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

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PART 1 OF GPSA APPLICATION

SECTION 1: PROJECT BASIC DATA SHEET

1.1 Project Title. Social Accountability Strengthening Project
***1.2* Country where the Project will be implemented.** MALAWI   [Mark all that apply. *[List of participating countries will show in e-application]*
***1.3* Project Overview** *[Click on text field in e-application to complete the list of questions below in pop-up window]*
➢ **Recipient/executing organization name.** MALAWI ECONOMIC JUSTICE NETWORK (MEJN) AND PARTNERS
➢ **Address of recipient organization**. Please make sure address includes the country. P. O. BOX 20135, LILONGWE 2, MALAWI
➢ **Country in which applicant CSO is a legal entity**. MALAWI   [Please select from list below. *[List of participating countries will show in e-application]*
➢ **Mentee(s) organization(s) name(s)** NOT APPLICABLE
➢ **Project Manager**. If manager not appointed yet, indicate name of Project main contact person. DAUTSO KUBALASA
➢ **Phone.** Include country area code. +265 (0) 1758 198; +265 (0) 999 897 122 / 888 897 122
➢ **Email** of main project contact person. dkubalasa@mejn.mw / dkubalasa@gmail.com
➢ **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 [OCTOBER 2013]
[Upon clicking on text field calendar will appear to select date]
➢ **Project implementation period: End date.** Estimated closing date should be between 3 to 5 years after Project start date.
[Upon clicking on text field calendar will appear to select date] [SEPTEMBER 2016]
➢ **Project geographic sco**pe: 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 LEVEL, COVERING 3 ADMINISTRATIVE REGIONS AND 6 DISTRICTS]
➢ **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. [US$ 705,000]	
➢ **Financing sources**. Additional financing sources. If yes, please list them and include the budget amount contributed by these sources to the Project.	

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.

Project Overall Goal: **Informed, confident and actively engaged citizens exercising agency in local and national governance and working with responsive and accountable authorities for positive change in service delivery and other issues that matter to them.**

The proposed project will specifically focus on; strengthening of CSOs' institutional capacities to effect citizen agency and public voice in monitoring, lobbying and advocating for transparency and accountability in the public procurement processes and systems of the education sector in Malawi.

Specific Objectives
1. The institutional capacity of CSOs is strengthened for effective social accountability in public policy and service delivery by 2016;
2. Community stakeholders are able to demand accountability in the public policy processes and service delivery in education through citizen engagement by 2016;
3. The procurement processes of the education sector are more efficient, accountable and transparent by 2016; and
4. Linkages with key stakeholders are strengthened for effective shared learning on rights-based programming and social accountability by 2016.

The proposed project will improve the capacity of relevant CSOs to routinely facilitate and organize strategic public participation in local and national governance processes. In addition, the project will enhance the capacity of CSOs to monitor, lobby and advocate for effective and transparent procurement systems and processes in the education sector, and then provide feedback to stakeholders and citizens.

Through community agency and related activities such as; awareness raising, enhancement of strategic, analytical and organizational CSO capacities, popularization of social accountability principles and culture, the relationship between citizens and duty bearers will be improved. The information generated from the above engagements, monitoring mechanisms and the critical analysis of the issues will be shared with the Ministries of Education Science and Technology

(MoEST), Office of the Director of Public Procurement (ODPP), Ministry of Economic Planning and Development (MEPD), and Parliamentarians among others, to influence the design of appropriate policies to improve public procurement mechanism and citizen participation in the processes.

The partners for the proposed project include Malawi Economic Justice Network (MEJN), Civil Society Education Coalition (CSEC), Centre for Human Rights and Rehabilitation (CHRR), and Centre for Governance and Public Participation (CeGPP). MEJN and its partners will work in 6 administrative districts including Rumphi, Salima, Lilongwe Rural, Machinga, Chikwawa, and Phalombe. In terms of targeting within the MEJN partners groups, each of the implementing partners will focus on 2 districts, with exception of CeGPP which will be in charge of the Capacity Building aspect of the project. MEJN will focus on Rumphi and Phalombe, while CSEC will focus on Machinga and Lilongwe rural, while CHRR will focus on Salima and Chikwawa. The allocation of districts does not entail complete lack of presence of the other partners in any one district's implementation of project activities, rather it entails that the particular partner will be in charge of initiating and reporting on its district's activities and issues. The implementation structure of activities will ensure that all 3 partners are present in all districts during activity implementation.

The project will be a 3 year period starting from October 2013 until September 2016. Despite the fact that 2014 is an election year in Malawi, MEJN and its partners feel that the project duration should not change with respect to the 2014 elections for the following reason that:

(i) There is no significant negative potential that the 2014 general elections will trigger instability or violence to affect the effective implementation of the project. From experience and since 1994, Malawi has successfully held violent free elections. This is coupled with the very fact that the project is not largely targeting to warrant a concern for possible extension of the project. In fact, the general elections will also present an opportunity to advocate for possible reforms owing to the need for citizenry support hence it will be an incentive to the project. In terms of support from government and all other stakeholders.

(ii) It will be costly if the project was to be extended beyond the proposed three years, especially with respect to personnel and overhead costs, and to avoid financial constraints, the proposed three years for this project appears to be convincingly appropriate for the level of funding committed to the project. More so, extension of the project might thinly spread the activities.

[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	✓
CSO Institutional strengthening	✓
Capacity-building and technical assistance	✓
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	✓
Representation and voice	✓ People have a mechanism and/or policies through which they can voice their concerns to the government and influence policy	✓
Accountability	✓ Governments are more accountable to beneficiaries in delivery of services and in management and use of public resources	✓
Learning for	✓ GPSA beneficiaries have greater knowledge and practice of social	X (this is a required

improved results	accountability, and civil society organizations have greater capacity to implement social accountability initiatives	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.

[MAX 400 WORDS]

The partners for the proposed project [that is, the Malawi Economic Justice Network (MEJN), Civil Society Education Coalition (CSEC), Centre for Human Rights and Rehabilitation (CHRR), and Centre for Governance and Public Participation (CeGPP)] have been implementing social accountability programs over the last decade, mainly focusing on; capacity building for CSOs, undertaking Pubic Expenditure Tracking Surveys (PETS), Independent Budget Analysis(IBA), and Service Delivery Satisfaction Surveys (SDSS).

The mandate of MEJN, the lead agency for the proposed project, is to promote good economic governance for the betterment of economically and socially excluded Malawians. Central to this mandate, MEJN strives to promote the following values; transparency and accountability, integrity, empathy and empowering societies to know, exercise and claim their economic rights. Among the programs that MEJN is currently implementing include; the Economic Literacy and Budget Accountability for Governance (ELBAG), the *Liu Lathu Mwananchi* (Strengthening Citizen Voices, Transparency and Accountability), Promotion of National Integrity Systems (against corruption) and Trade and Tax Justice.

a)   MEJN's ongoing Experience: has built vast experience in use of social accountability tools and methods in engaging with different stakeholders at community, district, and national levels. These tools and methods include PETS and SDSS, as well as budget analysis and dialogue, lobby, and advocacy forums with Government officials and both district and national levels. With respect to capacity building, MEJN has been providing tailor made trainings to MEJN district chapters and Village Development Committees (VDCs) and Area Development Committees (ADCs) mainly on budget tracking and monitoring at a broader level, and at a sectoral level, focusing on the 4 key social sectors of education, health, water and sanitation, and agriculture.

b)   MEJN's work related to procurement monitoring: With respect to procurement, MEJN is currently collaborating with the Office of the Director of Public Procurement (ODPP) in creating awareness of procurement processes and systems for district council officials and the district based business community as potential bidders.

c)   Value addition of proposed GPSA supported Project to MEJN's on-going work on Social Accountability: It is envisaged that the proposed project intervention will allow MEJN to complement its current advocacy efforts which focus on public policy in general, and rather focus the lessons drawn from the generic social accountability activities over the past decade into the education sector. The intervention will also result in strengthening the MEJN district chapters and their collaboration with Parents Teachers Associations (PTAs), School Management Committees (SMCs), Area Development Committees (ADCs), and Village Development Committees (VDCs) by ensuring that all these entities work together in their respective districts' procurement in the education sector. This will strengthen MEJN's community of stakeholders at district level and will guarantee continued stakeholder work in social accountability in general the districts and monitor procurement in the education sector at district level.

