

REQUEST FOR PROPOSALS

Twaweza KiuFunza Randomized Evaluation: ethnographic component

Detailed information on the KiuFunza RE can be found at <http://twaweza.org/go/kiufunza-launch1>. Further information can be requested from the responsible officer or manager at Twaweza (cmanda@twaweza.org, yschipper@twaweza.org).

Background

The Twaweza-JPAL KiuFunza randomized evaluation in education was prepared in 2012 and launched early 2013. The project is well underway, field teams are wrapping up the baseline intervention visits to primary schools where they communicated the details of two intervention arms: paying capitation grants in full and directly to schools (CG) and teacher incentives, to be paid at year end conditional on student test results in grades 1-3 (COD, “Cash on Delivery”). The first tranche of CG of TZS 5,000 per pupil has been paid to the CG schools.

KiuFunza's primary aim is to alter teacher, head teacher choice sets and behaviors, and, possibly, parent, student, local community leadership behaviors. The evaluation currently consists of a primarily quantitative approach which will be able to identify impacts at various levels through the analysis of survey data.

In several discussions on the design of KiuFunza, partners, researchers as well as Twaweza staff have expressed the wish to add to the school and household survey data collection an ethnographic study component. The ethnographic study should answer questions regarding how these stakeholders interpret and feel about the intervention. In particular, how are head teachers interacting with (either supporting, or not) this initiative? What are teachers' opinions regarding the interventions, how did they engage and/or change their behavior? Similarly, have parents noticed any different teaching approaches, methods; any changes in feedback from schools? What about students' perceptions? It would be key to be open to both “positive” and “negative” reactions.

A particular concern with KiuFunza is that, while the experiment is designed to improve learning for all students, there may be circumstances under which teacher behavior is changed in unwanted directions, creating possibilities/evidence of perverse incentives. One instance would be that in the incentive arm, weak students will be (further) neglected. If true and significant, this should be picked up by the survey data. However, ethnographic evidence may provide confirmation, document and dig deeper on considerations and decisions by teachers. On the other hand, there may be unexpected positive effects that have been missed by the questionnaires but that are mentioned in conversations. Good practice would be to also (re)visit communities after the quantitative impact results are in and discuss, interpret findings.

An issue to be addressed in the proposal is the trade-off between depth versus breadth. Valuable insights might more usefully be gathered at least partly through observation and

through repeat interviews (to get beyond the first veneer) – which means the team would have to spend some time (say up to 1 week) in each chosen location.

Related to this is the size of this exercise in terms of the number of districts and schools covered. For this exercise purposive rather than random sampling (using the 2013 baseline data) is recommended, for example, by ordering schools in terms of an interesting key dimension such as baseline learning levels (test results) and cover the full spectrum by taking X schools from each decile.

Request for Proposals

Interested individuals/organizations are expected to send in an expression of interest with an outline research proposal (max 5 pages) by Monday 5 August 2013 to apply@twaweza.org and yschipper@twaweza.org.

The proposal should contain

- a) An outline technical summary explaining the approach, with discussion of issues such as choice of schools, field team candidates, organization and quality control,
- b) A financial proposal (budget) by component – the budget should be designed to be modest and realistic (eg avoid hiring 4 wheel drive vehicles)
- c) CV demonstrating evidence of qualifications, relevant work experience
- d) Two samples of papers, preferably published in peer review journals
- e) Two-three letters of recommendation

Timing: the study should preferably be carried out around September/October 2013, or, alternatively, combining work before and after the year 1 Endline results are known and payments have been done. This would be useful to address possible changes in perception after payments have been received.

We expect the duration of the exercise to be between 30 to 50 days. The exercise will need to have an **excellent qualitative researcher** who is fluent in both English and Kiswahili. If this is not possible, then the model would be to have a Lead Researcher, not necessarily fluent in Kiswahili, but have a team of Assistant Researchers who are fluent in Kiswahili.

Selection Criteria for Lead Researcher

- A Ph.D. in social sciences, anthropology, ethnography or other related discipline.
- Proven experience, 10+ years, in ethnographic research and in managing field research teams as well as in community engagement.
- Proven experience, 5+ years, in ethnographic research in Tanzania or similar
- Excellent knowledge of the local socio-cultural settings of Tanzania and/or East-Africa
- Excellent communication and writing skills in English and Swahili (preferable).
- Strong report writing skills with ability to perform data quality control
- Excellent organizational, interpersonal skills and ability to work in a team.

- Self-motivated with ability to work with minimal supervision, ability to work quickly and under pressure and demonstrable attention to details.

A **contract** with the Lead Researcher will formulate the responsibilities on both the side of the researcher and her/his team as well as on the side of Twaweza. The contract will include the following responsibilities on the side of the Lead Researcher to be contracted:

- A study plan, detailing the approach, study, field organization, team set-up and budget of the ethnographic study to be signed off by Twaweza
- Organizing a study team, research permits, field logistics and other necessities
- Carrying out the agreed upon study plan
- A draft report of the ethnographic study, with all field materials, files and data collected, to be signed off by Twaweza
- A final report the ethnographic study to be signed off by Twaweza

Twaweza will meet direct costs for implementation of the ethnographic study such as transport, living expenses and communication airtime while in the field up to limits that will be agreed upon in advance. Twaweza does not offer administrative and logistical costs for partner in the form of institutional fees. Twaweza will also pay a consulting fee against deliverables to be agreed upon in advance.