Part 2: Main Application Form

Instructions

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).

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.

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.

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

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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.

Numerous studies have proven the strong links between education, economic opportunities and reduction in poverty. According to UNESCO[1], the way resources are allocated, managed and used at different levels of the education system is an important dimension and determinant of a quality education system. The efficiency of the education sector in Morocco is very low both in terms of the quantity and the quality of student learning[2]. A study from Transparency Morocco (2009) revealed that Parents Associations (PAs) and School Management Boards (SMBs), expected to play a fundamental role in the management of schools, appear mostly as formal non-operational structures: 86,5% of parents weren't involved in the management of schools and 64% didn't know if their school had a Management Board.

Overall, families are dissatisfied with the quality of education of their children: 50,2% considered it as average, especially in rural and marginalized areas like the ones targeted by the project.

The project aims to tackle the problems of weak transparency in the allocation of school resources; lack of accountability of actors; limited knowledge on the rights and obligations of stakeholders; weak voices of PAs; and deficient communication links and coordination between the local, regional and national levels. The intended impact is to improve the delivery of education services in 80 primary schools in marginalized areas of the Grand Casablanca and Marrakech-Tensift-Al Hauz regions by 2018. These regions, targeted by the INDH, present high vulnerability rates (13% and 30% in targeted areas of Grand Casablanca and Marrakech-Tensift-Al Hauz)[3] and the highest concentrations of population in Morocco (12,1% of national population in Grand Casablanca and 10,3% in Marrakech-Tensift-Al Hauz)[4].

Project objectives are:
1) An efficient, transparent and accountable resource management model for primary education is tested and implemented in 2 regions by 2018
2) 80 PAs have strengthened their capacity, representation and voice at local, regional and national levels by 2018

Marginalized people will benefit from leadership training to amplify their voices, often unheard. Direct beneficiaries include at least 8000 students (approximately 50% of girls) from 80 primary schools and their families; 1600 members of PAs; 20 pedagogical and administrative staff from the Ministry of Education (provincial and regional levels). 800 local men will be specifically targeted to challenge and transform social constructs that hinder the participation of women.

Through capacity building activities, the development and use of a new social accountability tool, the Participatory Assessment and Monitoring Tool (PAMT) and advocacy campaigns, the project will give a stronger voice and oversight to service users and will lead to better informed policy decisions, responsible management and leadership, more efficient and responsive investment decisions, and more inclusive, responsive services. Activities, undertaken at the local, regional and national levels, will lead to these changes:
- Increased transparency on the availability of resources and knowledge of rights at primary school level
- Enhanced accountability on the use of human, financial and learning resources at primary school level
- More effective governance of PAs
- Increased participation in PAs (locally and in AREF boards)
- Increased representation and participation of women in PAs
- Policy changes facilitating the representation and voice of PAs in the development and implementation of education policies
- Information gathered through social accountability tools is used to improve transparency and governance
- Increased satisfaction with educational services

Performance indicators will be developed in a participatory manner to ensure ownership and will measure the inclusion of marginalized people.

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[1] Understanding Education Quality, UNESCO (2005)
[2] Analyse du système d'éducation et de formation du Maroc. Efficience et défis liés à l'emploi. Banque Africaine de Développement (2012)
[3] Source: HCP, 2007
[4] Source: Tableau de Bord Social, Ministère de l'Economie et des Finances, Maroc (July 2013)

> **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?

Meetings and discussions have been held with the Regional Academies of Education and Training (AREF) of Grand Casablanca and Marrakech-Tensift-Al Haouz, which expressed an interest in testing a social accountability model that could be replicated to other areas. Both AREFs indicated the importance of an increased engagement of PAs in school management, and the usefulness of obtaining information on the effectiveness of allocated resources (specially in vulnerable areas) as well as obtaining support to integrate this information in their decision-making. This support is reflected in the attached letter signed by the Director of the AREF of Grand Casablanca; a similar letter is in the process of being signed by representatives of the AREF of Marrakech-Tensift-Al Haouz

AREFs and Delegations of the Ministry of Education ("Delegations", based at province-level) will participate in developing tracking indicators for the Participatory Assessment and Monitoring and Tool (PAMT) as they will be asked to respond back to questions and findings from PAs. AREFs will be provided with annual training and support adapted to their needs, in order to process and use social accountability information towards the optimal use of resources and the improvement of education services.

