

Terms of Reference for Service Provider

Strengthening and Sustaining Complementary Basic Education (CBE) in Ghana

Introduction

1. These terms of reference (TORs) are for the service provider for the extension of the current DFID-funded CBE project to November 2018. They outline the scope of work and management arrangements and, once they become effective, these TORs will replace the original version provided in 2012.

Background

2. Having recently achieved lower income status, Ghana is at a key stage in its development. Sustained economic growth and political stability have helped Ghana to achieve MDG 1, ie to halve poverty by 2015. But there is still much work to do – including bridging the gap between progress made in the north and south, improving the efficiency and effectiveness of public financial management, and tackling Millennium Development Goals (MDGs) that remain off-track. Ghana is significantly off-track on MDG 2 (universal primary education), MDG 3 (gender equality), MDG 4 (child mortality) and MDG 5 (maternal mortality).
3. Ghana has made impressive gains in basic education over the past decade, particularly in increasing enrolment in kindergarten, primary and junior high school. However, a significant number of children from disadvantaged backgrounds still do not have access to primary school. Others start primary school but, for a range of reasons, drop out before completion. Currently, an estimated 772,000 children of primary school age are not attending school. Many of these children live in Ghana's poorest districts, notably in the north.
4. UK support to Ghana over the next four years will consolidate recent achievements; deliver further results for poor people. DFID in Ghana has two cross-cutting priorities: women and girls, and growth and poverty reduction in the North.
5. In education, DFID is focusing on helping to increase the numbers of out-of-primary-school children (re)integrate into mainstream primary education; increase the number of disadvantaged girls completing junior high and senior high school; and transform the quality of teaching and learning by strengthening teacher education.

The development of CBE in Ghana

6. The Ministry of Education has drafted a Complementary Basic Education (CBE) Policy to bring out-of-school children into the mainstream school system. The November 2013 policy framework was formally approved by the Minister on 17th December 2014, but is yet to be disseminated. The Government has indicated on a number of occasions, most recently in the November 2014 budget statement, that it intends to 'expand the CBE Programme to cover 420,000 out-of-school children currently not covered by the Programme'. The Government has not yet formally committed any funding for the provision of CBE.
7. Non-state providers have been delivering CBE to out-of-school 8 to 14 year old children in Ghana for over 15 years, with support from donor partners such as DANIDA, USAID, UNICEF and DFID. After completing a nine-month CBE programme, children acquire sufficient

numeracy and literacy to be able to enter primary school at either class three or four (ie P3 or P4). These providers of CBE have delivered consistently strong results, based on their innovative approach to pedagogy, the use of children's mother tongue, and a programme that is adapted to the needs of communities where out-of-school children reside.

8. DFID Ghana has supported out-of-school children through School for Life since 2008. The current programme builds on this strong foundation, including by:
 - Enabling 200,000 children to benefit from the CBE programme and to (re)integrate into mainstream primary schools
 - Supporting a wider range of implementing partners to strengthen their capacities to deliver the CBE programme
 - Training and supporting over 1,000 community members to be CBE facilitators
 - Assessing how well CBE graduates develop literacy and numeracy skills
 - Tracing the extent to which CBE graduates (re)integrate into primary schools, continue and complete their primary education, and transition to JHS
 - Investigating the feasibility of using National Service Scheme (NSS) personnel as CBE facilitators through a UNICEF-overseen pilot in three districts
 - Strengthening Government capacities to take on full responsibility for the oversight, coordination and management of the CBE programme into the future.
9. To achieve this, DFID Ghana engaged Crown Agents as the Service Provider (SP) to fulfil the role of Management Unit (MU), to manage the scale-up of CBE in coordination with the Government of Ghana (Ghana Education Service and the Ministry of Education) at national, regional and district levels, and with other development partners.
10. The current CBE project and contract with Crown Agents runs for three years, from 2013 to 2016.
11. Following discussion between DFID, the Government and USAID, and the latter's interest in providing funding for an extension of support for CBE, DFID wishes to extend the contract with Crown Agents for continuing support until November 2018.
12. While an extension represents a continuation of the current project it requires that project objectives are reviewed and revised accordingly. As a result the outputs for the whole project (ie including an extension to November 2018) will be as follows:
 - Under output one, at least a further 80,000 out-of-school children (aged between 8-14 years) will be provided with access to a standardised CBE programme, taught in their mother tongue or a familiar language, enabling them to rapidly develop numeracy and literacy skills. On completing the nine-month programme these children will be able to (re)enter into mainstream primary school at the appropriate class level. CBE programmes will be delivered by implementing partners, such as those currently operating at district and community levels.
 - Under output two, the Government of Ghana will develop the capacity to oversee, coordinate, finance and manage CBE support for out-of-school children, including the necessary procurement capacities to contract non-state providers as implementing partners to deliver effective CBE programmes.
 - Under output three, DFID will support investments that will strengthen the evidence base on providing education to out-of-school children; supporting their (re)integration into mainstream primary schools; and ensuring lessons of experience are identified, communicated and applied to enable all children to access a quality primary education.

