly with no incidents of theft or criminal acts. 3) All utilities managed well (electricity, water, fire extinguishers, telecommunications) and paid on time, and a clean environment provided for staff. 4) Stationary ordering and stock management conducted online through Salesforce. 5) Regular use of reporting tools has lead to renewal of all contracts and required permits in a timely way, before their expiry.	n/a	
Success 4: Internal documentation and correspondence efficiently managed			

2016 DETAILS 2: TANZANIA			
Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) Internal documentation and correspondence efficiently managed.	1) As per policy, all incoming mail reviewed by Executive Director then sent to assigned staff member. 2) All invoices registered in Salesforce and assigned to staff. 3) All documentation well filed and organized. 4) Regular and reliable reporting system maintained.	n/a	
Success 5: Information technology			
1) All systems (work stations, laptops, and accessories) kept up to date.	No protracted or unusual internet issues in 2016. Service provider contract renewed with free speed upgrade Remote support provided for colleagues in Kenya and Uganda. 65 computers being managed and maintained in the Tanzania IT department.	n/a	
Success 6 Office assets/Equipment			
1) Manage all assets at all times ensure they are entered in asset register, properly coded with durable labels and are all insured	1) All assets managed well and carefully using Samange software. Most assets in good working condition and frequent spot checks conducted. 2) 27 assets procured over the course of the year. 3) 39 assets were broken beyond repair. 4) Maintenance and repair son heavy duty assets such as air-conditioners, office vehicle and printer/copiers conducted successfully. Given historical issues with photocopy machines, a daily print ceiling of 1,000 is now in use and monitored by the Operations Unit. 5) A total of 13 contracts for services for the office were generated.	n/a	

2016 DETAILS 2: KENYA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
OPEN GOVERNMENT in KE in 2016: Key outputs & monitoring of outputs; outcomes and measurement of outcomes			
Problem O1: Lack of robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.			
Success O1S1: Progressive legislation on access to information and freedom of expression enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress			
<p>1) Analytical paper on two pending laws (MSB, ATI) and existing laws (Cybercrimes, Statistics) produced input for FOI Coalition.</p> <p>2) Sauti brief (mentioned in O3) on access to information produced and launched.</p> <p>3) Engagement with MPs and relevant Ministers in partnership with Coalition.</p>	<p>1) Analytical paper not produced due to time constraints as ATI Bill was fast-tracked</p> <p>2) Organized launch event for Sauti za Wananchi brief on access to information</p> <p>3) Hon. Neto Agostinho, Member of the National Assembly Committee Justice and Legal Affairs and also the convener of Kenya Parliamentary Human Rights Association, gave a keynote speech during the launch. The brief was also circulated to the legislators in the National Assembly and Senate.</p>	<p>1) Policy change: a progressive bill enacted into a law.</p>	<p>1) Sauti brief launch on access to information attended by Commissioner from the Commission for Revenue Allocation, media and other stakeholders. The launch received a total of 14 pieces of media coverage, over 2500 views online</p> <p>2) Hon. Neto Agostinho promised to present some of the findings to the National Assembly</p> <p>3) Law enacted, in 2017 analysis of the law to be completed to assess whether it is progressive or not</p>
Problem O3: Independent monitoring & public opinion needs to inform public debate and policy making			
Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate			

2016 DETAILS 2: KENYA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) 12 Rounds of Sauti za Wananchi data collection calls</p> <p>2) 8-10 rounds curated into Briefs, launched in public forums and distributed pro-actively to key constituencies (e.g., parliamentarians).</p> <p>3) Inclusion of topics into mass media products, and blogs</p>	<p>1) 11 Sauti za Wananchi household call rounds conducted.</p> <p>2) 5 policy briefs published and launched to the media and public forums.</p> <p>3) 3 press briefings/conference were done using data from various call rounds, 1 of these was in rapid response rounds to hot topics in the news</p> <p>4) Electronic mail releases were done 6 times using data from various call rounds.</p> <p>5) Sauti za Wananchi data featured in a global publication: The Washington Post's Monkey Cage. This was done in liaison with UC Berkeley academicians.</p> <p>6) Panel revisit activity done where best practices were identified and panel stabilized in terms of replacement of faulty phones.</p>	<p>1) Change in public (media) debate:150 pieces of data-based media coverage; measured thru media monitoring, and recall of facts of the week.</p> <p>2) Awareness and use in debates of Sauti za Wananchi among MPs, public leaders measured thru interviews / meetings 3) Use of Sauti infrastructure by at least one government department; non governmental agency.</p> <p>4) Partner evaluation: effect of editor forum and blogs as a platform for influencing public debate</p>	<p>1) Sauti za Wananchi findings contributed to debates and discussions in public; media and online, 156 pieces of media coverage. Topics which drew a lot of attention from the media and citizens online included those on education, health, education, radicalization and corruption. Just under 40,000 web views of specific pages for briefs and just under 5,500 downloads of briefs, press releases, tools and data</p> <p>2) By applying the learnings we identified from revisit survey in panel management, respondents participation rate remains healthy at over 85%.</p>
Success O3S2: Data from independent monitoring of core outcomes and functions of basic services and sectors (e.g., health, education, water, natural			
<p>1) Six rounds of citizen monitoring (two of each): schools, health facilities, other public services. Each round curated and shared as above.</p>		As above.	
Problem O5: Government is generally perceived as unresponsive by citizens and public officials			
Success O5S1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship) - Special initiative Public Agency			

2016 DETAILS 2: KENYA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) New Public Agency approach piloted in 2 counties, focusing on 2 selected issues (teacher and learner attendance), working jointly on sub-national education system and with local civil society, local leadership and parents.	1) Exploratory work, design up to mid-2016 2) PA county launch mid- Sept 2016, first phase pilot through Q4 2016 3) Independent baseline conducted	1) Initial signals whether the PA initiative is improving the debate among local policy actors on actionable monitoring & motivation of teachers; and improving the practice of monitoring of teacher presence in schools and by communities.	1) Anecdotal evidence thus far suggests PA approach is generating local discussions on education at a higher frequency and in more varied setting. Further results in 2017.
Problem E1: Learning outcomes measure & focus			
Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy.			
1) "Beyond Basics" assessment conducted in 10 districts; school-based sample. Focused on learning outcomes at grade 4 level. (This is a gap year for Uwezo full learning assessment; "Beyond basics" is a regional activity.) 2) Development and testing of Uwezo+ & SDGs, for implement. in 2017, including use of ICT for data collection.	1) Beyond Basics assessment conducted in 10 districts. Instant feedback on children's competencies in literacy and numeracy shared in 200 schools. Two reports - one on status of children's learning outcomes at the beyond basics level in the selected 10 districts, and another on policy written. The two reports are currently undergoing final edits 2) Actors in SDG monitoring in Kenya identified. SDG monitoring tool developed and tested	1)Twaweza learning: feasibility of testing higher-level skills (grade 4); contributing to international knowledge on methods & findings. 2)Twaweza learning: feasibility of capturing SDG-relevant info at HH level, and use of ICT for data	1) Two reports that highlight the Twaweza learning on feasibility of testing higher-level skills (Grade 4) in Kenya written (fully achieved) 2) Feasibility of capturing SDG-relevant data at HH level is under assessment (partly achieved) 3) Testing use of technology in data collection not done (not achieved).
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.			

