

COMPLEMENTARY BASIC EDUCATION PROGRAMME

Application Form Template

Please read the Guidelines for Applicants carefully before completing this form.

How?: The Application Form must be completed electronically and submitted by e-mail attachment to emmanuel.benin@uk.crownagents.com. The Management Unit will acknowledge that the application has been received by e-mail.

When?: The Application Form and annexes must be received by the **24 April 2013** on or before **23:59 GMT**. Applications received after the deadline will not be considered.

What?: Applicants must submit the following documents:

1. Narrative Proposal: Please use the form below. Your response should not exceed the following limits:

- Sections 1 to 8: **Maximum of 20 A4 pages written in Arial 12 font**
- Section 8: **Maximum of 3 A4 pages written in Arial 12 font, per partner**

Please do not alter the formatting of the form and guidance notes.

2. Project Budget: Applicants must submit a full project budget using the Excel template provided with the request for applications. The Excel template has three tabs: guidance note, budget, and budget notes. Please read all guidance notes and provide full and detailed budget notes to justify the figures.

3. Project Schedule or GANTT chart: Applicants must provide a project schedule or GANTT chart to show duration and sequence of project activities (please use your own format for this).

4. Your organisation's governance documents: e.g. Certificate of Registration, Memorandum and Articles of Association, Trust Deed, Constitution. This documentation is required to prove the applicant's eligibility. If you have any doubts about your eligibility please contact the Management Unit immediately.

5. Organisational Accounts: Applicants must provide a copy of their most recent (less than 12 months after end of accounting period) signed and audited (or independently examined) accounts.

6. Project organisational chart/organogram: All applicants must provide a project organisational chart or organogram outlining their key staff and demonstrating the relationships between the key partners and other key stakeholders Please use your own format for this.

Before submitting your application form, please complete the checklist below to ensure that you have provided all of the necessary documents.

CHECKLIST OF PROPOSAL DOCUMENTATION	
Please check boxes for each of the documents you are submitting with this form. All documents must be submitted by e-mail to: emmanuel.benin@uk.crownagents.com	
Mandatory items for all applicants	Check Y/N
Proposal form (Sections 1-8)	Y
Proposal form (Section 8 - for each partner)	Y
Proposal Budget (with detailed budget notes)	Y
Project GANTT chart to show scheduling of activities	Y
Your current organisational governance document	Y
Your most recent set of audited and approved organisational annual accounts	Y
Your organisational chart / organogram for implementing the programme	Y
Please provide comments on the documentation provided (if relevant)	

COMPLEMENTARY BASIC EDUCATION (CBE) GRANT PARTNERS PROPOSAL FORM
SECTION 1: INFORMATION ABOUT THE APPLICANT

1.1	Lead organisation (Main Grantee) name	Plan Ghana
1.2	Main contact person	Name: Prem Shukla Position: Country Director Email: Prem.shukla@plan-international.org Alternative email address: Tel: +233(0)266408309
1.3	2nd contact person (If applicable)	Name: Joseph.appiah Position: Grants Manager Email: Joseph.appiah@plan-international.org Alternative email address: Tel: +233(0)269287627

SECTION 2: BASIC INFORMATION ABOUT THE PROPOSAL

2.1	Proposal Reference No.	
2.2	Region(s) of proposed operation	Upper West Region
2.3	Districts in the region where the CBE project will be implemented	Lambuissie Nadowli Lawra
2.4	Duration of the CBE project (in months) – the programme should be designed for a 14 - month cycle. (June 1st 2013 to July 30th 2014).	14 Months
2.5	Anticipated start date of project (not before 01 June 2013)	01 June 2013 – 30 July, 2013
2.6	Total project budget	GHS 1,097,581.00
2.7	ACRONYMS (Please list all acronyms used in your Proposal in alphabetical order below, spelling out each one in full. You may add more rows if necessary)	
LCMCs	Learning Center Management Committees	
CBO	Community Based Organization	
CSO	Civil Society Organization	
CBE	Complimentary Basic Education	

EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
GES	Ghana Education Service
GHS	Ghana Health Service
LCMC	Learning Centre Management Committee
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
PHC	Population and Housing Census
OOS	Out of School

