

SCOPE OF WORK

FOR

IMPLEMENTATION SUPPORT PARTNERS (ISPs)

FOR THE

**BUILDING EDUCATION FOUNDATIONS THROUGH INNOVATION &
TECHNOLOGY (BEFIT) PROGRAMME**

March 2023

A. INTRODUCTION

The Malawi Ministry of Education, through the Directorate of Open Distance and eLearning (DODeL) and the Directorate of Basic Education (DBE), is implementing the **Building Education Foundations through Innovation and Technology (BEFIT)** programme to improve primary school children's acquisition of literacy and numeracy skills. This groundbreaking programme will be a national rollout of a tablet-based learning intervention to all pupils in Standards 1- 4 in Malawi's public primary schools, supplementing teacher efforts and ultimately reaching ~3.8 million learners in 25,800 schools. Malawi will be one of the first nations to scale a digital personalized learning solution countrywide and will create a roadmap for other countries to follow.

The BEFIT programme will roll out over six years from September 2023 to August 2029. BEFIT will be implemented through a consortium made up of the Ministry of Education (MoE), Imagine Worldwide (IW), Voluntary Services Overseas (VSO) and onebillion (OB). The MoE will be the Lead Implementing Entity, while IW, VSO and OB (the software developer), will provide technical, operational, and coordination support. The overall programme management, technical services provision, and coordination will be provided through a Programme Implementation Management Unit (PIMU).

The objectives of the first year of the rollout are to:

- Initiate BEFIT at 500 schools located in the 19 districts that do not currently have any formal edtech programming
- Monitor and evaluate the implementation to collect lessons learned to inform revised protocols for the next phase of the rollout

B. PROGRAMME OBJECTIVES

The BEFIT programme specifically aims to:

1. Equip all public primary schools in the country with the required technology and support systems to enhance pupils' acquisition of skills in reading and math, including:
 - Developing detailed plans for the national roll out of the technology-enabled literacy and numeracy program.
 - Reviewing instructional content in the tablet programme to ensure alignment with Malawi's national literacy and numeracy curriculum, and working with the software publisher to make adjustments as needed.
 - Providing schools with the required software, hardware, solar panels, and associated accessories for children to access the tablet programme to support literacy and numeracy learning activities.
 - Building the capacity of teachers and school leaders to deliver the programme focusing on facilitating lessons, managing timetables, and providing technical support.
 - Mobilizing and creating awareness among local school communities about the project in order to enhance local support of the program.

2. Institutionalize the use of the technology in supporting foundational literacy and numeracy instruction in Malawi's primary schools for long-term sustainability by 2029, including:
 - Strengthening pre-service teachers' knowledge and skills in using technology to support teaching with a particular focus on the programme already in schools.
 - Developing a network of technical officers at local school, zone, and district levels to ensure readily available technical support to address local technical challenges schools may encounter.
 - Institutionalizing a monitoring, evaluation, and learning system to ensure data from the programme are fully utilized in monitoring pupil progress and driving accountability.
 - Conducting rigorous research focused on implementation fidelity and impact to ensure continuous learning and improvements in the rollout processes, learning models, as well as to guide ongoing scale efforts and programme sustainability.
 - Reviewing policy on national primary school timetables in early grades to ensure proper integration of the edtech lessons as well as provision of regular budgetary support to ensure sustainability.

C. ROLLOUT IMPLEMENTATION ARRANGEMENTS

In order to ensure adequate technical and operational support to the Ministry's district level implementation structures and further build required capacity and skills transfer before the programme is solely operated by the Ministry of Education, **Implementation Support Partners (ISP)** will be deployed. The BEFIT programme seeks to ensure programme sustainability by using a System Strengthening Approach (SSA) which ensures that learning using Information Communications Technology (ICT) is fully embedded in Malawi's basic education system. This scope of work therefore outlines the key roles and responsibilities of the ISPs.

D. ROLES AND RESPONSIBILITIES OF ISPs

The ISP will be responsible for providing technical and operational support to the Ministry's district level implementation structures. The ISP will help to build required capacity and skills transfer before the programme is fully operated by the Ministry without any external support.

Specifically, ISPs will be expected to perform the following roles (among others):

- i. Under the supervision of the PIMU, collaborate and support district implementation teams to develop district implementation plans from the national delivery model.
- ii. Support zone implementation officers in preparing schools for successful launch through development, organization, and provision of training for staff at district, zone and school level on key monitoring processes including to:
 - a. Carry out assessments in collaboration with the local Ministry of Education structures at district, zone and school levels to understand specific school needs and requirements to successfully set up the technology in the selected schools.

