Part 2: Main Application Form

Instructions

1. GPSA requires that all grant applications be submitted using an online electronic platform. Part 1: Proposal Basic Information must be filled out in the online platform. Part 2: Main Application must be completed using this form, and uploaded in the "Attach Files" section of the platform. Part 3: Proposal Budget must be completed using the Excel template, also available at the online platform (www.gpsa/worldbank.org).

2. Please make sure you read the guidance included in the endnotes section, which will help you in answering the questions. Refer also to the GPSA Application Guidelines before completing your application.

3. The Proposal must provide clear and concise answers that directly address the application's questions. Use the "word count" to comply with the word limit set for each question. Do not change the formatting of this application form.

4. You may contact the GPSA Helpdesk at gpsa@worldbank.org for questions about the grant application process.

5.

---

1. **Define the overall objective(s) of the proposal.[1]** State clearly:

   (a) What are the governance and development challenges the proposal will contribute to solving? Specify the public policy problem or issue being targeted, including available data evidencing the problem.
   (b) What is/are your proposed solution(s)? What type of changes (in public policies and processes, programs, service delivery, institutions, skills and behaviors) you intend to achieve in the proposal's timeframe?
   (c) Who are the sectors of the population that would benefit from these changes and in which ways (e.g. observable benefits in the form of infrastructure, service delivery, etc.)? Are poor/extreme poor and vulnerable groups (e.g. women, children, persons with HIV, etc.) included amongst those sectors?
   (d) What is the proposal's geographic scope? Provide information that may help us understand the proportion of the targeted population and administrative/political organization (e.g. # municipalities, # districts, # provinces, etc) in relation to the country's total population and overall administrative/political organization.

   Please apply SMART (Specific, Measurable, Attainable, Realistic, Time bound) criteria when defining the objectives. Make sure to answer all the above sub-questions.

The project will be implemented in 8 provinces of western and central Mongolia: *Uvs, Bayan-Ulgii,Hovd, Khuvsgul, Arkhangai,* Bulgan, *Uvurhangai,*and *Sukhbaatar.* These provinces hold nearly 90% of Mongolia's ethnic minorities -- the Kazakh people in Bayan Ulgii, the Tuvas and Tsaatan people in Khuvsgul, and the Bayad and Durvud in Uvs and Khovd -- who have been cited as the most at-risk in terms of access to quality education (Mongolian Education Alliance/Columbia University, 2013). They also have high-level of corruption (IAACM, Integrity Report, 2011; Corruption Perception Survey, 2012).

These provinces have little oversight of the education budget, how funds are dispersed to soums, and no civic participation in deciding educational policy initiatives, though success has been found in smaller projects that included parents in educational initiatives (VSO, 2011). Local citizens do not have the capacity to access budget information, to participate in budget decisions, to assess the quality of their local educational services, or to engage with local education sector policymakers. Additionally, neither the MoE nor the MoF has a systematic procedure to monitor the allocation of funds at the province level, impeding their ability to make realistic assessments of the educational environment and to develop country-wide strategies to improve educational services. Absent this information, national policymakers have little recourse by which to manage the education sector productively. And more concretely, the lack of oversight over the education budget, which overall constitutes 20 % of national budget or 7.5% of GDP, by the conventional enforcement mechanism and from the grssroots have contributed to the high level of corruption in the project provinces.

Thus the overarching objective of the project is to help resolve the governance issue of corruption and address the development challenge of education reform to provide the disadvantaged ethnic minorities access to better education services. This requires bottom-up citizen action and achievement of the following Specific Objectives:

1.   Increasing the level of efficiency, transparency and accountability in the education procurement budget by 2017;

2.   Organizing a Parent Teacher Association in each project soum;

3.   Promoting civic society participation in prioritizing educational initiatives and improving the quality of educational services according to budget allocation through the use of SAcc and ICT tools

The project will partner with existing soum-based media CSOs organized by GI under the UNDEF project and aimag level CSOs previously engaged by EFA under the Good School Assessment project to organize school-based Parent Teacher Associations and empower them, along with other local CSOs, to (a) demand transparency and accountability in school budgetary processes, (b) make evidence-based assessments of the quality of local educational services, (c) allow them to participate in policy initiatives in education, and (d) create a productive and meaningful dialogue between citizens, school officials, and local governments. Additionally at the national level, the EFA will coordinate the network of PTAs and local CSOs to engage in policy initiatives and higher level issues (e.g. budget allocation for project provinces and appointment policies and practices) through constructive dialogue with schools, local governments, and national policy makers. The use of FOI and SAcc tools will be elaborated in Question 3.

These education reforms will benefit directly the 90% of Mongolia's ethnic minorities who would now have better access to quality education services. Institutional reform will also establish the PTAs as partner in improving education particularly at the soum and provincial levels. The political standing as well as career prospects of reform minded soum, aimag and national officials will improve with the success of the project. In the end, hurdling the development challenge of education reform for the disadvantaged ethnic minorities will benefit the whole country.

2. **Which public sector institution(s) and agency(ies)** *[e.g. Sector Ministry, National Program, Local Governments, Parliamentary Office/Committees, Supreme Audit Institution, Regulatory Agency, Ombudsman, etc.]* **will use the project's feedback to solve the identified problem?**[2]Explain clearly:

   (a) If you have already engaged with these actors to find out what kind of information and citizen feedback is needed and how it would be used to implement changes that would help to solve the problem.
   (b) What are the incentives these actors have to do something with such information? Why should they use the information produced by the project and what concrete benefits would derive from using it?
   (c) How do you propose to work with these institutions/agencies?

It is not enough that citizen feedbacks are generated; these feedbacks will have to be channeled to school officials and public authorities at school, soum, provincial and central levels with mandate to deliver education services to the soums, and they have to be transmitted in way that affects the incentive structure of the decision makers and public officials.

The information generated will be targeted for use by progressively higher hierarchy of school administrators and public authorities, beginning with school-based officials, provincial education and local authorities, and up to the Ministry of Education, the Ministry of Finance, and the IAACM. These stakeholders will be incentivized to translate the information into immediate school-based improvements and policy recommendations. The incentive system for frontline service providers will be embedded in a Memorandum of Agreement (MOA) that the project will forge providing, among others, the costs (disciplinary action) for unsatisfactory performance, and the rewards (promotion, increase in compensation, monetary & nonmonetary incentives, and others) for good performance. Aimag and soum Governors are also known to respond positively to pressures from community-based CSOs.

At the national level, the MoE has a strong incentive to use project information to integrate into the national education strategy as it complements the goals it is obligated to realize according to the Education Master Plan and the Millenium Development Goals. The MoE acknowledges its lack of information and oversight which creates inefficiency in the allocation of funds, leaves the system vulnerable to corruption, and hinders the delivery of quality educational services. We have already engaged with and received support from the MoE, as it expressed the need precisely for budget information in the education sector at the aimag level - specifically, how funds are distributed from provincial governments to soums, how those funds are prioritized with regard to addressing educational services, and an analysis of contract bidding and awarding.

The multi-dimensional nature of this information – as containing citizen feedback concerning educational services combined with information derived from budget monitoring – will provide the MoE with an evidence-based understanding of how the current structure of education funding does not meet expectations in delivering educational services. This is especially pertinent since Mongolia invests a significant amount – 20% of its budget (WB standard:20%) or 7.5% of GDP (UNESCO standard: 6%) – in education. This information would be invaluable in aiding the MoE in developing nationwide educational policy initiatives and deciding how to prioritize future budgetary decisions. This type of analysis and translation into policy will materialize into an improved educational environment in the form of schools providing sufficient numbers of textbooks, implementing meaningful teacher trainings, improving school heating systems, and satisfactory housing for dorm students.