SECTION 3: CAPACITY OF THE APPLICANT ORGANISATION

3.1	<p>RELEVANT EXPERIENCE:</p> <p>Please outline your organisation's experience of implementing complementary basic education or other relevant projects, with an indication of the regions and districts in which they were implemented.</p> <p>Describe your experience working with hard to reach areas of the country and children who are considered marginalised and vulnerable due to poverty, location, gender etc.</p> <p>Plan is an international child-centred development NGO whose vision is a world in which all children realize their full potentials in societies that respect people's right and dignity. Core to Plan's work is promoting children's rights including their right to education. Plan's niche is in its Child-centered Community Development approach in which children, their families and communities are active participants in their own development.</p> <p>Plan Ghana's operations began in 1992. Currently Plan Ghana works in 538 deprived and hard to reach communities in 33 districts in 7 out of the 10 regions (Upper West, Volta, Central, Brong Ahafo, Eastern, Northern, and Greater Accra)</p> <p>Over 300,000 children have been reached indirectly by its interventions. Plan's education programme focuses on four thematic areas; thus access, equity, quality and community participation in school governance. For the purpose of increasing access, Plan Ghana has facilitated the construction of 97 kindergartens, 218 six unit classrooms, 75 3-unit Junior High Schools, 68 school libraries and 33 school based computer laboratories. In order to promote equity and inclusive participation of children in education, Plan Ghana strives to remove barriers that hinders marginalised children from deprived districts and communities, improve their welfare and increase their access to education. Programmes such as school feeding, provision of school uniform, supply of writing and reading materials, bicycles, school bags, are all welfare systems to ensure that deprived, marginalised and vulnerable children access inclusive quality education. Besides this, Plan Ghana promotes the construction of gender friendly school latrines and urinals.</p> <p>Basic school teachers are periodically oriented and educated on child rights and gender issues. To ensure quality of education in communities where Plan Ghana operates, we have over the years built the capacity of over 6,670 basic school teachers, 2,788 head teachers, and 844 circuit supervisors. Plan Ghana has also provided financial support to district directorates of GES to enhance the supervision and monitoring of schools. To promote efficiency and effectiveness in school management and administration, Plan Ghana has supported the capacity</p>
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	<p>enhancement for the teachers, circuit supervisors and district directors of education, including School Management Committees for community ownership and sustainability.</p> <p>Partnerships: Plan Ghana partners with government institutions, civil society organizations, development partners (DPs) international and local Non Governmental Organizations (NGOs), community based organizations and individuals. Such organizations include UNICEF, district assemblies, district directorates of Ghana Education Service (GES), Social Welfare, University of Education, Winneba, Institute for Education Planning and Administration (University of Cape Coast) Care International, Ghana National Education Campaign Coalition (GNECC) and School Management Committees.</p> <p>Activities in Upper West Region: Plan Ghana started its operations in the Upper West Region in 2003. In education, Plan's achievement in the Upper west region include:</p> <ul style="list-style-type: none"> • The construction of kindergartens, primary and Junior High school blocks • School feeding programme, • Gender friendly latrines, child rights programmes, • Pedagogy training for teachers • Capacity building for head teachers in school Management • Capacity building Circuit supervisors in school supervision and monitoring. • Capacity building for SMC for project ownership and sustainability. To teaching.
3.2	<p>CBE PROJECTS EXPERIENCE: (Working with age 8-14 years children) What is your organisation's capacity and specific experience in relation to complementary basic education? Explain how you have worked with communities, district education officers and other partners to ensure that out-of-school children are enrolled in the CBE Programme.</p> <p>Plan Ghana's priority area in its current five year(2012-2017) Country Strategic Plan(CSP) aims at implementing a complementary or alternative education to facilitate mainstreaming of marginalized, vulnerable and hard to reach children to access quality basic education.</p> <p>As part of its preparations towards the implementation of the CBE programme, , the following efforts have been made by Plan Ghana:</p> <p>In 2010, Plan Ghana contacted School for Life and Ghana Institute for Literacy, Linguistic and Bible Translation (GILLBT) for a possible partnership and technical support for the implementation of CBE.</p> <p>Plan Ghana has also actively participated in a number of meetings that led to the finalization of the Government of Ghana's draft policy on Complimentary Basic Education. Plan Ghana is also a member of the National Task Force on complementary education; an association that advocates for the scaling up of CBE in Ghana.</p> <p>As part of Plan Ghana's prepartion for the take off of with complementary education, we have identified and and oriented five communities from the Wa East district in the Upper West region. These are communities where there are large numbers of children who are not in school. The animation is in progress in the five communities.</p> <p>Plan Ghana has since 1992 implemented a number of education programmes; including school constructions, gender friendly latrines, capacity building for teachers,</p>

	<p>head teachers, circuit supervisors and School Management Committes(SMC).</p> <p>Plan Ghana has also supported basic schools in it's operational areas with writing materials such as excerise books, pens pencils, school uniforms, bicycles as well as school feeding programme.</p> <p>Plan Ghana is is currently implementing three education grant projects. The Transitions and Persistence (TAP) project is a three year education initiative funded by the United States Agency for International Development (USAID) in Ghana. The goal of this project is to increase Junior High School (JHS) enrollment and completion rates in 13 districts. To accomplish this over the three years, TAP will increase the number of available JHS spaces in 156 schools and reduce key barriers to JHS enrollment and retention. To date, the project has completed contractor-managed infrastructure works, community mobilization and school-based reforms through student clubs, on-site teacher training, counseling, in-kind scholarships and improved performance of parent groups.</p> <p>Through the 'Promoting Africa Grassroot and Economic Security'(PAGES) project, which is a \$ 2.5 m, five-year CIDA funded project, 69 communities in the Central, Volta and Upper West regions have been reached with:</p> <ul style="list-style-type: none"> • teacher training • gender orientation for teachers and children, • capacity bulding for SMC's and circuit supervisors • constriction of 5 six unit classroom blocks • enterprenueral skills traning for young men and women • scholarship to 30 female teachers from deprived communities. <p>The Girls Power(GP) project is a EUR 2.5m five-year Nertherlands Government sponsored grant. The project among others aims at promoting gender equality through education. The GP project which is being implemented in 200 communities from 4 districts in Eastern and the Upper West Regions has facilitated the construction of 5 six unit primary schools and 5 Junior High School blocks. The project has also facilitated a capacity building workshop for 200 English and Mathematics teachers in Child Friendly Pedagogy respectively.</p> <p>In the Upper West region, Plan Ghana works in deprieved districts and communities where a large number of children(between 20-30%) of which majority are girls are out of the classroom. Poverty, lack of school infrastructure/accessories, long distances to school, lack of teachers and socio cultural practices such as forced and early marriage are some of the reasons why children do not have access to basic education in these districts and communities.</p>
3.3	<p>FRAUD:</p> <p>Are you aware of any fraudulent activity within your organisation within the last 5 years? How will you minimise the risk of fraudulent activity occurring in future?</p> <p>There has not been any fraudulent activity in Plan Ghana within the last 5 years. Plan Ghana has an effective control and monitoring systems that make it difficult for staff to engage themselves in fraudulent activities. These systems will be respected during the implementation of the project.</p> <p>Plan international has the following systems in place:</p> <ul style="list-style-type: none"> • Procurement policy • Financial operational manual

