

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

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

PART 1 OF GPSA APPLICATION

SECTION 1: PROJECT BASIC DATA SHEET

1.1 Project Title. Insert name of Project.
Empowered citizens enhancing accountability of the education reform and quality of education in Moldova
1.2 Country where the Project will be implemented. Mark all that apply. <i>[List of participating countries will show in e-application]</i>
Moldova
1.3 Project Overview <i>[Click on text field in e-application to complete the list of questions below in pop-up window]</i>
➤ Recipient/executing organization name. For mentoring proposals, name of mentor organization.
EXPERT-GRUP Independent Think Tank
➤ Address of recipient organization. Please make sure address includes the country.
➤ Country in which applicant CSO is a legal entity. Please select from list below. <i>[List of participating countries will show in e-application]</i>
Moldova
➤ Mentee(s) organization(s) name(s)
Not applicable
➤ Project Manager. If manager not appointed yet, indicate name of Project main contact person.
➤ Phone. Include country area code.
➤ Email of main project contact person.
➤ Project implementation period: Start date. Estimated date when the Project would begin receiving GPSA funding; an estimated start date should be anytime after July 1st, 2013. If the Project is already being implemented, please explain so under Part 2: Project Description/Description of Components and Activities
<i>[Upon clicking on text field calendar will appear to select date]</i>
September 1 st , 2013
➤ Project implementation period: End date. Estimated closing date should be between 3 to 5 years after Project start date.
<i>[Upon clicking on text field calendar will appear to select date]</i>
September 1 st , 2018
➤ Project geographic scope: Indicate if project will be implemented at the (a) National level or (b) Sub-national level only. If (b), specify geographic areas covered by the project
(a) National Level
➤ 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.
USD 698479
➤ Total Project cost. (in US dollars) Overall project cost, including GPSA requested funding.
USD 698479
➤ Financing sources. Additional financing sources. If yes, please list them and include the budget amount contributed by these sources to the Project.
Not applicable

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.

[MAX 300 WORDS]

The strategic goal of this initiative is to empower Moldovan citizens to engage local, regional and national authorities in evidence-based policy and budget dialogue regarding educational reform, quality of services, and development priorities of primary, secondary general and upper secondary schools and to enable an environment in which social accountability initiatives thrive and develop. In result of the project, citizens will be empowered to apply and use social accountability tools – public hearings, community cards, independent budget analyses – in the educational sector. The project will put in place data quality assurance processes to support policy dialogue at national level. The project is designed to be implemented over a 5-year period so that to encompass 100 of the 1397 education units at the level of primary and secondary general education. We estimate this would be a critical mass triggering changes in the entire system. The results of social accountability tools applied will serve to map out the situation of individual schools and will feed into the reform promoted by the Ministry of Education.

Specific objectives:

- facilitate engagement of the stakeholders of 100 schools in applying SAcc tools and in entering dialogue regarding the budget of the school;
- ensure flow of information from users of the education services to local and national authorities, so that reforms take into account the needs of parties involved;
- promote adoption of the 3 types of social accountability tools which are new for Moldova as inputs into the formal budgetary processes;
- analyze and inform the public about the impact of wider economic and financial conditions on the educational sector and reforms (current situation, budgetary resources available, forecast);
- support Ministry of Education and other policy stakeholders in improving the quality of data to support the evidence-based policymaking process;

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 improved results	➤ GPSA beneficiaries have greater knowledge and practice of social accountability, and civil society organizations have greater capacity to implement social accountability initiatives	+

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 proposed project is fully in line with the EXPERT-GRUP's institutional philosophy, values and mission. EXPERT-GRUP is a Moldovan non-governmental and not-for-profit organization specialized in economic and policy research. As part of its institutional mission, EXPERT-GRUP contributes to economic and social development of the country and promotes innovative policy solutions. Since 2007, the EXPERT-GRUP is engaged with the government, local and national CSOs and other stakeholders to promote greater fiscal transparency and policy accountability in many policy areas, including education. More details about our institutional mission, projects implemented and activities are available at <http://expert-grup.org/en>. We are currently implementing two other projects which directly relate to improving information flows between the government and active stakeholders of the society and increasing transparency of policy:

1. "Budget Process in Moldova: Monitoring Transparency and Promoting Public Control": in this ongoing project we are aiming to create the conditions for a better communication among the public institutions involved in the public budget cycle and civil society groups, to augment the budget transparency by providing up-to-date budgetary and economic analysis and to consolidate the public control over the public money through a better information of the citizens regarding budgetary policies and use of public resources. See more at <http://goo.gl/HkmtC>

2. "Building a Citizen's Budget Understanding": by building a dedicated website www.budgetstories.md we are aiming to foster better access and understanding of the use of public money using simple infographics and data visualizations in several spending sectors of the economy, including education. See more about the project at: <http://goo.gl/iLdn0>.

