

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

27 July 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 Uganda is piloting a project titled “*Are Our Teachers Really Teaching? Navigating Past the Problem of Absenteeism*”, built around the concept of public agency. The pilot will take place in two districts: Moyo (Northern Uganda) and Kabale (Western Uganda). 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 Learning, Monitoring and Evaluation (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.

Timeline

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

Baseline activities should be planned no later than 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.
- Having access to qualified research team an advantage

Please submit an expression of interest together with a CV and proposed budget to mkatagaya@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

Are Our Teachers Really Teaching? Navigating Past the Problem of Absenteeism

A Public Agency Concept Note – UG 2016

Context/background

Since 2009, Twaweza has implemented a citizen-led Annual Learning Assessment (ALA) model under the Uwezo initiative in Uganda. The driving philosophy was that generating and sharing information with citizens would catalyze action to compel authorities to be responsive. Under the Uwezo and Sauti za Wananchi initiatives, data, stories and insights have to-date been transported to citizens and key actors through conventional and non-conventional channels such as working with artistes (musicians, comedians and satirists). The underlying aim was to broaden the terrain of citizen agency and stir-up conversations on service delivery in general and learning outcomes in particular. However, just like in Kenya and Tanzania, this approach has fallen short of catalyzing more problem-focused citizen-led engagement at grassroots levels, where we believe real change begins and happens to reduce the gap between citizens and authorities.

In 2016, Twaweza hopes to take a new leap forward. We will pilot a model to catalyze public agency at the sub-national level, with the education sector as an entry point. For real change to happen, we now believe, information is necessary but not sufficient. The citizens have to engage the authorities who should respond to the concerns raised. This model seeks to increase the spaces of engagement. The model also seeks to broaden and deepen conversations between citizens and government with the aim of increasing citizen participation, improving transparency and accountability, and ultimately enabling responsiveness from authorities. The ultimate goal is to improve service delivery in education sector by guaranteeing that children not only attend school, but also learn.

In preparation for piloting Public Agency (PA), scoping missions were carried out in 10 districts in Uganda (i.e. Buikwe, Kaabong, Kabaale, Kibaale, Luwero, Moroto, Moyo, Namutumba, Pader and Soroti). During the visits, face to face meetings with technical, political and CSO leaders at district and sub county level were held. At community level, grass root structures, school leaders and, where appropriate, some teachers were engaged in discussions.

During the visits, we confirmed limited interaction between citizens and authorities, in a public-agency-like way despite the 19 years of implementing the Local Government Act (as amended in 2000), which provides for citizen participation. In addition we noted that information flow takes a top-down approach driven primarily by the priorities of authorities with very little feedback to the citizenry.

Leaders at various levels noted that parents and the community lack interest in school affairs, while the parents contend that even when they take their children to school very little learning takes place. This was attributed to the increased incidences of absentee teachers. Teacher absenteeism, it was observed, takes various forms - (a) failure to report at work; (b) being present on the school compound but not in class; (c) being in class but not teaching; and (d) 'teaching' but not communicating the required content in the curriculum. During our interactions, the media was one tool used to raise some critical issues affecting

citizens. Citizens had raised these issues either in their individual capacity or as members of CSOs. For all partners, the scoping mission assessed the readiness of leaders at all levels for a new public agency approach as well as our partner's capacity to catalyze public agency in their areas of operation.

The idea is to implement this pilot in two districts of Moyo and Kabale in Northern and Western Uganda respectively.

Rationale/criteria for selecting the two districts:

1. Cognizant of the need to scale up the PA intervention after the pilot, the presence of a strong partner in a candidate district is the single most important criterion that guided us. The partner's strengths and capabilities are proxied by the partner's networking skills; their knowledge of the power dynamics at the district and sub-county levels; their convening power including level of trust and respect; their depth of engagement at community level; and their experience in multi stakeholder engagement work. Both Moyo and Kabale districts met these desirable criteria.

2. A district whose characteristics represent any typical local government in Uganda, with respect to resource distribution and allocation, functionality of education structures and the significance of the selected problem using the Uwezo citizen-led Annual Learning Assessment data as a guide.

3. Districts with a semblance of 'openness,' that is a demonstrable desire for access and use of information and data for planning and decision-making. From our PA scoping studies, we confirm that both Moyo and Kabale met these criteria.

