



United Nations Development Programme
Country: TAJIKISTAN
Project Document

Project Title **Developing Capacity for Corruption Awareness Raising and Risk management in Government and CSOs**

UNDAF Outcome(s): Good governance and economic and social growth are jointly enhanced to reduce poverty, unlock human potential, protect rights and improve core public functions; There is improved access for the vulnerable to quality basic services in health, education and social welfare

Expected CP Outcome(s):
(Those linked to the project and extracted from the CPAP)
Outcome 3: National and local levels of government have the capacity to implement democratic governance practices, and effectively and strategically plan, finance and implement development initiatives in an inclusive and participatory manner

Expected Output(s):
(Those that will result from the project and extracted from the CPAP)
 3.2 National capacity is increased to address corruption, strengthen transparency and accountability of state structures and human development approach is promoted to be applied in the development of the different sectors.
 3.4 The awareness, skills and knowledge of civil society, with focus on women, are improved so they are better able to effectively engage in local development, social advocacy and social service delivery.

Implementing Partner: ASFCFAC, NGOs, PTAs, MoE, ICST

Responsible Parties: UNDP

Brief Description:

Prosecution and enforcement have been the primary focus for anti-corruption activity in Tajikistan. However corruption prevention is more effective than enforcement, and yet this focus has gone largely undeveloped. The proposal outlines a two-pronged strategy to support capacity development in key stakeholders in 1) corruption awareness-raising and 2) monitoring of corruption activity. In the first prong the intention is to work jointly with the Prevention Department of the Anti-Corruption Agency and selected CSOs to transfer the technical and professional skills in awareness-raising and to run a mini-awareness campaign as a learning exercise. The second prong is to develop corruption monitoring skills within the Anti-Corruption Agency (particularly regarding complaint management) and in CSOs. The selected sector for training and exercise purposes is Education, a vital service which is being severely impacted by corruption. The CSOs will be trained to interact with PTAs in secondary schools in selected regions to develop their capacity to monitor and report corruption in their local schools.

Programme Period:	2011-2012	2011 AWP budget:	<u>GBP 100000</u>
Key Result Area (Strategic Plan):	Democratic Governance - Strengthening accountable and responsive governing institutions	Total resources required	<u>GBP 100 000</u>
Atlas Award ID:	TBE	Total allocated resources:	<u>GBP 100000</u>
Start date:	01 January 2011 -	Regular	_____
End Date	31 June 2012	• Other:	_____
PAC Meeting Date	January 2011	o DFID	<u>GBP 100 000</u>
Management Arrangements	DEX	o Government	_____
		Unfunded budget:	_____
		In-kind Contributions	_____

Agreed by UNDP: Zdenka Vrbensky 16/12/2010
 Rastislav Vrbensky, UNDP Country Director

Cleared
 16/12/10

I. SITUATION ANALYSIS

Tajikistan remains a country in transition, dealing with the triple challenge of the economic and social dislocation surrounding independence from the Soviet Union, a civil conflict that devastated the country from 1992-1997 and being a small, mountainous and landlocked territory. Following political stabilization and strong economic growth, development activities have recently shifted from a short-term humanitarian approach addressing post-conflict issues towards a longer term development strategy.

While governance and anti-corruption have become dominant themes throughout the world over the last few years, Tajikistan has not been a priority country in terms of development aid on the issue. Evident from recent unrest in the Central Asian region and the course of ongoing conflict in Afghanistan is that corrupt states and their governments are in danger of collapse if they are unable to provide basic services; security and facilitate economic development.

Tajikistan faces many development changes – one of the most acute and sensitive that cuts across all sectors is lack of good governance and widespread corruption. As a former Soviet republic grappling with the change to a democratic, free market culture, perceived and real corruption creates apathy amongst the population and has a negative impact on foreign direct investments. It weakens the institutions and is, at the same time, a symptom of weak institutions itself. This vicious circle is difficult to break, without a clear effort to address both the societal and cultural issues along with strengthening the institutions to improve governance.

There is unanimous acknowledgement of corruption as a serious problem in Tajikistan¹. This is arguably its most virulent problem, hindering development and perverting the economy and delivery of public services. Progress in tackling this issue has been slow. Tajikistan has succeeded in enacting anti-corruption legislation and an Anti-Corruption Agency was established in 2006 (with the support of the UNDP); some enforcement has taken place. A National Anti-corruption strategy has been adopted and the country has ratified the UN Convention against corruption. Still, despite the continuous assistance received by ACA in the course of UNODC and UNDP projects, current capacity of the Prevention Department of the Anti-Corruption Department is weak. Skills for addressing and mobilizing the civil society, consultations and awareness raising are lacking in particular. Likewise there are few Civil Society Organisations (CSOs) that are dedicated to the issue of corruption prevention or performing watchdog functions.

It seems that no sector remains free from corruption; perhaps the education sector is the service where corruption is most harmful. Reports indicate that parents and students are routinely approached for, or themselves offer, payments, whether in the guise of building improvements or books or, alternatively, students pay teachers for examination marks. The Strategic Research Centre's Corruption Perception survey of 2006 reported 34% of respondents faced corruption in secondary schools and universities. A second, independent survey (OSI Programs Alumni Association) of 2004 reported that education ranked the highest of all public services when respondents were asked "How likely is the use of money, presents, contacts or threats to occur in the following situations?". High schools and universities rated 5.03 out of 6, the most likely of all services measured. The

¹Government of the Republic of Tajikistan & United Nations Development Programme. Promoting Transparency and Accountability.

same survey reported that 63% of parents always expect many additional expenses in the course of their child's studies.

This is the reason why this proposal is combining efforts directed at preventing corruption in the education sector with capacity building in the skills of awareness raising and risk assessment to support reduction of corruption in Tajikistan.

This project directly supports the implementation of Recommendation 6 of the Istanbul Regional Anti-Corruption Action Plan (OECD), and partially supports implementation of Recommendation 1:

1. Elaborate and adopt a comprehensive Anti-Corruption Programme (or Strategy), which will build on and further develop the Presidential Decree and the Law on the Fight against Corruption aiming to strengthen the implementation of anti-corruption measures. The Anti-Corruption Programme should build on an analysis of the patterns of corruption in the country and be developed in a participatory process. It should propose focused anti-corruption measures or plans for selected institutions. **The Programme should also envisage effective monitoring and reporting mechanisms.**
6. **Conduct awareness raising campaigns and organise training for the public, state officials and the private sector about the sources and the impact of corruption, about the tools to fight against and prevent corruption, and on the rights of citizens in their interaction with public institutions.**

It builds on the outcomes of institutional strengthening assistance already provided by the UNDP to the Agency for State Financial Control and Fight Against Corruption (ASFCFAC) through capacity development in issues such as conflict of interest management, corruption risk assessments, and general corruption prevention approaches.

II. STRATEGY

The UNDP National Strategy, and supporting Documents, focus on supporting democratic governance and reducing corruption in the Tajik society as key objectives. Currently despite all efforts the national and civil society sector's capacity for dealing with corruption remains insufficient. Particularly weak is the capacity to develop and run effective awareness-raising campaigns.