2016 DETAILS 2: KENYA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) National ALA reports from 2014/15 data produced, and feeding into EA report (EA report is a regional activity).</p> <p>2) National and County reports produced and shared widely for knowledge and to inform policy.</p>	<p>1) 2014 National report produced, launched and shared widely, including at the two regional Kepsha conferences and Annual Delegates Conference;</p> <p>2) 2015 National report produced, launched and copies shared with key institutions as well as participants at the launch. 2015 County reports written and currently are in the process of being edited and designed</p> <p>3) One policy brief on teacher distribution partially completed, using 2015 data.</p>	<p>1) Public awareness about learning outcomes levels in the country and in counties maintained.</p> <p>2) Increased awareness among teachers on learning outcomes levels.</p>	<p>1) National reports from 2014/15 data produced, launched and widely shared (fully achieved)</p> <p>2) County reports produced, but yet to be launched (partially achieved)</p> <p>3) Policy brief on teacher distribution almost complete (partially achieved)</p>
<p>Success E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority.</p>			
<p>1) National ALA reports from 2014/15 data launched.</p> <p>2) Continued national level policy engagement with key actors (e.g. KEPSHA, TSC, KNUT) with latest Uwezo findings.</p> <p>3) Public engagement on the issue of quality of education and learning via established partners (Media forums engagement, talk shows & press conferences)</p>	<p>1) 2014 and 2015 reports launched</p> <p>2) Meetings held with MOE, TSC and KNUT</p> <p>3) 10,000 copies of the 2014 ALA summary report shared with head teachers at the 2016 KEPSHA annual conference</p> <p>4) Presentation on Uwezo + at the National Workshop on Data for SDGs</p> <p>5) Findings shared with 30 religious leaders to inform their ongoing engagement with parliamentarians</p>	<p>1) A better informed debate among key policy actors on how inputs and education processes lead to learning outcomes</p> <p>2) Practice change among policy makers: increase in use of independent data in policy review</p>	<p>1) 150 pieces of coverage, 20,000 web views.</p> <p>2) Policy Input made on issues emerging from Uwezo research e.g. learning outcomes, teacher distribution and accountability, curriculum reforms and the amendment of the KNEC Act.</p> <p>3) Over 116 mentions of Uwezo around the two report launches of the 2014 and 2015 (2014 and 2015 had 65 and 51 mentions respectively).</p>
<p>Success E1S4: Policy debate stimulated at sub-national levels, building on the data gathered through the new assessment of learning outcomes as well as local-level open government at sub-national levels.</p>			

2016 DETAILS 2: KENYA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) County reports based on 2015 data launched and shared widely in 47 counties. 2) Local media engaged to share Uwezo findings	1) County report writing and editing completed. Design in progress for all 47 to be launched in 2017 (partially achieved).	1) A better informed debate among local policy actors and media on how inputs and education processes lead to learning outcomes	1) No measured outcomes as county reports not finalized
Success E1S5: Focus on and measurement of learning outcomes by governments and other national entities, including uptake of Uwezo's evidence, in Tz, Ke, Ug.			
1) Analytical & synthesis paper on the current status of how government defines and measures learning outcomes. (Is it reflected in policy, regulations/by-laws, budget guidelines?). Desk review & key informant interviews.	Activity not conducted.	1)Twaweza internal learning: nature & content of education policy dialogue / debate	n/a
Problem E2: Ambitious curriculum			
Success E2S1: Evidence (incl. from teachers) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).			
1) Review of curriculum reforms, curriculum content analysis, developed with in-country experts (KICD, MoEST), and building on international best practices (linked to similar processes in TZ and UG, partly a regional activity). 2) Teachers' survey of practice: knowledge of curriculum, opinions, etc.	1) Held a stakeholder's consultative forum involving participants from MoEST, KICD, CSO's and the academia, to discuss the framework for curriculum effectiveness. 2) Constituted a panel of experts; detailed content analysis of the national syllabus and assessments done, focusing on Mathematics and English subjects. 3) Conducted a historical desk analysis of curriculum reform processes in post independence Kenya, draft report produced, to be finalized in 2017.	1)Expert opinion (KICD, MoEST, others) informed on evidence-based curriculum reform 2)Policy makers opinion informed on evidence-based curriculum reform	Effects so far limited to participants of the consultative forum and panel of experts: all involved gave feedback that the approach will generate new evidence on curriculum effectiveness in Kenya and provide the basis for engaging key education constituencies on curriculum reform.
Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)			

2016 DETAILS 2: KENYA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) Position paper based on above launched 2) Present findings at social affairs parliamentary committee meeting 3) Media engagement	At mid-term review these activities moved to 2017.	1) Increase in awareness in importance of evidence-based curriculum among key education stakeholders 2) Recommendation on policy change from the parliamentary committee	Expected in 2017
Success E2S3: Curriculum review processes are actively monitored to ensure that they are informed by evidence on what makes a curriculum effective			
Subsumed in E1S1 above		Subsumed in E1S1 above	
Problem E3: Motivated teachers			
Success E3S1: An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.			
1) Desk review on teacher motivation and accountability. 2) Partnership with TSC to develop a data collection system on teacher welfare and motivation 3) Concept paper on teacher motivation that is tied to accountability and performance is shared and debated 4) Makutano Junction TV series on education & teachers	1) Partnership with TSC developing slowly, as TSC priority was on roll out of the teacher performance appraisal. TSC officer facilitated Twaweza learning session on teacher performance and accountability Twaweza provided input in the design to a tool for selecting and rewarding teachers through the teacher of the year award. 2) Desk review moved to 2017.	1) Twaweza internal learning on teacher motivation. 2) Increased public awareness and open debate of teacher motivation, performance and deployment issues	Internal learning alongside the TSC partnership (e.g. through learning sessions, etc.). External effects expected in 2017.
Success E3S2: A teacher performance pay program is piloted (KF II), in collaboration with ministries and district authorities and (head) teachers, in Tz.			
1) KiuFunza findings shared with relevant players in Kenya.	Presentation on KF findings was done among Kenya staff. No external sharing in 2016.	1) Developed positive perceptions and understanding of teacher performance pay mechanisms among policy makers and key players.	Shifted to 2017.
Problem E4: School management			

2016 DETAILS 2: KENYA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
Success E4S1: Evidence is produced and shared on what works in improving school leadership and management.			
1) PD study designed (regional framework).	Conducted a quantitative analysis of national examination and education management informations systems data, leading to the identification of 26 PD like schools. Conducted a scoping study in these 26 schools to verify the quantitative data and seek the opinions of the County level education stakeholders. The study led to narrowing down to six PD schools. Produced report on the quantitative analysis and scoping study; shared internally. Identification of more PD schools and the qualitative inquiry study planned for 2017.	1)Twaweza internal learning/ monitoring.	Good internal learning based on the analysis and scoping study, shaping the PD approach.
Success E4S2: Evidence is generated on the status of key financial, material and human resources at the school level, and the scope and quality of information on these matters available and accessed by school communities.			
1) PD study implemented; research report produced.	At mid-term review activity moved to 2017	1) All other PD-related work in E4 to follow the inquiry phase in E4S1 (in 2017+)	Expected in 2017
Success E4S3: Evidence on what works in improving school leadership is shared with head teachers and other key actors in education (ministries, DEOs, teacher unions and professional associations) to inspire improved school leadership. Across the 3 countries.			
1) PD brief/paper and actively shared with key actors	At mid-term review activity moved to 2017	As above.	Expected in 2017
Success E4S4: Head teachers and other key actors debate widely and report on interventions to improve learning in their schools.			
1) Conference with head teachers from PD schools	As above	As above.	Expected in 2017
LEARNING MONITORING EVALUATION			
LME Success 1: (Monitoring) Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.			