13. These Terms of Reference (ToRs) relate to the implementation of all three outputs of the programme, and the role of the service provider in achieving project objectives. The revised ToRs should be read in conjunction with the Business Case and the description of the programme of work, and are provided as the basis for a revised methodology for delivery.

Purpose/Objective

14. The objective of the CBE project, including the extension to November 2018, is to provide the CBE programme to out-of-school children to enable them to transition into the mainstream school system; and to improve the knowledge, understanding and capacity of the Government of Ghana and other Ghanaian agencies to assume increasing responsibility for the CBE programme and to continue with the programme following the withdrawal of the service provider and other external support.

Recipient

15. The recipients of the services are the Government of Ghana, and the targeted communities and out-of-school children.

Scope of Work

16. The service provider will manage the disbursement of funds to implementing partners to run CBE programmes to reach 200,000 out-of-school children. It is anticipated that funds will be disbursed to non-state providers implementing CBE programmes over the project period.
17. The service provider will identify, contract, disburse funds, audit, monitor and provide capacity building training to the implementing partners to deliver an agreed standardised Government of Ghana CBE-approved programme. All CBE programmes implemented by non-state providers (awarded grants) will follow the same format, curriculum and deliver the same teaching and learning materials, as well as run for the same nine-month period during each academic year.
18. The service provider will also work with the Ministry of Education, the Ghana Education Service, the CBE Alliance and others to support the monitoring and refinement of the CBE package and to strengthen the evidence base on CBE and out-of-school children.
19. Currently the CBE Alliance is a loose network of implementers with members such as School for Life and IBIS. The SP will be required to work with the Alliance in knowledge sharing, lobbying the Government and implementing a standardised Government-approved programme.
20. The service provider will build the capacity of the Ghana Education Service to deliver CBE programmes, better develop the policy, implementation, procurement and budgetary framework for contracting non-state providers. The aim is that by the end of the project, the Government of Ghana should be in a position to procure the services of non-state providers to run CBE programmes.
21. The SP will be required to demonstrate clear value for money. This will include demonstrating that administrative costs can be minimized, the management processes designed to maximize cost effectiveness and that grants can be allocated to implementing partners based on evidence that results will be achieved. A clear process for measuring value for money should be included in the monitoring framework.

22. The SP will be required to meet the agreed indicators set out in the project's log-frame, and to include the Programme Outputs, which will include, but not be limited to the following:

Summary of the work-programme by the SP under Outputs 1 and 2 will include:

(A) The SP will work with and provide technical support to MoE/GES to deliver CBE programme management and implementation through a systematic format, curriculum and teaching and learning materials by:

23. Continuing to engage in and buttress technical assistance provided under a separate contract under the project (for support to delivery of Output 2) to the Ghana Education Service and the Ministry of Education for the implementation of a standardised Government approved CBE package, including the training materials for training facilitators, curriculum, methodology and teaching and learning materials, used in the delivery of the programmes. The SP will be expected to support the production, translation and printing of the master CBE package into local languages for the non-state providers, implementing the programmes.

(B) The SP in partnership with GES will disburse grants to implement CBE delivery in project sites

24. Undertaking a mapping strategy with the MoE/GES and through consultation with the CBE Alliance, Steering Committee and relevant stakeholders to identify and decide which districts and language communities will be selected as project sites. This decision will primarily be informed by where out of school children are and how accessible they are to any potential CBE programme.
25. Work with and support GES to review funding criteria for bids from implementing partners and necessary application forms, tools and processes to receive applications. In order to seek bids, the SP will engage potential implementing partners in addition to existing partners for the programme.
26. Provide oversight to the overall procurement process and work with MoE/GES to negotiate and sign grant agreements/contracts with successful implementing partners and making timely disbursements in accordance with the achievement of agreed project delivery targets. The contracts will be agreed by the SP and Government confirming that proposed requests for funds reflects value for money by using benchmarks and cost comparisons.