In regards to education, we have conducted a number of assessments in this and related policy areas, which gives us the practical experience necessary to combine fiscal analysis with sector appraisal. The outputs resulting from these projects are available at: <http://goo.gl/Ehc7Y>. Currently, we monitor the fiscal and educational policies as part of our permanent publications including MEGA and Real Economy, as well as for three NHDRs which UNDP-Moldova commissioned us in

2006, 2009 and 2012. Through the initiative proposed, we intend to further build on the achievements and pursue our core mission of promoting public interest. It will serve to improve and increase sustainability of the social accountability initiatives emerging in Moldova. Our work and data produced by the use of SAcc tools will be useful for the Ministry of Education as it seeks to optimize spending in fewer facilities by helping monitoring spending flows from central to service delivery.

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]

- An estimated number of 65 thousand pupils, parents and staff in schools that the project will work with, which are directly affected by the educational reform and quality of services, who will be empowered to better assess the quality of services and make more convincing arguments regarding the needs for change, including 100 parents and teachers association (total for 5 years). Parents and teachers associations exist in almost every school from Moldova, have been engaged in the improvement of studying processes and are directly interested in better education for their children.
- 5 regional CSOs in towns of Balti, Cahul, Ungheni, Hancesti and Soroca that will serve as links between the EXPERT-GRUP and the local communities, will learn how to use the social accountability tools and will be able to apply them in other projects and activities; 3 CSOs have already been identified – “Contact” Center in Cahul, “Contact” Center in Balti and “Dacia” Center from Soroca – as they are among the strongest regionally. The identified organizations have warmly accepted to be project's regional partners.
- Local public authorities in the communities targeted by the project (including about 80 mayors and about 650 local councilors), that will better know and promote the communities' needs in their communication with central authorities;
- 23 regional authorities (20 district-level, 2 municipal, 1 autonomous region) will be aware of the real needs of the schools in the regions they manage;
- Ministry of Education, which will gather real time/real world feedback on the educational reform implemented and will enable it to make better the case for the education reform; We will ensure that the information produced by the project activities is not already collected by the Ministry of Education, so that we bring value added . In previous administrations, EXPERT-GRUP has had the Ministry's support with needed data and support, and will continue to maintain this kind of relationship regardless of the administration.

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]

- Pupils, parents and staff in schools not directly targeted by the project, but learning from the project (including from the K&L component);
- General public in the communities targeted by the project that will benefit from the efficiency gains resulting from the project implementation;
- Ministry of Finance which will have additional information on how efficiently the public funds are spent at the local level;
- International donors supporting the education sector in Moldova and that that will be able to adapt their country strategies and programs to the real needs of the people;

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]

Moldovan education sector encounters serious challenges. The country spends 9% of GDP (twice above the OECD level) for education financing, however, the outcomes of the sector are quite modest, both in terms of access and quality. A number of reforms started recently to address the existing shortcomings. The Ministry of Education is engaged in implementation of a necessary but unpopular reform of optimizing the schools network. The education is going to be further impacted by the decentralization reform that is currently unfolding in Moldova and by increased autonomy of the schools. The public has reacted in a controversial manner to these reforms, as people were not involved in these reforms from the very start and actually lack skills necessary to get involved. To continue reforms and reach sustainable outcomes, it is necessary to increase reforms' social accountability by including citizens in the process of monitoring reform impact and, indeed, in the policy and budget process on permanent basis. The proposed project will empower local communities to apply innovative social accountability techniques to increase the transparency of the reforms going on, to make their needs known and to wedge the gap between policy makers and policy 'recipients'.

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]

This project is based on the coalition-building and networking approach (use of networks) that will materialize at two levels: 1) at community level, formation of active groups which will include members of on parent and teachers associations, local councilors and (starting 2014, School Administrative Councils) will be facilitated and guided by the CSOs (regional focal points) responsible for the region; 2) at regional level, there will also be a network composed of 5 regional CSOs guided by EXPERT-GRUP. The regional CSOs are seen as partners, not mentored organizations, and will play a very important role in the project, serving as intermediaries between the EXPERT-GRUP headquartering the project and the project beneficiaries at local level. Still, EXPERT-GRUP will be responsible for strategic coordination of efforts at national, regional and local level. We also rely very much on the support to be provided by local businesses which often sponsor the schools in local communities; having them on board from the very beginning will serve to build support of the local communities for the project. It is also important to have directors of schools as project’s allies from the very beginning. Partnerships will be built with local, regional and national media to reflect the project progress and outcomes.

