



GOVERNMENT OF ZIMBABWE
Ministry of Public Service, Labour and Social Welfare
Ministry of Primary and Secondary Education

BASIC EDUCATION ASSISTANCE MODULE (BEAM)



OPERATIONAL MANUAL

2016



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ACRONYMS

AWPB	Annual Work Programme and Budget
BEAM	Basic Education Assistance Module
BMU	BEAM Management Unit
CBO	Community-Based Organisation
CCCW	Child Community Care Worker
CEDC	Children in Especially Difficult Circumstances
CEOs	Chief Executive Officers (of Rural District Councils)
CPC	Child Protection Committee
CSC	Community Selection Committee
CSO	Civil Society Organization
DCWO	District Child Welfare Officer
DEO	District Education Officer
DSPSO	District Schools Psychological Services Officer
ECD	Early Childhood Development
EDMS	Essential Drugs and Medical Supplies
ESPP	Enhanced Social Protection Programme
FBOs	Faith-Based Organizations
GHC	Grievance Handling Committee
GoZ	Government of Zimbabwe
HPI	Human Poverty Index

IDA	International Development Association
IEC	Information, Education and Communication
ISAL	Income, Savings and Lending
IT	Information Technology
JMT	Joint Monitoring Team
MIS	Management Information System
MoA	Memorandum of Agreement
MOPSE	Ministry of Primary and Secondary Education
MOPSLSW	Ministry of Public Service, Labour and Social Welfare
NAC	National AIDS Council
NGO	Non-Governmental Organization
NSA	Non-State Actors
OVC	Orphan and Vulnerable Child/Children
PAAP	Poverty Alleviation Action Programme
BMU	BEAM Management Unit
PWC	Public Works Component
PASS	Poverty Assessment Study Survey
PEDs	Provincial Education Directors
RDC	Rural District Council
RDDC	Rural District Development Committee
SDA/C	School Development Association/Committee
TOR	Terms of Reference
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNICEF	United Nations Children’s Fund
WEI	World Education Incorporated
ZIMVAC	Zimbabwe Vulnerability Assessment Committee

BACKGROUND AND RATIONALE FOR BEAM REVIEW



1.1 INTRODUCTION

This document presents the revised Basic Education Assistance Module (BEAM) policy and operational procedures. This revision follows recommendations from the 2012 BEAM programme Process and Impact Evaluation which called for a review of the targeting modality, funds allocation among other parameters. Revisions were based on literature review, recommendations of evaluations commissioned by the Government of Zimbabwe, stakeholder consultative processes and a national validation workshop held from the 7th to the 11th of September 2015, at Kadoma Ranch Hotel.

1.2 OVERVIEW OF THE BASIC EDUCATION ASSISTANCE MODULE

BEAM was established in 2001 as a key component of Zimbabwe's Enhanced Social Protection Programme (ESPP), providing school fees, levies and examination fees to orphans and other vulnerable children. There are other BEAM-like social protection interventions by the Government and development partners that reduce risks and threats to households arising from poverty, labour market vulnerabilities and human capital development losses particularly for children. BEAM implementation has assisted over 6,5 million children. Annual reach peaked at 900 000 children attending primary and secondary schools in 2006. Implementation slowed down in the 2007 and 2008 budget periods due to erosion of the budget by hyperinflation. Until the end of 2008, BEAM was funded by Government and the National AIDS Council (NAC), after which the primary schools were supported by Development partners until August 2014.

1.3 REDESIGN OF BEAM: RATIONALE, PROCESS AND FUTURE CHANGES

Since 2001, Zimbabwe has seen significant social, economic and political changes that influenced BEAM operationalization and impact. The changes affected performance, public perception, efficiency and effectiveness. The challenges experienced and lessons learned were consolidated and used for the redesign of BEAM. BEAM studies and reviews confirmed its relevance. They identified programme features needing redesign. The issues necessitating the redesign included the following:

1. Sustainability of BEAM funding and the implementation cycle;

2. Targeting of beneficiaries;
3. Monitoring of the programme from national to community level;
4. The resource allocation methodology, including that for children with special needs;
5. Budget for administration of the programme; and
6. Selection of secondary school students.

To address on-going pressures on children's access to education in changing institutional context (including the provisions from the Constitution of 2013) the BEAM Operational Manual seeks to:

1. Set out a revised policy framework for BEAM;
2. Create a multi-actor and whole-of-government approach to delivering comprehensive Orphan and Vulnerable Children (OVC) services which are inclusive and harmonized;
3. Define school and community accountability for expanded education access for OVC;
4. Strengthen BEAM monitoring and evaluation as well as its contributions to evidence-based policy making and programmatic responses;
5. Broaden participation and citizen engagement in beneficiary targeting/selection and improving BEAM implementation, reducing the sense of entitlement, sacrificing of vulnerability for equal opportunity to access and abuse of BEAM;
6. Revitalize ownership of BEAM as a community and Government programme;
7. Framing more predictable and timely disbursement of state funding (Central Government and NAC) and broadening resource mobilization for BEAM;
8. Enhance capacity in the responsible Ministry (ies), the BEAM Management Unit (BMU) and other sub-national levels on implementation, knowledge generation and dissemination, vertical and horizontal programme communication;
9. Strengthen financial management and transparency including through involvement of the Office of the Auditor General (Ministry of Finance and Economic Development); and
10. Define grievance handling and "whistle blower" mechanisms.

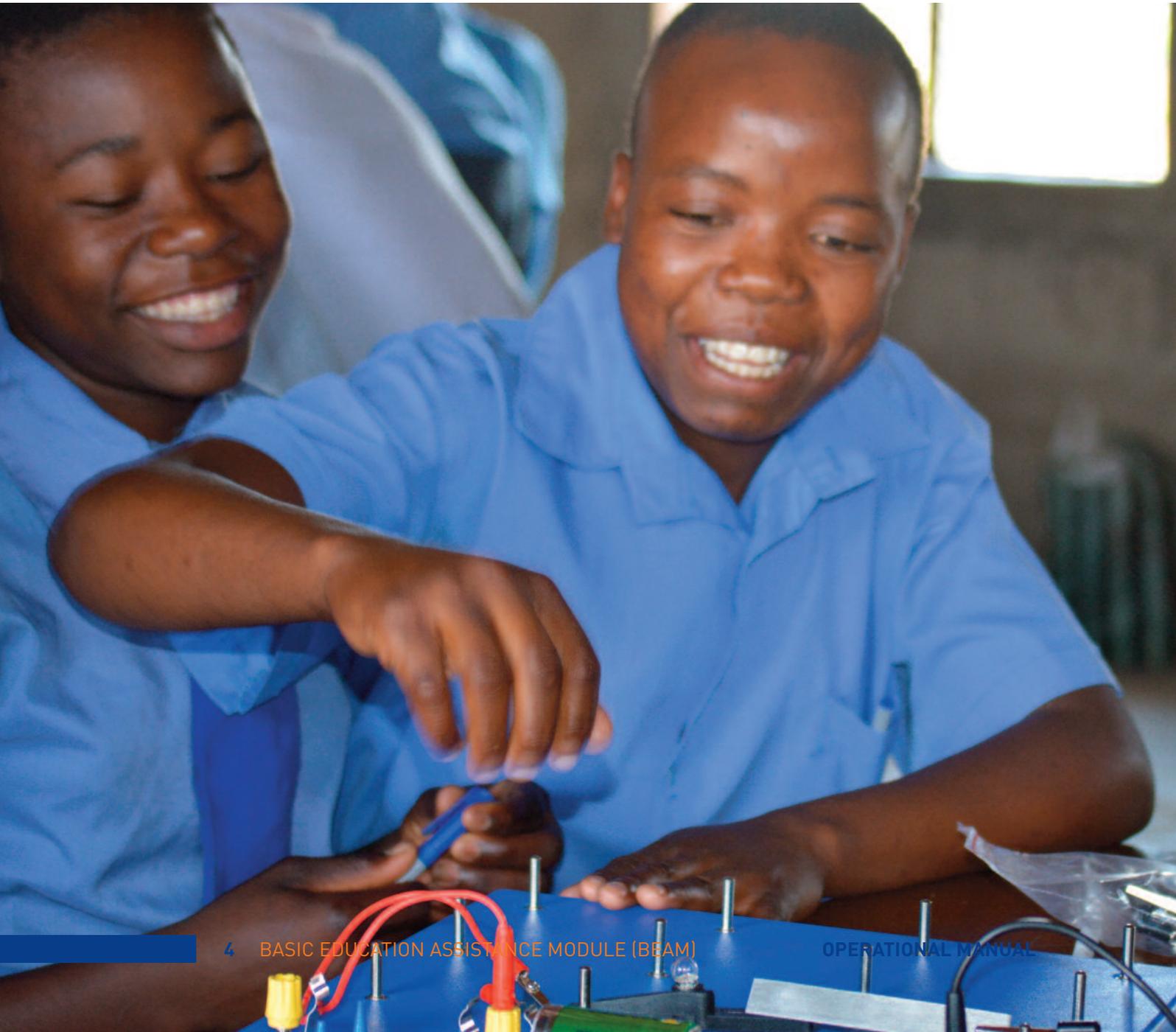
BEAM aligns with and contributes to the progressive realization of relevant provisions of the Constitution of Zimbabwe (2013) especially Sections 19d; 27; 60:3; 75:1a; 81:1a, f and 81:2. The constitution defines education as a right whose enjoyment the State must ensure through 'all practical measures to promote free basic and compulsory education for children...to ensure that girls are afforded the same opportunities as boys to obtain education at all levels' (Constitution of Zimbabwe 2013¹).

1.4 FUTURE OPERATIONAL MANUAL REVISIONS

The BEAM Operational Manual shall be reviewed in line with changes in policies and legislation and in response to recommendations from process and impact evaluation done from time to time. The BMU, in consultation with the structures laid down in this Manual shall institute reviews every five years. These shall focus on systems, procedures and BEAM stationery (Forms, IEC material etc.). Following the reviews the BMU shall issue and publicize a revised BEAM Operational Manual.

¹ Constitution of Zimbabwe, Amendment (No. 20) Act 2013

THE BEAM POLICY FRAMEWORK



2.1 POLICY ESSENCE AND OBJECTIVES OF BEAM

BEAM provides fee waivers for eligible primary and secondary school children for tuition, examination fees and applicable levies. The Ministry of Public Service, Labour and Social Welfare (MoPSSLW) implements BEAM.

The Ministry of Primary and Secondary Education (MoPSE) is responsible for the categorization of schools into P1-3 and S1-3 and is the beneficiary institution through the targeted children attending schools.

The Ministry of Finance and Economic Development is responsible for funding and auditing BEAM through the Auditor General's Office. All other state institutions and development partners addressing education-related developmental, child and social protection needs will also be involved through coordinating with the Ministry responsible for social welfare.