- Internal audit unit
- External audit unit
- Whistle blower's policy
- Quality assurance department

SECTION 4: PROJECT DETAILS

4.1 PROJECT SUMMARY:

Please provide a brief and clear project summary including the regions and districts of focus, number of out-of-school children to be reached in the first year, collaborating partners (sub-grantees), opportunities for transition by the out-of-school children (nearest schools for transition), please describe the key strategies you will use to reach the out of school children and engage the community in the CBE programme, etc.

To roll out a 14-month complementary basic programme to 1,500 out-of-school children in five selected districts in the Upper West Region. The districts include:

Nadowli,

Lambuissie, and

Lawra.

Nandoli

The project seeks to address three milestones aimed at:

- (i) Improving the gross enrolment rate of selected districts by improving access for out of school and marginalised children.
- (ii) Provide learners with literacy skills in the local language to be able to fit and meet the demands of the formal system.
- (iii) Improve retention in schools especially for girls.
- (iv) Build capacity of Community members to own and manage the CBE centers.
- (v) Strengthen the capacity of local NGOs/CSOs to be able to implement the programme in collaboration with the LCMCs.
- (vi) Establish collaborations with the schools within and outside the communities for smooth mainstream of graduates of the programme.
- (vii) Increase awareness of community members on the importance of and flexibility of CBE.
- (viii) Improving learning outcomes of pupils under the project.
- (ix) Prepare learners for graduation into the mainstream schools.

The three key milestones include

- a) Provision of free quality complementary basic education to 1,500 out of school children.
- b) Improve quality of teaching and learning for OOS children in 5 selected Districts in the Upper West Region.
- c) Improve community level delivery and management of CBE through the LCMCs.

Key strategies shall include

- Capacity building programme for established LCMCs in the management of CBE.

- Capacity building programme for CSOs and NGOs in the implementation of CBE
- Orientation training for recruited 60 facilitators
- Orientation programme for District Supervisors on the checklist (use of lesson observation sheets)
- Impact evaluation programmes for assessing the performance on set targets.
- Undertake baseline studies to identify the number of out of school children
- Advocacy programmes to create awareness on the importance and flexibility of the CBE package.
- Establish and strengthen collaboration with District Education Offices and District Assemblies to provide support where necessary for the smooth operation of the programme.
- Provision of teaching and learning materials for all learning centers.
- Provision of temporary structures for communities that do not have schools, churches or similar structures that can be used.
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4.2 PROJECT CONTEXT:

Describe the project context. Refer to studies that you or others have conducted in your target regions and districts, which have informed your approach. Explain the reasons why you have selected the proposed project locations.

In Ghana, a UNESCO Country Assessment (2000) points out that the main reasons that hinder primary school enrolment include costs associated with schooling which have been categorized as direct and indirect costs to parents. In spite of the fee-free policy of basic education currently in operation in Ghana, parents are often made to contribute to the construction and repair of schools, make contributions to teachers' salaries in the form of fees for extra classes/motivation allowances, and pay for schooling accessories such as uniforms, books and writing instruments. The indirect costs, on the other hand refer to costs of schooling which are mainly in the form of income lost from a child's potential employment (Casely-Hayford, 2003). Parents' inability to bear these costs means increase in the opportunity cost of education.

Research has shown that poverty and pressing economic needs results in high dependency on child labour to subsidize family income (Hartwell et al., 2006). In Ghana, the Northern, Upper East, Upper West, Central, and Western regions have the highest incidence of poverty. In many of their communities, child labour is a necessity for the survival of the household. In a study that examined the socio-economic lives of out-of-school children in the north for example, most of the participants indicated that it was their parents' decision that they assist in the family's economic activities, which were mainly farming or animal rearing for boys and trading, house chores or farming for the girls (Ampiah & Adu-Yeboah, 2011). In coastal areas, migration of parents forces the children to finance their own education, often through working after school hours as weavers, fishermen and traders (Casely-Hayford, 2002). In a more recent study, Ananga (2011) found that the economic activities that the children engage in regularly in the coastal areas contribute to dropout and that the times of day and of the year when children's work is most in demand do not fit well with the school timetable.