- b. Collaborate with zone officers to establish enrollment patterns, focusing on number of streams in each of the grades 1-4, number of learners per class in each grade, number of teachers available for each stream, and number of classes in each grade.
 - c. Support schools in reviewing and revising existing timetables according to guidance from the Ministry of Education on how to integrate the edtech programme into the school's timetable.
 - d. Assess the suitability of selected spaces in the schools for the installation of tablet cages, solar units and accessories.
 - e. Share details of installation needs and required work for successful installation with the relevant Technical Service Providers (TSPs).
 - f. Collaborate with zone officers and the local school authorities to plan and implement sensitization meetings with parents and local school stakeholders on the edtech programme to garner local ownership and support of the local BEFIT program.
 - g. Support schools in setting up attendance committees composed of members from the PTA, SMC, and Mother Groups to support programme implementation at the school level.
- iii. Coordinate with TSPs and zone education officers about the setup of technology in the schools including the delivery of tablets and the installation of solar and cages.
- iv. Work with the ICT Technical Leads and zone technical officers to test all installed equipment including tablets, solar chargers and batteries. Ensure that the tablets are charging well, and that the software is running efficiently on the tablets ahead of the launch.
- v. Plan and provide capacity building to district and zone officers on the programme facilitation, implementation, quality monitoring tools, data collection processes, and programme dashboard usage.
- vi. Ensure technical support is available for schools in liaison with ZEMISO and DEMISO.
- vii. Take part in the overall BEFIT programme monitoring evaluation accountability and learning (MEAL) processes.
- viii. Plan and conduct MEAL and Technical training for district and zone implementation officers.
- ix. Collaborate with zone officers to establish a routine for regular supervision and data collection in each school on a weekly basis and monitor the implementation of the set routines.
- x. Collaborate with the zone officers responsible for schools in a selected zone to develop and deliver a training programme for local school technical support, edtech lesson facilitation procedures, programme implementation quality monitoring, and use of dashboards to track programme implementation.
- xi. Oversee school level training and engagement meetings by zone implementing officers and provide support as required.
- xii. Support zone level capacity development to ensure schools are visited twice a week to monitor implementation progress, identify existing challenges, and provide solutions to identified problems.

- xiii. Collaborate with zone officers and schools in organizing monthly review meetings with teachers and members of school committees to discuss and resolve any challenges encountered in the implementation.
- xiv. Support zone officers in collecting data, transmitting/uploading data onto the dashboards, and sharing key monitoring lessons with schools and local committees in the schools.
- xv. Ensure required capacity is built among key stakeholders before disengaging from the assigned sites at the end of the two years of regular support to government structures.
- xvi. Provide regular reports to the PIMU on the status of implementation in the district and zones which include identifying any critical challenges and suggestions for possible solutions.

E. GEOGRAPHIC COVERAGE

During the first year (commencing September 2023) BEFIT will be implemented in approximately 600 primary schools in 19 Districts across the country. The 19 districts have been divided into **six clusters** for efficient management and supervision as summarized in the table below:

Cluster	Districts	Number of Primary Schools
1	Chitipa (36), Rumphi (37)	73
2	Mzimba North (54), Mzimba South (60)	114
3	Nkhata Bay (38), Nkhotakota (31) Likoma (2)	71
4*	Mchinji (39), Dowa (48), Ntchisi (27), Lilongwe Rural (43), Balaka (33)	190
5	Mwanza (12), Neno (16), Chikwawa (36), Nsanje (19)	83
6	Zomba Urban (3), Thyolo (35), Mulanje (31)	69

Ideally, each ISP will be allocated one cluster in line with demonstrated capacity to implement the activities outlined above. At minimum, an ISP will be allocated one district if there is no ISP with capacity identified to cover all districts in a cluster.

****NB: Cluster 4 has already been assigned to existing ISPs***

F. IMPLEMENTATION PERIOD

The BEFIT programme will be implemented for a period of six (6) years starting in 2023. ISPs will be contracted/obligated annually with the first year commencing in September 2023. ISPs will proceed with the programme based on performance and continued interest. Every year, each ISP will be duly

assessed based on a set criteria in line with programme quality standards and minimum requirements set out below.

G. MINIMUM REQUIREMENTS FOR ISP

ISPs for the BEFIT programme will be expected to meet the following minimum requirements:

1. To be a duly registered Local Organization with a demonstrated clean track record of implementing various development programmes in Malawi for a period of over five years. Previous programming should include work in the education sector. In the case of NGOs, they must be duly registered with the NGO Regulatory Authority (NGORA) and fully compliant with existing NGO law.
2. To have strong leadership and governance arrangements including a functioning governing board with strong systems and procedures in place including human resources, financial management, and programme management.
3. To have demonstrated strong programming and technical capacity (designing and implementing quality programmes) in areas of monitoring, evaluation, and reporting.
4. To have demonstrated strong financial management systems and procedures including audited accounts for the past 3 years.
5. To have a strong programming presence (preferably education programmes) in the cluster of choice (minimum of one district in a cluster) with demonstrated capacity to provide technical support to Government.
6. The ability to submit high quality and timely routine monitoring, narrative, and financial reports in line with agreed reporting schedules.
7. The capacity to contribute towards the BEFIT programme (cash or in-kind).

All organizations interested in becoming an ISP are required to demonstrate the minimum requirements in their submission of the Expression of Interest.