BEAM is a national programme whose main objectives are to:

- Reduce the number of children dropping out of school;
- Reach out to those who have never been to school due to economic hardships; and
- Prevent welfare losses for poor households who may resort to withdrawing children from school as their poverty rises.

It targets:

- Vulnerable Zimbabwean school going children aged 4 to 19 enrolled in Early Childhood Development (ECD), primary, secondary and special needs schools;
- Children enrolled full time in primary and secondary schools who are identified as 'poor' by their Community Selection Committees (CSCs); and
- Children enrolled full time in Special Needs Education institutions identified as poor by their CSCs.

Eligible children placed in foster care by the Department of Child Welfare and Protection Services will draw on alternative sources of support except where children have been selected/targeted using the school-community selection process.

2.1.1 POLICY RATIONALE

Education outcomes have been adversely affected by rising poverty. While access to education has generally remained high in Zimbabwe, inequality has grown and national school net enrolment rates have declined from 91 percent in 2009 to 87 percent in 2011. Without BEAM, some coping mechanisms such as withdrawal of children from school resulting in early marriages, child labour, and children working and living on the street among others impacts negatively on the future of affected households, communities and the country.

BEAM covers examination, tuition fees and levies in order to reduce the education burden on poor households. BEAM does not take over all the responsibilities and obligations of parents/guardians to provide for their children's education. BEAM only meets some of the costs for some or all children in an eligible household, which remains with the responsibility and obligation to meet the other requirements for their children's education.

2.1.2 BEAM POLICY GUIDELINES

Principles of BEAM implementation are as follows:

- 1 Comprehensive community mobilization, sensitization and awareness:** BEAM makes the public aware of its processes for programme transparency and accountability;
- 2 Harmonized and integrated approach to educational assistance** for vulnerable groups through a multi-actor approach, which allows different actors to contribute to the BEAM Fund, draw beneficiaries from a prioritized BEAM Master List and complement BEAM e.g. through strengthening household level and community socio-economic resilience;
- 3 Community-based targeting:** based on community participation and citizen engagement through use of local knowledge and perspectives to select/target children, implement, monitor and report on BEAM;
- 4 Hard (and known public sector-based) budget constraints,** to ensure that the number of children assisted matches available BEAM resources and avoid the problem of arrears in payments;
- 5 Complete assistance package:** Selected BEAM beneficiaries get support for a full school year to ensure retention of children in school for the year;

- 6 **Openness, transparency and accountability** to and by communities and authorities;
- 7 **School attendance as basis for continued** assistance to a beneficiary while academic performance will be tracked for purposes of reporting BEAM impact; and
- 8 **Girl child empowerment:** At least 50 percent of assisted pupils at secondary level should be girls in order to bring about equity between boys and girls; and
- 9 **Effective monitoring of BEAM implementation:** this is critical at all levels from central to community level to ensure adherence to policy guidelines.

2.2 FINANCING OF BEAM

State and non-state funding of education assistance shall be channelled through a BEAM Fund or at the very least draw beneficiaries from and report to BEAM.

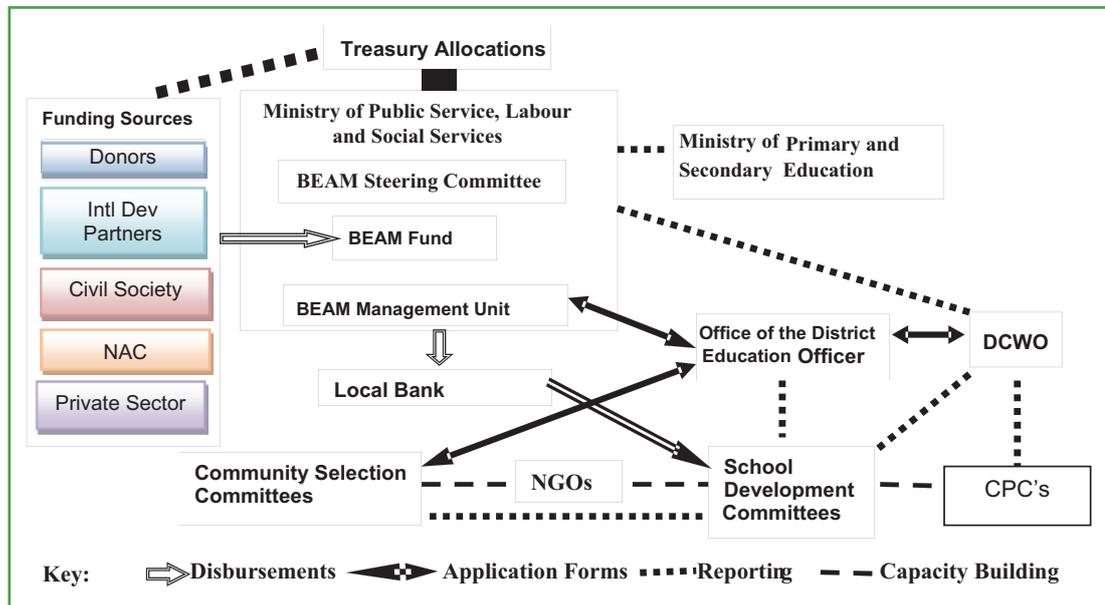
Non-state assistance initiatives with targeting and selection criteria that do not currently overlap with BEAM shall progressively ensure that at least 40 percent of their beneficiaries are drawn from the BEAM Master Lists.

Funding for P1 and S1 schools will be centralized at National Level and prospective beneficiaries will be subjected to a Proxy Means Test by District Social Services officers before tuition fees are paid to schools.

This will provide a mechanism for indirect funding of BEAM by, among others the private sector. The Fund will be managed through an intermediary commercial bank that will be identified through competitive bidding to be the programme Financial Agent.



Figure 1: BEAM Funds and Information Flow



2.3 LEVEL OF BEAM ASSISTANCE PACKAGE

The BEAM subsidy shall be the same as the level of tuition fees for each school as approved by the Ministry of Primary and Secondary Education.

Resource Units and Special Needs schools shall be exempted from the subsidy standardization. BEAM shall pay the full school determined costs for children enrolled in such schools.

The per capita cost by school category shall be available in the last quarter of each year.

For examination fees, the BEAM package is for six subjects and a practical subject. BEAM assistance does not exhaustively cover all the basic learning needs of vulnerable children. Government encourages a multi-actor approach that will involve other players in providing complementary needs including but not limited to the following:

- i. Food and nutritional needs of the OVC in and out of school;
- ii. Learning materials; and
- iii. School uniforms.

2.4 DETERMINING BEAM ALLOCATIONS

BEAM funds shall be allocated to provinces, districts and schools based on a poverty and vulnerability model. The calculations (and thus allocations) will be based on the latest official poverty data from Zimbabwe Statistics Agency. The poorest provinces and districts or those with the highest 'vulnerability burden' will get the bulk of BEAM support. Within each school/community BEAM allocations shall be applied on a 60 percent primary and 40 percent² secondary school basis. This will enable a focus on the nine-year primary education cycle.

For purposes of transparency, the database used to calculate allocations to various schools will be published annually and be made available for public scrutiny.

2.5 BENEFICIARY TARGETING CRITERIA

Eligibility for BEAM assistance is based on the poverty status of a household. After identifying the pool of OVC in poor households, the CSC will screen applications using the following criteria:

- Children who have never been to or have dropped out of school due to poverty;
- School record of child's previous failure to pay fees and levies due to poverty;
- The source of income and health status of the head of household or breadwinner;
- Orphanhood status of potential beneficiaries; and
- Household asset ownership of the guardians/parents of potential beneficiaries.

² 2012 Census Report shows that the total number of children in primary and secondary school was 3,545,078 with 2,521,126 in primary and 1,023,952 in secondary (71.4% to 28.6%)

PROGRAMME IMPLEMENTATION CYCLE



3.1 INTRODUCTION

BEAM will be implemented by the communities with administrative and technical support from the decentralized structures of the Ministries responsible for social welfare and education.

The CSC will be the implementing agent that, on behalf of the communities, carries out the selection of beneficiaries.

CSCs shall work in close liaison with relevant school authorities and local organizations such as Community Based Organisations and Churches in implementing BEAM. Communities must be informed and mobilized through accessible Information, Education and Communication (IEC) campaigns and training at the start of each BEAM annual cycle.

The following table summarizes the timings for BEAM activities.

Table 1: BEAM activity timelines

Activity	Responsibility	Timeframe
IEC material, campaigns and training	Government, CSOs, Local Authorities etc.	All year round
Dispatch of BEAM nomination forms (BEAM Form 1/1) to communities	BMU, DEOs	Nov
Election of CSCs	Councillors, Schools, Communities	Oct-Nov
Production of Master Lists of Priority BEAM beneficiaries	Parents/Guardians, CSCs, School Heads, CPCs, NGO/CBOs, Village Assemblies, SDCs etc.	Nov - Dec
Production of provincial, district and community budget allocations	BMU	Nov-Dec
Notification of budgets to communities	BMU, MOPSE	Dec
Selection of BEAM beneficiaries	CSCs	Dec - Jan
Completion of BEAM application forms	CSCs	Jan
Submission of Application Forms to DEOs	CSCs, School Heads	Jan
Verification of application forms	DEOs, DCWOs	Jan - Feb
Submission of application forms to BMU	DEOs	Jan - Feb
Verification and capturing of applications into BEAM MIS	BMU	Dec-Feb
Processing of payments for Term I	BMU, MOPSE	Dec-Feb
Submission of Form 5/1 for Term I	School Heads, CSCs, MOPSE	April
Processing of payments for Term II	BMU, MOPSE	May
Submission of Form 5/1 for Term II	School Heads, CSCs, MOPSE	Aug
Processing of payments for Term III	BMU, MOPSE	Sept
Close Year Processes	BMU	Oct
Submission of Form 5/1 for Term III	School Heads, CSCs, MOPSE	Nov-Dec

3.2 INFORMATION, EDUCATION AND COMMUNICATION (IEC) CAMPAIGN

The three sector Ministries involved with BEAM, other state and non-state institutions will participate in developing and disseminating IEC material for BEAM.

The BMU shall coordinate the promotion of public awareness, participation and action. IEC is a key result area for the BEAM Manager/Coordinator with direct accountability to the Director for Child Welfare and Protection Services.

The BMU will develop and implement a comprehensive IEC Strategy including activities of overseeing the IEC campaign, guide preparation of the necessary materials and their multi-pronged dissemination.

Written BEAM notices, posters, brochures and pamphlets shall be made available to the public at schools, churches, district resource centres, Council offices, health facilities, shopping centres and be disseminated through the print and electronic media.

BEAM materials shall also be made available through the following channels:

- Village Community Workers;
- Residents Associations (in urban areas and at Growth Points);
- School Development Committees;
- Church leaders;
- Community leaders;
- Notices in public areas; and
- Any other community meetings.

