



EDUCATION DECENTRALIZATION SUPPORT ACTIVITY (EDSA)

Quarterly Report
April 1 – June 30, 2009

Presented to:
United States Agency for International Development/Malawi
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Education Decentralization Support Activity

Section 1: EDSA Overview

Project Name:	Education Decentralization Support Activity (EDSA)
Reporting Period:	April 1, 2009- June 30, 2009
Obligation funding amount:	\$3,510,000 (for FY 2009)
Project duration:	February 20, 2009- February 28, 2012
Evaluation dates:	April 1, 2009- June 30, 2009
Person responsible for drafting report	Joan Owomoyela and EDSA Team
Project Objectives	<ul style="list-style-type: none"> • Component 1: Strengthened MoEST policy and strategy articulation, interpretation and implementation. • Component 2: Improved decentralization implementation, planning and data utilization for informed decision-making. • Component 3: Enhanced role and participation of communities in monitoring education service delivery.

Overview

The USAID-funded Education Decentralization Support Activity (EDSA) program (2009-2012) provides technical assistance to the Ministry of Education, Science, and Technology to *strengthen the decentralization process at the district and school level with clear policies and procedures*. The program works intensively in six districts and divisions to implement the MoEST decentralization policies and systems. Lessons learned from the operationalization of the decentralization tools are fed back to the MoEST for system refinement, scaling up and national replication.

The Education Decentralization Support Activity program supports the goals and activities outlined in the Government of Malawi's Growth and Development Strategy (**MGDS**) by identifying the factors that promote and negate effective education decentralization at the district and sub-district level. This information is used to refine and promote systems and policies that work to promote education efficiency. EDSA also contributes to the NESP goals of:

- a) promoting NESP as the main reference for Government Education planning and as key guideline to the roles and responsibilities of all education sector partners at both center and decentralized levels;
- b) identifying/clarifying and strengthening educational management roles;
- c) strengthening monitoring and evaluation throughout the system; and,
- d) assisting primary and secondary directorates, decentralized authorities and communities to ensure effective decentralization and community ownership and participation.

The USAID/EDSA project supports the fulfillment of the MoEST vision through three main components:

- **Component 1:** Strengthened MoEST policy and strategy articulation, interpretation and implementation.
- **Component 2:** Improved decentralization implementation, planning and data utilization for informed decision-making.
- **Component 3:** Enhanced role and participation of communities in monitoring education service delivery.

Section 2: Overall Progress of the EDSA Project for the Quarter

IR 1: Strengthened MoEST policy and strategy articulation, interpretation and implementation

Activity Benchmarks

- **Policy briefs on decentralization, HIV/AIDS and School Health and Nutrition developed.**
- **Information feedback loop established. Information collected, analyzed and shared with MoEST Technical Working Groups and Civil Society Coalition for Quality Basic Education.**
- **Coordination with MoEST Departments and SWAp Advisors on a regular basis to contribute to the achievement of the MoEST annual workplan.**

Planned key activities and results for this quarter:

- *NESP Overarching Framework:* EDSA provided technical assistance to develop the following sections: 1) introduction, 2) primary education and 3) secondary education. Additional technical assistance was provided to review and revise/refine, where necessary, the following sections: 1) teacher education, 2) technical education and vocational training, and 3) higher education sections. It is anticipated that the Framework will be finalized in July 2009.
- *Policy Briefing Papers:* In place of policy briefing papers, EDSA expanded its work on the development of the NESP Overarching Framework to facilitate MoEST's FTI application process.
- *Briefing paper discussing alignment of the NESP M&E framework and operationalization to the FTI framework:* EDSA reviewed the NESP M&E Plan reviewed and provided suggestions for NESP (and FTI) indicators to be incorporated into NESP Overarching Framework. Additionally, the decentralization research agenda (see Section 8 of EDSA PMRP) using NESP M&E indicators was developed with MoEST M&E and EMIS Units.
- *Participation in TWG and provide input into Programs of Work:* EDSA provided input into the development of the April TWG Management and Governance and Basic Education PoW.
- *Coordination with MoEST SWAP advisors to ensure EDSA's technical assistance complements SWAP technical assistance:* EDSA worked with the Directorate of

Educational Planning to provide technical assistance as requested by the Director of Planning.

