## UNICEF RWANDA

## Call for Expression of Interest

**Quality Education**

**13 February 2018**

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| The purpose of this Call for Expression of Interest is to identify eligible Civil Society Organisations for prospective partnership(s) with UNICEF Rwanda. Eligible Civil Society Organisations (CSOs) are invited to submit proposals for partnership to support achievement of results for children during 2018 - 2022.  Organisations that wish to participate in this Call for Expression of Interest are requested to send soft copy documents to [ynyundo@unicef.org](mailto:ynyundo@unicef.org) and deliver hard copy submission in a sealed envelope clearly marked **“CSO Call for Expression of Interest – UNICEF Education Programme – Quality Education”** at the following address:  UNICEF Rwanda  EBENEZER House  1370 Umuganda Boulevard, Kacyiru  Kigali, Rwanda  By **9 March 2018**.  Applications must be submitted in English.  Any requests for additional information should be addressed in writing by **21 February** **2018** at the latest to Yonah Nyundo, e-mail: [ynyundo@unicef.org](mailto:ynyundo@unicef.org). UNICEF responses to any queries or clarification requests will by return emails to relevant Education Sector Task Force listservs or to CSO email addresses as appropriate before the deadline for submission of applications.  Applications will be assessed by an evaluation committee to identify CSOs that have the mandate, capacities and comparative advantage to support achievement of results for children using criteria outlined in section 3 below. It should be noted however that participation to this Call for Expression of Interest does not guarantee the CSO will be ultimately selected for partnership with UNICEF. Selected CSOs will be invited to review and finalise partnership agreements in accordance with criteria outlined in section 3.4 below and applicable policy and procedures on partnership with CSOs.  Applicant CSOs will be informed of the outcome of their submissions by communication sent out to the email/ postal address that is indicated in the CSO submission. | |
| **Section 1: Background** | |
| **1.1 UNICEF mandate** | UNICEF is the agency of the United Nations mandated to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. |
| **1.2 UNICEF Programme of Cooperation in Rwanda** | In Rwanda UNICEF works with the government, UN agencies and other partners to ensure that All Rwandan children, youth and families especially the most vulnerable have access to quality early childhood development, nutrition, education, protection and HIV prevention and treatment services. Further information on the programme can be found on <http://www.unicef.org/rwanda>.  Within this framework and as set out in the UNICEF Rwanda Country Programme, the education programme works with government and other partners to improve boys’ and girls’ equitable participation in and completion of quality, inclusive education. Within this framework and in support of the Education Sector Strategic Plan (ESSP), UNICEF will contribute to ***Enhanced quality of learning outcomes that are relevant to Rwanda’s social and economic development*** (Strategic Priority 1 of ESSP 2018/19 - 2024/25) |
| **Background to the programme** | Rwanda is one of the top performing countries in sub-Saharan Africa in education having achieved Millennium Development Goals (MDG) 2 for access to Universal Primary Education with a net enrolment rate of 97.6 per cent (MINEDUC, 2016). Particularly, Rwanda’s education system boasts some of the highest participation rates in East Africa and gender parity in net and gross enrolment at pre-primary, primary and secondary levels. This is a major achievement in the context of East Africa, where the majority of neighbouring countries face large challenges in enrollment, retention and completion.  To sustain achievements in its education, in 2016 Rwanda introduced the competence-based curriculum which has been designed to be responsive to the needs of the learners, society and the labour market. With a holistic, learner-centred approach it demands major changes in teaching methodology and the use of a wider range of assessment techniques including more of a focus on formative or on-going continuous assessment. This has implications for all teacher training, and the necessary provision of support and guidance provided to schools to ensure the implementation. The application of activity-based learning and the need to ensure all levels of ability are participating and achieving calls teachers for preparation to differentiate and work collaboratively to become more inclusive. Inclusive issues therefore need to be integrated across all activities, and especially into all training to enable this process of change.  