As Ghana approaches the 2015 MDG year, there are greater concerns as to whether Ghana will be able to get back all children of school-going-age that are out of school to ensure that no child is left out. The draft report on the Multiple Indicator Cluster Survey (MICS) in 2011 indicate that of the children aged 6-14 years 8.6 percent are out of school. The regional disparity indicate that Upper West region is second to Northern region (which recorded 24.8 percent) in terms of regions with highest percentage of out of school children.

There is evidence to show that in Northern Ghana, there are issues of exclusion in various forms. The Upper West region recorded 19.1 percent of children aged 6-14 years to be out of school followed by Upper East with 9.9 percent.

Analysis of the 2010 Population and Housing Census indicate that over 220,000 children aged 6-14 year are out of school and engaged in economic activity with 47 percent being girls. In the Upper West region, about 20,000 children aged 6-14 are out of school and engaged in economic activity. Considering the districts that this project will focus on, Wa West

Population aged 6-14 that are out of school and working		
	Total	% female
NATIONAL	220,761	47%
WA WEST	2,890	41%
NADOWLI	1,863	39%
JIRAPA	2,104	38%
LAMBUSSIE KARNI	1,169	39%
LAWRA	2,191	41%

Source: GSS, PHC 2010

Population aged 6-14 that are in school and working		
	Total	% female
NATIONAL	428,015	47%
UPPER WEST	29,439	46%
WA WEST	3,295	45%
NADOWLI	3,927	47%
JIRAPA	4,338	45%
LAMBUSSIE KARNI	2,853	43%
LAWRA	6,798	47%

Source: GSS, PHC 2010

The population that is in school and working could be described as children enrolled in school but attending irregularly or at risk of dropping out. This programme will help such children to attend classes and still make time for other activities.

Another component is those that are out of school and not working. Thus with the number of children that are out of school and engaged in economic activity,

4.3 ANTICIPATED IMPACT:

Please describe the anticipated impact of the proposed intervention on the population of out-of-school children in the selected communities and districts. What changes in school enrolment, retention and completion are anticipated for the main target groups identified in 4.4 within the lifetime of the project? What changes in relation to girls' education and transition to higher levels of education?

The Education for All Framework for sub-Saharan Africa identifies the need to consider accelerated and complementary approaches for reaching underserved children particularly in remote and often harsh, deprived environments. The Government of Ghana has a policy for Complementary Basic Education (CBE). In 2008, the Ministry of Education began drafting a CBE Policy to bring out-of-school children into the formal system. This project aimed at mainstreaming 1,500 children of school going age who are out of the classroom with the School for Life Model.

- Graduates will be equipped with literacy skills that will make them able to participate effectively in the learning process in the class. This will reduce exclusion in the class
- This will enhance retention rate, improve academic performance of learners all things being equal and give the child solid foundation to fit well in the mainstream schools.
- This will impact on district, regional and national enrolment rates, improve test scores.
- Provide community members a sense of urgency to see themselves as the pivot around which the success of their children in the community revolves.
- Enhance value for money, since the allowances of facilitators will be sensitive to performance.

4.4	TARGET GROUPS: (Direct and indirect beneficiaries)		
Please explain who will be the direct beneficiaries of the project and how many will be expected to benefit directly from it? Please describe the direct beneficiary group(s) under a) below, differentiate where possible and provide numbers for each sub-category and then provide a total number in b).			
DIRECT:	a) Description	<p>Children (male/female) who never have the opportunity to attend or enrol in school.</p> <p>Children(male/female) who enrol but drop out after initial entry</p> <p>Children (male/female) enrolled in school but attending irregularly or at risk of dropping out.</p> <p>Children (male/female) who fail to move to the next level after initial basic education¹</p>	
	b) Number	1,500	
Who will be the indirect (wider) beneficiaries of your project and how many will benefit from it? Please describe the indirect beneficiary group(s) and numbers on each category under a) and then provide a total number in b).			
INDIRECT:	a) Description	<p>Provide opportunity for literate community members with minimum qualification to teach, to serve their communities and gain the impetus to pursue their career.</p> <p>Build capacity of LCMCs</p> <p>Build capacity of Local CSOs and NGOs</p>	
	b) Number	<p>- 60 facilitators</p> <p>- 600 300 LCMC members</p> <p>- Local CSOs and NGOs that will implement the programme.</p>	
4.5	PROJECT APPROACH & METHODOLOGY:		

¹ Lewin, 2007

Please provide details on the approach to enrol the out-of-school children. Justify the timeframe and scope of coverage and ensure that the narrative relates to the logframe and budget. Explain why the proposed approach is considered to be appropriate in reaching the out-of-school children and enrolling them in a cost-effective manner.

NOTE: Standard teaching and learning material will be used in the implementation as the Government of Ghana intends to standardise the programmes across the country.

Phase 1: This will involve gap analysis in the selected region to identify communities where there is high incidence of children who are out of school. It will be followed by baseline studies to inform the project implementation and performance measurement. There will be an orientation for key stakeholders such as GES, districts assemblies, traditional authorities parents and children on the CBE programme. This will be done through stakeholders meetings, community durbars and radio discussions. Access to classrooms will be negotiated with authorities of the Ghana Education Service.

Phase 2 will focus on the development and distribution of teaching materials, time-table for teaching and training of the facilitators (teachers). The training will focus on teaching methods with emphasis on Activity-based learning pedagogy techniques. Sensitization sessions will also be undertaken to encourage out-of-school children in each community to participate in the programme. The learners will include children (male/female) aged between 8 and 14 years who are out of the school system.