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]

Proposed project relies on a constructive partnership benefiting not only users of the educational services, but also policy authorities. The project will assess quality of data used in the educational sector, and provide feedback on policy, on state of individual institutions and on the impact of the reform. Ministry of Education, along with local and district-level authorities, will be able to use the information to enhance formal oversight systems. EXPERT-GRUP will further build on its partnership with Ministry of Finance and with the Ministry of Education. We expect that Ministry of Finance will be a key supporter of the project because the information gathered will serve it to know the public perceptions on the efficiency and transparency of using financial resources allocated for education. We expect to have the Ministry of Education’s continued support and partnership in the project implementation, as the social accountability tools used in the project will produce information that will be used by the Ministry in order to enhance the monitoring and evaluation system that the Ministry actually has in place to monitor spending/outputs at local level. Communities participating in the project will use the information to benchmark against each other, make better case for their development needs, and make informed claims for quality services. Local and regional authorities will be able to make evidence based arguments in favor of schools in their communities. A Project Advisory Board will be set up to include the most important stakeholders at national level to advise the project regarding strategic decisions to be taken.

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

[MAX 200 WORDS]

A round of district-level conferences with key stakeholders will take place in major regions to inform the audience about the project. In every region and community, communication will start with public presentations of the project and expected benefits. Presentations will be organized in joint meetings of local public authorities, school staff and parents and teachers associations.

We choose to work with parents and teachers associations since these exist in every school and contribute, financially including, to better education services for their children. We expect that some communities’ leaders will be initially suspicious, therefore we will start the work with the 20 most willing ones. After benefits materialize for the participating communities, the less willing communities will become more cooperative; we expect new 20 schools to add annually. Regional CSOs will be trained to properly address and guide the local communities. Project results will be disseminated using media, but also using tools more accessible at community level, including public notice boards in schools and town-halls. The website www.budgetstories.md will promote the project. Social media will be used to build audience and social momentum. A new website – www.scoalamea.md – will serve as the face of the project and will include: 1) information,

including geolocations, on all the 1397 schools in the country, with extensive data on the schools covered by the project, produced by SAcc tools; 2) information on how different communities take part in education budget consultations; 3) results of the social accounting exercises for 20 schools more in every year of the project. The website will be build on an open source platform. The data produced will be open to all interested stakeholders, in line with open data standards.

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]

Considering the program budgetary constraints and the need of ensuring the highest possible impact and sustainability of the project, we are considering using in this project tools which at local level concentrate on budget planning and service delivery appraisal, and on independent budget evaluations at national level:

1. **Information campaigns and public hearings.** Ministry of Education has undertaken to continue the ongoing optimization of school network, by closing schools with few students and consolidating facilities to channel more funds to remaining schools - an unpopular reform among local communities. Information campaigns and public hearing will engage parents, pupils, staff and community associations in dialogue about the nature and long term benefits of reforms promoted.
2. **Education Stakeholders Report Cards (ESRC).** Conceived as anonymous surveys/censuses, ESRCs will solicit feedback from parents, pupils, school staff and local authorities on the performance of educational institutions. Two sets of mandatory class-related ESRCs are conceived to be completed by parents and pupils. School-related ESRCs are conceived to be completed by school staff and local public authorities. ESRCs will be useful for local / regional public authorities and senior management of schools to conduct quantitative assessments of stakeholders’ satisfaction of educational institution. ESRCs will be regularly updated on www.scoalamea.md. We aim to advocate changes in the education legislation to integrate ESRCs into formal evaluation mechanisms used locally and nationally.
3. **Independent Educational Budget Analyses.** The tool will be used to improve information sharing and public understanding of educational budget, improve targeting of funds for vulnerable groups and initiate debates on sector specific implications of budget allocations. Five IEBA’s will be conducted over the project implementation period.
4. **Independent analysis of the education policy context.** EXPERT-GRUP will continue independent monitoring of the general policy environment affecting the educational sector and will inform the public on the results and forecasts through its quarterly Moldova Economic Growth Analysis.
5. **Information systems and open data readiness assessment reports.** A reports assessing the open data readiness assessments is going to be undertaken jointly by EXPERT-GRUP with the Ministry of Education and local/regional public authorities. Data collected and used and underlying information systems will be analyzed and assessed to identify constraints to the data collection and uses. The project will start with such a report, in order to identify the specific areas where the impact of the SAcc tools would be maximal.

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:	
Design and implement social audits of education related programs	

<p>3.4 Summary of Project Components. <i>[Click on text field in e-application to complete the three sub-questions]</i></p> <p>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.</p> <p>[MAX 500 WORDS]</p> <p>Component 1: Building an environment enabling the SAcc; Key objective: Creating partnerships and skills to ensure project success; Activities:</p> <ul style="list-style-type: none"> • Assessing training needs of the regional local stakeholders; • Assessing the information systems and open data readiness; • Facilitating and conducting public hearings; • Providing training on the use of SAcc tools; <p>Beneficiaries and stakeholders engaged:</p> <ul style="list-style-type: none"> • Regional CSOs; • Education stakeholders; • Local / regional public authorities; • Ministry of Education; <p>Outputs:</p> <ul style="list-style-type: none"> • Initial report on open data and information systems readiness; • Regional CSOs network built, composed of 5 CSO in towns of Cahul, Balti, Soroca, Hancesti and Ungheni; • SAcc training materials and guides; • Local coalitions built and communities engaged in project; <p>Component 2: Applying SAcc tools; Key objectives: Empower local and regional stakeholders to increase policy accountability; Activities:</p>
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- Implementing the Education Stakeholders Reporting Cards in 100 schools;
- Conducting Independent Educational Budget Analyses;
- Conducting independent analyses of the educational reform economic context;