Despite this progress in Rwandan education, some main challenges remain:   * Challenges in retention persist especially at primary where the completion rate has continuously declined, from 72.7% in 2012 to 60.4% in 2015, and although showing improvement to 65.2% in 2016, issues of quality remain a challenge (MINEDUC, 2013; MINEDUC, 2016). * The quality of teaching and learning is negatively impacted by teachers' acceptance of traditional teaching methods. In addition, teachers need more support, both at the pre and in-service levels, especially relating to the competency-based curriculum and in utilising varied pedagogical approaches. * There is a lack of gender-sensitive teacher training, so teachers are unaware of gender bias in the classroom and unequipped to respond to incidences of gender in education. * Only 70% of children with disabilities are enrolled in primary schools (2012 census data, MINEDUC 2016)- children with disabilities (CwD) face socio-cultural barriers and bottlenecks in accessing, learning and completing education.   UNICEF Rwanda is in the process of finalising its new Country Programme for the period 2018-2023 and aims to continue to support MINEDUC/ REB priorities around 4 main outputs:  **Output 1. The education sector has a functional governance system for the provision of quality, relevant education.**  UNICEF has been providing support for overall teacher training and development, UNICEF supported MINEDUC on the development of the Teacher Management Information System (TMIS), a national teacher database that enhances the management of the teaching workforce. To take this work forward at the systems-level, and to strengthen overall national-level planning, UNICEF will partner with MINEDUC and the Teacher Training Colleges to ensure a systematic approach to utilising the data that can inform decisions pertaining to student enrolment and course offerings at the pre-service level.  UNICEF will continue to strengthen the policy framework, ensuring that policies are to date and align with emerging priorities and address the current bottlenecks. Focus will be on ensuring relevant policies for children with disabilities and national strategies for ensuring equity in gender in education.  **Output 2. Children, from early childhood to adolescence, including vulnerable children, have**  **increased access to inclusive basic education;**  One of the Education Sector Strategic Plan (ESSP) 2018/2018-2024/2025 priorities is to ensure equitable opportunities for all Rwandan children and young people at all levels of learning. However, only approximately 70% of children with disabilities are enrolled in school. The study on Children with Disabilities and their Right to Education: Republic of Rwanda identified a number of critical bottlenecks for children with disabilities in accessing quality education.  To address these issues, UNICEF will continue to partner with key stakeholders to promote inclusive education as a model of teaching and learning that meets the education needs of all children, with a focus on ensuring access for children with disabilities. Moreover, the work will address demand-side barriers to reduce stigma and discrimination through community awareness campaigns and other initiatives.  **Output 3. Girls and boys, including vulnerable children, have enhanced quality of education**  **for improved learning outcomes;**  Despite gains in access to education in Rwanda, the quality of education remains an issue. The Learning Achievement in Rwanda Schools (LARS) test results from 2014 and available as of 2016 noted considerable concern in the literacy and numeracy levels of students. The primary level 2 literacy test, focusing on comprehension and vocabulary, had an average test score of 45% and the numeracy test had an average test score of 33%. Similar results were realized in the results at primary level 5.  To improve the quality and relevance of education, UNICEF will continue to support the implementation of the competency-based curriculum. At the school-level, UNICEF aims to address the quality of education with programmes to improve pedagogy and the overall learning environment. School-based mentoring has been implemented with local support to provide teachers pedagogical support at the school level in an effort to continue to improve the quality of teaching and learning.  Addressing issues of quality in pre-primary education, UNICEF has and continues to provide technical and financial assistance for the development of the play-based, competency-based pre-primary curriculum. In addition, quality teaching and learning materials are being developed in support of an early childhood education pre-service curriculum. And, particular emphasis will be on programming to develop early-literacy skills to improve school readiness amongst pre-primary children.  **Output 4. Girls and boys, including vulnerable children, have improved gender equitable opportunities in education;**  In the 2016 Mid-Term Review process, a need was highlighted for more focused programming on gender, given the existing gender inequities persisting in the education sector. These disparities are highlighted in the 2015 and 2016 EMIS reports on achievement, access, and transition in various levels of education for boys and girls. National examination results at the primary, lower secondary, and upper secondary levels indicate that boys consistently perform better than girls in national examinations during 2008-2014 (MINEDUC, 2016). Conversely, boys are more likely to repeat and more likely to drop out of primary school (MINEDUC 2015). These issues were triangulated by the findings in the Drop-Out and Repetition Study.  Based on the bottlenecks, UNICEF is partnering with the Ministry of Education to develop and implement a national communications strategy around gender and education. The communications initiative aims to improve the knowledge, attitudes and practices among parents and children on gender-related barriers in education, while addressing social norms that negatively impact learning. The communications activities will target parents and community members and girls themselves.    UNICEF is partnering with local non-governmental organisations to establish model remedial learning clubs at the school-level. The primary aim of the learning clubs is to improve the learning outcomes of girls, particularly in language and mathematics. The clubs also aim to create a space for girls to build confidence and to create a peer support network.  UNICEF, in partnership with MINEDUC, REB, and the University of Rwanda College of Education, aim to develop and implement a gender responsive teacher training and resource package. This work aims to build capacity of teachers to understand the gender-specific issues that hinder participation for both boys and girls in the classroom. |
| **1.3 Specific results** | In line with the expected results of the UNICEF education programme, agreed with the Ministry of Education, UNICEF Rwanda will develop programmes to tackle challenges of quality education.  To ensure relevant programming, UNICEF undertook a scoping study to determine the needs of the Education sector and UNICEF’s comparative advantage in this area. Quality teaching and learning and pre and in-service teacher development emerged as areas needing further support. To that end, UNICEF, in agreement with MINEDUC, REB, and UR-CE, have agreed to support two broad areas for the next country programme:  Pre-Service teacher development  School-based Mentorship  This Call for Expression of Interest is specifically intended to source partnership(s) to support activities under **Output 3: Girls and boys, including vulnerable children, have enhanced quality of education for improved learning outcomes**.  Broadly, under the quality education program, programmes will be developed such that:   * Children, particularly the most vulnerable, including refugees and those in humanitarian situations, benefiting from inclusive and equitable quality learning opportunities. * More support is provided to implementation of the competency-based curriculum, including pre-service teacher training and nationwide expansion of the school-based mentoring programme.   Through this Call for Expression of Interest, UNICEF is seeking a civil society organization (CSO) partner to help implement two components of the Quality Education programme: **Support to the national School-based Mentorship Programme** and **Support to Pre-service/ Teacher Training Colleges (TTCs)**.  **The national School-based Mentorship Programme**  The national School-based Mentorship Programme (SBMP) is Ministry of Education (MINEDUC)/ Rwanda Education Board (REB) main in-service teacher development program supporting teacher capacity development at the school-level.  As of 2016, each government school has an appointed School-based Mentor, whose role it is to facilitate and build capacity of the teachers at their respective schools. School-based Mentors are teachers at their schools, appointed based on their experience and ability to coordinate and support school-based peer development. According to policy, MINEDUC/ REB have programmed allowance of a half teaching load to free up time for School-based Mentors to carry out their roles.  To ensure effective coordination and capacity building for School-based Mentors, MINEDUC/REB have appointed two Mentor Trainers at each Sector to support ongoing capacity building for School-based Mentors. Mentor Trainers are part of the existing School-based Mentor cohort, with experience in training of trainers and capacity building. Their role is to support School-based Mentor capacity development, who in turn are charged with facilitating school-based trainings and capacity development amongst teachers at their respective schools.  