Call-down Contract

Terms of Reference

Improving understanding of Complementary Basic Education in Ghana

This Terms of Reference is related to research to improve understanding of the implementation of CBE in Ghana in relation to the impact of the programme on learning outcomes and the trajectory of learners after attending the CBE programme.

Introduction

1. The UK and US Governments are providing £27.9 million from 2012 to November 2018, to support the Government of Ghana to: (i) ensure that 200,000 out-of-school children have access to complementary basic education, and: (ii) build the capacity of government to make CBE a sustainable approach to contribute to achieving universal primary enrolment by strengthening the institutional and policy framework. It proposes to accelerate the Government of Ghana's (GoG) institutional regulatory framework and knowledge to deliver quality education to out-of-primary school children.

2. DFID Ghana has contracted the services of Crown Agents[1] to manage the fund. Crown Agents in turn has instituted a Management Unit (MU) to undertake day to day overall management of the programme and provide technical support to Ministry of Education (MoE) and Ghana Education Service (GES). The MU has sub contracted the services of 10 implementing partners (IPs) to implement the programme at district level. Under this model, community facilitators are recruited and trained to teach in CBE classes. Annex A gives information on regions/districts where the CBE programme operates and which Implementing Partners lead in each district. Annex B gives an overview of the CBE Stakeholders and their roles and responsibilities. The CBE programme currently operates in 5 regions of Ghana and in 44 districts.

3. The expected impact of the project is to increase regional gross primary enrolment at primary level of children in areas where CBE is implemented, particularly in the northern regions. The Regional Gross Primary Enrolment Rate will increase by targeting overage out-of-primary-school children (who, without CBE, will never have the chance of going to school), and provide them with access to complementary

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[1] The CBE consortium partners include Associates for Change and CfBT UK as well as Crown Agents.

basic education. This will enable the out-of-primary-school children to fast-track their schooling years through a nine-month, mother tongue quality education programme. CBE enables out-of-primary-school children entry into class three or four (P3/4) of primary school upon graduation. CBE also provides an opportunity for overage out-of-primary-school children to enter into primary education in a condensed time period, and increase their chances to complete primary education. CBE is a community driven intervention and evidence from over 15 years of CBE implementation shows that when communities directly see that their children are learning, they strongly support their children continuing in education, beyond the nine-month flexible schooling programme into the formal education.

4   There are three main programme outputs:

Under Output One, 200,000 out-of-school children (aged between 8-14 years) will be provided with access to a standardised CBE programme, taught in their mother tongue language, enabling them to rapidly develop numeracy and literacy skills over a nine-month cycle. On completing the nine-month programme these children will be able to enter into primary school at the appropriate class level.

Under Output Two, the Government of Ghana will be supported in strengthening its leadership in managing, implementing standardised CBE programmes and developing the procurement systems to effectively implement the programme post DFID fund.

Under Output Three, DFID originally planned to support: (i) a longitudinal evaluation that was going to provide evidence on the long-term outcomes for out-of-school children that participate in CBE programmes and the programme's sustainability and, (ii) a process of evaluation that would provide evidence on the implementation of the programme, including the potential barriers to implementation. Due to delays in the start-up of implementation regarding output one and two, the longitudinal evaluation was not feasible as it would extend beyond the end date of the CBE programme. The current focus of output three is to determine the efficacy of CBE in terms of: (i) whether CBE improves literacy and numeracy competencies of out-of-school children and, (ii) how resilient CBE graduates are after transition into the formal education system.

5   DFID also contracted the services of UNICEF Ghana to implement a CBE pilot initiative for two cycles (2013 to 2105) using National Service Personnel (NSP) as CBE facilitators instead of community based facilitators. Lessons learnt from this pilot are being used to inform a potential alternative funding mechanism for CBE facilitators from the GoG in order to inform future CBE implementation under the GoG auspices.

6   Under the CBE programme various studies which have informed the implementation of the programme have already taken place. These

include the 2014 Learner Assessment (endline); the 2015/16 Learner Assessment (baseline and endline); the UNICEF evaluation to assess the effectiveness of the CBE model of using National Service Personnel as CBE facilitators compared to community facilitators, 2016 analysis of Out of School Children Incidence study and CBE cost effectiveness study.

Objective

7 The focus of the research is to determine the efficacy of CBE and understand the drivers of change in relation to: (i) whether CBE improves literacy and numeracy competencies of out-of-school children and, (ii) how resilient CBE graduates are after transition into the formal education system. The research will contribute to strengthening the evidence base and implementation of CBE to improve outcomes in relation to levels of literacy and numeracy of the CBE learners and contribute to the debate on effectiveness of CBE in enhancing access and retention for out-of-school children by understanding their trajectory post the CBE programme.

8 This Terms of Reference (ToR) has the following two objectives

Objective 1: Tracking CBE graduates from the 15/16 academic year into the formal system as well as *tracing* those CBE graduates (from previous cycles), who have already progressed through the formal education system, and exploring the factors which support their transition and completion in the system; the study will also document their experiences (the **Tracer Study**).

