

# CARTA

Citizen Action for Results,  
Transparency, and Accountability



## Reaching Out of School Children (ROSC II)

### PROJECT DETAILS

#### PARTNERS

Partnership for Transparency Fund  
Manusher Jonno Foundation  
RDRS Bangladesh

#### TOTAL COST

US\$ 87,307

#### DURATION

February 2014 – March 2015

#### GEOGRAPHICAL AREA

27 UPs in 3 upazilas in Rangpur and  
Lalmonirhat districts

#### SOCIAL ACCOUNTABILITY TOOLS

Citizen report card (CRC), focus  
group discussion (FGD) and key  
informant interviews (KII)

### CONTEXT

The Government of Bangladesh has undertaken a number of targeted interventions as part of its national education policy to achieve universal primary education before 2015. The Reaching Out of School Children (ROSC-I) project, launched in 2004, is one such intervention that has played a key role in providing a second chance for primary education to out of school children in targeted rural upazilas. ROSC I and II aim to improve access, quality and education management at all levels. The project blends formal education with non-formal means of delivery, providing children with an opportunity to complete grade five and transition to secondary education. ROSC II establishes learning centers (LCs) based on local demand. Overall, the ROSC project has established 13,102 LCs in selected areas to attract targeted students. In order to ensure input from the local community, a nine-member center management committee (CMC) was formed to oversee the LCs. At least 4 of the members of the CMC have to be parents of LC students.

### IMPLEMENTATION STRATEGY

The objective of this sub-project was to assess the transparency and accountability of ROSC II through independently financed third party monitoring (TPM). RDRS Bangladesh, a local CSO, conducted the TPM

and organized awareness building and training events on social accountability tools.

The sub-project had a dual focus:

- Verification of the eligibility and selection process – LC locations, teachers, children (rural areas) - by conducting a survey; and
- Strengthening capacities of CMC and parents to supervise and assess performance of the LCs by introducing Parent School Committees to the Community Score Card (CSC) tool.

## RESULTS

The independent TPM identified several shortcomings with the implementation and functioning of ROSC II. The final report presented recommendations to address them.

The sub-project objective was to enhance parent capacity to monitor the project delivery process through input tracking, surveys, and focus group discussions, as well as TPM. In addition, the sub-project raised awareness on the roles and responsibilities of service users and providers. For example, many CMC members were trained for the first time on their roles and responsibilities. Through CARTA, 600 monthly meetings were organized and a Community Action Plan (CAP) was developed as a multi-stakeholder effort to monitor ROSC II more effectively.

The main sub-project outcomes were:

- Increased adherence to CMC roles and responsibilities, including additional public meetings and more participatory decision-making.
- More regular display of LC action plans and community understanding of plans.
- More community participation in the physical improvement of LCs. For instance, some LCs improved their environmental conditions with the cooperation of the UP, community and CMC.

# CARTA

The objective of Citizen Action for Results, Transparency and Accountability (CARTA) is to enhance the development impact, sustainability and ownership of pro-poor projects in Bangladesh and Nepal financed by the World Bank (WB), by promoting civil society organization engagement and experience and capacity to demand better governance. The program was funded by US\$1.9 million grant from the Japanese Social Development Fund (JSDF) and administered by the WB.

- Frequency of CMC visits to LCs increased.
- LCs organized sports and picnic activities with the support of the UP and community for the first time.

## IMPACT

Although it is too soon to judge the long-term impact of the sub-project, there have been several improvements to the project implementation since stakeholders are more aware of their responsibilities and are empowered to fulfill their roles. In addition, positive relationships have developed among stakeholders (UPs, teachers and parents), which allow them to work together for the benefit of the community.

This short sub-project triggered an increase in community participation and had positive results on the performance of LCs. Targeting of more disadvantaged students and good functioning of LCs will be ensured if communities continue to work together to ensure the success of ROSC on the ground.