2016 DETAILS 2: KENYA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) 80% of core initiatives implemented are monitored along the core monitoring domains (as relevant): distribution, coverage, feedback & quality.</p> <p>2) Synthesized findings and lessons are consolidated in briefs and blogs, and shared widely.</p>	<p>1) Daily media monitoring continued in the 3 countries; quarterly reports shared & posted on chatter; one annual overview of Twaweza in the media. TWaweZA was covered a total 511 times in 2016 across across radio, TV and print.</p> <p>2) Formative/baseline study carried out to inform Sauti za Wananchi launch and positioning in Kenya.</p> <p>3) A review of existing literature on Kenyan Civic space, report shared internally (chatter, with units), and being summarized into brief for wider sharing</p> <p>3) An assessment of SzW carried out to check its initial impacts in the Kenyan polling space.</p> <p>4) Public Agency internal monitoring set up, independent baseline conducted, shared internally and online</p>	<p>1) Twaweza learning on our implementation</p> <p>2) Depending on evaluation of innovative comms, could be wider contribution to evidence/field - e.g. innovative info/comms through Makutano Junction, etc.)</p>	<p>1) Quarterly media monitoring reports shared with units and all staff to facilitate learning.</p> <p>2) The SzW follow-up study results shared internally for reflections on how SzW poll has been received in Kenya, also used to support presentations at the 2016 OGP summit in Paris.</p> <p>3) Civic space report shared internally and being converted into a monitoring brief to informal on Kenyan civic space status.</p> <p>4) SzW Launch feedback report used to facilitate learning and shaping next events (using mixed approaches such as launch events and press briefings to disseminate results).</p> <p>4) PA baseline report findings used for end year reflections and planning for the Jan-April pilot period.</p>
<p>LME Success 2: (Evaluation/research) Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge.</p>			

2016 DETAILS 2: KENYA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) Review of KE education policy for inclusion of learning outcomes.</p> <p>2) Resonance of Twaweza among key national-level actors (independent review)</p> <p>3) Process evaluation of the Public Agency initiative implemented, including links to changes at the national sphere, district-based civic space dimensions, and tracing of effects on key sub-national government actors, schools and communities.</p>	<p>1) Review of policy not done.</p> <p>2) Resonance "critical friends" study done, combined with TZ & UG, and online http://twaweza.or.tz/go/three-countries-feedback</p> <p>3) PA baseline done, report online, and informing implementation.</p>	<p>1) Internal Twaweza learning.</p> <p>2) Contribution to global knowledge on effectiveness of transparency, participation and accountability initiatives</p>	<p>1) Report on TWA resonance with 'critical friends' was instrumental in aiding discussion on how we could engage better at the National level.</p> <p>2) Learning sessions are contributing significantly to staff better understanding the work and outputs of various units, as per assessment exercise.</p> <p>3) PA exploration and pilot design was an organization-wide effort which resulted in all participating staff exploring issues of governance and citizen engagement in education first-hand at local level. It is furthermore contributing to overall organizational understanding of whether Twaweza can, and should, engage at such local levels, and how. ADD LINKS"</p>
<p>LME Success 3: (Learning) In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas</p>			

2016 DETAILS 2: KENYA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) An active learning culture within Twaweza, demonstrating learning from our own practice and drawing on external evidence / research.	1) A total of 29 learning sessions of various kinds, and an internal assessment of the sessions among staff, with suggestions for improvement. 2) KE office library set up and running. 3) Immersion in 2016 combined with the Public Agency exploration across 8 counties, in which most KE staff participated for 3 days. http://www.twaweza.org/uploads/files/Public%20agency%20fieldwork%20Immersion%20-%20FINAL.pdf 4) A PA reflection workshop held with partners and volunteers in the 2 pilot counties where field experiences, baseline results were shared to inform implementation of the pilot.	1) Internal Twaweza learning.	1) Learning sessions are contributing significantly to staff better understanding the work and outputs of various units, as per assessment exercise. 2) PA exploration and pilot design was an organization-wide effort which resulted in all participating staff exploring issues of governance and citizen engagement in education first-hand at local level. It is furthermore contributing to overall organizational understanding of whether Twaweza can, and should, engage at such local levels, and how.
OPERATIONS AND FINANCE			
Success 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place			
Refer to regional section		n/a	
Success 2: Staff recruited and motivated to realize Twaweza goals in a supportive environment			

2016 DETAILS 2: KENYA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) Introduction of activities to encourage staff to maintain good work-life balance</p> <p>2) Food and refreshments procured and availed to staff and visitors</p>	<p>1) In 2016 there were no new staff recruited. 4 staff contracts ended in December. Interns and consultants recruited as per need.</p> <p>2) Staff received all entitled benefits as per policy. All 18 staff were enrolled into relevant yearly health and Group Personal Accident schemes.</p> <p>3) Food and refreshment procurement managed as per policy. Total number of plates for staff is 4384 with an average of 365 plates per month.</p> <p>4) Work Life Balance: Staff were encouraged to participate in aerobics exercises; 63 sessions were held.</p> <p>5) Family day did not occur this year but staff went to Baringo on a trip that combined programme activities with the staff bonding week</p>	n/a	
Success 3: Office and assets functioning optimally and well managed			

2016 DETAILS 2: KENYA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) Rent, security, house keeping, office supplies and utilities availed as per policy and associated costs settled in time	<p>New rental arrangement for use of 2 instead of 4 floors of the building, effectively from 1st July.</p> <p>Security of Kenya office including staff, assets and all materials was maintained throughout, including installation of extra security doors, and maintenance of security cameras.</p> <p>Office environment was kept clean throughout the year.</p> <p>Office equipment and furniture available to meet staff needs, functioning and well maintained/serviced on time. Replaced a faulty inverter. Assets well managed at all times, including being entered in asset register and properly coded with durable labels.</p> <p>All key utilities supplied, managed, and bills paid on time.</p>	n/a	
Success 4: Internal documentation and correspondence efficiently managed			
1) Internal documentation and correspondence efficiently managed.	<p>1) As per policy, all incoming mail reviewed by Executive Director then sent to assigned staff member.</p> <p>2) All invoices registered in Salesforce and assigned to staff.</p> <p>3) All documentation well filed and organized.</p> <p>4) Regular and reliable reporting system maintained.</p> <p>5) All incoming Twaweza and partner publications made available and accessible to all staff</p>	n/a	
Success 5: Information technology			

2016 DETAILS 2: KENYA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) All systems (work stations, laptops, and accessories) kept up to date.	Internet managed and monitored effectively. The shared bandwidth connection of 12 Mbps occasionally results in very slow internet connection. Plan for a dedicated Bandwidth of 8 Mbps in the Year 2017, to facilitate better quality video conferencing calls and also accommodate fast internet connection for use of salesforce. All systems updated as per policies.	n/a	
Success 6 Office assets/Equipment			
1) Manage all assets at all times ensure they are entered in asset register, properly coded with durable labels and are all insured	Procured 5 assets. All assets were insured and managed as per policy.	n/a	

2016 DETAILS 2: UGANDA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
OPEN GOVERNMENT in UG in 2016: Key outputs & monitoring of outputs; outcomes and measurement of outcomes			
Problem O1: Lack of robust legislative basis and/or effective mechanisms through which to exercise the constitutional right to information.			
Success O1S1: Progressive legislation on access to information and freedom of expression enacted, including articulations of processes by which citizens can access information, exceptions, penalties for non-compliance and grievance redress			
1) Production of position papers 2) Power mapping, briefing meetings with key actors on ATI and launch of the position paper	1) Power mapping exercise to understand and familiarize ourselves with the key players in the access to information space. Engagements with Human Rights Organizations Network (HURINET) and the African Freedom of Information Centre (AFIC) to understand their work and barriers and opportunities to Twaweza's involvement. 2) Draft paper on Twaweza's potential niche was produced and will be refined in 2017.	1) Increased awareness and commitment among ATI Civil society actors to address the constraints that limit implementation of ATI legislation. 2) A number of ATI CSO's shift their narrative to pro-active engagements with responsive/ progressive sections of government.	Twaweza invited to participate in a closed meeting hosted by the Office of the Prime Minister, launching an assessment report on Access to Information Legislation Implementation in Uganda.
Problem O3: Independent monitoring & public opinion needs to inform public debate and policy making			
Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate			
1) Setting up of Sauti is now planned from January to June 2017, but initial work (e.g. tender for research partner, etc.) may begin in Q3/4 2016.		n/a	
Problem O4: There are few effective intermediaries to demand and use information and data			
Success O4S1: Nascent data journalism culture emerging in media (Tanzania & Uganda)			
1) Building data journalism skills and promoting publications with incentives 2) Data journalism awards supported 3) Select potential district or community radio stations or collectives of stations who are interested to start using relevant data	1) Data journalism category established in the African Centre for Media Excellence's annual journalism awards. Six winners selected, supported by Twaweza. 2) Uganda Radio Network held 56 talk shows across 28 radio stations in rural areas using Uwezo district reports as the basis for discussions.	1) Increased number and quality of publications in newspaper and broadcasts on TV that make proper use of data in a user-friendly manner (compared to our pre-data journalism intervention) 2) Reported increase in the number of entrants in the data journalism category	Improved positioning of Twaweza to promoting evidence and data to tell more compelling stories across the media houses. Two journalists who work closely with Uwezo received the education awards.
Success O4S3: At least one intermediary outside traditional media is demanding, using and communicating data (based on scoping study findings)			