The IEC function can also be subcontracted to service providers in the private and civil society sectors alongside other state institutions outside the three key Ministries. Expected outcomes of social mobilisation activities through IEC include the following:

- Public awareness on the existence of the programme;
- BEAM's goals, objectives and target groups and child selection guidelines;
- Informed responses from the target communities and stakeholder groups;
- Empowered communities that demand transparency and accountability from their leadership, CSCs and school heads; and
- Stronger BEAM ownership and accountability among communities.

3.3 BEAM CAPACITY DEVELOPMENT PROCESS

The MoPSLSW/BMU will develop a framework for all BEAM capacity development and some training materials.

The technical content, broad process and frequency will be coordinated by the BMU. A cascading training approach will be adopted at several levels where different actors receive training on BEAM's objectives, guiding principles, selection and eligibility criteria and the roles and functions of institutions involved. The training sequence suggested below shall guide the process.

Table 2: Cascading of BEAM stakeholder training

Level	Suggested Trainers	Trainees
1	BMU and Senior Child Welfare and Protection Officials	District and Provincial Teams (PEDs/DEOs, CEOs, DCWOs, NGOs, Council Chairs)
2	Trained District Teams	School Heads, Ward Councillors, GHCs, CSCs, representatives of village assemblies, CBOs and FBOs
3	Trained Community Teams	Communities;

The suggested training teams may also co-opt private, civil society, academic and international development experts for the training at different levels as needed. This may be critical for specific training components like community-school income generating projects and livelihood strengthening.

The capacity development process shall cover, among others, the following:

- Introduction to the BEAM Operational Manual and its use;
- Eligibility for BEAM support;
- Roles, responsibilities and relations of various stakeholders;
- Completion of the relevant forms;
- BEAM and other programmes/projects implemented at different levels and how communities (including schools) can benefit;
- Information on financial flows;
- The BEAM reporting structure;
- Grievance handling mechanisms; and
- BEAM Monitoring and Evaluation.

3.4 ESTABLISHMENT OF COMMUNITY SELECTION COMMITTEES (CSCS)

Each primary school community shall elect a Community Selection Committee every two years in the months of October and November.

The Councillor (democratically elected civic leader) for the area in which the school is found shall convene meetings of communities (people living in the catchment area of a primary school) in their respective wards and preside over the selection of the CSC.

The CSC shall have a term of office of two (2) years i.e. preside over two BEAM cycles. The CSC shall have twelve (12) members made up as follows:

- Six (6) elected community representatives (3 men and 3 women) with a good knowledge of all households, no record of abusing children and with a sound appreciation of children's rights issues. The selected members shall be evenly distributed across the school catchment area;
- Two (2) children (one girl and one boy) from the child-led Child Protection Committee; and
- Four (4) ex-officio members made up of two School Development Committee (SDC) members one each from the primary school and the local secondary school, the Primary School Head and the Primary School Guidance and Counselling Teacher.

To the extent possible the following issues have to be taken cognizance of with regards to the selection of the community contingent in the CSC:

- The CSC Chairperson and Secretary shall be from the elected community representatives;
- Councillors and traditional leaders shall not be members of the CSC;
- The CSC should be different and be separate institution from the SDC/SDA;
- At least 50 percent of the CSC members should be women;
- There should be a representative of people living with HIV/AIDS, people with disability, Community Child Care Workers and the local CPC; and
- Members of other committees and extension workers that have a bearing on child education cannot be elected into the CSC;

Being a member of the CSC is voluntary. It does not come with economic benefits from BEAM.

For greater inclusion and transparency CSCs are encouraged to have a balance of community members ineligible for BEAM, those that stand to benefit and others with a fair understanding of the challenges faced by prospective BEAM beneficiaries.

The functions of the CSC will, among other things include the following core activities:

- Coordinate the dissemination of BEAM IEC material in the community;
- Facilitate collation of child nominations by different stakeholders encouraging broad participation;
- Convene a meeting for the production of the prioritized BEAM Master List;
- Inform the community on the selected beneficiaries to enhance transparency and accountability;
- Prepare and submit to the BMU via the school head and DEO approved lists of beneficiaries, consistent with the community's hard budget for payment;
- Monitor school attendance by beneficiaries;
- Convene termly programme review meetings to receive reports from school authorities on school attendance and challenges encountered by the BEAM beneficiaries;
- Liaise with complementary programmes to ensure BEAM beneficiaries access other needs that improve their learning;
- Engage relevant NGOs to promote economic strengthening of BEAM beneficiary households;
- Engage parents/guardians of BEAM beneficiaries to build and ensure their preparedness for graduating out of the programme; and
- Maintain records and minutes of meetings in forms specially provided for that purpose and avail the same for inspection by monitoring teams.

Case management will be a critical role of the CSC in conjunction with CPCs and school authorities. The CSC will be required to coordinate the management, following-up and monitoring of cases relating to:

- Withdrawal of BEAM-supported children from school;
- Non-attendance of BEAM-supported children identifying reasons for such non-attendance;
- Overseeing removal of children from the streets, enrolling them in school and monitoring of their education needs, attendance and performance; and
- Ensuring smooth primary to secondary school transition.

The BMU shall ensure case management becomes a key component of community training.

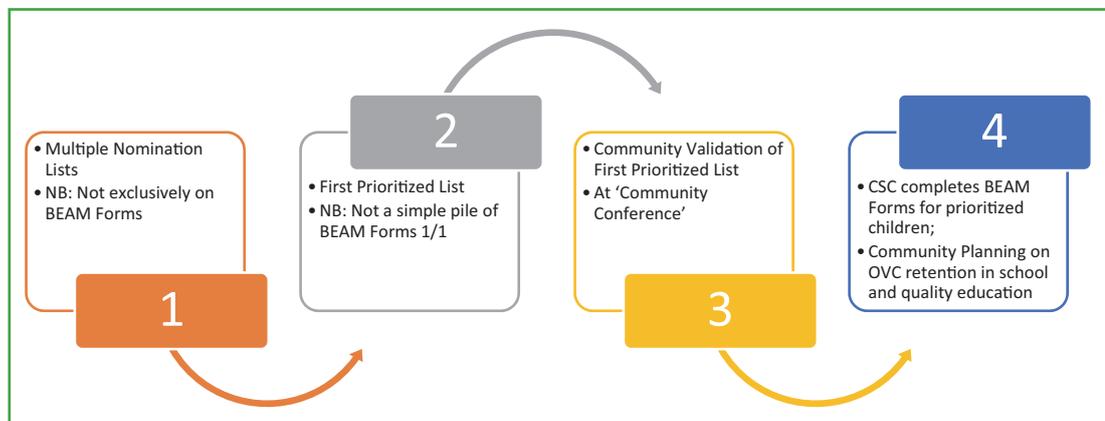
3.5 BENEFICIARY NOMINATION AND PLANNING TO RETAIN OVC IN SCHOOL

Before community budget considerations, the CSC should set in motion an inclusive and participatory beneficiary nomination process. The process may include the following:

- i. Convening a meeting of parents and interested institutions in the primary school catchment to inform them about the BEAM selection process and distribute BEAM nomination forms;
- ii. Facilitating agreement on a time limit for receiving nominations for both primary and secondary school applications from all aspiring applicants in the community;
- iii. Ensuring that the nomination process is inclusive or participatory and based on the principle that any interested person or institution can nominate a child for BEAM assistance.

The nomination process will go through a number of iterative stages as shown below.

Figure 2: BEAM beneficiary nomination cycle



Stage I: Production of multiple Nomination Lists

All interested parties (Village Assemblies, Child Protection Committees, Village Child Care Workers, primary and secondary school teachers, school children, CPCs, CCCWs, CSOs, private sector etc.) will generate their own Prior nomination lists for submission to the CSC.

Secondary schools shall submit their proposed nomination lists to the CSCs in their catchment areas.

Different stakeholders can also walk into their relevant schools and add names of children they wish to nominate onto the school list.

Stage II: Compilation of the prioritized BEAM List

Based on the nominations received from the various parties, the CSC will compile a Draft Nomination List consolidating the various Lists. A (DRAFT) Prioritized BEAM List will then be compiled by the CSC using a combination of the following criteria:

- The CSC's knowledge of the applicant household;
- Frequency of nomination by the various nominating parties;
- Importance of the nomination criteria;
- Capacity of the household to pay for one or more of all its children enrolled in school;

The DRAFT Prioritized BEAM List will be categorized into three priority groups as follows:

Priority I (Red Category): BEAM will support all the children from the same household identified under this category. These will be children in poor households e.g.:

- Child-headed households;
- Labour constrained households e.g. those headed by the elderly people (over 65 years) and those with disabilities and cannot perform economically productive work;
- Children who have never been to school because of poverty; and
- Children in the street because of poverty or those drawn back into school.

Priority II (Orange Category): These are poor children in:

- One parent households with some capacity to participate in income generating activities;
- Two parent households with some capacity to participate in income generating activities;
- Children with non-resident parent(s) under the care of the elderly, neglected by parent(s);
- Orphans in the care of a relation/guardian with limited capacity to cope with the increased burden of their education needs.

When there is more than one child from the same household in this category, the community can consider enrolling some of them under BEAM while the others will be left to be provided for by the guardian/parent. The selection will be based on the community's assessment of the household capacity to cater for the other children.

Priority III (Green Category): These are children in households, which though constrained, can manage to pay for the basic educational needs of their children. These children will be supported if some resources remain un-utilized after assisting Priority I and II children.

Stage III: Community validation of the priority lists

A Community Conference shall be convened by the CSC to validate the DRAFT priority BEAM lists. Community leaders should ensure that the Conferences are attended by the poor who are applying for BEAM assistance, all other households and relevant institutions in the community.

Secondary schools that enrol children from the community must be represented by the Secondary School Head, SDC Chairperson and SDC Secretary at these meetings.

Once validated, the primary and secondary school assistance priority lists will serve as the BEAM Master Lists from which children targeted for educational assistance by any other organisation will be drawn.

The CSC has the final say regarding selection of beneficiaries after considering all issues raised during the validation process. Parties aggrieved by CSC decisions can appeal through the Grievance Handling Procedures (outlined in this Operational Manual). Political or any other form of interference in the CSC's work is an offence.

Stage IV: Community planning for OVC retention in school

Led by CSCs and SDCs communities need to take responsibility for ensuring that their vulnerable children remain enrolled in school.

Communities will be supported by District and other stakeholders to develop and implement plans for the following:

- How Priority I and II children that might not be covered by BEAM will be supported to ensure they remain in school;
- How beneficiary households in the Orange Category will be economically strengthened to ensure a safe and sustained exit from the programme after two (2) years; and

- How the additional education related needs of the OVC (nutrition, uniforms, stationery, and other learning materials) will be provided;

The planning process will require communities to explore:

- The feasibility of school-based income generating projects part of whose proceeds will be used to pay for the fees and levies of identified children;
- The available options for household economic empowerment, including:
 - ◆ Creation of internal savings and lending (ISAL) groups;
 - ◆ Nutrition gardening;
 - ◆ Community poultry production;
 - ◆ Individual income generation projects;
 - ◆ Seeking CSO/NGO or private sector support for promoting access to markets; and
 - ◆ Prioritizing households for participation in production enhancement programmes, e.g. agricultural input support, extension services and other empowerment initiatives.