The need to raise awareness of the public on the general dangers posed by corruption stem not only from the local societal specificities, but also from the Istanbul Action Plan.

Keeping the public engaged and informed is key to mobilizing public support for anti-corruption actions and to stimulating responsible behaviour in the society, reducing tolerance to corruption.

Inaction and apathy in the society is due to a limited number of reasons². However, no Anti-corruption campaign will be effective without the open support by the public at large³.

This project aims to contribute to development of capacity for Corruption Prevention in Tajikistan. This will be achieved through developing capacity for planning, carrying out and

² Multiple researches indicate that people tend to rationalize their participation in corrupt transactions; usually blaming "the system" on it, refusing to accept responsibility for their own actions. In addition, the personal attitude is key when making the decision to become a whistle-blower even to simply report corruption to ACA/Police/Prosecution.

³ Government of the Republic of Tajikistan & United Nations Development Programme. Promoting Transparency and Accountability.

evaluating awareness-raising campaigns; and a greater capacity for risk assessment and preventing corruption. Main beneficiaries of the project will be the Anti-corruption Agency Corruption Prevention Department and selected CSOs from Dushanbe. Local (Dushanbe) Teacher-Parents associations will benefit from the project implementation. The interventions (both the awareness-raising capacity along with the capacity for assessing and addressing risks) are designed around two components: 1) a training component and 2) practical exercise of new skills.

The **first module** will be focused on developing capacity for planning, implementing and evaluating awareness-raising and prevention campaigns. The assistance will include provision of technical assistance; development of a training curriculum, training materials and pedagogical tools and delivering training to ASFCFAC staff; Staff of at least two CSOs. The trainings will be designed in a way that would ensure transfer and building of competence, rather than a simple transfer of knowledge. To this end a small pilot campaign on the subject of corruption in Secondary Schools will be planned, carried out and evaluated by the participants – as a training exercise. A full-scale media campaign is beyond the resources or scope of this proposal; however a pilot exercise will allow the students to put their newly acquired skills into practice. To the possible extent, an attempt shall be made to promote a national debate on corruption in education.

The **second module** focuses on developing specific skills for assessing corruption and corruption risks in schools and designing plans to address it. This would be an important skills building exercise for the Anti-corruption agency, that will alongside help the ACA Corruption Prevention Department to keep its profile high in the process of Agency restructuring. Whistleblowing is also to be encouraged as a part of the project, including an exercise to develop specific whistleblower protection rules.

All activities will be carried out in close cooperation with the Ministry of Education.

ASFCFAC recently completed a functional review which indicates a number of areas for improvement, including its prevention and complaint management functions. Technical assistance will be provided in order to develop a curriculum, training tools and to deliver training on risk assessment, accountability and integrity management, both from the receiving end (ASFCFAC) and the generating end (Parent-teacher associations).

For the latter function the intention is to work with at least two CSOs specifically focused on assessing risks and addressing them through engagement with local Parent Teacher Associations (PTAs). The CSOs will be provided the skills to understand the corruption issues associated with Secondary Schools, the impacts of corruption and the official process to which PTA groups have recourse and the skills which will allow them to effectively engage and educate PTA groups. In the same fashion as Module 1, a practical exercise of piloting the new skills in a targeted way will be included. The CSOs will engage with a small number of selected schools (1-2 schools in Dushanbe) to transfer their new knowledge and skills and engage the PTA groups as an effective local monitoring mechanism.

Though the pilots are limited in scope, it is the vision of this project that the capacity of at least two CSOs will be strengthened to engage PTA groups across the country on a long-term basis, perhaps supported through donor aid, thus building momentum and sustainability in an important area in dire need of monitoring. The Civil Service Training Institute and all other important stakeholders will also be invited to participate in Module 2

with the aim of risk assessment and citizen engagement skills becoming part of their curriculum.

The **Overall Objectives** of the project are

To strengthen the corruption prevention capacity in the ASFCFAC and the integrity of the education sector (secondary education) in Republic of Tajikistan by encouraging civic participation and raising the awareness of harmful effects of corruption.

Module 1 Objective: Government and Civil society capacity to prevent corruption is strengthened.

Module 1 outputs:

Output 1: ASFCFAC strengthened in its ability to carry out sector specific awareness raising / prevention campaigns

Activities:

- a) Training course on corruption prevention and awareness raising developed for school managers.
- b) Staff trained (including at least 20 school managers in identified pilot schools)
- c) 1 pilot awareness raising prevention campaign in the education sector for secondary schools organized with active participation of the ASFCFAC and the course participants.

Output 2: Civil society organisations able to engage effectively at local and Agency level over corruption issues and facilitate local solutions to problems

Activities:

- a) CSOs trained in causes, types and consequences of corruption in education
- b) Mechanisms for addressing corruption in schools identified including how to design an effective prevention intervention

Module 2 - Objectives: Schools are able to identify corruption risks and design appropriate responses. Ministry of Education is able to mainstream corruption prevention approaches across the country.

Module 2 Outputs:

Output 1: ASFCFAC and CSOs understand the drivers of corruption in secondary education and have developed tools to address it

Activities:

- a) Information collection and analysis – through dissemination of a questionnaire and focus groups in 3 communities to identify different corruption issues being faced. The focus groups include parents; students (potentially those who have already left secondary school); teachers.
- b) Capacity building for acquiring corruption risk-assessment skills at individual and process levels, including coaching.
- c) CSOs, PTAs and school managers develop action plans to mitigate corruption in their schools support PTAs to design and implement prevention campaign in 2 schools
- d) PTAs and individuals informed on how to make complaints to the ASFCFAC while ASFCFAC knows how to best handle complaints which are not resolved locally.
- e) Enhances transparency in the way schools handle their budgets.

Output 2: Good practice on dealing with corruption in schools is used throughout the country.

Activities:

- a) Experience sharing for dissemination of good practices on dealing with corruption in education, including the Ministry of Education, ASFCFAC and school managers
- b) Advocacy for ensuring that Ministry of Education puts in place system of engaging PTAs to recognise and address corruption at the level of the school
- c) Advocacy for ensuring that Ministry of Education ensures that all school managers are trained to identify and address corruption in their schools.
- d) Organization of a “Integrity” schools award, with schools and school managers rewarded for putting in place action plans for strengthening the integrity of the educational system.
- e) ASFCFAC mechanisms for dealing with complaints unresolved at local levels are in place.

In the course of all activities, an attempt will be made to include all the national stakeholders; most notably the Ministry of Education, Civil Service Training Institute and Local Authorities

Project monitoring and evaluation

Implementation of the activities under the two Modules is described in detail in “**Quality Management for Project Activity Results**”, indicating the specific tasks to be carried out under each of the activities. The monitoring of the daily activities will be carried out by through the regular quality management UNDP procedures. A final project evaluation will be carried out to attempt to analyse project impact.

These objectives and outcomes are core to both the mandate of the UNDP in Tajikistan as well as to DFID.