Phase 3 will involve teaching activities, which will focus on literacy and numeracy. The medium of teaching will be the local language. Class size in each community will comprise a maximum of 25 learners. A total of 1,500 children shall participate in the programme over a period of one year. Thus in each year, 1,500 children will be enrolled on the programme for a maximum period of nine months as pertains in the case of the SFL programme. Each of the communities shall have one class of 25 children.

Phase 4 will focus on evaluation of the impact of the teaching programme.

Monitoring and Evaluations

Monitoring of project activities would be carried out by two staff of Plan Ghana. In addition to these, two researchers from the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast would be engaged to evaluate the programme and determine its impact on participants' learning.

Methodology

- Integrating socio-cultural context in programme design
- Developing human resource
- Ensuring gender equality in programme implementationInteractive participatory approach
- Use of phonic/syllabic methods
- Use of songs and games
- Child centered pedagogy
- Use of local resources
- Learning in smaller groups

4.6 SCALING-UP AND REPLICABILITY:

What is the potential for future replication or larger-scale implementation in the communities and districts you have chosen? Please provide potential number of children who could be reached in year 2 and year 3 of the programme if the grant was to be extended. Does the approach you envisage have potential for extension to out-of-school children populations in contiguous districts and communities? Please provide details of any ways in which you see this approach leading to parents taking responsibility for enrolling their children in school and addressing the barriers to out-of-school children in the district (e.g. negative practices against girls education etc).

In line with Plan Ghana's principles of 'making a long term commitment that have bearing human advancement' and 'supporting and strengthening local level socialization of the disadvantaged', the proposed CBE project (*Promoting Learning Among Out-Of-School Children Through Complementary Education* (PLAOSCEP)) will build on Plan Ghana' long years of experience and make a long term commitment to working in selected districts. and advantage of the complementary basic education effort. It is anticipated that after the three years has elapsed the relationship with Ghana Education Service and its affiliate institutions as well as community level management structures should have built to sustain the effort. Plan Ghana further intends to twig its other educational efforts in supporting a scale up to further districts after 3 years. Such blended effort have yielded best practice in Ghanaian educational terrain.

Learning Among Out-Of-School Children Through Complementary Education (PLAOSCEP) will address this by linking community members especially parents with appropriate school administrative structures as well supporting livelihood opportunities for them as appropriate. In addition plan Ghana's trained CBE supervisors shall be based in the communities with the resolve to build strong relationships that will be geared towards community and state uptake of the schools after project phase has elapsed. Furthermore, the support services being offered by partner institutions on this effort, CSOs, and NGOs will work towards knowledge dissemination and sharing at one breath and eventually concentrate on transferring skills so that the laid structures can carry the ambitions of PLAOSCEP's resolve on this CBE effort.

Albeit, Plan Ghana focuses on institutional capacity building and its strategy is to enhance the efficiency and effectiveness of the schools, both traditional/informal and formal/government. This approach shall inform decisions based on analysis and new insight to be taken by the institutions and stakeholders of PLAOSCEP. Thus the ownership of these decisions and hence plans and actions based on them could be developed and deployed. *PLOTCEP* also aims to address the underlying causes of poor educational outcomes through best practices enumerated in the background for instance, problem based learning, facilitation, capacity building and the use of a rights-based approach. PLAOSCEP also places weight on the role of analysis, learning and reflective practice in the achievement of the In year two the project could reach 15,000 children and in year three.

Education and sensitization programmes through community durbars and radio discussions will be put in place to ensure that children who were not captured in the project in the first year will be enrolled in the second and the third year. The project will be scaled up to Volta, Eastern and Central regions in the second and the third year. Lessons learnt in the year 1 will informed year 2 and 3 projects. Parents will be educated on the importance of their children's education. There will also be other education programmes on the negative socio cultural practices that hinders the education of children especially the girl children. Advocacy programmes and child protection systems will be put in place to ensure that all

children of school going age are in school.

4.7 CAPACITY BUILDING, EMPOWERMENT & ADVOCACY:

If your project includes capacity building, empowerment and/or advocacy components, please explain how these elements will contribute to the achievement of the project's outcome and outputs? How will this approach ensure district and regional ownership of the CBE programme? How will you engage with the media, regional coalitions and other advocacy channels? What strategies will be deployed to ensure transition to formal education system?

In CBE, the identified categories of human resource are indigenous CSOs, personnel from the district assemblies, district education offices, facilitators and supervisors, among others. In the Sfl programme, the capacity needs of these personnel were assessed and developed in a comprehensive and substantial manner for effective delivery (Casely-Hayford, 2003). Additionally, during the Sfl programme implementation, it was found that on-the-spot training and regularly organised in-service training activities were effective tools for addressing problems encountered, reinforcing new skills, improving the quality of teaching, and helping to rekindle the facilitators' commitment in teaching (Hartwell, 2006).