3.6 BEAM BENEFICIARY SELECTION

The BMU will inform each community of their allocations through their respective DEOs and DCWOs. CSC-coordinated conferences will be held to conclude the BEAM beneficiary selection process when CSCs have been informed about their allocations. CSCs will base this on per capita fee and levy costs ceilings relevant to their school category to determine the number of children from the Prioritized Master Lists to identify the final total number of primary and secondary school children to be supported under BEAM.



Any remainder of the community allocation which will be less than the per capita total cost per child will be used to partially support one child along the priority list.

Secondary and special school BEAM applicants should ensure that they present to the CSC copies of their fee and levy invoices before the commencement of the selection process. The respective school heads and SDCs should, therefore, ensure that they issue out invoices to all the children on the closing day of each second school term of the year or latest by end of September.

Where a community is unable to fully utilize its allocation after assisting all primary school priority I and II children, the CSC shall use the remainder to:

- i. Either, beef up any balances that might have been identified by the SDC to procure basic stationery for BEAM supported children; or,
- ii. Augment its secondary school allocation and support additional Priority I and II children; or
- iii. Support some of the Priority III children.

3.7 COMPLETION OF BEAM PAYMENT APPLICATION FORMS

- i. When the lists of successful BEAM beneficiaries are agreed upon, the CSC completes the relevant BEAM application forms (in triplicate) and the CSC Chair and Secretary append their signatures. The copies will be distributed as follows:
 - BEAM Form 2/1 Primary: A copy will be retained by the CSC, another for the DEO and the other to BMU;
 - BEAM Form 2/1 Secondary: A copy will be retained by the CSC, another for the secondary school head and the other for BMU; and
 - BEAM form 3/1 Special Schools: A copy will be retained by the CSC, another for the school head and the other for BMU.

N.B.: The CSC will not delegate the completion of the BEAM Form 2/1 and BEAM Form 3/1 forms to school heads. The Secretary of the CSC will be responsible for the completion of these forms.

- i. The School Head also signs the forms and ensures that:
 - They have been stamped with the school stamp;
 - The correct school bank details and a copy of the most recent bank statement is provided;
 - All calculations tally; and

- For secondary and special school applications, copies of bank statements with correct banking details of the recipient schools are attached.

The School Head then submits the completed forms to the DEO.

ii. The DEO should verify the forms, seal action packs and submit to BMU within 3 days of receipt from school heads. DEOs should specifically verify the following:

- Conformity of the amounts requested to the community budget allocation;
- Conformity of the fees and levies claimed with standardized ceilings and those approved by the MoPSE;
- Total completeness of the forms and their required attachments;
- That the forms have been completed in triplicate copies for CSC, DEO's Office and BMU; and
- That the forms bear his/her office stamp and signature.

iii. Process of secondary special application forms

- The CSC should furnish the secondary and special school applicants with copies of the approved forms for submission to their respective schools for filing; and
- Before appending their signature, DEO's should refer all special school applications for BEAM assistance to the District School Psychological Services Officer (DSPSO). The latter should verify that the applicant was placed in the special school with the recommendation of the School Psychological Services Department. He/she should then send the forms back to the DEO for final approval and dispatch to BMU for payment.

3.8 CONTINUATION ON BEAM, REPLACEMENT AND EXIT FROM BEAM

Once selected, a BEAM beneficiary will be assisted for a full year.

Support for each pupil is re-evaluated annually. However, recipients are not excluded from repeated assistance in subsequent years, provided they continue to meet the selection criteria and attendance requirements.

Assistance will not be revoked following poor academic performance by a beneficiary, but would be contingent on satisfactory school attendance. Assistance will cease once the student's household economic circumstances are considered to have improved sufficiently.

The CSCs and the communities shall take into consideration the current beneficiaries in processing new applications so that children whose circumstances would not have improved do not drop out. Where demand is higher than available BEAM resources the solution will not be to drop or rotate children but to seek alternative resources to enrol more needy children on Prioritized BEAM Lists.

The CSC may in the course of a school year replace BEAM beneficiaries under the following circumstances:

- i. A child who has been absent for 10 days in the term in circumstances that cannot be justified by either the school or the parent/guardian. However, simple negligence and forced absence by parents/guardians will not cost a child's BEAM sponsorship. This should be a case management issue to be dealt with by the CPC and CSC;
- ii. A BEAM beneficiary who has transferred to another community; and
- iii. When a BEAM beneficiary has dropped out of school for reasons that cannot be corrected in the short-term, e.g. early marriage, death, employment etc.

3.8.1 GRADUATION AND EXITING FROM BEAM ASSISTANCE

Children from households in Priority I will only exit BEAM support when their circumstances change for the better, or, resources are not available to continue assisting some of them above the priority cut-off point.

Those in Priority II will be BEAM beneficiaries for a maximum of 2 years, during which period the household should be participating in economic strengthening projects to enhance its capability to pay the levies and fees for their children.

After 2 years their children will be weaned from BEAM support. Once weaned off, the child will only be reconsidered for BEAM assistance after another 2 years provided the circumstances of the child do not change drastically in the interim period to warrant re-absorption before the end of 2 years.

3.8.2 CAPACITY STRENGTHENING OF HOUSEHOLDS & SCHOOLS BY NON-STATE ACTORS

For successful BEAM graduation and exit outcomes Government will promote non-state actor (NSA³) involvement in community and school-based development work that builds household and school capacities through relevant socio-economic programmes.

These interventions will be to enable households and schools to sustainably participate in low cost but high impact economic strengthening activities that progressively allow them to support expanded education access for children from poor households.

At community level, the non-state actors will work closely with line Ministries, community organizations and CSCs to ensure that Orange Category households fully participate in economic strengthening initiatives.

³ Includes private sector and civil society organizations, local and international

BMU PROCEDURES



4.1 THE PAPER TRAIL

The BMU will develop and share its process flow with detailed turnaround times and performance standards (may be in the form of a Client Charter). It will build staff capacity on it at all levels of BEAM implementation.

Stakeholders will also have access to clear information particularly regarding:

- i) Handling applications or completed forms;
- ii) Receipt of and responding to grievances or complaints about BEAM;
- iii) Information, Education and Communication related with BEAM; and
- iv) The overall BEAM Communication Strategy (and Client Charter).

4.2 PROCESSING OF PAYMENTS

Once the BEAM payment application forms have been finalized, they are sent to the BMU, via the DEO who checks the total amounts being requested against the community's hard budget constraint and approved fee levels.

After the BMU has received the forms, it provides the Bank with relevant schools' SDC bank accounts so that they disburse funds to the relevant schools.

4.3 FINANCIAL REPORTING MECHANISM

Monthly statements will be prepared by the intermediary bank and sent to the BMU. The statements will reflect the amount paid to each school and grand total paid to all schools for the month as well as payments that were rejected with reasons.

School Heads will also prepare and send a report through the DEO's office confirming amounts received.

4.3.1 ACKNOWLEDGEMENT OF PAYMENT BY SCHOOL HEADS AND SDCS

When the BEAM payment has reflected in the school's SDC bank account:

- i. The school head should inform the CSC about receipt of the payment;
- ii. The school must issue out individual levy and fee payment receipts to each BEAM beneficiary; and
- iii. If BEAM beneficiary households had been compelled by the school authorities to make advance payments before the receipt of BEAM funds (which is not allowed), each household should be reimbursed the full value of the advance payment.

DISPUTE SETTLEMENT MECHANISMS



5.1 INDIVIDUAL GRIEVANCES

Grievance Handling Committees (GHC) shall be constituted in each community to handle complaints by parents/guardians and stakeholders aggrieved on any aspect of BEAM delivery.

The GHC shall consist of the Ward Councillor (Chair), one (1) Village Head, a Religious Leader of repute, two children's representatives (other than the ones in the CSC) and a Community Child Care Worker providing secretariat services to the GHC.

The Village Head and the Religious Leader shall be selected by the community and the tenure of the GHC shall be co-terminus with that of the CSC (2 years). **The GHC shall sit as a Help Desk when the community meets to validate the Prioritized BEAM List and when the community reconvenes to validate the final BEAM beneficiary lists.**

The types of grievances that will fall within the jurisdiction of the GHC include:

- Household heads, guardians and members of the community that feel they have been excluded from the beneficiary nomination process;
- Parents/guardians or community members who feel that the circumstances of a particular household were not fully taken into consideration in prioritizing a particular child for BEAM;
- A child or group of children who feel aggrieved by decisions taken at any stage of the selection/targeting and validation process; and
- A child has been removed from BEAM assistance in the course of the school year for reasons that are unjustifiable in the opinion of a parent/guardian or any other stakeholder;

The following are the expected outcomes from the grievance handling process:

- The GHC resolves the complaint amicably with the complainant;
- The GHC advises the CSC to reconsider its position and issue is resolved;
- The GHC engages the CSC for a joint solution and issue is resolved; or
- The complaint could not be resolved through any of the above and is referred to the District GHC through the DCWO.

For each complaint deliberated upon, the GHC shall complete a BEAM Complaint Form to capture the full particulars of the complaint. The completed Form shall be kept on file at the primary school for purposes of reference and inspection.

When the grievance is being referred to the District GHC, the committee shall complete a duplicate BEAM Complaint Form to be submitted to the DCWO by the complainant.

At least any two GHC members and the school head shall sign a BEAM Complaint Form that is to be submitted to the DCWO.

A complaint should be investigated and dealt with within a period not more than 30 days from the day it is registered.

5.2 COLLECTIVE GRIEVANCES

The CSC shall sit as a GHC for purposes of handling collective/community grievances. Examples of such grievances may include but are not restricted to the following:

- The final BEAM beneficiary list was tempered with and submitted to the DEO, hence does not reflect the community consensus;
- The school authorities are compelling parents/guardians of BEAM beneficiaries to make advance payments because BEAM funds have not been received;
- The school authorities are sending away approved BEAM beneficiaries for non-payment of fees and levies because of delays in BEAM disbursements; or
- The school authorities are not issuing BEAM beneficiaries with individual receipts when the BEAM disbursement has been received.

The Committee will keep a record of the cases handled on the BEAM Complaints Form, which will be filed for reference and inspection. Complaints that cannot be resolved amicably by the CSC and the other relevant parties will be referred to the District GHC.

When a case is referred to the District GHC, the CSC will sign a BEAM Complaints Form in duplicate for submission to the DCWO. At least two CSC members (of which one must be Chair or Vice) and the school head must sign the Complaint Form to be submitted to the District GHC.

