



Submission Snapshot

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Reference No.

GPSA-E7AN

1.1 Project Title

Improving accountability and transparency in Tajikistan's Education Sector

1.3 Project Overview

Recipient/Executing organization name:

Address of the recipient organization: 8 Zekhni Street, Dushanbe, Tajikistan

Country in which applicant CSO is a legal entity: Tajikistan

Mentee(s) organization(s) name(s):

Project Manager: Rano Mansurova

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Project start date: 02-Jul-2013

Project end date: 31-Jul-2017

Project geographic scope: National

Total project cost: 999,650

Additional financing sources:

Section 2: Project Objectives

2.1 Project Objectives

The core objective of this project is to contribute towards the continued development of Tajikistan by facilitating the improvement of education services provided by the Tajik Ministry of Education. As a final project outcome, it is expected that the Ministry of Education, Parent-Teacher Associations in schools, and related local NGOs will actively work together to improve education service provision. Budgetary transparency will be greatly enhanced as part of the action.

The specific objectives of the project are 1) to strengthen the capacity of 40 Parent-Teacher Associations (PTAs) and 20 Education-focused Local NGOs (LNGOS) across Tajikistan to evaluate quality of education services, and work with the Tajik government to make subsequent improvements according to defined indicators and recommendations; 2) to increase the social accountability of the Ministry of Education by publicising results of findings in relation to the outcomes in specific objective 1; 3) To develop PTAs and LNGOs capacity to evaluate and monitor improvements in government budgetary management beyond the lifetime of the project.

The outcomes achieved in specific objective 1 will place civil society and their representatives (in this case PTAs and LNGOs) in a stronger position to take an evidence-based approach to awareness raising and social accountability monitoring. Specific objective 2 will ensure that records of government reliability are widely available, and the public is able to discuss governmental performance. Thus, the government will be further encouraged to operate in a more transparent manner through the introduction of a feedback platform that the public can contribute directly to the government website. Under Specific Objective 3, not only will constant monitoring and evaluation improve the learning process for beneficiaries, it will also help ACTED derive lessons learnt from the process that will aid future interventions in the sector.

2.2 Focus Area

Social accountability initiative or program; CSO Institutional strengthening; Capacity-building and technical assistance

2.3 GPSA Pillars of Governance

Transparency; Representation and voice; Accountability; Learning for improved results [required]

2.4 Project Goals and CSO's Mission

The proposed intervention will improve education service delivery in Tajikistan via increased government transparency and accountability, fostering a stronger role of CSOs in social accountability initiatives. Improving and developing cross-cutting dialogues and initiatives in local governance has been at the core of ACTED Tajikistan's strategy since its establishment in 1996, with the overall aim of promoting sustainable development. In this respect ACTED recognises that the education sector is vital in promoting long-term social and economic development of Tajikistan.

Initiatives strengthening local governance are the fulcrum around which ACTED's programming revolves. ACTED assists local governance structures in identifying jointly with the community, notably through local CSOs (CBOs, Mahalla Committees, PTAs, and Water User Associations), solutions to specific problems. Local governance initiatives also include proactive work on the part of the community as in creation of policy dialogue with local governmental structures, and lobbying the legislature for reforms in the many different interventions in health and economic development. ACTED has extensive experience in building communication & feedback platforms which help to link Government Authorities & Policy Makers with Civil Society. This approach ensures people at grass roots level are heard by the Government, providing them with a voice in the decision making process.

ACTED holds extensive experience of improving citizens' awareness of their rights and of relevant legislation, which will contribute to successfully helping local populations hold government structures to account in the scope of this project. As part of its 2-year long project 'Supporting the Land Reform Process in Sughd and Khatlon provinces', ACTED improved citizens' legal knowledge, strengthened Community Based Organisations, and improved dialogue between project stakeholders. A central theme of this project is the enhancement of citizens' legal knowledge with

regard to the education sector. This experience complements the activities indicated in this proposal, as a sound legal knowledge base will be key to engaging communities in the process of building accountability and transparency.