2016 DETAILS 2: UGANDA			
Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) A scoping study on access to information with Collaboration on International ICT Policy in East and Southern Africa (CIPESA)	1) The scoping study was finalized. 2) Twaweza's CIPESA report on ATI was presented and discussed at a World Press Freedom Day event, where the Chief Guest, the Chairperson, Uganda Human Rights Commission (UHRC) attended, and acknowledged some of the issues raised in the report.	1) Twaweza internal: mapping of possible infomediaries for partnership in 2017	The CIPESA report facilitated the mapping on ATI actors and strategies.
Problem O5: Government is generally perceived as unresponsive by citizens and public officials			
Success O5S1: Examples and case studies of public agency identified and promoted (demonstrating responsive government and/or active citizenship)			
1) Develop ToRs for a PD and document case studies on responsive government 2) Publish and disseminate findings 3) 18 Minibuzz episodes that seek to encourage citizen to engage government authorities (4 in rural districts). 4) Public Agency was added in Q1 2016: first pilot phase in Q3/4 2016. Linked to education as well as open government / citizen agency. See E1S4.	1) Began Public Agency initiative with two sub-national partners, focusing on monitoring teacher presence. 130 participants including six village coordinators, two district communication focal points, two district coordinators and 120 village level volunteers were oriented and trained on for the project. The training covered three broad areas of assessment, engagement and outcome mapping. 2) PA was implemented in Moyo and Kabale districts, targeting 58 Government Aided Primary Schools. Preliminary results from the assessments consolidated into a village report card, shared during a community meeting and actions for key stakeholders recorded in a charter for follow up. Seven sub county level meetings and six radio talk shows held. 3) Study on PD in responsive government not conducted.	1) Twaweza internal: analyzed and documented case of successful proactive local citizen demand using local radio for government-held data and subsequent response by LGA in Moyo District. 2) Change in citizen perceptions of authorities (increase in perception that it's possible for authorities to be responsive, initial engagement; linked to Public Agency pilot). 2) Improved attitude towards responsiveness among officials, initial engagement; linked to Public Agency pilot.	As a result of the implementation of PA activities, teacher absenteeism is increasingly becoming an agenda for education officials: 1) Moyo district Difule sub county teacher absenteeism was for the first time listed as an agenda item on the sub county council order paper. 2) Moyo sub county, the by-law on education was discussed by the council and passed to district for approval. 3) Moyo District Inspector of Schools as a result of the reports shared at village level by volunteers identified five (5) primary schools for support supervision and close monitoring 4) Moyo District Speaker invited CEFORD to present the findings from the PA assessment to the district council once the report is finalized
Success O5S2: Policy issues of concern to citizens, including young people, are identified/collected and raised – and informed debate on issues fostered -- during the 2016 general election campaign (Uganda)			

2016 DETAILS 2: UGANDA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) Multimedia campaign on youth participation in election</p> <p>2) Analysis of political party manifestos and organize and televise popular debates on youth issues.</p>	<p>1) A partnership with the Youth Coalition on Electoral Democracy in Uganda (YCED) and African Youth Development Link (AYDL) implemented the #WhatWouldYouthDo - a broad national multimedia campaign in the run-up to the 2016 elections. Included five live broadcast debates, 1288 public service announcements and 719 DJ mentions.</p> <p>2) The debates targeted the three major political parties; engaged with how they would address the issues prioritized by youth.</p> <p>For the benefit of rural youth, YCED coalesced with Uganda Radio Network (URN) to conduct 90 local radio debates in 30 selected districts where local candidates engaged youth.</p> <p>The pre-election youth campaign attracted the direct participation at the debates of 1,000 men and 600 women aged (18 -30 years) and representing different political parties.</p>	<p>1) Change in young people's level of interest and engagement in the election.</p> <p>2) Increased interest in youth issues among candidates in the election and political parties.</p> <p>3) Increased media/public debate on youth issues and young people and governance.</p>	<p>1) The debates cumulatively reached over 5 million people, 91% of whom were under 35 years old.</p> <p>2) 20% of Ugandans had heard of the Youth Manifesto following the campaign.</p> <p>3) Three questions arising from the youth debate were asked during the live presidential debate. All three political consistently monitored what was happening at the youth debate and used the discussion to inform their campaign messages towards young voters.</p> <p>3) Our partner AYDL received multiple requests to engage with different political parties during this period and was interviewed for a number of media outlets (including Al Jazeera) as representing the youth perspective and agenda during the elections.</p>
BASIC EDUCATION in UG in 2016: Key outputs & monitoring of outputs; outcomes and measurement of outcomes			
Problem E1: Learning outcomes measure & focus			
Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy.			

2016 DETAILS 2: UGANDA			
Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) "Beyond basics" assessment conducted in 10 districts; school-based sample. Focused on learning outcomes at grade 4 level. (This is a gap year for Uwezo full learning assessment; "Beyond basics" is a regional activity.)</p> <p>2) Development and testing of Uwezo+ & SDGs, for implement. in 2017, including use of ICT for data collection.</p> <p>3) "Assessment for action" piloted in the Public Agency districts (ref E1S4).</p>	<p>1) Beyond Basics (BB) assessment conducted in 10 districts, 200 schools; 8,000 P5 and 6 pupils assessed in literacy and numeracy of Primary 4 level.</p> <p>2) Drafted report & brief based on BB, targeting teachers and policy makers. Second report on teachers' predictions of pupils' performance in literacy and numeracy developed.</p> <p>3) Integration of SDG monitoring in the Uwezo assessment: key items developed with a panel of experts, and then pre-tested. Use of ICT for data collection was not tested due to budget constraints.</p> <p>4) A scaled down Uwezo Learning assessment was conducted and used as an entry point for testing the Public Agency approach. The assessment was conducted in 2 districts, 60 Enumeration Areas, 60 schools, 2,400 Households. 4032 pupils were assessed</p> <p>5) Advisory committee sustained and motivated to advise and hold Uwezo Uganda accountable.</p>	<p>1)Twaweza learning: feasibility of testing higher-level skills (grade 4); contributing to international knowledge on methods & findings.</p> <p>2)Twaweza learning: feasibility of capturing SDG-relevant info at HH level, and use of ICT for data</p>	<p>1) In BB one of main lesson learnt is that acquisition of basic skills does not automatically result into acquisition of higher level skills. Transitioning from basics to higher learning ought to be deliberately planned for.</p> <p>2) The feasibility of working with Uwezo infrastructure to monitor other development outcomes beyond education tested successfully.</p>
<p>Success E1S2: Evidence on learning outcomes shared widely with key actors at national and sub-national levels; clear position on learning outcomes as policy priority is formulated and argued.</p>			
<p>1) National ALA reports from 2014/15 data produced, and feeding into EA report (EA report is a regional activity).</p> <p>2) District ranking posters produced.</p>	<p>The 5th and 6th Annual Learning Assessment reports were produced. District reports for 112 districts produced in early 2016 alongside district ranking.</p>	<p>1) Public dialogue on learning outcomes maintained</p>	<p>See S3 and S4 for further details.</p>
<p>Success E1S3: Policy debate stimulated at national level to prioritize measured learning outcomes as policy priority.</p>			