Beneficiaries and stakeholders engaged:

- Regional CSOs;
- Education stakeholders;
- Local public authorities;
- Ministry of Education;

Outputs:

- ESRCs implemented in 100 schools;
- Five annual reports tracking the education budget;

Component 3: Integrating SAcc with policy and budget dialogue;

Key objectives: Ensuring that results of SAcc tools are effectively used by the Ministry of Education and local authorities to complement formal M&E and to inform policy planning and execution;

Activities:

- Building www.scoalamea.md to serve as an platform for disseminating and using schools' data and project results;
- Assessing the economic and budgetary context to identify and inform key policymakers about risks and challenges;

Beneficiaries and stakeholders engaged:

- Regional CSOs;
- Education stakeholders;
- Local / regional public authorities;
- Ministry of Education;
- Ministry of Finance;

Outputs:

- ESRCs integrated in the formal monitoring and evaluation of the local and central policy authorities;
- Building the www.scoalamea.md website;
- 10 quarterly issues of the economic policy review MEGA review disseminated to relevant audience and project beneficiaries;

Component 4. Knowledge and Learning

Objective: Ensuring that lessons learned from the implementation of the SAcc mechanisms are taken into account;

Activities:

- Preparing case-studies, how-to notes and annual reports on lessons learned;
- Organizing international conferences to contribute to global K&L on social accountability;
- Evaluating internally and externally the project;
- Biannual meetings of the Project Advisory Board;

Beneficiaries and stakeholders engaged:

- Education stakeholders and local communities not directly targeted by the project;
- CSOs willing to take similar initiatives;

Outputs:

- One case study featured monthly on www.scoalamea.md;
- How-to notes – methodologies for each SAcc tool implemented will be integrated in how-to notes disseminated to local stakeholders and published on www.scoalamea.md;
- Annual reports of the lessons learned;
- 2 editions of international conferences to discuss the project interim results and lessons learned;
- Independent interim and final project evaluation reports;

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]

Social accountability tools may tremendously empower citizens. At the same time, international experience suggests it is important that social accountability initiatives emphasize both citizens' rights and responsibilities and help citizens develop a realistic understanding of the challenges and constraints faced by government. This lesson has been considered by incorporating activities meant to inform the public about the economic and budgetary challenges Moldova has and to identify opportunities to enable social accountability in long term. Our own other projects in the area of fiscal transparency suggest that some actors may initially adopt conflicting attitudes; for instance, at local level the main actors responsible for provision of educational services – schools directors, mayors – may be afraid that the project will undermine their positions.

Our strategy is to adopt from the very beginning constructive approaches emphasizing how education can improve so that new situation benefits all. One argument is that better education will only increase the mayors' chances of being reelected. The project-related communication will underline these and other obvious motivations that can change the attitude of the less willing stakeholders. We expect that in result of first successful applications of the social accountability tools, the likely project adversaries will change their mood. Reflection and active promotion in the media of the good results achieved will nurture the willingness to take part in the project. The project will also have to carefully explain the impact of the social accountability tools to local audiences so that they get mobilized and willing to participate.

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.

(MAX 250 WORDS)

The alternative initially considered was to work with all primary, secondary and upper secondary schools in Moldova, and to promote the usage of a bigger number of social accounting tools, thus allowing to achieve a higher degree of public participation. However, after considering the limitations of human resources in local communities and the GPSA imposed financial constraints, we decided to work with only 100 schools that will uniformly cover all regions in the country (except the breakaway Transnistrian region). We also decided to target adoption of one particularly important social accountability tool – the Educational Stakeholders Reporting Cards – in the formal Monitoring and Evaluation mechanisms of the local, regional and national authorities. To do this, we rely on cooperation and support expressed from the part of the Ministry of Education and its openness to adopt necessary regulatory changes so that ESRC are internalized in the operational work of the schools. We also expect that other schools and communities will learn from the project and will be willing to adopt and use social accountability tools. Also, initially we were considering working strictly to promote the SAcc to be used by the local communities in evaluating quality of services. We then realized that without connecting the SAcc initiatives to the local and national policy dialogue, the impact and sustainability of the effort would be limited.

