

Global Partnership for Social Accountability (GPSA) Grant Application Form | Word Version

GPSA requires that all grant applications be submitted using an online application form. Applicants may use this Word version to work on the grant proposal offline, and copy and paste its contents into the e-application. Please refer to the GPSA website at www.worldbank.org/gpsa to find the link to the e-application, to download this document and the Application Guidelines. You may contact the GPSA Helpdesk at gpsa@worldbank.org for questions about the grant application process.

PART 1 OF GPSA APPLICATION

SECTION 1: PROJECT BASIC DATA SHEET

1.1 Project Title. Strengthening Social Accountability in the Education Sector in Malawi
1.2 Country where the Project will be implemented. Mark all that apply. <i>[List of participating countries will show in e-application]</i> Malawi
1.3 Project Overview <i>[Click on text field in e-application to complete the list of questions below in pop-up window]</i>
➤ Recipient/executing organization name. For mentoring proposals, name of mentor organization. CARE International Malawi
➤ Address of recipient organization. Please make sure address includes the country.
➤ Country in which applicant CSO is a legal entity. Please select from list below. <i>[List of participating countries will show in e-application]</i> Malawi
➤ Mentee(s) organization(s) name(s)
➤ Project Manager. If manager not appointed yet, indicate name of Project main contact person. Michael Rewald
➤ Phone. Include country area code.
➤ Email of main project contact person.
➤ Project implementation period: Start date. Estimated date when the Project would begin receiving GPSA funding; an estimated start date should be anytime after July 1st, 2013. If the Project is already being implemented, please explain so under Part 2: Project Description/Description of Components and Activities <i>July 1 2013</i>
➤ Project implementation period: End date. Estimated closing date should be between 3 to 5 years after Project start date. <i>June 30 2016</i>
➤ Project geographic scope: Indicate if project will be implemented at the (a) National level or (b) Sub-national level only. If (b), specify geographic areas covered by the project National and sub national level – districts of Mzuzu City, Kasungu, Dedza, Balaka, Mwanza, Mulanje
➤ Requested GPSA Grant amount. Total Project cost. (in US dollars) Requested amount should range from US\$500,000 to US\$1,000,000; requests below US\$500,000 may be considered depending on the Project's duration and characteristics. GPSA financing may cover 100% of total project cost but it should not exceed 50% of the organization's total operating budget.
➤ Total Project cost. (in US dollars) Overall project cost, including GPSA requested funding.

- **Financing sources.** Additional financing sources. If yes, please list them and include the budget amount contributed by these sources to the Project.
- **CARE USA covering a component of Operating costs USD 54,646.**

SECTION 2: PROJECT OBJECTIVES

2.1 Describe the proposal's core objective(s), distinguishing between the higher-level goals that guide it and the specific, strategic objectives that are expected to be achieved during the project's time frame.

Project objectives describe outcomes by explaining the intended benefits (physical, financial, institutional, social, or other types) to a specific community/group of people or organizations, and/or institutional changes that are to be realized, through one or more interventions. The intended benefits should be:

- Measurable and
- Specific.

By reading a PO, one should be able to determine which group is being targeted directly by the project and what they will be doing better or differently as a result of the project interventions. The nature of the outcome(s) described in the PO should be based on a realistic (and evidence-based) assessment of what effect can be achieved with the available resources (and inputs provided by the Project) over the relevant time horizon using the approach being pursued. Outcomes described in the PO will have to be defined later on in the Proposal's results framework, through indicators, which are often, but not always, quantifiable and measurable or observable. Some indicators are qualitative. In some settings, desired outcomes may include changes in people, organizational or institutional processes, practices, behaviors and relationships, which may best be tracked through qualitative data.

The overall goal of the project is ***girls and boys living in Malawi have access to high quality, accountable and transparent education services.***

Specific Objectives

1. Increase in the level of efficiency, transparency and accountability in the procurement processes of the education sector by 2016
2. Decrease in teacher absenteeism rates in targeted schools in Malawi by 2016

The project will undertake a number of complementary initiatives to increase the level of efficiency, transparency and accountability in the procurement processes of the education sector by 2016. The project will create a culture of accountability at multiple levels. School Management Committees (SMCs) will be trained to monitor the delivery of teaching and learning materials (TLMs) and school infrastructure construction. District Education Networks (DENs) capacity will be strengthened to participate in the procurement of TLMs, awarding of contracts for construction of infrastructure, and participation in Education Budgeting. At National level, the Coalition Secretariat will participate in education budgeting through the Education Sector Working Groups. The information generated will be shared with the Office of the Director of Public Procurement (ODPP) and the Ministry of Education, Science and Technology (MoEST) to develop systems that ensure the transparent and efficient use of public resources.

Similarly, the project will work at multiple levels to contribute towards a decrease of teacher absenteeism rates in the targeted schools. The accountability relationship between teachers, SMCs and students will be improved through capacity building and the community scorecard methodology. Students and SMCs will monitor and report on teacher absenteeism through SMS based attendance tracking. Quantitative information on attendance and qualitative information on the causes of absenteeism and compliance with the Teachers Code of Conduct generated by scorecard sessions will be shared with the MoEST and other stakeholders to influence the design of policies to reduce absenteeism.

[MAX 300 WORDS]

2.2 **Indicate the proposal's focus area.** Please mark all focus areas that apply to this Project.

Social accountability initiative or program	X
CSO Institutional strengthening	
Capacity-building and technical assistance	X
Mentoring [one or more of the above through mentoring]	

2.3 **GPSA Pillars of Governance.** Which GPSA “pillars of governance” are addressed by the proposal? Mark all that apply.

Pillars of Governance	GPSA Expected Outcomes (Program level)	Pillars addressed by the Project
Transparency	➤ People are able to get more information about government activities and are able to use this information effectively	X
Representation and voice	➤ People have a mechanism and/or policies through which they can voice their concerns to the government and influence policy	X
Accountability	➤ Governments are more accountable to beneficiaries in delivery of services and in management and use of public resources	X
Learning for improved results	➤ GPSA beneficiaries have greater knowledge and practice of social accountability, and civil society organizations have greater capacity to implement social accountability initiatives	X (this is a required area for all Grant Applications)

2.4 **Project Goals and CSO's Mission.** Relate your proposal's goals and objectives to your organization's mission, objectives and existing program areas. Explain clearly how the proposal fits within your organization's work. If you wish to attach supporting materials about the Project or your organization's work, you may do so at the end of the application, or you can include a website link in your answer.

Since the adoption of a rights-based over a decade ago, CARE started applying a governance approach to programming. The CARE governance programming framework identifies three domains of change: 1) empowering citizens, 2) making public authorities more effective, responsive and accountable, and 3) opening up spaces for negotiation and dialogue between citizens and public authorities. Demand driven governance and the application of social accountability tools are at the core of this approach and a perfect fit for the objectives of this call. CARE International has a long track record in applying community scorecards (CSC); a tool that was first developed by CARE Malawi over 10 years ago and has been applied in the health, education and livelihood sectors. CARE also has experience in implementing the scorecard in other countries including Tanzania, Rwanda, Egypt and Ethiopia.

In Malawi CARE has been delivering education interventions for 13 years and has reached over 135,000 girls. Working with schools and communities at primary and secondary levels, CARE has strengthened decentralized planning, enhanced the transparency and accountability in the delivery of education services; built the capacity of communities to participate in the educational life of their children through school boards, mother groups and participation in governance activities through CSC, and has mobilized communities to contribute towards improving the physical school environment and facilities. At the national level, CARE builds capacity within civil society organizations and governments to develop and implement effective policy reform; improve the quality and relevance of learning; enhance the status, morale and professionalism of teachers; and advocate for quality basic education.

The Civil Society Education Coalition of Malawi (CSEC) has a mandate that is rooted in the promotion of social accountability in the education sector. The CSEC works to promote accountability and transparency in the education sector through ensuring that adequate resources from the government are channeled towards education and that these resources are used effectively to improve the quality of education. To achieve this objective, the Coalition has been conducting effective

budget monitoring for over 10 years as a way to hold the government accountable and ensure transparency in the use of public funds. The focus has been on pro-poor priority expenditures: TLMS, Teacher Training, Teacher Welfare, Inspection, Early Childhood Development, Special Needs Education, and cross cutting Issues of Gender and HIV/AIDS. CSEC has conducted education delivery satisfaction surveys, public expenditure tracking surveys and budget analysis at both national and district level.

[MAX 400 WORDS]

2.5 Project Beneficiaries. Please identify the project's beneficiaries. *[Click on text field in e-application to complete the two sub-questions]*

2.5.1 Project's main direct beneficiaries. People benefiting directly from the Project's outcomes. This involves identifying people for whom the project is intended to bring changes, e.g. population from targeted areas benefiting from improved access to or use of specific services, and for whom the change in policy or practice will make a difference in their lives. If the project intends to engage people from poor and vulnerable groups, please make sure to explain clearly how are they going to be engaged in the Project, including what is expected in terms of outcomes that will benefit these specific groups.

The direct beneficiaries of the project will be 45,000 students attending primary schools in the districts of Mzuzu City, Kasungu, Dedza, Balaka, Mwanza and Mulanje located in the six education divisions of Malawi.