5.3 DISTRICT GHC

A District GHC shall comprise of:

- The Social Services Officer of the District Council (Chairperson);
- Chairperson of Council's Social Services Committee;
- DEO or his/her designate;
- Chairperson of the District CPC;
- CSO representative; and
- DCWO (Secretary).

The District GHC shall handle issues referred to it in accordance with the BEAM Operational Manual by the Community GHCs and CSCs. It will also handle issues referred to it by 'Whistle Blowers'. For each case handled, the committee shall make a record on the BEAM Referred Complaints Form, which shall be filed with the DCWO for reference and inspection.

District GHC members may also bring issues to the body's attention. The DCWO shall request the Chairperson to convene a District GHC meeting at the beginning of each school term or receiving a considerable number of complaints. Referrals received should be deliberated upon within a month of receipt from the community grievance committees.

When necessary, the District GHC can constitute an investigation team to gather additional information pertinent to solving a case. The decision of the District GHC will be communicated to the complainant and community GHC/CSC by the DCWO as Secretary of the District GHC.

5.4 "WHISTLE BLOWER" FACILITY

A "Whistle Blower" facility will be put in place to cater for anonymous complaints directed to all levels of grievance handling. Cases coming through the whistle blower facility should be investigated before any attempts to take remedial action. The facility will consist of:

- **Suggestion boxes located at the primary school.** These will be administered by the Community GHC and the CSC and will cater to issues which the complainants feel should be brought to the attention of the CSC. Examples of such complaints could be:
 - ◆ Unknown to the CSC, a beneficiary's circumstances have changed for the better, e.g. guardian got employed; or
 - ◆ Guardian/parent made false presentations to the CSC, e.g. a child under the care of a beneficiary household is being fully supported by an absent parent.
- **Suggestion boxes located at the Offices of the DCWO and DEO:** These will cater to issues which complainants think would better be handled at district than at community level.
- **Toll Free Number:** A 'toll-free' number will be linked to the BMU and will cater to matters, which complainants feel need the push of BMU to be resolved or for district and community structures to take action.

PROGRAMME INSTITUTIONAL ARRANGEMENTS



6.1 MINISTRY OF PUBLIC SERVICE, LABOUR AND SOCIAL WELFARE

The Permanent Secretary for Public Service, Labour and Social Welfare will be the Accounting Officer with the overall responsibility for:

- Resource mobilization for the programme;
- Providing policy guidance to the programme;
- Policy and programmatic coordination within Government, with donors, other development partners, civil society and the private sector supporting BEAM;
- Ensuring that the BEAM Fund is managed according to Government accounting regulations as well as criteria agreed with non-state actors supporting BEAM;
- Effective programme execution by all BEAM partners and stakeholders; and
- In conjunction with their MoPSE counterpart and through their respective Ministers, ensuring the programme receives the requisite and informed support, political will and commitment.

6.2 MINISTRY OF PRIMARY AND SECONDARY EDUCATION

The Permanent Secretary for Primary and Secondary Education will be the Accounting Officer responsible for ensuring that:

- The various levels of the education administration and management system effectively execute their roles in the administration of BEAM;
- Monitoring of BEAM implementation becomes a key result area for the education inspectorate at the district level;
- In conjunction with their counterpart in the MoPSLSW, and through their respective Ministers, ensuring that BEAM receives requisite support, political will and commitment; and
- Funding for educational assistance by Government and development partners is integrated, well-coordinated and harmonized towards strengthening support towards expanded access to education for children from poor households.

6.3 MINISTRY OF FINANCE

The Permanent Secretary for the Ministry will be responsible for ensuring:

- Predictable and timely Government funding for BEAM;
- Liaison with development partners on integrating social protection in their funding; and
- Timely audits by the Auditor General's Office and responses to audit recommendations by the Ministry of Public Service, Labour and Social Welfare so that BEAM is compliant with relevant policies and laws.

6.4 BEAM STEERING COMMITTEE

A policy level BEAM Programme Steering Committee shall be constituted to exercise oversight over the performance of BEAM. The Committee will meet at least quarterly and be made up of:

- Ministry of Public Service, Labour and Social Welfare (Chairing)
- Ministry of Primary and Secondary Education
- Ministry of Finance
- UNCT representative
- World Bank
- One Donor Representative;
- Representative of Private Sector actors active in education assistance;
- Representative of Education Sector CSOs; and
- BMU (Secretariat).

The BEAM Programme Steering Committee will be responsible for:

- Advising the Permanent Secretary for Public Service, Labour and Social Welfare on policy issues pertaining to BEAM;
- Consider BMU quarterly and annual work plans and budgets to recommend their approval to the Permanent Secretary;
- Consider for approval by the MoPSLSW BEAM annual resource allocations to provinces, districts and communities;

- Deliberate on relevant policy, operational and action research on BEAM issues and consider findings of such work to distil relevant messaging for the consideration of the two principal Ministries (MoPSLSW and MoPSE);
- Support the MoPSLSW's efforts at mobilizing BEAM resources within and outside Government; and
- Convene once every school term.

The BEAM Steering Committee will have a Technical Sub-Committee consisting of representatives (at practitioner level) from the MoPSLSW, MoPSE, Ministry of Finance, UNICEF, WEI and any other agency co-opted by the BEAM Steering Committee. The sub-committee's Steering Committee-commissioned responsibilities will include:

- Detailing technical guidance for BEAM implementation;
- Exercising technical oversight on the work of the BMU, including reviewing of work plans and periodic reports generated by the Management Information System (MIS) making recommendations to the Steering Committee;
- Considering ToRs, proposals/bids, tools and reports for monitoring, evaluations and relevant researches/studies;
- Participating in joint monitoring teams for the periodic BEAM monitoring by the district staff and communities; and
- Providing technical guidance to independent consultants commissioned to carry out BEAM process monitoring and periodic programme evaluations.

6.5 BEAM MANAGEMENT UNIT (BMU)

The BMU has overall responsibility for the successful implementation of BEAM. It will consist of four key personnel: i) a BEAM Coordinator, ii) a Monitoring and Knowledge Management Specialist, iii) a Finance Specialist and iv) an IT Specialist.

The BMU will prepare and submit the Annual Work Plan and Budget (AWPB) to the BEAM Steering Committee for review and approval by November before the end of the 3rd term of each school year. The Steering Committee (chaired by the Permanent Secretary of MoPSLSW) will review and approve the Annual Work Plans and Budgets. The Committee shall also meet in May of each year to give its budget projections and justification to feed into the National Budget.

On a day-to-day basis, the BMU will have the responsibility of managing the BEAM Programme. The BEAM Management Unit will report to the Director (Child Welfare and Protection Services) in the MoPSLSW, whose main responsibility is to oversee the implementation of child protection activities. Specific tasks for BMU include:

- Preparation of Memorandum of Agreement (MoA) between the MoPSLSW and its implementing partners that include: MoPSE; Local Authorities; and CSCs;
- Preparation of annual work plans and budgets for consideration by the BEAM Programme Steering Committee and approval by the Permanent Secretary;
- Design, develop and implement IEC campaign and communication strategy and production of relevant materials;
- Provide guidance to DEOs, DCWOs and the CSCs on BEAM implementation;
- Train BEAM implementers on programme guidelines;
- Undertake resource mobilization and partnership development activities;
- Process payments to schools based on applications for assistance by CSCs;
- Monitor and evaluate BEAM activities;
- Facilitate commissioning of independent process monitoring and evaluations of BEAM;
- Prepare and disseminate quarterly and annual reports on BEAM activities; and
- Provide secretariat services to the BEAM Programme Steering Committee.

6.6 ROLE OF DISTRICT CHILD WELFARE OFFICER (DCWO)

DCWOs have overall responsibility for BEAM at the district level. In conjunction with local authorities and DEOs they are responsible for mobilising resources (human and material) and stakeholder coordination for the following activities:

- Disseminating information on BEAM;
- Training of CSCs, Councillors, traditional leaders and other local level stakeholders on BEAM implementation guidelines;
- Facilitating the formation of CSCs through Councillors;
- Oversee the community mobilization process to set in motion BEAM beneficiary selection;

- Monitoring and evaluation of BEAM activities, including school attendance by beneficiary children;
- Participating in the verification of BEAM application forms before their submission by the DEO to BMU; and
- Resolving policy related disputes in the selection of children under BEAM.

6.7 ROLE OF THE DISTRICT EDUCATION OFFICER (DEO)

The primary responsibility of the District Education Officer' (DEO) is to ensure that schools receive and manage BEAM assistance in conformity with the BEAM Operational Manual.

In addition to reporting to the BMU and MoPSE the DEO shall keep the Local Authority informed of BEAM implementation via the Social Services Committee, Rural District Development Committees (RDDCs) (in rural areas), through the GHC, relevant development forums and other appropriate Government of Zimbabwe structures. In addition, the DEO will be expected to:

- Ensure that the CSCs are formed and are functioning;
- Check the Prioritized Master Lists of beneficiaries at schools and the final selection by CSCs to ensure that they are consistent with the hard budget constraint of each school and the fee levels approved by the MoPSE;
- Submit such lists to BMU within two business days of receipt from the school, with copies to the respective Regional Director of Education and the Local Authority for their information;
- Monitor and supervise the implementation of BEAM by means of random spot checks and provide feedback to BMU and MoPSE;
- Verify whether disbursement is being done timely;
- Conduct random verification of the school attendance of participating children; and
- Promptly inform the BMU, through the Regional Director, of any newly registered schools and newly established satellite schools in the district for them to benefit from the BEAM.

6.8 ROLE AND FUNCTIONS OF COMMUNITIES

Communities will play an important role in the implementation of BEAM. All other structures will support their primary processes of selecting/targeting children in need of support, ensuring that they remain in school, facilitating enrolment of those who would have dropped out for financial reasons and implement plans meant to ensure expanded access to quality education by children from poor households.

To perform their critical role communities will be informed about BEAM, how to access and their role in managing the programme. The capacity building (to be done by Government BEAM structures at District or higher levels or alternatively by NSAs) will cover beneficiary selection, general BEAM processes and procedures, institutional relations and functions.

Communities will elect the CSC and participate in the beneficiary nomination process. The names of the children nominated for BEAM, together with the documents supporting such nominations, should be submitted to the CSC at the relevant school for selection. However, as is discussed under programme implementation the institutional arrangements at the community level may vary somewhat between rural and urban areas.

6.9 PROGRAMME PARTNERS

In the implementation of BEAM, the MoPSLSW and all the other institutions that are directly involved will need to co-operate with a wider number of partners. These include the following:

- Parliamentarians;
- Education and child protection sector NGOs/CBOs;
- Private sector organizations supporting education and child protection activities; and
- Multi and bilateral agencies.