ACTED has direct experience of working with PTAs under a previous World Bank-funded project, 'Support to the Parent Teacher Associations, Khatlon', ACTED worked to strengthen the capacities of PTAs and therefore has the requisite skills and experiences to successfully build the capacity of PTAs to carry out evaluation of schools as will be the case in this project. During its project 'Community Participatory Flood Management', ACTED built the project implementation capacity of 5 LNGOs, thereby proving its ability to do likewise under this project.

2.5 Project's Beneficiaries

2.5.1 Project's main direct beneficiaries: At micro level, the project consortium will target 20 schools in each of Tajikistan's four regions. The proposed project will therefore benefit 80 schools and their pupils. The PTAs will benefit from greater involvement in the decision-making process and will benefit from improved lines of communication.

All pupils from targeted schools are expected to participate directly in the project, as they will be the source for much of the monitoring and evaluation process carried out by PTAs. They will benefit from improved education services once a full evaluation has been carried out and recommendations are implemented.

At meso level, 20 Local NGOs (LNGOs) will receive capacity building training and will be united in to a coalition focusing on the education sector. At present, education focused LNGOs are not unified and lack the resources to effectively lobby the government. The coalition will provide LNGOs with a greater presence, enhancing them to effectively lobby and advocate, and influence the decision making process. .

At the Macro level, the project will help the Ministry of Education to disseminate information transparently, and set clear targets for future development of the education sector, using direct feedback from PTAs and society at large. Presently, information on the government website is not widely available, indicative of a lack of accountability and transparency, suggesting services are not provided efficiently. The project activities will ensure that the government can operate with improved transparency and there provide better quality of education services.

2.5.2 Project's indirect beneficiaries: Indirect beneficiaries of the project are the families of pupils and the wider communities they represent, as well as schools nationwide, who will benefit once greater transparency is achieved. As the proposed project is expected to be scalable over time, a greater number of PTAs will eventually develop their capacity to complete social auditing themselves, and provide feedback to local and national governments. This will allow the Ministry of Education to develop a broader perspective of the standard of education nationwide, and it will find itself more accountable as more PTAs become active.

Section 3: Project Description

3.1 Sectors of Focus

Public sector – State Reform:

Transparency/ Access to Information: National, Regional (in-country), District/Local

Budget Accountability: National, Regional (in-country)

Anti-corruption: National, Regional (in-country)

Sector Reform:

Education: National, Regional (in-country), District/Local

3.2 Project Strategy

3.2.1 Governance and/or development issues: The proposed project will seek to improve the level of education services provided by the Ministry of Education. In particular, schools require more, qualified teachers, better systems of examination, improved hygiene facilities and better classroom infrastructure including textbooks and internet access. The government of Tajikistan has pledged to meet these issues as part of its poverty reduction strategy paper (PRS); and will benefit from enhanced feedback regarding its distribution of budgetary funding in the education sector.

The project strategy is to address this issue by strengthening and empowering PTAs and LNGOs to undertake effective social auditing of the Ministry of Education, under a number of agreed performance indicators. Information will be made publically available, allowing the government to receive feedback and make changes, whilst also ensuring that it is accountable to the public.

The project aims to change how the government approaches its budgetary activity by increasing its level of transparency, allowing the public to provide feedback. Using a newly-created network of existing LNGOs will allow the project to cover the entirety of the country in a cost effective manner, ensuring greater levels of accountability and public feedback.

3.2.2 Strategy for building multi-stakeholder support: The main stakeholders in the activity are school pupils, members of staff in schools, local communities, wider civil society, and government representatives (please see section 3.2.3 below for strategy regarding engagement with the state). The impact of this project is expected to be positive on all these stakeholders, as an improvement in the education system ultimately leads to better economic and social development.

The project will engage with these stakeholders by adopting awareness-raising activities that are led by LNGOs and seek to highlight the importance of awareness of individual rights and entitlements. This way, it is far more likely that local communities, pupils, and school staff will become engaged in helping PTAs to complete social auditing, actively providing feedback to the government. This is vital for the development of social accountability of the Ministry of Education.

The project's strategy towards multi-stakeholder engagement will be to build a network of LNGOs within the education sector, which will lobby the government and provide other advocacy services at country level, whilst also supporting and overseeing the work of PTAs at local level. This coalition of NGOS will also encourage nation-wide collaboration and harmonisation of strategies, and minimum school standards.

