

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

15 June 2016

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 Tanzania is piloting a project titled “My teacher, my hero,” built around the concept of public agency. The pilot will take place in two districts: Ilemela (Mwanza) and Mvomero (Morogoro). 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 district public agency trial, we have chosen to focus on the issue of teacher absenteeism. It is an issue which is likely to unite national level authorities and parents – they will share the perspective that ultimately teachers should be in school, and teaching. Refer to the Concept Note (Annex 1) for more details on rationale, and description of activities.

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

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

Proposals should not exceed total of 40,000 USD.

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.

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 vlipovsek@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

My teacher, my hero. | Public Agency in Tanzania

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.

For the two district public agency trial, we have chosen to focus on the issue of teacher absenteeism. It is an issue which is likely to unite national level authorities and parents – they will share the perspective that ultimately teachers should be in school. However, we also recognise that there is an entrenched low equilibrium. National, district, and local authorities and head teachers are united in complicity: generalized excuses from teachers, lax reporting by head teachers, lack of proper monitoring from the School Management Committee, ward and district authorities. Anyone who is perceived to rattle this chain and shatter the peace is likely to be perceived as a trouble maker. There is little incentive for change on the side of authorities. On the side of citizens, there is little energy for action, low expectations and motivation combine with power imbalances and a lack of awareness about what happens at schools among parents.

At the same time, Tanzania is in a unique state of governance transformation. Antidemocratic tendencies aside, the government wants to be seen to deliver, all the way to the highest levels. And ‘free education’ (currently ‘education without pay’) was a lynch pin of the campaign period for the ruling party and has continued to be the core issue of President John Pombe Magufuli’s presidency. Yet the free education policy hangs on a precipice: the withdrawal of essential funding for schools in the form of parents’ contributions has left many schools struggling for essentials. The situation is likely to get worse before it gets (if even it does) better. This presents a unique opportunity: teacher absenteeism is a relatively visible school issue. Although parents may not have a full overview, we would speculate that there will be a sense of change if teachers are more regularly present in schools. This presents the chance for national authorities to demonstrate change in communities, potentially in the short term. The fifth phase government is in need of just such a ‘win’.

We plan to work in Mvomero and Illemela. We have chosen one more urban and one more rural district. We have also chosen on the basis of reasonable proximity to Dar es Salaam and the strength of the partners’ connections and existing activities.

Overall the aim of the trial is to reduce teacher absenteeism from school in all 40 schools that participate in our intervention. We also aim to start to move public and policy discourse around schools’ data collection systems, teacher welfare and accountability.

More specifically we will be targeting the following actors and seeking to catalyse the following behavior change:

- **Teachers:** to be present in school. Teachers will be influenced by the public recognition, the pressure from head teachers, and the local media noise. They may also be influenced by the national signals and media.
- **Head Teachers** to motivate and pressure teachers to attend, to faithfully track and honestly report on teacher attendance, to more actively and assertively demand for the number of teachers they actually require. Head teachers will also be influenced

by the public recognition initiative (they too will be recognized), the signals from higher authorities, the perception of popular support via the media, the SMC and the increase in community monitoring.