The project will improve the quality of education for students attending the targeted schools, as well as empower them to become young active citizens that understand the importance and benefits of engaging with public authorities whose actions affect their lives. The project will support the students to develop their skills and capacities to understand their rights and responsibilities in relation to accessing education services and will support them to participate and influence the design and delivery of these services. The students will be involved in the procurement of teaching and learning materials specifically through textbook count exercises. They will be trained to engage in constructive dialogue with teachers and other stakeholders to demand appropriate services, and will monitor and report on these services using mobile phone technology, holding teachers accountable when they fail to deliver on their commitments as established in the teacher code of conduct. It is anticipated that these students will ultimately benefit from better quality education services including improved teacher attendance, improved procurement services and the timely delivery of teaching and learning materials and construction of quality school infrastructure.

According to 2011 EMIS data, there are 5225 public primary schools in Malawi. The project targets 150 schools in all 6 Education Divisions of the country (25 per division) for a total coverage of about 3%. CARE and CSEC will each cover 75 schools.

[MAX 250 WORDS]

2.5.2 Project's indirect beneficiaries. Wider community benefiting from potential Project outcomes and impact. For Projects focusing on governance reforms, expected outcomes and impacts may benefit the country as a whole.

The design and implementation of policies to address the inefficiencies of education procurement and the root causes of teacher absenteeism by the MoEST will benefit the entire sector and present and future students in Malawi. If well resourced and comprehensively implemented, these policies will address some of the most significant barriers to quality education. Beyond the MoEST, other national level indirect beneficiaries include the Office of the Director of Public Procurement, the Ministry of Finance and the Teachers Union of Malawi (TUM). At a more decentralized level, parents, teachers and members of SMCs will also be the project's indirect beneficiaries.

[MAX 100 WORDS]

SECTION 3: PROJECT DESCRIPTION

3.1 Sectors of Focus. *[Click on the text field in the e-application to mark your answer(s)]*

Please mark the sector(s) of focus of the proposal		Mark proposal's scope for the sector(s) indicated		
		National	Regional (in-country)	District/Local
Core public sector focus	Transparency/Access to Information	X	X	X
	Budget Accountability			
	Procurement	x	x	x
	Anti-corruption			
	Other (please specify)			
Sector focus	Education	X	X	X
	Health and nutrition			
	Social protection			
	Water and Sanitation			
	Energy			
	Transport (roads/public transport)			
	Natural resources			
	Other (please specify)			

3.2 Project Strategy. The Project must spell out a clear strategy to generate changes and deliver tangible results. The *strategy in this context* refers to the courses of action that will be prioritized and taken by the Project to achieve its expected outcomes. The Project's strategy is broader than the choice of specific social accountability "tools" or mechanisms, and should also consider other dimensions such as constituency-building (including national and sub-national level options), alternatives for engaging with the state, communications and outreach, among others.
[Click on text field in e-application to complete the 5 sub-questions in pop-up window]

3.2.1 Summary of Project strategy. Describe the governance and/or development issues that will be addressed by the project ("What?") Summarize the project's strategy to achieve the proposed changes and reforms. ("How?") If the Project's focus is institutional strengthening of CSO(s) only, please summarize the Project's institutional development strategy. In which ways will it link with the implementation of social accountability activities by beneficiary CSO(s)?

The key issues addressed by this project are inefficiencies in the education procurement system and teacher absenteeism. The procurement of TLMs is subject to frequent delays and often do not meet the needs of students. It is under-resourced, subject to corrupt practices and has an urban bias.

Teachers in Malawi experience serious motivational problems caused by low pay levels and challenging working and living conditions resulting in chronic teacher shortages, large classes and heavy workloads. The information generated by this project will demonstrate the significance of the problems, which will motivate stakeholders to design appropriate policy interventions.

The project strategy centers on the full involvement and participation of key stakeholders. CARE and CSEC are already present in the majority of targeted schools and have good relations with the SMC and teachers. Beyond the local level, the project will build strong relations with the DENs, District Councils, the TUM, the MoEST and the ODP. These partners will meet regularly to discuss progress, challenges and lessons learned. The information gathered through monitoring will be made available to these partners and the general public, in a sensitive manner. The media will be involved in raising awareness, disseminating this data and organizing public discussions.

i) The project will generate robust, credible and independent data in a consistent and easily accessible manner which will form a basis for advocacy on policy reforms around teacher absenteeism and procurement integrity. CARE will also work with the Government and MoEST to explore mechanisms for the data to feed into existing national data systems including the internal EMIS. For example, at district level the data generated from the project will feed into the district M&E system or education data bank/district EMIS. This will be achieved through district level engagement with local assemblies. At

national level, data generated from the project will be shared at the TWG, SWG, LEG and JSR processes thereby feeding into the national EMIS. Currently the EMIS does not adequately collect the required data; therefore the project data will help to fill in the gaps. If the pilot proves effective, the MoEST will also be encouraged to explore the possibilities of institutionalizing the mobile platform based monitoring system.

ii) A number of studies have been conducted on the root causes of teacher absenteeism in Malawi. Teacher absenteeism is caused by different factors which include inefficiencies in the education system and school level management, the lack of incentives for teachers especially in rural areas, resource constraints at different levels with impact on teachers' salaries, the quality of local accommodation for teachers, and community attitudes. Building on existing literature, the community scorecards will complement national level analysis by generating a thorough analysis of the problems and causes of absenteeism at local level. This will be mainly achieved by creating a space of trust where different stakeholders (SMCs, PTAs, students, teachers and parents) will be able to discuss findings of the CSCs and reflect on the roots causes. The model will also generate a set of recommendations for action at community, district and national levels. This analysis will support the data generated through the monitoring of teacher absenteeism at school level.

[MAX 200 WORDS]

3.2.2 Strategy for building multi-stakeholder support. What is the strategy for building multi-stakeholder support for the project? Which strategic pathways will be used? (e.g. coalition-building, use of networks, targeted outreach to change agents across diverse stakeholder groups, such as private sector, media, others; strategic coordination of local and national civil society monitoring interventions; use of transnational networks and coalitions; use of international standards and independent monitoring mechanisms; among others) If the Project's focus is institutional strengthening of CSO(s) only, please explain how the proposed activities will improve beneficiary CSO(s)' capacities for building multi-stakeholder support for its social accountability work."

The project will engage multiple stakeholders at different levels and create forums where representatives from local, district and national levels can share lessons and discuss key issues. Discussions have already taken place with the MoEST to obtain buy-in for the proposed project and representatives will be involved in all phases of the project at national and regional levels. CSOs including the DENs will be involved in evidence-based advocacy and will oversee the monitoring at community and district levels. The project will establish spaces for engagement between the CSOs and the MoEST and the Office of the Director of Public Procurement at regional and national levels. Media partners will be identified at the outset to provide visibility for project achievements and innovations, and generate public debate on social accountability.

Local communities, students and SMCs will monitor procurement and teacher absenteeism and will engage with teachers, DENs and District Councils at local and district levels. Teachers will be encouraged to be transparent and accountable to students and will also be apprised of the importance of adhering to the Teacher Code of Conduct. The project will establish strong linkages with the TUM and will invite representatives including teachers to participate in key forums.

[MAX 200 WORDS]

3.2.3 Strategy of constructive engagement. What is the proposal's strategy of constructive engagement with the state (executive, legislative, judicial/national, sub-national, local, regional)? What actors are expected to use what type of information related to or generated by the Project, and how these actors will use such information? If the Project's focus is institutional strengthening of CSO(s) only, please explain how the proposed activities will improve beneficiary CSO(s)' capacities for constructive engagement with the state.

At national level the project will establish a forum where CSOs will interact with Members of Parliament, especially the Parliamentary Committee on Education (PCE) to discuss issues related to procurement processes and teacher absenteeism. The CSEC has developed vibrant working relationships with Parliament Committees of Education, and Budget and Finance which generally provide oversight of the education sector and national budget implementation. These forums will be used to lobby for favorable laws that address the inefficiencies in the procurement system and the root causes of absenteeism.

The MoEST will be the main vehicle through which the project will constructively engage with the Executive. The CSEC sits

in the Education Sector Working Group (ESWG) and its various Technical Working Groups. These spaces will be used to engage the MoEST and Local Education Development Partners in this project. These spaces are one of most effective means to influence policy change due to their mandate to contribute towards policy design through the ESWG and the Joint Education Sector Review processes. In addition, CARE and CSEC will call for special meetings with relevant Directorates in the Ministries of Education and Finance to discuss issues emerging from the monitoring processes.

[MAX 200 WORDS]

3.2.4 Communications and outreach strategy. What is the communications and outreach strategy for attracting the attention of different audiences, including the media? If the Project's focus is institutional strengthening of CSO(s) only, please explain how the proposed activities will improve beneficiary CSO(s)' communications and outreach capacities.

The communication strategy will focus on both awareness creation and knowledge sharing and the services of an expert will be hired to develop a communications strategy for the project. Media partnerships will be established to raise awareness and disseminate information generated by the project in an appropriate and constructive way. A publicly accessible web based database will be available, with information collected through the monitoring processes, including through the SMS based tracking system.

Key stakeholders including the general public will be made aware of this initiative through a project launch event, radio spots and newspaper articles. Community awareness-raising will focus on increasing peoples' understanding of rights and responsibilities. This process will help various stakeholders understand why citizens have the right to demand improvement in service delivery and the responsibility of the state and service providers to ensure quality service delivery. Avenues to involve the public will be explored, including through newspaper columns and call-in programs on radio.

The information and knowledge generated throughout the implementation of the project will be communicated to appropriate audiences using a variety of communication channels – this will include websites, publications, case studies and policy briefs that will highlight breakthroughs, lessons learnt and key recommendations.

[MAX 200 WORDS]

3.2.5 Choice of social accountability mechanisms and tools. What are the specific social accountability mechanisms or tools implemented or employed in the project? How will they contribute to the proposed outcomes? If the Project's focus is institutional strengthening of CSO(s) only, please explain how the proposed activities will improve beneficiary CSO(s)' capacities to design and implement social accountability mechanisms and tools.