4. Using the ranking sheet of the Uwezo 2013 report and the recent PLE results enabled us to categorize the best and worst performing districts in Uganda. Both Kabale performs better than Moyo, for both districts, the performance could get better.

5. Issues of access to education and equity were considered. Both districts are performed reasonable well, but access could be improved.

6. Receptiveness of the district leadership of the PA idea and the leaders' readiness to share information with our PA team. Both Moyo and Kabale met these criteria.

7. Homogeneity in terms of language and culture, for ease of community and sub county discussions and dealing with challenges of multiple language production of engagement materials.

In the light of the above, two rural districts of Moyo and Kabale were selected to pilot public agency in Uganda. We are solidly convinced that these two districts represent Uganda's typical local government authority.

The problem: Teacher are in school but not teaching.

Many head teachers and teachers are often absent from schools. This reduces the learner/teacher contact time. Researched evidence has shown that teacher/learner contact time is a key determinant of learning achievements, particularly in lower primary.

Head teachers and teachers play a pivotal role in delivering basic education in Uganda (and elsewhere in the world). They are the 'gate keepers' to the world of education access, and the first level administrators of every school. In every district, head teachers and teachers

are supposed to collaborate closely with community level stakeholders, sub-district and district level education, and non-education sector leaders to deliver education. With the adoption of the decentralization policy in 1993, and the subsequent enactment of the Local Government Act of 1997, Uganda simultaneously committed to the devolution of powers to local governments and to pursuing the delivery of quality services¹. In effect, interaction between education administrators at all levels became inevitable, and of course the participation of citizens was reinforced.

However, over the years, several studies² have highlighted acute absenteeism³ of head teachers and teachers from their schools with some placing absenteeism rates between 40% and 50%⁴ and some reporting that Uganda's teacher and head teacher absenteeism could be the highest in the world⁵. Through our own Uwezo Annual Learning Assessments, we have established that teacher and head teacher absenteeism still remains a big challenge. For example in 2012 we found that at least 1 out of every 10 teachers was absent from school on the day of assessment⁶.

How did we choose the issue?

Uganda's Ministry of Education, Science, Technology and Sports (MoESTS) estimated the country's enrollment at 94% of children accessing UPE in 2014. This translates into 10.5 million from 2.8 million children in 1996/7. Nonetheless, important regional variations exist. In the Karamoja region, a large proportion of children aged 9-16 years - estimated at 61%, 35%, 27%, and 18% in Kotido, Moroto, Nakapiripirit and Kagoong districts respectively - have never been to school. This falls far below the 4% national average (Uwezo 2014). In spite of the children's right to access primary education being nearly achieved findings continue to show depressing results on learning outcomes with only 13% and 74% of P.3 and P.7 pupils respectively being able to read a primary 2 level English story and correctly solve Primary 2 level divisions.

With a substantial proportion of Uganda's children enrolled in school, the selected PA districts should demonstrate that learning is taking place in the long term. There should be evidence on reduced teacher absenteeism in the short run, since teacher/pupil contact time is one of the key factors that affect the learning outcomes⁸ hence the need to focus on teacher absenteeism. We will make an effort to mobilize citizens/parents interactions, engage with mandated government structures at district and national levels, and collaborate with teachers' umbrella association - the Uganda National Teachers' Union (UNATU).

What do we want to achieve?

Overall we would like to catalyze partnerships between citizens, school authorities, local government authorities and the media that will immediately embark on reducing incidences

¹Local Governments Act 1997 (<http://www.ulii.org/ug/legislation/consolidated-act/243>)

²http://www.teachersforefa.unesco.org/v2/phocadownload/Country_Support/tissa_uganda_full_report.pdf

³<http://www.theigc.org/project/improving-services-delivery-an-assessment-of-absenteeism-data/>

⁴http://www.anppcanug.org/wp-content/uploads/research_reports/ANPPCAN_Uganda_report_teacher_absenteeism.pdf

⁵<http://observer.ug/component/content/article?id=5599:uganda-teacher-absenteeism-is-highest-in-world>