2016 DETAILS 2: UGANDA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) National ALA report launched.</p> <p>2) National education conference on learning outcomes held</p> <p>3) Continued national level policy engagement with key actors (e.g. MoES Basic Education Working Group, Parliamentarians) with latest Uwezo findings.</p> <p>4) Formalization of membership with FENU and also participation in events organized by FENU</p> <p>5) Partnership with media group (NTV) for a platform to primary school head teachers to share their experiences & success stories in improving learning</p>	<p>1) Two national launch events , attracting 250 participants, incl. Ministry of Education and Sports, Members of Parliament, private sector actors, school leaders and administrators, civil society organizations, Directorate of Education Standards, development partners, academia. 60+ media representatives attended the two launches.</p> <p>2) The 2015 report shared with parliamentary legislators on the education committee during their orientation.</p> <p>3) In collaboration with URN and NTV’s people’s parliament and news features to foster public conversations on radio focusing on learning outcomes were enabled country wide based on Uwezo data. Deliberate efforts to ensure that children, practicing teachers and other community-based education actors were part of the conversations.</p> <p>4) Uwezo participated for the first time in a meeting organized by the Basic Education Working Group. This group gives Uwezo an opportunity to be closely connected to the ministry as regards policy development.</p>	<p>1) Public dialogue on learning outcomes maintained</p> <p>2) Increased awareness of learning outcomes and increased reference to and use of Uwezo findings by other CSOs and education actors</p>	<p>1) 226 pieces of media coverage including online, print, broadcast (TV and radio).</p> <p>2) NTV and KFM, who were originally funded by Twaweza to focus on education issues continue to feature education news even after the end of the contracts. The KFM initiative initially funded by Twaweza has evolved and developed into a bigger programme implemented directly by the radio station with no further monetary support from Twaweza.</p> <p>3) Uwezo continues to appeal to different media houses and has been invited to discuss and comment on key education issues as well as attending meetings in invited spaces' such as the Basic Education Working Group</p>
<p>Success E1S4: Policy debate stimulated at sub-national levels, building on the data gathered through the new assessment of learning outcomes as well as local-level open government at sub-national levels.</p>			

2016 DETAILS 2: UGANDA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) District-level launches of 2015 ALA report in all districts.</p> <p>2) Contract local radios to hold talk shows around assessment results in Q3 & 4</p> <p>3) Engagement of sub-national elected officials (councilors) on education issues in 56 districts.</p> <p>4) New Public Agency approach piloted in 2 districts, focusing on addressing teacher absenteeism & learning outcomes. Includes an "assessment for action" version of the Uwezo test. (This is also a regional activity: 2 districts per country)</p>	<p>1) 112 district partners, 8 radio stations, 50 local council chair people trained and orientated, ready to hold dissemination events in early 2017.</p> <p>2) Through the URN partnership, 56 radio talk shows held in 28 districts across the country. Key district leaders hosted during the shows to inform the talkshows, and callers had opportunity to contribute to the discussions.</p> <p>3) Dissemination of hundreds of Uwezo reports at sub-national level through partners and local civil society.</p> <p>4) In addition the PA initiative was launched and some activities such as assessments, first tracking of teacher presence done and the community level outcomes shared at the village level meeting, based on the village report cards.</p>	<p>1) Increased understanding of actual status of learning outcomes among subnational level stakeholders for joint action to promote learning outcomes.</p> <p>2) An informed debate among local policy actors on how inputs and education processes lead to learning outcomes</p> <p>3)Initial signals whether the PA initiative is improving the debate among local policy actors on monitoring & motivation of teachers; and improving the discussion & practice of monitoring of teacher presence in schools</p>	<p>Due to limited implementation (budget cuts and focus on public agency work at sub-national level) no concerted activities undertaken to produce effects as expected.</p>
<p>Success E1S5: Focus on and measurement of learning outcomes by governments and other national entities, including uptake of Uwezo's evidence, in Tz, Ke, Ug.</p>			
<p>1) Analytical & synthesis paper on the current status of how government defines and measures learning outcomes. (Is it reflected in policy, regulations/by-laws, budget guidelines?). Desk review & key informant interviews.</p>	<p>Activity not conducted.</p>	<p>1)Twaweza internal learning: nature & content of education policy dialogue / debate</p>	<p>.n/a</p>
<p>Problem E2: Ambitious curriculum</p>			
<p>Success E2S1: Evidence (incl. from teachers) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).</p>			

2016 DETAILS 2: UGANDA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) Review of curriculum reforms, curriculum content analysis, developed with in-country experts, and building on international best practices (linked to similar processes in KE and Tanzania).</p> <p>2) Teachers' survey of practice: knowledge of curriculum, opinions, classroom practices, content delivery, etc.</p>	<p>1) Report and summary policy brief on political economy and historical evidence on basic education curriculum reforms/changes in Uganda since independence (1962).</p> <p>2) Formed a high-level panel of curriculum experts – universities, the ministry, and the National Curriculum Development Centre - to review Key Primary education curriculum, conduct detailed content analysis of national standards and assessments. Conducted a detailed scope and sequence analysis for the four core primary subjects – Math, English, Science and Social studies – covering both topic and cognitive demand aspects.</p> <p>3) Conducted a pilot teacher survey, in collaboration with Primary Teacher Colleges, in Wakiso (urban) and Iganga (rural). 600 teachers oriented on the curriculum analysis methodology and surveyed on their delivered instructional content and classroom practices.</p>	<p>1)Expert opinion (NCDC, DES, UNEB, others) shaped/informed on need for evidence-based primary curriculum reform</p> <p>2)Policy makers opinion informed on evidence-based curriculum reform</p>	<p>1) Informal feedback from professionals taking part in the analysis suggests the approach and methodology is valued and brings a unique contribution to evidence-based curriculum reform in Uganda.</p> <p>2) Support expressed also by various external stakeholders with whom the process & preliminary results have been shared support this approach (e.g. CEI's R4D early learning toolkit workshop; the national dialogue on teacher issues session; and the Basic Education Working Group (BEWG) quarterly meeting).</p>
Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)			
<p>1) Position paper based on above launched</p> <p>.Feedback to teachers through discussion forums to be held at core PTCs</p> <p>2) Present findings at social affairs parliamentary committee meeting</p>	<p>1) Evidence from the experts' content analysis work shared at the regional teacher survey workshop held in Kampala in July 2016.</p> <p>2) All other public engagements and sharing of evidence on curriculum effectiveness were moved to 2017</p>	<p>1)Increase in awareness on importance of evidence-based curriculum reform among key education stakeholders (NCDC, DES,UNEB, other CSOs)</p> <p>2)Recommendation of policy change from the parliamentary committee</p> <p>3)Increased public awareness and debate on curriculum effectiveness and impacts on learning outcomes.</p>	Publishing and sharing curriculum analysis findings moved to 2017.
Success E2S3: Curriculum review processes are actively monitored to ensure that they are informed by evidence on what makes a curriculum effective			
Subsumed in E1S1 above	Subsumed in E1S1 above	Subsumed in E1S1 above	Subsumed in E1S1 above