Resources mobilization

UNDP currently is the lead international organization working on the promotion of transparency and accountability in Tajikistan. Through its leadership on the issue UNDP has attracted several financial supports by a number of donors both domestic and international (SIDA, OSCE and Agroinvestbank) to the Project on Promoting Transparency and Accountability (2005-2008).

However, there are good prospects to mobilize resources during the duration of this Project Document. The level of donors in the issue has remained steady given the current economic and political context in the country. For promoting of the Project and Country Office’s ability to mobilize resources now and in the future on the issues of transparency and accountability Project to work to strengthening its visibility and credibility.

Visibility of the Project will be raised through visibility events and materials (seminars, brochures, leaflets), public awareness tools and working papers and materials generated from diagnostics. The Project will work on development of regional cooperation within public events that are based on concrete and substantive themes that will raise the profile of the project including exchange of information with UN offices and on such technical topics as UN Convention against Corruption and new corruption diagnostics and the Project will play a more high-profile role on donor coordination on the issue.

The credibility of the project will be promoted through regularly engaging substantively with the other development partners in the country, in the region and globally to produce materials and events that move the fight against corruption forward.

Project Implementation Approaches:

Throughout implementation of this Project UNDP will maintain following key approaches:

i. Donor coordination:

Lead donors through Donors Anti-Corruption Forum in Tajikistan (DAFT) in promoting a common strategy on facilitating better governance in Tajikistan including elements drawn from commitments already made by Tajikistan in OECD - organized peer review (21 specific recommendations to address anti-corruption and transparency).

ii. Building national capacities:

All Project interventions will be built upon national counterparts (governmental and non-governmental). UNDP will ensure that any external expertise brought to the Project (individual or sub-contractors) will assess national capacities and develop Project-specific capacity building plan to ensure development of national capacities and national ownership of all the results produced by this Project. Particular important is the engagement of the Ministry of Education and the local authorities.

iii. Gender mainstreaming:

Gender mainstreaming in all Project interventions is a corporate commitment of UNDP. This Project will go beyond ensuring equal representation of women and men in Project interventions. It will try to integrate gender perspective into Project activities.

iv. Balanced representation of governmental and non-governmental players:

UNDP will facilitate balanced representation and participation of governmental and non-governmental actors through implementation. Inclusion of government and civil society actors is evident as majority of Project interventions are focused on these institutions and aimed at building their capacities. To sum-up, both government and civil societies will be equally “implementers” and “beneficiaries” of this Project.

III. RESULTS AND RESOURCES FRAMEWORK

Intended Outcome as stated in the Country Programme Results and Resource Framework:				
Outcome 3: National and local levels of government have the capacity to implement democratic governance practices, and effectively and strategically plan, finance and implement development initiatives in an inclusive and participatory manner				
Outcome indicators as stated in the Country Programme Results and Resources Framework, including baseline and targets: Capacity of national and local government to implement development initiatives in an inclusive, participatory and democratic manner.				
Applicable Key Result Area (from 2008-11 Strategic Plan): Democratic Governance- Strengthening accountable and responsive governing institutions				
Partnership Strategy The project will be implemented by UNDP in cooperation with the national stakeholders (both Governmental Institutions and CSOs).				
Project title and ID (ATLAS Award ID):				
INTENDED OUTPUTS	OUTPUT TARGETS FOR (2011-2012)	INDICATIVE ACTIVITIES	RESPONSIBLE PARTIES	INPUTS
Module 1 Objective: Government and Civil society capacity to prevent corruption is strengthened.				
<p>Output 1 ASFCFAC strengthened in its ability to carry out sector specific prevention campaigns</p> <p><u>Baseline:</u> -Weak national capacity amongst government and CSOs to raise awareness on corruption issues and to prevent corruption -Insufficient knowledge on corruption issues amongst public</p> <p><u>Indicators:</u> number of corruption awareness raising campaigns conducted annually</p>	<p>Targets 2011-1012:</p> <ul style="list-style-type: none"> - Best practices and failures in conducting awareness raising & prevention campaigns identified; - Training to ASFCFAC CPD staff, NGOs staff provided on the conducting of AC awareness raising and prevention campaigns; - Capacity of the ASFCFAC CPD in carrying out awareness raising campaigns strengthened; - Capacity of the NGOs to organize and conduct awareness raising campaigns strengthened; - Test AC awareness raising campaign in the secondary education conducted; - Continuous evaluation performed. 	<p>a) Training course on corruption prevention and awareness raising developed for school managers.</p> <p>b) Staff trained (including at least 20 school managers in identified pilot schools)</p> <p>c) 1 pilot awareness raising prevention campaign in the education sector for secondary schools organized with active participation of the ASFCFAC and the course participants.</p>	<p>UNDP, ASFCFAC, local CSOs</p>	<p>Indicative Budget: 100 000 GBP (<i>see detailed breakdown by activity</i>)</p>

<p>Output 2 Output 2: Civil society organisations able to engage effectively at local and Agency level over corruption issues and facilitate local solutions to problems</p> <p><u>Baseline:</u> -absence of monitoring mechanism over corruption in education sector -</p> <p><u>Indicators:</u> <i>number of complaints registered with Anti-Corruption Agency from parents and students concerning corruption in Secondary Schools</i></p>		<p>Activities: a) CSOs trained in causes, types and consequences of corruption in education b) Mechanisms for addressing corruption in schools identified including how to design an effective prevention interventio</p>		
<p>Module 2 - Objectives: Schools are able to identify corruption risks and design appropriate responses. Ministry of Education is able to mainstream corruption prevention approaches across the country.</p>				
<p>Module 2 Outputs: Output 1: ASFCFAC and CS Os understand the drivers of corruption in secondary education and have developed tools to address this</p>	<p>Targets 2011-2012 - Information collected on corruption situation and corruption risks in selected schools. - Capacity building for learning-by-doing in corruption risk assessment in selected schools - Anti-corruption Action Plans developed in cooperation with the CSOs, PTAs and school managers to address identified corruption risks.</p>	<p>Activities: a) Information collection and analysis – through dissemination of a questionnaire and focus groups in 3 communities to identify different corruption issues being faced. The focus groups include parents; students (potentially those who have already left secondary school); teachers. b) Capacity building for acquiring corruption risk-assessment skills at individual and process levels, including</p>	<p>UNDP, ASFCFAC, local CSOs</p>	

<p><i>Output 2: Good practice on dealing with corruption in schools is used throughout the country.</i></p>	<ul style="list-style-type: none"> - Awareness raising on whistleblowing strengthened. - Enhances transparency in the way schools handle their budgets.. - <i>Good practices disseminated and shared through a special handbook on assessing risk in secondary education.</i> - <i>Advocacy campaign carried out</i> - <i>Awards proposals developed; awards given to the schools/managers that have developed best plans.</i> 	<p><i>coaching.</i></p> <p><i>c) CSOs, PTAs and school managers develop action plans to mitigate corruption in their schools support PTAs to design and implement prevention campaign in 2 schools</i></p> <p><i>d) PTAs and individuals informed on how to make complaints to the ASFCFAC while ASFCFAC knows how to best handle complaints which are not resolved locally.</i></p> <p><i>Activities:</i></p> <p><i>a) Experience sharing for dissemination of good practices on dealing with corruption in education, including the Ministry of Education, ASFCFAC and school managers</i></p> <p><i>b) Advocacy for ensuring that Ministry of Education puts in place system of engaging PTAs to recognise and address corruption at the level of the school</i></p> <p><i>c) Advocacy for ensuring that Ministry of Education ensures that all school managers are trained to identify and address corruption in their schools.</i></p> <p><i>d) Organization of a “Non Corrupt” schools award, with schools and school managers rewarded for putting in place action plans for strengthening the integrity of the educational system.</i></p> <p><i>e) ASFCFAC mechanisms for dealing with complaints unresolved at local levels are in place.</i></p>		
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ANNUAL WORK PLAN