1.1 Key activities undertaken

Activity 1: *NESP Overarching Framework*: The purpose of the NESP Overarching Framework is to draw together the main elements of the above documents and the National Education Policy Statement and present a framework which clearly lays out the basic elements of NESP and shows the linkages of NESP to the Malawi Growth Development Strategy and National Education Policy Statement. The NESP Overarching Framework will be used to link District Education Plans and School Improvement Plans to the NESP. This version of the Overarching Framework relates to basic (early childhood development, primary, complementary and adult literacy), secondary, teacher education, technical education and vocational training and higher education.

Activity 2: *Review of NESP M&E Framework and Strategy and operationalization to FTI*: As part of the EDSA Performance Monitoring and Research Plan (PMRP), a review was initiated of key indicators, as represented in the NESP M&E Plan (January 2009). Initial indicators were incorporated into the NESP Framework and EDSA PMRP to be monitored and evaluated over the next three year period.

Activity 3: *Participate in TWGs and Coordinate with MoEST SWAP advisors to ensure EDSA's technical assistance complements SWAP technical assistance*: *EDSA Annual Workplan:* Following consultations with USAID, MoEST (Directorate of Basic Education, Directorate of Educational Planning, Monitoring and Evaluation Unit, EMIS Unit, and HIV and SHN Focal Points), Civil Society Coalition for Quality Basic Education and JICA DEPIP, EDSA developed the EDSA Annual Workplan (2009-2010) Year 1 workplan (April 20, 2009). The workplan activities follow the activities laid out in the 2009-2010 Management and Governance, Basic Education and Cross-cutting issues Technical Working Groups Programs of Work and will be intergrated into the MoEST Annual Program of Work (July 2009). Preliminary feedback has been provided by USAID. A meeting (in July or early August 2009) is suggested with the MoEST and USAID to finalize the workplan and receive ATO concurrence.

EDSA's work presents a unique opportunity to USAID, the MoEST and other development partners to gain more insight into how a projectized system of technical assistance may be operationalized within a SWAp approach. Currently, USAID project-assisted funding does not allow for money to be put directly into a common basket (or joint sector funds). However, in consultation with USAID/Malawi, EDSA's approach has been to integrate its activities 'part and parcel' into the education sector framework. This has been done in the following manner: EDSA's annual workplan has been derived from activities outlined in the MoEST programmes of work. Thus, activities focus on operationalizing MoEST policies, guidelines and strategies within the Government of Malawi decentralization framework. Thus, activities undertaken focus on directly contributing to the MoEST planned targeted results.

Activity 4: *EDSA's activities incorporated into TWGs PoWs*: EDSA worked with the relevant TWGs and MoEST Directorates to ensure activities were incorporated into complementary Programs of Work.

1.2 Planned activities not undertaken

- All planned activities accomplished.

1.3 Planned activities for the next quarter

- Undertake an inventory of education decentralization documents.
- Map out current planning, budgeting, management practices and resource flows governing education
- Provide technical assistance to MoEST to further risk mitigation and policy refinement capability
- Work with counterparts to design and implement risk mitigation and decentralization; assist with risk mitigation and policy refinement capacity building within MoEST.
- Collect information on the usage of NSCPMPS over course of the first year of EDSA involvement at district level.
- Initiate data collection for decentralization research activity.
- Dialogue with HIV and SHN Focal Points on status of national guidelines and strategies.
- Participate in TWGs and provide input into Programs of Work on continual basis.
- Coordinate with MoEST SWAP Advisors to ensure EDSA's technical assistance and complements SWAP Advisors technical assistance.

IR 2: Improved decentralization implementation, planning and data utilization for informed decision-making

Activity Benchmarks

- **EMIS decentralized to remaining districts and enhanced to include HIV/AIDS and School Health and Nutrition indicators.**
- **Capacity-strengthening provided to districts in the areas of planning, budgeting and monitoring and evaluation on a consistent basis.**
- **SIP grants disbursed to a minimum of 132 schools.**

Planned key activities and results for this quarter:

- *EMIS decentralization to 10 remaining districts (Procurement of Equipment and EMIS Training):* Procurement of EMIS equipment initiated. Decentralization training to the remaining 10 districts will be conducted when all equipment is procured and upon completion of the 2009 annual school survey is completed.
- *EMIS gap analysis at de-central levels:* EMIS gap analysis undertaken in April with additional data gathered during the district fact-finding exercises. A final report is expected in July.
- *District assessments (fact-finding exercise):* EDSA developed tools and initiated fact-finding exercises in the six proposed EDSA districts. This activity will be completed in July and the findings will contribute to the development of content for training the education district level staff to improve their knowledge and skills in data entry and analysis in using EXCEL. (See Rauskin ToR—Annex 5 for additional information.)