The Project will strengthen, train and support PAs to use the PAMT:

1) Together with public primary school level authorities in order to generate feedback on service delivery performance at school level, the use and effectiveness of allocated resources. PAs from each targeted primary school will engage with school management and relevant public authorities through meetings to evaluate the performance of services and use of resources as well as defining a common Action Plan.

2) Together with representatives of the Delegations of Education and the AREFs to expose the gaps between community needs and regional/national level plans, track value for money and results of invested resources. Regional representatives of the Federation of PAs will develop an interactive forum that will take place at regular times (to be defined with stakeholders), including at AREF Board meetings, given that PAs are members of the Board. Delegations and AREFs will discuss issues of concern at community level that will contribute to the improvement of the education system and required action. PAs will also communicate with service users the content of dialogues to promote their awareness and participation in the debate. These fora will identify the needed changes in legislation and policy

3) For the National Federation of PAs to advocate with the Ministry of Education for required structural and policy changes in the education system.

The project will establish a steering committee bringing together members of targeted AREFs, Delegations of Education, other relevant local elected authorities, representatives of the Federation of PAs, and project staff (CARE and NEF). The Committee will meet twice a year to review the progress made in the project implementation and to provide strategic guidance and recommendations. The participatory and collaborative approach will motivate the engagement of public authorities that will see their ideas and suggestions translated into reality as well as acknowledge the impact of the project.

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?

Past attempts to increase citizen's voices focused mainly on unstructured processes at the local level with weak links with regional and national levels. Little support was provided to help service users advocate for required changes and to help service providers use social accountability information. This project aims to provide structured tools that will enhance communication and accountability at all levels by strengthening both the voice of service users and the capacities of service providers to use social accountability information. To this end, an integrated social accountability tool will be developed in collaboration with and leveraging CARE Egypt's Governance and Civic Engagement program to track the allocation of resources according to a set of indicators, monitor their use and performance, analyze service delivery and identify required changes in the form of policies and laws. This Participatory Assessment and Monitoring Tool (PAMT) will have three components:

 - Community Feedback Component: Includes the identification of rights and resources recognized by law for primary education. Community Score Cards (CSCs) will be used by PAs to track these indicators (classroom size, teacher vs students ratio, etc) and monitor service delivery through five phases 1) Planning and Preparation, where the community and stakeholders are mobilized to participate in the identification of priority issues; 2) Community evaluation of priority issues according to their defined criteria, including comparison of national with current indicators and identification of gaps; 3) Service Provider auto-evaluation; 4) Interface Meeting between PAs and providers and Action Planning to improve services; 5) Action Plan Implementation and M&E

 - Government Responsiveness Component: Information coming from the Community Feedback component will help service providers and users at the local level know the needed changes and support from the regional and national levels. A tool will be developed for PAs to establish a structured dialogue with providers at the regional and national levels to either respond back to indicator gaps, allocate required resources for Action Plans, provide justifications or revisit national indicators. This tool will also serve to track the use and distribution of resources from the national level downwards and monitor the alignment between the allocation of resources and priority needs identified with CSCs.

 - **Advocacy Component:** Feedback and data on the Government Responsiveness component will constitute evidence on which to build the advocacy campaigns led by the National Federation of PAs. All the above will help the national level policy makers revisit the education strategy/plans.

Information campaigns and debates in collaboration with local media will enhance public understanding of service delivery and resource management issues and will empower citizens to participate in regional and national discussions. Evaluations, success stories and results will be shared at meetings with regional and national staff of the Ministry of Education, through the media and the GPSA's Knowledge Platform for Social Accountability. Experiences will also be shared across the region through the Affiliated Network for Social Accountability (ANSA). Dialogue and efforts will be made to institutionalize the PAMT model, aiming to link it to existing governance structures and service delivery systems.

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.

CARE Morocco and NEF have developed a partnership agreement for the joint implementation of the project. CARE, responsible for managing, coordinating and monitoring all aspects of the project, will be accountable for the results achieved, the respect of contract agreements and applicable regulations of the World Bank. CARE Morocco, supported by CARE Egypt's Governance and Civic Engagement Program, will focus on the Social Accountability component by developing the Participatory Assessment and Monitoring Tool (PAMT), supporting its implementation and training partners and stakeholders. CARE will lead the gender focus by holding specific training programs for women leaders and engaging men to support women's participation. CARE will ensure that community ownership is high and that the results of the project are documented and verifiable. Specific tasks include managing relations with stakeholders, coordinating the implementation of activities, analyzing data, preparing reports, guaranteeing visibility and ensuring the participation of the media.