An evaluation of the programme however suggests the need for institutional strengthening and mentoring, and for building the technical and organizational capacity of district level authorities and other (indigenous) CSOs. The training of indigenous CSOs for example, is expected to enable them to act as facilitators and coaches (e.g. to a District Education Office or School Management Committee). Among others, this will expand and enhance the participation of stakeholders from the community to district levels. When well coordinated from the District Assemblies, this is expected to allow successful alternative programmes to scale-up, and to empower the various stakeholders to plan new programmes, implement them on a wider basis and evaluate them (Casely-Hayford, 2003). Activities that will aim at developing the capacities of the various categories of human resource are to characterize the design of new CBE programmes.

The capacity building, Empowerment and advocacy package will include the following:

Orientation training session for 60 instructors

Orientation training for established LCMCs

Oreeintation training for local NGOs or Implementers

Plan Ghana will collaborate with the local media and other communication media in the locality of the 5 selected districts and use dumentaries profiling success stories of past CBE graduates to increase public awareness and discussions on the importance of CBE.

All NGOs, CSOs in the field of education in the respective comnities will be brought on board during the advocacy session and urged to integrate this issue in their programmes, because they will have deeper understanding, knowledge and appreciation of the issues of CBE through workshops/seminars that will be organized by Plan Ghana.

4.8 GENDER AND SOCIAL INCLUSION:

How are you defining social differentiation and addressing any barriers to inclusion which exist in the location(s) where you are working? Please be specific in relation to gender, age, disability, HIV/AIDs and other relevant categories depending on the context (e.g. ethnicity, minority groups, etc.). How does the project take these factors into account and address them? Explain any innovative approaches to gender and social inclusion.

Strategies that have been used in complementary education programmes (e.g. forming "mothers groups") to involve women (keeping the school clean, encouraging children to

attend on a regular basis and informally monitoring the school and teacher attendance) (Casely-Hayford, 2003) will be enhanced and incorporated in new programmes.

Each learning center expected to take a maximum of 25 shall have a least half of the learners as females.

The project will address gender equality and social inclusion by giving attention to education for community folks on the flexibility of the programme to help the learners and at the same time enable them to respond to household chores.

To increase retention of girls in school and increase girls' enrolment.

Equal participation of the sexes and the socially marginalised in programme activities will be assured and monitoring and evaluation indicators will include gender and socially marginalised indicators.

4.9 VALUE FOR MONEY (VFM):

Please explain why you believe that your proposal would offer optimum value for money. How have you determined that the proposed approach is the most cost-efficient way of enrolling and retaining the out-of-school children for transition into the formal school system? Please ensure that your proposal demonstrates the link between activities, outputs and outcome, and that the budget notes provide clear justifications for the inputs and budget estimates.

- Organizing community durbars with role plays depicting the importance and flexibility of CBE is an efficient way of reaching out to the local people and the target group.
- The allowances of facilitators will be sensitive to their attendance and performance.
- Strong collaboration will be built with District Education Office and head teachers of nearby schools to ensure smooth transition into mainstream schools.

SECTION 5: PROJECT MANAGEMENT AND IMPLEMENTATION

5.1 IMPLEMENTING PARTNERS:

Include a list of all organisations to be involved in project implementation including any partners starting with the main partner organisation(s). **Please only include those partners that will be sub-grantees under the project budget. Please provide full details for each of the partners in section 8.**

1. Youth Action on Reproductive Order (YARO)

5.2 PROJECT MANAGEMENT:

Please outline the project implementation and management arrangements for this project.

This should include:

- A clear description of the roles and responsibilities of the applicant organisation and each of the partners. You must also provide an organogram of the project staffing and partner management relationships.
- A clear description of the added value of each organisation (including the applicant).
- An explanation of the human resources required (number of full-time equivalents, type, skills, background, and gender).

	<ul style="list-style-type: none"> CVs of the key staff who will be involved in the project and their roles (to be provided as attachment).
	<p>Plan Ghana being the applicant organization will, play a supervisory role as well as coordinate the efforts of the Learning Center Management Committees (LCMC) to ensure that the objectives of all centers are realised.</p> <p>The operations scheduled to take place in five districts will employ 6 permanent staff. There will be 5 district coordinators and one CBE Operations manager.</p> <p>Each of the District Coordinators will liaise with the local NGO partners in the community and the Learning Center Management Committee.</p> <p>There will be 60 Learning Center Management Committees.</p> <p>Five Local NGO Offices, each providing support to the LCMCs in the District.</p> <p>Each Local NGO will implement the activities of all LCMCs in the district.</p> <p>The CBE Operations manager will be based at the regional level.</p>
5.3	<p>OTHER ACTORS:</p> <p>Include details of any other key stakeholders who will have a role in the project (but will not be funded from the project budget). How does this approach link to or integrate with other programmes especially those of other government agencies, district and community educational structures (PTAs, SMCs, DEOCs, District Education Offices, Community Schools, etc)?</p> <p>Youth Advocacy on Rights and Responsibility Sisala Literacy and Development Programme will be the primary implementation partner for the project. The Youth Advocacy on Rights and Opportunities (YARO) previously called Youth Action on Reproductive Order (YARO) is a Youth Centred Non-Governmental Organization founded in 1999 and legally incorporated by the Registrar General Department of Ghana in 2002. Currently YARO is recognized among the leading Youth Centred Development organizations in Northern Ghana with operational offices in the Northern, Upper West and Upper East regions.</p>
5.4	<p>NEW SYSTEMS, STRUCTURES AND/OR STAFFING:</p> <p>Please outline any new systems, structures and/or staffing that would be required to implement the project. Explain any innovative aspects of the project management, monitoring, knowledge sharing, gender empowerment and partnership arrangements. Are new ways of partnership to be developed?</p> <p>The Plan Ghana Country Director will have overall responsibility for the project, while the Program Support Manager will be responsible for ensuring the quality of the program implementation and technical support. Plan's Grants Support Manager will be responsible for managing the overall compliance of project management. The Education, Child Protection, Gender and M&E Specialist will ensure that the project is sound. The Grants and Finance Department will support the financial management of CBE project. There will be a project coordinator who will see to the day to day implementation of</p>