SECTION 4: PROJECT IMPLEMENTATION

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

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

[MAX 400 WORDS]

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

[MAX 400 WORDS]

EXPERT-GRUP. The key role of EXPERT-GRUP in this project is to serve as enabler of the public dialogue and of connecting the Social Accountability tools with local and national policy cycle. The project will be led and coordinated by EXPERT-GRUP, who will provide strategic guidance, training and support to the regional CSOs and to the local communities directly. Also, some activities will be implemented directly by EXPERT-GRUP (research conducted for Educational Budget Independent Analyses, Open Data Readiness Reports, macroeconomic and policy research incorporated in the MEGA). EXPERT-GRUP will be responsible for operational activities, project monitoring and internal evaluation.

Regional CSOs. We are going to support the Ministry of Education in promoting usage of one important tool – Education Stakeholder Reporting Cards – in all Moldova schools. Considering the proposed duration of the project and the number of schools, the project will work with a nation-wide network of regional CSOs that will be trained to guide and steer the local stakeholders in usage of the tool. CSOs will be selected at latter stage according to previous experiences in regional work in mobilizing community and their willingness and capacities to contribute to the project from almost all districts. We will select 5 CSOs that we have previously worked with.

Ministry of Education. Ministry of Education is both a project beneficiary and a partner expected to facilitate the project implementation by providing support, promotion and data necessary to conduct SAcc activities. The Ministry of Education is expected to promote the project, and to offer necessary data and information.

Local and regional (district-level) public authorities. Just like Ministry of Education, local and regional public authorities will be both project beneficiaries and partners expected to facilitate the project implementation by providing support, promotion and data necessary to conduct SAcc activities.

Local coalitions. The local coalitions composed of stakeholders of the schools in a given community (parents, pupils, teachers, local executive and decision-making authorities) will be those applying the learned social accountability tools, using the www.scoalamea.md web platform and engaging in policy dialogue at local, regional and national level. They will interact in the implementation of the SAcc tools.

Software company. A software company will be hired to develop and implement the www.scoalamea.md web platform. The company will also provide training to the platform users at local and regional 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]

The project monitoring will be based on a system of internal plans, reports and reporting procedures. Annual working plans will be elaborated that will be further detailed in operational working plans developed on monthly basis. Annual and operation plans will have a reflection in financial and spending plans. Weekly staff meetings will take place to check the progress of the project and monthly discussions (conference calls) will be held with all regional focal points.

Biannual narrative and financial reports will be prepared by the EXPERT-GRUP based on monthly project progress sheets that will be filled in by the project team and by the regional focal-points. Timely reporting from the part of the regional focal-points will be a condition explicitly included in the contracts with the regional focal points. A web-based reporting system will be used in order to smooth the communication, data centralization and debriefing regional focal-points. The www.scoalamea.md will serve as the main vehicle showing the progress of the project to all interested parties.

The resources necessary to rollout and implement the monitoring system have been already included in the operational costs of the project. EXPERT-GRUP will train the regional focal points to enhance their communication, human resource and

financial management capacities in order to handle efficiently the project. Training will be necessary also to enhance their monitoring and evaluation capacities. No external support will be necessary to implement the project monitoring system.

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 be evaluated internally and externally. Internal evaluation will be done by the project director, based on the outcomes and output indicators included for each component in the Results Framework and the annual and operational reports prepared by project coordinator and regional focal points. Project director evaluation report will be presented to the Project Advisory Board, which is another tool conceived to support the project implementation and to guide it strategically. The PAB will include representatives of the Ministry of Education, Ministry of Finance, associations of local public authorities, some regional and local stakeholders. The opinion of the Project Advisory Board on the project impact will be carefully considered while designing / refining the interventions in the project.

We will also invite external evaluators to conduct independent evaluation of the project and to prepare an interim report in the third year of project’s implementation and a final one in the fifth year.

For both internal and external evaluations, the key method will be to compare the interim and final output and outcome indicators to the baseline and to identify factors contributing to change.

Administrative measures will be adopted if deemed necessary – including direct support to the staff or replacing the staff - to redress eventual gaps of the project against the agreed performance indicators.

No external support will be necessary to implement the project monitoring system.

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]

Knowledge and Learning component:

In order to ensure that lessons learned from the implementation of the SAcc mechanisms are taken into account, methodology is improved with every round of SAcc exercises, and that Moldova’s experience is showcased internationally, the K&L system put in place for the project will include periodic documentation of what works, lessons learned and suggestions for further improvements in similar initiatives, through several learning products:

K&L priorities:

- Ensure methodology of SAcc exercises conducted in the project is open (published on www.scoalamea.md and distributed in hard copies to involved schools and other interested stakeholders
- Create learning opportunities beyond single, one-time capacity-building events
- Promote results of the project

Specific audiences:

- Interested CSOs to conduct SAcc initiatives;
- Local schools that have not conducted similar SAcc exercise but would like to engage in the process;
- Media –promote and disseminate the results of the project and SAcc exercises so more stakeholders get involved;