NEF, reporting to CARE's Project Manager, will focus on the Education component. Specific tasks include mobilizing communities, building the capacity of PAs and School Management Boards (administration and financial management, fundraising, leadership, communication and social skills), strengthening AREF's capacities and developing linkages between all stakeholders. NEF will organize the Social Accountability Award contest and lead the subsequent support to four awardees to implement school projects.

Both the National Federation of PAs and the targeted AREFs have been closely associated in the design of the project to ensure their full participation. The National Federation will lead the dialogue with targeted AREFs through the use of the PAMT and their participation as members of AREF boards, and will conduct advocacy campaigns both at regional and national levels.

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 proposed action is aligned with CARE's strategic plan whose objective is that women and young people access quality education that brings them knowledge and values to progress, benefit from their rights and exercise their responsibilities.

This proposal will first build on the experience of CARE's SCORE project (Supporting Community based Organizations in Requesting Equity in service provision), a social accountability project funded by the World bank that successfully tested the use of Community Score Cards to improve social services in the region of Grand Casablanca. A critical lesson learnt, the need to involve government actors at different levels of responsibility (local, regional and national) to tackle issues, will now be given due consideration through the collaboration already developed with the Delegations of Education and AREFs in the two targeted regions. Another limitation of SCORE was the lack of financial resources to implement action plans. To this end, the PAMT will be introduced to ensure that financial resources from AREFs are allocated to schools in a transparent and equitable manner and that feedback on service user's satisfaction is received. In addition, PAs and School Management Boards will be trained in fundraising and a Social Accountability Award contest (with prizes of 7500 USD) will be introduced.

The Project will also build on NEF's extensive experience and best practices in promoting dialogue among educational stakeholders and in strengthening the capacity of 104 communities to participate in the school life of their children by building a consensus approach between all stakeholders (including 60 PAs, 9 Delegations of Education and 2 AREFs).

Finally, the Project will allow the National Federation of PAs to fulfill its mandate and address the critical issues identified in the study on transparency in the education sector in Morocco, conducted in 2009 by Transparency International and to which they contributed.

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".

The proposal includes the strengthening of CARE's and NEF's Monitoring and Evaluation (M&E) internal capacities. At present, M&E tasks are covered by Project Managers; however, there is no formal and institutionalized system in place.

Capacity building activities, conducted by an M&E Specialist, will be accompanied by practical training to enhance learning of CARE and NEF staff on:

- **Designing effective M&E systems (Year 1):** includes 3 days of M&E training and 9 days to develop an M&E system that will be institutionalized. Trainees will practice adapting the system to the Project (7 days). Two quarterly monitoring visits will be conducted with the Specialist (months 3 and 9; 6 days)
- **Data collection and analysis (Year 2):** includes 5 days of training on effective collection, collation and analysis of quantitative and qualitative data. Trainees will practice conducting a midterm evaluation of the project (15 days)
- **Conducting satisfaction surveys (Year 3):** includes 5 days of training and 10 days of practice conducting satisfaction surveys of project beneficiaries
- **Capitalization and sharing of experiences (Year 4):** includes 4 days of training and 8 days of practice to capitalize and share case studies of the project

Capacity building activities will support the documentation of the project and facilitate replication. CARE and NEF staff will act as multipliers to share knowledge with other project stakeholders including the National Federation of PAs. Training will enable project staff and PAs to build evidence as a basis for advocacy campaigns on social accountability and will give credibility to the results. Targeted PAs will be supported in better monitoring their activities which will strengthen their position when in dialogue with state actors. Quarterly monitoring visits will allow for corrections or modifications to be made to the M&E plan to ensure that data collected is coherent with identified needs.