(C) In partnership with GES, manage the implementation and delivery of CBE programmes by Implementing Partners.

27. Overseeing implementation, including rigorous monitoring of progress and consistently high delivery of results.
28. Implementing capacity training (through workshops and training manual guidance) and administering interventions to grantees to help them deliver their results and ensure that the Government-approved standardised package is implemented, and technical quality is adhered to. This will include providing tailored and generic capacity-building support to maximise results, and compiling rosters of technical assistance and negotiating draw-down contracts as required for capacity building support.
29. Strengthening the MoE/GES capacity to assume increasing management responsibility of the CBE programme implementation and delivery through SP's guidance, support and monitoring

30. At the district level – the SP will need to monitor that the non-state providers are working closely with the district education officers to ensure that graduates of the CBE programmes enrol in the formal sector. The SP will guide the non-state providers in their working relationship between the district education offices and ensure a smooth transition of the CBE graduates.

(D) Financial management with GES Finance and Administration Division leading on budgeting and expenditure

31. Work with and strengthen GES's financial management capacity including collaborating in reviewing and processing financial request claims from implementing partners, by verifying and authorising all claims, ensuring that funds are claimed in accordance with agreed budgets.
32. Track disbursement of funds through a financial reporting format for use, approved by DFID and the Steering Committee
33. Manage all financial and accounting matters of funds by:
- a. Receiving Annual Audited Accounts from all grant holders;
 - b. Monitoring the overall budget;
 - c. Producing quarterly and annual financial returns for the project, showing amounts disbursed, broken down in DFID's financial year period.
 - d. Conducting spot checks on grantees' accounts.
 - e. Commissioning Due Diligence on the implementing partners to ensure that they have the required capacity to implement the programme.
 - f. Developing and maintaining a searchable database of information on the funds disbursed that is accessible to DFID, Ghana Education Service and Ministry of Education, as well as suppliers under Output 3. The database shall enable detailed searches on the status of all allocations and out-of-school children reached.
34. Actively pursuing those fund recipients who fail to submit annual financial expenditure reports and Annual Audited Accounts on time. The SP will report any concerns to DFID immediately. SP will also encourage and strengthen the capacities of the GES to carry out the requisite due diligence on IPs.
35. Throughout the project, carry out the requisite due diligence on implementing partners and ensure proper fiduciary oversight through constant monitoring. The SP will assume some level of responsibilities of risk for any loss incurred by implementing partners.
36. Annual audited accounts will be required from the SP, clearly reporting against the budget earmarked for each strand or activity. The audit should be outsourced to a reputable international firm. The firm will monitor and report to DPs, the transparency and productive use of the programme funds. This will supplement standard auditing arrangements.

(E) Monitoring and evaluation with MoE/GES (particularly with PBME)

37. Work with and support MoE/GES (particularly with PBME) to implement an agreed monitoring approach. This will include, but will not be limited to:
- a. A framework for monitoring programme outputs, outcomes and results within the context of the log-frame. The SP and PBME will be responsible for collecting the data that will track progress against the log-frame indicators. These data will be used to inform the completion of the DFID annual review report which the SP will need to feed into. DFID Senior Results and Evaluation Adviser may quality assure this data collected, and may require additional data.

- b. A description of how recipients' feedback is obtained and used, including the methodology used for performance measurement and how the collection and analysis of relevant and reliable data will be used for more effective management and continuous improvement of the programme.
- c. Regular monitoring and reporting of the project through field visits with DFID staff. These routine field visits by DFID staff will focus on value for money (comparing prices for items) and fiduciary management (including progress made on recommendations to reduce fiduciary risk of sub-contracting). One of the monitoring visits will form part of the mandatory Annual Review. The district education officers and DFID will use the annual review process to monitor both programme delivery and financial management. Timetables should be suggested for field visits involving DFID and the Government.
- d. Conducting asset registers and verification.
- e. Establishing appropriate quarterly reporting mechanisms and monitor project outputs and outcomes;
- f. Notifying MoE/GES and DFID Ghana on project implementation including where problems have arisen that may require action;
- g. Aggregating the data and monitoring reports into regular overall progress reports for DFID, the Steering Committee, other stakeholders set against milestones and targets in the project level log-frame, and quality assuring the data and progress reports;
- h. Sharing on a regular basis results of the project implementation with the Government of Ghana;
- i. Working closely and inputting strongly with DFID on annual reviews, a mid-term review and a final project completion report.