Year: 2011-2012

EXPECTED OUTPUTS <i>And baseline, associated indicators and annual targets</i>	PLANNED ACTIVITIES <i>List activity results and associated actions</i>	TIMEFRAME				RESPONSIBLE PARTY	PLANNED BUDGET		
		Q1	Q2	Q3	Q4		Funding Source	Budget Description	Amount (in GBP)
<p>Output 1 ASFCFAC strengthened in its ability to carry out sector specific prevention campaigns Baseline: no campaigns carried out so far <u>Indicators:</u> At least one corruption prevention/awareness raising campaign organized by the end of project</p> <p>Output 2: Civil society organisations able to engage effectively at local and Agency level over corruption issues and facilitate local solutions to problems Baseline: No knowledge exists among CSOs on how to engage effectively at local and Agency level over corruption issues and facilitate local solutions to problems <u>Indicators:</u> At least 3 CSOs trained in the course of 2 3-day seminars.</p> <p>Targets 2011-1012:</p> <p>Training course on corruption prevention and awareness raising developed, including training plan, training tools for ASFCFAC and school managers.</p>	<p>a) Development of a training course on corruption prevention and awareness raising, including training plan, training tools for ASFCFAC and school managers.</p> <p>b) Delivery of training to at least 20 school managers in identified pilot schools and ASFCFAC corruption prevention department staff</p> <p>c) Organization of 1 pilot awareness raising / prevention campaign in the education sector for secondary schools with active participation of the ASFCFAC and the course participants</p>	X				UNDP team, ASFCFAC	DFID	International Consultant	19000
	Contractual Services (companies)							7000	
								Contractual Services (Individuals)	17000
								Travel	
								Supplies	3000
								Miscellaneous Expenses	
								Facilities and Administration	7000
	<p>a) Development of a training, including training plan, training tools and methodology and delivery of one training for CSOs in causes, types and consequences of corruption in education</p>								

EXPECTED OUTPUTS <i>And baseline, associated indicators and annual targets</i>	PLANNED ACTIVITIES <i>List activity results and associated actions</i>	TIMEFRAME				RESPONSIBLE PARTY	PLANNED BUDGET		
		Q1	Q2	Q3	Q4		Funding Source	Budget Description	Amount (in GBP)
<p>At least 20 school managers in identified pilot schools and ASFCFAC corruption prevention department staff trained in the course of 2 3-day seminars</p> <p><i>1 pilot awareness raising / prevention campaign in the education sector for secondary schools organized with active participation of the ASFCFAC and the course participants</i></p> <p>Training, including training plan, training tools and methodology developed and delivery of one training for CSOs in causes, types and consequences of corruption in education</p> <p>A handbook, containing mechanisms for addressing corruption in schools identified including on how to design an effective prevention intervention</p>	<p>b) Development of a handbook, containing mechanisms for addressing corruption in schools identified including on how to design an effective prevention intervention</p>								

EXPECTED OUTPUTS <i>And baseline, associated indicators and annual targets</i>	PLANNED ACTIVITIES <i>List activity results and associated actions</i>	TIMEFRAME				RESPONSIBLE PARTY	PLANNED BUDGET		
		Q1	Q2	Q3	Q4		Funding Source	Budget Description	Amount (in GBP)
	Training course on corruption prevention and awareness raising developed, including training plan, training tools for ASFCFAC and school managers.	X	X			UNDP team, ASFCFAC	DFID		
	At least 20 school managers in identified pilot schools and ASFCFAC corruption prevention department staff trained in the course of 2 3-day seminars		X	X		UNDP team, ASFCFAC	DFID		
	1 pilot awareness raising / prevention campaign in the education sector for secondary schools organized with active participation of the ASFCFAC and the course participants		X	X		UNDP team, ASFCFAC	DFID	Printing & Publication	20000
	Training, including training plan, training tools and methodology developed and delivery of one 2-day seminar for CSOs in causes, types and consequences of corruption in education	X	X			UNDP team, ASFCFAC	DFID		
	Design of handbook, containing mechanisms for addressing corruption in schools identified including on how to design an effective prevention intervention			X		UNDP team			

Module 2 Schools are able to identify corruption risks and design appropriate responses. Ministry of Education is able to mainstream corruption prevention approaches across the country.

<p>Output 1: ASFCFAC and CSOs understand the drivers of corruption in secondary education and have developed tools to address this</p> <p>Baseline: Currently there is no understanding among target groups on the drivers of corruption in secondary education and have developed tools to address this</p> <p>Indicators: Number of trainings organized; competency, skills and knowledge transfer; raised awareness among stakeholders/</p> <p>Output 2: Good practice on dealing with corruption in schools is used throughout the country.</p> <p>Baseline: No experience sharing currently taking place; no system exists of engaging PTAs to recognise and address corruption in school at national level</p> <p>Indicators: Experience sharing taking place; 2 advocacy campaigns organized; a Integrity award organized and handled to the most active schools/managers. Transparency of budget handling for schools increased.</p>	<p>Information collection and analysis – through dissemination of a questionnaire and focus groups in 3 communities to identify different corruption issues being faced. The focus groups include parents; students (potentially those who have already left secondary school); teachers.</p>					UNDP team	DFID	International consultant	16000	
	<p>Capacity building for acquiring corruption risk-assessment skills at individual and process levels, including coaching.</p>		X				UNDP team, ASFCFAC	DFID	Contractual services-companies	4000
	<p>CSOs, PTAs and school managers develop action plans to mitigate corruption in their schools support PTAs to design and implement prevention campaign in 2 schools</p>		X				UNDP team, ASFCFAC, CSOs	DFID	Contractual services-Individuals	5000
	<p>PTAs and individuals informed on how to make complaints to the ASFCFAC while ASFCFAC knows how to best handle complaints which are not resolved locally</p>			X	X		UNDP team, ASFCFAC, PTAs, CSOs	DFID	Miscellaneous expenses	2000
	<p>Experience sharing for dissemination of good practices on dealing with corruption in education, including the Ministry of Education, ASFCFAC and school managers</p>			X	X		UNDP team, ASFCFAC, PTAs	DFID		
	<p>Advocacy for ensuring that Ministry of Education puts in place system of engaging PTAs to recognise and address corruption at the level of the school</p>			X	X		ASFCFAC, PTAs, CSOs			
	<p>Advocacy for ensuring that Ministry of Education ensures that all school managers are trained to identify and address corruption in their schools.</p>			X	X		ASFCFAC, PTAs, CSOs			

