

## Terms of Reference | Documentary on KiuFunza

### About Twaweza

*We believe in an open society, built on the human impulse to make a difference; where information and ideas flow, citizens engage and authorities are accountable to the people.*

#### Mission areas

- 1. To demonstrate how citizens can come together to collectively address their systemic development problems, and make government work better for them**
- 2. To enable citizens' voices, interests and experiences to be heard and taken seriously in decision-making across multiple governance levels**
- 3. To promote and protect open civic space which enables citizens to freely assemble, organize, speak and act**

### About KiuFunza

Evidence from around the world shows that teacher effort has an impact on learning outcomes; one of the most basic measures of teacher effort is whether or not the teacher is in class. In Tanzania, teacher absence from classrooms is substantial. The Service Delivery Indicators study (2014) found that 14.4% of teachers absent from school, but moreover, that 46.7% of teachers were absent from classrooms. A set of surprise school visits conducted in 2016 suggested the trends are not changing.

Recognizing the central role teachers play in learning achievements of pupils and the magnitude of the problem of teacher absenteeism in Tanzanian classrooms, Twaweza Tanzania has for the past eight years (2013-2019) implemented a teacher motivation intervention based on a cash-on-delivery model (COD). The initiative, termed KiuFunza, aims to measure the impact on student learning of performance pay incentives for teachers in Standards I-II-III of public primary schools.

KiuFunza measures student skills, pays teachers for improved performance based on these skills, and provides feedback to teachers about their performance. It does not train teacher on what or how to teach, nor does it provide any additional teaching resources or inputs into school management. It basically trusts that teachers are able to impart basic skills and competencies (through Standard III), as long as they are motivated to do so.

The narrative around this design has been contested from the start. At Twaweza, we encounter this every time we present KiuFunza publicly: there is much discomfort with the individualized nature of the design, and concerns are raised that such an approach is detrimental to the group cohesion and morale at school-level. Indeed, in exploratory studies conducted by Twaweza on the topic of management of education at district-level, and specifically around teacher absenteeism in schools, the dominant narrative that emerges is one of collectivism, not individual action and individual rewards.

There is strong preference for sharing of responsibility for under-performance (e.g. there are valid reasons why teachers are absent; parents are as much to blame as teachers for poor learning outcomes, etc.); one could almost term this a form of "collective paralysis" where no actor is willing to be at the

forefront of demonstrating change in behavior, partly perhaps because doing so would expose others and therefore potentially threaten the wellbeing of the entire group. KiuFunza aims to spark a positive sense of ownership, where teachers feel they have an interest in improving results and are recognized for their effort.

And KiuFunza works. It has been implemented in 180 government-run, primary schools across 10 districts in Tanzania. Districts and schools were sampled randomly so that results are nationally representative. The first phase (2013 & 2014) trialed the direct delivery of capitation grants to schools (which was subsequently adopted by the government as policy in January 2016) and cash on delivery for teachers – separately and in combination. This phase found a significant positive impact on learning outcomes from a combination of teacher incentives and direct delivery of capitation funds.

The second phase built on this to trial different models of incentive systems since the capitation grant delivery model has already been adopted by the government. After two years of treatment (2015 and 2016), findings show that the impact is equal to one-third of a year of schooling, added to the business as usual learning progress (without incentives).

The third (current) phase is being conducted in partnership with the Government of Tanzania: the ministries of education and local government. Thus far emphasis has been on adapting the model to make use of government personnel, data and systems. We are now completing the first year of collaborative implementation and have just finalized the bonus payment for 2019 performance to teachers.

### Headlines

- Performance pay works! Children learn more when teachers are incentivized.
- Teachers love performance pay. In general teachers feel overburdened and under-valued and performance pay motivates them.
- Individual incentives to teachers can motivate the whole school team to pull together for learning.
- Government systems, data and personnel have been used to make KiuFunza happen so that adopting it as a policy or plan will be smoother.
- We need to build on the dramatic success of enrollment with a focus on learning. Early grade skills are the foundation for all future learning and are often missed meaning that children have no chance of doing well later.

### Findings from research about KiuFunza

**What do teachers say about KiuFunza?** Teachers are unequivocal that KiuFunza is positive. At an individual level they have more financial security which reduces their stress and positions them to be a better teacher. KiuFunza focuses everyone in the school on the child and creates a positive feedback loop of whole school improvement.

**What reasons do teachers give for KiuFunza being effective?** Teachers explain that the financial security that they receive from the bonus enables them to think about tomorrow, to spend more time teaching, and to focus on their students as individuals. A few teachers explicitly stated that as a result of the bonus, they stopped taking work outside of the school. Moreover, KiuFunza was trusted because it was seen as not biased (rewards based on observable outcomes), and because it delivered (the bonuses were paid out).