the project. In each project district there will be supervisors who supervise and monitoring the smooth running of the project in the various centers. Each class of 25 will be man by a one facilitator. Circuit supervisors and Learning Centre Management Committes will support in the monitoring of the progress of each centre.

SECTION 6: MONITORING, EVALUATION, LESSON LEARNING

This section should clearly relate to the project logframe and the relevant sections of the budget. Please note that you will be required to undertake a project evaluation towards the end of the funding period to assess the impact of the fund. Please allow sufficient budget for monitoring and evaluation (M&E) and note the requirements for external and independent evaluation.

6.1 How will the performance of the project be monitored? How will you monitor and evaluate project implementation in your region(s), districts and communities? What system is in place/would you put in place? Who will be involved - Who would be responsible for what? What tools and approaches are you intending to use? **Are there any new or innovative M&E tools and methods which you will test and apply?** How will your logframe be used in M&E? What training is required for M&E? How will you involve beneficiaries and other stakeholders?

The program will be monitored using Plan's Program Accountability and Learning System. The implementation of the Performance Monitoring Plan includes the following elements:

- Baseline Assessment (sex and age disaggregated)
- Measurement of process indicators (quarterly)
- Measurement of Objectives and Indicators (annual review)
- Final Evaluation
- Each district will be under the monitoring of a support staff referred to as learning Center Supervisors.

- Supervisors will complement the monitoring of the community managers and local NGOs.
- The lesson observation sheet being used in the GPE project will be employed and *customised* to assess the performance of instructors.
- The lesson observation sheet will form part of the training and orientation programme.
- Performance of pupils will be assessed using the EGRA and EGMA model. This is an oral assement tool that test the literacy and numeracy of learners.
- The CSOs/NGOs that will implement the project will consistently monitor the instructors and
- LCMC will be empowered through capacity enhancement to supervise the activities of facilitators.

6.2 How would the M&E information gathered at project level be fed into the wider M&E framework for the CBE Programme? How will you ensure that the out-of-school phenomenon is reduced or eradicated on a sustainable basis at community and

	district levels? What are the changes in socio/cultural and economic dynamics in the area, which you will be monitoring to address the long term barriers to children out of school?
	<ul style="list-style-type: none"> Each milestone will be evidenced with a report on progress made with the District Education Office, the District Assembly and the Learners Center Management Committee. Questionnaires will be designed to collate attendance, of pupils and teachers as well as profile performance of pupils. Performance of pupils will be assessed using the EGRA and EGMA model. The implementors will hold community durbar and use the plat form to share with Community animations will be employed to continue to increase awareness creation on the importance of schooling for the out of school children in the community. Role models will be used during durbars to address the communities. The expected outcomes (increases in enrolment and completion, female completion rates, pupils performance and)will be tracked. Data collection templates will be used to collate data on teachers, learners and performance of LCMCs.
6.3	How will lessons from your project be identified and learned, and disseminated to a wider audience? - Please explain how the learning from this project will be incorporated into your organisation and disseminated, and to whom this information will be targeted (e.g. project stakeholders and others outside of the project). Please provide details of how you will share information with the media and regional coordinating councils and district assemblies on a regular basis?
	<ul style="list-style-type: none"> It is important for the communities and districts under this project to take ownership and integrate their perspectives and concerns into the project. As such, they will be involved in planning and implementing the project through the establishment of LCMCs. For the purpose of sustainability, the stakeholders will be involved in monitoring the performance of instructors, take part in periodic appraisal meetings and propose ways of improving the management of the programme at all centers. This will provide guidance for implementation that would be results-oriented and focused. The process and project will be documented. Plan Ghana will continue to use its advocacy programmes to increase awareness and support for the programme like in other areas that have proved to be effective and successful.

SECTION 7: PROJECT RISKS AND MITIGATION	
7.1	Please outline the main risks to the success of the project indicating if the potential impact and probability of the risks are high, medium or low. How will these risks be monitored and mitigated? If the risks are outside your direct control, is there anything you can do to manage their effects? If relevant, this may include an assessment of the risk of engagement to local partners and working with district stakeholders. The risk assessment for your programme needs to clearly differentiate the internal risks

	and those that are part of the external environment and over which you will have less (or little) control. <i>(You may add extra rows if necessary.)</i>
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Explanation of Risk	Potential impact High/Medium/Low	Probability High/Medium/Low	Mitigation measures
Lack of interest /willingness of learning center management committee to own and manage the programme.	Medium	Medium	Reinforcement of the importance and flexibility of the programme
High opportunity cost of schooling	Medium	Medium	Employ short role plays at community durbars to exhibit the flexibility of the programme.
Hidden cost of education(school uniforms, other TLMs)	Low	Low	Provision of free teaching and learning materials. No prescribed uniform
Traditional beliefs and socio-cultural perceptions on the education especially for females	High	High	Reinforce the importance of education especially the CBE programme to encourage parents to allow their wards to benefit from this package.
Transition into mainstream schools where the curriculum is flexible	High	High	The CBE package will inspire in the learners a desire to sustain themselves in the formal school system and become role models in society. Stories of other CBE graduates who have made it into the tertiary institutions will form part of the package prepare them for the formal schooling.