	Organization of a “Integrity” award, with schools and school managers rewarded for putting in place action plans for strengthening the integrity of the educational system.				X	<i>ASFCFAC</i> , PTAs, CSOs			
	ASFCFAC mechanisms for dealing with complaints unresolved at local levels are in place.		X	X	<i>ASFCFAC</i>				

IV. MANAGEMENT ARRANGEMENTS

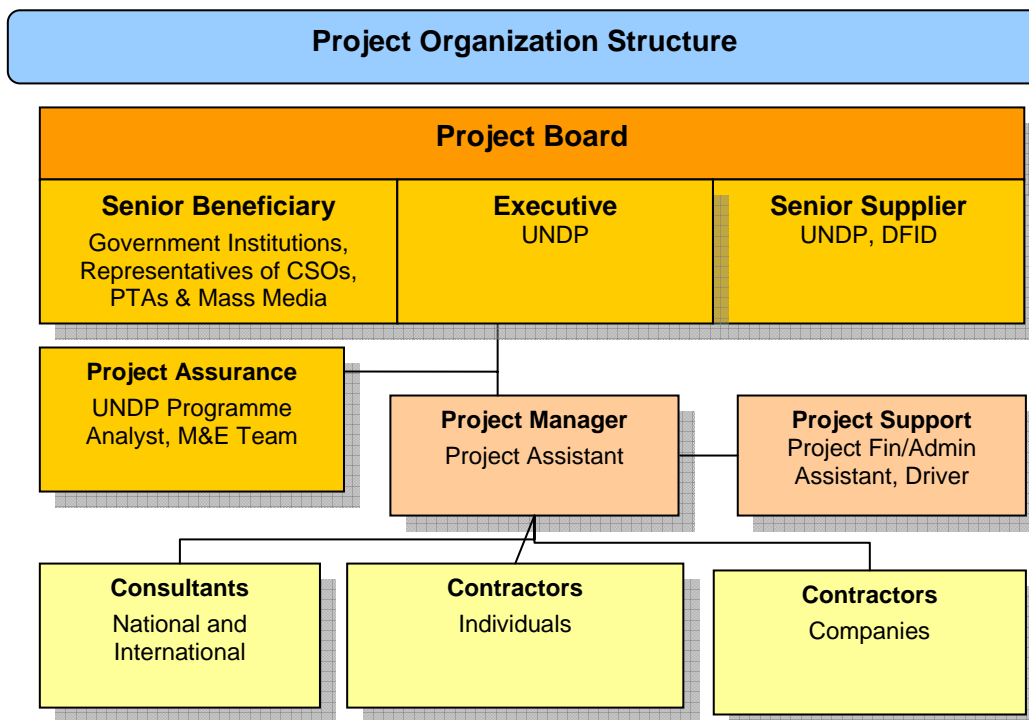
This Project is designed as one of the expected outcomes for UNDP Country Project Action Plan (CPAP 2010 – 2015) approved by the Government of Tajikistan.

The project will be directly executed in accordance with the UNDP guidelines for the Direct Implementation Modality (DIM) in close collaboration with the Government. An execution fee of 7% is proposed for the management of the DFID resources.

A Project Board (PB) will be established and will consist of the representatives of the Government institution, Civil Society Organizations (CSOs), Parent Teachers Associations (PTAs), mass media, DFID and UNDP and other main stakeholders. The frequency of meetings will be determined as needed, but will be at least twice a year. The PB will include the representatives with the following roles:

- ✓ Senior Executives responsible for the ultimate outcome of the project.
- ✓ Senior Supplier(s) representing the implementers.
- ✓ Senior User(s) representing the interests of the main beneficiaries of the project.

The project will be also regularly reviewed and discussed through the Project Board (PB) to ensure effective project management and implementation.



V. MONITORING FRAMEWORK AND EVALUATION

UNDP will be responsible for monitoring both the substantive implementation of Project activities as outlined in this document as well as budgetary reports. The Project objectives, indicators and targets mentioned in the Project logical framework matrix will serve as the primary reference for the monitoring and evaluation of the Project.

Monitoring is a daily process. Day-to-day management is the responsibility of the Project Manager. Activities have been planned and will be managed for results according to the approved UNDP strategic framework (2010-2015 CPAP). Progress will be measured through a series of annual reviews, both of the individual components and the Project as a whole.

To complement and enhance UNDP Project monitoring, it may be determined to conduct joint annual or bi-annual evaluations with representatives of the main stakeholders. Such a team effort will strengthen partnerships and allow for a transparent and fair review of activities

Findings will be used to revise the Project's RRF and preparation of annual work plans, led by the Project Manager. A final, external evaluation will be held in the final four months of the Project. Any donor contributing to the Project will be encouraged to undertake regular monitoring visits and participate in any evaluation exercise. The government, involved in the daily management of the Project to ensure national ownership, will also be encouraged to participate in the Project's evaluation.

In accordance with the programming policies and procedures outlined in the UNDP User Guide, the project will be monitored through the following:

Within the annual cycle

- On a quarterly basis, a quality assessment shall record progress towards the completion of key results, based on quality criteria and methods captured in the Quality Management table below.
- An Issue Log shall be activated in Atlas and updated by the Project Manager to facilitate tracking and resolution of potential problems or requests for change.
- Based on the initial risk analysis submitted (see annex 1), a risk log shall be activated in Atlas and regularly updated by reviewing the external environment that may affect the project implementation.
- Based on the above information recorded in Atlas, a Project Progress Reports (PPR) shall be submitted by the Project Manager to the Project Board through Project Assurance, using the standard report format available in the Executive Snapshot.
- a project Lesson-learned log shall be activated and regularly updated to ensure on-going learning and adaptation within the organization, and to facilitate the preparation of the Lessons-learned Report at the end of the project
- a Monitoring Schedule Plan shall be activated in Atlas and updated to track key management actions/events

Annually

- Annual Review Report. An Annual Review Report shall be prepared by the Project Manager and shared with the Project Board and the Outcome Board. As minimum requirement, the Annual Review Report shall consist of the Atlas standard format for the QPR covering the whole year with updated information for each above element of the QPR as well as a summary of results achieved against pre-defined annual targets at the output level.
- Annual Project Review. Based on the above report, an annual project review shall be conducted during the fourth quarter of the year or soon after, to assess the performance of the project and appraise the Annual Work Plan (AWP) for the following year. In the last year, this review will be a final assessment. This review is driven by the Project Board and may involve other stakeholders as required. It shall focus on the extent to which progress is being made towards outputs, and that these remain aligned to appropriate outcomes.