6.10 ENHANCED COMMUNITY & EDUCATION SECTOR ACCOUNTABILITY FOR BEAM

Community and school accountability for BEAM revolves around the following:

- i) Communicating the BEAM cycle for inclusive and informed participation;
- ii) Compliance with policies on receipting of funds (individual not bulk receipts) and non-expulsion of BEAM beneficiaries, not demanding advance payments from parents/guardians;
- iii) General custody and proper use of funds (including maintenance of appropriate bank accounts) and spending resources in a manner consistent with BEAM objectives;
- iv) Programme monitoring and case management in liaison with CSC's and Child Protection Committees;
- v) OVC enrolment, retention and access to quality education (including innovations to achieve these results). This will help clarify the social and child protection outcomes that communities are expected to deliver on under BEAM.

These constitute the minimum expectations for school authorities under BEAM. The two Ministries will work closely to develop the relevant indicators and agree responsibilities for their joint tracking. This is consistent with the need for sector mainstreaming of social and child protection.

The MoPSE has a critical role in preparing and supporting its officials from District to school level for effective BEAM implementation. Additional to the school-community level accountability parameters, the MOPSE is expected to support enhanced accountability through the following:

- i. Training of school heads on BEAM activities given that implementation capacity is lost due to staff changes;
- ii. Monitoring BEAM implementation as part of school visits by District Education Officials;
- iii. Mainstreaming special needs education into mainstream schools and funding establishment of Resource Units;
- iv. Enhancing expanded education access for vulnerable children;
- v. Mainstreaming social and child protection in education programming beyond BEAM; and
- vi. Training SDCs on BEAM issues.

BEAM MONITORING AND EVALUATION



The monitoring of BEAM implementation will be guided by a comprehensive framework articulating specific indicators and targets that will be measured over time at every level of programme implementation (decentralized data collection).

At national level, the Monitoring and Knowledge Management Specialist will be charged with the BEAM monitoring function. National Joint Monitoring Teams (JMTs) consisting of Government, donors, private sector and NGO representatives will be constituted to monitor programme implementation.

At sub-national levels implementing partners will individually carry out BEAM monitoring exercises as part of their regular activities and submit the necessary reports to the BMU.

Mainstreaming of BEAM monitoring into school inspection roles by District School Inspectors will enhance programme implementation and governance. The MoPSLSW and MoPSE will ensure that all their professional staff is adequately trained on BEAM procedures and monitoring.

Process evaluations and beneficiary assessments will be undertaken by independent consultants to ensure transparency and accountability.

7.1 BEAM MANAGEMENT INFORMATION SYSTEM (MIS)

The MIS will be housed in the BMU. The section will submit routine progress reports to the BEAM Steering Committee, MoPSLSW and other stakeholders through the structures defined for BEAM. The MIS system will have termly information from various sources as described below.

Rapid assessments will be conducted by members of the JMTs. The BMU will be responsible for the dissemination of information obtained through the MIS to the public describing key findings and problems.

7.2 THE ROLE OF SCHOOLS IN M&E

At the end of each term, schools will provide information on the following indicators to the MIS:

- Number of children in school (by Grade and gender) identified for fee and levy support at the beginning of the term;
- Number of dropouts (by Grade and gender) during term;

- Number of pupils (by Grade and gender) with a attendance below 50 percent; and
- Number of applicants for examination fees support (by Grade and gender).

Apart from providing this information to the BMU for entry into the MIS, the school will also be responsible for maintaining detailed records for each child by name and attendance.

Where a student selected for BEAM support does not attend school for the prescribed period and is cancelled from the school register, the School Head notifies the CSC to find a replacement. The CSC, in turn, notifies the DEO of new replacement beneficiary (ies) for the following term. The CSC will maintain minutes of its meetings along with attendance of each meeting, with the school. This information shall be made available in case of spot checks, even though it will not be entered into the MIS.

7.3 PROCESS EVALUATIONS AND BENEFICIARY ASSESSMENTS

Since BEAM is based on nomination of beneficiaries who are identified by the community as being needy, it is critical that there be a transparent system of process evaluation in place.

The identification of beneficiaries is based on guidelines outlined in this Operational Manual. JMTs will undertake process implementation assessments. These will be conducted in randomly selected communities.

The cycle of assessments will begin soon after the beneficiaries have been identified for BEAM. The JMTs will provide reports of their findings to the BMU for collation and dissemination to stakeholders by the MoPSLSW. JMTs will employ focus group discussion, surveys, site visits, perusal of records and other appropriate methods to ascertain:

- Proper constitution of CSCs;
- Client satisfaction with beneficiary selection, including grievances regarding selection of children (inclusion/exclusion errors) and relevant success stories;
- Whether selected children are deserving by local participatory poverty or wealth ranking standards for beneficiary and non-beneficiary households within the selected communities;

- Examine school BEAM records to see whether beneficiaries are being reselected for assistance over time as appropriate;
- Identify BEAM related problems faced by schools and CSCs;
- Whether political affiliation, ethnicity or other factors influence selection criteria; and
- Whether there is adequate representation of females amongst beneficiaries in BEAM structures and if they have a voice in the selection process.

7.4 BEAM POLICY AND IMPACT EVALUATIONS

Impact evaluations will be coordinated and commissioned by the BMU with the help of the Steering Committee after every five years. These will be undertaken by independent researchers or consultants.

Programme impacts will also be measured through policy or action researches commissioned by the BMU and national surveys such as the Income, Consumption and Expenditure Survey, Zimbabwe Vulnerability Assessment Committee (ZIMVAC) and Poverty Assessment Study Survey etc.

The key questions that will be examined through the evaluation will include among others:

- Whether (and how) BEAM is impacting on national education indicators such as enrolment, retention and dropouts;
- How (and whether) BEAM support influences livelihoods, household behaviour regarding the securing and use of income in relation to household characteristics; and
- The efficacy of BEAM implementation (including any local modifications) and other BEAM-like interventions in addressing the BEAM policy questions.

BMU will be the repository of the research and evaluation reports. The BMU will disseminate these in consultation with MoPSSLW management, donors, relevant Research Institutions and the BEAM Steering Committee.

RESOURCE ALLOCATION: VULNERABILITY-BASED MODEL

Provincial shares: Provincial allocations will correspond to the demographic provincial population shares in the national population. This is based on assumption the absolute population of vulnerable children is proportionate to the total population.

$$P_i = (\text{pop}_{pi} / \text{pop}_{nat}) B_{nat}$$

Where:	P_i	-	BEAM allocation for province i (i =1.....10)
	pop_{pi}	-	population of Province i
	pop_{nat}	-	national population
	B_{nat}	-	national BEAM budget

District shares: The district allocation in the current BEAM resources allocation model is based on an index that is determined by the district population, the district HPI (Human Poverty Index), and the proportionate share of the population with deprivation in the total deprived population in the province.

$$D_j = [(\text{pop}_{dj} * \text{HPI}) / D_{dep}] B_{prov}$$

Where:	D_j	-	District BEAM allocation
	pop_{dj}	-	population of District j
	HPI	-	Human Poverty Index
	D_{dep}	-	District population experiencing deprivation as measured by HPI
	B_{prov}	-	BEAM Budget for the province where district is located

New district level HPIs based on more recent Poverty Assessment Study data will be used to apply the above formula

School shares: The allocations to individual schools will be equivalent to their shares in the total district school enrolments.

$$S_x = (\text{Enrol}_{sx} / \sum \text{Enrol}_{dj}) B_{dj}$$

Where:	S_x	-	BEAM allocation for school x
	Enrol_{sx}	-	Enrolment for school x
	B_{dj}	-	BEAM Budget allocation for District j.

In order to ensure that schools get reasonable amounts a flat basic allocation for all schools will be determined. The remaining resources will then be distributed according to the formula above. This will be done in an effort to ensure that low enrolment schools, e.g. satellite schools get meaningful payments, while at the same time not prejudicing high enrolment schools. Thus, the formula above will become:

$$S_x = \text{Basic} + (\text{Enrol}_{sx} / \sum \text{Enrol}_{dj}) B_{dj}$$

MEMORANDUM OF AGREEMENT

Made and entered into by and between

The Ministry of Public Service, Labour and Social Welfare

Through the **Department of Child Welfare and Protection Services**

Address: Compensation House
Private Bag 7707
Causeway,
HARARE
Telephone: 790871

And

The Ministry of Primary and Secondary Education

Address: Ambassador House
P.O. Box CYI2I
Causeway,
HARARE
Telephone: 734051

WITNESSETH,

WHEREAS the Ministry of Primary and Secondary Education (MoPSE) agrees to be the lead agency in the implementation of the Basic Education Assistance Module (BEAM), one of the five components of the Enhanced Social Protection Programme (ESPP) under the Ministry of Public Service, Labour and Social Welfare (MoPSLSW),

AND WHEREAS the parties wish to record the terms of agreement,

NOW THEREFORE, IT IS RECORDED THAT:

1. The MoPSLSW intends to implement the Revised Basic Education Assistance Module at the beginning of 2016 Term 1 in all P2, P3, S2 and S3 (non-elite) as well as special schools for children with disabilities in Zimbabwe.
2. The MoPSE agrees that the School Heads of all participating schools will submit returns on beneficiaries to the MoPSLSW through their District Education Officers (DEO), with copies to the relevant rural district or urban council and the Regional Director of Education.
3. The MoPSE agrees that the DEO or their equivalents shall take up this added responsibility for the duration of the programme.
4. The MoPSE agrees to supervise and monitor regularly the activities of the DEOs and the School Heads in respect of this module.

5. The MoPSLSW, through its Child Welfare and Protection Services' BEAM Programme Management Unit, shall ensure that the fixed budget for each school is predetermined annually and disbursements done on a term by term basis.
6. The MoPSLSW, through its Child Welfare and Protection Services' BEAM Programme Management Unit, shall set up institutional arrangements at appropriate levels to Support the participating schools select deserving beneficiaries at the local level.
7. This Memorandum of Agreement records the entire agreement between the parties and that no additions hereto shall be of any force or effect, unless reduced to writing and preferably added to this Memorandum of Agreement and signed by both parties.

SIGNED atthisDay of
 in the year of Our Lord

.....
 Secretary for Primary and Secondary Education

.....
 Director Secondary Education

And

.....
 Secretary for Public Service,
 Labour and Social Welfare

.....
 Director of Child Welfare and
 Protection Services



MEMORANDUM OF AGREEMENT

Made and entered into by and between

The Ministry of Public Service, Labour and Social Welfare

Through the **Department of Child Welfare and Protection Services**

Address: Compensation House
Private Bag CY 429
Causeway,
HARARE
Telephone: 04 703711/2/3

And

..... **Community Selection Committee**
(Hereinafter referred to as “the CSC”)

Address:

.....