SECTION 8: CAPACITY OF ALL PARTNER ORGANISATIONS (Max 3 pages each)
Please copy and fill in this section for each partner organisation identified in Section 5.1

8.1	Name of Organisation	Youth Advocacy on Rights and Responsibilities (YARO)
8.2	Address	P. O. Box TL 1970, Temale
8.3	Web Site	www.yaroghana.net

8.4	Registration or charity number (if applicable)	GH-2009/DJF-1506369805		
8.5	Annual Income (from latest set of approved accounts)	Income (GHC705,246: Income (£ 235,000equivalent): Exchange rate: 1£ =GHC3.00 Start/end date of latest set of approved accounts (dd/mm/yyyy) From:Jan-2010- To: Dec 2010		
8.6	Number of existing staff	35		
8.7	Proposed project staffing staff to be employed under this project (specify the total full-time equivalents - FTE)	Existing staff	10 supervisors	
		New staff	5	
8.8	Partner organisation category (Select a maximum of two categories)			
	Non-Government Org. (NGO)	x	Local Government	
	Trade Union		National Government	
	Faith-based Organisation (FBO)		Ethnic Minority Group or Organisation	
	Disabled Peoples' Organisation (DPO)		Diaspora Group or Organisation	
	Orgs. Working with People with Special Needs		Academic Institution	
	Other... (please specify)			
8.9	A) SUMMARY OF EXPECTED ROLES AND RESPONSIBILITIES AND B) FUNDING AMOUNT RESPONSIBLE FOR			
A): Plan Ghana shall take the overall responsibility of the project. B): YARO and SILDEP shall be respon				
8.10	EXPERIENCE: Please outline the experience of your partner in relation to their role and responsibility in this CBE programme (including technical issues and relevant geographical coverage)			
YARO has implemented a school based adolescent Reproductive project in the Northern Region with support from Save the Children fund UK. In this project school children were empowered with assertive skills, management of the adolescent transition period, comprehensive knowledge on HIV/AIDs and adolescent reproductive health rights. We promoted virgin clubs and virgin contest among school going children. Their community mobilization, community animation, project monitoring and evaluation skills would be traansferred to the implementation of the CBE Project				
8.11	FUNDING HISTORY Please provide a brief summary of your partner(s) funding history.			

Describe both international and local funding sources and size of projects.	
<ol style="list-style-type: none"> 1. Plan-Ghana: Adolescent Reproductive health project, a comprehensive health project the address several health interventions including maternal and child health in the Sissala East/ West Districts.(2005-2010) 2. Family health international: SHARPER project, addresses issues about HIV/AIDs new infections and support to PLHIV in some selected districts in the Northern region. (2009-2013) 3. Ghana Aids Commission: Comprehensive HIV/AIDs prevention through behaviour change communication activities in some selected communities in the Northern regions. (2008-2013) 4. STAR-GHANA: maternal and child health project through the CHP system in some selected Districts in the Northern regions. (2013 	
8.12	FRAUD: Has there been any incidence of any fraudulent activity in your partner organisation within the last 5 years? How will you minimise the risk of fraudulent activity occurring?
None	

SECTION 8: CAPACITY OF ALL PARTNER ORGANISATIONS (Max 3 pages each)
Please copy and fill in this section for each partner organisation identified in Section 5.1

Sissala Literacy And Development Program (SILDEP)	
P. O. Box 78,Tumu	
www.sildep.org	
Reg: G-27149	
Income (GHC350,000: Income (£ 120,000 equivalent): Exchange rate: 1£ =GHC3.00	
Start/end date of latest set of approved accounts (dd/mm/yyyy) From:Jan-2010- To:Dec 2010	
Existing staff	15 supervisors
New staff	5

Partner organisation category (Select a maximum of two categories)

Non-Government Org. (NGO)	x	Local Government
Trade Union		National Government

Ghana CBE Programme

Faith-based Organisation (FBO)		Ethnic Minority Group or Organisation
Disabled Peoples' Organisation (DPO)		Diaspora Group or Organisation
Orgs. Working with People with Special Needs		Academic Institution
Other... (please specify)		

A) SUMMARY OF EXPECTED ROLES AND RESPONSIBILITIES AND B) FUNDING AMOUNT RESPONSIBLE FOR

A): Plan Ghana shall take the overall responsibility of the project.

B): YARO are LNGOs that shall be responsible for the day to day implementation of the project.

EXPERIENCE: Please outline the experience of your partner in relation to their role and responsibility in this CBE programme (including technical issues and relevant geographical coverage)

FUNDING HISTORY Please provide a brief summary of your partner(s) funding history. Describe both international and local funding sources and size of projects.

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Plan Ghana PAGES project(2010 to 2015