a)   CSEC's ongoing experience: CSEC is currently implementing education programs on Essential Social Services Delivery and Governance. Some of the interventions being used in the programs include; empowerment of local community structures on their rights and responsibilities; training communities and partners on lobbying and advocacy for inclusive public participation in policy processes and monitoring the quality of public service delivery through PETS, Service Delivery Satisfaction Surveys (SDSS) among other tools. It is worth noting that CSEC has over ten years experience social accountability work.

b)   CSEC's work related to procurement monitoring: Specifically, CSEC has been conducting budget analyses, budget expenditure tracking surveys and service delivery surveys in the education sector. While this work has yielded positive results, the work has not concretely addressed issues in education procurement which previous work has shown that it is an

area where there are inefficiencies and loopholes for corrupt practices.

c)   Value addition of proposed GPSA supported Project to CSEC's on-going work on Social Accountability: The GPSA grant, specifically on procurement monitoring in education service delivery will therefore build on previous experience of the CSEC and will provide an opportunity for CSEC and its partners to look into issues in procurement that have previous not been addressed. While somewhat similar work has been done on procurement (like the PETS), the grant will give the CSEC a new experience and capacity to undertake monitoring of procurement in the education sector. This new experience and capacity will mainly lie in CSEC's membership, Staff and local community structures making it institutional and sustainable. This new experience and capacity will enable CSEC to take its social accountability work a step further even after the GPSA project comes to an end.

a)   CHRR's ongoing experience: CHRR has experience in monitoring delivery of public education services in Malawi. CHRR champions rights-based (needs-based) approach to development. The human rights approach to development propagates that all human beings have equal dignity and equal claim on the resources required to meet their basic human needs and to exercise their fundamental rights and capabilities.

b)   CHRR's work related to procurement monitoring: In 2010 CHRR in partnership with OSISA conducted a research called "Effective Delivery of Public Education Service". The report's primary focus was to examine how education is governed in Malawi. While it inevitably comments on issues of quality and outcomes in the education sector, it largely focused on processes and institutions that need to be in place in order for the right to education to be realized. The report's recommends that civil society organizations on the other hand can play a constructive role by monitoring the extent to which government is in compliance and offer policy options that aim to improve the situation. CHRR believes that the findings and recommendations of the report can help in promoting meaningful dialogue between different stakeholders to set national priorities and ensure effective implementation of development strategies. Among other areas the study accessed the procurement procedures and policies, budgeting and expenditure management, human resources management and strategic planning and monitoring in education. The finds and recommendations are still very relevant in the education sector, for instance, there was a strong recommendation that CSOs should advocate on behalf of local communities so that these communities can participate effectively in the planning, monitoring and evaluation of education services; there was also a strong recommendation that MoEST should significantly improve the management of financial resources by using resources in accordance to the approved budgets and thus preventing planned activities from being compromised.

c)   Value addition of proposed GPSA supported Project to CSEC's on-going work on Social Accountability: Little has been done towards the implementation of the finds and recommendations of this report due to lack of resources. Therefore through this project, CHRR expects to build the capacity of its members organizations to further implement the right to education through undertaking activities and advocacy efforts geared towards improving efficiencies in education procurement.

a)   CeGPP's ongoing experience: CeGPP has previously been engaged in building capacity of CSOs on social accountability, transparency and public policy analysis. The Centre was contracted by the local World Bank office to pilot e-learning capacity of CSOs on social accountability in Malawi, Tanzania and Zambia, and it was also engaged in the consultations leading to the development of the GPSA strategy.

b)   CeGPP's work related to procurement monitoring: since CeGPP is a relatively new organization, it has not undertaken work related to procurement. However, since the role of CeGPP in this project centres on capacity building, it is expected that through synergies that will be attained by working with the other implementing partners, CeGPP will be able to effectively deliver capacity building on the education procurement monitoring component as well as on SAcc in general.

c)   Value addition of proposed GPSA supported Project to CeGPP's on-going work on Social Accountability: Through this project, CeGPP will develop skills and knowledge in working in areas of procurement and in the education sector, and it is envisaged that this knowledge will be used to build on to other capacity building activities in the education sector in other districts as well as in other key social sectors.

At a higher level of, the GPSA supported project will have a cross cutting value addition to all the partners as a team in that it will introduce measures that will bring deeper and closer collaboration amongst the implementing partner organizations. The partners will be meeting on a regular basis to discuss and agree on key governance issues to be addressed in Malawi and specifically for the education sector, and also explore ways of becoming socially accountable themselves. The collaboration thus promote the implementing partner institutions themselves to be socially accountable to the public that they serve by for instance making accessible to the public their financial audited accounts.

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.

[MAX 250 WORDS]
The primary and direct beneficiaries of the proposed project will be the participating CSO organisations and their respective community-based partners working on social accountability and related issues in Malawi. The proposed project will also benefit learners, educators and related structures in the targeted communities and schools across the education divisions of Malawi.

Through participatory and consultative processes, such as focus group discussions, public meetings and periodic feedback and update meeting, the proposed project will facilitate project management, strategic planning, analytical and lobbying skills and capacities of the CSOs to monitor, analyse and report on public procurement processes and citizen participation in policy development and implementation. The project will also build the capacity and skills of school and other stakeholders to exercise their rights and responsibilities.

It is expected that through various strategies within the project and specifically through the project's capacity building initiatives, interface/dialogue forums, and monitoring activities, the project's interventions will result in vibrant and knowledgeable SMCs and PTAs, as well as communities and their respective ADCs and VDCs. Specifically, the interventions will contribute to developing a critical community at district level that will be able to stand up and demand transparency and accountability from their SMCs and PTA on the one hand. And on the other hand, the project will also contribute to better working relationship between SMCs and PTAs with ADCs and VDCs on issues relating to procurement in the education sector.

All this will be achieved at the first level, through letting communities know of their and their children's right to basic education and their role in ensuring that their rights are not violated through active and informed participation in their respective community schools' development initiatives, including procurement of materials that will be used in their schools. It is only through a people who know their rights and responsibilities that positive attitudes and behaviors will be attained. At the second level, the project will let each entity (SMC, PTA, VDC, and ADC) know its respective role in the development initiatives in the education sector in the community, and the importance of the need for each of these entities to be continuously working together. It is expected that the current antagonism for taking lead in development projects and activities in schools between PTAs/SMCs and ADCs/VDCs (whereby the former tends to alienate the latter in such activities) will no longer exist as the entities will be trained together on the vital aspects of procurement and tracking education budget expenditure

Through constructive engagement of these 4 community development structures in collaboration with district level CSOs, with the district education managers and other key district council officials and members of parliament, with an integrated aspect of media coverage of developments and stakeholder interface meetings at district level, the project will encourage responsiveness on the part of the duty bearers and enhance transparency and accountability in aspects of procurement in their districts' education sector.

All these processes, will result in negotiation, procurement, issue identification and lobby and advocacy skills being developed in the community and strict level stakeholders, as well as positive attitude change which lead to improved procurement of teaching and learning materials in their areas, thereby improving education service delivery. These will be positive gains that the communities will be able to point at, thereby further encouraging their active involvement in the processes. Of particular emphasis is the change that the project will achieve in the parents of learners and the community in seeing themselves as partners in their areas' education sector, and not merely recipients of the development activities from government.

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.

[MAX 100 WORDS]
The project's strategies and tools will be designed to address the structural and process causes of public procurement bottlenecks in the education sector, and effect systemic changes to benefit the sectors present and future learners. A renewed sense of civic duty and purpose that is framed within social accountability culture and a rights-based approach that emphasizes citizen rights and responsibilities, will empower and conscientise community, parents, and teachers for effective participation in development processes. In the long-term, the identified initiatives will inform citizens to demands better governance and services that will improve their quality of life.

The project will undertake the following approaches:-

a) Generating feedback: Considering that both MEJN and Care Malawi GPSA project proposals plan to use specified participatory assessment tools in order to assess the efficiency and effectiveness of procurement systems in the education sector at the district level, in a bid to ensure that the procurement monitoring system for the intervention in Malawi is consistent in both the MEJN and Care Malawi targeted districts, MEJN and Care Malawi will to use a harmonized tool that will be employed consistently in all targeted districts to assess service delivery in the education sector, among other key information. A survey management team will be set up, to work together in the refinement and development of the tool and agree on reporting format and framework in order to ensure harmonized reports and guarantee joint usability of the results in national lobby forums. The harmonized tool will be a blend of the PETS and Constituency Voices. The assessment will be conducted on an annual basis to assess and track progress in areas requiring improvement.