⁶http://www.uwezo.net/wp-content/uploads/2012/08/UG_Uwezo2012ALAREport.pdf

⁷<http://npa.ug/wp-content/uploads/NDPF5-Paper-3172015.pdf>

[http://www.education.go.ug/files/downloads/Revised%20Education%20Sector%20strategic%20plan%202007-2015\(1\).pdf](http://www.education.go.ug/files/downloads/Revised%20Education%20Sector%20strategic%20plan%202007-2015(1).pdf)

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of teacher absenteeism so that children can, over the medium and the long term actually learn. More specifically, we hope to achieve the following:

1. Facilitate key education stakeholders (citizens/parents, school administrators, local government bureaucrats and UNATU) to initiate actions that motivate teachers to teach so that children are learning.
2. Raise awareness of citizens and parents on teacher absenteeism, and enable them to use simple tools to monitor teacher presence and track what their children learn at school. The aim is to build and sustain parental interest in what happens to children when they are at school.
3. Document experiences and lessons emerging from the implementation of the engagement activities between citizens and the duty holders to inform policy at national level.

How will we intervene?

We will adopt the Uwezo 2015 sample at district level. This means the PA activities will be implemented in 30 enumeration areas (EAs), in 30 primary schools. The advantage of this choice is three-fold. First we already have volunteers in these EAs and the local leadership is already familiar with Twaweza/uwezo work, so entry into the villages and schools will be easy. This is very critical so that precious time is not lost in trying to negotiate new relationships and entry. Secondly, the 2015 Uwezo data would have direct relevance to the EAs and schools in which the survey was conducted. Thirdly, although we are not doing a nationally representative sample for the Uwezo scaled down learning assessment complementing the PA pilot, the data generated ought to be representative at district level so that we can put it to good use at district level in addition to using it for community-level citizen engagement and action. In summary, sticking to the parameters of the 2015 sampled villages gives us an opportunity to at least generate data that is representative of each PA district as well as make use of the already existing network of volunteers and data more meaningfully.

For each enumeration area, we will work with 2 volunteers hence a total of 60 volunteers per district. The following stakeholders targeted include; media, community (Parents, School Management Committees (SMCs), LC I Chairpersons and Head Teachers); Sub county (SMCs, Sub county Chiefs and Centre Coordinating Tutors (CCTs)), at the district level (District Education Officers (DEOs), and Uganda National Teachers' Association (UNATU) and at national (Directorate of Education Standards (DES), Basic Education and UNATU).

These activities will involve (not necessarily in chronological order) the following:

Collecting perception baseline information on teacher absenteeism in the two target districts.

While we conducted reconnaissance visits to the districts proposed here to collect preliminary information on the public agency work, no specific focus was given to the problem of teacher absenteeism being addressed through this work. Also, while our Uwezo data includes data points on teacher presence in the schools, those points are not synthesized to insights to guide implementation and effects/end line measure. We therefore propose; a) Visits to the districts to meet with key stakeholders and collect information on the magnitude of teacher absenteeism. These stakeholders may include district officials, some schools, community leaders and parents (through FGDs). Three colleagues will visit

each district for a total of three working days (5 days in total to include travel days). b) Compile any baseline data on teacher absenteeism that can be found in the Uwezo data for previous years to share at the planned meetings. This will be an internal exercise involving simple analyses prior to this follow-up visit to the districts.

There will be no need of contracting a consultant for this follow-up visit to ensure we understand the problem of absenteeism first hand through our own eyes and ears. We will develop the tools internally, collect the data, analyse and write a brief report to inform the next steps of the PA implementation.

Public rewards and recognition of outstanding teachers, head teachers and Schools

Galvanize the teachers under the UNATU umbrella at district level to rally behind the campaign. [A key incentive for the teachers is that positive deviance (PD-like) teachers, head teachers and schools that demonstrate commitment to their work (in spite of the challenging conditions of service) will be profiled and rewarded - such as public recognition, certificates, plaques and gifts]. This, we hope, will motivate teachers and improve the way they deliver education service and get their voice heard by parents and authorities at various levels of government.

- The partner will convene a meetings targeting UNATU/DEO/Media at the district level to raise awareness on the campaign.
- Partner will process information in the village report card, volunteers monitoring form/spot-check report, official data from the schools and charts from parents to identify; PD-like Schools, Head Teachers and teachers
- The partner will involve the PTA, parents, UNATU and DEO to organize and hold the award event
- This event will be held once every term and winners will be publicized on local and national media.