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

Area/Component 1	Resource management in education
Activities	1. Public awareness campaign about available resources/rights recognized by law for primary education 2. Develop participatory action plans to enhance social accountability through the use of the Community Feedback component of PAMT 3. Use of Government Responsiveness Component of the PAMT at AREF level to monitor resources allocated to the primary school level in line with Communities' priorities 4. Support advocacy campaigns to enhance the efficiency and transparent use of resources (Advocacy Component of PAMT)
Outputs[8]	1.1. 1600 people informed about the available resources/rights recognized by law for primary education 1.2. One booklet published on the rights recognized by law related to primary education 2.1. 80 evaluations of service users and 80 evaluations of service providers on the use of resources and ultimate performance of services 2.2. 80 participatory action plans developed, published and being implemented 3.1. The allocation of resources of AREFs to schools is monitored against resources recognized by law and those prioritized by Communities' through Action Plans 4.1. Two regional advocacy campaigns per year to enhance the efficiency and transparent use of resources 4.2. Publication of one memorandum advising on policy revisions on primary education
(Intermediate) Outcomes[9]	1. Increased transparency on the availability of resources and knowledge of rights at primary school level 2. Enhanced accountability on the use of resources at primary school level

Area/Component 2	Voice and representation of Parents Associations
Activities	1. Mobilization campaign to increase membership and representation of Parents Associations 2. Leadership training for Parents Association members (including a specific training for Women's Leaders and engagement of men) 3. Support networking and advocacy efforts to increase the voice and representation of Parents Associations at the local, regional and national levels 4. Follow-up if feedback from PAs is taken into account in the allocation of resources and public policies
Outputs	1: Communications materials developed; 8000 people reached in the awareness campaign 2. 1: 1600 members of Parents Associations complete the training on Leadership (including 800 women that complete training on Women's Leadership) 2.2: 800 men and 800 women participate in discussions to advance social constructs that hinder women participation and leadership 3.1: Two communication actions (radio broadcasting, articles in local newspapers, etc) per year per region on the allocation and use of resources on education 3.2: One national advocacy campaign on the representation of PAs 3.3: Two national conference meetings of the Federations of PAs (local, regional and national levels) 4: Publication of one annual report on the Government's use of feedback from PAs
(Intermediate) Outcomes	1. More effective governance in the management of Parents Associations 2. Increased participation in Parents Associations 3. Increased representation and participation of women in Parents Associations 4. Policy changes facilitating the representation and voice of Parents Associations in the development and implementation of education policies
Area/Component 3[10]	Knowledge and Learning
Activities	1. Design of Participatory Assessment and Monitoring and Tool (PAMT) and adapt to local context 2. Social Accountability training of stakeholders (PA members, school management, AREFs and the Ministry of Education) 3. Capacity building and support to AREFs for the monitoring and use of social accountability information 4. Skills training of Parents Associations and School Management Boards on fundraising; administrative and financial management; communication and social skills 5. Organization of Social Accountability Award contest in 4 provinces 6. Support Social Accountability awardees to set-up and implement sustainable school projects 7. Dissemination of case studies and lessons learnt, including through GPSA's Knowledge Learning platform 8. Strengthening of CARE's, NEF's and PA's Monitoring and Evaluation capacities 9. Support coordination of Federations of Parents Associations (local, regional and national)

Outputs	1. Design, publication and share of the Participatory Assessment and Monitoring and Tool (PAMT) model 2. 1655 stakeholders trained on social accountability and PAMT methodology 3. Two AREFs supported on the monitoring and use of social accountability information 4. 1. 80 Parents Associations trained on fundraising, administrative and financial management 4.2. Publication of one manual that contains available sources of income for Parents Associations and how to apply for funding 5. Four Social Accountability awards granted to implement a school project 6. Four PA awardees supported to set-up a school project that allows them to continue with social accountability activities 7.1. 100 stakeholders attend workshops about lessons learnt and use of the social accountability tool (PAMT) 7.2. Publication of at least two manuals and case studies on the GPSA Knowledge Learning platform 8. One functional and effective M&E system existing at CARE Morocco and NEF 9. One hundred participants attend coordination and networking workshops of PAs from national, regional and national levels
(Intermediate) Outcomes	1. Capacity building for enhanced beneficiary feedback and participation through the use of social accountability tools 2. Effective use of social accountability information to improve transparency and governance in the education sector 3. Parents Associations are able to manage the administrative and financial aspects of their organization 4. Parents Associations are able to obtain funding for their school projects from public and private sources 5. Enhanced capacity of CARE Morocco and NEF to measure the impact of projects 6. Enhanced capacity of PAs to build social accountability evidence as a basis for advocacy campaigns 7. Enhanced communication and collaboration of Federations of PAs at all levels (local, regional, national)