Mechanisms developed to generate K&L derived from the intervention:

- Establish a program through which CSOs from various regions will conduct case studies. Each involved school will

engage in this exercise;

- Maintain constant contact with CSOs that will discuss with local stakeholders about main problems encountered and create case studies, reports;

Learning products:

- How-to notes – methodologies for each SAcc tool implemented will be integrated in how-to notes which will be disseminated to local stakeholders and published on www.scoalamea.md.
- Case studies – a relevant case studies will be monthly featured on scoalamea.md. The case study will be produced by local CSOs to describe the experience in undertaking the SAcc exercise. (specific case studies will be written after the second implementation period: experiences learned from the process, success stories, challenges undertaken) Reports of the lessons learned – under EXPERT-GRUP’s guidance, comprehensive annual reports on the project implementation will be produced. At the end of the project a comprehensive report will be elaborated which will provide information about main lessons learned and guidance for future projects in this field.

All results of these K&L products will be published on www.scoalamea.md. These will serve as learning materials for other CSOs willing to implement SAcc initiatives, also will be used to hold responsible stakeholders accountable.

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.

[MAX 200 WORDS]

We expect that the project impact will last in time, by promoting internalization of the Social Accountability initiatives and tools in the formal policy monitoring and evaluation procedures of the schools, local public authorities and Ministry of Education. For instance, we are going to promote the mandatory introduction and use of Education Stakeholders Reporting Cards in ALL classes of ALL schools in Moldova. To do this, in the project we will advocate for changes in the relevant legislation and regulations, and will elaborate operational guides on how to integrate the tool in the activity of schools. Training will be provided to senior school staff, local public authorities and Ministry of Education on how to maintain the system and use its results for internal or external evaluations. We expect to recruit as regional focal points only CSOs proving able to survive in long term, to further use and promote the Social Accountability skills in their regional project and to eventually apply them to new areas (water, health, etc.). At the local level, we are going to build local coalitions around active people willing to maintain, spread the knowledge and use it in other areas.

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
[MAX 30 WORDS] Building an environment enabling sustainable social accountability in Moldova
Description of Component. The component’s description must summarize its main objectives and activities, beneficiaries and other key stakeholders that will be engaged.
[Max 350 WORDS] Key objective: The key objective of this component is to create partnerships and skills that are necessary for the social accountability tools to thrive over a longer period of time in Moldova; Activities: <ul style="list-style-type: none"> • Conducting public campaigns to inform national, regional and local audience about the project and to steer social mobilization (video-podcasts, social media, teachers' national journal); • Mapping out regional focal points and selecting regional partners; • Mapping out and selecting local coalitions willing to learn and use new social accountability tools; • Holding multilateral and bilateral meetings to sign cooperation memoranda with local and regional partners; • Holding regional multilateral meetings to sign cooperation memoranda with regional authorities to support establishing citizens oversight mechanisms; • Surveying and interviewing focal points and local coalitions to assess the training needs. Report writing; This activity will be preceded by mapping out relevant regional CSOs to act as project regional focal-points; EXPERT-GRUP has already started to implement CSOs needs assessment regarding the open data and open budgets (http://goo.gl/MkcQ1), which provides the basis for identifying regional frontline CSOs along with their needs; • Researching the Open Data and Management Information Systems Readiness. Report writing;

- EXPERT-GRUP and regional focal points getting trained by a foreign consulting firm / CSO;
- Training local coalitions to use Social Accountability tools;

Beneficiaries and stakeholders engaged:

- Regional CSOs: will receive training from international CSO/consulting firm, facilitate and conduct information campaigns, train local and district-level audience on use of relevant SAcc tools;
- Community-level education stakeholders (parents and teachers association and pupils,): will receive information on schools functioning and budgeting, and training on use of SAcc tools;
- Ministry of Education, local / regional public authorities: will take part in information campaigns and training, will provide information and data needed;
- EXPERT-GRUP: will receive training from international CSO/consulting firm, assess needs and provide training to regional focal-points, provide strategic and methodological support for creating district-level citizens' oversight mechanism, conduct open data readiness assessment, provide overall management and strategic coordination of the component;

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).

- Social accountability training needs assessed;
- Open data readiness assessed;
- Network of regional focal-points built, active and extending further down the local level;
- Regional focal-points trained to use Social Accountability tools and to train other users;
- Regional mechanism for citizens oversight created and replicated;
- Local coalitions trained to use Social Accountability tools;

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 210298

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

Start date: 09/01/2013

End date: 09/01/2018

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.

