

Terms of Reference: Mixed-method research consultancy for Twaweza Kenya

5th July 2016

1.0 Background

Twaweza means “we can make it happen” in Swahili. Twaweza works on enabling children to learn, citizens to exercise agency and governments to be more open and responsive in Tanzania, Kenya and Uganda. Our flagship programs include *Uwezo*, Africa’s largest annual citizen assessment to assess children’s learning levels, and *Sauti za Wananchi*, Africa’s first nationally representative mobile phone survey. We undertake effective public and policy engagement, through powerful media partnerships and global leadership of initiatives such as the Open Government Partnership.

This year, Twaweza in Kenya is piloting a project titled “*Husika na elimu*” built around the concept of public agency. The pilot will take place in two counties: Baringo and Kilifi. By public agency we mean spaces and processes in which citizens and authorities jointly shape decisions for the future of their communities and countries. For the two counties, the issue of focus in the pilot will be **increasing the learning time** or contact hours in public primary schools, or even referred to as the quantity of learning. The idea is that teachers, parents, learners and local leaders will work collaboratively to increase the amount of time used for learning in the school. This is in the context of official school teaching time prescribed by the Ministry of education. Refer to the Concept Note (Annex 1) for more details on rationale, and description of activities.

2.0 Objective

The objective of this consultancy is to propose a mixed-method (qualitative and quantitative) research and learning design that will allow Twaweza to understand the implementation of the pilot, as well as to learn important insights into whether the pilot is yielding initial results at the community level. The focus of this research is not on monitoring/tracking of activities, but on generating insight from key stakeholders and audiences on engagement with the initiative, and the short-term effects of the initiative. The research is to be focused on the community-level within the selected districts.

Specific tasks and outputs

- a) Develop a comprehensive learning plan, including a theoretical grounding and definition of concepts; a baseline/initial measure of perception, attitudes and behaviors among key community stakeholders, and a follow-up; sampling procedures and sample size. Consider the feasibility of comparison locations. The plan will be reviewed and approved by Twaweza’s LME unit.
- b) Develop a detailed workplan and timeline (see timeline below for reference) to carry out the learning/research activities, and a related budget.
- c) Develop and pre-test qualitative and quantitative tools for data collection (focus on qualitative).
- d) Carry out the learning/research plan within the timeline provided, and provide a comprehensive field report.
- e) Liaise with Twaweza (selected staff) to link the independent learning/research activities with internal monitoring
- f) Transcribe and analyze the data using modern analytical methods; all transcripts, lists of codes, analysis plans shared with Twaweza
- g) Synthesize the information into several outputs, including (see timeline below):
 - a. Insights from the baseline
 - b. Insights from the follow-up
 - c. A comprehensive full report
- h) Pro-actively share insights with Twaweza, participate in learning events, as requested
- i) Finalize the report taking Twaweza comments on board

Proposal which include innovative approaches to data collection, reporting and sharing of insights are of particular interest.

3.0 Timeline

The timeline for the work is June-December 2016 (final report due early 2017).

Baseline activities should be planned no later than July/early August 2016. Follow-up activities should be planned no later than November 2016. Insights from the baseline are expected September 2016.

Preliminary insights from the follow up are expected December 2016.

Full report (including baseline & follow-up) is expected no later than February 2017.

4.0 Qualifications

- A relevant PhD degree
- A proven track record of relevant qualitative / mixed methods research experience
- Proven experience with rigorous qualitative research analysis
- Proven excellent synthesis skills of large qualitative datasets, and proven excellent English writing skills.
- Fluency in Kiswahili (spoken)
- Having access to qualified research team an advantage

Please submit an expression of interest together with a CV and proposed budget to jobs@twaweza.org and cc to sotieno@twaweza.org with *“Proposal for learning & research of Twaweza public agency pilot in 2016”* in the subject line.