   Both MEJN and Care Malawi believe that this harmonized tool will be one of the main means by which both projects will be able to generate feedback from learners, SMCs, decentralized structures, and any other relevant stakeholders at district level with regard to the status of procurement in the education sector and whether the projects' interventions are being effective in addressing the challenges. MEJN and its partners will also conduct 'Procurement-Related Budget Analysis' on an annual basis in order to track policy change due to the project's intervention. A vital aspect of the analysis will be the engagement that the project team will have with district level stakeholders and decentralized structures including district level CSOs in the realm of pre-budget consultations specifically for the education sector. This will guide the implementing team in capturing policy and budgetary issues that need to be addressed through the national budget, and thus include these issues in submissions to government as well as in the Budget analysis exercise.

b) Information Generated: Through these tools, the intervention will be able to generate the following information:-
   (i)   features of procurement systems and procedures that make the procurement system in the education sector inefficient;
   (ii)   features of procurement systems and procedures that hinder public participation;
   (iii) The link between political interference and inefficiencies in education sector procurement;
   (iv) loopholes that create room for corrupt practices;
   (v)   possible areas of citizen participation in planning, monitoring and evaluation in the delivery of education

services at district level; and,

(vi) Effectiveness of the decentralized procurement system in the education sector, among others.

The project will use this information in dialogue platforms with relevant government officials at district and national levels, as well as district and national level CSOs. The projects intend to use these platforms to disseminate the findings of the annual assessment exercises where media engagement will also be a vital part of the engagements in order to bring wider stakeholder knowledge and interest on the findings of the assessments and analysis.

c) Direct Beneficiaries of the Information: Direct beneficiaries of this information in the government include,
(i) the planning department in the MoEST (through enhanced availability of teaching and learning materials in targeted schools thereby contributing to improving literacy levels in Malawi, as well as improve the Education Ministry's planning and monitoring systems where procurement of items for the sector is concerned);
(ii) the Ministry of Finance (by ensuring that resources are utilized properly as well as informing proper planning for the use of resources, and monitor further whether the money that is allocated is used for its intended purpose);
(iii) The ODPP (through reduced number of procurement documents with errors submitted to ODPP from the district education offices. The information will also be used to unearth the challenges people are facing in understanding procurement procedures in the education sector especially with regard to the levels of authorizations required for different procurement items. ODPP will therefore be well informed to come up with relevant interventions to address the challenges identified; and
(iv) The Parliamentary committee on education.

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	✓		
	Budget Accountability	✓		
	Procurement	✓		
	Anti-corruption	✓		
	Other (please specify)			
Sector focus	Education	✓		
	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)?

[MAX 200 WORDS]
This proposal builds onto what some of the proposed project's partners have been doing over the years, such as building the capacity of community-based organizations and local communities using systematic and structured curriculum on education systems in local government structures such the city and district councils, area development committees and village development committees. Once the CSOs and their partners have built sufficient capacity on social accountability issues and principles, they will use the skills for monitoring of public services delivery and training of community level structures for engagement with service delivery points in their catchment areas.

Mainstream electronic and print media will be engaged through written articles, panel discussions and press briefings on popular social accountability issues such as the impact of corruption, non-delivery of public services. Policy briefs, debates and discussions with business role players, community groups, legislators and local councilors will be held. Periodic uploading of documents on project partners' websites will be done to popularize findings and lessons learnt. Documentation through video, and radio documentaries, feedback from policy makers, profiling of best practices/case studies will be an ongoing process. These will also form part of the monitoring and evaluation.

The project implementing partners have identified key governance issues in procurement for the education sector that are directing the implementation of this project, and these include:-

Capacity: The ODPP does not have adequate capacity in terms of human resource to monitor the procurement processes and their corresponding compliance. With the drive for decentralized services, some district councils are still not having procurement personnel. Also that the MoEST lack capacity in procurement to ably manage the demands in procurement of goods and services.

Independence: The Director of ODPP is actually appointed by the President though confirmed by the Public Appointment Committee (PAC). The dilemma here is the degree of scrutiny in the event that the ruling part y has more numbers in the PAC.

Bureaucratic nature of procurement: The procurement mechanism in government still remains centralized thereby undermining efficiency of the process. In education, all procurement is done centrally at the Ministry of Education despite the current effort to devolve these functions to local assembly. However, even where such functions are devolved, the pre-qualification of suppliers is done centrally for the local assemblies.

Critical reforms:
   (i)   Need for decentralized procurement systems in line with GoM decentralization policy;
   (ii) The other reform relates to independency of ODPP because the current scenario is heavily politicized both in terms hiring and termination; and,
   (iii) Standardized and simplification of procurement procedures, more at local councils.

 Progress the ODPP has achieved
Policy revision – ODPP has revised procurement policy and act, which has mainly addressed two key issues. The is policy has

reduced the non objection power of the ODPP. The ODPP can only make no objection after verification. The other one is the role of Civil Society in procurement process. The CS can now participate in the opening of the tender as one way to enhance transparency.

Feedback mechanisms:
   (i)   Forum (bi-annual) for sharing key findings with key stakeholders such as ODPP;
   (ii) Policy briefs developed from the project will be shared with the ODPP and other stakeholders like MoEST; and,
   (iii) Where necessary and as need arise the project will facilitate direct interface with ODPP especially on issues that compromise procurement integrity.

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."

[MAX 200 WORDS]

Both MEJN and Care Malawi intend to engage state and non-state actors in building a national coalition for social accountability with a special focus on procurement in the education sector. This is aimed at generating a wider national stakeholder support to influence policy in the area of procurement in the education sector. Both entities plan to mobilize and create a forum of Civil Society Organizations (CSOs), as well as engage with key national level stakeholders in the education sector, including the Office of the Director of Public Procurement (ODPP), Ministry of Education Science and Technology (MoEST), the Parliamentary Committee of Education (PCE), and the Public Accounts Committee (PAC), just to mention a few.

In order to ensure for constructive stakeholder engagement and to also avoid duplication of efforts and guarantee efficient use of resources, MEJN and Care Malawi and their partners will, through the Governance team's quarterly meetings develop quarterly plans. These are what will guide stakeholder engagement activities in each quarter in a bid to make sure that the two entities hold joint engagement sessions with the stakeholders.

State and non-state actors will be engaged in building a national coalition for social accountability. Existing platforms for human rights, education, and governance sectors and networks such as, National Initiative for Civil Education, Consumer Association of Malawi and Malawi Human Rights Consultative Committee will be engaged.
•   In addition to the stakeholders that will be engaged throughout the project as described under recommendation 4, under multi-stakeholder support under the MEJN and Care Malawi projects, this project will enhance this strategy for building multi-stakeholder support in the following ways:-

At district level, MEJN and its partners will engage with SMCs, PTAs, ADCs, VDCs, Primary Education Advisors (PEAs), District Education Manager, the District Council Officials, and District Level CSOs. At National level the project will engage with Civil national level CSOs, ODPP, MoEST, the Parliamentary Committee of Education (PCE), and the Public Accounts Committee (PAC). And to get these stakeholders to buy-into the project and be actively and consistently engaged in the intervention and beyond the lifespan of the project, the following strategies will be utilized:-
   (i)   The project will conduct annual assessments of the status of procurement in the education sector using a PETs and Constituency Voices harmonized tool. The results of these findings will be used by the project to engage with various stakeholders in order to get their support to the cause and influence actions of various actors and policy.
   (ii) To get involvement of community level stakeholders in the districts, project shall effectively involve district level

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CSOs, SMCs, PTAs, VDCs, ADCs, PEAs, and DEMs in the collection of the data.

(iii) The district level CSOs will also be involved in the other civil society organizations in conducting of the assessment and the dissemination of the findings to district council officials working in the target districts in order to build a strong advocacy voice at districts levels.

(iv) The project partners will share the findings of these assessments with strategic associations and other national stakeholders during national dialogue sessions during which action plans shall be developed to address recommendations and challenges identified through the survey.