(F) Knowledge-generating and sharing

38. Lead on knowledge-sharing activities, communication and campaigning on out-of-school children, and disseminate results of the implementation with the Government of Ghana (specifically GES), Development Partners and all relevant stakeholders through a knowledge-management and communications strategy. This will include, but will not be limited to:
 - a. Putting on knowledge-sharing events and workshops. As such the SP will engage closely with the suppliers under the project (contracted under Output 3) that will be researching and building the evidence base on CBE, and as such the SP will keep the Government of Ghana informed on all research developments.
 - b. Undertaking periodic research and analysis of CBE and the out-of-school children context in relation to the results areas and overall objectives and maintain a deep understanding of the education sector context.
 - c. Establishing and maintaining a case-study and results data-base, and working with the data-collection unit of the Ministry of Education – (the Education Management Information System) to share the data and propose follow-up action based on the data collected.
 - d. Documenting and reporting results and lesson-learning through a variety of media, including newspapers and the Internet and acting as a conduit of information and best practice between partners and to key stakeholders.
 - e. Providing learning opportunities to the formal sector to enable lessons and innovative approaches from CBE programmes to be incorporated into the Ghana Education Service.
 - f. Mobilize the CBE Alliance to champion CBE nationally.

(G) Building the technical capacity and expertise of the Government of Ghana to manage CBE procurement

39. The SP will be required to work with the Ghana Education Service in designing and adopting a strategy for sustainable delivery of CBE – in light of the fact that donor funding will end by November 2018. Part of this effort will involve strong coordination and collaboration with the IPs and CBE Alliance. Activities will include the following, but may be expanded upon commencement of the project:
- a. Take up any revisions required for the CBE package of teaching and learning materials. During the project life-cycle, through monitoring and evaluation of the package, the package may require further refinement.
 - b. Support the PBME and GES to agree on and produce monitoring, evaluation mechanisms and guidelines for the operation of CBE learning centres/schools at the district level.
 - c. Support MoE/GES to implement the technical assistance and capacity building plan for district education offices to eventually manage CBE programmes and reinforce linkages between the centre and the districts on CBE.
 - d. Improve Ministry of Education's and Ghana Education Service's procurement and financial management culture. This will include working with the GEST on:
 - i. Producing guidelines for funding CBE programmes in the future.
 - ii. Collaboration to deliver a data-base on CBE programmes.
 - iii. Coming up with defined collaborative approaches between state and non-state actors, including the private sector on delivering CBE programmes.
 - iv. Supporting and understanding how to strengthen Government-procurement systems to contract non-state providers to deliver CBE programmes.
 - v. Providing the Government at the centre and also district offices with support to assess where cost savings could be made in current programming, which currently crowds out spending on out-of-school children's educational provision. This will include actively monitoring the CBE programmes delivered under the Global Partnership of Education.
 - e. Create and finalize by the end of the project, an approved transition strategy for the CBE programme. This should be developed by the end of year one and updated throughout and finalized with the MoE/GES by the end of the project.

Project planning

40. Reports will be prepared for DFID Ghana and copied to the Steering Committee for comments. These will include, but will not be limited to:
- a. Annual work plans linked to Key Performance Indicators (KPIs), procurement plans and budgets. These will be approved by the Steering Committee. The work plan and KPIs are the key documents for agreement performance against which the performance progress shall be monitored and evaluated by both DFID and the Recipients. Work plans shall specify a time table for the implementation of the planned activities and a detailed programme budget. The work plan shall include a brief report on performance to date. It is anticipated that the Steering Committee, MoE/GES, DFID and other appropriate persons will review the work plan and provide comments and recommend changes. The work plan is subject to approval. The work plan is intended to be a working document and may be updated or revised subject to approval by DFID and the Steering Committee.
 - b. Progress in delivering against these work plans and KPIs, especially at activity and output levels, shall be reported on a quarterly basis to DFID and the Steering Committee in an agreed format.
 - c. At the year-end additional reports will be required on lessons learned, risk management, monitoring reports, and recommendations to improve the operations.

41. The need for additional reporting will be discussed and agreed during the contract and formally covered by amendment to these ToR.