Objective 2: Assessing whether the CBE programme increases literacy and numeracy competencies of its beneficiaries and understanding what factors enhance or detract from learning (the **Learner Assessment**).

9 DFID wishes to invite a Service Provider to deliver on this Terms of Reference over a 26 month period commencing October 2016 until December 2018. This will include an Inception Phase of 2 months followed by an Implementation Phase of 24 months. Progression from Inception to Implementation will be dependent on completion of all Inception deliverables to the satisfaction of DFID i.e. an acceptable/approved Inception Report that meet the standard outlined in paragraph 38.

Rationale for the studies

10 The principle rationale for these studies is to enhance the evidence base of what works or does not work in implementing CBE programmes in order to ensure the efficacy of CBE, in terms of improving learner outcomes and transitioning to, and staying in,

mainstream primary schools as well as to inform future implementation and management of CBE by the Government of Ghana.

11 The importance of schooling for economic and social success is widely acknowledged by governments, development agencies and researchers. Ghana has made significant gains in improving access though sizable numbers of children remain out-of-school. DFID (2013) position paper cautioned that for education to maximise its transformational potential, children need not only to be in school but also learning. It reiterated that the world is facing a learning crisis with too many children in school learning little or nothing at all. Ghana is no exception, a recent (2013) early grade reading and numeracy assessment found that only 2% of children could read with comprehension in either Ghanaian language or English by the end of their second grade (primary two).

12 The evidence base on learning for out-of-school children is weak in Ghana. A qualitative study (Casely-Hayford 2007) and some monitoring data on previous CBE programmes, exist which suggest potential positive outcomes. However, there is no robust evidence of what learning and how much learning is attained in CBE and why it may take place in some settings and not others. The value of collecting and analysing data on learning outcomes of CBE learners (comparing learning gains) will inform whether, for example, there is any gain in educational achievement across different regions of implementation, by sex and through comparing different implementing agencies. Factors as to why there is (or is not) a gain can also be explored so that the drivers of improving learning outcomes in CBE settings can be understood and used to inform the future implementation of CBE. In addition, there is no short-term robust evidence of what proportion of CBE graduates transit to mainstream education and beyond in the long-term. Evidence on both short term and long-term cost effectiveness of CBE programmes, as a way to get out-of-school children into the formal education is therefore required to inform possible government roll-out of CBE programmes.

13 In addition, learning outcomes of CBE learners as well as longer term outcomes of CBE graduates once they enrol in the formal schools have not been systematically tracked. The value of collecting and analysing learning outcome data and long-term outcome data of participants will inform whether, for example, any short-term gains in educational achievement are sustainable (for example, whether students transition to and complete mainstream education and how their education achievement compares with other students) and what are their background characteristics. Evidence on the successful (or not) implementation of the programme will help inform whether, and if so how, the programme could be rolled-out in the longer term. Evidence from the study will also inform policy makers of the challenges which children out of school face in transitioning and staying in school.

14 Two Learner Assessments have so far been conducted under the CBE programme to provide evidence of learning for out of school children. These are the 2014 Learner Assessment (endline) which was conducted by the CBE Management Unit; the 2015/16 Learner Assessment (baseline and endline).The Directorate of Research, Innovation and Consultancy (DRIC) of the University of Cape Coast (UCC) is the Service Provider conducting the 2015/16 assessment. This assessment involved 1,710 learners across 22 districts (79 communities) in five regions in Ghana. The two learner assessments should inform any future studies. These studies are contributing to the evidence base in relation to whether CBE learners are literate or numerate after the CBE programme however they do not provide enough information to inform why this happens in some situations and not others and the reasons why.

The recipient

15 The recipients of the services are: the Government of Ghana, DFID Ghana, Development Partners, targeted communities and the general public.

16 Dissemination of the Tracer Study and Learner Assessment findings and uptake of results by target audiences[2] (especially, the Government of Ghana, DFID Ghana, and USAID in Ghana, Development Partners, CBE Alliance, and members of the public) will be an important part of this contract. Findings must be easily understood at both local and national level using appropriate media.

Scope and Requirements

17 The Service Provider will conduct two research studies to **respond to the two key objectives** and the key research questions in collaboration with the Management Unit and the GoG.

18 Where possible the Service Provider will seek to work with relevant GoG personnel and departments to **build capacity** in terms of research and monitoring as well as build the capacity of MOE/GES at National and District level to continue to measure the progress and retention of CBE learners in the education system

19 The Service Provider should **build on work already done** where possible, for example previous learner assessments, and demonstrate how they will use existing data to help substantiate findings particularly EMIS and learner assessment data which may be relevant.

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[2] Dissemination and communication products will need to be agreed in advance with DFID to ensure that they are in line with the timing and appropriateness of the requirements of different audiences within the Government of Ghana and DFID.