1.1 Key activities undertaken

Activity 1: EMIS decentralization to 10 remaining districts (Procurement of Equipment and EMIS Training): Procurement of EMIS Equipment: In collaboration with MoEST EMIS Unit staff, EDSA finalized specifications and initiated purchase of equipment required to support 10 districts requiring hardware to support implementation of EMIS responsibilities. The districts are: Likoma; Mzuzu City; Nkhata Bay; Mzimba South; Dowa; Lilongwe rural East; Lilongwe rural west; Zomba Urban; Neno and Blantyre Rural. Equipment procurement, including 20 computers and peripherals, initiated. Equipment expected to arrive in Malawi in late July 2009.

EMIS Technical Assistance: Support to 2009 Annual School Census: In collaboration with MoEST EMIS Unit staff, EDSA finalized terms of reference for a consultant to provide technical assistance in accessing and configuring the software, further developing the idea software to support staff use and management of the database and the addition of some specific changes in order to ensure the database captures additional data to be collected in the 2009 Annual School Census

Activity 2: EMIS gap analysis at de-central levels: Based on detailed examination of information systems in Dowa and Mchinji districts, EDSA completed an EMIS Gap Analysis that detailed district-level information use, existing information systems and practices, software and hardware currently in use, skill levels of district level staff, factors influencing demand for information, the potential for increasing information use, as well as a set of recommendations for strengthening information systems at the district level to better meet current and future district information needs. The gap analysis activity was implemented in March and was used to inform the development of the district assessment instruments. A final report of the Gap Analysis will be shared with MoEST and USAID in July 2009.

Activity 3: District assessment (fact-finding exercise): EDSA initiated a ‘fact-finding’ exercise in the six proposed EDSA districts (Mulanje, Mangochi, Blantyre City, Dowa, Dedza, Nkhata Bay) in late June. The objective of the assessments was to develop a qualitative baseline regarding districts understanding of decentralization and related capacity and to initiate a dialogue with key district stakeholders to inform EDSA development of targeted capacity building activities, and facilitate initial implementation of all workplan activities that will reach the district and sub-district levels. (Please see Section 3 for additional information.)

District assessments/fact-finding exercises covered the following areas: 1) planning, 2), budgeting, 3) EMIS, monitoring and evaluation and information use, 4) school improvement planning, 5) OVC bursaries, 6) district education networks and 7), any other emerging issues identified. Stakeholders targeted in each district included the District Education Office staff, including the District Education Manager, the DEMIS Officer, the Coordinating Primary Education Advisor (PEA), as well as selected PEAs; District Assembly Staff, including the Director of Planning and Development, the District Community Development Officer, and

the District Social Welfare Officer; District and sub-district staff supporting cross-cutting HIV-Education activities, including the District HIV Focal Point and T’LIPO members; District Education Network leadership; and headmasters and School Management Committee members from selected primary schools. Assessment instruments and methodology were piloted in an initial assessment in the Dowa district. Following the pilot assessment, instruments and methodology were refined and used in assessments in Mangochi, Mulanje, Blantyre City, Dedza and Nkhata Bay districts. Completion of district fact-finding exercise will be in early July with District Profiles developed and shared with USAID and MoEST in late July. Information from the district fact-finding exercise will be used to develop the Cycle of Intervention for District Capacity-Strengthening.

1.2 Planned activities not undertaken with a brief explanation

- All planned activities initiated. The EMIS equipment procurement which was expected to be completed by June will be completed by August. Work on this activity was delayed for two months as effort was expended towards facilitating project start-up. (Please refer to Section 5—Management Issues for more details.)

1.3 Planned key activities for next quarter

- Develop a policy marketing campaign to heighten awareness of Devolution Guidelines (DEPIP is spearheading this activity; EDSA will work with DEPIP to further elaborate on this activity.)
- Begin the development of a set of training materials to assure that relevant stakeholders carry out their appropriate roles and responsibilities.
- Undertake district capacity strengthening activities in the areas of EMIS and information use, planning and budgeting. Conduct EXCEL training for appropriate district officials.

IR 3: Enhanced role and participation of communities in monitoring education service delivery

Activity Benchmarks

- **SIPs developed in a minimum of 132 schools.**
- **OVC bursaries distributed to 10,000 OVCs.**
- **SIP tools developed in at least one local language.**
- **T’LIPO capacity strengthened in six districts.**

Planned key activities and results for this quarter:

- No direct interventions were planned for this quarter. The district fact-finding exercise contributed to the development of district-level SIP training, SIP grant and OVC bursaries disbursement and T’LIPO capacity training in the next quarter.