The project will use constructive engagement approach to deal with concerned public sector institutions. This will require formation of mechanisms to maximize interfacing or interactions between CSOs and government at the national and provincial level and between citizens and service providers at the soum level.

3. **What is the social accountability approach[3] that will be used to generate the feedback needed to solve the identified problem?** Explain clearly:

   (a) The proposed social accountability process, including formal and informal mechanisms for gathering citizen's feedback, and other complementary strategies, such as communications and media work, research and data analysis, negotiation and consensus-building, among others. Specify, if applicable, if you're planning to use any ICTs (information and communication technologies) for gathering or organizing citizens' feedback to complement the latter. Please note that the use of ICTs is not a requirement.
   (b) Why would the proposed approach work, and how is it different or better from previous or existing attempts at solving the problem by engaging citizens? How would it complement and/or add value to existing initiatives implemented by other stakeholders (including the government, CSOs and other donor-supported projects)?
   (c) If this approach can work to help solve the problem, how would it become sustainable beyond the project's duration?
   (d) If you're proposing to work in a subset of geographic areas, how would this approach be replicated at a larger scale?

This project intends to use a diverse approach to SAcc tools in selected communities in order to accommodate Mongolia's specific needs. All information and reports generated by the project will be published on the National CSOs website and distributed through media campaigns, as much of rural Mongolia does not possess reliable internet access. GI is in a unique position to facilitate and ensure the development of a network of this nature as it has expert experience in media work.

Community Scorecards: PTAs and Teachers will be trained to use community scorecards to assess their local educational environments, based on relevant indicators, to solicit information and facilitate productive dialogue between the two parties. Together, with a representative from the local education department, they will prioritize educational needs tailored to their individual communities, engage in participatory budgetingand public hearing and design evidence-based action plans to achieve stated goals. This tool will also be used to receive and integrate input from the student population into local educational policy initiatives, a perspective previously absent from consideration in public policy development.

Independent Budget analysis and PETS: This tool will be used by aimag level CSOs to track the allocation of funds within aimags and to understand how budgets are prioritized according to educational needs. Information generated from this analysis will afford the MoE and the MoF a comprehensive understanding of where the budget is vulnerable to inefficiency and corruption and also allow them to develop improved funding strategies. The information will be analyzed and distributed through the National CSO website and radio announcements and TV spots to ensure that rural PTAs and nomadic parents remain in constant access to information gained.

Nationally Based CSO Network: This unique tool, previously unseen in any education project, will offer citizens from Mongolia's most remote areas a direct route by which to offer feedback for policy formation on the national stage. The National CSO will engage directly with national level policy makers through formation of a steering committee to include the MoE and MoF, the IAACM, EFA, and GI to synthesize, analyze, report and discuss information generated by the project – concerning both the education budget and quality of services - to make formal recommendations in the education sector for submission to parliament. The steering committee will meet quarterly and will include aimag-level CSO representatives bi-annually.

Focus Group Interviews (with structured questions): This cross-sector tool will be used to gain feedback from PTAs, school staff, and aimag level CSOs to determine the success of the project at various stages and evaluated against project indicators by the national level steering committee. This will help guide the project internally and minimize possible, unforeseen challenges from derailing project initiatives. The feedback will also direct the steering committee in its replication of the project in other provinces.

4. **Partnerships.**[4] Describe the nature and purpose of the proposed partnering arrangements, including what each partner will do and how the partnership will be governed. Be as specific as possible in clarifying the lines of responsibilities and accountability within the project.

GIC will lead and manage the project and maintain responsibility for operational activities and internal project analysis. Its key role will be building the capacity of the public to engage decision makers at the soum, aimag, and national level through the use of SAcc (community scorecards, relevant media campaigns, public hearings, and engagement with national stakeholders) in a strategic manner that enables citizen feedback to be translated into actionable demands and inform policy decisions at each level of government. GIC will provide its expertise in conducting trainings related to freedom of information and providing and use of social accountability tools.

EFA will implement trainings relevant to Budget Analysis and the "Good School Assessment." EFA's in-depth knowledge of Mongolia's education sector will help guide the scope and direction of the project through the piloting period and offer more outreach opportunities through its existing network of NGOs. Additionally, EFAs will coordinate the national level CSO and build on its existing relationship with the MoE. Lastly, its previous experience in building coalitions between parents and teachers will help ensure the success of the project from the very start.

PTF will manage the K&L component of the project, provide technical assistance as it gathers information derived from the project to package and disseminate, and assist in the deployment of SAcc tools. Its depth of experience in project monitoring and evaluation will further act as a guarantee that the project remains consistent with its stated indicators and PTF will offer strategies and input as necessary to further ensure the project's success and to avoid unforeseen obstacles.

5. **If your proposal is part of an ongoing project in your organization**explain how GPSA's support would add value to it: what are the specific activities that would be funded by GPSA and how are these different from what you're already doing? **If your proposal is a new project for your organization**: how does it relate to what you've been doing until now?[5]

This proposal is a new project for GIC but succinctly aligns with the Center's area of expertise in facilitating public dialogue and engagement through the use of SAcc tools, especially as it relates to utilizing media and ICT tools. GlC has worked tirelessly to promote citizen participation in public policy decision making and to advocate for the rights of Mongolians. This project will bring to bear all of GIC's experience in fostering enabling environments to the education sector, creating a mechanism (PTAs) through which parents and teachers will be empowered to develop cohesive relationships to provide feedback to direct policy decisions. This project will further enhance the capacity of GIC's previously established media NGOs, under the UNDEF project, in the targeted locations by expanding their reach to the education sector and providing them with knowledge and skills to further build productive networks through SAcc tools with different sectors of the community. Additionally, GIC recently implemented the project *Ambassadors of Good Governance,*which built the capacity of the youth to identify governance problems. This project used aimag schools in the same locations as this project is targeting for the focal point in gathering and training students.

This project will use the existing template of coalitions previously built (students and teachers, NGOs and community stakeholders)and continue to promote and reinforce those relationships incentivizing sustainability, while also adding new actors to the network (parents, education departments, and other relevant officials).

6. **Institutional strengthening.**[6]Does the proposal include activities for strengthening your organization's internal management and planning capacities (e.g.: fundraising, strategic planning, financial management, Board strengthening, human resources training, etc.)? If not, indicate "No".

This project will further strengthen the institutional capacity of GIC and EFA. To begin with, implementation of this proposed project would provide the partners with 4 years of hands-on experience in strategy and operational planning, management of technical resources in very complex situation, financial management using international standards and practices, and human resource allocation and performance evaluation. In addition, as part of the K&L Plan, the project will provide for additional capability building in social accountability for key stakeholders, including GIC, EFA and local CSOs to be tapped to assist TAME Project Team in organizing the PTAs. If merited by assessment of existing capacities of GIC and EFA, the capacity building may also include other competency areas in project management and/or organization strengthening, particularly in M&E system. Thus the project will:

6. Determine existing capacities and identify learning gaps within GIC, EFA and the TAME Project Management Team with respect to specific SAcc tools to be used in the project, as well as in other competency areas needed to execute the proposed project effectively such as result-based M&E approaches and tools;
7. Provide to TAME Project Management Team deeper understanding of Mongolia education policies and relevant international standards with respect to quality education services, including lessons learned and good practices from PTF's global experience and access to other knowledge repositories.
8. Formulate a Capacity Building Program for Key Stakeholders, including GIC, EFA and TAME Project Management Team in response to the identified learning gaps.
9.

To provide the capability building intervention, PTF will access its worldwide network of Project Advisors that should include experts in education reforms and capacity building and institutional partners in social accountability community of practice that include ANSA-East Asia and the Pacific and ANSA-South Asia, the Philippines' G-Watch that pioneered the highly successful Textbook Count program.