2016 DETAILS 2: UGANDA			
Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
Problem E3: Motivated teachers			
Success E3S1: An overview of rigorous evidence on 'What works in improving teacher performance/motivation' is produced, shared and debated.			
<p>1) UNATU MoU renewed, teacher database developed and Twaweza has full access to database.</p> <p>2) Study of teacher basic facts in Uganda conducted.</p> <p>3) PD study designed, implemented. At least three PD teacher practices unearthed.</p> <p>4) Launch position paper on teacher motivation, share and widely debate findings.</p>	<p>1) UNATU MoU not renewed (due to UNATU streamlining its' internal processes); the teacher database not developed.</p> <p>2) Study of basic teacher facts planned for 2017, using the SzW platform.</p> <p>3) Conducted quantitative desk analysis using Uwezo and UNEB data, identified 145 PD-like teachers from ten districts.</p> <p>4) Held two consultative brainstorming sessions (internal and external) on Positive Deviance. Externally this involved teachers, center tutors, teacher educators, and other NGOs involved in education initiatives.</p>	<p>1) Twaweza internal learning on teacher motivation.</p> <p>2) Increased public awareness and open debate of teacher motivation, performance and deployment issues</p> <p>3) Increased awareness and debate among national actors of the PD approach and PD behaviors, norms and strategies, and how they can be replicated among other teachers.</p>	<p>1) High-level engagement by two critical players in primary education: (1) STiR education, a prominent NGO focused on improving teachers' classroom effort; and (2) Bishop Willis core Primary Teachers' college in the Busoga sub-region – where the majority of the PD schools are from. Both new partners are committed to the PD exploratory work in Uganda.</p>
Success E3S2: A teacher performance pay program is piloted (KF II), in collaboration with ministries and district authorities and (head) teachers, in Tz.			
<p>1) KiuFunza findings shared with relevant players in Uganda.</p>	<p>Moved to 2017.</p>	<p>1) Developed positive perceptions and understanding of teacher performance pay mechanisms among policy makers and key players.</p>	<p>Moved to 2017.</p>
Problem E4: School management			
Success E4S1: Evidence is produced and shared on what works in improving school leadership and management.			
<p>1) PD study designed (regional framework).</p>	<p>1) The PD process here is similar to E3S1 above. However, for PD schools the quantitative desk analysis led to identification of 88 PD-like schools from the ten districts.</p>	<p>1) Twaweza internal learning/ monitoring.</p>	<p>As in E3S1 above.</p>
Success E4S2: Evidence is generated on the status of key financial, material and human resources at the school level, and the scope and quality of information on these matters available and accessed by school communities.			

2016 DETAILS 2: UGANDA			
Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) School status and community information survey is designed and implemented. 2) Validated study on community involvement/engagement, findings shared internally.	1) At mid-term review moved to 2017; to be done jointly with teacher profile survey in E3S1.	1) Twaweza internal learning. 2) Increased community awareness, debate and active involvement in school financial, material and human resource issues.	To be achieved in 2017.
Success E4S3: Evidence on what works in improving school leadership is shared with head teachers and other key actors in education (ministries, DEOs, teacher unions and professional associations) to inspire improved school leadership. Across the 3 countries.			
1) PD research report produced, launched and widely debated. 2) PD pilot experiment designed.	This is delayed; to be completed after the PD inquiry in third quarter of 2017	1) Increased awareness among key stakeholders to PD as an approach to finding local solutions to issues in education, measured via OM & qual interviews. 2) Increased discussion among key stakeholders about school status and community involvement in addressing key resource problems in schools, measured via OM & qual interviews.	To be achieved in 2017.
Success E4S4: Head teachers and other key actors debate widely and report on interventions to improve learning in their schools.			
1) Conference with head teachers from PD schools	This is delayed; to be completed after the PD inquiry in third quarter of 2017	1) Increased awareness among head teachers about potential of solving school-level problems using the PD approach.	To be achieved in 2017.
LEARNING MONITORING EVALUATION			
LME Success 1: (Monitoring) Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.			

2016 DETAILS 2: UGANDA Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) 80% of core initiatives implemented are monitored along the core monitoring domains (as relevant): distribution, coverage, feedback & quality.</p> <p>2) Synthesized findings and lessons are consolidated in briefs and blogs, and shared widely.</p>	<p>1) Daily media monitoring continued in the 3 countries; quarterly reports shared & posted on chatter; one annual overview of Twaweza in the media. Twaweza was covered a total 69 times across radio, TV and print in 2016.</p> <p>2) Monitoring of election related interventions (via omnibus, Geopoll, feedback via observation and FGDs) carried out.</p> <p>3) Monitoring of the 2015 Buzz events initiative carried out and report shared internally</p> <p>4) Public Agency internal monitoring set up, independent baseline conducted, shared internally and online</p>	<p>1) Internal Twaweza learning on our implementation</p> <p>2) Depending on evaluation of innovative comms, could be wider contribution to evidence/field - e.g. innovative info/comms, such as study on Fix my neighborhood</p>	<p>1) Quarterly media monitoring reports shared with units and all staff to facilitate internal learning.</p> <p>2) PA baseline report findings used for end year reflections and planning for the Jan-April pilot period.</p> <p>3) PA baseline report findings used for reflections and planning for the Jan-April pilot period.</p>
<p>LME Success 2: (Evaluation/research) Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge.</p>			
<p>1) Review of TZ education policy for inclusion of learning outcomes.</p> <p>2) Resonance of Twaweza among key national-level actors (independent review)</p> <p>3) Active sharing of findings from the state-citizen interaction research (from the MIT collaboration) in national and international fora (in terms of budget this is in RO).</p> <p>4) Design & implementation of process evaluation of the Public Agency pilot (spilling into 2017)</p> <p>5) Mystery shopper planned to check the effect of the FOI law.</p>	<p>1) Review of policy not done.</p> <p>2) Resonance "critical friends" study done, combined with TZ & UG, and online http://twaweza.or.tz/go/three-countries-feedback</p> <p>3) Twaweza-MIT GOV/LAB collaborative research on citizen engagement (in context of elections) in Uganda conducted and shared internally and online; reports and publications forthcoming; http://www.twaweza.org/go/learning-note-9-uganda-survey</p> <p>4) Study on Citizens views on access to information carried out. http://www.twaweza.org/go/ug-monitoring-ati</p>	<p>1) Internal Twaweza learning.</p> <p>2) Contribution to global knowledge on effectiveness of transparency, participation and accountability initiatives</p>	<p>1) Report on TWA resonance with 'critical friends' was instrumental in aiding discussion on how TWAVEZA could engage better at the National level.</p> <p>2) PA report has reshaped strategy of implementing the PA pilot and supported internal learning.</p> <p>3) Findings of the research on Citizens access to information shared internally and online, also used to inform TWAVEZA work around ATI.</p>
<p>LME Success 3: (Learning) In each country, staff and colleagues are engaged in active reading and learning, drawing on various components of LME work, internal practice, and external (country, regional, global) relevant evidence, practice and new ideas</p>			

2016 DETAILS 2: UGANDA			
Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) An active learning culture within Twaweza, demonstrating learning from our own practice and drawing on external evidence / research.	1) A total of 19 learning sessions of various kinds, and an internal assessment of the sessions among staff, with suggestions for improvement. 2) Immersion in 2016 combined with the Public Agency exploration and pilot, in which most UG staff participated for 3 days (across 8 districts). http://www.twaweza.org/uploads/files/Public%20agency%20fieldwork%20Immersion%20-%20FINAL.pdf	1) Internal Twaweza learning.	1) Learning sessions contributing significantly to staff better understanding the work and outputs of various units, as per assessment exercise. 2) PA exploration and pilot design was an organization-wide effort which resulted in all participating staff exploring issues of governance and citizen engagement in education first-hand at local level.
OPERATIONS AND FINANCE			
Success 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place			
Refer to regional section		n/a	
Success 2: Staff recruited and motivated to realize Twaweza goals in a supportive environment			
1) Introduction of activities to encourage staff to maintain good work-life balance 2) Food and refreshments procured and availed to staff and visitors	1) Two vacant positions over the year, only one filled. 2) All staff benefits as per policy paid on time including salaries, taxes, social security / pension contributions, airtime, school fees refund, health insurance, group accident insurance, and end of year bonus. 3) Drinking water, groceries and meals provided. 4) Aerobics instructor engaged 5) Family Day held with the participation of 41 colleagues and family members.	n/a	
Success 3: Office and assets functioning optimally and well managed			