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	Main Outputs/Deliverables	Year 1		Year 2		Year 3		Year 4	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Component 1: Resource management in education									
1. Public awareness campaign about available resources/rights recognized by law for primary education	1. 1: 1600 people informed about the available resources/rights recognized by law for primary education 1.2. One booklet published on the rights recognized by law related to primary education	X		X		X			
2. Develop participatory action plans to enhance social accountability through the use of the Community Feedback Component of PAMT (focused on Resource Management and Service Delivery)	2.1. 80 evaluations of service users and 80 evaluations of service providers on the performance of services and use of resources 2.2. 80 participatory action plans developed, published and being implemented		X		X		X		
3. Use of Participatory Assessment and Monitoring and Tool (PAMT) to monitor resources allocated to the primary school level (at AREF level) and responsiveness to Communities' priorities	3.1 The Government Responsiveness Component of the PAMT is used by PAs in two Regional Academies of Education and Training (AREFs)		X	X					
4. Support advocacy campaigns to enhance the efficiency and transparent use of resources	4.1. Two regional advocacy campaigns per year to enhance the efficiency and transparent use of resources 4.2. Publication of one memorandum advising on policy revisions on primary education			X		X			X

Key Activities	Main Outputs/Deliverables	Year 1		Year 2		Year 3		Year 4	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Milestones									
1600 people are aware of the available resources/rights recognized by law for primary education (800 on Year 1, 400 on Year 2 and 400 on Year 3)		■		■		■			
80 local PAs and school management produce evaluations and an action plan to improve the delivery of primary education services and the use of resources (40 on year 1, 20 on year 2, 20 on year 3)			■		■		■		
The Government Responsiveness Component of PAMT is used once a year by PAs in the two targeted AREFs to monitor resources allocated to the primary school level and responsiveness to Communities' priorities			■		■				
Regional Advocacy campaigns take place to enhance the efficiency and transparent use of resources						■			
One memorandum advising on policy revisions on primary education is published									■
Component 2: Voice and representation of Parents Associations									
1. Mobilization campaign to increase membership and representation of Parents Associations	1. 8000 parents reached in the awareness campaign	■		■		■			
2. Leadership training for Parents Association members (including a specific training for Women's Leaders and engagement of men)	2. 1: 1600 members of Parents Associations complete the training on Leadership (including 800 and women that complete training on Women's Leadership) 2.2: 800 men and 800 women participate in discussions to advance social constructs that hinder women participation and leadership		■	■	■	■	■		
3. Support networking	3.1: Communication actions (radio		■						■

Key Activities	Main Outputs/Deliverables	Year 1		Year 2		Year 3		Year 4	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
and advocacy efforts to increase the voice and representation of Parents Associations at the local, regional and national levels	broadcasting, articles in local newspapers, etc) on the allocation and use of resources on education 3.2: Two national advocacy campaigns on the representation and priorities of PAs 3.3: Two national coordination/networking meetings of the Federations of PAs (local, regional and national levels)		█		█		█		█
4. Follow-up if feedback from PAs is taken in to account in the allocation of resources and public policies	4: Publication of one annual report on the Government's use of feedback from PA –				█		█		█
Milestones									
8000 parents are reached in mobilization campaigns to increase membership and representation of PAs (4000 on Year 1, 2000 on Year 2, 2000 on Year 3)		█		█		█			
Leadership capacities of 1600 members of PAs are reinforced through Leadership training (400 on Year 1, 200 on Year 2, 200 on Year 3). At least 50% are women			█		█		█		
Discussions with 800 men and 800 women help advance social constructs that hinder women participation and leadership (3 discussions –men only, women only and men and women together -take place annually with 800 people on Year 1, 400 people on Year 2 and 400 people on Year 3)			█		█		█		
Service users are aware of the allocation and use of resources on education through communication actions (2 on Year 1, 2 on Year 2, 2 on Year 3, 2 on Year 4)			█		█		█		█
National advocacy campaigns help advance the representation and priorities of PAs (1 on Year 2, 1 on Year 3, 1 on Year 4)				█		█		█	
Federation of PAs at local, regional and national levels					█			█	