Rally parents, PTA and local leaders to monitor teacher presence at school/class

- Once a month - e.g. every third Friday of the month - parents of the sampled households with school going children in the sampled schools will be encouraged to ask their children two questions; a) was the Math teacher at school and b) did you learn Math today? The parents will be given a pencil, rubber and a chart/card where they tick yes or no response. Each participating household will receive a calendar and Uwezo storybook as a token of appreciation. Volunteers will be expected to visit the sampled households every last week of the month to collect the parents' monthly records as well as engage in one-on-conversations around children's learning and the parents' involvement.
- Every term, once a month (e.g. third Friday of the month) the volunteers conduct spot checks in the selected schools. They will also a) visit the school head and check if the Math Teacher is at school. b) visit the classrooms and observe if the school/classroom time table is followed i.e. they will confirm if the subjects being taught are according to the time table. c) In addition they will record the frequency of visit by district inspectors/CCTs/DEOs to the target schools per month.
- The partner will support volunteers to convene community meetings to discuss teacher absenteeism, their experiences and ways to address this among communities whose children attend target schools.
 - The partner/volunteer will mobilize the community/parents to contribute to the

recognition of outstanding teachers, Head Teachers and Schools that will receive plaques, certificates and other gifts.

Implement a scaled down Uwezo assessment on learning outcomes as an entry point into the schools and the community to mobilize citizen participation in teacher absenteeism campaign.

- Parents, local leaders (e.g. politicians) at district and Sub County will join volunteers to test children on reading a story and division and use the generated data to produce a village report card.
- Using the village report cards combined with the spot check monitoring and information collected by parents, community level dialogues on teacher absenteeism will be convened.
- The partner will process and document issues that cannot be resolved at the sub county level and this will be presented during the district level dialogues.

Use the media to amplify the voices on teacher absenteeism.

- Specifically, a version of citizen-led 'Fix-My-Community' talk show and radio programme (which we observed in Moyo and Kabale during the scoping visits) will be benchmarked and transformed into a Fix-My-School initiative for implementation in both Moyo and Kabale. Citizens/parents will be given a platform to call in to share their concerns/experiences/observations about schools where their children go. Our volunteers and partners will share their findings from spot-checks.
- Raise awareness among literate and illiterate parents using targeted radio drama skits to illustrate ways of monitoring teacher attendance and teaching from their homes.
- Polling on teacher absenteeism (via the Trac FM model) will be incorporated and used to guide radio talk shows.
- Clips on key segments during community meetings will be recorded and aired on radio to shape the conversation on teacher absenteeism.
- Use local media to publicize the awards for PD-like schools, teachers and head- teachers and subsequent winners.

The PA intervention will harness our partner's established relations and networks at district level to facilitate dialogues on teacher absenteeism.

- Partners will hold face to face meetings with the UNATU, DEO and Inspector of Schools to raise awareness on the teacher absenteeism campaign.
- Seek the support of the DEO to mobilize selected schools to participate, commit their own time to recognize the awards, participate and officiate at the awards giving event where PD-like teachers, head teachers and schools.
- Engage the DEOs so that he compels CCTs and Inspectors to do their jobs.
- Through the DEO, raise awareness about the teacher absenteeism campaign during the head teachers association and CSO coordination quarterly meetings.
- Convene district multi stakeholder dialogues on teacher absenteeism.
- Hold the awards event ceremony described above.

Link the district-level teacher absenteeism campaign to the national level; this is intended to secure commitment by exerting pressure on the pilot districts to address teacher absenteeism

- Produce fact sheets/briefs on teacher absenteeism and share with DES
- Use media partnerships to raise profile of the campaign on teacher absenteeism
- Hold face to face meetings with the Director DES and Commissioner DES and Directorate of Basis Education

- Hold meetings with UNATU secretariat on the teacher absenteeism campaign.
- Share the proposed campaign with MPs from the target districts.