Component 1: Procurement Monitoring

National and district **budget analysis** will be conducted annually to determine allocations for procurement of goods and services. This will inform the tracking of the education budget and form the basis of advocacy for better procurement of pro-poor goods and services in the education sector.

CSEC will pilot the adoption of **Participatory Budgeting** in two district councils and child budgeting in 5 primary schools. This is a tool that allows citizens voices to be heard and represented during the budgeting cycle so that their community needs are prioritized in the budget.

Public Expenditure Tracking Surveys (PETS) will be used to monitor how funds allocated for procurement are transferred from government treasury to districts and schools.

CARE and CSEC will develop **procurement monitoring** tools that will be used at national, district and school levels. The tools will focus on monitoring the delivery of goods and services and assessing prequalified or identified suppliers of TLMs and infrastructure construction contractors.

The CSEC has been a partner of the ODPP on Public Procurement Initiative - initially supported by the World Bank Institute (WBI) - serving as the Interim National Convener. This initiative aimed at strengthening existing systems by enhancing the capacities of civil society organizations and relevant government institutions involved in the procurement process. Also, CSEC is currently monitoring the national budget, the procurement of TLMs and construction of school blocks through the Trocaire funded project. Through these efforts, CSEC has already been engaging with the MoEST (Department for Procurement), parliamentary committees on education and Public Audit Committee (PAC) and the budget and finance committee. Due to these existing relationships, CSEC is participating in the review of the national procurement policy and act. In addition, CSEC collaborates with several partners including MEJN to strengthen the integrity of the procurement

process through the national integrity index project which is on-going.

The GPSA call for proposals highlighted the main objective in relation to procurement as follows:

Monitor and report on the procurement processes of the education sector, thereby strengthening the engagement and cooperation between CSOs and the Office of the Director of Public Procurement. The information provided will be used to ensure a transparent and efficient use of public resources in the education sector.

As such, the primary purpose of this project will be to monitor and report on the procurement processes. Its secondary purpose will be to influence and advocate for critical reforms including the following:

- The need for decentralized procurement systems in line with the GoM decentralization policy
- Establishing greater independence of the ODPP from party politics that currently heavily impact on the hiring and termination of senior positions.
- Standardization and simplification of procurement procedures especially at local council level.

The ODPP has made good progress in some regards:

Policy revision – ODPP has revised the Procurement Policy and Act, mainly addressing two key issues: 1) the policy has reduced the non-objection powers of the ODPP, that can now only make non objections after verification; 2) the policy has strengthen the role of Civil Society that can now participate in the opening of a tender as a way of enhancing transparency.

At the same time, the ODPP still faces a number of challenges:

Capacity: The ODPP does not have adequate capacity in terms of human resource to monitor procurement processes including compliance. With the drive for decentralized services, some district councils still do not have procurement personnel on board.

Independence: The Director of ODPP is currently appointed by the President, though confirmed by the Public Appointment Committee (PAC). The issue here is the degree of autonomy of the decision making process in the event that the ruling party has a majority of members in the PAC.

The project will put in place a number of feedback mechanisms through which information will be shared with the ODPP:

- A bi-annual forum for sharing key findings with key stakeholders such as ODPP.
- Policy briefs developed from the project will be shared with the ODPP and other stakeholders like MoEST
- Where necessary and as the need arises, the project will facilitate direct interface with ODPP especially on issues that compromise procurement integrity. It is anticipated that the monitoring systems will generate such information.

Component 2 – Monitoring teacher absenteeism

Community scorecards (CSC) will be the entry point to facilitate discussions between teachers, students and SMCs on the quality of education and the impact of teacher absenteeism. A set of relevant indicators will be developed and scored. A discussion will be facilitated between all stakeholders to discuss possible solutions and develop a joint action plan. Some actions will be addressed at community level while others will be presented to the DEN's for discussion at district and national levels. Both quantitative and qualitative information will be generated through the CSC.

During the scorecard sessions, a mechanism to monitor teacher absenteeism using **ICT** will be discussed and introduced to all stakeholders. The project will contract the services of experts to develop and launch a customized **Mobile Teacher Absenteeism Reporting System** that enables students, Head Teachers and SMC members to submit reports on teacher attendance via SMS. The data will be transmitted to a server and information generated will be made available in real time through a password protected online database. This process will generate disaggregated quantitative information.

The use of these tools will contribute towards the objective of producing credible and relevant information on the inefficiencies of the education procurement system and teacher absenteeism. The participation of both users and service providers in these monitoring processes will contribute towards creating a culture of accountability and increasing citizen's participation in monitoring and reporting on teacher absenteeism.

CARE has some experience in other countries using mobile platforms for monitoring information, especially in the health and environment sectors. This limited experience will be complemented and strengthened by the significant international expertise of Souktel.

Since 2006, Souktel has leveraged Africa's ubiquitous mobile technology to monitor and support teacher professional development, to distribute educational content to families and students, to deliver surveys and quizzes across the education stakeholder spectrum, and to facilitate teacher peer to peer learning through innovative, but basic, mobile services that support donor-funded education projects. Selected use cases involving a similar mobile platform include:

Kenya: Teachers without Borders – Teacher Professional Development Support Service

In Kenya, Souktel partnered with Teachers Without Borders (TWB) to design a custom SMS platform to help local teachers set and track classroom goals. At the start of the year, TWB asks teachers to submit personalized goals for the academic year via text message. Then, throughout the year, TWB staff periodically sends out follow-up SMS alerts, asking teachers to report on their progress. An alert might read as follows: "In Jan, you stated that your main goal was "ensure that all students attend class every day". How are you progressing toward this goal? Text a number from 0 to 5, where 5 = great progress, 0 = no progress." Based on responses, TWB staff can then strategically target teacher support. Souktel's platform also facilitates TWB's work in planning, tailoring and evaluating teacher trainings: local trainers can send SMS surveys to all potential participants to determine 1) the best time and location for trainings; 2) the topics teachers wish to cover; 3) alerts to remind participants of the training time and location; and 4) evaluation surveys after trainings to gather real-time, formative feedback.

Rwanda: EDC Inc/USAID - Youth Data Tracking and Mobile-Enhanced M&E at Scale

As a key part of the Education Development Center's (EDC) USAID-funded Akazi Kanoze Youth Livelihoods Program, Souktel provides a tailored data collection system so that Akazi Kanoze's over 15,000 youth beneficiaries can update their employment, civic engagement and volunteer status on a monthly basis via a toll-free SMS shortcode and a series of easy to use commands. Souktel integrated its system directly into the backend of EDC's dedicated tracking system, so that all incoming data flows directly into the program's dedicated monitoring and evaluation database - each number automatically is tagged with the student's reporting code, which then matches his/her data with their individual record. Through a real-time system monitoring dashboard, EDC can see which students have entered their monthly data, and create targeted groups of those who have not to send out a reminder SMS. Additionally, Souktel's system sends out automated request for input to each student, automatically scheduled for when reporting information is due. With this system, EDC can efficiently and cost-effectively collect and monitor longitudinal impact data at scale, even in rural areas of the country - meaning greater data quality for improved monitoring and evaluation.

Once each software component has been created, Souktel's developers will carry out an initial phase of internal testing and de-bugging to ensure that the prototypes function smoothly, are easy to use, and function error-free. The team will then

activate local phone numbers (or easy-to-remember “shortcodes” like “123”). Staff will then connect the local applications to national mobile networks, and carry out web and phone-based accessibility testing to ensure that the services run smoothly and users can access them without difficulty.

Following successful de-bugging and network testing, Souktel will carry out a round of pilot testing for all software services among random samples of target audience segments. Souktel will work in collaboration with CARE Malawi staff to organize focus groups where groups of 10+ users convene to trial the services and give their feedback. Where possible, the pilot trials will emulate actual envisioned use cases (eg. teacher attendance reporting). These simulations will help ensure that the team can collect relevant feedback, and make useful modifications to the applications.

[MAX 400 WORDS]

3.3 Social Accountability Tools. Please select the social accountability tools and mechanisms that are expected to be used during the Project’s lifetime. Mark all that apply. This information will be used for knowledge and learning across GPSA’s activities. *[Click on text field in e-application to mark your answer(s)]*

Social Accountability Tools and Mechanisms	
Transparency and Access to Information	
Develop policy proposals to advance new, modify or reform existing transparency and access to information legislation or regulations (national, state/provincial, municipal, sector)	
Develop information and communications materials to make public information accessible to targeted audiences	X
Submission of requests for access to public information	
Develop online database <u>to display</u> public information in accessible, understandable formats	X
Independent budget analysis (national, state/provincial, municipal, sector)	
Use of Supreme Audit Institution reports/other Oversight Agencies’ reports & data	
Other(s) Please specify:	
Voice and Representation	
Develop civic application to display public information and engage citizens or targeted audiences through the use of ICT tools (e.g. crowd-sourcing, SMS)	X
Capacity-building of CSOs, CSO networks and/or targeted citizen groups	X
Setting-up or strengthening state-civil society councils or committees	
Use of formal public petition process or organization of informal collective petition process (e.g. using web-based petition tools)	
Use of formal citizen participation mechanisms (e.g., public hearings, participatory rulemaking processes, etc)	
Other(s) Please specify:	
Accountability	
Develop online civic application <u>to monitor</u> government’s enforcement of transparency/ATI policies	
Develop web-based civic application to monitor (national, state, municipal, sector) public programs and institutions	
Independent budget monitoring (including budget expenditures tracking, budget process monitoring)	
Design and implement community scorecards to assess service delivery (availability of inputs, service quality)	X
Design and implement social audits of public policy/public program implementation, community-based monitoring of public works’ execution	
Independent monitoring of procurement and contracting processes	X
Design and implementation of complaints handling or grievance redress mechanism	
Collaboration with accountability institutions (e.g. Ombudsman Office, Supreme Audit Institution)	
Use of international standards and monitoring mechanisms to monitor (national, state/provincial, municipal, sector) country’s compliance, enforcement and implementation of policies and programs	
Other(s) Please specify:	

3.4 Summary of Project Components. *[Click on text field in e-application to complete the three sub-questions]*

3.4.1 Project Summary. Please provide a general description of the proposal’s main components, including their key

objectives, activities, beneficiaries and stakeholders that will be engaged. You will be able to provide detailed information about each component in Part 2: Project Components.