Key Activities	Main Outputs/Deliverables	Year 1		Year 2		Year 3		Year 4	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
strengthen their collaboration through coordination meetings (1 on Year 2, 1 on Year 4)					▓			▓	
The Government's use of feedback from PAs is known through the publication of annual reports					▓		▓		▓
Component 3: Knowledge and Learning									
1. Design of Participatory Assessment and Monitoring and Tool (PAMT) and adapt to local context	1. Design, publication and share of the Participatory Assessment and Monitoring and Tool (PAMT) model	▓							
2. Social Accountability training of stakeholders (PA members, school management, AREFs and the MOE)	2. 1655 stakeholders trained on social accountability methodologies (PAMT), including 20 pedagogical and administrative staff from the Ministry of Education (provincial and regional levels).		▓		▓		▓		
3. Capacity building and support to AREFs for the monitoring and use of social accountability information	3. Two AREFs supported on the monitoring and use of social accountability information		▓		▓				
4. Skills training of Parents Associations and School Management Boards on fundraising; administrative and financial management; communication and social skills	4. 1. 80 Parents Associations and School Management Boards trained on fundraising, administrative and financial management 4.2. Publication of one manual that contains available sources of income for Parents Associations and how to apply for funding		▓		▓		▓		
5. Organization of Social Accountability Award	5. Four Social Accountability awards granted to implement a						▓		

Key Activities	Main Outputs/Deliverables	Year 1		Year 2		Year 3		Year 4	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
contest in 4 provinces	sustainable school project						▓		
6. Support Social Accountability awardees to set-up and implement sustainable school projects	6. Four PA awardees supported to set-up a school project that allows them to continue with social accountability activities						▓	▓	
7. Dissemination of case studies and lessons learnt, including through GPSA's Knowledge Learning platform	7.1. 100 stakeholders attend workshops about lessons learnt and use of PAMT, including 20 pedagogical and administrative staff from the Ministry of Education (provincial and regional levels). 7.2. Publication of at least two manuals and case studies on the GPSA Knowledge Learning platform				▓				▓
8. Strengthening of CARE's, NEF's and PA's Monitoring and Evaluation capacities	8. One functional and effective M&E system existing at CARE Morocco and NEF	▓		▓		▓		▓	
9. Support coordination of Federations of Parents Associations (local, regional and national)	9. One hundred participants attend coordination and networking workshops of PAs from national, regional and national levels			▓			▓		
Milestones									
The PAMT model is designed and published		▓							
1655 stakeholders are capable of using the PAMT methodology (855 on Year 1, 400 on Year 2, 400 on Year 3)			▓		▓				
Targeted AREFs are capable of using social accountability information (targeted training on Years 1, 2 and 3)			▓		▓		▓		
80 PAs have strengthened their capacities on fundraising, administrative and financial management (40 on Year 1, 20 on			▓		▓		▓		

Key Activities	Main Outputs/Deliverables	Year 1		Year 2		Year 3		Year 4	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Year 2, 20 on Year 3)			▓		▓		▓		
School projects are supported to allow them to continue with social accountability activities (4 on Year 3)							▓	▓	
100 stakeholders are aware of lessons learnt and the use of PAMT (50 on Year 2 and 50 on Year 4)					▓				▓
CARE and NEFs capacities on M&E are strengthened (25 days on Year 1, 20 days on Year 2, 15 days on Year 3, 12 days on Year 4)		▓		▓		▓		▓	
Coordination of Federations of Parents Associations is strengthened through coordination and networking workshops (50 attend the meeting on Year 2 and 50 on Year 4)				▓				▓	

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 and 3.
How will you monitor the proposal's progress? Describe the methods and tools that will be used.
What will you evaluate and what type of evaluation(s) will be used? Specify if you plan to carry out an independent evaluation.

The primary outcomes-level indicators for each component of the project and the process for collecting relevant data are outlined in the following table.

Component	Outcomes	Key Indicators and Targets	Methods and Tools for Monitoring
Resource Management in Education	Increased transparency on the availability of resources and knowledge of rights at primary school level	% of parents aware of the resources available and their rights recognized within the policies and Law (**Target: 80%**)	Surveys
	Enhanced accountability on the use of resources at primary school level	# of measures put in place that favour transparency and accountability (**Target: At least one measure in 80% of targeted schools**)	Document review
Voice & representation of Parents Associations (PAs)	More effective governance of PAs	% of parents reporting that PAs are more effectively governed (**Target: 80%**)	Satisfaction surveys
	Increased participation in PAs	% increase in PA membership (**Target: 20%**) % increase in PA meeting attendance (**Target: 20%**)	Document review
	Increased representation and participation of women in PAs	% of women participating in PAs (**Target: 36%**) % of women in leadership positions in PAs (**Target: 20%**)	Document review
	Policy changes facilitating the representation and voice of PAs in the development and implementation of education policies	# of published memorandums requesting policy changes (**Target: 1**) # of advocacy campaigns led by PAs (**Target: 9**)	Document review
Knowledge & Learning	Information gathered through social accountability tools is used to improve transparency and governance	Number of inclusive and sustainable communication mechanisms established between regional administration and schools (**Target: one mechanism in each AREF**)	Surveys
	PAs demonstrate effective administrative and financial management of projects and resources	#of PAs and SMBs demonstrating increased knowledge of good management and financial practices (**Target:80**)	Tests

The project team and M&E Specialist will collect baseline information on key project indicators, including current

levels of participation, inclusiveness and satisfaction in regards to PAs.