Financial reporting under the project

42. Mandatory financial reports to be compiled and submitted by the SP will include, but not be limited to:
- j. Annual forecast of expenditures (the budget) disaggregated monthly – for the financial year April to March. These will be updated at least every 6 months.
 - k. Quarterly comparison of budget with expenditure.
43. The reporting will include full details of expenditure against agreed budget lines and there should be a clear link between expenditure and results achieved.
44. The SP will be responsible for checking and compiling plans and reports with its own works and that of implementing partners involved in programme delivery.
45. DPs and the Steering Committee will be able to access full data on request.

The Management Unit (MU)

46. A major part of the role of the MU will be to work alongside the GES and MoE, building the technical capacity of the Government staff to regulate non-state CBE providers as well as ensure programmes are delivered to nationally-agreed standards.
47. The MU will continue to integrate well into the work of GES and MoE and report weekly to the Director and Assistant Director of the Basic Education Unit as well as quarterly report to the Steering Committee.
48. The MU will also work closely with the counterpart department of MoE/GES in embedding auditing (Financial Controller), monitoring and evaluation (Planning, Budget and Monitoring and Evaluation), coordinating sensitisation of communities (Non Formal Education Division), supporting on the development, translation and printing of textbooks (CRDD), leading on the training of master trainers for the facilitators (TED), and data-collection (Education Management Information Systems) functions.

The Steering Committee

49. The principal role of the Steering Committee is to oversee and advise on the strategic direction of the project and embedding the sustainability with the Government. The Steering Committee will be provided with technical and administrative support from the MU.
50. The details of the Steering Committee and grant approval process are the existing preferred structure.
51. The composition of the Steering Committee comprises representatives from Government, eminent Ghanaians, expert on education policy, representatives from Implementing Partners, DFID, USAID and UNICEF. The Chief Director from the Ministry of Education chairs the Committee. The Steering Committee meets on quarterly basis and where necessary passes resolutions by email, given responses from a quorum of members.

Specific functions of the Steering Committee include:

52. The Steering Committee will have ultimate responsibility for the performance of the project and making decisions based on the work planning from GES and MU. This will include, but will not be limited to, the following:
 - a. Review of proposals for grants, administered in timely fashion in-between calls for proposals.
 - b. Strategy setting for the overall project, ensuring the project continues to perform well and remain high on the Government agenda. This will include reviewing the results framework annually.
 - c. Investing in creating political ownership of the project, publishing its work and, where appropriate, keeping Government informed of developments.
 - d. Providing strategic direction to embed CBE into Ghana Education Service planning in light of the limited donor support once the project ends.
 - e. Making decisions on grant eligibility guidelines and their interpretation.
 - f. Commissioning annual reviews to assess the Steering Committee's achievement of the project output level, its contribution to the purpose and the success of management arrangements.
 - g. Final sign off on grants totalling and a veto over all grant decisions

Pre-funding

53. SP with joint/support contribution (financially or resource basis) from MoE/GES, is required to pre-finance activities and all activities and claim payment in arrears.
54. On a quarterly basis, the Fund and Grants Manager will provide DFID with a breakdown of claims received from fund recipients and a total figure for payment along with an assurance statement that all amounts claimed have been checked and verified.
55. Any interest accrued by the SP stemming from balances held through advance payments of grant funds can be used to offset any bank charges incurred through the normal operations of the account. Any interest over and above such bank charges will remain the property of DFID.
56. Payments for the SP's fees and expenses will be made in arrears.
57. Payments by the SP to commercial organizations will be through contracts.

Timeframe

58. Whilst the Programme is scheduled to run until November 2018, the contract will be extended for additional 34 months until November 2022. Progression from one financial year to the next will be subject to the satisfactory performance of the Service Provider (SP) and continuing requirement for the services.

A proposed time-frame for key deliverables is detailed in the table below.