- **The School Management Committee** to monitor, support and pressure head teachers including through independent verification of teacher attendance reporting, and to support head teachers' demands for more teachers when required. They will be influenced by the perceived public demand through the media and public interest in the issue. In addition the support from the Uwezo network and the general signals from community and authorities of interest in this issue should help to boost their efficacy.
- **Village Chairs** to actively work to motivate, retain and welcome teachers, to engage the SMC on the issue, to support the head teachers' demand for more teachers as required and to put teacher attendance on village meeting agendas. They will be influenced by teacher attendance being an election issue, the signals from the top of the importance of this issue, perceptions of community concern and the possibility of being part of the success of increasing teacher attendance (and the resultant status and respect they could gain).
- **Ward Education Officer** to spearhead the public recognition initiative, do spot checks on teacher attendance and to feedback on teacher attendance down the chain (head teachers) and up (DEOS). They will be influenced by the top down directives / signals from the centre.
- **Diwani** to visit schools regularly and verify attendance reports, and to use their power to pressure the head teacher on teacher attendance. They will be influenced by public interest in this issue.
- **Ward Development Committee** (Ward Executive Officer) to put teacher attendance on committee meeting agendas regularly, to consider some financial support to teacher recognition and retention initiatives in communities and to task those within their charge to investigate (and act on) teacher attendance. They will be influenced by public interest, top down signals and media.
- **District Education Officer (and team)** to allocate teachers based on need, carefully review attendance data submitted by wards and schools, conduct spot checks on teacher attendance when they visit the school and reinforce the importance of teacher presence in their communication. They will be influenced by signals from the top and media.
- **District Quality Assurance Officer** to conduct unannounced inspections and to report back on findings to the village meetings. They will be influenced by signals from the top.
- **District Executive Director** to allocate teachers based on need, to re-inforce the DEO's message on teacher presence, use their power to punish / reward teachers. They will be influenced by signals from the top and local media.
- **Parliamentary Committee on Social Services** to raise teacher presence in Parliament and question the relevant ministers. They will be influenced by direct Twaweza outreach and media.
- **MPs from the selected district** (and possibly selected champion MPs) to pressure the district bureaucracy on the issue, visit some schools to do public spot checks, use Constituency Development Fund for teacher welfare, and raise the issue in Parliament and public speeches.
- **Ministers and Permanent Secretaries, Ministry of Education, Science and Vocational Training and Ministry of Regional Administration and Local Government** to endorse the public recognition initiative, to make public statements about teacher presence, to send clear directives on the desire for accurate teacher

attendance data, to compile and present accurate data. They will be influenced by direct Twaweza advocacy, media and signals from the top.

Largely this will be accomplished through:

- **Public recognition** - a program of public recognition of teachers with the highest attendance by ward
- **Top down pressure** - signals (in the form of directives) from national level authorities that they want accurate reporting on this issue and that they support the recognition project
- **Media** - national and local media on the issue – to pressure national and local authorities
- **Bottom up pressure** - local media on the issue and visits by the Uwezo network to schools to continue to keep the issue live, community level discussions and monitoring
- **Community monitoring** – Uwezo volunteers and parents/SMC/social services committee members – doing spot checks for teacher attendance and reporting back regularly in village and parent meetings
- **Uwezo II** – to kick start, a public Uwezo test for the community
- **Dialogues** – through village meetings on the initiative
- **Use of / advocacy on official data (tbc)** - use of official data for recognition program alongside independent monitoring if possible, and then work with TAMISEMI and other staff in the district to review the system of data collection

Description of sample for LME purposes

We are working in Ilemela and Mvomero districts. In each, we are targeting 40 government schools for the intervention. Below is the categorization of primary schools for both districts.

	Ilemela	Mvomero
Total primary schools	100	142
Non gov	29	0
Gov	71	142
Wards	9	23
Av # sch/ ward	8	6

For learning/research purposes, the independent consultant is to propose a feasible sample size.

	Type of initiative	Who has to act?	What has to be done
1	Exploratory work	Twaweza partner and Twaweza TTU	<p><i>Doing our homework</i></p> <p>With teachers – hearing their perspective; explore reaction to proposed initiative</p> <ol style="list-style-type: none"> a) Introduce the idea to TTU (national) to get their reaction and ask them to help us organise the teacher focus groups. b) 4 FGD with teachers, per district – in rural and urban areas. <p>On data especially the classroom and school registers. What is available, how frequently and can we use it?</p> <p>With partner – on what is feasible in terms of teacher recognition, Uwezo II and school monitoring</p>
2	Public recognition of high performers	Ward Education Officer Wenyeviti Head Teachers District Education Officer Local media	<p><i>Quarterly teacher (and head teacher) award for the teacher in a ward who was most often present in class</i></p> <ol style="list-style-type: none"> a) Based on maps (opendata.go.tz), determine how many wards in the district are part of the competition (maximum 40 schools) b) Prepare booklet on teacher recognition project, target audience is community but can be used for other audiences too (teachers, head teachers) c) Letter (see 3) to be distributed to district and ward and village level (partner) d) Distribute information on teacher presence etc (see 3) to Village Chairs, Ward Education Officers and District Education Officers through meetings (partner) e) Try to enlist Ward Education Officer to feel part of the initiative directly (partner) and meet with District Education Officer to get support for the initiative and announce the awardees in next DEO and head teacher meeting f) Village/community-wide meeting around education (learning outcomes) as well as teachers as key in learning; link to teacher presence and welfare. This is the start of Uwezo II (see 6) and the launch of the initiative. g) At launch distribute publications and engage media (partner).