1.1 Key activities undertaken

Activity 1: District assessment (fact-finding exercise): As part of the district fact-finding exercise, information was collected on the districts’ school improvement planning processes and T’LIPO work/capacity. This information will be used to develop the Cycle of Intervention District Capacity-Strengthening Plan which includes strengthening the capacity of district T’LIPOs as well as district officials (and other relevant stakeholders) capacity in school improvement planning and monitoring.

1.2 Planned activities not undertaken

- No specific activities were planned for this quarter.

1.3 Planned activities for next quarter

- Develop SIP and OVC guidelines for the disbursement of funds in consultation with MoEST and Ministry of Gender, Children, and Community Development.
- Conduct first capacity-strengthening activities in the areas of SIP training and T’LIPO capacity strengthening.
- Disbursement of OVC and SIP grants initiated by end of September 2009.
- Initiate OVC research activity.
- Initiate information/feedback loop process to develop information networks at the de-central level to link to central level.

Section 3: Challenges, Solutions and Actions Taken

Challenge: Approval of EDSA districts pending. In April, meetings were held with the various MoEST directorates regarding the selection and finalization of the six EDSA districts. The MoEST proposed the following six districts (one in each division) for intensive EDSA interventions:

Division	District
Northern	Nkhata Bay
Central East	Dowa
Central West	Dedza
South East	Mangochi
South West	Blantyre City
Shire Highlands	Mulanje

The proposed districts were sent to the Minister of Education¹ for final approval in late April. National elections slowed the approval process and by mid-June final approval of the six EDSA districts had not yet been granted

Solution and action taken: In agreement with the Director of Educational Planning and Director of Basic Education, EDSA conducted unofficial ‘fact-finding exercises’ in the six

¹ It should be noted that until late June, the President of the Republic of Malawi was also the Minister of Education.

proposed districts to gather the relevant information needed to initiate district (decentralization) capacity-strengthening activities. The district fact-finding exercise was successfully carried out and district profiles are in development. The two Directorates have agreed to take the responsibility of following-up the approval of the six districts.

Section 4: Lessons, Best Practices and Recommendations

‘Part and Parcel’ of the MoEST: EDSA is viewed as ‘part and parcel’ of the MoEST and has integrated into the evolving SWAp environment/approach through the provision of technical assistance to carry out its annual implementation plan and various directorates’ programs of work. To ensure this happens, the EDSA Team follows the principles outlined below:

- **First and foremost, EDSA’s goal is to be responsive to the needs of the MoEST and District education officials and appreciative of their workload.** Thus, the EDSA workplan is part of the MoEST annual implementation plan and has been developed based on the needs identified by the MoEST in Technical Working Groups for Management and Governance, Basic Education, Monitoring and Evaluation, and Cross-Cutting Issues (TWG) Programs of Work (POW). The EDSA activities have been coordinated with the appropriate TWG’s POWs to ensure all activities complement the MoEST and build upon other (development partner technical assistance) to avoid duplication.
- **EDSA Long-Term Senior Advisors work complements that of the MoEST SWAp Advisors:** EDSA’s work focuses on meeting the needs of the emerging sector-wide approach being put in place by the MoEST. At the district-level our work focuses on implementing the Ministry’s systems and policies and we will collect information on the operationalization of these documents and note areas for future refinement. At the central level, our work will complement and be coordinated with the SWAp Advisors activities through input to the various TWGs’ Programs of Work.
- **EDSA short-term technical assistance (STTA) terms of reference are approved by the MoEST:** The EDSA workplan contains a list of STTA categories and dates for STTA the period of June 1, 2009 - June 30, 2010. Detailed terms of reference will be drawn up prior to the arrival of STTA consultancies to ensure the STTA work is relevant for the MoEST and districts and that the dates for STTA work fits within the designated timeframe.

Section 5: Management Issues

Activity 1: Office Space/ Equipping of Office / Vehicle procurement: EDSA moved into permanent office space in April; equipped the office with required IT equipment and procured three Toyota Hi-lux pick-ups.

Activity 2: *Setting up of office systems.* EDSA initiated the set-up of office administrative and financial systems to comply with USAID and AED regulations.