This project will monitor and report on the procurement of goods and services and teacher absenteeism in 150 primary schools in six education divisions of Malawi.

Specific objectives:

1. Increase in the level of efficiency, transparency and accountability in the procurement processes of the education sector by 2016
2. Decrease in teacher absenteeism rates in targeted schools in Malawi by 2016

Approximately 45,000 children will directly benefit from this intervention. As a result of advocacy efforts and robust quantitative and qualitative information generated through the monitoring processes, it is anticipated that the MoEST and the Office of the Director of Public Procurement will implement appropriate policies to address teacher absenteeism and inefficiencies in the procurement system. This will contribute towards girls and boys in Malawi having access to high quality, accountable and transparent education services resulting from increased attendance and efficient procurement services.

The procurement monitoring component will involve capacity building of DENs, SMCs, District Commissioners and students to monitor the procurement of goods and services at district and school levels and adopt good practices when awarding and managing procurement contracts. At national level, analysis of the education budget, procurement reports and national audit reports will be undertaken to provide a picture of how the education sector is performing in relation to financial management and procurement. Policy briefs will be developed and policy makers including representatives from the MoEST, Parliament Education Committee, Ministry of Finance, Director of Public Procurement, donors and the World Bank will be invited to participate in discussions to improve the procurement processes.

The teacher absenteeism component will involve community mobilisation and training on community score cards targeting students, parents, community members and SMCs. CSCs will create spaces for interaction and constructive dialogue on the quality of education services and perceived issues and problems. Specific emphasis will be placed on teacher absenteeism and the causes of absenteeism. The DENs will also benefit from capacity building in advocacy. Building on the CSCs, a model for monitoring and reporting on teacher absenteeism in a transparent, participatory and accountable manner will be developed. Regular monitoring and reporting using a customized SMS tracking system using a mobile platform will also be piloted through this project. All SMS reports will be accessible online through a dynamic user interface--and will be searchable by monitor mobile number, date, time, school and teacher. Data visualizations--such as real-time bar charts and maps--will enable system users and Ministry officials to track trends and identify schools which require immediate follow-up. The information generated from the monitoring will be regularly presented to the MoEST and other key stakeholders for appropriate policy interventions. The qualitative information generated from the scorecard discussions will also be documented and shared widely to address some of the root causes of absenteeism.

[MAX 500 WORDS]

3.4.2 Summary of Lessons Learned. Summarize what lessons have been learned from previous experiences in the project's sector or area, including projects carried out by your organization or by other actors in your own country, or from other countries. Explain how the project design has taken these lessons into account.

Lessons learnt from past experience in implementing social accountability projects include:

- Involvement of parents and students in the budget monitoring exercises helps triangulate data and helps assess the impact of inefficient government budget tracking systems
- In the absence of appropriate laws in Malawi, access to information depends on informants' willingness to collaborate - Government officials are therefore important partners in social accountability initiatives
- Education sector financing and disbursement arrangements are under continuous review and involving government officials is pivotal to achieving desired results
- The community scorecard makes a strong contribution to the governance agenda as it facilitates a transformative process which requires changes within individuals, and between individuals, groups and institutions.

- The impartiality of the facilitator, the active participation of both users and service providers, the importance of community mobilization, and closer monitoring and follow up of action plans are crucial aspects of the CSC process
- A study commissioned by Plan on *The Political Economy of Community Scorecards in Malawi (2011)* cautions against making assumptions about accountability and citizen’s empowerment resulting in improved service delivery as contextual realities including incentives and power dynamics at local level and the authority of the centralized state has a strong influence on service delivery
- Soukter’s development of a similar SMS reporting system in Tunisia suggests that random verification of reports is necessary to triangulate information and ensure the veracity of the information.

All these factors have been taken into consideration in the design of this project.

[MAX 250 WORDS]

3.4.3 Alternatives Considered. What alternative interventions were considered in the design of this project? What were the pros and cons of such alternatives? Please include at least one alternative considered. Explain the reasons why the chosen project design is the most appropriate.

One alternative that was considered was to engage the Teachers Union of Malawi (TUM) as an implementing partner. This would have made the project more acceptable to teachers and head teachers and would have made reporting of teacher absenteeism easier. However, there would have also been a conflict of interest as the TUM is a representative body of teachers and may have faced difficulties in objectively reporting on teacher absenteeism. Therefore, the current design aims to work with the TUM as an ally, rather than as an implementing partner.

Another alternative that was considered was to work on component 3 – Capacity building of CSOs, in conjunction with component 1 and 2. However, while this would have enabled a comprehensive approach, there would have also been a dilution of focus on all three components due to the limited resources available.

The chosen project design is the most appropriate, as it combines tried and tested social accountability tools including the use of ICT. The participation of both users and service providers at different levels in the process will contribute towards creating a culture of accountability. The availability of robust data on the procurement system and teacher absenteeism will encourage policy makers and other stakeholders, including donors, to undertake informed debates on putting in place policy and practice reforms that effectively address two major problems inhibiting the delivery of quality education in Malawi.

(MAX 250 WORDS)

SECTION 4: PROJECT IMPLEMENTATION

4.1 Capacity-Building: Please explain and justify how you are planning to address your organization’s – or mentee(s) CSOs - capacity-building throughout the Project’s lifetime. Capacity-building areas may include organizational areas (financial management, ICTs, etc) or core areas related to the achievement of the Project’s objectives (e.g., sector/policy analysis, such as poverty or budget analysis, etc.) Indicate whether your plan to request external support for this purpose; if you have already identified external support please explain.

This question must refer to the recipient’s or mentee’s capacity-building and institutional strengthening activities. Capacity-building activities related to the implementation of social accountability activities, and targeted at the Project’s direct external beneficiaries must be described in Section 3: Project Description, under the appropriate Component. If the Proposal focuses on Institutional Strengthening of beneficiary CSO(s) only, and this issue has already been addressed under a Component, you may skip this question indicating “Question answered in Component X”.

The project will be implemented through a consortium between CARE and CSEC, in collaboration with the MoEST and District Education Networks (DENs). CARE International UK (CIUK) has developed considerable expertise in the field of governance including social accountability and will provide technical assistance to CARE Malawi and CSEC in the following areas:

- Facilitate structured reflection and learning out of this project.
- Support the generation of case studies and applied research, especially around the combined use of CSCs and ICTs
- Link to other CARE Country Offices implementing CSCs and other SA methodologies

- Link to CARE learning spaces, like CARE CSCs learning community and CARE UK's Governance Community of Practice
- Promote exposure to innovative practices and literature and broker relationships with academics, think tanks and other partners beyond Malawi

Souktel is a company that designs and delivers mobile phone services for a range of development actors, primarily using SMS services. Souktel has a long track record in providing ICT technologies related to the education sector, including ongoing projects in Rwanda and Somalia. Souktel will design a package for this project to involve students and SMC members in monitoring and reporting teacher absenteeism using mobile phones and will also develop the capacities of project staff to manage and implement this component.

The District Education Networks (DENs) are the district level structures of CSEC and are responsible for conducting research and advocacy initiatives at district level. Capacity building of DEN members will include sessions on the community scorecard, and on analyzing, reporting and packaging the information captured from scorecard meetings for advocacy at district and national levels. Identified members of the DENs will be provided with additional training on procurement and budget monitoring.

[MAX 400 WORDS]

4.2 Role of Partners. Describe the Project's proposed implementation arrangements with external actors/partners; and proposed roles and types of contribution to the Project. For Mentoring proposals, clearly describe mentoring and partnership arrangements between mentor organization and mentee(s) CSO(s).

CARE will meet contractual requirements and be responsible for overall management and direction of the project. It will directly implement the project in three education divisions and existing initiatives will be used as entry points to launch this project. The lessons learnt through implementing the scorecard will inform this project and CARE will provide technical guidance to CSEC and the DENs in implementing, managing and monitoring the CSC. The relationship with Souktel, the ICT service provider will be managed by CARE. Regular project reviews will be conducted to ensure targets are met, problems are addressed and lessons learnt are fed back into the project.

CSEC will implement the project the three remaining education divisions and will provide technical guidance to CARE Malawi and the DENs on monitoring and reporting on the procurement process and will be responsible for training and developing manuals for SMCs, students and DENs on procurement monitoring. The Coalition will also develop appropriate procurement monitoring tools at national, district and school levels. The CSEC will also largely be responsible for leading policy advocacy efforts and will build on the vibrant working relationships with various Parliament Committees and the Ministry of Education. The already established relationship with local media agencies will be strengthened to ensure buy in for this project.

DENs: will be a key implementing partner in all the districts, especially on monitoring procurement processes and maintaining an oversight over the monitoring of teacher absenteeism. Most of these members are experienced in budget monitoring in the education sector.