20 The Service Provider should also **review the Theory of Change** for the CBE programme and work with DFID and the CBE Management Unit to update the Theory of Change and identify evidence gaps. This process should identify where this research will provide evidence to support research gaps and provide evidence of what works and why and how replicable this is for other contexts. This should be done during the Inception Phase and agreed by all parties (DFID, CBE Management Unit and the Service Provider). This theory of change should then updated as the research evolves and the causal links between factors contributing to success or otherwise become clearer and with more evidence to prove/disprove the theory at different stages and levels.

21 Potential Service Providers should submit research proposals that **respond to the research questions** in a robust and cost-effective way. Potential Service Providers are invited to submit feasible strategies that would best answer the research questions. The proposal should include the proposed methodology, e.g. approach, design, data collection methods, analytical framework, research tools for risks and mitigation strategies as well as detailed cost of collecting, analysing the data, producing reports and widely disseminating the results. The studies are likely to require a mix of qualitative and quantitative methods. A roll out plan for both studies should be included as well as a communication strategy. The Service Provider should also consider tracking CBE learners who transitioned and those who did not to enable comparisons to be made between the two groups.

Methods

22 The proposed research should propose appropriate methodologies to respond to the following research in relation to the key two objectives.

23 **The Tracer Study**

Objective 1: Tracking CBE graduates from the 15/16 academic year into the formal system (for two years[3]) as well as *tracing* those CBE graduates (from previous cycles[4]), who have already progressed through the formal education system, and exploring the factors which support their transition and completion in the system; the study will also document their experiences (the **Tracer Study**).

24 The Tracer Study should seek to answer the following questions with a view to understanding the trajectory of CBE learners and why things are happening the way they are and under what circumstances and therefore able to contribute to increased understanding of the circumstances which contribute to transition of CBE learners and retention:

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[3] This would be for the 16/17 and 17/18 academic year. The DFID/USAID supported programme is due to end in November 2018.
[4] children who completed CBE more than three years ago in the formal system (through primary and, where applicable, through Junior and Senior High School).

- What are the background characteristics of children who transition to the primary school system (parental literacy/education levels, socio-economic characteristics, gender, age, family position etc.)? Comparisons between CBE and non CBE learners should be made.
- What are the entry points for CBE graduates into primary school – which grade where they placed and how was this decision taken?
- What proportion are retained in primary school and for how long? What proportion of children progress/repeat/drop out? Why does drop out occur and under what circumstances? How does this compare along gender, geographic regions, language, and implementation models?
- How resilient are CBE learners in the formal education system? What factors contribute to their resilience? In which curriculum areas do they perform well and in which do they struggle? How do they manage with the language transition? Do those that participate in the Bridge to English programme have a different experience? Why do CBE learners do well or not so well in some areas and under what circumstances?
- What are the attitudes of fellow (non CBE) pupils, and are there noted socialisation problems? What are the perceptions of teachers towards CBE entrants compared to non CBE entrants? Are there any factors that contribute to the difference?
- What are the differences between transitioned CBE learners in terms of learning efficiency and learner performance particularly in relation to literacy and numeracy once they are in the primary system compared to the non CBE learner's performance? How has their acquisition of literacy in their mother tongue language during CBE classes facilitated this?
- Are the long-term benefits of participation in CBE programme sustainable; for example do CBE students who transit to primary school complete? What school/community/home factors ensure that they complete? Do they progress to junior and senior high school? What are the motivation/aspirations and enabling factors?
- What are the school based factors in relation to retention such as: head teacher leadership, language of instruction, literacy approaches at the school, teacher and child friendliness of the school, the location of schools, quality of teaching, gender issues and other forms of discrimination, degree of support of parents, socio-economic group of pupils and family cohesion or support, etc. Key factors should be analysed and explored.
- What are the value additions of CBE on the schooling experience, retention and performance of children in primary school?

25 The Tracer Study should develop a database of children transiting to primary school in 2015/16, analyse transition, retention and progression rates for this cohort of children for two years - about 50,000 children are expected to transit to primary school for the 2016/17 academic year. In addition, the Tracer Study will collate a database of children by sex that completed CBE 3 to 5 years ago under previous programmes and document the experiences and aspirations of these children. A key focus of the study will be to document the experiences of children particularly of girls. It will be essential that

findings are disseminated and communicated in innovative ways. Policy makers, Ministry of Education and Ghana Education Service officials will need to be engaged at different stages in the Tracer Study[5].

26 The part of the study that relates to tracking previous cohorts of CBE learners is expected to cover those districts which have piloted different models of CBE. In particular it should include:

- Districts supported under the UNICEF programme and include pupils who have graduated through NSP-facilitated CBE classes as well as Community Facilitators facilitated classes in these same districts (these children graduated in mid-2015 and mid-2014 so would form part of the tracer component of the study.

- Districts supported to be part of a pilot Bridge to English programme which will be implemented in 15 communities in July/August 2016 to support the transition of CBE learners into primary school. These learners should be tracked in order to be able to compare the progress, resilience and experiences of those learners who participated in the Bridge to English compared to those who did not.