Activity 3: *Hiring of EDSA Staff and Approval of Grace Banda (Decentralization Planning Advisor) as Key Personnel:* EDSA in coordination and collaboration with the MoEST short-listed, interviewed and selected EDSA Technical Advisors (Decentralization Planning Advisor, M&E and EMIS Advisor, Systems and Policy Advisor. In consultation with the Director of Educational Planning, EDSA is working in close collaboration with Oscar Mponda, a planning officer at MoEST, to support EDSA HIV and Social Development activities. with the MoEST and Social Development Advisor.) In addition to the selection of the technical advisors, EDSA also interviewed and hired administrative and financial staff. All staff for the EDSA project received and signed letters of employment during this quarter. Eight staff started this quarter; three will start during the third quarter.

Individuals joining the EDSA Staff (April 2009-June 2009)

Name	Position
Lester Namathaka	Deputy Chief of Party, Senior Capacity Building Advisor (Key Personnel)
Grace Banda	Decentralization Planning Advisor (Key Personnel)
Paul Nkhoma	Systems and Policy Advisor
Tabeni Chirambo	Administrative and Procurement Manager
Steven Kachule	School Grants Manager
Catherine Mafeni	Finance Manager
Richard Kanjoka	Driver
Neverson Banda	Driver
Individuals committees to joining EDSA (July 2009-Sept. 2009)	
Charles Mtemba	EMIS and M & E Advisor
Chipiliro Chonzi	Administrative Assistant
Mathious Kibayi	Driver

Activity 4: *Temporary Employment Permit Secured for EDSA Chief of Party:* The Cop Temporary Employment (TEP) was secured in late May and issued in June. The TEP is valid for a period of two years, until May 2011.

Activity 5: *NGO Registration Completed:* CONGOMA granted approval for AED to be registered as an international NGO. The paperwork has been submitted to the NGO Board for final approval at its next meeting.

Activity 6: *Security:* In late June, the Chief of Party residence experienced a serious security incident. EDSA is currently reviewing security for the EDSA Office (Area 10/6ll) and EDSA

CoP residence (Area 10/453) and a plan of action is being drawn up to ensure both premises are secured.

Section 6: Performance Monitoring and Research Plan (PMRP)

Status of PMRP: The EDSA Performance Monitoring and Research Plan (PMRP) outlines the performance and monitoring indicators, which are aligned with the MoEST indicators, and track critical areas in which EDSA works and are aligned with MoEST/GoM indicators and articulates the MoEST-EDSA research agenda which examines the critical question “*what promotes decentralization*” and “*what negate decentralization*” in the education sector.

The EDSA Performance Monitoring and Research follows the objectives articulated in the NESP Monitoring and Evaluation Plan. These are:

- “To determine whether the goals of the National Education Sector Plan are being achieved or not.
- To define parameters for assessing progress against outcomes identified in the programmes at institutional, classroom, school, zone, district, division and national levels as laid out in the NESP.
- To give guidelines on assessment of and recommend sustainability of programme processes such as community involvement, and assessment and products.
- To strengthen the R, M and E capacity of all the levels so that there is better management of the teaching and learning at institutions such as schools and all other systemic points.
- To promote use of information in decision making in the context of the National Education Sector Plan” (pp. 5-6).

The EDSA PMRP was submitted May 20, 2009. Baseline data was collected during the district fact-finding exercise. A final baseline will be established by early August 2009.

Indicator	Status/Activities contributing to Indicator Achievement
Impact Indicators	
<ul style="list-style-type: none"> ▪ Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings(female/male) ▪ Drop-out rate (female/male) ▪ Net enrollment rate (female/male) 	The EMIS Unit is preparing national and EDSA district baselines for the impact indicators.
IR 1: Strengthened MoEST policy and strategy articulation, interpretation and implementation	
<i>Outcome: Effectiveness of EDSA information feedback to contribute to national policy dialog</i>	EDSA has met with representatives of the Civil Society Coalition for Quality Basic Education to discuss ways to develop the feedback/information loop in the EDSA districts. District fact-finding exercises collected data on the status of the district education networks and
Number of laws, policies, regulations or guidelines developed or modified to improve equitable access to or the quality of education services	EDSA assisted in the development of the NESP Overarching Framework.
Number of policy briefing papers developed and accepted by MoEST/CSCQBE which contribute to articulation of policy framework	
Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services, including children living with HIV/AIDS:	MoEST HIV Focal Point/ EDSA's Social Development Advisor (Oscar Mphondo) completed the national education HIV strategy and guidelines; EDSA plans to review the strategy and guidelines in the next quarter for inclusion in EDSA OVC activities.
IR 2: Improved decentralization implementation, planning and data utilization for informed decision-making	
<i>Outcome: Percentage of districts with increased participation in planning processes</i> Number of host country institutions with improved management information systems as a result of USG assistance.	District fact-finding exercise laid the ground work for activities related to this indicator by identifying the EDSA districts' EMIS and information-use capacity.
Number of host country institutions that have USG-assisted MIS system information to inform administrative/ management decisions.	
Number of people trained in strategic information management with USG assistance.	
Number of District Education Plans which contain an HIV/AIDS component	No direct interventions have yet been initiated to achieve this indicator