Deliverables – May 2013 to November 2018
<p>On-going Milestones:</p> <ul style="list-style-type: none"> • Work in partnership with MoE/GES, Steering Committee, Sub-Committees, in providing support to programmatic and budgetary recommendations for the provision of complementary education in the longer-term to ensure that complementary basic education (CBE) is sustainable. • Develop and use the Regional and District capacity, as well as the CBE implementers, to apply for funds for CBE monitoring and delivery from the Global Partnership for Education Programme (GPE). • Support implementing partners and District Education Offices to ensure that at least 85% of students achieve minimum proficiency standards in numeracy and literacy standards and at least 80% of CBE entrants transition to mainstream schools. • Undertake due diligence on non-state implementers that qualify for funding. • Monthly dissemination of programme results, lessons learned and research findings with MoE/GES through local media (Radio, TV and Print) and other co-produced products with MoE/GES . • Support the appointed CBE Officer in the Basic Education Division as well as the implementing partners and district education offices to manage the transition of CBE graduates into mainstream schools. • Support the CBE Officer leading the implementation of the technical assistance and capacity building plan for Government staff at central, regional and district levels. • Monitoring visits to be carried out with the CBE Officer (Basic Education Division) with a capacity building approach to ensure that implementing partners are delivering high quality CBE programmes.
<p>September 2013:</p> <ul style="list-style-type: none"> • Teaching and learning package transposed and translated into local languages for 25,000 out-of-school children enrolled in the CBE programmes and 800 facilitators. • Support the Minister for Education to obtain approval on the CBE Policy from Cabinet and a national budget line allocated to deliver the programme. • A robust technical assistance plan developed and approved, to support Government officials in skills and capacity strengthening in key defined areas, specifically the Basic Education Division at central, regional and district levels. • Identified personnel from the Basic Education Division of Ghana Education Service, to lead on the technical assistance and capacity building plan. • CBE communication strategy and knowledge management products agreed for implementation. • Monitoring and evaluation strategy delivered and agreed.
<p>January 2014:</p> <ul style="list-style-type: none"> • Deliver a comprehensive and accessible database that can be updated of key tracking information status of allocation, implementing partners and the numbers of out-of primary school children reached. • Produced Annual Review report – Submit the final draft by 25th October 2013 (including summarising and consolidating information on the Accountable Grant with School for Life, UNICEF study, Learner Assessment and Tracer studies) • As part of the technical assistance plan, provide training to CBE implementers to apply to be a designated intervention for GPE district offices with 10 districts choosing CBE in their annual programme of works by November 2013.

<p>May 2014:</p> <ul style="list-style-type: none"> • CBE teaching and learning materials revisions agreed. • Produce the English language module for piloting. • Second round of the CBE grant programme launched and grant agreements issued to the implementing partners by March 2014. • End of cycle monitoring.
<p>September 2014:</p> <ul style="list-style-type: none"> • Teaching and learning package transposed and translated into local languages for 55,000 out-of primary school children enrolled in CBE programmes and corresponding facilitators. • Agree with the Ministry of Finance and Economic Planning and the Ministry of Education the public private partnership approach for scaling up the contracting of CBE providers (based on pilot). • Develop a transition strategy for the Government to manage the CBE programme (linked to the technical assistance and capacity building strategy). • Support the production of the first annual research paper and policy series on CBE in collaboration with implementing partners and the Basic Education Division of Ghana Education Service.
<p>January 2015:</p> <ul style="list-style-type: none"> • Provide technical advice and administrative support to the DFID Annual Review (by November 2014) process, including participating in review meetings and field visits where possible, arrange meetings schedule and associated logistics. • Procurement Policy approved by the Government and pilot the procurement plan in 5 districts. • Support the production of second annual research paper and policy series on CBE in collaboration with implementing partners and the Basic Education Division of Ghana Education Service.
<p>April 2015:</p> <ul style="list-style-type: none"> • Third round of the CBE grant programme launched and grant agreements issued to the implementing partners by March 2015. • Support Ghana Education Service to pilot the implementation of the programme in at least 10 districts by April 2015.
<p>July 2015:</p> <ul style="list-style-type: none"> • Complete pilot of English language module and scale up plan approved for implementation. • Produce a Cost Effectiveness Study on CBE programmes in Ghana in collaboration with the Ghana Education Service and the Ministry of Education. • Submit an initial draft implementation or work-plan to ensure the CBE Policy is operationalised, in line with the recommendations of the Mid-term Review. • Launch of a documentary on the CBE programme. • End of cycle monitoring
<p>October 2015:</p> <ul style="list-style-type: none"> • Support the production of third annual research paper and policy series on CBE in collaboration with implementing partners and the Basic Education Division of Ghana Education Service. • Develop the English language module scale up plan for approval and implementation • Teaching and learning package printed and delivered to approximately 50,000 out-of-school children enrolled in CBE programmes and corresponding facilitators. • Final draft of the implementation or work-plan to ensure the CBE policy is operationalised approved. • Support the Training of Trainers programme for the 2015-16 CBE Cycle.