7. Project areas/components: how do you propose to organize your project?[7]

Area/Component 1	**Monitoring of the education budget**
	Mongolia is investing a high percentage (20%) of its budget in education, yet the sector still experiences serious challenges in delivering quality educational services, as evidenced by a lack of classroom resources and poor infrastructure facilities (inadequate heating, buildings in disrepair, and poor living conditions in school dorms). In the project's provinces, this difficult educational environment is correlated with the unsupervised school procurement system. This project will track and monitor the procurement budget which would cover from bid and award of contract to quality of contract implementation in the designated project provinces. Existing soum-based media CSOs organized by GI under the UNDEF project and aimag level CSOs previously engaged by EFA under the Good School Assessment project will be trained to lead the monitoring activity. Parents and teachers, as primary stakeholders, will be trained on social accountability particularly in budget tracking tools, and tapped as active participants in the monitoring process. This will build collaborative spirit between parents and teachers and will be designed to lead to the organization and strengthening of PTAs.

Activities	**Activities**:
	1. Plan, organize and deploy SAcc monitoring teams to analyze the budget at the national, province and soum level- including procurement-to track the flow of funds to ensure compliance with budgetary laws, determine the procurement budget to be monitored, including the bidding and awarding process of all contracts;
	2. Distribute quarterly reports containing citizens' feedback on irregularities in procurement and inefficiencies in the budget to stakeholdersto discuss problem-solving strategies;
	3. Use ICT tools and media outlets to ensure all budget and related information is published, transparent and public;
	4. Through media outlets, monitor and publish actions or inaction by intended decision makerson citizen feedback and recommendation.
	5. Conduct training on FoI law and social accountability approach (Good School Assessment) and tools (budget tracking) for stakeholders undertaking monitoring of all phases in procurement, as well as to build capacity for translating citizen feedback into actionable demands and effectively channeling and advocating the recommendationsto decision makers at the national, aimag, and soum levels.
Outputs[8]	**Outputs:**
	1. SAcc monitoring teams deployed and engaged with soum PTAs, budget analyses at the national, aimag and soum level are completed and the size of the procurement budget is determined;
	2. Quarterly reports containing detailed citizen feedback related to budget irregularities or inefficiencies are sent to stakeholders;
	3. All budget information is posted to the national CSO website and broadcast on radio and TV information blasts;
	4. Reciprocal action on citizen feedback as designated to individual stakeholders is reported through media –TV, radio and newspapers.
	5. Stakeholders are trained on FoI law and relevant SAcc tools and citizen feedback is translated into actionable demand in the form of recommendations made to appropriate decision makers.

(Intermediate) Outcomes[9]	**Outcomes:** 1. The generated budget information is synthesized and distributed to stakeholders to develop strategies to improve the structure of educational funding to more efficiently allocate monies as direct guided by citizen feedback; 2. PTAs and CSOs are empowered to hold relevant officials accountable, redress grievances, and an environment conducive to civic society participation fosters the sustainability of the newly created institutions and CSOs; 3. Relevant officials will be compelled to react to citizen feedback and demands as their actions are directly evaluated against what the public has requested of them, increasing cohesion between the public and relevant officials; 4. A participatory environment is fostered between civic society and relevant stakeholders and a mechanism to solicit and integrate citizen input into policy is realized and retained, systematically instilling PTAs and CSOs with a sense of purpose and shared vision.
Area/Component 2	**Organization of Parent Teacher Associations** Organizing and Empowering Parent Teacher Associations (PTA) to effectively conduct school-based assessment of the quality of education services and to become integrated into and participate in developing and monitoring school-based policyin education in the project soums, including participation in all phases of budget formulation and budget execution. The latter should improve education performance directly by making resource allocation more responsive to expectations of citizens. The project will tap existing soum-based media CSOs organized by GI under the UNDEF project and aimag level CSOs previously engaged by EFA under the Good School Assessment project to organize the school-based PTAs. Over the project life, there will be capacity building of PTAs and local CSOs to start first with basic understanding of mandate, rights and entitlements of citizens. Second is building of know-how for aggregating and communicating citizens assessments, opinions, and complaints into actionable demands in direct reference to shortcomings or issues on performance of mandate. Third is building the capacity of PTAs and local CSOs for packaging and transmitting citizens feedback to relevant actors and decision in position to act on the information and/or for whom the information has the potential to generate costs. And fourth is training on the various SAcc tools appropriate for monitoring and assessing education reforms. In the absence of viable PTAs in particular soums, the project will tap other local CSOs to conduct the monitoring and assessment.

Activities	Activities:
	1. Organize PTAs in each soum and conduct capacity building on FoI law, mandates of service providers, rights and entitlements of citizens, and various SAcc tools, including capacity for translating citizen feedback into actionable demands and effectively channeling the recommendations to decision makers at the national, aimag, and soum levels;
	2. Capacitate and assist PTAs to conduct periodic Focus Group discussions concerning the delivery of educational services with teacher, parent, and student populations;
	3. Capacitate and assist PTAs to complete an EFA's "Good School Assessment" with parents and teachers in each soum to assess the delivery of educational services;
	4. Capacitate and assist PTAs to engage in school-based Participatory Budgeting and policy forum
	5. Hold a workshop with parents and teachers informing them of government directives in the educational sector in accordance with nationally stated directives such as the Education Master Plan, Education for All goals, and the Upright Mongolian Children's Plan, and
	6. Formulate in each project soum, in partnership with PTAs, a SAcc-based Action Plan with appropriate prioritized goals for improving school performance and services in consultation with the local education department and local government authorities. Ensure and score progress in adhering to international educational standards as stated in the Education Master Plan, UNESCO's Education for All initiative, and in accordance with the MDGs;
	7. Capacitate and assist PTAs to conduct public hearings with soum and local education officials to facilitate civic participation in policy formation through input and discussion of findings related to school assessments and the education budget. Use the Education Master Plan and UNESCO's Education for All Goals as guiding documents in policy implementation;
	8. Broadcast information gained through SAcc tools via CSO media campaigns;
	9. Advocate for transparency and accountability in appointments of school directors by aimag governors;
	10. Hold an annual PTA conference at the aimag level;
	11. Coordinate a network between soum PTAs and aimag level NGOs through ICT tools and media outlets to ensure the flow of information and availability of dialogue;
	12. Establish a national education-based CSO within EFA consisting of soum-level PTAs and aimag-level CSOs to engage with national policy makers. Organize a Steering Committee that includes the Ministry of Education, the Ministry of Finance, and the Independent Authority Against Corruption to facilitate discussion and translation of citizen feedback into policy recommendations.

Outputs	Outputs:
	1. A PTA is organized in each project soum and a training is conducted on FoI law, mandates of service providers, rights and entitlements of citizens, and on the SAcc tools to be utilized. 2. Focus Group discussions are conducted and reported; 3. An EFA "Good School Assessment" is conducted by each PTA; 4. A Participatory Budgeting and policy forum is conducted for each PTA; 5. A workshop informing parents and teachers of government directives in education is held; 6. A SAcc-based Action Plan is developed by each PTA and agreed to by the local education department and relevant government officials. Relevant indicators based on the Education Master Plan, Education for All goals, and MDGs are evaluated and scored; 7. Public Hearings are conducted in each project soum and attended by at least a quarter of education stakeholders; 8. CSO media campaigns are conducted in each project soum; 9. Each PTA drafts and submits an amendment advocating for transparency and accountability in the appointments of school directors to the local parliament and National CSO; 10. An annual PTA conference is held at the aimag level; 11. Each aimag level NGO has a dedicated PTA portal included on its website for access to all project information and to maintain open communication and informational updates detailing project progress are regularly broadcast on radio and TV; 12. A national education-based CSO is established within EFA and a steering committee consisting of the MoE, MoF, and the IAACA is created and recommendations for education policy initiatives are submitted to parliament.