Within the first quarter of the award, a planning workshop will be held with partners and key stakeholders to form a project steering committee and guide the project through its lifecycle. The Committee will meet twice a year and will establish operating principles, develop a work plan, confirm indicators at the outcome and output level and the plan for communicating results (including success stories and case studies). Indicator tables will be developed that will provide a clear definition of each indicator and its data collection process.

A mid-term internal participatory assessment will be conducted to allow us to improve the implementation of planned activities and refocus activities. A final external evaluation will be conducted to measure project efficiency, effectiveness, impact, sustainability, and relevance in addition to documenting lessons learned for broader dissemination and replication. Evaluations will engage all the project stakeholders. An audit will take place at the end of the project.

Measurement and data management methods will be used to collect and analyze indicator data regularly (monthly, quarterly, annually, and upon completion of activities). Data sources include training attendance records, reports, assessments, field observations, interviews, surveys and document analysis.

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.

The Project Team will be composed of:

10.1 Please fill out the table below:

Team member name*1	Position	Time devoted to Project*2	Project Components	Project Main Responsibilities
Nissrine Bouhamidi	Project Manager specialized in Social Accountability (current CARE staff). Based in Casablanca	100%, full project duration	Resource management in education	-Supervise quality of interventions on social accountability and propose adjustments - Lead the use of the Government Responsiveness and the Advocacy Components of the PAMT - Support the development of participatory action plans and the organization of advocacy campaigns
			Voice and representation of PAs	-Lead training on Women's Leaders and discussions on men's engagement -Support networking events and advocacy campaigns - Support PAs in following up the Government use of their feedback
			Knowledge and Learning	-Support the design and training of all modules of PAMT (Community Feedback, Government Responsiveness and Advocacy) - Support AREFs to monitor and use social accountability information -Document and disseminate case studies and lessons learnt -Coordination of activities based on implementation plan, oversight of all programmatic activities and administrative and financial management -Technical reports based on M&E plan
Abdelkhalk Aandam	Education Specialist (current NEF staff). Based in Marrakech. Reporting to Project Manager	100%, full project duration	Resource management in education	-Promote public awareness on rights within the Primary Education Law
			Voice and representation of PAs	-Organize mobilization campaign to increase membership and representation of PAs - Train PA members on Leadership
			Knowledge and Learning	-Supervise quality of interventions on education and propose adjustments -Supervise data collection for M&E system -Ensure that the education component is well documented and disseminated

				-Lead the Social Accountability award contest and support the implementation of sustainable school projects -Design capacity building activities for PAs and SMBs
To be recruited	4 Community mobilizers (NEF staff, reporting to Project Manager). Two based in Casablanca and two in Marrakech	100%, full project duration	All components	-Facilitation and implementation of activities and training sessions. -Encouraging participation of community groups, particularly women. -On-going support to PAs and SMBs -Dissemination of information, data collection, provide monthly reports on activities to project manager
Najat Rouane	Financial and Administration Manager (CARE)	10%, Full project duration	All components	-Preparation of financial reports -Oversight of administrative and financial procedures and reports. -Liaison with and support to audit
Mohamed Nejmedine	Administrative Assistant/ Accountant (NEF)	25%, full project duration	All components	-Data entry of financial transactions for NEF, petty cash management, procurement, etc -Prepare financial reports for CARE
CARE Egypt Governance and Civic engagement project team	Technical assistance on governance	20 days year 1, 15 days year 2	Knowledge and Learning	- Development of PAMT and training -Provide recommendations on adaptations of PAMT -Sharing of experience at regional level (MENA) through ANSA network
M&E Specialist, Consultant (to be identified through bidding process)	Technical assistance on M&E	25 days year 1 20 days year 2 15 days year 3 12 days year 4	Knowledge and Learning	-Design, set up and training of staff on M&E system -Support to: baseline survey, mid-term internal evaluation, satisfaction survey on education services, and capitalization of experience

*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.