Previously, UNICEF has supported capacity development for mentors. In 2016, UNICEF provided pilot support to the rollout of the SBMP. Monitoring reports indicate some gaps including:   * Limited understanding of their role. * Limited pedagogical skills of School-based Mentors. * Limited knowledge and skills for organisation of school-based teacher training activities.   To that end, over the course of the UNICEF country programme, UNICEF aims to work with partners to strengthen and ensure capacity building for Mentor Trainers and School-based Mentors to ensure sustainability of the SBMP.  Within the first year, UNICEF is looking to establish a CSO partnership to provide technical support to the following activities:   1. Development of general guidance for mentor training. 2. Capacity development for Mentor Trainers to support School-based Mentor training. 3. Support for sector-based monthly trainings for School-based Mentors by Mentor trainers.   **Pre-service teacher education**  Pre-service teacher education in Rwanda is delivered through the University of Rwanda College of Education (URCE) and sixteen affiliated Teacher Training Colleges (TTCs). Within the Education Sector Strategic Plan (ESSP) 2018/2019 -2024/2025, there are explicit goals, priorities and outcomes related to pre-service teacher education. Strengthened CPD and management of teachers across all levels of education in Rwanda is a major priority (priority 2) in the ESSP. To deliver against this goal, several sector outcomes have been identified that relate to pre-service teacher education. Particularly, Outcome 2.1 of the ESSP aspires to have all school teachers, TVET instructors and higher education lecturers have appropriate competencies to deliver the competency-based curriculum. Ensuring enough qualified, suitably skilled and motivated teachers and trainers is government priority.  Purposely, pre-service training of teachers is intended to prioritize improving proficiency in English language, subject knowledge, and teaching skills and capacities. Government has recently transferred management of TTCs from URCE to REB. As part of its new role, REB will oversee teacher education provision for all categories of teachers in TTCs, including curriculum development for TTCs, determination of teacher assessment criteria, certification requirements and issuing of certificates.  To date, the pre-service curriculum review process has considered the following:   * Development of a pre-service curriculum framework. * Drafting syllabi under the following options:   + Early Childhood and Lower Primary Education (ECLPE).   + Social Studies Education (SSE) – Upper Primary Education.   + Science and Mathematics Education (SME) – Upper Primary Education.   + Languages Education (LE) – Upper Primary Education.   To complete this work and to provide overall support to ensure that results can be achieved as per the ESSP, UNICEF aims to support pre-service teacher education system over the course of its new country programme. In planning this support, UNICEF is considering current gaps in pre-service curriculum including:   * Lack of gender-sensitive and inclusive education components in drafted syllabi. * Misaligned syllabi with no clear indication of vertical and horizontal integration. * Lack of tutor guides to support syllabi delivery.   To that end, over the course of the UNICEF country programme, UNICEF aims to work with partners to develop all subject syllabi and related tutor guides and to train TTC Tutors on effective implementation of the syllabi. Within the first year, UNICEF is looking to establish a CSO partnership to provide technical support to the following activities:   1. Drafting and finalization of competency-based, inclusive, gender-sensitive subject syllabi and related tutor guides. 2. Pilot testing of all subject syllabi and tutor guides. 3. Coordination with Ministry of Education/ Rwanda Education Board for validation of all syllabi and tutor guides. 4. Printing and distribution of all syllabi and tutor guides.   ***Interested CSOs are invited to design and submit a one year programme proposal that responds to one or both components described above. The programme proposal should include programme outcomes developed around one or both components.***  Each output should include contextualization in the Rwandan education sector and a description of intended results. The Programme proposals should also include a results framework indicating measurable, intended results, performance indicators, intended targets and means of verification.  The programme proposal should also indicate how the programme will cater for key aspects of Gender, Equity and Sustainability. A key component of the programme proposal should be a programme budget covering estimated costs against each activity, with clear indication of CSO contribution to the Programme[[1]](#footnote-1).  National and international CSOs are encouraged to apply. |