(Intermediate) Outcomes	**Outcomes**: 1 A constructive parent teacher relationship is established that fosters teamwork and confidence as both are empowered with knowledge of citizen rights and SAcc methods to engage with relevant officials; 2 Parents, teachers and students find strength and consensus in a participatory environment; 3 PTAs gain enhanced knowledge of school performance and delivery of educational services; 4 PTAs gain new knowledge and skills through SAcc tools to engage with stakeholders; 5 Community members are emboldened with the ability to measure local school performance against national directives and standards; 6 PTAs have new knowledge on how to effectively implement new SAcc strategies and coalition building; 7 Community cohesion and participation is enhanced in policy discussion; 8 Community members are informed and maintain up to date knowledge of project developments; 9 PTAs learn new strategies to engage with local officials and strengthen their capacity to advocate; 10 PTA network is enhanced and members are incentivized to engage and share information; 11 PTA governance and network is strengthened through an open exchange of knowledge, strategy, and dialogue; 12 Citizen feedback is channeled to the national level for policy input, incentivizing the sustainability of the PTA network and citizen participation.
Area/Component 3 **Knowledge and Learning (K&L)[10]**	**Formulation and Implementation of the Project's K&L Plan** This component serves as quality assurance mechanism to produce the appropriate knowledge and learning tools on the practice of social accountability and results for use by multiple stakeholders: PTAs, CSOs, school directors, Departments of Education, the Ministry of Education, and the Ministry of Finance. This would include: (a) installation of a good Project M&E system, (b) documentation of case studies, lessons learned and good practices, (c) various how to's - manuals, guidebooks, training modules, others, (d) assistance in the preparation of Project Operating Guidelines, (e) a strong capacity building and K&L sharing/ dissemination program to aid replication to other provinces, and (f) installation of online link to GPSA Knowledge Portal and a web-based dedicated portal as repository of the project's K&L products and platform for disseminating project's K&L with the community of practice, CSOs, MoE, Local Governments and other stakeholders in education reform in Mongolia and elsewhere. PTF will handle development of K&L protocols. TAME project management team will implement the specific K&L activities, i.e., training, production and dissemination of media and advocacy materials, development of sustainability plans in the soums, and conduct of annual focus group interviews.

Activities	1. Formulate Project Operations Manual that will guide GI and partners in implementing and managing the Project. This will include: • Guidelines for monitoring of the education procurement budget and educational services • Framework for constructively engaging between CSOs and the national, provincial and soum authorities; and between citizens and service providers at the soum level • Guidelines for organizing and capacity building for PTAs and CSOs and other project stakeholders • Guidelines for quality documentation of Case Studies, Good Practices, Lessons Learned 2. Develop Social Accountability Plan Framework and Tools to Improve Transparency & Accountability Leading to Quality Education Services in Soums • Formulate design and framework for preparing a Social Accountability Plan • Identify and design appropriate SAcc tools/models for: public expenditure tracking; for generating community performance scorecard; for self-evaluation scorecard by service providers; for conduct of public hearing or interface meeting between users and service providers; and for Participatory Budgeting. 3. Develop Capacity-building program for PTAs and other stakeholders (other local-based CSOS, local partners & their staff) in Social Accountability • Conduct Learning Needs Assessment as basis for designing Training Program & Modules • Formulate Capacity Building program and modules for PTAs and other stakeholders. 4. Formulate and implement Media & Advocacy Program • Develop Media & Advocacy program and design Advocacy Materials for Print Media as well as Audio & Video Handbooks for Radio and TV media outlets • Use GI's established network of local, provincial and national print, radio and TV media outlets 5. Generate High Quality K&L Products • Prepare Good Practice Notes on SAcc-based Education reform programs from around the world • Develop Case Studies and document Good Practices and Lessons Learned from the project • Produce Innovative Audio and Video Handbook on SAcc for radio and TV media dissemination, as well as for uploaded in open media sharing websites, such as youtube.com and GoGo.mn. 6. Undertake Dissemination and Outreach program • Organize annual peer-learning among PTAs • Conduct knowledge sharing workshops with other CSOs involved in education reform programs • Cross-visits for one PTA to another PTA to peer review field operations and share common issues and solutions • Establish link with GPSA 1 projects which aim to improve quality education • Design and conduct end-of-project National/International Workshop on SAcc-based education reform programs 7. Upgrade GI website and Install K&L dedicated Web Portal • Improved GI website linked to GPSA Knowledge Portal • Establish a box.net of SAcc tools and other K&L products developed by the project for dissemination and use in replication activities. This would be a one-stop local web-based portal repository of good practices, etc., on improving quality of education in Mongolia, accessible to government, development institutes and CSOs

	• Transform the dedicated web portal into a one-stop online resource portal of knowledge materials on strategies, tools, good practices, related trainings from all possible sources that would support citizen initiatives for education reform in Mongolia
	• Establish dedicated websites to report and file complaints about access and delivery of education services direct to Soum or aimag governors and MoE. This is most useful to ethnic minorities who are herders and mostly mobile.
	
	8. Develop and Install Project M&E System
	  • Link K&L to Project M&E
	  • Develop the design for the Conduct of Focus Group Interview to gauge success of the project at various stages and evaluated against project indicators

Outputs	1. Project Operations Manual 2. Capacity Building Plan for PTAs and other project partners on SAcc Tools 3. Social Accountability Plan framework and SAcc Tools for (a) public expenditure tracking, (b) generating community performance scorecard, (c) self-evaluation scorecard by service providers, (d) conduct of public hearing or interface meting between users and service providers, (e) Participatory Budgeting; and (f) focus group interview 4. Media & Advocacy Program/Plan and IEC materials 5. High Quality K&L Products (Case Studies, Good Practice Notes, Tool kits, etc.) 6. Dissemination and Outreach program/activities (peer learning, knowledge sharing workshops, cross visits, etc) 7. Upgraded GI website with link to GPSA Knowledge Portal, K&L-dedicated Portal, and One-Stop Online Resource Portal on Education Reform in Mongolia 8. Project M&E system
(Intermediate) Outcomes	1. K&L Management systems in place 2. SAcc Tools/Models produced for project use and wider sharing 3. Capacity Building/training designs/modules for training of PTAs and others partners formulated 4. Media and advocacy plan in place to disseminate project results and feedbacks 5. K&L products developed and shared with other CSOs and organizations involved in education reforms 6. Project activities and results are regularly monitored

8. **Action Plan.**[11]Use the Gantt chart below to present your proposal's Action Plan. Please refer to the examples provided in the endnotes.