3.2.3 Strategy of constructive engagement: The project will work closely with the government at all levels to ensure that it is taking a full role in the implementation and decision-making process. At local level, the project team will consult with regional 'Hukumat' officials in order to help identify and select appropriate target schools within the districts they represent. At regional/sub-national level, the coalition of LNGOs will negotiate with regional level government in order to gain official support for the organisation of public hearings that will increase accountability. At national level, the project strategy is to engage the Ministry of Education by holding national-level working group meetings and provide them with publically available feedback in order to help them improve their standard of budgetary implementation. The executive and legislative branches of the government are not relevant to

the project as policy has already been drafted.

All actors will use information gained from school evaluations, which will be conducted by PTAs in order to fully assess the standard of education provided by the government. This information will be used to increase social accountability and transparency, and act as a tool for the government to assist when implementing changes and improvements to service delivery.

3.2.4 Communications and outreach strategy: There are two main sets of audiences that the project will attempt to reach out to. The first of these is populations at the micro/macro level – regional level populations. The project consortium will invite LNGOs to submit ideas to help raise populations' awareness of the obligations of the government to its population. A greater number of interested individuals is more likely to aid the transparency process. LNGOs will be encouraged to implement activities that include awareness-raising through local media outlets and production of visual information materials such as posters and leaflets. Engaging communities at the micro/macro level early on will set up local populations to provide feedback at the macro level, as described below.

At the micro level, the project consortium will use a variety of mass media outlets. Under component 2 of the project, ACTED will invite national media outlets to attend and report on the findings of PTAs as presented to the national government at round tables that will discuss findings and develop a 'road map' for improved budgetary implementation. The internet will also be used as an open forum for discussion on government performance and allow the Tajik population to gauge the performance of the Ministry

3.2.5 Social accountability mechanisms or tools: The project will employ the following 4 social accountability tools:

1) The 1st social accountability tool used will be Participatory budgeting, which will be carried out by PTAs when completing their evaluation of schools under component 1, with the cooperation of local governments who will take responsibility for budgeting in their particular region. PTAs will receive full training in independent budgetary analysis prior to the evaluation stage. Findings will be made publically available both in physical and on-line format to guarantee widespread accessibility, and act as a public expenditure tracking survey result. This will contribute to expected outcomes by highlighting the manner in which the government distributes its allocated funds

2) The second social accountability tool is Social Auditing. The project focuses strongly on the independent monitoring process, which goes beyond simple budgetary analysis to include general quality of services provided to schools. PTAs will be responsible for cross evaluation of individual school service, thus preventing bias. Performance of the government will be assessed according to nationally agreed standards, thereby providing a target for the government to work towards, as well as increasing accountability, as it will be clear where improvement targets have not been met. This process will allow PTAs and LNGOs to build up a solid bank of evidence with which to assess government performance.

3) The 3rd tool is a citizen's charter. Not only will the project raise awareness of citizens' rights and entitlements, but by publishing report findings, and using the mass media to promote agreed standards and recommendations for development of the education sector, the project helps develop a 'yard stick' by which citizens can monitor progress. This will help to meet the expected outcome of greater transparency.

4) The final social accountability tool is e-governance. In order to aid transparency and access to information, the project will develop information and communication materials to make sure that the results of school evaluations as completed under component 1 of the project are publically available. The above will also involve on-line publication of agreed recommendations and minimum standards so that civil society is able to judge and comment on

government spending reliability using a government-administered internet forum. Combined with the 3rd tool mentioned above, the ability of the general public to comment on and decide the level of transparency of the government is an important tool in increasing the voice and representation of target school communities.