VI. QUALITY MANAGEMENT FOR PROJECT ACTIVITY RESULTS

MODULE 1

OUTPUT 1: ASFCFAC strengthened in its ability to carry out sector specific prevention campaigns		
Activity Result 1	Training course on corruption prevention and awareness raising developed for school managers	Start Date: Month 1 End Date: Month 3
Purpose	<ol style="list-style-type: none"> To review and summarize existing approaches for organizing corruption prevention and awareness raising activities. To develop training methodology, training content, training tools and a training plan 	
Description	This activity will set the background for the further capacity building efforts. It will aim at developing training methodology, plan, tools that are locally relevant; with emphasis on building competency rather than simple knowledge sharing.	
Quality Criteria	Quality Method	Date of Assessment
Performed review on good practices and failures in conducting prevention and awareness raising campaigns in the secondary education.	Document review, observation	At the end of the project implementation.
Training methodology, content, tools and training plan developed	Document review, observation	After the activity completion.

OUTPUT 1: ASFCFAC strengthened in its ability to carry out sector specific prevention campaigns		
Activity Result 2	<i>Provision of training to ASFCFAC CPD staff and selection of NGO staff on how to conduct an awareness raising campaign.</i>	Start Date: 3 rd month End Date: 6 th month
Purpose	<ol style="list-style-type: none"> To raise the knowledge and increase the competences of ASFCFAC staff and selected NGOs staff in organizing and conducting anti-corruption awareness raising and corruption prevention campaigns. To disseminate the good practices in conducting AC awareness raising campaigns among the relevant Tajik stakeholders. 	
Description	<i>At least 20 school managers in identified pilot schools and ASFCFAC corruption prevention department staff trained in the course of 2 3-day seminars</i>	
Quality Criteria	Quality Method	Date of Assessment
Raised knowledge and capacity of participants in the training to conduct awareness raising campaigns. AC awareness raising campaigns undertaken.	Observation, document review.	At the end of the project implementation.
2 3-day seminars organized	Observation, document review	At the end of the project implementation.
Good practices on corruption awareness raising and corruption prevention disseminated..	Improved statistics on the level of corruption dissemination in Tajikistan.	

OUTPUT 1: ASFCFAC strengthened in its ability to carry out sector specific prevention campaigns		
Activity Result 3	Organization of 1 pilot awareness raising / prevention campaign in the education sector for secondary schools with active participation of the ASFCFAC and the course participants	Start Date: 6 th month End Date: 9 th month
Purpose	1. To Strengthen the understanding of the teachers, school managers and parents on the dangers of corruption in secondary education	

	2. To carry out practical campaign's exercise of the developed in the course of Activity 2 skills.	
Description	<p><i>The current activity will be implemented, through the realization of the following tasks:</i></p> <p>Formulation of the main message of the awareness raising campaign.</p> <p>Development of a campaign press packs, including key facts and figures, key messages, etc.</p> <p>Organization of pre-launch meeting before the campaign commencement in order to present its activities, objectives and results.</p> <p>Design and printing of 2500 brochures, containing information on how to effectively counteract corruption in the secondary education.</p> <p>Designing and printing of 15000 leaflets attached to newspapers.</p> <p>Designing and dissemination of 20000 "No to corruption in education" stickers.</p> <p>Collection of information on the effect of the Campaign – to confirm that the desired affect has been achieved (design of indicators, data collection tools, data analysis).</p>	
Quality Criteria	Quality Method	Date of Assessment
Strengthened capacity of the CPD in the ASFCFAC to perform and realize awareness raising campaigns. Increased intolerance to corruption among public in Tajikistan.	Observation, document review	10 ^h month
Number of students and parents reached as a result of the campaign conducted.	Observation, document review	End of 12th month
Increased understanding on the negative consequences of corruption in secondary education.	Statistics on the registered and prosecuted cases of corruption.	End of 12th month
Increased intolerance to corruption in education. Increased number of corruption complaints.	Document review in ASFCFAC.	End of 12th month

OUTPUT 2: Civil society organisations able to engage effectively at local and Agency level over corruption issues and facilitate local solutions to problems		
Activity Result	<i>Development of a training, including training plan, training tools and methodology and delivery of one training for CSOs in causes, types and consequences of corruption in education</i>	Start Date: 10 th month End Date: 12 th month
Purpose	<i>To raise the awareness, skills and competency of CSO staff members to . engage effectively at local and Agency level over corruption issues and facilitate local solutions to problems</i>	
Description	<i>In the course of this activity a 2-day seminar will be prepared and delivered to selected CSO staff members. The preparatory activity will include selection of participants, development of methodology, training tools, and a training plan; and the actual implementation phase will include the delivery of a 2-day seminar.</i>	
Quality Criteria	Quality Method	Date of Assessment
<i>Training plan, training tools and methodology developed</i>	Document review	12 th month
One 2-day seminar organized for at least 10 participants	Evaluation forms	12 th month

OUTPUT 2: Civil society organisations able to engage effectively at local and Agency level over

<i>corruption issues and facilitate local solutions to problems</i>		
Activity Result	<i>Design of handbook, containing mechanisms for addressing corruption in schools identified including on how to design an effective prevention intervention</i>	Start Date: 3 rd month End Date: 6 th month
Purpose	To prepare a long-term training and reference tool - a handbook on corruption prevention in Secondary schools (summary of practices, not more than 20 pages)	
Description	<i>The realization of the current activity is based on the implementation of the following tasks: Identification of successful practices through desk research; Handbook drafting.</i>	
Quality Criteria	Quality Method	Date of Assessment
Data collected	Document review	6 th month of project implementation
One 20 pages handbook drafted	Document review	6 th month of project implementation.

MODULE 2 Objectives: Schools are able to identify corruption risks and design appropriate responses. Ministry of Education is able to mainstream corruption prevention approaches across the country.

OUTPUT 1: ASFCFAC and CSOs understand the drivers of corruption in secondary education and have developed tools to address it		
Activity Result	<i>Information collection and analysis – through dissemination of a questionnaire and focus groups in 3 communities to identify different corruption issues being faced. The focus groups include parents; students (potentially those who have already left secondary school); teachers.</i>	Start Date: 3 rd month End Date: 6 th month
Purpose	To collect quantitative and qualitative data on corruption in education in Tajikistan	
Description	<i>The realization of the current activity is based on the implementation of the following tasks: Development of a data collection tools (focus-group guidelines, questionnaire) Data collection through organizing 2 focus groups and disseminating a questionnaire among at least 500 students and at least 150 teachers</i>	
Quality Criteria	Quality Method	Date of Assessment
One questionnaire developed	Document review	6 th month of project implementation
One guidelines for a focus group developed	Document review	6 th month of project implementation
2 focus groups organized	Document review	6 th month of project implementation
Questionnaire used on a sample of 500 students and 150 teachers	Document review	6 th month of project implementation

OUTPUT 1: ASFCFAC and CSOs understand the drivers of corruption in secondary education and have developed tools to address it		
Activity Result 3 (Atlas Activity ID)	<i>Capacity building for acquiring corruption risk-assessment skills at individual and process levels, including coaching.</i>	Start Date: 3 rd month End Date: 5 th month
Purpose	To build capacity for carrying out corruption risk assessment for the ASFCFAC and school managers staff while actually carrying out actual risk assessments in at least 3	

	schools	
Description	<p>The activity will be realized through the following staff:</p> <ol style="list-style-type: none"> 1. Development of the assessment plan 2. Identification of assessment teams 3. development of cooperation protocols with respective schools 4. Development of process review tools 5. Development of red flag scorecards and checklists 6. Risk assessment 7. Review of the assessment results and reporting 	
Quality Criteria	Quality Method	Date of Assessment
Increased knowledge on the ASFCFAC and schools staff to carry out corruption risk assessments	Document review	5 th month of project implementation
3 risk assessments carried out	Document review, observation	5 th month of project implementation