27 **The Learner Assessment**

Objective 2: Assessing whether the CBE programme increases literacy and numeracy competencies of its beneficiaries and understanding what factors enhance or detract from learning (the Learner Assessment).

28 The Service Provider would undertake a robust independent assessment of learning outcomes (literacy and numeracy competencies) of CBE learners in the 2016/17 and 2017/18 academic years (Cycle 4 and Cycle 5). The learners' assessment will contribute to the evidence base on what works in delivering education services to out-of-school children in terms of changes in literacy and numeracy levels. Results from these pieces of work will contribute to the debate on effectiveness of non-formal education in enhancing access, retention and learning for out-of-school children.

29 The learners' assessment process will generate, analyse, quality assure, produce reports, and disseminate the results to all key stakeholders. The assessment will establish a baseline of learners' knowledge at enrolment and an end-line on completion of a CBE learning cycle. Baseline for 2016/17 and 2017/18 cycle will be conducted in October 2016 and October 2017 respectively. It is envisioned that 50,000 children will be enrolled in 2016/17 academic year in 46 districts and taught in 12 local languages.

30 The learner assessment will assess learning gains of CBE learners should seek to answer the following questions and increasing

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[5] The Tracer Study Terms of Reference have been reviewed and approved by the CBE Steering Committee, as such the MoE, GES and other key partners are aware of and committed to the study.

understanding as to the causal effects of the different variables on learning
- How literate and numerate[6] are children at a time of enrolment to CBE classes?
- How literate and numerate are children at the time of completion of CBE?
- How does learning achievements compare by sex, geographical regions, implementation models, language groups, facilitators and implementing partners and what factors are contributing to increased levels of learning and why.

The Service Provider should also consider how drop-out during the CBE course might impact on the end line assessment.

31 There are factors in the current design of the programme that could influence the methodology/approach. For example, potential Service Providers should be aware that the medium of instruction in the CBE classes are local languages. There are currently 12 languages in which the CBE programme is being delivered. In addition, facilitators of CBE classes comprise community-based volunteers. These pre-determined programme features should be considered when developing the most appropriate assessment design. In addition, migration of households may affect CBE transition to nearby primary schools and this should be included in the risk assessment. Additionally, some CBE classes are setup in remote communities without formal primary schools within accessible distance. The Service Provider should identify how they will deal with these contextual, socio cultural and socio economic issues including mitigation actions where appropriate.

32 There are some factors that could have implications for the assessment. For instance, migration of households may affect CBE attendance. There are also communities which have a multilingual environment with more than one local language being used at the home, in the community and in the schools. Additionally, some of the communities may be located in remote areas and less assessable during the rainy season.

33 For the research, DFID Ethics Principles and Guidance should be adhered to. Information on these can be found from 'Review of Ethics Principles and Guidance in Evaluation and Research (Jan 2016) Commissioned by DFID, Author: Dr. Leslie Groves. Available from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/524635/Ethics-principles-report-2016.pdf and from DFID (2011). *DFID Ethics Principles for Research and Evaluation* . Available from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67483/dfid-ethics-prcpls-rsrch-eval.pdf

Role of Service Provider, Management Unit, Implementing Partners, and GES/MOE

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[6] Literacy and numeracy competencies to be defined by the Management Unit

34 The Service Provider will be required to work collaboratively with the CBE Management Unit and the various Implementing Partners including Ghana Education Service (GES) or Ministry of Education (MOE) to collate a current database of current CBE learners and to collate a database of current and former CBE learners[7]. There will be a need to work with, and consult DFID, and the CBE Management Unit during the inception phase when the research strategy and sampling and analytical framework are being developed and the theory of change is being updated. Some of the specific roles of various partners are described below.

a) **Management Unit**
- Make available programme data (to be agreed during inception) relevant to tracking cohorts of CBE learners and to assessing CBE learners.
- Provide lessons learnt and final assessment report of 2013/14 learners' assessment and make available the learner's assessment tools developed for CBE in the respective languages of instruction. (DFID will also provide information on the 2015/16 learner assessment)
- Liaise with School for Life to make data of former CBE learners available - where possible include names of students, year of completion of CBE etc. Relevant information to be agreed with Service Provider.
- Provide technical engagement and direction along with DFID as appropriate.
- Supporting dissemination of the research and supporting presentation /engagement with the CBE Steering Committee as appropriate.

b) **CBE Implementing Partners**
- Collaborate with the Service Provider during data collection
- Ensure availability of learners and facilitators during data collection.

c) **MOE/GES**
- Support the study by providing one or two key researchers who will support the study and provide ongoing support particularly during the inception, field data collection and analysis phases. This will need to be negotiated with the support of DFID and the CBE Management Unit;

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[7] The Service Provider will also need to work with UNICEF and School for Life in particular on the tracer component respectively. School for Life is one of the implementing partners who have a long history of implementing CBE programmes and where funded by DFID to reach 20,000 CBE learners in 2012/13, the first year of the DFID/USAID programme.