3.3 Social Accountability Tools

Transparency and Access to Information: Develop information and communications materials to make public information accessible to targeted audiences, Develop online database to display public information in accessible, understandable formats, Independent budget analysis (national, state/provincial, municipal, sectoral)

Voice and Representation: Capacity-building of CSOs, CSO networks and/or targeted citizen groups, Use of formal citizen participation mechanisms (e.g., public hearings, participatory rulemaking processes, etc)

Accountability: Independent budget monitoring (including budget expenditures tracking, budget process monitoring), Independent monitoring of procurement and contracting processes, Use of international standards and monitoring mechanisms to monitor (national, state/provincial, municipal, sectoral) country's compliance, enforcement and implementation of policies and programs

3.4 Summary of Project Components

3.4.1 Project summary: There are three components to be covered by the proposed action, detailed as follows:

1) Capacity Building of Local NGOs and Parent-Teacher Associations (PTAs): The key objective of this component is to strengthen the ability of LNGOs and PTAs to effectively evaluate the standard of services provided by the Ministry of Education. A national coalition of Local NGOs will be created, responsible for overseeing school evaluation and working with the Tajik government to make improvements. This component will cover every region in Tajikistan (4 regions). Activities are as follows, and will be elaborated on in Part 2 of the proposal: 1) Identify and select appropriate NGOs to form coalition; 2) Capacity building training of LNGOS; 3) Identify appropriate schools with active PTAs; 4) Capacity building of PTAs; 5) Distribute sub-grants to LNGOs to carry out awareness raising activities; 6) Develop strategy plan for annual evaluation process, and define evaluation indicators. The main beneficiaries of this component will be the 20 LNGOs and 40 PTAs receiving training, and members of the local community who will benefit from enhanced knowledge of their rights and privileges under Tajik law. Stakeholders will be beneficiaries as described above, and the Tajik Ministry of Education will need consultation regarding appropriate training modules.

2) Increasing Social Accountability of national government towards stakeholders in the education sector: The key objective of this component is to increase constructive engagement between PTAs, NGOs, and the government, and develop recommendations for improved development of education service provision by providing an evidence based feedback platform combined with community-participatory budgeting. Activities are as follows: 1) PTAs complete social audit of all 40 target schools; 2) PTAs present findings to LNGOs operating in their province; 3) Organise working group with PTAs, LNGO coalition and government representatives to discuss findings and create development 'road map' and initiate an integrated budgeting process; 4) Create feedback page on government website containing evaluation findings and forum for discussion. For the first evaluation, ACTED will take an active guidance role in the process, directly helping NGOs to oversee the evaluation and data analysis process. The intention for the following years' evaluation(s) will be for ACTED to work in a consultancy capacity only, thereby taking the role of mentor to LNGOs. Beneficiaries and stakeholders will include PTAs, LNGOS, Ministry of Education, and local school communities.

3) Knowledge and Learning: The key objective of this component is to improve the capacity of beneficiary organisations to evaluate and monitor improvements of government budgetary management after the end of the project period, and help the project consortium to continuously improve its performance throughout the project. Activities are as follows: 1) Consortium conducts project progress monitoring; 2) Consortium facilitates creation of a forum for debate between existing coalitions of NGOs; 3) Incorporate online mapping tools to analyse improvements and developments. The main beneficiaries of this component are PTAs, Government Structures, LNGOs, and the project consortium.

3.4.2 Summary of lessons learned: Four main lessons learnt from previous experience have been taken into account and integrated in the project design.

It is most effective to strengthen existing civil society organisation initiatives rather than new develop ones, as it is easier to guarantee sustainability if the initiative already exists. This project's design takes this in to account by using PTAs have been operation for a long period already, and assists them using a coalition of existing LNGOs.

Such coalitions are proven to work well, highlighting potential for sustainability: a collective voice is louder than individual voices; thus, user coalitions play a significant role in delivering demands to providers. This will comprise a central theme of this project, as it will improve the lobbying and advocacy climate as well as allow for greater outreach at lower cost. ACTED as an individual executing agency could not achieve this alone.

In Tajikistan, government cooperation is required, from project conception to implementation, as without the support of the government, difficulties are harder to overcome. ACTED is in consultation with the Ministry of Education concerning the design process, and the project includes the government at every level of intervention.

Institutionalising feedback mechanisms to allow service users to voice their complaints, and launching regular, structured dialogues among the stakeholders fosters a sense of mutual trust, encouraging collaboration to solve problems. ACTED will widely publicise availability of these mechanisms, as past experience shows that lack of awareness leads to a lack of uptake and sustainability.