Annex 1: Brief Concept Note on the Initiative

Husika | Public Agency in Kenya

Citizens with authorities for Kenya's education

1.0 The concept

In 2016, Twaweza will work to enhance real opportunities for citizens to engage, and promote constructive responsiveness from public authorities. This is public agency: spaces and processes in which citizens and authorities jointly shape decisions for the future of their communities and countries. Following the six years of conducting the Uwezo assessment in Kenya, we will try to follow the same infrastructure to expand 'spaces of common action', in which citizens work with authorities to address issues of mutual concern. This will be a 5-month pilot initiative, to be conducted in two counties: Baringo and Kilifi. We want to use evidence and community conversations to promote mutual accountability among citizens and local leaders.

The Issue

The issue of focus will be **increasing the learning time** or contact hours in public primary schools, or even referred to as the quantity of learning. The idea is that teachers, parents, learners and local leaders will work collaboratively to increase the amount of time used for learning in the school. This is in the context of official school teaching time prescribed by the Ministry of education.

Why this issue?

In Kenya, Uwezo's evidence has demonstrated that outcomes are low across the board. However, the 2015 results establish that children attending private schools outperform their public school peers by nearly 10 percentage points in both literacy and numeracy. While one may make different speculations about what influences this difference in learning outcomes, the World Bank's Service Delivery Indicators survey highlights 'difference in time on task' as a leading differentiator between learning in public and private schools. There was a difference of 2% (16/14) in regard to teachers who were not at school, but a difference of 16% (47/31) in the teachers who were at school but not attending lessons. Ultimately, children in private school learnt for one hour nine minutes every day more than their peers in public schools, or 5 hours 45 minutes more every week, or around 70 hours more in a school term of 12 weeks. Considering all factors, a final recommendation was thus given: "The SDI results point to gaps in teacher knowledge, time spent teaching and absence from classroom that require urgent action".

While it may be difficult for citizens to contribute to more teacher knowledge, we find both 'absence from classroom' and 'time spent teaching' very appealing grounds for public agency. However, recalling from Uwezo's evidence that on an average school day, 11% of learners do not come to school, we have expanded the concept to also include 'learner attendance/agency' as part of the equation for boosting the 'time spent teaching', to now a rather 'time spent learning', in which both the teacher and learner are in class, engaging in learning activity.

The measure

We will therefore create a composite measure on the 'curve of learning', calculated through the number of learners present, number of lessons per day and lessons in which teacher was in class and teaching in a day. A teacher absent for one hour will cause deficit to the factor of 1 lesson and total of learners, while a learner absent per day will attract a deficit of one times the number of lessons in a day. The record will be kept by the class monitors (referred to as MPs in Children's Government), coordinated by a volunteer teacher (nominated in staff room), who works with the school's president to aggregate weekly data for the school, and post these to an e-platform for ease of analysis. Spot checks are conducted by the Parent's Representative, the Headteacher and the Husika Monitor. Anonymized results are produced for the district and the county, and shared publicly for policy and action debate.

Husika Objectives

Basing on the above premises, the initiative will target the achievement of FOUR objectives:

- 1) **Build greater awareness on education**, through generation and sharing at the village, sub-county and county levels evidence on 'time spent learning';

- 2) **Test the potential of learner and teacher agency**, as well as school and community actions in improving the school's accountability in ensuring that children are learning;
- 3) **Monitor intensity and dimensions of public agency** (intersection between citizens and authorities) in implementing the three actions of: a) Record, b) Discuss c) take action at school, sub-county and county levels;
- 4) **Develop a scalable model of public agency** in education for Twaweza's future consideration.

Scope of coverage

This pilot will cover 3 sub-counties (or constituencies) in each of the counties, 2 administrative wards in every sub-county and 3 schools in every ward. This makes a total of 18 schools in every county, and 36 schools for the pilot.

The target groups

More specifically we will be targeting the following actors and seeking to catalyse the following behavior change: Community (mainly parents), Teachers, local leaders/administrators, MoE officials at the counties, County education officials, county government officials, elected leaders and media.