MoEST: will be a key partner in the project and a mechanism to periodically report on the findings of procurement and teacher absenteeism monitoring will be developed in close consultation with the Ministry. [Initial informal discussions have already taken place, however CARE will continue consultation with the MoEST and sharing the details of the project once the final version has been agreed with the World Bank](#)

District Councils: will help identify target schools in their respective districts and will ensure that the scorecard is administered in a participatory and transparent manner without the students fearing that they will be reprimanded by teachers. Principles of Do NO HARM will be adhered to at all times.

Teachers Union of Malawi (TUM): As a representative voice of teachers on issues of welfare, the project will work with TUM

to lobby for adherence to the teacher code of conduct. The TUM will raise awareness among teachers on the project and channel issues of advocacy pertaining to teacher incentives to the MoEST.

[MAX 400 WORDS]

4.3 Monitoring, Evaluation and Learning. You are suggested to answer the following questions after you have completed the Project's Results Framework (refer to required attachments)

[Click on text field in e-application to answer the 3 sub-questions below]

4.3.1 Monitoring. Please describe the Project's monitoring system, including the specific methods and tools that will be used. Justify how the proposed methods and tools are adequate to the problem(s) being addressed by the project. What resources will be needed to rollout and implement the monitoring system? E.g. financial, human, technical, use of ICTs, etc. Will external support be needed? If yes, please explain. Please make sure to address all these questions.

The project will undertake a number of complementary initiatives to increase the level of efficiency, transparency and accountability in the procurement processes of the education sector by 2016. It will strive to create a culture of accountability at multiple levels. School Management Committees (SMCs) will be trained to monitor the delivery of teaching and learning materials (TLMs) and school infrastructure construction. District Education Networks (DENs) capacity will be strengthened to participate in the procurement of TLMs, awarding of contracts for construction of infrastructure, and participation in Education Budgeting. At National level, the Coalition Secretariat will participate in education budgeting through the Education Sector Working Groups. The information generated will be shared with the Office of the Director of Public Procurement (ODPP) and the Ministry of Education, Science and Technology (MoEST) to develop systems that ensure the transparent and efficient use of public resources.

Similarly, the project will work at multiple levels to contribute towards a decrease of teacher absenteeism rates in the targeted schools. The accountability relationship between teachers, SMCs and students will be improved through capacity building and the community scorecard methodology. Students and SMCs will monitor and report on teacher absenteeism through SMS based attendance tracking. Quantitative information on attendance and qualitative information on the causes of absenteeism and compliance with the Teachers Code of Conduct generated by scorecard sessions will be shared with the MoEST and other stakeholders to influence the design of policies to reduce absenteeism.

CARE Malawi and CSEC will develop and manage a system that will monitor and evaluate the project level outputs intermediate outcomes and project-level outcomes, as presented in the results framework. CARE and CSEC will develop agreed-upon monitoring standards, and the M and E Coordinator will spearhead their implementation through the development of standard tools and training that will equip field staff to effectively monitor progress and identify any bottlenecks that need to be addressed. SMC members and students will also be involved in supporting project monitoring efforts.

Project staff will collect all monitoring data using a number of data collection techniques to gather both qualitative and quantitative data. Monitoring will mainly focus on collecting data for output and intermediate outcome indicators while the evaluation will gather data on project level outcomes. To ensure accountability to beneficiaries, the findings of monitoring exercises and actions taken will be shared with beneficiaries during the regular scorecard discussion sessions.

Qualitative indicators will include the outcomes of ranking and score card exercises used during discussions with students, parents, teachers and the wider community, which will indicate changes in knowledge, attitudes and practices as the project progresses. In addition, the team will also gather perceptions of key stakeholders throughout the life of the project, and case studies will be developed to demonstrate project processes and outcomes.

Quantitative data will be captured using templates and survey tools that will be administered periodically and recorded through a database. Such data will include the number of persons and community school structures trained, the number of beneficiaries reached, the number of teachers monitored, the number of procurement processes monitored, the

number of students involved in monitoring, the number and types of training courses, the materials developed for training purposes etc. The project will also monitor indicators that track spaces for citizen's engagement with the school for participatory planning, transparency in governance and civic advocacy for change.

CARE and CSEC will put in place a structure that deliberately encourages and empowers local communities and all stakeholders to monitor education procurement processes and teacher absenteeism, including the realization of outputs and sustainability of the monitoring model. Learning, transparency and accountability will be at the core of the proposed monitoring models.

[MAX 500 WORDS]

4.3.2 Evaluation. Describe the intervention's evaluation methods. Why these are adequate to evaluate the intervention expected intermediate and final outcomes? What resources will be needed to design and implement the proposed evaluation(s) Will external support be needed? If yes, explain. Please make sure to address all these questions.

The project will conduct a baseline and an end line study. The baseline will be conducted within the first six months of the project and an end of project evaluation during the final six months. The baseline will be conducted by project staff under the leadership of an external expert. For the procurement monitoring component, data will be collected through mapping on procurement procedures, practices and challenges. This will be done through rapid appraisals in schools and government departments linked to procurement and budgeting. To assess and monitoring absenteeism a set of quantitative indicators looking at different issues, including the level of absenteeism per school, thematic areas and time slots and a set of qualitative indicators looking at the roots causes of teachers absenteeism will be developed in consultation with the involved stakeholders. Methodologies used to collect information will be a mix and range from anonymous surveys, focus groups and key informants' interviews.

The final evaluation will be conducted by an external agency following a joint design process. An external agency will be engaged in order to ensure objectivity, transparency and accountability during the evaluation. The evaluation study will capture information needed to measure progress towards project objectives and to measure project impact. The survey will emphasize outcome and impact indicators directly related to the intended results of the project. A major component will be a knowledge, attitude and practice survey (relating to teacher absenteeism) on a valid sample of teachers, students, parents, school governing boards and other relevant stakeholders. The intent of this independent evaluation is also to assess the learning and best practices from this partnership which will serve as a learning document for future partnership endeavors. The evaluation criteria will focus on the appropriateness of the response, the effectiveness of delivering the planned activities, efficiency in implementation, coverage, impact on target populations, sustainability of impact, as well as agency accountability to beneficiaries. The evaluation will focus on both qualitative and quantitative indicators of transparency, representation, voice and accountability.

[MAX 500 WORDS]

4.3.3 Knowledge and Learning. Describe the proposal's approach to knowledge and learning (K&L) including type of learning products (case study, how-to notes, lessons learned report, etc), and who will be responsible for it? Will researchers or academic institutions be involved in any way?

Specify how the information produced through monitoring and evaluation will be used to feed into the proposed intervention, adapting it and improving its likely effectiveness and impact. What resources will be allocated to develop and implement the proposed K&L system? Does the organization have an existing K&L system that will be used to support the project's K&L activities? Will external support be needed? If yes, explain. Please make sure to address all these questions.

During the initial 3 months of the project, a comprehensive knowledge and learning strategy will be developed for the project which will be complemented by a communications strategy.

Periodic reviews and reflection sessions will be conducted at community and organizational levels bringing together all stakeholders, so that lessons learnt can inform the next phase of the project. Since certain innovations are being piloted, the review and learning will form an integral component of project implementation.

The documentation of project processes and outcomes will be done through the services of a communications and documentation expert and shared with appropriate audiences. The combination of the scorecard with a mobile monitoring platform is an innovation, and the experiences of this initiative will be valuable for scale-up and a case study documenting the process, learning and outcomes of the initiative will be developed and shared widely.

Annual lessons learnt reports will be produced and shared among stakeholders and policy makers through workshops and lessons learnt bulletins. Any breakthroughs and interesting case studies will also be documented and shared widely. An end of project lessons learnt report will be produced capturing all lessons and recommendations for scaling up. A workshop will be organized with all partners, policy makers, legislators, community leaders and adolescents to exchange experiences and share lessons.

In addition to publicising the findings of the monitoring processes, the project will also proactively promote ways to integrate the findings into policy and practice nationwide. CARE and CSEC will examine selected policies to establish weaknesses in the policy frameworks including their implementation and monitoring. Through existing partner programs, field pilot studies will be conducted to test what works and what doesn't.

[MAX 500 WORDS]

4.4 Sustainability. Please consider the following questions in your answer about the project's sustainability:

Do you expect that the intervention(s) implemented by the Project will continue beyond the duration of the Project? Is sustaining the intervention beyond the duration of the GPSA funding a condition to sustain any positive outcomes? If yes, how do you plan to ensure the sustainability of the intervention(s)? If the project will be implemented as a pilot, or in a specific geographic area (local or regional level) please explain if it could be replicated or scaled up at a broader level, and how could this be carried out.

The two objectives will be achieved during the life of this project. Sustaining the intervention beyond this will definitely contribute towards sustaining the positive outcomes. It is anticipated that the scorecard sessions continue after the project ends, strengthening the culture of accountability and continuously improving the quality of services. There is evidence in Malawi where the CSC process has continued well beyond the life of the project. The change in mindsets achieved through the project, and the efforts made to challenge the status quo through conflict-sensitive, participatory approaches will contribute toward sustainability.

The involvement of the DENs and District Councils will create ownership and motivation to continue the processes at community and district levels as these are permanent structures. The advocacy efforts are intended to bring about positive changes in policies, systems and practices. These anticipated changes will contribute towards a more transparent and accountable education service delivery system.

The scale-up of the model used to monitor teacher absenteeism will be promoted to the MoEST, development partners and donors. The effectiveness of the combined use of mobile technology and scorecards in relation to monitoring teachers' absenteeism will be established during the life of this project.