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| **Section 2: Application requirements and timelines** | | |
| 2.1 Documentation required for the submission | The expression of interest shall include the following documentation:   * Copy of CSO registration in country of origin. * Copy of CSO registration in Rwanda. * Attachment I - Partner Declaration signed by authorised official. * Attachment II - NGO Identification and Profile signed by authorised official. * Attachment III - Programme Proposal. | |
| 2.1 Indicative timelines | Call for Expression of Interest issue date | 13 February 2018 |
| Deadline for submissions of CSO proposals | 9 March 2018 |
| Deadline for requests of additional information/ clarifications | 21 February 2018 |
| Review of CSO submissions | 12 March 2018 |
| Notification of results communicated to CSO | April 2018 |

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| **Section 3: Process and timelines** | | |
| 3.1 Review & evaluation of CSO submissions | CSO submissions are assessed by the Partnership Review Committee in consultation with technical specialists, using criteria outlined in section 3.2 and 3.3 below.  Only CSO submissions which comply with the requirements of the eligibility and exclusion criteria will be eligible for further evaluation.  Results from the review will be used for purposes of mapping and selection of CSOs in relation to the specific results outlined in section 1.3 above.  It should be noted that participation to this Call for Expression of Interest however does not guarantee CSOs will be ultimately selected for a partnership agreement with UNICEF. UNICEF reserves the right to invite selected partners to review and finalise proposals for partnerships in line with criteria outlined in section 3.4 below and in accordance with applicable policy and procedures on partnership with CSOs. | |
| 3.2 Eligibility & exclusion criteria | * Eligibility criteria:   CSO must:   1. be registered in country of origin and in Rwanda; 2. not be an entity named on any of the UN Security Council targeted [sanction lists](http://www.un.org/sc/committees/1267/aq_sanctions_list.shtml).  * Exclusion criteria   CSO submission which:   1. are not sent in sealed envelopes; 2. are not sent or delivered by hand to the UNICEF office before the specified deadline; 3. do not include all required documents duly completed and signed or do not comply with specifications set in this Call for Expression of Interest; 4. are not submitted in English;   will be excluded from the selection process. | |
| 3.3 Selection criteria | UNICEF office will review evidence provided by the CSO submission and assess applications based on the following criteria | |
| Proposal relevance, quality and coherence (55%) | * Relevance of proposal to achieving expected results; * Clarity of activities and expected results; * Innovative approach; * Replicability and scalability; * Participation of young people in the approach; and * Sustainability of intervention. |
| Institutional capacity and sustainability (20%) | * Expertise and experience in the sector/area; * Local experience, presence and community relations; * Management ability; and * Experience working with UN/UNICEF. |
| Budget (25%). | * Overall cost, including contribution by CSO. * Clarity of proposed budget (including contribution by CSO). |
| 3.4 Prospective partnership agreement | The selection process will adhere to UNICEF’s principles and policies on good partnership, which require that: CSOs current work and mission are in line with UNICEF’s programme, CSOs bring a value added to the partnership, CSOs make a technical and financial contribution to the partnership, and CSOs uphold high standards of transparency, financial management and ethics.  All applicants will be informed of the outcome of their submissions by communication sent out to the email address that is indicated in the CSO submission.  Applicants whose proposals are assessed as having a specific comparative advantage to achieve results for children outlined in 1.3 above may be invited to jointly review and finalise the partnership agreement based on the following criteria:   * Prioritisation of proposed intervention in line with the work plan; * Availability of funding to support proposed intervention; * Complementarity or proposed action with ongoing interventions;   Upon finalisation at technical level, the proposal for partnership will be submitted to the Representative for review and approval. It should be noted however that the Representative has the final authority to approve or reject any proposed partnership agreement on behalf of UNICEF. | |