(v) Government line ministries (such as the Ministry of finance, economic planning, and education), Office of President and Cabinet, Office of the Director of Public Procurement (ODPP), and the National Assembly committees on finance and education shall also be targeted in the dissemination of the findings.

(vi) Media houses shall also be oriented and trained on issues of social accountability to assist in bring national and wider stakeholder awareness and interest in procurement issues.

(vii) The District Executive Committees, which comprise district executives and district based non-state actors, shall also be thoroughly briefed on the findings of the assessments to raise awareness on accountability challenges emerging from their constituent communities and lobby for their responsiveness to the same.

The platform of CSOs on economic governance, of which MEJN is a key member, is recognized by the Common Approach to Budgetary Support, a national economic governance consultative forum for donors, government and civil society, will be used in coalition building. Ministry of Education, Science and Technology (MoEST) and Office of Director of Public Procurement (ODPP) are being engaged by the education sector CSOs for buy-in. The project will work closely with procurement structures within the MoEST, ODPP, Parliament and Ministry of Finance through interactive forums to share findings and discussion ideas hindering citizen participation in policy processes.

MEJN is engaged in a partnership with ODPP to raise the profile of procurement principles and coordinates CSOs' participation in reviewing the national Procurement Strategy and the public procurement initiative program. Through training on social accountability concepts, principles and tools, the project will strengthen media's capacities in areas of interest with respect to social accountability.

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.

[MAX 200 WORDS]
The following strategy for engagement will be employed with relevant state actors:

(i) <u>Legislative</u>: the project will work with CSO forums like the Malawi Human Rights Consultative Committee in engaging with Members of Parliament, and relevant Parliamentary Committees on Education, Budget and Finance and Public Accounts to educate, share and discuss pertinent arising issues related to procurement processes and citizen participation in national policies.

(ii) <u>Executive</u>: the Ministry of Education Science and Technology, Ministry of Finance, Office Director Public Procurements, Ministry of Economic Planning and Development will be the main vehicle through which the project will engage with the executive. The project will work with relevant departments within the respective government ministries and representatives at national, divisional and district levels. The project will make deliberate efforts to ensure that government line ministries are aware of the goal of the project which will not only ensure that the constructive engagement is enhanced but also facilitate government's release of the relevant information for the benefit of the project.

(iii) <u>Local governance and school related structures</u>: for a constructive engagement at local level the project will orient the district executive committee (DEC) which is a crucial and inclusive committee at district level. The DEC is made up of district government heads and the Civil Society Organizations which plans and makes decisions at district level. On the very onset the DEC will be oriented on the concepts of the project such as social accountability and procurement monitoring in education. The orientation will basically emphasize on highlighting the goal, objectives

and the expected out comes and outputs of the project, this will be done as a buy in strategy at district level for a construct engagement. The same strategy will be used to the local governance and school related structure such as PTA, SMC, ADCs and VDCs which will be directly involved in the implementation of this project at community level. This will not only ensure that the right job is delivered or foster meaning and constructive engagement but it will also enhance the ownership and sustainability of the project interventions even after the project period comes to an end.

(iv) The <u>media</u> is also very crucial in as far as the impact of the project is concerned. The media is strategic for a meaningful advocacy at national level considering the fact that the project will directly be visible in 6 districts. However, the project is cognizant of the fact that media if not given the right information can destroy the whole essence of the intervention, therefore, for the constructive and meaningful engagement the project will also orient the media on procurement monitoring and social accountability in general.

3.2.4 Communications and outreach strategy. <u>What is </u>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.

[MAX 200 WORDS]

Both the MEJN and Care Malawi projects focus on creating awareness and knowledge-sharing, as a way of sharing the information and knowledge generated throughout the implementation of the project. Both institutions also plan to develop a communications strategy to guide communication methods and tools for the projects. MEJN and Care Malawi will however proceed to develop separate communications and outreach strategies considering that the issues coming out of the projects may be different and would require different communication channels considering that each organization has another different component e.g teacher absenteeism for care Malawi and capacity building for MEJN. However, the two teams will ensure that synergies in similar communication tools and methodologies are achieved through the quarterly governance meetings between the two entities whereby communication plans will be shared and where necessary implementation will be jointly executed.

The communication strategy will focus on both creating awareness and knowledge sharing in complementing the strategy outlined in Section 4.1. Partnerships with the media will be solicited at the onset to facilitate consistent and regular communications. Communications expertise within the partner organizations will be used to develop a comprehensive communications strategy.

i) <u>Creating awareness</u>
Key stakeholders will be made aware of this initiative from the outset through a public project launch event, radio spots and newspaper articles. Community level awareness raising will focus on increasing peoples' understanding of rights and responsibilities and in this case with respect to procurement and policy development, implementation and evaluation. 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 the delivery of quality services. Avenues to involve the public will be explored including through newspaper columns and call-in programs on radio.
ii) <u>Knowledge sharing:</u> the information and knowledge generated throughout the implementation of the project will be communicated to appropriate audiences using a variety of communication channels, including websites, publications, leaflets, brochures and policy briefs that will highlight breakthroughs, lessons learnt and key recommendations.

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.

[MAX 400 WORDS]

MEJN and its partners have observed capacity gaps among CSOs working in social accountability especially in the areas of procurement procedures and systems, human rights, citizen centered advocacy, and systematic monitoring. However, in addressing the observations raised in this regard, MEJN will undertake the following:-

(i) The implementing partners will develop a SAcc approach with clear tools and mechanisms for undertaking SAcc activities. The approach will be developed at the start of the project.

(i) Formalize the capacity gaps outlined above by developing a capacity building strategy which will be informed by capacity needs assessment that will be carried out as one of the first activities in planning phase of the Project. The Capacity building strategy will aim at providing relevant special skills to CSOs at district and national levels so that they are able to devise appropriate social accountability tools and mechanisms and this project will build that kind of capacity in Malawian CSOs in the six targeted districts through capacity building workshops.

(ii) What has been learned and applied so far: MEJN and its partners have observed capacity gaps among CSOs working in social accountability especially in the areas of procurement procedures and systems and applicability of such procurement procedures, knowledge and applicability of human rights based approaches to development, citizen centered advocacy i.e. how to interest ordinary people in undertaking advocacy work on issues affecting their livelihood, and systematic monitoring of impact of interventions and how to train local communities in undertaking such monitoring activities.

(iii) Ways in which the GPSA-supported Project advance and innovate, with regards to the types of capacities that have been built into local and national CSOs for social accountability: Grassroots structures once trained in monitoring under the SAcc component and once capacitated with the local and national CSOs as well as grassroots structures involved in the project once trained in the various outlined trainings,

(iv) How the capacity-building operational strategy will ensure that training activities are approached as "hands-on learning" processes rather than one-time events with weak follow-up mechanisms: The project will involve the district level CSOs and district and school community structures once trained in the actual monitoring of procurement processes at community and district levels, as a hands on training, and will further be given resources to continue the monitoring of the processes in their districts. This will ensure the trained district level stakeholders will integrate the monitoring techniques gained through the training and through the actual monitoring activities in their normal activities funded by other projects.

(v) The project will develop a procurement monitoring model as one of the first activities in the first year. The model will guide monitoring of procurement in the education sector in each of the districts. The project envisages that through this model, SMCs for each school will be given booklets which will be owned by the SMCs and be used for their periodic tracking and recording of developments in delivery of Teaching and Learning Materials in their schools. The booklets which will be a vital aspect of this model will also constitute information that will be require the SMCs to be periodically making initiatives to access certain procurement related information from the district education office. The project's filed officers will be collating this information from the SMCs during their quarterly monitoring activities. The compiled project quarterly monitoring report will be used at national level by the Implementing partners and Care Malawi to engage policy makers and the media.

The project will also develop an M and E plan which will guide what will be monitored and how it will be monitored. This will help assess whether the activities in each of the components are having a positive impact and guide on ways for improvement. The MEL plan with respect to the SAcc will also assess whether the trained stakeholders are using the information imparted to them through the project in tracking use of public resources in the education sector and as well as other key sectors of direct impact on the poor and disadvantaged groups of society.