[Options for institutionalization will be fully explored during the pilot.](#)

[During the implementation of the project, strong emphasis will be placed on building local capacity—and building local funding streams—to ensure that service delivery can continue uninterrupted after the project ends. The overview here below describes how the mobile services move from launch to long-term, sustainable implementation, through strategic cooperation with partners and community users.](#)

[Promoting Operational Sustainability](#)

To ensure that mobile information services are operationally sustainable in the long term, the project will work with

strategic partners throughout the project life cycle:

- At the start of the project, the project will work directly with service users to design software components and content, so that the resulting service meets local needs and will be used actively by local mobile subscribers.
- Once the core software has been created, the project will train local partner staff and community members on all aspects of platform management—so that they can use the platform, analyze data, and adjust key service features without needing outside help. Partner staff do not need any IT background in order to manage these services.
- At the end of each partner training, Souktel provides user manuals for partners to consult on an ongoing basis. Souktel IT staff also offer remote user support for the duration of the project, coaching local partners on service operation—so that by the project’s end date, partner/community service managers have extensive experience with/knowledge of the platform.
- In the final quarter of the project, Souktel transfers service software to partner/local stakeholder server hardware, or provides zero-cost server hosting for up to 36 months after the project’s end (giving community stakeholders ample time to acquire hardware for follow-on hosting).
- If partners opt to host the service on their own hardware, Souktel trains partner/local stakeholder IT staff on basic hardware maintenance, and provides detailed documentation for system set-up on local servers. All handover work is completed before the end of the project, so that Souktel and partners can work jointly on these tasks as needed.
- After the project end date, partner/local stakeholder service managers can join Souktel user forums to share questions with peers and Souktel IT staff, and offer advice to other service managers.

Promoting Cost Sustainability

To ensure that ongoing SMS costs are covered after the end of initial project funding, the project will work with project partners to implement one or more of the following cost-coverage strategies:

Mobile Network Cost-Coverage Partnerships: Leveraging its strong relationships with regional mobile networks in Africa, Asia and the Middle East, Souktel partners with these networks to develop plans for low-cost/cost-free service provision to service users, typically as part of a mobile network’s Corporate Social Responsibility efforts. These plans enable local partners to send messages at reduced rates, and/or allocates for a fixed monthly quantity of free SMS/voice minutes for partner services.

Efforts will be made to lobby with major donors and the MoEST to invest in institutionalizing the mechanisms in a sustainable manner. At the same time, the project team will work with local partners to secure follow-on donor funding for service delivery—either through the submission of unsolicited grant proposals, or responses to new funding opportunities. One of the key issues that will possibly emerge from such scenario is that the MoEST would definitely need support for capacity building. CARE and CSEC would be available to share experience, lessons learnt and technical support in implementing such processes.

[MAX 200 WORDS]

PART 2: PROJECT COMPONENTS

The proposal may have a maximum of 3 components; in addition, all proposals must include a Knowledge and Learning (K&L) component. Please note that you will be able to provide further information about your K&L plan in question 4.5.1 (Monitoring, Evaluation and Learning). The table below explains the rationale for designing a K&L component and offers some guiding questions for this process:

Guidance for designing the K&L component

One of GPSA's key objectives is to contribute to the generation and sharing of knowledge on social accountability, as well as to facilitate knowledge-exchange and learning uptake across CSOs, CSOs' networks, governments and other stakeholders. *GPSA's Knowledge Window* will seek to put the best knowledge on social accountability tools, practices, and results in the hands of practitioners and policy-makers in order to enhance the effectiveness of SAcc. Support will cover:

- (1) Development of a global platform for knowledge management, exchange and networking, and
- (2) Other knowledge and learning activities aimed at developing and nurturing practitioner networks and peer learning, especially South-South exchanges, and filling research gaps. The Knowledge Platform will provide support to GPSA Grantees through knowledge and learning throughout the project cycle. The knowledge management platform will generate a site for learning, peer to peer exchanges and networking, providing ongoing support to project implementation. Other knowledge and learning activities, including S-S workshops, specific events and knowledge partnerships, etc., will help grantees perfect SAcc projects and provide them with access to expert and peer knowledge about SAcc lessons learned and good practices to feed into their projects.

Consistent with these objectives, *GPSA requires that grant proposals include a K&L Component, whereby applicants develop a K&L plan that will enable them to approach the proposed interventions as opportunities for improving their knowledge about the strategies and pathways for advancing transparency, accountability and civic engagement. Special emphasis should be made on learning mechanisms, including those available to the recipient and beneficiary CSOs, and also to key external audiences.*

Some key questions to answer in designing the K&L Component are:

- ✓ What are our K&L needs and priorities? What types of K&L resources do we already have? Are they effective in achieving the objectives for which they were developed? Do we need to improve them or generate new resources?
- ✓ Who are the specific audiences or groups that we would like to engage in our K&L plan? What are their specific needs and what are the objectives we seek to accomplish in terms of K&L devised for them?
- ✓ If the proposal includes an operational component for implementing a social accountability intervention, what mechanisms will be developed to generate K&L derived from the intervention? How do we devise K&L opportunities that are realistic within our time and resource limitations, and that may help us to generate useful feedback along an analysis – action – reflection continuum?
- ✓ If the proposal includes capacity-building/training activities designed for specific audiences, what types of K&L products would be useful to develop in order to (i) generate ongoing and dynamic learning opportunities beyond single, one-time capacity-building events; (ii) ensure that such products are utilized by our intended audiences in an effective manner?

Part 2 of the e-application requires the following information to be completed for each component. If you are working on your application offline, please copy and paste the table below in this document for each component included in the proposal.

Component 1: Insert Title/Definition of Component
Monitoring and reporting on the procurement processes of the education sector [MAX 30 WORDS]
Description of Component. The component's description must summarize its main objectives and activities, beneficiaries and other key stakeholders that will be engaged.
The first component of the project is procurement monitoring in primary schools in the six education divisions of Malawi. The main objective of this component is as follows: <i>Increase in the level of efficiency, transparency and accountability in the procurement processes of the education sector by 2016</i> This component is projected to directly benefit approximately 45,000 primary school students from 150 targeted schools in Malawi.

Capacity building and accountability exercises

Capacities of DENs will be built to undertake budget tracking and procurement monitoring at district level. The DENs will also be trained to participate in district education budgeting. At national level, analysis of the education budget, procurement reports and national audit reports will be undertaken to provide a picture of how the education sector is performing in relation to financial management and procurement. Capacity building of District Councils and SMCs will contribute towards improving procurement practices at school and district levels. A procurement monitoring tool for students will also be developed and students will be trained on its usage. CSEC will lobby District Commissioners to institutionalize participatory budgeting and good practices in relation procurement to ensure that capacity building efforts are sustained beyond the project. CSEC will also pilot the adoption of Participatory Budgeting in two district councils and child budgeting in at least 5 primary schools where the project will implemented.

The school calendar in Malawi runs from September to July with two breaks of about 2 weeks each over Christmas and Easter. Procurement analysis will be done in line the GoM TLM distribution schedule which usually starts when schools are opening. The findings from the procurement monitoring will feed into the budget monitoring which is done after June of each year. Procurement monitoring will start in September and run up to April to get adequate information that will allow the project to ensure the data and information generated will feed into the budget consultation process.

Policy Advocacy

The monitoring exercises above will lead to the production of reports that will be used to develop policy briefs for engaging education policy makers at national level and policy custodians at district level. The Coalition will organize policy engagement meetings on education procurement with the Ministry of Education, Parliament Education Committee, Ministry of Finance, Budget and Finance Committee of Parliament, Directorate of Public Procurement, local education donors and the World Bank, all of whom play a significant role in the influencing and developing policies and practices in the education sector's procurement system. The media will be engaged to both raise public awareness and support advocacy initiatives.

The tools that have been tested through an ongoing initiative funded by Trocaire and implemented by the CSEC titled *Enhancing civil society participation in influencing government decisions in the education sector* will be replicated in the proposed initiative, especially in relation to monitoring procurement and distribution of TLMs, construction of school blocks and teacher houses. Lessons learnt in relation to monitoring teacher absenteeism will also influence this project although a manual system for monitoring is being adopted by the Trocaire funded initiative. In addition, work done through the ongoing initiative will be scaled up especially in Dedza, Mzuzu City and Mulanje as the proposed initiative will work in a different set of schools in the same districts.

[Max 350 WORDS]

Planned outputs: insert one or more outputs. You will be required to define indicators for each of these outputs in the Results Framework.

Outputs are the direct products of project activities and may include types, levels and targets of services to be delivered by the project. The key distinction between an output (a specific good or service) and an outcome is that an output typically is a change in the supply of goods and services (supply side), while an outcome reflects changes in the utilization of goods and services (demand side).

Output 1: Procurement monitoring model established

Output 2: Budget analysis related to procurement processes is conducted at district and national level
 Output 3: Periodic procurement monitoring reports developed and provided to Ministry of EST, ODPP, Parliament Education Committee, Budget and Finance Committee, Public Accounts Committee and other stakeholders at local, district and national levels.
 Output 4: Students and community members in 150 schools are empowered to regularly monitor and report on the procurement practices and hold service providers accountable

Estimated value (in US dollars) of Component: please note that this value must be consistent with the Component’s estimated cost as included in the proposed Budget

USD

Timeframe of Component: estimated dates when activities under this component will start and end.

Start date: 01 July 2013

End date: 30 June 2016

Describe the **main assumptions** that need to work out in order to achieve the expected intermediate outcomes defined for this component.