Key Activities[12]	Main Outputs/Deliverables[13]	Estimated Schedule (use years applicable to proposal's duration)									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Component 1: Monitoring of the education budget											
1. Plan, organize and deploy SAcc monitoring teams	1. SAcc monitoring teams deployed and engaged with soum PTAs; budget analyses reports at the national, aimag and soum level		█	█	█	█	█				
2. Distribute quarterly reports containing citizens' feedback	2. Quarterly reports containing detailed citizen feedback related to budget irregularities or inefficiencies are sent to stakeholders			█	█	█	█	█			
3. Use ICT tools and media outlets to ensure all budget and related information is published, transparent and public	3. All budget information is posted to the national CSO website and broadcast on radio and TV information blasts			█	█	█	█				
4. monitor and publish actions or inaction by intended decision makers on citizen feedback and recommendation.	4. Reciprocal action on citizen feedback as designated to individual stakeholders is reported through media –TV, radio and newspapers.			█	█	█	█	█	█		
5. Conduct training on FoI law and social accountability approach	5. Stakeholders are trained on FoI law and relevant SAcc tools and citizen feedback is translated into actionable demand in the form of recommendations made to appropriate decision makers.			█	█	█	█				
Milestones[14] [List milestones in this column. Add rows as needed] Shade cells to indicate milestone achievement estimated timeframe.											
1. The generated budget information is synthesized and distributed to stakeholders to develop strategies to improve the structure of educational funding to more efficiently allocate monies as direct				█	█	█	█				

Key Activities[12]	Main Outputs/Deliverables[13]	Estimated Schedule *(use years applicable to proposal's duration)*									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
	guided by citizen feedback;			■	■	■	■				
2. PTAs and CSOs are empowered to hold relevant officials accountable, redress grievances, and an environment conducive to civic society participation fosters the sustainability of the newly created institutions and CSOs;				■	■	■	■				
3. Relevant officials will be compelled to react to citizen feedback and demands as their actions are directly evaluated against what the public has requested of them, increasing cohesion between the public and relevant officials;					■	■	■				
4. A participatory environment is fostered between civic society and relevant stakeholders and a mechanism to solicit and integrate citizen input into policy is realized and retained, systematically instilling PTAs and CSOs with a sense of purpose and shared vision.						■	■				
Component 2: Organization of Parent Teacher Associations											
1. Organize PTAs in each soum and conduct capacity building	1. A PTA is organized in each project soum and a training is conducted on FoI law, mandates of service providers, rights and entitlements of citizens, and on the SAcc tools to be utilized.		■	■	■	■					
2. Capacitate and assist PTAs to conduct periodic Focus Group discussions	2. Focus Group discussions are conducted and reported;		■	■	■	■	■	■			
3. Capacitate and assist PTAs to	3. An EFA "Good School Assessment" is		■	■	■	■	■	■			

Key Activities[12]	Main Outputs/Deliverables[13]	Estimated Schedule (use years applicable to proposal's duration)									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
complete an EFA's "Good School Assessment"	conducted by each PTA;		X	X	X	X	X	X			
4. Capacitate and assist PTAs to engage in school-based Participatory Budgeting and policy forum	4. A Participatory Budgeting and policy forum is conducted for each PTA;		X	X	X	X					
5. Hold a workshop with parents and teachers	5. A workshop informing parents and teachers of government directives in education is held;		X	X	X						
6. Formulate in each project soum, in partnership with PTAs, a SAcc-based Action Plan	6. SAcc-based Action Plan is developed by each PTA and agreed to by the local education department and relevant government officials. Relevant indicators based on the Education Master Plan, Education for All goals, and MDGs are evaluated and scored;			X	X	X	X				
7. Capacitate and assist PTAs to conduct public hearings with soum and local education officials	7. Public Hearings are conducted in each project soum and attended by at least a quarter of education stakeholders;			X	X	X	X				
8. Broadcast information gained through SAcc tools via	8. CSO media campaigns are conducted in each project soum;		X	X	X	X					

Key Activities[12]	Main Outputs/Deliverables[13]	Estimated Schedule *(use years applicable to proposal's duration)*									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
CSO media campaigns;			■	■	■	■					
9. Advocate for transparency and accountability in appointments of school directors by aimag governors;	9. Each PTA drafts and submits an amendment advocating for transparency and accountability in the appointments of school directors to the local parliament and National CSO;		■	■	■	■	■				
10. Hold an annual PTA conference at the aimag level;	10. An annual PTA conference is held at the aimag level;		■	■	■	■	■	■			
11. Establish dedicated PTA portal included on its website for access to all project information	11. Each aimag level NGO has a dedicated PTA portal included on its website for access to all project information and to maintain open communication and informational updates detailing project progress are regularly broadcast on radio and TV;		■	■	■	■	■				
12. Establish a national education-based CSO within EFA consisting of soum-level PTAs and	12. A national education-based CSO is established within EFA and a steering committee consisting of the MoE, MoF, and the IAACA is created and recommendations for education policy		■								

Key Activities[12]	Main Outputs/Deliverables[13]	Estimated Schedule (use years applicable to proposal's duration)									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
aimag-level CSOs	initiatives are submitted to parliament.		█								
Milestones											
1. A constructive parent teacher relationship is established that fosters teamwork and confidence as both are empowered with knowledge of citizen rights and SAcc methods to engage with relevant officials;				█	█	█	█				
2. Parents, teachers and students find strength and consensus in a participatory environment;					█						
3. PTAs gain enhanced knowledge of school performance and delivery of educational services;			█	█	█	█	█	█			
4. PTAs gain new knowledge and skills through SAcc tools to engage with stakeholders;				█	█	█	█				
5. Community members are emboldened with the ability to measure local school performance against national directives and standard				█	█	█	█				
6. PTAs have new knowledge on how to effectively implement new SAcc strategies and coalition building;				█	█	█	█				
7. Community cohesion and participation is enhanced in policy discussion;					█	█	█	█			
8. Community members are informed and maintain up to date knowledge of project developments;				█	█	█	█	█			
10. 9. PTAs learn new strategies to engage with local officials and				█	█	█	█				

Key Activities[12]	Main Outputs/Deliverables[13]	Estimated Schedule (use years applicable to proposal's duration)									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
strengthen their capacity to advocate;				▓	▓	▓	▓				
10. PTA network is enhanced and members are incentivized to engage and share information;				▓							
11. PTA governance and network is strengthened through an open exchange of knowledge, strategy, and dialogue;					▓	▓	▓				
12. Citizen feedback is channeled to the national level for policy input, incentivizing the sustainability of the PTA network and citizen participation.					▓	▓	▓	▓			
Component 3: Formulation and Implementation of the Project's K&L											
1. Formulate Project Operations Manual	1. Project Operations Manual	▓									
2. Develop Social Accountability Plan Framework and Tools to Improve Transparency & Accountability Leading to Quality Education Services in Soums	11. Social Accountability Plan Framework; SAcc tools developed and used by the Project		▓	▓	▓	▓	▓	▓			
3. Develop Capacity-building Plan for PTAs and other stakeholders	3. Capacity Building/Training Plan; Training Designs / Modules			▓	▓	▓	▓				

Key Activities[12]	Main Outputs/Deliverables[13]	Estimated Schedule (use years applicable to proposal's duration)									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
(other local-based CSOS, local partner & staff) in Social Accountability				■	■	■	■				
4. Formulate and implement Media & Advocacy Program	4. Media and Advocacy Plan; IEC Materials (Materials for Print Media, Audio & Video Handbooks for Radio and TV media outlets)			■	■	■	■	■	■		
5. Generate High Quality K&L Products	5. K&L Products: Case Studies, Good Practice Notes, Lessons Learned, etc.		■					■			
6. Undertake Dissemination and Outreach program	6. Dissemination and outreach program/activities (peer learning sessions, knowledge sharing workshops, etc)			■	■	■	■	■	■		
7. Upgrade GI website and Install K&L dedicated Web Portal	7. Upgraded GI website with link to GPSA Knowledge Portal, K&L-dedicated Portal, and One-Stop Online Resource Portal on Education Reform in Mongolia		■								
8. Develop and Install Project M&E System	8. Project M&E System 9. Feedback Reports from Focus Group Interviews	■									
Milestones											
1. Project's Knowledge Management System established: Project Operations Manual, Project M&E System (end of Year 1); Upgraded GI website		■	■								
2. Project's K&L System's planned deliverables completed: SAccTraining Designs and Modules, Social Accountability Plan				■	■						

Key Activities[12]	Main Outputs/Deliverables[13]	Estimated Schedule *(use years applicable to proposal's duration)*									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
	Framework, Media and Advocacy Plan;			■	■						
3. Annual Focus Group Interview (Year 1) completed and adjustments to project's Year 2 operational plan made as needed					■						
4. Project's K&L System's planned deliverables completed: PTAs and CSOs and other project stakeholders trained on SAcc tools ; Media and Advocacy materials produced and published/aired; Peer Learning/Sharing Workshops conducted; K&L Products produced and shared				■	■	■	■	■	■		
5. Annual Focus Group Interviews (Year 2) completed and adjustments to project's Year 3 operational plan made as needed							■				
6. End of project evaluation design and methodology prepared								■			
7. Developed and refined social accountability tools/models for implementing education reforms as evidenced by the set of knowledge products								■	■		
8. Project Completion Report									■		

9. Monitoring and evaluation:

(a) How do you define the proposal's success indicators? Identify the most critical ones and link them to the outputs and outcomes presented in questions 1 (Objectives) and 3 (SAcc Approach and Tools).