<p>January 2016:</p> <ul style="list-style-type: none"> • Provide technical advice and administrative support to the DFID Annual Review (by November 2015) process, including participating in review meetings and field visits where possible, arrange meetings schedule and associated logistics. • Support the selection of the Districts and language groups that are eligible for CBE programme funding for the 2016-17 CBE Cycle. • Support the production of a study on the incidence of out-of-school children in Ghana in collaboration with the Ghana Education Service and the Ministry of Education. • Continuous support to GES to scale up the implementation of the pilot programme in 15 districts.
<p>April 2016</p> <ul style="list-style-type: none"> • Pilot the English language module in 10% of communities and provide feasibility for scale up. • Fourth round of the CBE grant programme launched and grant agreements issued to the implementing partners by March 2016. • Ministry of Education/Ghana Education Service contracts in at least 10 CBE implementers • Teaching and learning package transposed and translated into additional local languages for 50,000 out-of primary school children enrolled in CBE programmes and corresponding facilitators • Implement the English language module scale up plan in at least 20% of communities.
<p>July 2016</p> <ul style="list-style-type: none"> • Ghana Education Service takes a lead on processing disbursement request forms from Implementing Partners with support from the Management Unit. • First draft for discussion of the guidelines for managing finances, procurement and performance of CBE programmes. • Support the production of third annual research paper and policy series on CBE in collaboration with implementing partners and the Basic Education Division of Ghana Education Service • End of cycle monitoring.
<p>October 2016</p> <ul style="list-style-type: none"> • Support the Training of Trainers programme for the 2016-17 CBE Cycle. • Teaching and learning package printed and delivered to approximately 40,000 out-of-school children enrolled in CBE programmes and corresponding facilitators. • Provide continuous technical support to GES to fully take up the management responsibility of the programme delivery. • End of cycle monitoring
<p>January 2017</p> <ul style="list-style-type: none"> • Provide technical advice and administrative support to the DFID Annual Review (by November 2016) process, including participating in review meetings and field visits where possible, arrange meetings schedule and associated logistics. • Support the selection of the Districts and language groups that are eligible for CBE programme funding for the 2017-18 CBE Cycle. • Support the production of an annual research paper and policy series on CBE in collaboration with Implementing Partners and the Basic Education Division of Ghana Education Service. • Fully implement the English language module scale up plan in all the CBE districts/communities.

April 2017 <ul style="list-style-type: none"> • Fifth round of the CBE grant programme launched and grant agreements issued to the implementing partners by March 2017. • Ministry of Education or Ghana Education Service signs agreements with Implementing Partners for delivery in at least 20 Districts. • Support the production of fourth annual research paper and policy series on CBE in collaboration with implementing partners and the Basic Education Division of Ghana Education Service
July 2017 <ul style="list-style-type: none"> • Revised guidelines for managing finances, procurement and performance of CBE programmes. • Provide continuous technical support to GES to fully take up the management responsibility of the programme delivery. • End of cycle monitoring.
October 2017 <ul style="list-style-type: none"> • Support the Training of Trainers programme for the 2017-18 CBE Cycle. • Teaching and learning package printed and delivered to approximately 20,000 out-of-school children enrolled in CBE programmes and corresponding facilitators.
January 2018: <ul style="list-style-type: none"> • Provide technical advice and administrative support to the DFID Annual Review (by November 2017) process, including participating in review meetings and field visits where possible, arrange meetings schedule and associated logistics. • Plan for programme hand-over to Government. • Support the production of an annual research paper and policy series on CBE in collaboration with implementing partners and the Basic Education Division of Ghana Education Service.
April 2018: <ul style="list-style-type: none"> • Sixth round of the procurement of Implementing Partners launched and contracts issued to the implementing partners by March 2018. • Provide continuous technical support to GES to fully take up the management responsibility of the programme delivery.
July 2018: <ul style="list-style-type: none"> • Final guidelines for managing finances, procurement and performance of CBE programmes. • Lessons learned paper prepared and shared with stakeholders. • End of cycle monitoring
Final Payment – October 2018 <ul style="list-style-type: none"> • Provide technical advice and administrative support to the DFID programme completion review, including participating in review meetings and field visits where possible, arrange meetings schedule and associated logistics. • Successful programme hand over to Government, in accordance with agreed plan.