Assumptions are the hypotheses and suppositions that must hold for the Component’s activities to be implemented, outputs delivered as planned in the pathway towards the achievement of outcomes. They may refer to *behaviors, attitudes and interests* (e.g.: actors will cooperate towards a common purpose, or will be interested in devoting time to learning about X issue, etc), to *processes and events* that will follow a certain sequence, or to the *management of resources* (the availability or effective handling of which may positively or negatively affect the Project’s expected outputs and outcomes), among others. The many *factors that affect each stage of the change process* must be assessed—by reviewing the broader context, prior experiences and research—to identify which underlying assumptions would facilitate and which ones could endanger the success of the proposed intervention.

Along this analytic exercise it is important to be aware that the processes that lead from activities to outputs to outcomes are not linear or always logic, hence the need to work in depth on the connections between the delivery of outputs and how these outputs will contribute toward the achievement of outcomes.

- Students will accept their roles and responsibilities to monitor and report on procurement processes of classroom construction and TLMs without fear of reprisals.
- SMCs are functional and will accept the roles and responsibilities assigned to them
- Credible procurement and disbursement records will be available and made accessible at all levels in the MoEST hierarchy.
- The Office of the Director of Public Procurement will be a willing partner and will create the space for dialogue between the different stakeholders and take action to address some of the inefficiencies in the procurement system specially in relation to education
- The 2014 election process at all levels will be free, transparent, fair and peaceful, and politicians will not co-opt or politicize the project

Risks: what are the risks that the assumptions listed above don’t hold? Please define each risk, along with how you rate it (indicate “HIGH”, “MEDIUM” OR “LOW” RISK after defining it) and the measures you plan to take to mitigate or avoid these risks, or in the case that your assumptions don’t hold.

Risks are identified in relation to the assumptions: for example, for an assumption stating that a participatory process will be implemented in an inclusive and transparent manner, a possible risk may be that of elite cooptation, which may be high, medium or low, depending on the context (factors outside the Project’s control) and on the Project’s ability to influence such process so that the assumption holds (factors within the Project’s control). It is critical to identify risks in a realistic manner, as well as the possible mitigating measures that may be taken (by the Project or others) or be in place to avoid or minimize such risks.

Risk – the project does not receive the support necessary from key stakeholders including students, SMCs, ODPP and the MoEST

Mitigating measure – strong community mobilization and awareness sessions will be conducted for all stakeholders to build support for the project

Rating: Medium

Risk – procurement records are not shared by the MoEST

Mitigating measure – relevant authorities will be engaged in the project from the outset through the various committees that CSEC is currently involved in to create buy in for the project. In addition, the project will build on already existing cooperation between CSEC, MoECT and ODPP. The project will also seek support from other relevant authorities such as Ministry of Finance and the Parliamentary Committee on Education to encourage the MoEST to release the information.

Level – Medium

Risk – the elections in 2014 causes significant delays to project activities

Mitigating measure – work plans will factor in possible delays and if unanticipated violence occurs, an extension to the project end date will be negotiated with the Bank.

Level – Low

Risk - Political interference as the 2014 general election approaches

Mitigating measure - The project will conduct mass education using a variety of tools to create increased awareness that the project is not political. The involvement of community groups including SMCs, parents, students, teachers and community members will reinforce the non-partisan nature of the project.

Level – Low

Risk – Unreliability of some of the relevant data e.g. on enrolment rates which have an impact on the number and type of teaching and learning materials procured and distributed.

Mitigating measure – The project is aware that some school authorities attempt to inflate figures for example on enrolment in anticipation of getting more resources. The project will explore all means of triangulating the data they get from school teachers.

Level – Low

Component 2: Insert Title/Definition of Component

Teacher absenteeism monitoring and reporting using community scorecards and ICT

Description of Component. The component’s description must summarize its main objectives and activities, beneficiaries and other key stakeholders that will be engaged.

The objective of this component is : *Decrease in teacher absenteeism rates in targeted schools in Malawi by 2016*
The main direct beneficiaries will be 45,000 primary school students.

Citizens empowerment, social accountability and CSCs to generate quantitative information on the roots causes of teachers’ absenteeism

Community mobilizations will be complemented by training on rights, participation and accountability targeting students, parents, teachers and SMCs. The DENs will benefit from capacity building in advocacy. The CSC will be introduced and volunteers will be trained in facilitating the discussions between students, teachers and representatives of the SMCs. Joint work plans will be developed to address issues with an emphasis on teacher absenteeism. Scorecard reviews will be conducted regularly and spaces will be created to reflect on findings.

CSC combined with ICTs to generate robust information on absenteeism: A mechanism to regularly monitor teacher absenteeism using ICTs will be discussed and agreed upon by all stakeholders. Regular monitoring and reporting through a customized SMS tracking system using a mobile platform will be introduced. All SMS reports will be accessible online through a dynamic user interface. --and will be searchable by monitor mobile number, date, time, school and teacher. Data visualizations--such as real-time bar charts and maps—will enable Ministry officials to track trends and identify schools which require immediate follow-up. [The proposed ICT platform is](#)

discreet and anonymous. SMS feedback from users' own handsets or from program-funded handsets enables quick, frank, and transparent feedback: Users can send comments confidentially and/or anonymously. The project will work to promote the confidential nature of the reporting mechanism.

While the project will put in place a system that will guarantee confidentiality and/or anonymity of users, data collected will generate reports that could be openly share with relevant audiences and/or made openly and freely accessible online though a web space. From a conflict mitigation perspective, considering the potential sensitivity of the information generated, the possibility of open access to all the data will be first discussed and negotiated with the project stakeholders.

Providing sound information and influencing the MoEST

The project will continuously engage with the MoEST, especially the technical committee responsible for teacher absenteeism, in the design and implementation of the activities. The project will also create a variety of spaces for stakeholders from local, district and national levels to interact with each other, discuss issues, and share lessons. The information generated from the monitoring model will be documented and regularly presented to the MoEST and other key stakeholders for appropriate policy interventions. The media will be engaged to raise awareness, give visibility and generate public debate that will support advocacy initiatives.

Engaging with multiple stakeholders at different levels is one of the strategies devised by the project to foster discussion and negotiation and this way mitigate possible negative backlashes by teachers and TUM. A communication strategy will be developed at the beginning of the project and will focus on the initial sharing of the project's objectives and model with relevant stakeholders as well as periodic up-dates on the project's achievements. The communication strategy will also include an advocacy component, focusing on audiences and strategies. Making sure that all the relevant partners and stakeholders are clear about the aims of the proposed model and have the space to discuss information generated will be crucial to avoid fallouts. The introduction of the score card and the interface meetings with all stakeholders is another way for mitigating and preventing possible tensions or conflicts. CSC will also provide a space for discussion and dialogue between service users or citizens and duty bearers.

[Max 350 WORDS]

Planned outputs: insert one or more outputs. You will be required to define indicators for each of these outputs in the Results Framework.

Outputs are the direct products of project activities and may include types, levels and targets of services to be delivered by the project. The key distinction between an output (a specific good or service) and an outcome is that an output typically is a change in the supply of goods and services (supply side), while an outcome reflects changes in the utilization of goods and services (demand side).

Output 1: CSC processes established and regularly operating with the active participation of students, teachers and representatives of the SMCs

Output 2: SMS based Teacher absenteeism tracking model established and functioning in 150 targeted schools

Output 3: Periodic quantitative and qualitative reports on teacher absenteeism monitoring developed and provided to MoEST and other stakeholders at local, district and national levels

Output 4: Students and community members in 150 schools are empowered to regularly monitor teacher absenteeism and hold teachers accountable

Estimated value (in US dollars) of Component: please note that this value must be consistent with the Component's estimated

cost as included in the proposed Budget

USD

Timeframe of Component: estimated dates when activities under this component will start and end.

Start date: 01 July 2013

End date: 30 June 2016

Describe the **main assumptions** that need to work out in order to achieve the expected intermediate outcomes defined for this component.

Assumptions are the hypotheses and suppositions that must hold for the Component's activities to be implemented, outputs delivered as planned in the pathway towards the achievement of outcomes. They may refer to *behaviors, attitudes and interests* (e.g.: actors will cooperate towards a common purpose, or will be interested in devoting time to learning about X issue, etc), to *processes and events* that will follow a certain sequence, or to the *management of resources* (the availability or effective handling of which may positively or negatively affect the Project's expected outputs and outcomes), among others. The many *factors that affect each stage of the change process* must be assessed—by reviewing the broader context, prior experiences and research—to identify which underlying assumptions would facilitate and which ones could endanger the success of the proposed intervention.

Along this analytic exercise it is important to be aware that the processes that lead from activities to outputs to outcomes are not linear or always logic, hence the need to work in depth on the connections between the delivery of outputs and how these outputs will contribute toward the achievement of outcomes.

- Students will accept their roles and responsibilities to monitor and report on teacher absenteeism without fear of reprisals.
- District Councils will allocate the necessary resources - human or material to ensure that SMCs and Parent Teachers Associations are empowered and functional to support the implementation of the project
- The ICT technology being piloted will live up to its expectations
- Teachers will be open to the monitoring process and will not penalise the students involved in monitoring. They will also accept the project as being aligned to their professional Code of Conduct rather than perceiving it as a tool to victimize them.
- The MoEST will be an active and willing partner and will create the space for dialogue between the different stakeholders and take action to address some of the causes of absenteeism
- The 2014 election process at all levels will be free, transparent, fair and peaceful, and politicians will not co-opt or politicize the project

Risks: what are the risks that the assumptions listed above don't hold? Please define each risk, along with how you rate it (indicate "HIGH", "MEDIUM" OR "LOW" RISK after defining it) and the measures you plan to take to mitigate or avoid these risks, or in the case that your assumptions don't hold.