OUTPUT 1: ASFCFAC and CSOs understand the drivers of corruption in secondary education and have developed tools to address it		
Activity Result 4	<i>CSOs, PTAs and school managers develop action plans to mitigate corruption in their schools support PTAs to design and implement prevention campaign in 2 schools</i>	Start Date: 6 th month End Date: 11 th month
Purpose	<i>To apply to acquired knowledge into practice; To actually undertake measures to prevent and reduce corruption in selected schools</i>	
Description	<i>On the basis of the risk assessment exercise, the respective plans for addressing the identified risks will be developed. It will be carried out in the course of an inclusive exercise, paying special attention to budgetary transparency of schools. The plans will be developed by the school staff in cooperation with the CSOs and ASFCFAC staff.</i>	
Quality Criteria	Quality Method	Date of Assessment
At least three plans developed to address identified risks	Document review	12 th month of project implementation
Strengthened capacity of the PTAs, CSOs, school staff and ASFCFAC in secondary schools to counteract corruption in education	Assumption	12 th month of project implementation

OUTPUT 1: ASFCFAC and CSOs understand the drivers of corruption in secondary education and have developed tools to address it		
Activity Result	<i>PTAs and individuals informed on how to make complaints to the ASFCFAC while ASFCFAC knows how to best handle complaints which are not resolved locally.</i>	Start Date: 3 rd month End Date: 5 th month
Purpose	<i>To stimulate whistleblowing and to increase the capacity within the ASFCFAC to register and manage corruption complaints, through testing.</i>	
Description	<p><i>The realization of the current activity is based on the implementation of the following tasks:</i></p> <p>In the course of the awareness raising campaign, special attention will be paid to encouraging whistleblowing among teachers and parents.</p> <p>In the course of developing the plans under the previous activity, special attention will be paid to encouraging whistleblowing, including by proposing whistleblower protection tools to ASFCFAC.</p>	

Quality Criteria	Quality Method	Date of Assessment
Strengthened capacity of the CPD staff within the ASFCFAC to register and manager corruption complaints.	Statistics on the number of registered and managed corruption complaints.	12 th month of project implementation

OUTPUT 2: Good practice on dealing with corruption in schools is used throughout the country		
Activity Result	<i>Experience sharing for dissemination of good practices on dealing with corruption in education, including the Ministry of Education, ASFCFAC and school managers</i>	Start Date: End Date: Whole project duration
Purpose	<i>To ensure the sustainability of the project effort by involving all relevant stakeholders.</i>	
Description	<i>This activity will be carried out through organization of regular meetings of the project staff with identified stakeholders from the Ministry of Education. The ministry of education will receive all the outputs to ensure proper dissemination of the project results.</i>	
Quality Criteria	Quality Method	Date of Assessment
At least monthly meetings organized between project team and the Ministry of Education	Document review, minutes of meetings	12 th month
CSOs and ASFCFAC encouraged to share experience and to advocate for change	Observation, Document review	12 th month

OUTPUT 2: Good practice on dealing with corruption in schools is used throughout the country		
Activity Result	<i>Experience sharing for dissemination of good practices on dealing with corruption in education, including the Ministry of Education, ASFCFAC and school managers</i>	Start Date:1 st month End Date: 12 th month
Purpose	<i>To ensure the sustainability of the project effort by involving all relevant stakeholders.</i>	
Description	<i>This activity will be carried out through organization of regular meetings of the project staff with identified stakeholders from the Ministry of Education. The ministry of education will receive all the outputs to ensure proper dissemination of the project results.</i>	
Quality Criteria	Quality Method	Date of Assessment
At least monthly meetings organized between project team and the Ministry of Education	Document review, minutes of meetings	12 th month
CSOs and ASFCFAC encouraged to share experience and to advocate for change	Observation, Document review	12 th month

OUTPUT 2: Good practice on dealing with corruption in schools is used throughout the country		
Activity Result	<i>Advocacy for ensuring that Ministry of Education puts in place system of engaging PTAs to recognise and address corruption at the level of the school</i>	Start Date: End Date: Whole project duration
Purpose	<i>To ensure the sustainability of the project effort by involving all relevant stakeholders.</i>	

Description	<i>This activity will be carried out through organization of regular meetings of the project staff with identified stakeholders from the Ministry of Education. The ministry of education will receive all the outputs to ensure proper dissemination of the project results.</i>	
Quality Criteria	Quality Method	Date of Assessment
At least monthly meetings organized between project team and the Ministry of Education	Document review, minutes of meetings	12 th month
CSOs and ASFCFAC encouraged to share experience and to advocate for change	Observation, Document review	12 th month

OUTPUT 2: Good practice on dealing with corruption in schools is used throughout the country		
Activity Result	<i>Advocacy for ensuring that Ministry of Education ensures that all school managers are trained to identify and address corruption in their schools</i>	Start Date: End Date: Whole project duration
Purpose	<i>To ensure the sustainability of the project effort by involving all relevant stakeholders.</i>	
Description	<i>This activity will be carried out through organization of regular meetings of the project staff with identified stakeholders from the Ministry of Education. The ministry of education will receive all the outputs to ensure proper dissemination of the project results.</i>	
Quality Criteria	Quality Method	Date of Assessment
At least monthly meetings organized between project team and the Ministry of Education	Document review, minutes of meetings	12 th month
CSOs and ASFCFAC encouraged to share experience and to advocate for change	Observation, Document review	12 th month

OUTPUT 2: Good practice on dealing with corruption in schools is used throughout the country		
Activity Result	<i>Organization of a “Integrity” schools award, with schools and school managers rewarded for putting in place action plans for strengthening the integrity of the educational system</i>	Start Date: 6 th month End Date: 12 th month
Purpose	<i>To provide for stimuli and to ensure wide publicity of the project effort. The schools that have established the best integrity framework through the risk assessment exercise will be publicly awarded; selected teachers who have contributed most to this process will also receive awards.</i>	
Description	<i>This activity will be carried out through organization of regular meetings of the project staff with identified stakeholders from the Ministry of Education. The award winners will be selected on the basis of pre-determined criteria, in close cooperation with the ministry of education</i>	
Quality Criteria	Quality Method	Date of Assessment
<i>“Integrity schools award developed with criteria for awarding</i>	Document review, minutes of meetings	12 th month
<i>Selected schools and school managers rewarded for putting in place action plans for strengthening the integrity of the educational system</i>	Observation, Document review	12 th month

VII. LEGAL CONTEXT

This document together with the CPAP signed by the Government and UNDP which is incorporated by reference constitute together a Project Document as referred to in the Standard Basic Assistance Agreement (SBAA) and all CPAP provisions apply to this document.