IMPLEMENTATION ACTIVITIES

Strategies	Activities	Who to implement
Startup phase	<p>a) Reviewing and analyzing available data (Uwezo and secondary sources), and producing information on teacher absenteeism for the selected districts of Moyo and Moroto.</p> <p>b) Visits to the districts to meet with key stakeholders and collect information on the magnitude of teacher absenteeism.</p> <p>c) Introduce the 'teacher Absenteeism campaign idea to UNATU at national and district level (teachers) and MoES.</p> <p>d) Upon signing a contract and assign dedicated staffs to PA activities and commit right Uwezo volunteers.</p> <p>e) Orienting, briefing, clarifying and harmonizing expectations and roles with our district partners (agreeing on the specifics of what tools, how often, who collects what information teacher absenteeism and who is involved and at what stage).</p> <p>f) Agree on number of sample of households that will participate in monitoring, which subject and may be class</p> <p>g) Orient management/board and staff on PA and expected results.</p> <p>h) Refresher training for key staff involved in Outcome Mapping.</p>	<p>Twaweza Staff</p> <p>Twaweza/ Partner</p> <p>Twaweza/ Partner</p> <p>Partner</p> <p>Twaweza/ Partner</p> <p>Partner/DEO/ UNATU</p> <p>Partner</p> <p>Twaweza</p>
Rally parents, PTA and local leaders to Monitor teacher absenteeism	<p>a) Produce monitoring charts (parents tick attendance/teaching based on child's feedback)</p> <p>b) Village/community-wide meeting around education (learning outcomes) as well as teachers as key in learning;</p> <p>c) Develop a charter on values for the PTA</p> <p>d) Every term, once month the volunteers conduct spot checks in the selected schools. They will also i) visit the school head and check if the Math Teacher is at school ii) visit the classrooms and observe if the school/classroom time table is followed i.e. they will confirm if the subjects being taught are according to the time table. iii) In addition they will record the frequency of visit by district inspectors/CCTs/DEOs to the target schools per month</p> <p>e) Develop media outputs such as radio drama skits for illiterate parents to participate in the campaign.</p> <p>f) Implement Fix-My-School radio programme that allows parents, volunteers to call in and authorities to respond).</p>	<p>Partner</p> <p>Volunteer</p> <p>Partner Volunteer</p> <p>Twaweza</p> <p>Partner</p>

Public rewards and recognition of outstanding teachers, head teachers and Schools	<ul style="list-style-type: none"> a) Seek support from UNATU and DEO to popularize the campaign in schools and secure DEOs commitment to participate and officiate at the awards event. b) Developing a criteria for rewards and nature/type of the rewards. c) Process and analysis the information generate through the village report card, volunteer spot checks, parent/PTA input and official data shortlist awardees d) Village/community-wide meeting around education (learning outcomes) as well as teachers as key in learning to mobilize parents to participate in the nominations of awardees e) Organize and hold an awards event to recognize outstanding teachers, head teachers and schools. f) Recognize winners by announcing them on radio, during at DEO/Head teachers’ and village meeting. 	<p>Partner</p> <p>Partner/DEO/UNATU</p> <p>DEO/UNATU/media</p> <p>DEO/UNATU/Media/partner</p> <p>DEO/UNATU/Media & Partner</p> <p>DEO/Media/UNATU</p>
scaled down Uwezo assessment on learning outcomes	<ul style="list-style-type: none"> a) Pull out Uwezo data on teacher presence, link to learning outcomes. b) Conceptualize training model, trainer and materials (including strong guidance for volunteers on facilitating the discussion scaled down results and linking it to teacher presence. c) Prepare test sheets and materials for aggregating data and presenting it. d) Secure participation of DEO, inspectors, CCTs, sub county chiefs, as well as local councilor’s village meeting. e) Conduct scaled down Uwezo: community-level assessment of the status of children’s learning ideally at village meeting to produce a village report. f) Use this opportunity (assessment) to publicize teacher recognition initiative, particularly making the link between learning outcomes and teacher presence, and parents’ involvement in school activities. g) First school visit will be immediately after the assessment. 	<p>Twaweza</p> <p>Twaweza</p> <p>Twaweza</p> <p>Partner</p> <p>Partner</p> <p>Volunteer/Partner</p> <p>Volunteer</p>
Engaging district and national level actors ministry authorities to cause action on teacher absenteeism	<ul style="list-style-type: none"> a) Launch the absenteeism campaign at district and engage media. b) Convene district multi stakeholder dialogues on teacher absenteeism. c) Produce fact sheets/briefs on teacher absenteeism and share with MoES (DES)/ MPs and parliamentary committee on education. d) Produce and disseminate a booklet with assorted stories by children on their experiences in school e) Use media partnerships to raise profile of the campaign on teacher absenteeism 	<p>Partner</p> <p>Partner</p> <p>Twaweza</p> <p>Twaweza</p> <p>Twaweza</p> <p>Twaweza</p> <p>Twaweza</p>