(b) How will you monitor the proposal's progress? Describe the methods and tools that will be used.

(c) What will you evaluate and what type of evaluation(s) will be used? Specify if you plan to carry out an independent evaluation.

The success indicators will be defined in terms of the project's specific objectives, and will consist of the following: (1) Number of soums with CSO representative(s) participating as Monitor in all phases of procurement process from bid opening, to contract award, to contract execution; (2) Number of soums with organized PTAs; and (3) Number of Social Accountability Action Plan formulated and implemented in the soums. Each indicator corresponds to the Specific Objective, and to the major outputs and outcomes of the three Components. Project implementation will be phased and there will be annual target setting for these critical indicators, as well for impact indicators that maybe formulated such as: (a) amount of cost savings generated from procurement activity; (b) number of CSO/PTA-initiated policies adopted and implemented; (a) number of actionable demand from citizens feedback responded to by service providers; and (d) better school performance of the soum. Progress of project will be monitored and evaluated with use of appropriate methods and tools. The projects Monitoring and Evaluation will capture both quantitative and qualitative measures of change and impact. For project Management purposes, Input, output and outcomes of projects will be monitored and evaluated:

- Baseline information will be generated when appropriate from existing studies and documents, or through Focused Group Discussions, or use of school assessment tools, such as EFA'S "Good School Assessment" tool;
- Achievement of outputs and outcomes for each of the Components will be monitored and reported to enable the TAME Project Management Team to decide, act and improve project performance, as well as in formulating annual plans and programs of the project;
- Results of SAcc activities/tools will be documented as Citizens Feedback and reported to concerned service providers as actionable recommendations or demands;
- The Project will collect and report process indicators that measure change in behaviour of service providers and users alike through CSC and other SAcc tools;
- The results of the monitoring activities will be shared with partners and stakeholders as part of the K&L activities.

For project operations, the M&E System will consist of the following activities and report:

1. Quarterly Progress Reporting– On the basis of an Annual Work Plan/Target, a standard format for quarterly reporting will show in detail information regarding "planned" versus "actual" performance.

2. Quarterly Project Management Committee Meeting – These will be convened to discuss and resolve implementation issues emerging from the progress reports.

3. Bi-annual Project Steering Committee Meeting – These will be convened to review and approve the Annual Plan, review on an bi-annual basis performance against the Annual Plans based on results of 6-monthly monitoring and evaluation; and acts on policy issues with MoE, MoF and others;

4. Annual Planning & Reporting – Annual Plans, consisting of work plans and corresponding financial plans,

are prepared and approved by the Project Steering Committee. Activity Progress Reports (Results-oriented Reports) shall include physical and financial monitoring.

5.   Bi-Annual Financial and Activity Progress Reporting to GPSA using standard GPSA format.

10.   Project Team. Explain clearly:

(a) Describe how you will assemble the Project Team. Indicate if the Team members are part of your current staff, and explain which new positions, if any, will need to be hired. Include any relevant positions that will be hired as consultant positions as well. Refer to the Proposal Budget for guidance.
(b) If the Proposal includes a Partnership and/or Mentee CSOs, explain what positions and roles they will perform as part of your Project team.

[MAX. 500 WORDS]

The project director and core members will be made up of Globe Staff and the director from All for Education. Each team member has been selected based on experience and proven dedication. The project team will consist of people with skills in project design and management, project operation, and a strong understanding of social accountability methodologies and approaches.
All for Education will offer an in-depth knowledge on the education sector unavailable to any other organization in Mongolia, allowing Globe to develop strategies to utilize its capacity in enabling citizens to the right to information and participation in the public sphere and gear it directly towards education.

Additionally, Globe will partner with PTF who will manage and oversee the K & L component of the project and assist with monitoring and evaluation throughout the duration of the project. PTF offers expert experience that is an invaluable contribution to the project.

10.1 Please fill out the table below:

Team member name*1	Position	Time devoted to Project*2	Project Components	Project Main Responsibilities
NARANJARGAL Khashkhuu	Project Director	Full-time Personnel Full project duration	Components 1-3	Overall management and coordination Formulate annual plan for the project for presentation and approval of the Steering Committee in coordination with Components Leaders; Develop and establish the overall project administrative and financial procedures and system for Project Management and Implementation; Take direct responsibility for the day-to-day efficient and effective functioning of the Project Management team and the project; Develop and establish an effective participatory approach for all project activities with the partners; Ensure all Project Reporting is carried out to the required quality and to the agreed reporting schedule; Maintain project contact with project partners and stakeholders.
TUNGALAG Dondogdulam	**Project Manager**	**Full-time**	**Component 1-3**	• Coordinate with the Project Director in designing strategies to engage PTA communities with government officials; • Overseeing the implementation of all education –based surveys and assessments; • Responsible for providing relevant research and project indicators related to the delivery of educational services;

				• Charged with managing and chartering the National level CSO within All for Education.
Dash Monkhburen	**Project Coordinator**	**Full-time**	Component 1-3	• Responsible for overseeing media budget and procurement; • Coordinate with the Project Director and K & L specialist in plan and design of the media and advocacy program. • Assist steering committee in drafting recommendations to be submitted to parliament.
Matt Hagler	**Project Liaison**	**Full-time**	Component 1-3	• Provide technical support in project reporting and ensuring quality standards are followed • Server as translator and primary English language consultant • Assist in designing quality internal monitoring strategies to ensure project progress • Maintain schedules of meetings of Project Teams and Partners and arrange internal meetings including preparing agendas • Ensure that the communication systems between the Project Office and the partners, field based staff/consultants is effective and ensure data transmission and reporting to the Project Office is timely.
To be Hired	Monitoring And Evaluation Officer	Full-time Project Staff Full Project Duration	Component 1-3	• Coordinate with Project Director and GIC K&L Team Leader the formulation and implementation of the Annual K&L Action Plan, and reports progress and implementation issues jointly to both project officers; • In collaboration with the M&E Specialist, assist in the development of the project's M and E system, which will involve setting up of an indicator system for monitoring and evaluation of project activities at the Project Management office and in the targeted soums;

				• Take charge of organizing and evaluating completeness and quality of data and information on M and E indicators from each soum covered project area monitoring for assessment of progress of project activities in each area and for the whole project; Coordinate with CSO partners and ensure all M&E and other Project reporting for all Components is carried out to the required quality and to the agreed reporting schedule; • Prepare the Bi-Annual report to the WB-GPSA using standard GPSA reporting format and to the quality required; • Write project reports and prepare presentations • Assist in managing project meetings and documenting Steering Committee meetings and Project Management Committee Quarterly meetings • Coordinate with PTF K&L Specialist on technical assistance inputs on the design and implementation of K&L activities and K&L products. • Conduct field work to verify/validate information and data of the project as needed and meet with CSO partners, and officials and staffs of national and local stakeholders
To be Hired	Training and Media Officer	Full-time Project Staff Full Project Duration	Component 1-3	• With the K& L Specialist, facilitate the conduct of Learning Needs Assessment as basis for designing Training Program & Modules • Assist in the formulation of the Capacity Building program and training modules for PTAs and other stakeholders; • Coordinate and supervise the actual conduct of the training/capacity building activities.