Telephone

WITNESSETH,

WHEREAS the Ministry of Public Service Labour and Social Welfare intends to implement the Basic Education Assistance Module (BEAM), one of the five components of the Enhanced Social Protection Programme (ESPP), in all non-elite schools in Zimbabwe, and the above mentioned CSC has been elected by its respective community to select the community’s most needy children to benefit from BEAM,

AND WHEREAS the parties wish to record the terms of agreement,

NOW THEREFORE, IT IS RECORDED THAT:

1. The Department of Child Welfare and Protection Services shall:
 - a. Through its BEAM Programme Management Unit, set up institutional arrangements at appropriate levels to support the communities select deserving beneficiaries at the local level.
 - b. Produce and avail to the CSC material for use in mobilising communities to access BEAM resources;
 - c. Inform the CSC on its annual BEAM budget allocation for both primary and secondary school children including children living with disabilities who qualify for assistance before the end of the preceding year;

- d. Provide the CSC with guidelines for the selection of children to benefit from the BEAM; and
- e. Authorise payment to schools on the basis of application forms approved by the CSC and submitted through the relevant District Education Officer (DEO) in the Ministry of Primary and Secondary Education.

5 The CSC shall:

- a. Call for, receive and vet applications for BEAM assistance for the most needy children in their community at both primary and secondary school level;
- b. Prepare and submit to the Department of Child Welfare and Protection Services (DCWPS), via the DEO, approved lists of beneficiaries, consistent with the community’s hard budget, for payment;
- c. Inform the community on the selected beneficiaries to enhance transparency and accountability;
- d. Monitor school attendance by the beneficiaries, and replace any selected children who drop out of school; and
- e. Record minutes of meetings in forms, specially provided for that purpose by DCWPS, intended for monitoring the BEAM.

6 This Memorandum of Agreement records the entire agreement between the parties and that no additions hereto shall be of any force or effect, unless reduced to writing and preferably added to this Memorandum of Agreement and signed by both parties.

SIGNED atthis..... Day of

in the year of Our Lord

.....
CSC Chairperson

.....
CSC Secretary

.....
School Head

and

.....
**Director of Child Welfare and
Probation Services**

.....
BEAM Coordinator

BEAM FORMS

BEAM Form 1/1

Ministry of Public Service, Labour and Social Welfare

BASIC EDUCATION ASSISTANCE MODULE (BEAM)**APPLICATION TO COMMUNITY SELECTION COMMITTEE****FOR ASSISTANCE UNDER BEAM***(To be completed by the person or organisation nominating the child)***SECTION 1: DETAILS OF THE CHILD**

SURNAME FIRST NAME

AGE SEX

BIRTH CERTIFICATE NUMBER *(where available)*ENROLMENT NUMBER *(where available)***SECTION 2: NATURE OF ASSISTANCE BEING REQUESTED FOR**

FEES AND LEVIES FOR:	Primary School	<i>YFS/NO</i>	Grade
	Secondary School	<i>YES/NO</i>	Form
	Placement in Special School	<i>YES/NO</i>	

SECTION 3: DETAILS OF PERSON/ORGANISATION NOMINATING CHILD

NAME ID NUMBER

NATIONALITY RELATIONSHIP TO CHILD

SECTION 4: DETAILS OF COMMUNITY SELECTION COMMITTEE

DISTRICT

WARD

SCHOOL (Name and Address)

COMMUNAL AREA	URBAN AREA
CHIEF	CITY/TOWN
VILLAGE	SUBURB

OTHER AREAS	
FARM	MINE
NAME of RESET LEMENT AREA	VILLAGE No..

BEAM Primary Form 2/1

(Used ONLY for Children Enrolled in Regular Public Primary Schools)

MINISTRY OF PUBLIC SERVICE, LABOUR AND SOCIAL WELFARE

**ENHANCED SOCIAL PROTECTION PROGRAMME
BASIC EDUCATION ASSISTANCE MODULE (BEAM)****REQUEST FOR ASSISTANCE***(The Secretary of the Community CSC to complete and initial every page)***To: The BEAM Management Unit**

Department of Child Welfare and Protection Services
 Ministry of Public Service, Labour and Social Welfare
 Private Bag CY 249, Causeway,
 HARARE
Telephone: 790871/7

Via: The District Education Officer:

Province

Address

From: The Community Selection Committee

Name of School: School Registration Number

Address:

District School Location: Rural Urban

Province

We hereby request for assistance, under the BEAM Component of the ESPP, for the following listed children who were selected and approved by our Community Selection Committee in accordance with the BEAM selection criteria.

BENEFICIARY STRUCTURE

	Male	Female	Grand Total
Total Number of Children on BEAM Assistance			
Total School Enrolment			

School's Fee structure	FIRST TERM		SECOND TERM		THIRD TERM	
	Tuition	Levies	Tuition	Levies	Tuition	Levies
Per Child						
Total Requested for all Selected Children						

N.B.: Fee increases imply reducing the number of children that fit into the fixed community BEAM budget allocation. BEAM does not increase this fixed allocation to communities to cater for fee increases

TOTAL AMOUNT BEING REQUESTED FOR TERM I: \$

TOTAL TERM I BEAM ALLOCATION FOR CSC: \$

SCHOOL'S BANK ACCOUNT DETAILS (Please attach copy of most recent Bank Statement)

Name of Bank

Branch Name

Branch Code

--	--	--	--	--	--

Account No.:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

N.B: Tuition fees and levies will be deposited in one (1) Bank Account. So please attach only one recent Bank Statement for the preferred Bank Account.

CHILDREN ASSISTED BY CATEGORY

CATEGORY OF CHILDREN	Total Number Assisted
ORPHANS (BOTH PARENTS)	
ORPHAN (ONE PARENT DECEASED)	
CHILD IN FOSTER CARE UNDER POOR FOSTER PARENTS	
NEVER BEEN TO SCHOOL	
WITH DISABILITY AND POOR	
DROPPED OUT OF SCHOOL DUE TO ECONOMIC HARDSHIPS	
LIVING ON THE STREET	
LIVING IN CHILD-HEADED HOUSEHOLD	
HOUSEHOLD EXTREMELY POOR AND HAS NO ASSETS	
HAS PREVIOUS RECORD OF FAILURE TO PAY FEES AND LEVIES	
BREADWINNER NOT GAINFULLY EMPLOYED	
BREADWINNER CHRONICALLY ILL	

BEAM BENEFICIARIES BY GRADE AND SEX

SEX	GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
NUMBER														
TOTAL														

COMMUNITY SELECTION COMMITTEE

Chairperson: *Name* *Signature* *Date*

Secretary: *Name* *Signature* *Date*

School Head: *Name* *Signature* *Date*

DEO: *Name* *Signature* *Date*

FOR BEAM PMU USE

Number of Children Approved

Total Amount Approved

Verified by: Full Name: Signature Date

Verified by: Full Name: Signature Date

BEAM Secondary Form 2/1

(Used ONLY For Children Enrolled in Regular Public Secondary Schools)

MINISTRY OF PUBLIC SERVICE, LABOUR AND SOCIALWELFARE

**ENHANCED SOCIAL PROTECTION PROGRAMME
BASIC EDUCATION ASSISTANCE MODULE (BEAM)**

REQUEST FOR ASSISTANCE

*(The Secretary of the Community CSC to complete and initial every page)***To: The BEAM Management Unit**

Department of Child Welfare and Protection Services
 Ministry of Public Service, Labour and Social Welfare
 Private Bag CY 429 Causeway, HARARE
Telephone: 04 -703711/2/3

Via: The District Education Officer: Province

Address

From: TheCommunity Selection Committee

Name of Secondary School:School Registration No:

Address:

District School Location: Rural Urban

Province

We hereby request for assistance, under the BEAM Component of the ESPP, for the following listed children who were selected and approved by our Community Selection Committee in accordance with the BEAM selection criteria.

BENEFICIARY STRUCTURE

	Male	Female	Grand Total
Total Number of Children on BEAM Assistance			

BEAM BENEFICIARIES BY GRADE AND SEX

SEX	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6	
	M	F	M	F	M	F	M	F	M	F	M	F
NUMBER												
TOTAL												

COMMUNITY SELECTION COMMITTEE

Chairperson: *Name* *Signature* *Date*

Secretary: *Name* *Signature* *Date*

School Head: *Name* *Signature* *Date*

DEO: *Name* *Signature* *Date*

FOR BEAM PMU USE

Number of Children Approved

Total Amount Approved

Verified by: Full Name: Signature Date

Verified by: Full Name: Signature Date

BEAM Form 3/1

(Used ONLY for Children Enrolled in Designated Special Schools for Children with Disabilities)

MINISTRY OF PUBLIC SERVICE, LABOUR AND SOCIAL WELFARE

BASIC EDUCATION ASSISTANCE MODULE

To: The BEAM Programme Management Unit Telephone: 703711/3
 Department of Child Welfare and Protection Services

Ministry of Public Service, Labour and Social Welfare
 Private Bag CY 429, Causeway, HARARE

Via: The District Education Officer
 Address:

District:

From: Community Selection Committee
 Name of School:
 Address:
 District:
 Province:

We hereby request for assistance, under BEAM for the following child who was selected and approved by our Community Selection Committee in accordance with the BEAM selection criteria. (Please note that BEAM does not pay for children in vocational training. These are supported by other social welfare programmes in the Department of Social Services).

Full Name of child:
 Age of child: Sex: Grade/Form:
 Name of parent(s)/guardian(s):

Reason for application (Tick most appropriate reason)

CATEGORY OF CHILDREN	Tick
ORPHANS (BOTH PARENTS)	
ORPHAN (ONE PARENT DECEASED)	
CHILD IN FOSTER CARE UNDER POOR FOSTER PARENTS	
NEVER BEEN TO SCHOOL	
WITH DISABILITY AND POOR	
DROPPED OUT OF SCHOOL DUE TO ECONOMIC HARDSHIPS	
LIVING ON THE STREET	
LIVING IN CHILD-HEADED HOUSEHOLD	
HOUSEHOLD EXTREMELY POOR AND HAS NO ASSETS	
HAS PREVIOUS RECORD OF FAILURE TO PAY FEES AND LEVIES	
BREADWINNER NOT GAINFULLY EMPLOYED	
BREADWINNER CHRONICALLY ILL	

The child is enrolled at:

Name of School:

Address:

School's Fee structure	FIRST TERM			SECOND TERM			THIRD TERM		
	Tuition Fees	Levies	Boarding Fees	Tuition Fees	Levies	Boarding Fees	Tuition Fees	Levies	Boarding Fees
Per Child									

TOTAL REQUESTED FOR TERM I: (Please attach school invoice)

SCHOOL'S BANK ACCOUNT DETAILS (Please attach copy of most recent Bank Statement)

Name of Bank

Branch Name

Branch Code

--	--	--	--	--	--

Account No.:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

N.B: Tuition fees and levies will be deposited in one (1) Bank Account. So please attach only one recent Bank Statement for the preferred Bank Account.