**What did teachers do differently as a result of KiuFunza?** Teachers speak of adopting different ways to assess students' learning by giving them regular tests to gauge their abilities. The results of these assessments provide teachers with data to differentiate their teaching between students depending upon their individual needs and capacities. In the face of limited teaching resources teachers are improvising and adapting material from their environment, so that they can vary their teaching stimuli and techniques.

A positive feedback loop of whole school improvement has been established. Teachers speak of developing solutions and performance-oriented culture. The school uses limited resources more effectively, and students focus, study and achieve.

Full report attached.

### Objective

Twaweza is seeking an experienced video production team to produce a short film on the KiuFunza initiative with particular reference to the sense of team work created by the program and the inclusion of the whole of the school despite the bonus going to individuals. The film seeks to inspire audiences to, in their various capacities, push for or enable establishment of similar programs. See detailed list of audiences below.

### Brief description

Combining interviews with relevant stakeholders (proposed list below) and footage from schools, the film will be visually engaging and inspiring, and convey some of the emotional hooks of KiuFunza.

### Audiences

- National government officials - to have a more positive attitude towards KiuFunza and the challenges faced by teachers, to incorporate performance pay into policy and planning and budgeting documents. We aim to use testimonials from the movie in policy engagement in Dodoma.
- Education researchers, advocates and policy makers from various backgrounds (NGOs, academics) – to have a more positive attitude towards performance pay as a solution for education challenges and/or hear stories behind the data
- District level education teams – to seek to learn more about KiuFunza and to take up some of the innovative processes within their area
- KiuFunza participants – added intrinsic motivation of the recognition of their challenges and celebration of their achievements against the odds

### *Relevant actors for interviews (suggested)*

- Teachers
- Program coordinators
- Ward education officers
- School Quality Assurance Officers
- Head teachers
- Parents
- Pupils

Please take account of diversity and representation issues

### Scope of Work & Technical Requirements

We welcome creative ideas and suggestions for innovative delivery of the message. But since many of the successes of the program happened in the past, we do not want the film to consist of talking heads only. We imagine that testimonials of those directly involved will become a central part of the movie: from teachers, head teachers, School Quality Assurance officers and Ward education officers involved in implementation, as well as Twaweza regional coordinators. Another useful element would be an animation that explains the principle of KiuFunza Cash on Delivery in simple terms; Twaweza programs have in the past benefitted from such animations (see Sauti animation youtube). Thus we welcome ideas within the proposal to ensure the film is visually engaging.

The documentary is to be motivational, with interviews from local communities, local leaders, teachers, parents, pupils.

The film will be produced in Kiswahili, and in the highest quality standards but should have English subtitles.

The final outputs required are a 15 minute version of the film, and a total of five one minute or less clips of key quotes or moments from the longer version for use on social media.

Twaweza also requires a minimum of 50 photographs from the fieldwork.

The entire film production i.e. writing, filming, editing, voicing/narration etc. should be done by the contractor

Contractor will deliver a final ready-to-air product in broadcast standards of the 15 minute film as well as a compressed web-ready version, and compressed versions of the one minute videos for online use. The Contractor will also submit all raw footage to Twaweza.

### Expected timeline

Activity	Expected timeframe
Submission Deadline	8 March 2020
Review of proposals, final selection (Twaweza)	16 March 2020
Contracting (Twaweza)	18 March 2020
Travel (departure)	25 March 2020 (max to 1 April)
Submission of first draft	6 April
Review and feedback (Twaweza)	8 April
Edits (film-maker)	10 April 2020
Final review (Twaweza)	13 April 2020
Final edits, submission of all deliverables	15 April 2020

### Qualifications

1. Minimum of three (3) years' documented work experience in the area of film/reportage/documentary writing, producing, directing and editing; experience in creating high quality adult-facing animations
2. Access to highest quality filming, light, sound and editing equipment.
3. Ability to operate under strict time limits and apply high production and technical standards for the purpose of maintaining high level of professionalism;
4. Ability to communicate and conduct interviews in English.
5. Track record of successful materials filmed in the region and/or on similar topics would be an asset.

### To apply

Prospective applicants should submit a short proposal (no more than three (3) pages, no need for inserting text directly from these terms of reference into the proposal) including a detailed budget (an additional 2 pages) and three samples of relevant work to [jchirwa@twaweza.org](mailto:jchirwa@twaweza.org), [jkalemera@twaweza.org](mailto:jkalemera@twaweza.org) by 8 March 2020.

*Note: the budget should not include travel costs or per diems as these will be provided as per Twaweza's policies. The proposal can include estimates for the cost of using the film-maker's company vehicle to travel to, around and from the selected district (petrol, wear and tear) but Twaweza reserves the right to provide a hired car if this is more cost effective.*