- There are CSOs at regional and local levels, capable of learning new tools and working for the goal of this project;
- Stakeholders of the education sector management are willing to share information on open data needs;
- Local authorities and senior school management support the project;
- Parents are interested to improve the education conditions and process, and enhancing the oversight of the educational sector;

- Parents interested to learn innovative tools for social accountability;
- There are sufficient human resources in rural areas for learning the social accountability tools and for training other users;

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

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

- Risk: There will be few CSOs at regional and local levels able of learning new tools and working for the goal of this project; Risk intensity: medium; Mitigation measures: identifying focal points able to cover wider regions, at local level, work with informal organizations and opinion leaders;
- Risk: Education sector managers share only 'comfortable' information; Risk intensity: medium; Mitigation measures: benefits of opening the data are clearly explained, there is high-level support from the part of Ministry of Education, structure questionnaires for data collection are defined, information is checked;
- Risk: local authorities and senior school management are afraid that the project may undermine their positions; Risk intensity: high; Mitigation measures: clearly explaining the benefits, start working with the most willing ones, at latter stages show the benefits of participation for the participating communities;
- Risk: parents do not find the project likely to bring benefits for their children; Risk intensity: low; Mitigation measures: clearly explain the new role of parents in the context of decentralized school sector, show international good practices;
- Risk: parents afraid of innovative tools for social accountability; Risk intensity: medium; Mitigation measures: show how countries less developed than Moldova successfully adopted and use social accountability tools, build trust and self-confidence by explaining the impact of the tools of quality of education;
- Risk: because of the migration, there are insufficient human resources in rural areas for learning and applying social accountability tools; Risk intensity: medium; Mitigation measures: think of alternative ways allowing tutors or other caregivers to take part in the process;

Component 2: Insert Title/Definition of Component

Applying social accountability tools to enhance accountability of education management and transparency of school budget

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

[Max 350 WORDS]

Key objectives: The key objective of this activity is to empower local and regional stakeholders of the educational to increase accountability of the education policymakers at local, regional and national level by making use of two specific social accountability tools - public hearings and Education Stakeholders Reporting Cards;

Activities:

- Developing the toolkit for budgetary public hearings; the toolkit will explain in clear and friendly language how to organize and participate in budgetary hearing; how to get informed; how to understand budget data;
- Undertaking and facilitating community level-public hearing on proposed education budget, so that after one round of hearings, skills, persons and tools existing for the community to self-organize and hold public hearing without direct support from the project;
- Developing the Education Stakeholders Reporting Cards System; the system will be designed to be fully

implementable, including sets of questionnaires, distribution of roles, circuit and use of documents;

- Implementing the ESRC system; school management will be assisted to integrate and operationalize the ESRC, including how to ensure that questionnaires are anonymously filled in;
- Developing and promoting the www.scoalamea.md web platform, which is seen as both an outcome and tool allowing the project results to extend beyond the group of direct beneficiaries and to reach national scale;
- Training users of the [scoalamea.md](http://www.scoalamea.md) to report problems and upload information; the system will be designed to integrate with the official websites of educational authorities, social media (Facebook, Odnoklassniki, Twitter);

Beneficiaries and stakeholders engaged:

- Regional CSOs: support schools in local communities in introducing and using the ESRC system;
- Community-level education stakeholders (parents and teachers association and pupils): will be trained in using the ESRC and use it twice per year to evaluate the school;
- Schools management / local and regional public authorities / Ministry of Education: provide support for introduction of the ESRC system, offer data for implementation of the component activities;
- EXPERT-GRUP: will provide strategic guidance to regional focal-points in implementation of the ESRC and PETS, conduct IEBA, provide overall management and strategic coordination of the component;

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).

- Local and regional public hearings organized to discuss the planned school budget;
- Education Stakeholders Reporting Cards implemented;
- www.scoalamea.md created and efficiently used by citizens and communities to share information, learn good practices and report problems;

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 193129

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

Start date: 09/01/2013

End date: 09/01/2018

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.

- Stakeholders understand the importance and relationship of budget planning for the pupils' performance;
- Schools and authorities are open for improvements in schools;
- Citizens and communities have internet connections to properly use the www.scoalamea.md platform;

- Citizens are interested and able to use the social accountability tools;
- Local authorities willing to support citizens involvement in budget process regarding schools financing and organize public hearings;

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

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

- Risk: stakeholders are afraid that their participation in education budget planning is formal; Risk intensity: high; Mitigation measures: show how process will be organized so that citizens feedback is taken seriously, show how other countries succeeded and got impressive results;
- Risk: schools management, local and regional authorities do not want to alter the 'status quo' in schools and in budgeting process; Risk intensity: medium; Mitigation measures: engage in constructive dialogue to explain political benefits of citizens participation, rely on 'soft' pressures from the part of the people, explain that decentralization risks can be reduced only by wide public participation;
- Risk: many citizens and communities lack internet connection to properly use the www.scoalamea.md platform; Risk intensity: high; Mitigation measures: provide for an SMS tab on the platform to allow participation using the mobile telephone;
- Risk: parents afraid of innovative tools for social accountability; Risk intensity: medium; Mitigation measures: show how countries less developed than Moldova successfully adopted and use social accountability tools, build trust and self-confidence by explaining the impact of the tools of quality of education;