IR 3: Enhanced role and participation of communities in monitoring education service delivery	
<i>Outcome: Percentage of communities active in school-decision making</i>	
Number of functional SMCs	No direct interventions were undertaken which contribute to the achievement of these indicators. The district fact-finding exercise laid the groundwork for future interventions.
Number of SIPs developed	
Number of SIPs implemented	
Number of SIPs implemented	
Number of T'LIPO members given training to build their organizational and HIV/AIDS and OVC skills.	

Annex 1: Consultancies

Planned consultancies for this quarter

Consultant	Key Activities
David Balwanz May 2009	<ul style="list-style-type: none"> • Assist with office set-up during absence of CoP in May.
Jonathan Mitchell Alastair Rodd June-July 2009	<ul style="list-style-type: none"> • Participate in district fact-finding exercise with a focus on EMIS, M&E, planning and budgeting decentralization aspects.

Planned consultancies for July-September 2009

Consultant	Key Activities
Chien Li Chung, Ed-Assist consultant July 2009	<ul style="list-style-type: none"> • Work with the MoEST EMIS Unit in the Department of Planning to ensure EMIS staff have the tools and access required to support the ongoing management, operation and development of the ED*ASSIST database and implementation and reporting on the Annual School Census. (See Annex 2.)
Baraki Zeselassie (In-house consultancy with AED international staff member) July 2009	<ul style="list-style-type: none"> • Work with EDSA to support professional development of Malawi EDSA Finance and Administrative Staff on the AED Financial Management and Reporting Systems, associated software, forms and tools, and all project staff on AED and USAID financial reporting and audit requirements. Advise on and provide a foundation for the EDSA team to set up the financial system processes, procedures and reporting structures to ensure the EDSA Financial and Administrative operate in accordance with AED and USAID policies. (See Annex 3.)
Christine Persaud (in-house security consultancy) August 2009	<ul style="list-style-type: none"> • Work in close collaboration with the AED COP and team in Malawi to define and develop an implementation to protect against security threats and risks to AED Malawi operations. (See Annex 4.)
Mitchell Rakusin—RTI EMIS consultant	<ul style="list-style-type: none"> • Provide technical assistance to relevant District Education Office officers (District EMIS and M&E officers, Primary Education Advisors, District Education Manager, District Education Desk Officers, Divisional Education EMIS and M&E Officer, etc.) in basic data management and EXCEL skills training. (See Annex 5).

Annex 2: Chien-Li Chung

EMIS Unit Consultancy—Ed-Assist

Period of performance: July 13-17, 2009

Background: The Malawi Education Decentralization Support Activity (EDSA) is supporting MoEST EMIS activities – including decentralization of EMIS to ten remaining districts, improved use of data at the de-central levels and ongoing engagement of the MoEST HQ EMIS Unit in project policy and information activities. The MoEST HQ EMIS Unit leads the implementation of the MoEST Annual School Census and the management of the ED*ASSIST database.

Task Description: The main purpose of this consultancy is to work with the MoEST EMIS Unit in the Department of Planning to ensure EMIS staff have the tools and access required to support the ongoing management, operation and development of the ED*ASSIST database and implementation and reporting on the Annual School Census. As MoEST data needs change, the EMIS Unit will be required to further configure and develop the ED*ASSIST database and Annual School Census activity to conform to these changing needs.

This consultancy shall include the following activities:

1. Consultant will work with EMIS staff to discuss changes required in the idea software in order to support data collection, analysis and reporting for the 2009 Annual School Census;
2. The above activity will include some technical assistance in accessing and configuring the software (pass codes, etc.), further developing the idea software to support staff use and management of the database and the addition of some specific changes in order to ensure the database captures additional data to be collected in the 2009 Annual School Census;
3. Development of a Management and Sustainability Plan. The consultant will work with the EMIS staff to documents (i) the static and non-static functionalities of the idea software; (ii) a flow chart describing how to upgrade the database to address future MoEST requirements of new functionalities, including new data points and ways to collect and analyze data, (iii) common problems and methods through which EMIS staff can troubleshoot these problems, and (iv) minimum standards for security and administration of the database.