Consistent with the Article III of the Standard Basic Assistance Agreement, the responsibility for the safety and security of the implementing partner and its personnel and property, and of UNDP's property in the implementing partner's custody, rests with the implementing partner.

The implementing partner shall:

- a) put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried;
- b) assume all risks and liabilities related to the implementing partner's security, and the full implementation of the security plan.

UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as required hereunder shall be deemed a breach of this agreement.

The implementing partner agrees to undertake all reasonable efforts to ensure that none of the UNDP funds received pursuant to the Project Document are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via <http://www.un.org/Docs/sc/committees/1267/1267ListEng.htm>. This provision must be included in all sub-contracts or sub-agreements entered into under this Project Document".

VIII. ANNEXES

BUDGET FOR YEARS: 2011-2012

Project Outputs	Responsible Party/ Implementing Partner	Donor Name	ATLAS Budget Description	Amount (USD)[i]	Total (USD)
				Year 1	
Module 1 Objective: Government and Civil society capacity to prevent corruption is strengthened.	UNDP, Government of Tajikistan, SCOs & Mass Media	DFID	International Consultant	29,000	29,000
Module 1 outputs: Output 1: ASFCFAC strengthened in its ability to carry out sector specific prevention campaigns			Contractual Services-Companies	12,000	12,000
Activities:			Contractual Services – Individuals	25,800	25,800
a) Training course on corruption prevention and awareness raising developed for school managers.			Travel	0	0
b) Staff trained (including at least 20 school managers in identified pilot schools)			Printing/Publication	25,000	25,000
c) 1 pilot awareness raising prevention campaign in the education sector for secondary schools organized with active participation of the ASFCFAC and the course participants.			Supplies	3,000	3,000
Output 2: Civil society organisations able to engage effectively at local and Agency level over corruption issues and facilitate local solutions to problems					0
Activities:					
a) CSOs trained in causes, types and consequences of corruption in education					
b) Mechanisms for addressing corruption in schools identified including how to design an effective prevention intervention					0
			10000	10,000	

Module 2 - Objectives: Schools are able to identify corruption risks and design appropriate responses. Ministry of Education is able to mainstream corruption prevention approaches across the country.					
			Sub-total Output 1:	\$94,800	\$94,800
Module 2 Outputs:			International Consultant	25,000	25,000
Output 1: ASFCFAC and CSOs understand the drivers of corruption in secondary education and have developed tools to address it			Contractual Services-Companies	4000	4,000
Activities:			Contractual Services - Individuals	7000	7,000
a) Information collection and analysis – through dissemination of a questionnaire and focus groups in 3 communities to identify different corruption issues being faced. The focus groups include parents; students (potentially those who have already left secondary school); teachers.					
b) Capacity building for acquiring corruption risk-assessment skills at individual and process levels, including coaching.					
c) CSOs, PTAs and school managers develop action plans to mitigate corruption in their schools support PTAs to design and implement prevention campaign in 2 schools			Miscellaneous expenses	2000	2,000
d) PTAs and individuals informed on how to make complaints to the ASFCFAC while ASFCFAC knows how to best handle complaints which are not resolved locally.					
e) Enhances transparency in the way schools handle their budgets..					
Output 2: Good practice on dealing with corruption in schools is used throughout the country.					
Activities:					
a) Experience sharing for dissemination of good practices on dealing with corruption in education, including the Ministry of Education, ASFCFAC and school managers					
b) Advocacy for ensuring that Ministry of Education puts in place system of engaging PTAs to recognise and address corruption at	UNDP, Government of Tajikistan, CSOs & PTAs		Sub-total Output 2:	38000	38,000

DFID

the level of the school
c)Advocacy for ensuring that Ministry of Education ensures that all school managers are trained to identify and address corruption in their schools.
3. Project Management cost
GMS

		0
GMS	10304	
Facilities and Administration	14,400	
Project Grand Total	\$157,504	\$157,504

[1\[i\] Note: Budget figures are outlined for fiscal year not calendar year.](#)

RISK LOG

#	Description	Date Identified	Type	Impact & Probability	Countermeasures / Management response	Owner	Submitted, updated by	Last Update	Status
1	ASFCFAC unable to participate effectively due to process of restructuring	November 2010	Strategic	-National counterparts will not be able to further implement activities. - National ownership will not be fully realized I – 4 P – 4	- Maintenance of collaborative working relationships between national counterparts and Project personnel; - Provision of support in restructuring process; - Support in capacity building of staff. - Reframe support to other stakeholders (Civil Service Department, Institute for Raising the Qualification of Civil Servants); work more actively with CSOs. Identify potential future actors in the ASFCFAC Prevention Department and work with them on individual basis.	Alisher Karimov	Anahita Niyatbekova		
2	CSOs unwilling or unable to participate due to lack of capacity	November 2010	Strategic	CSOs do not turn up in meetings, no interest for participation in trainings I - 3 P – 2	Reframe support to PTAs directly	Alisher Karimov	Anahita Niyatbekova		
3	Political environment unfavourable for awareness raising campaign	November 2010	Political	- Delay in decision-making and implementation of initiatives. ASFCFAC Staff not inclined to organize awareness raising campaign I – 5 P – 3	- Ongoing communication / consultation with relevant stakeholders; - Inclusion of counterparts in design and implementation process to assure support for initiatives; - Assist in dialog between various stakeholders and partners Either organize the campaign through support to CSOs, or use the developed	Alisher Karimov	Anahita Niyatbekova		

					materials for training purposes only. Try to ensure political support at higher levels (ASFCFAC Head, President's office)				
4	Insufficient capacity of national partners to effect change at the rate envisaged by Project Document.	November 2010	Strategic	<ul style="list-style-type: none"> - Project activities will not be implemented and coordinated in timely manner, which will adversely impact sustainability; - Ownership will be limited. I – 5 P – 5	<ul style="list-style-type: none"> - Flexible and contextually relevant monitoring and evaluation. - Monitoring and Evaluation framework to advice on activities progress and alignment with the Project goals; - Maintain flexibility of implementation schedules. - Close coordination with national counterparts and partners; - Mentoring and technical assistance. 	Alisher Karimov	Anahita Niyatbekova		
5	Coordination and collaboration with civil society does not include key actors	November 2010	Strategic	<ul style="list-style-type: none"> - Weakening of the impact and involvement of civil society in major events and activities I – 4 P – 1	<ul style="list-style-type: none"> - Project will be bridging between civil society and government partners; - Promote engagement of key civil society actors and their involvement in strategic planning; - Continue partnership with key NGOs particularly in public awareness activities. 	Alisher Karimov	Anahita Niyatbekova		
6	No active PTAs identified; or PTAs identified do not want to participate in trainings	November 2010	Strategic	<ul style="list-style-type: none"> - Target beneficiaries are not covered and project results are partially achieved I-4 P-2	Reframe support to CSOs to perform the watchdog functions directly. Work with the teachers and active parents separately if needed to gain support.	Alisher Karimov	Anahita Niyatbekova		