The proposed project envisages that ongoing demands by CSOs that those responsible for managing public resources

produce clear justifications for their decisions and performance, will serve to strengthen the implementation of the five public resource management processes i.e. planning and resource allocation, expenditure management, performance management, public integrity management and oversight. The assumption is that duty bearers need to ensure the production of rigorous and detailed financial and performance reports, which require the prior production of rigorous and detailed planning and budgeting documents in order to be able to track and subsequently justify their performance to civic actors and constitutionally appointed oversight bodies. Consequently, public access to, and rigorous scrutiny of, the contents of these documents will create, at least in part, the necessary pressure to ensure (1) that they are produced in the first instance, and (2) that there is a progressive improvement in their quality and detail. In so doing, the CSOs will apply the pressure necessary to strengthen the capacity of duty bearers to deliver improved services which is the ultimate outcome of this project.

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	✓
Submission of requests for access to public information	✓
Develop online database <u>to display</u> public information in accessible, understandable formats	
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)	✓
Capacity-building of CSOs, CSO networks and/or targeted citizen groups	✓
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)	✓
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	✓
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: Service Delivery Satisfaction Surveys	

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.

[MAX 500 WORDS]

The main proposal components and objectives as well as activities are as follows;

- ***To strengthen institutional capacity of CSOs for effective social accountability in public policy and service delivery by 2016,***

Capacity building through training project partners and participating CSOs on the social importance, key operational concepts and inculcate a culture of social accountability, developing operational framework for the SA movement, mentoring, internal sharing of skills, capacity gap assessment. With the support of a technical partner, Keystone Accountability and the project partners, appropriate social accountability tools for enhancement of beneficiaries' voice will be identified, and the identified tools piloted as part of internal capacity building or training of trainers. Where needed, project partners will extend some of the tools to their CSO partners.

- ***To enhance capacity for active citizen participation in demanding accountability in the public policy processes and service delivery in education sector by 2016,***

Mobilization of citizens and linking their community development needs with social accountability to lobby duty bearers and advocate for effective public participation and accountability of public policy structures, processes and development outcomes.

- ***To improve public access to credible and relevant information on procurement processes for transparent and efficient use of public resources in the education sector by 2016, and***

Research, monitoring of selected education policies for transparency and accountability to generate learning that can be used to design innovative participatory mechanisms that foster social accountability; Undertake a baseline study to establish and confirm the status quo and benchmarks for improvement

- ***To strengthen linkages with key stakeholders for effective shared learning on rights based programming and social accountability by 2016***

Knowledge management and learning: IEC, documentation, packaging of information, adaptability of tools etc. Simple but effective reporting, learning, impact evidence documentation tools and practices such as field journals, field visits, development courtroom role play, dialogues and personal stories on MSC, home weeks etc.

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.

[MAX 250 WORDS]

(i)   Lessons on best approaches to building capacities of local and national CSOs for Social Accountability:

- Training should not be done as a once off activity, but should be a continuous process and not a once off activity. As will be explained in the sequel, continuous changes in government finance and procurement systems also call for regular review of knowledge and skills in procurement monitoring and budget work. Targeting of CSOs with interest, experience and knowledge in social accountability, is therefore critical to the success of the project and minimizing investment costs. This will not however bar upcoming CSOs from benefiting from the project's capacity building initiatives. Comprehensive stakeholder mapping: this ensures that all stakeholders who would influence the project are considered in project design. Having conducted stakeholder mapping for this intervention, the project partners have ensured that all relevant stakeholders are considered including ODPP, MoEST, District assembly officials and other elected representatives.
- The importance of involvement of local stakeholders is critical and adds a lot of value to the intervention especially with respect to ownership. Once local stakeholders are involved, the project has strong feedback information which is used to reflect further on the interventions.
- Involvement of all interlocutors for change: key game changers for interventions involving village level communities in developing countries are the state, elected representatives, media, traditional leaders, and ordinary citizens. MEJN's interventions will ensure that all these players are actively engaged in the project's activities to ensure that citizens' voices are strengthened and induce responsiveness of duty bearers.
- Benefits and challenges of working in partnership amongst various CSOs, CSO networks: challenges of CSOs

partnerships are mainly rooted in uncertainties about what roles and responsibilities of different of actors should be in a given project initiative. Also, poor management of power relations between "big" and "small" CSOs and split interests bring challenges in partnerships. The project Partners have ensured that the purpose and expected results of the partnership as well as the respective roles and responsibilities of each partner are clearly defined and commonly agreed through consultations.

- Lack of effective institutions in Malawi is the missing link that hinders proper implementation of good policies in the country.
- The flow of information is important for the success of SAcc. Information flow reinforces ownership and accountability.

(ii)   *lessons from benefits and challenges of working in partnership amongst various CSOs, CSO networks, and other type of stakeholders, including the media and academia;*

- At partnership level, there is systemic change as several organizations benefit from the lessons drawn, shared learning, and enhances operationalization of a network
- Challenges – funders are keen to work at a programmatic level, but not much focus on learning and improvement aspect. However funders only focus on the log-frame and assessing whether resources have been misused or not.

(iii)   *lessons on the learning acquired about working in the procurement (in education) sector, as this is a highly-technical sector:*

- Important role of district council officials in the design and Implementation of SAcc tools and methods: close collaboration and involvement of district council officials have in many cases contributed to achievement of project results. The Government of Malawi is gradually decentralizing its key ministries and this keeps the education sector financing, procurement systems to be under continuous review and construction. This complicates every round budget or procurement monitoring exercises. As such, the partners will ensure that key government officials are engaged in the planning and designing of social accountability methodologies and tools to get correct results that will also be acceptable to government. The partners have also seen the reality that access to information in Malawi, in absence if Access to Information Laws remains a privilege. This has created inconsistencies in data collection and comparative analysis in previous work on social accountability. In this project the partners will take on board government officials as allies in this project to instill a spirit of partnership with government in order allow the implementing partners to access necessary budget and procurement related information. The project partners will continue to work with district council officials in this intervention in order to ensure its success.

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.

Coverage: the partners had to leave out other identified districts for others due to specific attributes to the districts such as accessibility, level of engagement of stakeholders, and level of reported cases with respect to use of public funds.

Mentorship: the partners initially planned to identify mentee CSOs to mentor throughout the lifespan of the project. However, this alternative had to be changed due to the budgetary limitations. The advantage of the mentorship is that it would result in sustainability of the intervention in respective districts after the end of the project as the mentees would have been located in each of the project's identified districts. The disadvantage of this is that mentorship is associated with high risk especially in terms of staff turnover at the district CSO and high expectations from the mentees from the intervention with respect to resources.

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. <u>Capacity-building areas may include</u> 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.

<u>This question must refer to the recipient's or mentee's capacity-building and institutional strengthening activities.</u> 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".

[MAX 400 WORDS]
The project will be implemented in partnership with CSEC, CHRR and CeGPP, and in collaboration with the relevant ministries (Education, EPD), ODPP and the civil society social accountability movement which brings together CSOs working in social accountability in Malawi. At national level, the project will target CSOs that benefited from the World Bank initial capacity building training on social accountability prior to the design of the GPSA. At district level, the project will target strategic district based CSOs as well as district and community development structures such as Village Development Committees and School Management Committees, among others. Key stakeholders to have capacity building will also be district council officials involved in decision making for service delivery to communities

In order to have a structured way of building capacities of CSOs, the project will develop a capacity building plan which will be informed by the skills gaps of CSOs on SAcc. The proposed project also builds on the previous World Bank initiative where some CSOs were already trained in social accountability principles and tools. However, for purposes of this project, the focus will be on tools and principles as they relate to procurement and monitoring of public policies. So, the capacity building plan will be developed at the beginning of the project following a skills gaps exercise. Strategically, the capacity building of CSOs will target CSOs that are strategically involved in monitoring government policies or promoting social accountability. This will help in building a strong base for scale up in future beyond the proposed project.

Furthermore, the implementing partners are coming together to work in this systematic partnership and over such a period of time for the first time, and as such there will be need to identify capacity levels in terms of implementing SAcc and education procurement interventions. The capacity gaps assessment which will be embedded in the baseline on capacity and knowledge gaps will be very strategic to guide development of capacity building activities that will guide SAcc activities.

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).

[MAX 400 WORDS]
MEJN has developed considerable expertise in the field of economic governance and accountability mechanisms and tools, and so it will provide a coordination role for the project on behalf of all the partners. It has expertise in public expenditure tracking survey hence will play a pivotal role in leading monitoring of procurement processes and national policies.