3.4.3 Alternatives considered: The initial project design focused solely on PTAs without the involvement of LNGOs. The project consortium felt this would encourage a 'grass roots' approach to project implementation. The PTAs would have liaised directly with the government at micro, meso and macro level, and would have published similar reports to those described above. ACTED would have taken direct responsibility for the capacity building of all target PTAs instead of providing training to LNGOs who then develop PTAs' capacity as per the current design. This would have meant that the project consortium would take a much more 'hands-on' role in project implementation.

Whilst the advantage of this is that grass roots capacity is built, and that local government structures are more deeply involved, it limits the degree of coverage achievable as it is unrealistic to cover the whole of Tajikistan without a greater network of implementing partners. Also, concerns were raised with regard to the ability of PTAs to communicate effectively and build sufficient legitimacy to properly lobby the government.

The new implementation plan is more appropriate as it engages a large network of NGOs who have the capacity to sustainably support PTAs beyond the project timeframe, and also ensures a greater degree of legitimacy in the eyes of the government. Furthermore, by engaging a nationwide coalition of NGOs, it is possible to reach a far greater number of PTAs with the possibility to expand as the project progresses. Therefore, the chosen project design is more cost-effective and comprehensive

Section 4: Project Implementation

4.1 Capacity Building

As component 1 of the project focuses on the selection and capacity building of target CSOs, a more detailed description of capacity building activities and core areas covered will be described in the corresponding section below. The project consortium will take responsibility for capacity building and does not expect to require external support for capacity building. As the project does not focus solely on capacity building, however, it is important to indicate how the capacity building process will be planned throughout the project timeframe, as this will affect the activities completed in component 2 of the project:

As CSOs will be responsible for the implementation of most of the project activities, it is important that they hold the capacity to do so with only facilitation on the part of the project consortium. This does not mean that the project consortium will take no role at all, but it expects to encourage an increasing degree of independence as the project timeframe progresses. The project consortium will hold a training and supervisory role in first two years of the project, before acting as a consultancy actor during the second round of school evaluations in year 3 of project implementation. This is an important element in ensuring that the beneficiary CSOs are able to maintain their activities without external assistance once the project is completed.

Capacity building does not occur only during component 1 of the project however, as certain capacity building elements can only take place after school evaluations have taken place. The key area here is the development of the government website to provide a forum for feedback and discussion which will ultimately improve the government's ability to analyse its own performance and adjust their actions accordingly. Furthermore, upon finalisation of the network of education LNGOs, the project will assist the coalition in developing its own website as part of its awareness-raising activities. The newly created and/or rehabilitated websites will further serve to strengthen the awareness-raising process.

The training element of the project will build the institutional capacity of both sets of CSO. LNGOs and PTAs will receive organisational, financial management, advocacy, and training capacities that will greatly enhance their future functionality and serve to assist in the later expansion of PTA and LNGO networks. The introduction of REACH mapping (see below) will increase the planning and assessment capacity of both government and CSO representatives.

4.2 Role of Partners

ACTED will be responsible for overall project and contract management. This includes action set up, technical support to partner organisations, monitoring and evaluation, reporting to the WB, visibility actions, and ensuring a rotating chair for the annual evaluation forums between the government, LNGOs and PTAs. ACTED has a strong track record of working with CBOs, and with relevant government ministries. In addition, ACTED has considerable experience managing and implementing other donor contracts in Tajikistan. ACTED has a long term commitment to work in Tajikistan.

HelpAge is experienced in employing OCM and community score cards at community level. Under overall guidance of ACTED, HelpAge will take responsibility for implementing the Knowledge and Learning components of the project.

Government representatives and local NGOs 'Ghamkori' and 'Amal' will take responsibility for working with project beneficiaries in terms of drafting budgets, deciding on minimum standards indicators and facilitating collaboration

between members of the LNGO coalition. Ghamkori's activities comprise of establishment and support to community-based organizations and community mobilization, whilst Amal focuses on Social protection, human rights, and local governance. ACTED had positive experiences of working with both organisations under past projects.