Component 3: Insert Title/Definition of Component

[MAX 30 WORDS]

Integrating Social Accountability activities with national education policy

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

[Max 350 WORDS]

Key objectives: Ensuring that results of social accountability tools are effectively used by the Ministry of Education and local / regional authorities to complement formal M&E, to inform education policy planning and execution and to underpin budget-related dialogue;

Activities:

- Conducting Independent Education Budget Analyses and writing five annual reports on transparency and efficiency of using funds allocated for the entire educational sector;
- Elaborating MEGA report to inform the project audience about the general economic, social and other conditions affecting the educational sector budget;
- Holding annually national roundtables on Education Mid-Term Expenditures Framework (EMTEF); The events will be organized jointly by EXPERT-GRUP with Ministry of Education and Ministry of Finance. The purpose of the national roundtables is of discussing the general economic, financial, social and demographical contexts of the education policy, assessing the education policy impact and of discussing sector priorities to be reflected into the EMTEF;
- Conducting quantitative analyses of the educational policy; the key idea of this activity is to pull together data collected in the project and to prepare a series of five policy papers which apply quantitative analysis to analyze educational policy issues of immediate interest and relevance for the ongoing reform;

Beneficiaries and stakeholders engaged:

- Regional CSOs: will benefit of the analytic results and inform the local stakeholders, will participate in the national EMTEF national roundtable;
- Community-level education stakeholders (parents and teachers association and local authorities responsible on education)): will benefit of the analytic results, and participate in the national EMTEF roundtable;
- Schools management / local and regional public authorities / Ministry of Education: will provide support and data for implementation of the component activities;
- EXPERT-GRUP: will undertake quantitative analyses, Independent Educational Budget Analyses, write and distribute MEGA, organize EMTEF roundtable;

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).

- 5 annual Independent Education Budget Analyses conducted;
- Independent monitoring of the education policy environment implemented (10 issues of the MEGA);
- Education Mid-Term Expenditures Framework workshops held annually (5 editions);
- 5 quantitative analyses based on econometric techniques highlighting factors influencing satisfaction of the education conducted;

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 224283

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

Start date: 09/01/2013

End date: 00/01/2018

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.

- Ministry of Education and lower-level public authorities fully disclose the data;
- Ministry of Education open to enter policy and budget-related discussions with citizens;
- Citizens able to understand complex policy issues and to discuss technical details and do not shy away from discussing with high-level political figures;

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

Risks are identified in relation to the assumptions: for example, for an assumption stating that a participatory process will be implemented in an inclusive and transparent manner, a possible risk may be that of elite cooptation, which may be high,

medium or low, depending on the context (factors outside the Project's control) and on the Project's ability to influence such process so that the assumption holds (factors within the Project's control). It is critical to *identify risks in a realistic manner*, as well as the possible mitigating measures that may be taken (by the Project or others) or be in place to avoid or minimize such risks.

- Risk: Ministry of Education and lower-level public authorities do not disclose entirely the data sets; Risk intensity: low in case of Ministry of Education, medium in case of lower-level public authorities; Mitigation measures: sign ex-ante cooperation memoranda with all stakeholders, explain benefits of having data-based analyses of the educational budget, include representatives of the key stakeholders in the Project Advisory Board;
- Risk: Ministry of Education may find it politically risky to honestly discuss some thorny policy issues which may and propose decisions which may not be welcomed by citizens; Risk intensity: medium; Mitigation measures: ensure that discussions are based on evidence and data, train citizens to engage in constructive discussions;
- Risk: citizens may find it difficult to engage in national level policy discussions because of little understanding of complex policy issues and technical details or because they are timid; Risk intensity: high; Mitigation measures: ensure that communities delegate the most skilled, active and smart citizens to participate in high-level policy discussion, provide that www.scoalamea.md offers the possibility of engaging virtually in the discussion, ensure that policy and budgetary analyses done by EXPERT-GRUP are understandable for the citizens;

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.

Non-government organization

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".

Yes, <http://expert-grup.org/en/despre-noi/rapoarte>

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".

No

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. Audited financial statements for 2008 and 2011 are available. Please see attached below.

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.

Yes, <http://expert-grup.org/en/despre-noi/rapoarte>

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.

- Ministry of Education, Mrs. Maya Sandu, Minister, email: maya.sandu@yahoo.com, office telephone: ++373-22-233348;
- Soros Foundation – Moldova, Mrs. Olga Crivoliubic, Programs Coordinator, email: ocrivoliubic@soros.md, office telephone: +373-22-270031;
- UNDP Moldova, Mr. Dumitru Vasilescu, Project Manager, Policy Analysis/AfT/IF/NHDR Project, email: dumitru.vasilescu@undp.org, office telephone: ++373-22-839911

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.