- Provide any relevant data which may be needed during the period of the study including performance data.

c) Service Provider
- Manage and implement the research studies
- Develop a robust assessment strategy, sampling framework and tracing/tracking tools / assessment tools in accordance with the languages used in project sites[8].
- Pilot test the key instruments.
- Undertake data collection in liaison with the Management Unit and Implementing Partners and GES as appropriate.
- Analyse, report and disseminate the research as agreed in the work schedule in paragraph 38.
- Ensure quality assurance of the research studies including the final research reports.
- Ensure production of appropriate communication materials from the research (e.g. Policy briefs, presentations etc.)
- Provide regular updates to DFID and also ensure that the Management Unit is kept regularly updated on the studies and informed of their role and potential impact on implementing partners.

Skills and qualifications of Service Provider

35 The Service Provider must comprise qualified researchers with professional research credentials, a demonstrated track record of conducting tracer studies and learner assessments of this nature and international research experience. It is expected that members of the team have specific qualifications or credentials in educational evaluation and learner assessment with solid experience in developing economies and poor rural environments. It is desirable that the team possess technical knowledge of literacy and numeracy approaches for children and CBE in general. Practical knowledge of local government in Ghana will also be an advantage. The team is encouraged to seek the expertise, and engage with, local level researchers as appropriate. Experience of conducting educational surveys is highly desirable.

DFID Contract Management Arrangements

Budget and Performance Requirements

36 This research contract (inception and implementation phases) is valued at an overall budget of £900,000. This ceiling would include all activities (direct and indirect programme costs) under the project. Service providers are expected to provide a competitive proposal that

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[8] Previous learner assessment tools will be made available to inform the development of the tools as well as as the full baseline and endline reports from the previous assessments.

maximises the results that will be achieved within the indicative budget. Reference should be made to DFID's Value for Money (VfM) strategy.

37 The Service Provider should also propose some Key Performance Indicators (KPIs) which will be agreed with DFID to manage the Service Provider's performance throughout the life of this contract. It will allow the measurement of aspects such as work planning, service provision and programme delivery. The final suite of KPIs will be agreed with the Service Provider upon completion of inception.

Outputs and reporting

38 The following key outputs are expected to be delivered under the contract by the Service Provider. All reports should contain progress made and actionable recommendations where appropriate. Final reports should include an executive summary, detailed methodology, key findings, conclusions and recommendations. Other deliverables to share findings externally will also be expected. Suggested key outputs are outlined below, but will be finalised during the Inception Phase when timeframes should also be agreed.

Output	Delivery date
Inception report Outlining the final methodology including the approach, design, data collection methods, analytical framework, research tools for both components, implementation risks and mitigation strategies, a communication and dissemination plan and adherence to ethics as well as detailed cost and timeframes.	2 months after contract signing
Progress report 1 6 month progress reports should reflect progress on, barriers to and risks associated with implementation.	8 months after signing the contract
Mid-term progress report 6 month progress reports should reflect progress on, barriers to and risks associated with overall project implementation This report should also present a summary of findings of the first year of (i) tracking transition of 2015/16 CBE cohort of graduates (ii) tracing of former CBE graduates in primary/junior high school as well as a summary Cycle 4 learner assessment findings. *Please note that this is separate to the full Learner Assessment and Tracer Study reports which will be issued as specified according to the timelines indicated below.*	14 months after contract signing
Progress report 2	20 months after

6 monthly progress reports should reflect progress on, barriers to and risks associated with implementation	signing the contract
Final report This should provide aggregate findings of (i) tracking transition of 2015/16 CBE cohort of graduates after two years (ii) tracing of former CBE graduates in primary/junior high school graduates and a summary of the finding from the two learner assessments. The report should include actionable recommendations for future CBE implementation and identify lessons learnt for the CBE programme as well as for the implementation of reseach.	26 months after contract signing.
Learner Assessment *Baseline Assessment reports* *Annual baseline assessment for children enrolling in CBE for cycle 4 and cycle 5*	October 2016 and October 2017
Baseline Assessment reports *Analysis of baseline literacy and numeracy competencies of children enrolled in CBE for Cycle 4 and Cycle 5*	December/January 2017 December/January 2018
Endline Assessment reports *Annual end line assessment of children completing CBE for cycle 4 and cycle 5*	June 2017 and June 2018
Endline Assessment Reports *Detailed analysis of literacy and numeracy learning gains compared to base line data produced and disseminated. This should be done for cycle 4 and cycle 5.*	September 2017 and September 2018
Tracer Study Baseline or situational report responds to the scope of work outlined in paragraphs 24 – 27. This should provide an overview of the current status of the cohorts of out-of-school children being tracked	October 2016
Annual analytical report on progress	October 2017/October 2018
The content, structure and timing of these reports will be agreed with DFID at inception.	