				• Assist in the formulation of the Media and Advocacy Program. • Coordinate and supervise the actual production and dissemination of the media and IEC materials
To be Hired	Accountant	Full-time Project Staff Full Project Duration	Component 1-3	• Prepare Annual Budget for approval of the Steering Committee; • Set up the financial procedures for project activities especially to maintain the Project office financial records covering funds received disbursements and planned expenditures/budgets; • Maintain all financial systems in accordance with the requirements of the clients to ensure that all internal and external auditing of the Project can be carried out effectively and on time; • Act as the "proper" officer for the withdrawal of cash and expenditures by the Project office and oversee the management of project bank account and payments systems; • Establish the recording and documentation requirements for the effective compilation of the project invoices and using approved formats ensure that each invoice is prepared and submitted on time for approval; • Establish the Project's cash flow and expenditures against the planned work programme and annual financial planning; • Carry out regular internal auditing of all expenditures and accounts and use of funds; • Maintain a secure filing of all project financial records and documents.

To be named	K & L Specialist	Part-time Consultant Full Project Duration	Component 3	- Establish and maintain close coordination with GIC; ensure that coordination mechanisms between PTF and GIC and other partners are in place and functional for the implementation of the K&L activities. - Provide guidance and direction in the implementation of the K&L Component activities - Take the lead in the development of the K&L Project Operations Manual and high quality K&L products - Develop the Capacity Building Plan - Ensure all M&E and other Project reporting for Component 4 is carried out to the required quality and to the agreed reporting schedule; - Monitor K&L activities and review (for quality control) of outputs of the experts - Provide final quality control assurance to K&L Component implementation and K&L Products. - Represents PTF in the Project Steering Committee. - Mobilize PTF Advisers to support K&L
To be named	Media Specialist	Part-time Consultant Specific period/tasks	Component 3	- Develop the Media and Advocacy Program and IEC protocols - Coordination with the TAME project management in the actual implementation and dissemination.
To be named	Education Systems Specialist	Part-time Consultant Specific period/tasks	Component 3	- Prepare Good Practice Notes on SAcc-based Education reform programs from around the world - Develop Case Studies and document Good Practices and Lessons Learned from the project

				• Develop SAcc Plan for Education Reform
To be named	M & E Specialist	Part-time Consultant Specific period/tasks	Component 3	• Develop and install the Project's M& E System • Develop the TOR/design for the annual focus group interviews, and for the end-of project evaluation
To be named	Budget Analyst Specialist	Part-time Consultant Specific period/tasks	Component 3	• Undertake budget tracking • Technical assistance to PTAs in Participatory budget formulation
To be named	IT/Web Developer	Part-time Consultant Specific period/tasks	Component 3	• Develop/enhance the GI website with link to GPSA Knowledge Portal, K&L-dedicated Portal, and One-Stop Online Resource Portal on Education Reform in Mongolia
To be Hired	Admin and Accounting Staff	Full time Full Project Duration	Component 3	• Provide administrative, logistics and accounting support to the K&L Team

*1 |You must list all the Project Team, including existing staff, staff to be hired, and individual consultants. If you're proposing to hire consulting firms to deliver specific tasks that are critical to the project (e.g. Project evaluation, ICT products/services, etc.) you MUST also include them in the table.
*2 |Indicate (a) if full or part-time, (b) if CSO personnel or consultant, and (c) if team member will be employed for the full duration of the Project or for specific periods or tasks.

Guidance for Answering Part 2: Main Application Questions

[1]**Question 1: Proposal's overall objectives.** The proposal's theme must be aligned with one or more of the priority areas identified in the country call for proposals. Within the chosen theme or sector, the specific issue(s) or problem(s) that will be addressed through social accountability must be clearly spelled out. For example:

- If the proposal focuses on monitoring health service delivery, identify the specific services or issues that will be monitored, such as service inputs (e.g. availability of vaccines for children 0-5 years old, of micro-nutrients for pregnant women, antiretroviral treatments for HIV patients, etc.), or service access (e.g. hours of operation at local health clinics, availability of doctors and nurses, infrastructure conditions, etc.)
- If the monitoring process encompasses budget monitoring, the precise issues to be covered must also be indicated: following the latter example, the social accountability approach may include gathering information about sector transfers to health clinics, procurement of inputs and contract supervision, among others.
- For budget monitoring as a more general theme, the specific issues to be monitored must also be spelled out: for instance, enforcement of budget accountability laws and regulations at the sub-national level, citizen participation mechanisms for agreeing on local spending priorities, budget allocations for public investments in critical basic infrastructure, procurement and contract monitoring, etc.

In this question, the reference to the proposed solution(s) must briefly and concisely explain *(a) what social accountability approach will be used to (b) achieve what type of changes in the proposal's lifetime. Point (a) must clearly define the type of citizen feedback that will be generated to address the issue or problem.*

Citizen "feedback" is understood as the information provided by citizens and is based on their experiences in accessing or using a certain service or program delivered by the state or a third party contracted out by the state. Information about a public service or program is also generated indirectly by analyzing and systematizing information either from data that is proactively made available to the public, or from requests for access to such public information. Whether the feedback is produced directly or indirectly, it is intended to be used as a basis for the improvement of a specific public service or program.

The justification of the need for this feedback should be briefly mentioned here, and expanded on questions 2 and 3.

Suggested guidance for defining the proposal's strategic objectives: "The Super Duper Impact Planning Guide", by Albert Van Zyl, International Budget Partnership, available at http://internationalbudget.org/wp-content/uploads/Super-Duper-Impact-Planning-Guide.pdf

[2]**Question 2: role of government and public sector institutions.** The answer must provide a justification for the proposed solution(s) put forth in question 1 by answering all the sub-questions. By reading the answer it should be clear *(a) who in the public sector (including institutions within and outside the Executive branch) is/are interested in obtaining the type of citizen feedback that would be generated by the project, (b) why do they need this information and in which ways will this information benefit their positions and interests in order to motivate or incite them to take action.*

[3]**Question 3: social accountability** is approached as a process encompassing (a) the use of a combined set of mechanisms and "tools", including formal (i.e., mandated by laws and regulations) and informal (set up or organized by CSOs and citizen groups themselves), (b) whereby the choice of mechanisms and tools is grounded on several considerations, such as a cost-benefit analysis of alternatives, an analysis of the political-institutional context, an assessment of needs

and problems regarding the service delivery chain or the management process, among others, as well as of "entry points" for introducing the process, and of existing capacities and incentives of the actors to be engaged, including service users, CSOs, service providers and public sector institutions.

The approach thus assumes that in order to be effective the social accountability process must engage citizens and public sector institutions, especially those with decision-making power to address the issues raised by citizens and CSOs. It is a double-way process, and as such, it cannot rely only on the assumption that the solution rests on building citizen capacities to generate feedback, or on the generation of such feedback by itself; these are necessary, albeit not sufficient conditions for generating the changes needed to improve or solve the issue. Therefore, the proposed process must be as explicit regarding the actions on the part of public sector institutions (and of other relevant stakeholders such as the private sector, the media, etc.) that will be required for it to be considered a plausible and realistic approach.

Suggested guidance for defining capacity-building activities: "The Capacity Development Results Framework. A strategic and results-oriented approach to learning for capacity development", by Samuel Otoo, Natalia Agapitova and Jay Behrens, World Bank Institute, June 2009. Available at the GPSA website.