	<p>f) Hold face to face meetings with the Director DES and Commissioner DES</p> <p>g) Hold meetings with UNATU secretariat on the teacher absenteeism campaign.</p> <p>h) Share the proposed campaign with MPs from the target districts.</p>	Twaweza
Learning Monitoring and Evaluation	<p>a) Conduct review meetings with volunteers to assess progress of activity implementation</p> <p>b) Physical visits by two of our staff to a sample of events organized by our partners to ensure that the right thing is being and to enable correctional measures during implementation.</p> <p>c) Prepare and submit activity implementation reports.</p> <p>d) External review of quality of media outputs.</p> <p>e) Carry out a LQAS survey among recipients.</p> <p>f) A qualitative study to establish changes among a sample of key stakeholders</p> <p>g) Quick reflection meetings after every community event with partners to share feedback on the event.</p> <p>h) Have a major/mid-intervention period reflective meeting with partner representatives and key individuals involved</p>	<p>Partner</p> <p>Twaweza</p> <p>Volunteers/ partner</p> <p>Twaweza</p> <p>Twaweza</p> <p>Twaweza</p> <p>Twaweza</p>

Highlights from Reverse Logic

To clearly understand this problem we used the *Reverse Logic* to articulate assumptions about the key actors, why they behaved the way they do and what the core steps are to 'make it happen' (this is explained in our strategy⁹). Below are the behaviors we like, expect and love to see at community, Sub County and district level among the key stakeholders.

Citizens/ community/ Parents—They should be interested in what happens to children at school by finding out from them whether teachers taught, following up at school to be sure their children are learning, attending school meetings, contributing to initiatives that recognize hardworking teacher and providing the basic needs to their children.

Parents Teachers Association (PTAs) and School Management Committee (SMCs): We would like to see the SMC keenly following up teacher attendance and exerting pressure on the head teachers to school activities.

Local Council, religious and opinion leaders: they should use every opportunity at community gatherings to speak about the parent's involvement in checking on children's books, and treating the teachers with respect in the communities.

Teachers: Very important actors, they should be in class teaching and willing to engage with parents whose children have learning difficulties through class meeting. When absent proper communication and documentation should be submitted to school administrators.

Head Teachers; they are administrators at school, they should be at school teaching and support their teachers to teach. They should put in place measures that incentivize teachers to register non-attendance and recover lost time, submit accurate reports on teacher

⁹<http://www.twaweza.org/uploads/files/TwawezaStrategy2015-2018.pdf>

attendance to supervisors and seek support, and invite parents to attend class/school meetings.

Centre Coordinating Tutors (CCTs); they should regularly visit all schools in their cluster, submit timely and accurate reports on status, attend school meetings and support teachers /heads address challenges identified.

Sub County Chiefs; are the immediate supervisors of head teachers, they should regularly visit the schools within their area of operation, monitor and attend school SMC meetings, support head teacher review and set performance targets including non-absenteeism of teachers in their schools.

Local Council III Chairpersons and Councilors; these hold social contracts with citizen/parents and the core role is mobilizing citizen to participate in government programs. They prioritize education on their agenda, visit schools in their communities, attend meetings and participate in teacher /school reward activities.

District Education Officer/Inspector of Schools; oversee delivery of education service at the district local government level. They should review teacher attendance reports, carry out spot checks and meet with head teacher resolve issues. They should use such information to guide sub county chiefs and CAOs on teacher deployment, transfer, and disciplinary action and implement a Continuous Professional Development (CPD).

Resident District Commission (RDC's) LCV & District Council Speaker; they drive the political agenda and often respond to issues that hurt the political capital. They should be monitoring, tabling education issues on council agenda ad allocating resources. This will motivate the DEO, Sub county Chiefs to be vigilant.

Uganda National Teachers Association; this is a national association of teachers with presence at district level. They should mobilize and support an accountability mechanism to promote good work ethics, they should support recognition of outstanding performance among their members as an incentive strategy.