Logistics and procedures

39 The study is expected to start its Inception Phase in August, 2016.

Reporting requirements

40 The Service Provider will prepare reports based on the agreed timelines in paragraph 38 above for DFID Ghana and the CBE Steering Committee as appropriate, for comments and approval. The Service Provider will ensure quality control and rigour in reporting. Reports will focus on, but not limited to, progress against work plans and KPIs agreed during the Inception Phase. Progress reports should also be submitted to reflect progress against the research, barriers to implementation, a review of the risks associated with the research and Value for Money. The Service Provider will agree reporting formats with DFID finally early in the inception phase. Any need for additional reporting will be discussed and agreed during the contract and formally covered by amendment to these ToR. The Service Provider will also be required to present methodology and results to CBE Steering Committee at various points in the project. These timelines will be agreed with DFID.

Coordination

41 The service provider is expected to:

   a. Liaise closely with DFID Ghana, the CBE Management Unit and MOE/GES in the delivery of the research as outlined in paragraph 35.
   b. Effectively manage the contract to ensure KPIs and key milestones are met. Work plans and milestones should be regularly reviewed to ensure team is on track. Meet with DFID Ghana on a regular basis to update on progress and review work plans, KPIs and key milestones.
   c. Manage, co-ordinate and monitor performance of the activities of the various parts of research, taking action to strengthen any weak elements of the programme and reinforce strong ones.
   d. Liaise with the different partners in the project, particularly with government, CBE Management Unit, UNICEF and CBE implementing partners.
   e. Engage users and policy-makers with the research; represent the research on behalf of DFID in dissemination events.

42 The programme will be overseen in DFID by Education Advisor with support from the Deputy Programme manager based in DFID Ghana. The Education Advisor will focus on technical advice while the Deputy Programme Officer will be responsible for financial matters, compliance and administrative functions.

Payment Arrangements

43 Payment on this contract will be made in arrears based on satisfactory delivery of agreed deliverables and progress against KPIs, within agreed timelines and payment structure agreed with DFID.

Duty of Care

11 The Service Provider is responsible for the safety and well-being of their Personnel and Third Parties affected by their activities under these terms of reference, including appropriate security arrangements. The Service Provider will also be responsible for the provision of suitable security arrangements for their domestic and business property.

12 DFID will share available information with the Service Provider on security status and developments in-country where appropriate. DFID will provide a copy of the DFID visitor notes (and a further copy each time these are updated), which the Service Provider may use to brief their Personnel on arrival.

13 The Service Provider is responsible for ensuring appropriate safety and security briefings for all of their Personnel working under this contract and ensuring that their Personnel register and receive briefing as outlined above. Travel advice is also available on the FCO website and the Service Provider must ensure they (and their Personnel) are up to date with the latest position.

14 Tenderers must develop their Tender on the basis of being fully responsible for Duty of Care in line with the details provided above and the initial risk assessment matrix prepared by DFID (see 2015 CBE Annual Review) Tenderers must confirm in their ITT Response that:

- They fully accept responsibility for Security and Duty of Care.
- They have made a full assessment of security requirements.
- They have the capability to provide security and Duty of Care for the duration of the contract.

15 If you are unwilling or unable to accept responsibility for Security and Duty of Care as detailed above, your ITT will be viewed as non-compliant and excluded from further evaluation.

16 Acceptance of responsibility must be supported with evidence of Duty of Care capability. DFID reserves the right to clarify any aspect of this evidence.

Annex A – Duty of Care

SUMMARY RISK ASSESSMENT MATRIX

DFID Overall Project/Intervention
Summary Risk Assessment Matrix

Project/Intervention title: Complementary Basic Education (CBE)
Programme

Location: GHANA

Date of assessment: 09 June 2016

Assessing official:

Theme	DFID Risk score Northern Ghana	DFID Risk score Other Parts of Ghana
OVERALL RATING	2	2
FCO travel advice	3	2
Host nation travel advice	Not Available	Not Available
Transportation	3	3
Security	3	2
Civil unrest	3	1
Violence/crime	3	3
Espionage	2	2
Terrorism	2	4
War	1	1
Hurricane	1	1
Earthquake	2	2
Flood	3	2
Medical Services	4	4
Nature of Project/Intervention	2	1

1 Very Low risk	2 Low risk	3 Med risk	4 High risk	5 Very High risk
Low		Medium	High	

Click the link below for the latest FCO travel advice.
https://www.gov.uk/foreign-travel-advice/ghana

Annex B
List of CBE Programme Regions/Districts

Regions	Districts
Northern Region	Bole Sawla-Tuna-Kalba East Gonja Kpandai West Gonja Central Gonja Yendi Zabzubu Nanumba South Mion Saboba Sagnarigu Kumbungu Gushiegu East Mamprusie Nanumba North West Mamprusie Mamprugu Moaduri North Gonja Karaga
Upper West Region	Daffiama/Issa/Busie Wa West Wa East Sissala East Sissala West Jirapa Nadowli Lambusie-Karni Lawra
Upper East Region	Bawku West Kassena Nankana West Bawku Bongo Pusiga Talensi Tolon GaruTempane
Brong Ahafo Region	Sene West Atebubu Pru