2016 DETAILS 2: UGANDA			
Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) Rent, security, house keeping, office supplies and utilities availed as per policy and associated costs settled in time	1) Rent was paid on time and a new lease signed covering the period January 2017 to December 2018. 2) Security was well managed with no thefts or break-ins in 2016. Transition to new security company coupled with more thorough monitoring of and feedback to the company most likely responsible for improved security situation. CCTV cameras maintained and refocused as required. 3) Office cleanliness well maintained including weekly garbage collection. 4) All utilities managed well and maintenance of office systems undertaken as required. 5) Over 50 service providers engaged over 2016	n/a	
Success 4: Internal documentation and correspondence efficiently managed			
.Internal documentation and correspondence efficiently managed.	1) As per policy, all incoming mail reviewed by Executive Director then sent to assigned staff member. 2) All invoices registered in Salesforce and assigned to staff. 3) All documentation well filed and organized. 4) Regular and reliable reporting system maintained. 5) All incoming Twaweza and partner publications made available and accessible to all staff	n/a	
Success 5: Information technology			
1) All systems (work stations, laptops, and accessories) kept up to date.	Internet managed and monitored effectively, with minimal internet disruptions in 2016. Speed upgraded to 8Mbps from 5Mbps. Remote IT support provided from Tanzania.	n/a	
Success 6 Office assets/Equipment			
1) Manage all assets at all times ensure they are entered in asset register, properly coded with durable labels and are all insured	A total of 16 assets procured in 2016. All assets managed well as per policy.	n/a	

2016 DETAILS 2: REGIONAL Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
OPEN GOVERNMENT Regional 2016: Key outputs with REGIONAL BUDGET			
Problem O2: Data collected by government is poor quality and not publicly available			
Success O2S1: Uwezo and Sauti datasets published consistent with open data principles. (where available)			
1) Interactive tool for analysis of Sauti za Wananchi & Uwezo data. 2) Uwezo and Sauti data published according to open-data formats. (Cross-posted with Country Reports)	Uwezo and Sauti data all posted online in excel and Stata formats; Two online interactive tools online using Uwezo data at beta stage https://tanzania.hurumap.org/ and https://mcarans.github.io/hdx-twaweza-survey-viz/index.html?country=tanzania Further tools for visualization in development.	1) Increased use of independent data: at least five independent uses of Uwezo and Sauti data, registered on Twaweza website	Since both visuals are still in Beta we are not yet systematically tracking their use. To be pursued in 2017.
Problem O3: Independent monitoring & public opinion needs to inform public debate and policy making			
Success O3S1: Citizens' views on key public issues are gathered in a rigorous manner, shared, and inform public (media) and policy (parliament) debate			
1) Mobile phone panel survey handbook developed jointly with WB, reaching a global audience of researchers in social accountability.	1) MPPS Handbook published in June 2016, together with World Bank 2) Presented in Open Government Partnership Summit in Paris in December	1) Practice: mobile panels in other countries informed by Sauti. Measured thru informants / snowball.	No further adoption of the method tracked
EDUCATION Regional 2016: Key outputs with REGIONAL BUDGET			
Problem E1: Learning outcomes measure & focus			
Success E1S1: An annual learning assessment is carried out to produce and share evidence on the levels of learning competences in literacy and numeracy.			

2016 DETAILS 2: REGIONAL Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) "Beyond basics" assessment conducted in 30 districts; school-based sample. Focused on learning outcomes at grade 4 level. (Cross-posted with Country Reports)</p> <p>2) Development and testing of Uwezo+ & SDGs, for implement. in 2017, including use of ICT for data collection.</p> <p>3) Reports based on 2015 data completed and data marketed widely for use in publication. Knowledge shared at regional and global levels.</p> <p>4) Support given to at least 4 other African countries to start Uwezo-like assessments.</p>	<p>1) Beyond basics conducted in 30 districts across the three countries - conducted in total of 598 schools (200 in Kenya, 200 in Tanzania and 198 in Uganda)</p> <p>2) SDG integration guidelines finalized and Panels for SDG integration constituted</p> <p>3) 2015 Uwezo assessment datasets finalized and published online - data marketing among academia conducted in 3 universities; Data flyer produced and published online; Data visualization with the HDX completed and activated</p> <p>4) Uwezo evidence shared in 4 global conferences and meetings; contributions made to 2 books (published in 2016)</p> <p>5) Support given to 4 countries - Ghana (to develop tests), Mozambique (to develop tests and run pilot), Cameroun (to convince Ministry of Education) and Nigeria (to present pilot findings to technical teams)</p> <p>6) Exposure and introduction to Uwezo for 3 countries - Delegations from Zambia, Malawi and Mauritania hosted by Uwezo</p>	<p>1) Beyond Basics: evidence on learning complemented through deeper insight on learning challenges</p> <p>2) Understanding within Twaweza on SDG monitoring, partnerships, processes and tools developed for implementation in 2017.</p> <p>3) Contributions to global knowledge through active sharing of Uwezo results, and support for similar assessments to other countries</p>	<p>1) Evidence on BB produced, but not yet synthesized together with Uwezo standard results for deeper insights</p> <p>2) SDG monitoring approach for Twaweza informed</p> <p>3) Contribution to global knowledge achieved through publishing and sharing, and through direct contact with 7 countries for extension of citizen-led assessments in Africa.</p>
<p>1) EA report from 2015 data produced and launched</p>	<p>EA report produced, but not launched. Launch scheduled for April 2017</p>	<p>1) Increased awareness of learning outcomes and increased reference to and use of Uwezo findings by regional and national policy makers</p>	<p>No outcomes as report not finalized or communicated</p>
<p>Problem E2: Ambitious curriculum</p>			

2016 DETAILS 2: REGIONAL Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
Success E2S1: Evidence (incl. from teachers) is produced on the effectiveness and relevance of primary school curricula (history, logic, contents and implementation).			
1) Develop framework/methodology from country curriculum analysis reports to be used in future years by Twaweza and others; modest print run.	Developed a framework for curriculum analysis, adapting the Surveys of Enacted Curriculum developed by the Wisconsin Center for Education Research (WCER).	1)Twaweza internal learning: state-of-the-art curriculum analysis 2)Expert opinion (TTU, TIE, others) informed on evidence-based curriculum reform	The process & outcome of the curriculum analysis work so far contributing mostly to the learning of the group involved in the analysis, and internal to shaping Twaweza strategy in curriculum reform.
Success E2S2: Evidence on effectiveness and relevance of curricula is shared through a consultative process (including a knowledge sharing platform)			
1) Regional report on teachers' knowledge of the curriculum produced and shared	Conducted the teachers' surveys in Uganda and Tanzania. Kenya are conducting in 2017. Analysis of the teacher survey data is ongoing .	1)Expert opinion informed by state-of-the-art report on curriculum effectiveness in East Africa, with country comparative analysis. 2) Contribution to global knowledge on curriculum effectiveness	Planned for 2017.
Problem E3: Motivated teachers			
Success E3S2: A teacher performance pay program is piloted (KF II), in collaboration with ministries and district authorities and (head) teachers, in Tz.			
1) Campaign on promotion of teachers' standing launched and sustained	A rigorous surveys on the status of teachers in East Africa is planned for 2017.	1)Expert opinion informed on P4P of teachers, as basis for nationwide campaign on boosting teachers performance as well as social status 2) Public opinion informed on the above	Planned for 2017.
Problem E4: School management			
Success E4S1: Evidence is produced and shared on what works in improving school leadership and management.			

2016 DETAILS 2: REGIONAL Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) Regional school leadership effectiveness framework produced and shared	Input for this will come from PD study, implemented in 2017.	1)Expert opinion informed on effective practices of school leadership & management 2) Public opinion informed on the above	Planned for 2017.
LEARNING MONITORING EVALUATION			
LME Success 1: (Monitoring) Evidence from practice (implementation) is collected and shared internally (as well as externally) in a timely manner, with the main purpose of informing better implementation and accountability.			
1) Staff in 3 countries knowledgeable of monitoring structure, responsibilities & processes; using internal system for design of monitoring, and informing implementation. 2) All monitoring activities: distribution, coverage, feedback.	1) Specific monitoring activities carried out reported in country tables; staff in PPE from 3 countries refresher training on monitoring; regional support to UG in particular in absence of PO.	1) Twaweza learning; monitoring.	1) Monitoring components of Idea Memos improving over time.
LME Success 2: (Evaluation/research) Mechanisms are set up to test core hypotheses in the theory of change, as well as to measure impact (effect) of Twaweza supported initiatives; knowledge gained from these is shared internally for improving practice and externally to contribute to global knowledge.			