Project associates are LNGOs and PTAs working with ACTED, focused on community-based support to Education, Health, DRR, Livelihood improvement and poverty reduction in Tajikistan. Project associates have built close links with local authorities and have strong commitment to helping them develop their work and tackle Social accountability – this is a significant and valuable technical resource.

Government structures and institutions will help develop community initiatives and will participate in the planning and implementation of these activities during the project duration. These include Department of Education and other local relevant counterparts. This engagement will strengthen the participation of these key structures for working in education in target regions. Local and national government structures will be represented through direct participation in activities.

Project Associates (NGOs) will have a guiding role in the action and PTAs will directly implement the action activities in targeted primary schools from across Tajikistan.

PTA volunteers are experts with regards to the needs of education system and the best ways to support them. They have demonstrated that they are more than capable of becoming successful and resourceful volunteer advocates. Therefore, PTA volunteers will take the lead in the schools evaluation process, and will work closely with all members of the public and school communities to perform

4.3 Monitoring, Evaluation and Learning

4.4.1 Monitoring: The project monitoring system will be based on regular checking of the project progress under each component.

In order to measure the progress under the first component (capacity building of LNGOs and PTAs), pre- and post-training self-administered surveys will be conducted with the participants of the trainings. The surveys will measure the level of knowledge about the accountability of the Ministry of Education, and will evaluate skills in adequately assessing management service delivery quality before and after the trainings.

The surveys will be self-administered by each training participant, to be completed before and after the trainings. Special questionnaires will be developed for each target group (NGO representatives and members of PTAs), so as to ensure that correct specific information is obtained. The survey design and tools will be developed by ACTED AMEU Manager. This method addresses the issue of low capacity and skills of the LNGO staff and PTA members who operate in education sector. In the framework of the proposed project this monitoring method is adequate because it will provide detailed information on the levels of knowledge and skills of the target groups before and after completing the specialized trainings.

The assessment of progress under the second component (Increased Social Accountability of national government towards stakeholders in the education sector) will be based on desk review of the project progress documents, with the focus of the number of joint meetings among NGOs, PTAs and representatives of the Ministry of Education. The result of the review will be an evaluation report highlighting the major progresses, shortfalls and challenges of the process. In addition, in-depth interviews will be held with key staff of the LNGOs, representatives of the most active PTAs, and relevant Ministry of Education staff to assess appropriateness and relevance of the project

activities and identify major challenges at this stage. Recommendations for further project activities will be developed on the basis of the desk-review report and results of in-depth interviews.

The progress under the third component (Knowledge and Learning) will be based on monitoring of the information that will be uploaded to an interactive map to be produced by ACTED partner Impact Initiatives. The map will be regularly updated to inform project progress and visually display the regions and areas with the most progress and changes in practice.

In order to roll out and implement the system, ACTED will require 1 Monitoring and Evaluation (AMEU) project manager and 1 AMEU officer. Moreover, a translator will be required to assist with translation of survey documentation from Tajik and Russian in to English. Furthermore, data enumeration and collection will also require human resources and ICT equipment. All monitoring activities will be completed by ACTED and therefore no external assistance will be required.

4.4.2 Evaluation: The project's evaluation strategy will include a baseline assessment at the beginning of the project and an endline evaluation upon project completion. The former will be conducted in the beginning of the project to inform the initial situation in the education sector, specifically in regard to the quality of services delivered. The latter will focus on the impact of the project on the target populations and groups, highlighting positive developments and major challenges.

The baseline assessment will target the immediate beneficiaries of the Ministry of Education services, i.e. school children, their parents, and teachers. A survey covering these groups will be designed to assess their needs, perceptions of the quality of services delivered and major shortfalls and problems. The main criteria of the survey with these groups will be on availability of teachers for all classes, availability of rooms and buildings, availability of books and other supplies necessary for educational processes. The survey will attempt to assess the volume of demands of the target population and the extent to which it is currently fulfilled.

As a part of the baseline study, a number of local NGOs operating in the sphere of education in Tajikistan will be surveyed to identify their area of operation, implemented and ongoing activities, success and challenges. At the same time, PTAs (where available) will be covered by the baseline assessment for the purpose of identifying their level of activeness and the scope of issues they currently address. The baseline assessment will be designed and implemented by ACTED AMEU staff, and does not require any external support.