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			<ul style="list-style-type: none"> h) Competition is open to all schools within selected wards. Options for what the award will be based on: <ul style="list-style-type: none"> i. Volunteer / SMC / VSSC spot checks (see 5) ii. Volunteer spot-checks to verify / complement official data (classroom and school registers) iii. Classroom or school register / attendance only iv. Head teacher nomination i) Volunteers to visit each participating schools three times within the window for one award. The first visit immediately after the launch to collect the official data and do spot checks. j) If possible TRIANGULATE official statistics with independent checks, to explore whether official stats represent a true picture, the findings from and feasibility of this will inform the decision on whether or not we can do advocacy for better data collection k) Award will be given out twice – once per quarter, all schools (teachers) in the selected ward are assessed. l) Once selection complete, the winner will be recognised as follows <ul style="list-style-type: none"> i. Local media – interview teacher and head teachers ii. Announce name at village meeting iii. Recognise the teacher and head teacher at DEO/Head teacher meeting, put name of both on district office noticeboard. iv. Need to confirm what type of prize will be relevant and useful and manageable.
3	Challenge bad equilibrium through signals from the top (Top-down directives / signals that teacher attendance is critical and we want accurate reporting)	Ministers, MOEST and PO-RALG MPs	<p><i>High level endorsement for public recognition initiative and for the issue of teacher presence generally</i></p> <ul style="list-style-type: none"> a) Prepare factsheet on teacher presence and link to learning b) Meeting with MOEVT, TAMISEMI, presentation on teachers – why/how we want to help c) Request TAMISEMI (cc MOEVT) to ask for support and letter (of explicit endorsement

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			<p>and ideally instruction) to the 1-2 districts in which we are trying this out.</p> <p>d) Our initiative introduced to Regional Level, then District; either Twaweza or partner using letter as an entry point</p> <p>e) Districts writes to Ward / village</p> <p>f) Meet with MPs on the committee, present (as per MOEST/TAMISEMI) and enlist their commitment (Twaweza)</p> <p>g) Meet with local MPs, same presentation, secure their support / endorsement and commitment (Twaweza)</p> <p>h) Announce initiative in national media, have at least two further news moments on teacher presence and try to feed regular op-eds and stories to media on the issue – to keep pressure on both groups</p>
4	Bottom up pressure	Wenyeviti SMC or social services committee Head teachers Media	<p><i>Keeping the pressure up through regular references to the issue</i></p> <p>a) Local media noise on teacher attendance: news and noise on teacher attendance as an issue, plus specific on our initiative (through partner)</p> <p>b) Partner/volunteer visits to schools to collect data, conduct spot-checks. 10 pairs of volunteers to visit one school per week each, a total of three visits during each 'award period'. Also to remind / promote the issue / show it as popular.</p> <p>c) Village meeting discussions, starting with Uwezo II, and each time a winner is announced.</p> <p>d) National media – see 3</p>
5	Community monitoring	School Management Committee Village Social Services Committee Wenyeviti	<p><i>Trying to involve the community / citizens (selected)</i></p> <p>a) This may be the only or joint basis for the recognition of teachers (see 2)</p> <p>b) Try to encourage SMC or village social services committee to accompany Uwezo volunteers on visits to schools to spot check and review official data</p> <p>c) At village meetings where this issue is discussed, encourage parents to visit schools and talk to their children about teacher presence</p>

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			d) Encourage parents to report back on teacher presence to village meeting directly or Uwezo volunteer
6	Uwezo II	Volunteers, Uwezo partners	<p><i>Assessment for action – public Uwezo tests to spark a community conversation about learning</i></p> <p>a) Conceptualise training model, trainer and materials</p> <p>b) Prepare test sheets and materials for aggregating data and presenting it</p> <p>c) Conduct Uwezo II: community-level assessment of the status of children’s learning ideally at village meeting</p> <p>d) Use this opportunity to publicise teacher recognition initiative and encouragement to get citizen monitoring at school (directly or through the SMC or social services committee)</p> <p>e) First school visit will be immediately after the first Uwezo II.</p>