2016 DETAILS 2: REGIONAL Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) Evaluation strategy developed w key external parties</p> <p>2) Rigorous evaluation of Twaweza initiatives and/or hypothesis testing, in partnership with high caliber independent research/ academic groups</p> <p>3) Summative evaluation</p>	<p>1) Strategy developed internally; testing of hypotheses in UG through collaboration with MIT / conjoint; setting up additional collaborations with new researchers (e.g. Princeton-based Elizabeth Palluck).</p> <p>2) Summative evaluation conducted in the form of "feedback from critical friends" across 3 countries. http://www.twaweza.org/go/three-countries-feedback</p>	<p>1) Internal Twaweza learning.</p> <p>2) Contribution to global knowledge on effectiveness of transparency, participation and accountability initiatives</p>	<p>Elections & accountability research significantly contributing to global evidence:</p> <p>1) Presentations: "Voting for Status: Dependency and Political Participation in Tanzania" at the Political Behavior of Development Conference, October; American Political Science Association meeting, September; U.S. State Department's Visitor Leadership Program, August.</p> <p>2) Communication pieces & blogposts: https://slice.mit.edu/2016/11/16/grad-life-bringing-the-lab-to-the-field/ http://www.mitgovlab.org/news/tapping-into-the-political-potential-of-ugandan-youth/ http://www.mitgovlab.org/news/1-2-3vote-designing-voting-games-in-uganda/ http://www.twaweza.org/go/voting-games-uganda http://www.mitgovlab.org/output/new-tools-for-conjoint-analysis-in-developing-countries/ http://www.mitgovlab.org/projects/access-denied-testing-freedom-of-information-laws-in-east-africa/ http://www.mitgovlab.org/projects/open-government/ http://www.mitgovlab.org/projects/voting-for-change-civic-engagement-and-elections-</p>

2016 DETAILS 2: REGIONAL Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) Learning calendar: finance unit accreditation 2) Link to global knowledge: participation in key international learning events 3) Immersion 4) Interns	1) Finance unit fully accredited through mandatory trainings. Learning calendar implemented across the 3 countries (87 learning sessions in total). 2) Active participation (presentations, panels): re-shaping of the Transparency & Accountability Initiative; World Bank's GPSA; the CEGA researcher-practitioner collaborative; EGAP network; PAL network; OGP learning events. 3) Immersion held in 3 countries under the PA pilot theme. 4) 16 interns placed across the 3 countries.	1) Internal Twaweza learning. 2) Contributing to global practices on organizational learning.	Contributing to global knowledge on: 1) organizational learning: joint presentation with MIT GOV/LAB on "models of practitioner-research collaboration" at the World Bank's GPSA, May 2016. 2) future of TAP field: essay published in compilation by Carnegie Endowment for Peace http://carnegieendowment.org/2016/05/02/ideas-for-future-work-on-transparency-and-accountability-pub-63318
OPERATIONS AND FINANCE			
Success 1: Effective policies, systems and procedures to ensure effective financial, administrative, human resource and IT management in place			
1) Policy changes are promoted and implemented, and necessary tools/forms/procedures are developed to complement these changes. Relevant changes are reflected in Salesforce	Over 50 policy changes proposed by staff in annual policy review, managed as per procedures. Relevant statutory deductions (e.g. pension) remitted on monthly bases and on time. Changes on PAYE for Kenya and Uganda were featured in the payroll system as per laws. Monthly reports from January to December were prepared, reviewed, and relevant insights/lessons learned considered to inform decisions.	n/a	
Success 2: Staff recruited and motivated to realize Twaweza goals in a supportive environment			

2016 DETAILS 2: REGIONAL Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
	<p>1) Recruitment managed as per policies; 2 positions not recruited for.</p> <p>2) External HR consultant engaged to review Performance Management system and conduct Job Evaluation. Facilitated staff survey exercise to grade 20 roles; recommendations in early 2017.</p> <p>3) Received 180 interns applications. Total numbers of interns recruited for 2016 is 16 (Female 6 and Male 10). Tanzania recruited 9 Interns, Kenya 4, and Uganda 3.</p>		
Success 3: Office and assets functioning optimally and well managed			
Country-specific		n/a	
Success 4: Internal documentation and correspondence efficiently managed			
Country-specific		n/a	
Success 5: Information technology			

2016 DETAILS 2: REGIONAL Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
<p>1) Office shared file resource available across EA and in the cloud</p> <p>2) Independent IT audit: Advise on the full Twaweza ICT framework, related to security and backup; efficiency; alternatives</p> <p>3) ICT Policies created, enforced and monitored</p> <p>4) All data is properly backed up and appropriate disaster recovery procedures in place</p> <p>5) Internet service is managed and stable in all 3 countries</p>	<p>1) Office Network Infrastructure maintained, managed and supported effectively. Internet and other Communication Services working properly.</p> <p>2) Most workstations upgraded to Win 10 and Office 2013. Antivirus licenses activated. Managing cloud and Dropbox back up. Proposed to purchase a New Server for Tanzania office in the Year 2017. Internet connection is now stable in the Tanzania and Uganda Offices, upgrading Kenya in 2017.</p> <p>All systems (Finance System – Xero , ERP – Salesforce , HR systems –Aruti, Flexile , Samanage etc.) are up to date and backed up regularly. Managing Salesforce internally.</p> <p>3) ICT Policies created, enforced and monitored. Video conferencing was procured, installed and relevant training done on its use across the three countries. The VC has facilitated cross-country communication and has reduced travel.</p>	n/a	
GOVERNANCE AND MANAGEMENT			
Gov/Man Success 1: Planning and reporting completed, submitted, discussed, and used to ensure timely delivery of quality outputs, plans, reports.			

2016 DETAILS 2: REGIONAL Planned core outputs	Achieved core outputs	Expected effects/outcomes	Achieved effects/outcomes
1) Publication of our accountability documents (audited accounts; Annual Plan; Annual Report 2015), on time	Annual plan delayed to June. Audited accounts on time and clean; Annual Report 2015 completed on time (May)	1) Twaweza acknowledged as transparent & accountable by its stakeholders	Twaweza continues to be regarded as credible and trustworthy custodian of public & foundation funds; Achieved an A from DfID Annual Review for 2015 SOGDAT; convinced AJWS and SIDA to renew grants, and DANIDA to initiate an important relationship.
Gov/Man Success 2: Management and strategic support provided to the Directors and entire team			
1) Regular staff meetings, bilateral, QMTs 2) Workflows maintained, improved 3) Annual retreat & robust strategic review mid-way through 2015-2018 strategy	QMTs held to refine PA initiative, finalize Annual Plan in light of budget constraints; MTR resulted in better budget estimates and execution; strategic review begun at Entebbe retreat; SMT charter refined and adopted.	1) Hivos issues a strong bill of health for independent Twaweza	Hivos confirms clean bill of health; Twaweza is independent!
Gov/Man Success 3: Twaweza has strong values, policies, and procedures, and staff are enabled to ensure compliance			
1) Handbook of key documents 2) HR and FinReg policies reviewed, including spot-checks 3) Statutory compliance 4) Full IATI compliance	1) Handbook not yet finalized; 2) HR, GovMan and FinRegs reviewed and policy changes approved by Board; Uwezo and Sauti policy reviews started	1) Values, policies and procedures continue to be strong and well understood and execute by the team	Team continues to execute well and uphold values, policies and procedures.
Gov/Man Success 4: Governance Board and donors are consulted, engaged, and informed on all pertinent matters related to Twaweza			
1) Expanded well functioning Board 2) Donors informed and engaged 3) New donors on board with signed agreements	1) New Board member joined (Dr Kamau-Rutenberg); 2) DANIDA TZ signed new 5 year grant agreement (\$4.5m); renewed agreements with SIDA TZ and AJWS; discussions with Ford EA and DfID Uganda advanced	1) Stronger more gender-balanced Board 2) Funding status increasingly assured; 3) Well balanced donor communications	Board gender balance improved; funding status marginally improved; donors well informed in a separate meeting (although a little late after the MTR)