Risks are identified in relation to the assumptions: for example, for an assumption stating that a participatory process will be implemented in an inclusive and transparent manner, a possible risk may be that of elite cooptation, which may be high, medium or low, depending on the context (factors outside the Project's control) and on the Project's ability to influence such process so that the assumption holds (factors within the Project's control). It is critical to identify risks in a realistic manner, as well as the possible mitigating measures that may be taken (by the Project or others) or be in place to avoid or minimize such risks.

Risk – the project does not receive the support necessary from key stakeholders including students, SMCs, District Councils and the MoEST

Mitigating measure – strong community mobilization and awareness sessions will be conducted for all stakeholders to build support for the project

Rating: Medium

Risk – Teachers unfairly treat students that are reporting on teacher absenteeism

Mitigating measure - The project has been designed to instill an element of trust, accountability and responsibility from the outset. By using a rights-based approach, the Scorecard and Teacher Code of Conduct as an entry point, it is envisaged that there will be buy-in from all stakeholders and the student will be protected. In addition, the

project will also work with student, especially adolescent girls to become more assertive and this will enable them to claim their rights e.g. by reporting teachers that threaten them.

Risk - Medium

Risk – failure of the ICT-based model due to technological problems

Mitigating measure – the system will be pretested and an experienced service provider has been commissioned for this purpose. As a back up, a manual monitoring tool will be developed in the form of report cards.

Risk - Low

Risk – the elections in 2014 causes significant delays to project activities

Mitigating measure – work plans will factor in possible delays and if unanticipated violence occurs, an extension to the project end date will be negotiated with the Bank.

Level – Low

Risk - Political interference as the 2014 general election approaches

Mitigating measure - The project will conduct mass education using a variety of tools to create increased awareness that the project is not political

Level – Low

Component 3: Insert Title/Definition of Component

Managing knowledge and learning on strengthening social accountability in the education sector

[MAX 30 WORDS]

Description of Component. The component’s description must summarize its main objectives and activities, beneficiaries and other key stakeholders that will be engaged.

The objective of this component is to ensure that key findings and lessons learnt on monitoring and reporting procurement processes in the education sector and teacher absenteeism are documented and shared with relevant stakeholders locally, regionally and internationally.

The first activity would be to develop a comprehensive knowledge and learning strategy which will be complemented by a communications strategy with a clear work plan and outputs.

There will be two elements to the K and L work – one would be to ensure lessons are fed back into the project to improve project outcomes. The other would be to share knowledge and learning generated by this initiative so that the wider development community including the GPSA partners can benefit.

Some specific activities would be as follows:

Periodic reviews and reflection sessions will be conducted at community and organizational levels bringing together all stakeholders, so that lessons learnt can inform the next phase of the project. Since certain innovations are being piloted, the review and learning will form an integral component of project implementation.

The documentation of project processes and outcomes will be done through the services of a communications and documentation expert and shared with appropriate audiences. The combination of the scorecard with a mobile monitoring platform is an innovation, and the experiences of this initiative will be valuable for scale-up and a case study documenting the process, learning and outcomes will be developed and shared widely.

Annual lessons learnt reports will be produced and shared among stakeholders and policy makers through workshops and lessons learnt bulletins. Any breakthroughs and interesting case studies will also be documented and shared widely. An end of project lessons learnt report will be produced capturing all lessons and recommendations for scaling up. A workshop will be organized with all partners, policy makers, legislators,

community leaders and adolescents to exchange experiences and share lessons.

In addition to publicising the findings of the monitoring processes, the project will also proactively promote ways to integrate the findings into policy and practice nationwide.

CARE has considerable experience in CSC and a long track record in implementing this SA model in Malawi, Tanzania, Rwanda, Ethiopia, Sierra Leone, DRC and Egypt. Studies on the impact and sustainability of CSC on the health sector are undergoing in Malawi, along with other pieces of research at regional level. While CARE is building a stronger understanding of the enabling and disabling factors for setting up successful and sustainable CSC processes, and while the implementing partner Souktel has long track records in supporting CS's monitoring of services through ICTs, combining CSC and ICTs is relatively new territory.

Piloting this new model will require stronger attention to the learning dimension of the project and a considerable effort will be invested in documenting lessons learned and desing a learning strategy. Areas of learning will be identified at the onset of the project and will be further unpacked into specific learning questions that will be periodically discussed and monitor. The methodologies to be used to capture learning will include inserting learning questions into the periodic reporting; organizing reflection sessions involving relevant partners and stakeholders; and commissioning an independent external final evaluation focusing on specific areas of inquiry.

The information collected will be used to generate a case study highlighting successes, challenges and conditions for replicability of the model. The learning strategy will also include a dissemination dimension that will be linked to the communication strategy. This component will specify which audiences will be targeted and which strategies will be implemented to make sure that capture learning is communicated in a relevant, useful and accessible fashion.

K and L expert - While the project has start discussing the JD for this position, the actual recruitment will start once the contract with GPSA will be signed and the project assigned a starting date. This will not be a full time position but will be contracted as needed.

[Max 350 WORDS]

Planned outputs: insert one or more outputs. You will be required to define indicators for each of these outputs in the Results Framework.

Outputs are the direct products of project activities and may include types, levels and targets of services to be delivered by the project. The key distinction between an output (a specific good or service) and an outcome is that an output typically is a change in the supply of goods and services (supply side), while an outcome reflects changes in the utilization of goods and services (demand side).

Output 1: Knowledge and learning strategy developed and implemented

Output 2: Periodic reviews including all stakeholders conducted and lessons fed back into the project

Output 3: Media engaged to conduct public awareness and generate public discussions on social accountability

Output 4: Case study on the CSC and ICT monitoring model developed and shared with relevant stakeholders

Output 5: Annual lessons learnt reports generated and shared with all stakeholders

Output 6: Policy engagement workshop bringing together MoEST, ODPP, Ministry of Finance and donors conducted during the final year

Estimated value (in US dollars) of Component: please note that this value must be consistent with the Component's estimated cost as included in the proposed Budget

USD 233,442.91

Timeframe of Component: estimated dates when activities under this component will start and end.

Start date: XX/XX/20XX

End date: XX/XX/20XX

Describe the **main assumptions** that need to work out in order to achieve the expected intermediate outcomes defined for this component.

Assumptions are the hypotheses and suppositions that must hold for the Component's activities to be implemented, outputs delivered as planned in the pathway towards the achievement of outcomes. They may refer to *behaviors, attitudes and interests* (e.g.: actors will cooperate towards a common purpose, or will be interested in devoting time to learning about X issue, etc), to *processes and events* that will follow a certain sequence, or to the *management of resources* (the availability or effective handling of which may positively or negatively affect the Project's expected outputs and outcomes), among others. The many *factors that affect each stage of the change process* must be assessed—by reviewing the broader context, prior experiences and research—to identify which underlying assumptions would facilitate and which ones could endanger the success of the proposed intervention.

Along this analytic exercise it is important to be aware that the processes that lead from activities to outputs to outcomes are not linear or always logic, hence the need to work in depth on the connections between the delivery of outputs and how these outputs will contribute toward the achievement of outcomes.

- Students will accept their roles and responsibilities to monitor and report on procurement processes and teacher absenteeism without fear of reprisals.
- Credible procurement and disbursement records will be available and made accessible at all levels in the MoEST hierarchy.
- The ICT technology being piloted will live up to its expectations
- Teachers will be open to the monitoring process and will not penalise the students involved in monitoring. They will also accept the project as being aligned to their professional Code of Conduct rather than perceiving it as a tool to victimize them.
- The Office of the Director of Public Procurement and the MoEST are willing partners to this initiative
- The 2014 election process at all levels will be free, transparent, fair and peaceful, and politicians will not co-opt or politicize the project

Risks: what are the risks that the assumptions listed above don't hold? Please define each risk, along with how you rate it (indicate "HIGH", "MEDIUM" OR "LOW" RISK after defining it) and the measures you plan to take to mitigate or avoid these risks, or in the case that your assumptions don't hold.

Risks are identified in relation to the assumptions: for example, for an assumption stating that a participatory process will be implemented in an inclusive and transparent manner, a possible risk may be that of elite cooptation, which may be high, medium or low, depending on the context (factors outside the Project's control) and on the Project's ability to influence such process so that the assumption holds (factors within the Project's control). It is critical to identify risks in a realistic manner, as well as the possible mitigating measures that may be taken (by the Project or others) or be in place to avoid or minimize such risks.

Risk – the project does not receive the support necessary from key stakeholders including students, SMCs, ODPD and the MoEST

Mitigating measure – strong community mobilization and awareness sessions will be conducted for all stakeholders to build support for the project

Rating: Medium

Risk – the elections in 2014 causes significant delays to project activities

Mitigating measure – work plans will factor in possible delays and if unanticipated violence occurs, an extension to the project end date will be negotiated with the Bank.

Level – Low

Risk – Unreliability of some of the relevant data e.g. on enrolment rates which have an impact on the number and type of teaching and learning materials procured and distributed.

Mitigating measure – The project is aware that some school authorities attempt to inflate figures for example on enrolment in anticipation of getting more resources. The project will explore all means of triangulating the data they get from school teachers.

Risk – failure of the ICT-based model due to technological problems

Mitigating measure – the system will be pretested and an experienced service provider has been commissioned for this purpose. As a back up, a manual monitoring tool will be developed in the form of report cards.

Risk - Low