[4]**Question 4: Partnerships**. The GPSA encourages applicants to identify partners who may complement the applicant's expertise, outreach capacity and influence in working towards achieving the proposed objectives. It is assumed that governance and development challenges call for multi-stakeholder coalitions, encompassing stakeholders from diverse sectors, to work together in order to solve them. Partnership arrangements may include "mentoring" schemes, whereby the main applicant CSO has identified one or more "mentee" CSO(s), that are usually nascent, or with less social accountability experience, and puts forth a capacity-building process that uses the proposed operational work as a means for the mentee(s) to "learn by doing". Partnerships with other CSOs with specific, complementary expertise, outreach and influence may also be put forth. If partners will take on specific responsibilities within the proposal, that are directly related to its planned activities, outputs and outcomes, they must be included as part of the project team (see Question 10) and are expected to participate in a funds' sharing scheme (see the Proposal Budget guidance).

[5]**Question 5: Ongoing/new project.** For ongoing projects, the answer should clearly explain the value added of GPSA support, and what would GPSA funding support within such project. A summary of the ongoing project achievements and challenges should also be included here, as well as a clear explanation of its sources of funding. For new projects, the answer should relate the proposal to the organization's experience on social accountability and in related projects.

[6]**Question 6: Institutional strengthening.** GPSA support may include activities aimed at investing in the applicant CSO's institutional capacities that will ensure the organizations' sustainability of operations beyond the proposal's duration. CSOs working on social accountability usually operate in contexts of limited resources and one of GPSA's central objectives is to offer "strategic and sustained support" that may allow for mid to long-term strategic planning. The GPSA gives special consideration to the ability of the applicant CSO to relate the proposal to the organization's current state of development, including efforts to invest in strengthening staff's capacities on social accountability, but also other activities such as those mentioned in the question.

[7]**Question 7: Project areas/components.** The proposal should be structured around areas or components, which consist of sub-sections that are organized together because of their direct relation to one or more intermediate outcomes. A Project component must thus group those activities and outputs that can be directly linked to specific intermediate outcomes as defined in the proposal's results framework. By reading the Project component one must be able to understand the linkages between the activities included therein, as well as the relationship between the expected outputs and outcomes. See footnotes 7 and 8 below.

[8]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 and an outcome is that an output typically is a change in the supply of services (E.g. # of CSOs trained on social accountability, # of meetings with government officials, website set up and running, etc.), while an outcome reflects changes derived from one or more of those outputs (E.g. CSOs apply the skills learnt by implementing a social accountability process, XX Government actor introduces X change/s in the delivery of X service, Supply of X service is increased by X%, Quality of X service is improved as measured by XX, etc.)

[9]Outcomes are the specific changes in project participants' behavior, knowledge, skills, status and level of functioning; they should be defined in a SMART way: strategic, measurable, action-oriented, realistic, and timed. Intermediate outcomes are attributable to each component, and would contribute to the achievement of final outcomes at the Project level. An intermediate outcome specifies a result proximate to an intended final outcome, but likely more measurable and achievable in the lifetime of a project to an intended final outcome. To ensure the accuracy of assigned intermediate outcomes, the consideration of each proposed outcome should include reviewing who is best situated to achieve the outcome (that is, is this within or outside the scope of this intervention?) and how the outcome might be effectively measured. Example: Teachers use the new teaching methods (intermediate outcome) to improve learning among students (final outcome).

[10]

Guidance for designing the Knowledge & Learning (K&L) Component

A key GPSA objective is to contribute to the generation and sharing of knowledge on social accountability (SAcc), as well as to facilitate knowledge exchange and learning uptake across CSOs, CSOs networks, governments and other stakeholders. GPSA aims to support its grantees with the best knowledge available on social accountability tools and practices, and also to develop and disseminate them widely among practitioners and policy-makers in order to enhance the effectiveness of SAcc interventions.

GPSA will promote K&L activities such as nurturing practitioner networks and peer learning, especially South-South exchanges through events, on-line resources, and technical assistance. An online Knowledge Platform will provide access to knowledge, support sharing of experiences, facilitate learning, and networking.

GPSA requires that grant proposals include a K&L Component, whereby applicants develop a plan in which the proposed interventions include opportunities for advancing knowledge about strategies and pathways for promoting transparency, accountability and civic engagement. Special emphasis should be made on learning mechanisms (internships, peer-to-peer reviews, Communities of Practice, etc.) focused on grant recipients and partner CSOs, as well as on key external audiences.

Some key questions to answer in designing the K&L Component are:
- ✓ What particular contribution to K&L on SAcc will our proposal make, such as developing tools, replicable models, impact indicators etc., which may have broader usage?
- ✓ What are our K&L needs and knowledge gaps? While proposals are being assessed on their strengths, the proponent's ability to recognize needs and weaknesses is an important aspect as well.
- ✓ What K&L resources do we have? Are they effective in achieving the objectives for which they were developed or do we need to improve them? Are we prepared to share these resources?
- ✓ Who are the specific audiences 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?
- ✓ How will we realistically develop and disseminate K&L derived from our project? How will we build sustained capacity with our project participants/beneficiaries and key audiences beyond, for example, one-time training or capacity building events?

[11]**Question 8: Proposal Action Plan**. The action plan should provide a clear summary of your proposal's operational roadmap. By reading it, it should be possible to understand (a) the activities and outputs that are considered critical for project implementation; (b) the sequencing logic devised (whereby a set of critical activities would lead to X outputs, that must be completed in order to proceed to deliver Y activities and outputs) which should be reflected in the planned calendar; and (c) the milestones that will flag the component's progress towards your expected outcomes. See endnote 14 below for examples.
[12] List only the key activities that best reflect the Component's successful implementation throughout the project's lifetime.
[13] List only the key outputs that best reflect the successful delivery of planned activities.

[14]Milestones must be linked to the outputs and expected Component-level intermediate outcomes:

➔ They should summarize the Component's critical achievements by year geared to achieving key project-level outcomes by the end of the project.

➔ While a planned output will indicate the project's progress towards achieving a certain level of completion of an activity, for example, the target you have defined for training local CSOs and other stakeholders on the use of a social accountability tool or mechanism (E.g. 5 in Year 1, 10 in Year 2, and so on), a milestone would be achieved when these groups are able to actually use the tool or mechanism which would enable you to assess whether the participants have learned the skill and are able to implement it with increasing levels of independence, and whether these activities are leading up to certain outcomes that you expect to achieve incrementally throughout the project's lifetime.

➔ Similarly, you may need to define certain outputs for the process of engaging decision-makers, service providers and others power-holders; these outputs may range from sharing systematized data or information that you have produced independently (E.g. independent budget analyses) or that has been generated jointly by community stakeholders (users of a specific service) and service providers as a result of the implementation of a social accountability tool (E.g. Action Plans derived from community scorecards processes), to other type of outputs that are considered critical such as setting up a civil society-government (or multi-stakeholder) working group, or participating in X number of public hearings, among others.

➔ The milestones related to all these outputs, however, should help you identify the actions and events that would indicate that the project is progressing towards its expected outcomes. In relation to the examples provided, some questions that you may ask would be:

   o What do we expect will happen if we share independent budget analyses with XX decision-makers? What would progress mean to us? Could we use certain standards -for instance, we expect sector budget allocations or allocations to fund a specific service within a sector to change in any way- in order to define incremental measures or targets of progress?

   o How would we define progress as a result of the implementation of Action Plans agreed upon in the framework of a community scorecards process?

   o If a multi-stakeholder working group is set up, what are the measures of progress that would indicate that the working group is really functioning?

➔ There are also process-related milestones that may be critical for the project, such as, for instance, reaching an agreement with a certain government or public sector agency on the local-level service centers (E.g. schools, health centers, etc.) that will be targeted incrementally by the project; integrating the results of the project's end of Year 1 initial assessment (an output of the project's M&E system) into the project's operational plan, including by adjusting planned activities and outputs; etc. etc.