Deliverables/Milestones

Due Dates

1. Completion of EMIS Technical Assistance – Accessing and configuring the database (1.5 days)	July 13-14, 2009
2. Completion of changes required to support 2009 Annual School Census. (1.5 days)	July 14-15, 2009
3. Management and Sustainability Plan completed (2 days)	July 16-17, 2009
4. Summary Trip Report (2 pps)	Due at the conclusion of the consultancy

Technical Direction: EDSA Chief of Party—Dr. Joan Owomoyela

Annex 3: Baraki Zeselassie

EDSA Office (in-house) Consultancy

Activity Dates: July 12 – July 22, 2009

I. EDSA Background

The MoEST launched the National Education Sector Plan (2008-2017) in 2008 to support and coordinate education sector development of human resources in Malawi. The strategic priority of the NESP is to the improvement of quality, equity, relevance, access and efficiency in Basic Education in Malawi. Thematic areas for targeted intervention include (i) Expand equitable access to education to enable all to benefit, (ii) Improve quality and relevance of education to reduce drop-out and repetition and promote effective learning, and (iii) improve governance and management of the system to enable more effective and efficient delivery of services. The Malawi Education Decentralization Support Program will provide assistance in supporting the NESP with a specific emphasis on decentralization implementation at the central, district and school levels. The program will work intensively to support implementation of decentralization policy; management and planning processes in six districts; and school planning and quality management processes in selected schools from 2009-2012.

II. Objectives/Purpose of Experience Sharing Activity

- a. The AED colleague will support professional development of Malawi EDSA Finance and Administrative Staff on the AED Financial Management and Reporting Systems, associated software, forms and tools, and all project staff on AED and USAID financial reporting and audit requirements;
- b. The AED colleague will advise on and provide a foundation for the EDSA team to set up the financial system processes, procedures and reporting structures to ensure the EDSA Financial and Administrative operate in accordance with AED and USAID policies.

III. Expected Outcomes

- a. EDSA Finance Manager will learn how to use Quickbooks software;
- b. EDSA Finance Manager will learn the policies and procedures for submitting the monthly imprest report to the AED home office, starting with the Imprest report for June and July 2009;
- c. EDSA Finance Manager will learn payroll processing and understand and set up payroll module in QuickBooks in accordance with AED's benefit package to Malawi local staff and local tax and labor laws;
- d. EDSA Finance and Administrative Staff will learn AED's processes for payment on goods and services including required supporting documents for various types of transactions;
- e. All EDSA Project Staff will be briefed on roles and responsibilities, and checks and balances in completing and approving financial actions; and on AED and USAID financial reporting and audit requirements.

IV. Tasks

- a. One-on-one meetings with the EDSA Finance Manager covering outcomes (a-c);
- b. Policies and procedures meetings with the EDSA Finance and Administrative team covering outcome [d] and the below items:
 - i. Processing, tracking and troubleshooting on financial actions; including a thorough review of requirements for a complete imprest submission to the AED HO
 - ii. Petty Cash Tracking and Management.

- c. All Staff briefing on will be briefed on roles and responsibilities, work-flow systems and teamwork in completing and approving financial actions; and on AED and USAID financial reporting and audit requirements.

V. Reporting

- a. The AED colleague will submit a two-page debriefing report delivered to the CoP on the last day of the experience sharing activity.
- b. The AED colleague will leave copies of any tools or templates developed to support this experience sharing activity.

VI. References

- a. AED Field Office Financial Set-up.doc
- b. AED Finance Training Manual (Binder and Forms CD)

Technical Direction: Dr. Joan Owomoyela, EDSA Chief of Party

**Annex 4: Christine Persaud
EDSA Office (in-house) Consultancy**

Period of performance: August 15 – August 31, 2009

Project Background:

The Malawi Education Decentralization Support Activity (EDSA) in Malawi Cooperative Agreement was signed in February 2009. AED has selected Christine Persaud, NGO security specialist, to

conduct a threat assessment for the EDSA program in Malawi; to review, potential threats and risks to staff and programme delivery and AED profile posture.

Task Description:

The main purpose of this consultancy is to work in close collaboration with the AED COP and team in Malawi to define and develop an implementation to protect against security threats and risks to AED Malawi operations. The Consultant will:

- Review and recommend office facility/vehicle/radio/other equipment needs and staff training requirements.
- Review Standard Operating Procedures (SOPs) and protocols necessary for safe program implementation to develop the AED standardized Safety and Security Contingency Plan (SSCP) Make recommendations to all the above as appropriate.
- Liaise with locally-identified security specialists to gather background information, as appropriate.
- Support project review and appraisal of security guard services and options in Malawi.
- Review current guard procedures and services and make recommendations on guards and guard services for the EDSA office and CoP residence.