	Tain Nkoranza North Sene East
Ashanti Region	Sekyere Afram Plains

Annex C: CBE Stakeholders, Roles and Responsibilities and Interrelationships[9]

Stakeholders	Roles and responsibilities	Decision Making Responsibilities	Relationship with other stakeholders
National level			
Steering Committee	• Coordination of all CBE interventions in Ghana • Quality control	• Approves CBE programmes implementation • Selection of districts for CBE programme implementation • Approval of programmes, activities and budgets • Approves procurement of IPs • Approval of programme research	• Coordinates DFID and other donor funding • Approves MU programme planning and budgeting • Supervises MU programme implementation and activities
DFID	Funding of programme activities	• Approval of relevance and appropriateness of programme activities • Approval of relevance and appropriateness of programme budget and expenditure • Approval of MU activities and expenditure	• Coordinating of donor support • Liaison on policy decisions and action MoE/GES • Overall coordination of CBE activities of MU
USAID	Provision of complementary funding support	• Collaborative decision	Collaboration with DFID and

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[9] These roles and responsibilities are extracted from the following programme documents: CBE Policy, ToRs for Steering Committee, CBE Guidelines, CBE Policy Implementation Plan, M&E Framework, Resource Manual for Trainers

Stakeholders	Roles and responsibilities	Decision Making Responsibilities	Relationship with other stakeholders
		making with DFID	other funding agencies
Ministry of Education	▪ Policy direction and support for CBE programme interventions ▪ Coordination of CBE programme activities ▪ Finance CBE providers as may be necessary	▪ Approval of CBE policy ▪ Development agreement with funding agencies ▪ Approval for CBE implementation to ensure availability of necessary capacity, resources and commitment to the core values and principles of CBE policy	Coordination of CBE interventions
Ghana Education Service (Basic Education Division (BED), Teacher Education Division (TED), Curriculum and Research Development Division (CRDD, Girls' Education Unit (GEU))	▪ Oversight of the National CBE programme through a National CBE Steering Committee ▪ Appointment of CBE Desk Officer in GES ▪ Training of facilitators ▪ Graduation of Learners ▪ Integration of CBE graduates into formal school ▪ Programme Evaluation ▪ Starting a second cycle ▪ Management of the national CBE programme including staffing costs in the Basic Education Division of GES ▪ Procurement of non-state CBE providers ▪ Assessment of students at the end of the nine-month cycle and supporting their effective integration into primary schools	• Management and administration; • Allowances for facilitators; • Community gatherings and other initiatives to mobilise additional community resources and general community-level support for CBE; • Curriculum development, under the guidance of GES; and • Monitoring the suitability and use of the standard package of instructional materials with GES	• Same as above • Supervision of CBE providers

Stakeholders	Roles and responsibilities	Decision Making Responsibilities	Relationship with other stakeholders
	▪ Monitoring the national CBE programme through regional and district education offices with data coordinated at the centre ▪ Development of CBE materials ▪ Training of facilitators and community committee (CCs) ▪ Mobilisation of National Service Personnel; and ▪ Public awareness and resource mobilization		
Crown Agents/Management Unit	▪ Lead programme implementation ▪ Management of CBE programme funds ▪ Selection of districts ▪ Identification of the population of out of school children in selected districts ▪ Validation the language of instruction (seven languages local language of area) ▪ Development of programme implementation manuals (M&E framework, programme implementation manual, financial management manual, etc) ▪ Procurement of non-state providers ▪ Developing, monitoring and ensuring the implementation of detailed standards for CBE providers ▪ Provision of training for trainers, CBE facilitators, CBE providers and local	• Procurement processes • Relevance of programme activities and budgets for approval by DFID, Steering Committee, etc • Approval of programme implementation and audit reports	The MU will report to the Steering Committee/MoE/GES, DFID

Stakeholders	Roles and responsibilities	Decision Making Responsibilities	Relationship with other stakeholders
	committees • On-going development and provision of the standard set of educational materials; • Technical support, M&E, gender, strategic support, education quality and capacity building • Establishment of systems for financing and procurement of CBE providers; Public awareness to advance public support for CBE; • Facilitating financial support for CBE from the Government's own resources and from international Development Partners as well as other national sources • Supporting CBE providers in their efforts to secure district and community level resources; and • Evaluating CBE programmes, including an annual assessment, and feeding lessons learned into future training and guidelines		
Implementing Partners (IPs) – Non State civil society organisations	• Coordinate and lead implementation of programme in assigned districts • Training of facilitators • Graduation of Learners • Facilitators' Celebration Day • Integration of CBE graduates into formal	• Implementation plans with district authorities • Relevance and appropriateness of plans and budgets at the district and community levels	• Reports to the MU • Liaison with district and community authorities • Operate with all stakeholders as defined