The endline evaluation will cover the same groups as the baseline. In addition to the survey with target groups, however, it will include information on the changes related to social accountability and budgetary management within the Ministry of Education. Additionally, it will make an assessment of the organizational capacities and skill of the NGOs forming the coalition under this project and their potential to promote and lobby their interests and interests of their beneficiaries to the Ministry.

External assistance will be required for the final evaluation of service delivery. An external consultant specializing in the sphere of education and effective service delivery and public policy will be involved in design and drafting of the endline report. Data collection, processing and analysis will be completed by ACTED AMEU staff. Other costs including translation and use of technological equipment is the same as that mentioned in the monitoring section above.

4.4.3 Knowledge and Learning: Knowledge and learning will be conducted on two levels. The first encourages learning uptake for the project consortium, whilst PTAs and LNGOs will also develop learning and improving mechanisms that will aid future project sustainability. Researchers and/or academic institutions will not be involved

in the knowledge and learning component of the project, as the focus will be on improving capacity of project beneficiaries and increased development effectiveness on the part of the agencies in the project consortium.

ACTED will take responsibility for monitoring and evaluation of the overall project, gathering information and applying lessons learnt. ACTED uses an adaptive management approach to implementing its programs. This is undertaken by regular monitoring which is used to inform project planning and design throughout the implementation process, ensuring that the most efficient, effective and appropriate activities are undertaken. This means that the project management team will be able to use results of regular monitoring surveys to make programming decisions that will maximise the quality of project implementation.

The ACTED Appraisal, Monitoring and Evaluation Unit (AMEU) will be responsible for conducting regular and independent monitoring throughout project implementation. AMEU is well established in Tajikistan and its monitoring results are used to put lessons learnt in to practice, ensuring a consistently high level of project implementation. Project progress monitoring will be conducted at weekly intervals by field staff, who will forward results to the AMEU team in Dushanbe. These results will then be collaborated in to a monthly report to aid the program team in the implementation process. Further to regular monitoring, a baseline monitoring survey will take place project inception, and an endline monitoring survey will be conducted upon project conclusion. External support for the knowledge and learning component will not be required.

Secondly, the project will incorporate ACTED's online mapping initiative 'REACH' in order to fully assess progress and visually compare which regions are developing sufficiently over time. REACH is a product of IMPACT Initiative, in partnership with ACTED and UNOSAT. REACH aims to provide better tools to aid actors for the assessment, planning, designing and follow up of their interventions. Specifically, REACH will contribute to this project through its flagship analysis product, an online mapping tool which enables an interactive experience with a range of information, and also comprises an offline component. REACH has been successfully deployed in a range of contexts in Kyrgyzstan, Pakistan, and the Philippines amongst others, and is currently being implemented in Tajikistan. Further details are available under component 3.

In the context of this project, PTA-led field assessments will be used to assess advances in services to individual schools which can then be mapped to highlight which regions require the most attention, and layered data can be used to pinpoint which elements of government budgeting are being spent most effectively. This will be vital for the Ministry of Education in enhancing its knowledge and learning activities as it will be in a much stronger position to clarify where future improvements must be made.

4.4 Sustainability

The consortium expects the interventions implemented by the project to continue beyond the duration of the project, as this is indeed important to ensuring positive outcomes from the project. This is because the scope of the project will be scaled up by direct beneficiaries (PTAs and LNGOs) as time progresses. The development of transparency and accountability of government spending in the education sector cannot be improved in a short period of time, as sustained pressure and public debate will be required in order to change long-term government attitudes towards education.

Sustainability will be ensured by providing comprehensive training to LNGOs including capacity building for fundraising, ensuring that LNGOs will be in a position to provide continued support to PTAs. Furthermore, the project will be dynamic in scope, and the project consortium will encourage the coalition of LNGOs to increase the number of PTAs it supports as the project progresses. This will ensure widespread uptake and civil society

engagement, making the social accountability process far more comprehensive. It is expected that, as LNGOs develop their fundraising capacities beyond the timeframe of the project, they will be able to sustain this up scaling process and provide training to new PTAs accordingly.

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