The Centre for Governance and Public Participation has capacity building expertise on social accountability for effective transparency and accountability and has previous been engaged with the World Bank as local consultant both the pilot e-learning capacity of CSOs on social accountability in Malawi, Tanzania and Zambia, and during the development of the GPSA strategy. This rich experience will help to build a sustainable social accountability movement in Malawi.

CHRR has expertise in RBA which is central to promoting transparency and accountability. As a human rights organization, its skills and expertise will help to shape the tools and analysis of the data from both the supply and demand side of the services or processes. Above all, RBA will promote human rights consciousness and programming on the part of CSOs involved in social accountability.

Keystone Accountability for Social Change has long term experience in social accountability in South Africa in terms of design of robust tools to promote transparency and accountability. Thus, the institution will be consulted to design these tools, pre-test and develop adaptability models for sustainability.

CSOs will be involved at different levels of the project. Capacity building of CSOs will include sessions on the constituency voice, and in analyzing, reporting and packaging the information captured from constituency voice meetings for advocacy at district and national levels.

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.

[MAX 500 WORDS]
Both Care Malawi and MEJN projects will employ specified participatory assessment tools in order to assess the efficiency and effectiveness of procurement systems in the education sector at the district level. In order to ensure that the procurement monitoring system for the intervention in Malawi is consistent in all the 12 targeted districts, MEJN and Care Malawi agree to use a harmonized tool that will be employed consistently in all targeted districts. A survey management team will however be set up, to work together in the refinement and development of the tool and agree on reporting format and framework in order to ensure harmonized reports and guarantee joint usability of the results in national lobby forums.

The Program Managers from all the partners shall be responsible for monitoring and evaluation. At National level the project partners led by the lead organization will hold quarterly project review meetings to check on partners' progress in implementing planned activities and expenditures. This will also check whether project implementation is in line with the project objectives and outcomes. At However, the whole project team from all the partners shall be responsible for routine monitoring visits to the project sites to check progress. The projects shall monitor the inputs, outputs and processes through the various structures that the project will put into place for implementation such as Village and Area Development Committees, Parents-Teacher Associations etc. The monitoring shall provide a mechanism for assessing whether the project implementation is in line with the project objectives, plans and budgets. It shall also provide feedback on the implementation of the project which shall be a basis for learning for the project and all its partners.

At district level partners will monitor activities of the local structures with focus on:-
  i) number of district level multi-stakeholder meetings,
  ii) Number of key issues discussed and raised by community development committees and CSOs with local government officials on procurement and procurement related activities in the education sector in their respective districts,
  iii) Number of significant responses from relevant government officials on issues raised in district level multi-stakeholder interface meetings.

In order to monitor these district level issues, Fielder Officers based in the districts will be provided with monitoring tools to track and document project progress, outputs and outcomes and local level. This information will be used to inform national advocacy initiatives, annual project planning and review of project strategies. ,

At national level, the project team will monitor the following issues:-
  i) Number of procurement issues submitted by MEJN and Care Malawi for redress at policy level being actually addressed

ii) Whether there is reduction in number of procurement documents with errors from the education sector in the targeted districts submitted to ODPP for no objection

iii) Whether there is reduction in delays on the part of the ODPP to provide no objection to procurement documents in the education sector

iv) Number of stakeholders with generated interest in issues of procurement in the education sector

With regard to complementarities between MEJN and Care Malawi project proposals, MEJN and Care Malawi and their partners will establish a 'Governance Team', which will be meeting on a quarterly basis, to jointly review planned activities for the quarter and assess progress of implementation in the previous quarters. These quarterly meetings will also be used as a platform for sharing lessons and challenges ensuing from the individual entities' districts of focus. It is expected that the quarterly governance meetings will also guide joint implementation of activities where necessary.

In order to be able to track changes, a Monitoring and Evaluation (MEL) plan will be developed at the beginning of the project, which will be used to guide the information and frequency of monitoring activities.

A monitoring framework shall also act as an accountability tool for partners as it shall seek to address accountability requirements at various levels as follows:
i. Downward accountability to beneficiaries and communities including the structures that the project will put in place
ii. Horizontal accountability to various partners' programs and projects, district level structures, other organizations working with the communities within the jurisdiction of the project and the decentralized structures such as the Village and Area Development Committees
iii. Upward accountability to development partners, district councils, and line and sectoral government ministries and departments.

The project will develop monitoring forms for the project. These monitoring forms will draw input from monitoring forms from the various partners. The monitoring forms will be distributed at every level of implementation so that data can be collected at all those levels. There will be a midterm review where staff and volunteers working on the project shall be involved in assessing the progress of the project after one and a half years of implementation. At the end of the project, partners will conduct an end of project evaluation. The end of project evaluation shall be undertaken by an independent external firm. However, the partners shall be involved at every stage of the evaluation so that they can internalize the evaluation results for future programming. The evaluator will produce a report that shall outline an assessment of the project implementation, identifying achievements, challenges, lessons learnt, best practices and recommendations on the way forward.

To effectively operationalize this monitoring system, the partners will need financial resources for stationery, lodging and travel, human resources as mentioned above, capital resources such as vehicles, photocopiers, printers and computers and data processing packages for processing data that will be captured from project sites.

With regard to complementarities between MEJN and Care Malawi project proposals, MEJN and Care Malawi and their partners will establish a 'Governance Team', which will be meeting on a quarterly basis, to jointly review planned activities for the quarter and assess progress of implementation in the previous quarters. These quarterly meetings will also be used as a platform for sharing lessons and challenges ensuing from the individual entities' districts of focus. It is expected that the quarterly governance meetings will also guide joint implementation of activities where necessary.

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.

[MAX 500 WORDS]
The project will conduct evaluation at the completion of the project at 4, i.e. at Implementing Partners level, at national CSO level, at district CSO level, and at school and decentralized structure level. The evaluation will be guided by the MEL

plan which will be used to assess the achievements of the project with respect to enhancement in capacity at partner level, and changes in skills, knowledge, and practices in SAcc and procurement in the education sector. The baseline survey capacity and knowledge gaps that will be conducted at project inception will also guide and define the benchmarks against which the evaluation will be conducted at the end of the project. The information collected through this evaluation process will be packaged in an evaluation report and the information contained therein will be used to feed into the learning process in a bid to improve CSO activities and engagement with different types of stakeholders. It is envisaged that a record of such systemic changes that will be realized during the project implementation will help government and stakeholders do things differently in a way that contribute to development of the country. The information will also generate new knowledge and information which will help the implementing partners and CSOs in general to develop new relationships and methods of doing things and identify more complementaries with each other.

Social purpose organisations work in contexts that are powerfully shaped by many different actors and multiple factors that can influence the outcomes of any intervention. Based on a facilitated Theory of Change (ToC) methodology with the partner organizations, Keystone Accountability will design a fit-for-purpose Impact Planning, Assessment and Learning (IPAL) framework to plan, monitor, evaluate and communicate their work in a way that is (i) deeply sensitive to the complexity of social and economic systems and the change processes that are required to achieve and sustain lasting solutions, (ii) fosters effective alignment among actors within a system of influence and a shared vision of success, and (iii) respects the perspectives and voices of all the key constituents of a developmental intervention and the importance of relationships in creating sustainable social change.

The evaluation of the proposed project will comprise of the following generic methods and procedures; (a). a wide scale constituency voice (CV) or PETS of both the project partners and then their down-line partners and key stakeholders to get their perceptions and experience of the changes that the project activities will contribute to in themselves, their organizations and their communities, (b) a CV or SSDI survey informed by an elaborate ToC and set of short-term and intermediate impact indicators that will be generated by the project's development constituents (implementers, beneficiaries and key stakeholders). The main deliverable will be an interim report indicating the main findings of the survey and analysis of their significance. (c) focus group discussions of the CV/SSDI survey results to deepen, validate and enrich findings with illustrative evidence of success (or failure). (d) field visits to all the 6 districts implementing to meet with primary beneficiaries and get a firsthand experience of the impact and their experiences thereof, (f) in-depth interviews with key informants (ideally at a representative sample at the sites), (g) a systematic assessment of the institutional capacity, systems and structure of the CSO partner organizations and consortium,

The IPAL framework will be designed to(i) collect reliable and meaningful quantitative impact data that reflects changes in rights awareness and socio-economic conditions (ii) significant and reliable qualitative impact data reflecting changes in capabilities, relationships, attitudes, etc. that are considered necessary preconditions for success; and (iii) insight and learning on what's working and how that is generated in a participatory way through feedback loops and dialogue among all constituents of the interventions. The methods for generating and documenting evidence of success (or lack of success) will enable and reflect the voices of primary constituents and other key stakeholders. Practical methods will include (i) informal, but systematic day to day observations and recording of anecdotal evidence of success, personal stories/cases in change journals by field staff of the CSO partners, (ii) formal learning events such as focus groups, internal reflection sessions, field visits, and (iv) context-sensitive quantitative feedback mechanisms such as constituent feedback surveys.