The Consultant will:

In Canada: Preparations (1 day) and post-Malawi trip final-report writing (2 days) – 3 days total

4. Pre-Malawi trip: Review relevant security documentation and contracts, consult with others as relevant, plan and briefing with AED staff prior to departure.
5. Post-Malawi trip: Write a final report that provides the full findings of the assessment (covering the priority areas of threats, risks; office facility security; travel security; personal security; visitor briefing packet; and an incident/response system and assessment of security contractor services). Complete Malawi Standardized Safety and Security Contingency Plan.

Travel days and On-site in Malawi - August 17-28 , 2009 (11 days).

6. Inspect office and residential facility locations; office vehicles and other transportation options; and radio equipment if applicable.
7. Make written recommendations to AED.
8. Complete the Safety and Security Contingency Plan (SSCP).
9. Conduct a rapid security assessment that defines security risks AED should anticipate and mitigate over the medium to long term period in the context of its program operations in the areas of operation.
10. Based on the rapid assessment findings, recommend to AED any needed revisions to the current security SOPs and protocols already established, including new measures.
11. Meet with UNDSS, UNDP security, embassy staff, NGOs and local partners, identify any gaps in information gathering and dissemination and recommend improvements to address those gap areas.
12. Provide brief on assessment and guidance to COP in prioritizing staff safety and security training requirements.
13. Review emergency medical services and medical evacuation procedures.
14. Brief field-staff on personal security protocols, and discuss issues as-needed by staff and local security situation.

Deliverables

Deliverable	LOE	Due Date
1. Pre-trip Security documentation review, meetings, develop training curriculum, and visa process	1 day	17 August 2009

<ol style="list-style-type: none"> 2. Written recommendations on office and residential facility locations; office vehicles and other transportation options; 3. Assist COP in developing security approaches and measures for any additional program contingency plans as needed 4. Debriefing delivered to COP on the threat assessment findings and any recommended revisions to security SOPs, SSCP and protocols. 	11 days	28 August 2009
<ol style="list-style-type: none"> 5. Final written report and Safety and Security Contingency Plan. Debriefing with AED Security Officer 	2 days	31 August 2009
Total LOE	14 days	

Annex 5: Mitchell Rakusin

District Capacity Strengthening Consultancy (RTI Consultant)

Period of performance: August 17-September 5, 2009

Activities: The consultant will provide technical assistance to relevant District Education Office officers (District EMIS and M&E officers, Primary Education Advisors, District Education Manager, District Education Desk Officers, Divisional Education EMIS and M&E Officer, etc.) in the six EDSA districts as specific by the below activities:

1. The consultant will do a quick review of basic Excel skills and based on the ability level provide relevant beginning and intermediate professional development in file management and Excel.

2. Professional development may include, but are not limited to:
 - Guidance on a systematic way to back up key data files. This may include copying files to one flash drive on a daily basis and another on a weekly basis.
 - Provide guidance on basic file management and file naming conventions.
 - Provide basic and intermediate training in Excel (as required) using education statistics. Key elements include:
 - Basic spreadsheet features
 - Adjusting column width
 - Formatting cells for text, currency, decimal display, percentage, text wrapping
 - Freezing panes so they can see column headings
 - Using multiple worksheets within a single Excel file
 - Accessing information from cells in other worksheets
 - Basic table design principals
 - Copying and pasting with attention to table structure, values vs formulas
 - Sorting data (including secondary and tertiary sorting criteria)
 - Locking/protecting portions of a spreadsheet
 - Generating graphics from tabular data
 - Basic mathematical functions
 - Basic addition, subtraction, multiplication, and division
 - Appropriate use of parentheses in mathematical statements
 - Copying formulas from one cell to a range of cells using relative and absolute cell addresses
 - Summation of a range of cells
 - Summation of totals within a column
 - Calculation of averages, max and min of a range of data
 - Issues of circular references

3. The consultant will facilitate a discussion with district staff on additional professional development needs in the area of EMIS and M & E; and possibilities for further linking this work to district needs in planning, management, monitoring and decision-making.

Deliverables: 1) Report (this may be in matrix format) outlining 1) officers reached in each district, 2) professional development provided to the officers, and 3) suggestions for follow-on professional development for each district, and 4.) session feedback handouts (to be delivered to EDSA following the activity).

Timeframe: The consultant will need to be available from August 17-September 5, 2009.