COMMUNITY SELECTION COMMITTEE

Chairperson: Name *Signature* *Date*

Secretary: Name *Signature* *Date*

School Head: Name *Signature* *Date*

DEO: Name *Signature* *Date*

FOR BEAM PMU USE

Number of Children Approved

--

Total Amount Approved

--

Verified by: Full Name: *Signature* *Date*

Verified by: Full Name: *Signature* *Date*

BEAM Primary Form 4/1

(Used ONLY for Children With Disabilities in Registered Resource Units in Regular Primary Schools.
Children in Special Classes Do Not Fall Under This Application Form)

MINISTRY OF PUBLIC SERVICE, LABOUR AND SOCIAL WELFARE

**ENHANCED SOCIAL PROTECTION PROGRAMME
BASIC EDUCATION ASSISTANCE MODULE (BEAM)**

REQUEST FOR ASSISTANCE

(The Secretary of the Community CSC to complete and initial every page)

To: The BEAM Programme Management Unit
Department of Child Welfare and Protection Services
Ministry of Public Service, Labour and Social Welfare
Private Bag CY 429, Causeway, HARARE
Telephone: 04 703711/2/3

Via: The District Education Officer: Province

Address

From: The Community Selection Committee

Name of School: School Registration Number

Address:

District School Location: Rural Urban

Province

We hereby request for assistance, under the BEAM Component of the ESPP, for the following listed children who were selected and approved by our Community Selection Committee in accordance with the BEAM selection criteria.

BENEFICIARY STRUCTURE

	Male	Female	Grand Total
Total Number of Children on BEAM Assistance			
Total School Enrolment			

BEAM BENEFICIARIES BY GRADE AND SEX

SEX	GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
NUMBER														
TOTAL														

COMMUNITY SELECTION COMMITTEE

Chairperson: *Name* *Signature* *Date*

Secretary: *Name* *Signature* *Date*

School Head: *Name* *Signature* *Date*

DEO: *Name* *Signature* *Date*

FOR BEAM PMU USE

Number of Children Approved

Total Amount Approved

Verified by: Full Name: Signature Date

Verified by: Full Name: Signature Date

BEAM Secondary Form4/1

(Used ONLY for Children With Disabilities in Registered Resource Units in Regular Secondary Schools.
Children in Special Classes Do Not Fall Under This Application Form)

MINISTRY OF PUBLIC SERVICE, LABOUR AND SOCIAL WELFARE

**ENHANCED SOCIAL PROTECTION PROGRAMME
BASIC EDUCATION ASSISTANCE MODULE (BEAM)**

REQUEST FOR ASSISTANCE

(The Secretary of the Community CSC to complete and initial every page)

To: The BEAM Programme Management Unit
Department of Child Welfare and Protection Services
Ministry of Public Service, Labour and Social Welfare
Private Bag CY 429, Causeway, HARARE
Telephone: 04 703741/2/3

Via: The District Education Officer: Province

Address

From: The Community Selection Committee

Name of Secondary School: School Registration No:

Address:

District School Location: Rural Urban

Province

We hereby request for assistance, under the BEAM Component of the ESPP, for the following listed children who were selected and approved by our Community Selection Committee in accordance with the BEAM selection criteria.

BENEFICIARY STRUCTURE

	Male	Female	Grand Total
Total Number of Children on BEAM Assistance			

School's Fee structure	FIRST TERM			SECOND TERM			THIRD TERM		
	Tuition Fees	Levies	Exam Fees	Tuition Fees	Levies	Exam Fees	Tuition Fees	Levies	Exam Fees
Per Child									
Total Requested for all Selected Children									

N.B.: Fee increases imply reducing the number of children that fit into the fixed community BEAM budget allocation. BEAM does not increase this fixed allocation to communities to cater for fee increases

TOTAL AMOUNT BEING REQUESTED FOR TERM I: \$

TOTAL TERM I BEAM ALLOCATION FOR CSC: \$

SCHOOL'S BANK ACCOUNT DETAILS (**Please attach copy of most recent Bank Statement**)

Name of Bank

Branch Name

Branch Code

--	--	--	--	--	--

Account No.:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

N.B: Tuition fees and levies will be deposited in one (1) Bank Account. So please attach only one recent Bank Statement for the preferred Bank Account.

CHILDREN ASSISTED BY CATEGORY

CATEGORY OF CHILDREN	Total Number Assisted
ORPHANS (BOTH PARENTS DECEASED)	
ORPHAN (ONE PARENT DECEASED)	
CHILD IN FOSTER CARE UNDER POOR FOSTER PARENTS	
NEVER BEEN TO SCHOOL	
WITH DISABILITY AND POOR	
DROPPED OUT OF SCHOOL DUE TO ECONOMIC HARDSHIPS	
LIVING ON THE STREET	
LIVING IN CHILD-HEADED HOUSEHOLD	
HOUSEHOLD EXTREMELY POOR AND HAS NO ASSETS	
HAS PREVIOUS RECORD OF FAILURE TO PAY FEES AND LEVIES	
BREADWINNER NOT GAINFULLY EMPLOYED	
BREADWINNER CHRONICALLY ILL	

BEAM BENEFICIARIES BY GRADE AND SEX

SEX	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6	
	M	F	M	F	M	F	M	F	M	F	M	F
NUMBER												
TOTAL												

COMMUNITY SELECTION COMMITTEE

Chairperson: *Name* *Signature* *Date*

Secretary: *Name* *Signature* *Date*

School Head: *Name* *Signature* *Date*

DEO: *Name* *Signature* *Date*

FOR BEAM PMU USE

Number of Children Approved

Total Amount Approved

Verified by: Full Name: Signature Date

Verified by: Full Name: Signature Date

BEAM Form 5/1 Summary

MINISTRY OF PUBLIC SERVICE, LABOUR AND SOCIAL WELFARE

**ENHANCED SOCIAL PROTECTION PROGRAMME
BASIC EDUCATION ASSISTANCE MODULE (BEAM)**

**END OF TERM CERTIFICATE OF ATTENDANCE FOR BEAM
SUPPORTED CHILDREN**
(FROM SCHOOL TO BEAM PMU)

GRADE/ FORM	PROPORTION OF CHILDREN WITH ATTENDANCE RATE				(IF ATTENDANCE IS BELOW 80%) MAJOR REASONS FOR ABSENTEEISM
	80% and above	65% - 79%	50% - 64%	Below 50%	
					i.
					ii.
					iii.
					iv.
					i.
					ii.
					iii.
					iv.
					i.
					ii.
					iii.
					iv.
					i.
					ii.
					iii.
					iv.
					i.
					ii.
					iii.
					iv.

School Head: Name Signature Date Stamp

BEAM MONITORING CONCEPTUAL FRAMEWORK

Level	Responsible Parties	Activity targets	Indicators	Expected outputs	Expected Short-term outcomes	Monitoring tools	Reports generated
Policy	<ul style="list-style-type: none"> Steering Committee BMU JMTs 	<ul style="list-style-type: none"> Hold one BEAM Steering Committee Meeting every term Print, dispatch and receive completed forms from all schools by Feb each year Carry out 10 provincial BEAM training workshops every Dec Launch a BEAM information campaign by Nov each year Ensure that CSCs have been established by mid-Jan each year Create applications database by Feb each year 	<ul style="list-style-type: none"> Number of BEAM SC meetings held No. of districts and schools received forms Proportion of BEAM application forms returned to BMU No. of Provincial training workshops held No. of IEC materials distributed No. of media campaigns flighted Proportion of BEAM communities with CSCs established with adherence to guidelines No. of captured per week Proportion of schools receiving disbursements timeously 	<ul style="list-style-type: none"> Records of BEAM SC meetings BEAM forms produced and dispatched to schools District teams trained on BEAM implementation modalities CSCs established and functional BEAM database in place and functional Disbursements completed Field visits Field visits contacted, reports produced and follow-up actions effected Management reports produced 	<ul style="list-style-type: none"> BEAM systems in place and effectively functional by March 2010 Up to 800,000 OVC supported by BEAM in 2010 BEAM M&E system effective and functional 	<ul style="list-style-type: none"> Checklists Rapid assessments Field visits 	<ul style="list-style-type: none"> Management reports Field monitoring reports

Level	Responsible Parties	Activity targets	Indicators	Expected outputs	Expected Short-term outcomes	Monitoring tools	Reports generated
Policy (continued ..)		<ul style="list-style-type: none"> Process disbursements within the first month of each term Carry out at least one field monitoring visit each term Disseminate BEAM information monthly 	<ul style="list-style-type: none"> No. of BEAM implementation progress reports shared per month 				
Organisational	DEOs	<ul style="list-style-type: none"> All schools in districts receive BEAM forms by mid-Jan each year Correctly completed application forms submitted to BMU by end-Jan each year School heads, councillors and traditional leaders trained on BEAM by Dec each year Carry out at least one BEAM monitoring visits to at least 10 schools per term 	<ul style="list-style-type: none"> No. of schools receiving BEAM forms by mid-Jan each year Rejection rate of completed forms No. of communities trained No. of field visits done 	<ul style="list-style-type: none"> Forms received by schools on time High quality applications submitted to BMU on time Local level programme drivers trained 	<ul style="list-style-type: none"> Local level BEAM structures in district fully functional 	<ul style="list-style-type: none"> Returns Field monitoring visits 	<ul style="list-style-type: none"> Management Reports Field monitoring reports

Level	Responsible Party	Activity targets	Indicators	Expected outputs	Expected Short-term outcomes	Monitoring tools	Reports generated
Organisational (continued...)	School Heads	<ul style="list-style-type: none"> Properly constituted CSCs established by Dec each year Records of application forms and minutes of CSC meetings Accurately application forms submitted to DEO by Jan each year Attendance of BEAM beneficiaries monitored daily completed 	<ul style="list-style-type: none"> Adherence of CSC structure to BEAM guidelines Records available High quality forms submitted to DEO BEAM Form 5/1 completed by end of each term 	<ul style="list-style-type: none"> Properly constituted CSCs available and properly maintained Application forms timely completed and submitted BEAM Form 5/1 submitted to BMU 	<p>Strong adherence of the CSC composition, beneficiary selection and forms completion to BEAM guideline</p>	<ul style="list-style-type: none"> Application forms verification Checklists Field monitoring visits 	<ul style="list-style-type: none"> Management Report Field Monitoring Reports
Implementation	Community Selection Committees	<ul style="list-style-type: none"> Complete beneficiary selection by Jan each year Submit completed application forms to DEO by mid-Feb each year Maintain records of selection meetings 	<ul style="list-style-type: none"> Proportion of households satisfied with selection process Quality of completed forms Efficiency of OVC targeting in selection process 	<ul style="list-style-type: none"> BEAM beneficiaries selected Application forms completed and submitted 	<ul style="list-style-type: none"> Programme effectively owned by communities Most vulnerable children prioritised in BEAM selection 	<ul style="list-style-type: none"> Checklists Field monitoring visits 	<ul style="list-style-type: none"> Management Report Field Monitoring Reports