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.

[MAX 500 WORDS]

On the basis of the project's Theory of Change that will be facilitated by Keystone Accountability, a comprehensive knowledge and learning strategy will be developed for the project and complemented by a communications strategy during the first 3 months. There are several simple and practical behaviours that are involved in gathering, learning, documenting (or managing) evidence of change (knowledge). These behaviours include; *observation* (listening for, noticing & remembering what matters); *asking* deeply searching questions[1] and for feedback from our constituents (on how we are, or not performing); *documenting* evidence of impact (& success); *reflecting* (on our practice, feedback, knowledge & impact – what does it all mean?); *discussing* feedback & impact (with colleagues & constituents), *reporting* (how we communicate or share what we learn, or being accountable, internally and externally, for impact or lack of it – an important learning process).

Reporting is part of an organisation's learning process. Whatever is reported is a validated record of what the organisation's impacts, what is working and what's not and the perspectives of key constituents involved in the intervention. **Reporting**, internally to colleagues, through meetings etc. and externally to funders, partners and the field, is an important part of an organisation's learning process. 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 constituency voice with a mobile monitoring platform innovation will be considered, and the experiences of this initiative could be valuable for scaling-up.

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. 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.

The services of an expert analyst will be commissioned to produce a study using the generated monitoring data and responding to some key questions including: *what is needed to improve procurement processes and participatory policy formulation, implementation, monitoring and evaluation? Are "good policies" per se a sufficient prerequisite for improved education? What are the other factors necessary for seemingly appropriate policies to work? What limits translating these policies into action and results on the ground? Are resource limitations the main problem in the education sector in Malawi?*

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.

District level Interventions will be sustained through working with the already existing structures that are already involved in procurement at community level as well as district level civil society organizations that the partners are already working with. These district level civil society organizations will be involved in the project's activities at district level and thus building an interest in them in the social accountability agenda in general and specifically on procurement issues affecting the education sector. Sustainability at district level will also be fostered by close involvement of district council officials and elected representatives thereby ensuring that all stakeholders are involved in the project and assimilate the interventions in their normal work agenda.

At national level, sustainability on procurement will be assured through the project team's lobby and advocacy interactions

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[1] *Whose voice matters & how can we enable them? Who is most affected by what we do? Who/What most affects our performance? How do we consciously listen to & get feedback?*

with government officials to influence policy change where necessary in order to sustain improved procurement systems and procedures that the project establishes, such as a model for efficient procurement.

At national level, the social accountability agenda will be sustained through the various interactions on knowledge learning that the project team will have with key national level CSOs thereby developing capacity and rapport on social accountability in Malawi.

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
Monitor and Report on Procurement Processes of the Education Sector: This entails engaging with community, district and national level stakeholders to improve procurement in the education sector.

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

Intermediate Outcome 1:Credible and relevant information on the procurement processes of the education sector at school, district and national levels is available with the Office of the Director of Public Procurement, Ministry of Education, Science and Technology (MoEST) and other stakeholders

Intermediate Outcome 2: CSOs are engaged in discussions with the ODPP, MoEST, district education office and primary school advisors on addressing procurement bottlenecks through appropriate policy and practice interventions.

Intermediate Outcome 3: School, district and national level procurement processes show improvement at the end of year 3

Activity 1:   Project start-up briefing sessions(DEC & communities)
Activity 2:   Development of a Procurement Monitoring Model
Activity 3:   Orientation of PTAs, SMCs, ADCs, VDCs in Mgt & Budgeting for Procurement
Activity 4:   Procurement-Related Budget Analysis
Activity 5:   Review, Simplification and publication of procurement procedures
Activity 6:   Development & publication of IEC materials on findings
Activity 7:   Conduct PETS and Constituent Voices
Activity 8:   Support district CSOs to undertake periodic procurement monitoring
Activity 9:   Briefing sessions w/ DEC on PETS/CV findings
Activity 10:   Hold community dialogue sessions on the findings
Activity 11:   Hold national dialogue sessions on the findings
Activity 12:   Media engagement on procurement issues

Beneficiaries: Learners, school management committees in the districts of Rumphi, Lilongwe Rural, Salima, Machinga, Chikwawa, and Phalombe.

Stakeholders to be engaged: ODPP, MoEST, Media, District Executive Committees

[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 Is developed and used in monitoring government procurement processes in the education sector

Intermediate Output 1.1: Students, teachers, SMC members actively participate in the development of Procurement Monitoring Model.

Intermediate Output 1.2: Procurement Monitoring Model piloted in 2 Districts targeting 5 schools per district

Output 2: Budget analysis related to procurement processes is conducted at district and national level

Intermediate Output 2.1 CSOs and Dectralised structures participate in pre budget consultations for the education sector.

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.

Intermediate Output 3.1: Communities and CSOs undertake periodic procurement monitoring at community and national levels.

Output 4: Students and community members in 90 schools regularly monitor and report on the procurement practices and hold service providers accountable

Intermediate Output 4.1: Students and community members are trained and empowered to monitor procurement services.

Output 5: CSOs and decentralized structures are engaging with Government officials, policy makers and the general public on education procurement monitoring findings

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 207,450

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

Start date: 01/10/2013
End date: 30/09/2016

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.

I. Economy stabilization so that all activities are implemented as planned without being derailed by exchange rate losses and inflation
II. Political stability during and after the 2014 general elections
III. Willingness of community members and the district structures to take part in the activities
IV. All project partners remain viable and adequately staffed to implement their respective activities
V. Availability of spaces for engagement with targeted stakeholders
VI. Information on procurement processes will be available
VII. Duty bearers willing to provide information
VIII. Credible information will be available
IX. Stakeholders will be open to each other
X. CSOs, ODPP and MoEST will be willing to interface with each other

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.

I. Economic instability: High risk mitigated by: Having a foreign currency denominated account will cushion

against inflation.

II.   Election fever especially in year 1; high risk: mitigated by involving representatives of various political parties during inception so that they understand the project concept and how it will benefit them and their constituents.

III.   Beneficiaries of social accountability not willing to change some behaviors and attitudes due to fear of reprisals: medium risk: mitigated by incorporating an aspect of empowering communities on the rights and benefits of holding duty bearers accountable, engaging the community leadership and district policy makers on the importance of entitlements of public services to citizens making reference to public service charters.

IV.   High staff turnover in partner organizations; medium risk; have a well established project implementing team in each partner organization

V.   Duty bearers unwilling to engage positively in the project; medium; involvement of project stakeholders at all levels of the project

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Component 3: Insert Title/Definition of Component

Institutional Strengthening of CSOs working on Social Accountability: capacity building for civil society at national and district levels on social accountability in education, focusing on local development structures

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

Intermediate Outcome 1: CSOs and local structures actively monitor procurement processes and implementation of selected policies

Intermediate Outcome 2: CSOs and local structures are able to engage and hold duty bearers accountable

Activity 1:   Development of a Capacity Building Strategy

Activity 2:   Training Implementing partners & CSOs on Participatory Budgeting

Activity 3:   Training Implementing partners & CSOs on SAcc Tools, Methodologies & Principles

Activity 4:   Training of PTAs, SMCs, ADCs, VDCs on SAcc Tools, Methodologies & Principles

Activity 5:   Training Media on coverage on SAcc

Activity 6:   Facilitate SAcc Forum

Beneficiaries: national and district level stakeholders as well as local development structures in the districts of Rumphi, Dedza, Salima, Machinga, Chikwawa, and Phalombe.