Stakeholders	Roles and responsibilities	Decision Making Responsibilities	Relationship with other stakeholders
	school ■ Programme Evaluation ■ Organization of Facilitators' Celebration Day ■ Signing of MoU with community and district actors ■ Programme monitoring and supervision		in CBE policy ■ Operate through Community Committees (CCs) to ensure communities are fully committed to CBE provision and are able to ensure CBE adaptation to local needs
CBE Alliance, Ghana National Education Campaign Coalition (GNECC), Northern Network for Education Development and other International and National Non-Governmental Organisations/ Private Sector	■ As above ■ Awareness creation, sensitisation and education on CBE and education generally ■ Advocacy and lobbying for CBE interventions	Same as above	■ Same as above
Regional Level			
Regional Education Office	■ Policy, planning, monitoring and evaluation	Data management requirements, interface of programme data with	■ Liaison with national and district education authorities for policy

Stakeholders	Roles and responsibilities	Decision Making Responsibilities	Relationship with other stakeholders
		Education Management Information System (EMI)	planning, monitoring and evaluation
District Level			
Project Field Officers (Programme Coordinators, District Coordinators, M&E officers)	The district coordinators and M&E officer collate data from the supervisors and report to the programme coordinator/GES.	Validity and completeness of community data on enrolment, retention, graduation and transition of learners	Works with district authorities, programme coordinator, supervisors, etc.
District Assemblies	- Provide administrative support - Provide oversight and coordinate programme activities through District Education Oversight Committees (DEOCs) - Explore opportunities to funding programme activities - Provision of infrastructure for school - Enrolment and recruitment of learners and identification of facilitators - Awareness creation and sensitisation on CBE	- Signing of MoU - Oversight decision making on programme planning and implementation - Budgetary support to CBE implementation - Provision of infrastructure for transition of learners - Siting of schools	Works with IPs, DEOs, NGOs, communities, district coordinators and supervisors
District Education Directorates	- Appointment of district desk officer - Coordination of CBE activities at district level - Training of facilitators - Graduation of Learners - Facilitators' Celebration Day	As above	As above

Stakeholders	Roles and responsibilities	Decision Making Responsibilities	Relationship with other stakeholders
	▪ Integration of CBE graduates into formal school ▪ Programme Evaluation ▪ Starting a second cycle ▪ Organization of Facilitators' Celebration Day ▪ Signing of MoU with community and district actors ▪ Awareness creation and sensitisation on CBE at district and community level		
Community level			
Head teachers & teachers of transition schools	• Transition of learners • Follow up on transitioned learners • Participation in orientation programmes for teachers and head teachers • Collaboration with SMCs/LCs and facilitators	• Adequacy of school infrastructure and facilities • Use of school premises for CBE classes	• Works with all stakeholders at the community and district levels
Communities (Chief, Elders, Community Members)	• Facilitate identification of OOSC • Community mobilisation • Coordination of community support to CBE programme implementation • Formation of local committees for CBE classes	• Complementary support to CBE facilitators	• Willingness of the community to implement the programme • Complementary support to the facilitators
School Management Committees/Local Committees	• Enrolment and recruitment of learners and identification of facilitators • Responsible for supervising the classes and identifying supporting needs of facilitators &	• Complementary support to CBE facilitators • Provision of CBE class infrastructure and facilities	• Collaborate with facilitators, supervisors, chiefs and elders

Stakeholders	Roles and responsibilities	Decision Making Responsibilities	Relationship with other stakeholders
	learners and feed the information to the supervisors • Elicit support from community chief, elders, parents and other community members • Mobilisation of community members for provision of CBE class/school infrastructure and facilities • Awareness creation about CBE and importance of education		
Supervisors	• Responsible for supervising classes, providing mentoring and coaching support to the facilitators and learners • Provide all community level data in relation to enrolment, facilitator and learner attendance, dropouts, graduation, integration community mobilisation efforts, etc.	• Monitoring and supervision of classes • Validity and completeness of data collected class level and collation at community level for onward transmission to district coordinators • Feedback to communities	• Collaborate with facilitators, committees, chiefs and elders
Parents	• Enrolment, attendance and retention in CBE classes	• Regular attendance and punctuality	• Collaborate with facilitators, committees, chiefs and elders
Facilitators	▪ Responsible for facilitating the class, collecting enrolment & attendance data and submission to the supervisor and LCM/SMC as may be required.	• Performance of learners and responsiveness of classrooms, teaching & learning materials	• Works closely with SMC/LC & Supervisors; provide data on attendance and punctuality of learners; liaises with committees

Stakeholders	Roles and responsibilities	Decision Making Responsibilities	Relationship with other stakeholders
			and supervisors to address class management challenges • Liaises with head teachers and teachers on transition of learners
Out-of-School Children	• Enrolment, attendance and retention in CBE classes	• Regular attendance and punctuality	• Collaborate with parents, facilitators and committees