Stakeholders to be engaged: MoF, Media, District Executive Committees

[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: Social Accountability Capacity Building Strategy and plan for project is developed and executed

Intermediate Output 1.1: Rapid Capacity gap assessment for CSOs and decentralized structures is conducted

Intermediate Output 1.2: Institutional capacity of the Implementing partners is assessed

Output 2: Implementing partners are trained on tools, methodologies and content in Sacc

Intermediate Output 2.1: SAcc tools and methodology are identified and developed

Intermediate Output 2.2: National level CSOs selected for SAcc capacity building

Intermediate Output 2.3: National level CSOs selected for SAcc capacity building

Intermediate Output 2.4: District level CSOs, CBOs and ADCs selected for SAcc capacity building

Output 3: Implementing partners are trained on Public Policy Advocacy

Intermediate Output 3.1: Interface and dialogue meetings are conducted with identified stakeholders

Intermediate Output 3.2: Implementing partners running a weekly SAcc Column in a daily newspaper

Intermediate Output 3.3: Implementing partners produce Bi Annual SAcc newsletter

Output 4: Media Practitioners are trained on tools, methodologies and content in Sacc

Intermediate Output 4.1: A forum of CSOs on SAcc established and sustained

Intermediate Output 4.2: Joint reviews and sharing of project's progress conducted between counterpart lead agencies

Intermediate Output 4.3: Joint reviews and sharing of project's progress conducted between implementing and the CSO forum

Output 5: CSOs and decentralized structures are engaging with Government officials, policy makers and the general public.

Output 6: Networking and collaboration among CSOs is enhanced at all levels.

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 685,000	
Timeframe of Component: estimated dates when activities under this component will start and end.	

Start date: 01/10/2013
End date: 30/09/2016
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.
XI. Economy stabilization so that all activities are implemented as planned without being derailed by exchange rate losses and inflation XII. Political stability during and after the 2014 general elections XIII. Willingness of community members and the district structures to take part in the activities XIV. All project partners remain viable and adequately staffed to implement their respective activities XV. Availability of spaces for engagement with targeted stakeholders XVI. Stakeholders will be open to each other
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.
I.   Economic instability: High risk mitigated by: Having a foreign currency denominated account will cushion against inflation. II.   Election fever especially in year 1; high risk: mitigated by involving representatives of various political parties during inception so that they understand the project concept and how it will benefit them and their constituents. III. Beneficiaries of social accountability not willing to change some behaviors and attitudes due to fear of reprisals: medium risk: mitigated by incorporating an aspect of empowering communities on the rights and benefits of holding duty bearers accountable, engaging the community leadership and district policy makers on the importance of entitlements of public services to citizens making reference to public service charters. IV.   High staff turnover in partner organizations; medium risk; have a well established project implementing team in each partner organization V.   Duty bearers unwilling to engage positively in the project; medium; involvement of project stakeholders at all levels of the project

Component: Knowledge and Learning
Knowledge and learning from the experiences and achievements of the project
Description of Component. The component's description must summarize its main objectives and activities, beneficiaries and

other key stakeholders that will be engaged.

Intermediate Outcome 1: Key findings and lessons learnt on monitoring and reporting procurement processes in the education sector and knowledge and skills development developed and shared

Activity 1: Baseline on capacity, knowledge and practices on SAcc

Activity 2: Develop a Knowledge & Learning Strategy

Activity 3: Manage weekly newspaper SAcc column

Activity 4: Publish bi-annual newsletter on social accountability

Activity 5: Hold bi-annual review meetings for CSOs and key stakeholders

Activity 6: Hold quarterly partners' planning & review meetings

Activity 7: Hold bi-annual joint project reviews btwn counterpart lead agencies

Activity 8: Hold annual joint governance & policy meetings (at partners' level)

Activity 9: Development & Maintenance of a SAcc Website

Activity 10: Development of a communication strategy

Activity 11: Monitoring & Evaluation

[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: Project Baseline Survey conducted

Output 2: Knowledge and learning strategy developed and implemented

Intermediate Output 2.1: Website for GPSA developed

Output 3: Periodic reviews including all stakeholders conducted and lessons fed back into the project

Output 4: Media engaged to conduct public awareness and generate public discussions on social accountability

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

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

Output 7: Communications Strategy developed and implemented

Output 8: IPAL partnership framework with Keystone developed and implemented

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 39,375
Timeframe of Component: estimated dates when activities under this component will start and end.
Start date: 01/10/2013 **End date: 30/09/2016**
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.
As presented under components 1 and 3
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.
As presented under components 1 and 3

PART 3 OF GPSA APPLICATION: PRELIMINARY ORGANIZATIONAL ASSESSMENT

This section covers information that is required in order to carry out a preliminary assessment of your organization's management and governance capacities. In the event the proposal is selected for grant funding, please note that the organization will be required to undergo a full due diligence assessment. As part of the latter, the organization may be required to receive training on fiduciary aspects related to the management of the GPSA grant.

Type of CSO. Indicate what type of civil society organization is the recipient organization. For purposes of the GPSA CSOs include legal entities that fall outside the public or for profit sector, such as non-government organizations, not-for-profit media organizations, charitable organizations, faith-based organizations, professional organizations, labor unions, workers' organizations, associations of elected local representatives, foundations and policy development and research institutes. Include year of establishment as a legal entity.
Malawi Economic Justice Network is a Non-Governmental Organization and is a network of civil society organizations committed to poverty reduction through promotion of equitable and just contribution of socio-economic opportunities through capacity building of civil society, policy research and dissemination, advocacy and monitoring for good economic

governance at national and international level. The Network was formed in the year 2000 following an evaluation of the Jubilee 2000 debt cancellation Malawi.

Activity Reports. Does the Organization publish an annual activity report on its website? If so, please attach the file at the bottom of this page or provide the link to the website. If not, indicate "No".

No

Prior WB experience. Does the Organization have prior experience with a World Bank-financed project or grant implementation? If so, please specify and include project names, funding amounts and years of implementation (e.g. 2005-2009). If not, indicate "No".

Project Name: A Pilot Engagement of Peer Institutions in Participatory Budgeting Across West, East and Southern Africa on Government Dialogue and Advocacy

Funding Amount: US$ 200,000

Year of implementation: 01/08/2008 to 19/12/2008

The overall objective of this initiative was to promote South-South cooperation and learning on good governance by means of facilitating peer learning among policy-makers, practitioners and researcher on the subject of Participatory budgeting. The initiative was build based on a demand-driven approach to help the participating institutions to reflect upon areas which they could learn from other peers, and which they could share their own experience.

Financial Reports. Does the Organization have financial audit reports? If yes, please attach at the bottom of this page a copy of each of the two most recent audited financial statements and procurement reports. If not, indicate "No".

YES

Public Audit Reports. Are the audit reports public and/or published on the website? If so, please provide the link. If no, please state so in the space below.

NO

References. Provide at least 3 references that can attest to your organization's management and implementation capacity. Include names of persons, positions, organizations and contact information (telephone and e-mail). References may include people from government, CSOs and donor organizations.

For proposals that include mentoring arrangements, if the Mentor Organization is submitting the application only, please attach a letter of support from the Mentee Organization(s) at the end of the application.

1. Jeff Kabondo, Business Action Against Corruption Coordinator, African Institute for Corporate Citizenship, +265999069195/ +2651775787/691
2. Tedd Sitimawina, Principal Secretary, Ministry of Economic Planning and Development, tedsitima@yahoo.com, +2651788247/888
3. Newby Kumwembe, Principal Secretary, Ministry of Finance, secretary@finance.gov.mw , +2651789355
4. Ms. Grace Nkhoma, Open Society Initiative for Southern Africa (OSISA), Education Programme Manager, Email: gnkhoma@osisa.org
5. Dr. Anjimile Oponyo, Ministry of Education, Science and Technology, Principal Secretary (Basic Education), Email: anjimile@yahoo.com
6. Ms. Estela Vidal, Trocaire, Programme Manager, Email: evidal@trocaire.org.mw

ATTACHED FILES

Please download the required attachments from the online grant application. Fill out the templates offline and upload them.

- Proposal Budget template
- Project Team template
- Project Results Framework template

If you wish to add supporting materials about the proposal or your organization's work, you may do so by clicking on "attached files" at the bottom of Part 1 of GPSA Application.