## Attachment I – Partner Declaration (to be completed by CSO Applicant)

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| The purpose of this declaration is to determine whether a prospective partner is committed to UNICEF values and principles.  Information provided in this form will be used to inform the review and evaluation of CSO submissions as outlined in the Call for Expression of Interest under section 3. |

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| **Partner Declaration**  **Name of organisation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
| Partner | **Yes** | **No** |
| By answering yes, the organization confirms that neither the organisation nor any of its members is mentioned on any of the [United Nations Security Council targeted sanctions lists](http://www.un.org/sc/committees/list_compend.shtml)  <http://www.un.org/sc/committees/list_compend.shtml> |  |  |
| By answering yes, the organization confirms that it is committed to the core values of the UN, the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD).  <http://www.unicef.org/crc/>  <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx>  <http://www.un.org/disabilities/convention/conventionfull.shtml> |  |  |
| Does the organisation have an Annual Report that is publicly available?  Attach the latest report or provide URL |  |  |
| Does the organisation have an annual audit of financial statements?  Attach the latest report or provide URL |  |  |

I declare, as an official representative of the above-named organization, that the information provided in this declaration and Call for Expression of Interest is complete and accurate, and I understand that it is subject to UNICEF verification.

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| Signature |  |
| Name and title of the duly authorized partner representative |  |
| Name of the partner |  |
| Date |  |

## Attachment II – CSO Identification Profile (to be completed by CSO Applicant)

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| The purpose of this profile is to provide key contact references to UNICEF [Rwanda] in relation to their mandate, field of work, technical and managerial capacities and comparative advantage in relation to the proposed programme(s).  Information provided in this form will be used to inform the review and evaluation of CSO submissions as outlined in the Call for Expression of Interest under section 3. |

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| Section 1. CSO information | | |
| 1.1 Organization information | Organization Name |  |
| Acronym |  |
| Category of CSO[[2]](#footnote-2) |  |
| Address |  |
| Registration number | (copy of registration to be attached) |
| Telephone |  |
| Website |  |
| 1.2 Head of Organisation | Name, Surname |  |
| Function |  |
| Email |  |
| Telephone |  |
| 1.3 Contact person (if different from 1.2) | Name, Surname |  |
| Function |  |
| Email |  |
| Telephone |  |
| 1.4 Programme Proposal title(s) submitted with Application |  | |

| Section 2. CSO expertise and experience in the sector area | |
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| 2.1 CSO mandate, sector area and geographic coverage | *Outline the organisation’s mandate, field of work and geographic coverage* |
| 2.2 Available expertise and specialists | *Outline the distinctive technical capacity of the organisation in the sector area* |
| 2.3 Key results achieved over the past 5 years | *Outline of key results achieved in sector area in recent years, including any recognition received at local / global level for the work in the sector area* |

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| Section 3. Local experience, presence and community relations | |
| 3.1 Ongoing programmes in sector area | *Outline of type / scope of ongoing programmes in the sector area* |
| 3.2 Knowledge of the local context | *Outline of presence and community relations in the proposed programme location(s)* |
| 3.3 Existing networks | *Outline of ongoing collaborations with national institutions and local communities in the sector area* |

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| Section 4. Management Ability | | |
| 4.1 Annual budget | Size of annual budget (previous year, USD) |  |
| Source of core funds or income |  |
| Main funding partners/ donors |  |
| 4.2 Core staff | *Outline of number and key functions of core organisation staff* | |
| 4.3 Any other information  demonstrating financial capacity | *E.g. results of previous capacity assessments if available (such as the micro assessment)* | |

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| Section 5. Experience of working with UN/ UNICEF | | | | |
| Programme/project title | Total budget (USD) | Funding UN agency | Year end | Key results achieved |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |

## Attachment III – Programme Proposal (to be completed by CSO Applicant)

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| The purpose of this proposal is to provide an outline of the proposed intervention for which the CSO is proposing to partner with UNICEF. [*If the Call for Expression of Interest allows for multiple submissions, the following text may be added:* A separate form should be filled for each programme proposal submitted.]  Information provided in this form will be used to inform the review and evaluation of CSO submissions as outlined in the Call for Expression of Interest under section 3. |

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| Section 1. Proposal overview | | | |
| 1.1 Programme title |  | | |
| 1.2 Results to which the programme contributes | *Refer to Section 1.3 of the Call for Expression of Interest* | | |
| 1.3 Programme duration | *Number of months, From MM/YYYY to MM/YYYY* | | |
| 1.4 Geographical coverage | *State/ province, etc*. | | |
| 1.5 Population focus | *Number of beneficiaries / groups* | | |
| 1.6 Programme Budget | From CSO |  | % |
| From UNICEF |  | % |
| Total |  |  |

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| Section 2. Programme description | |
| 2.1 Rationale/ justification  *(3 to 5 paragraphs; max 400 words)* | *“Why” this programme*  *This section outlines the problem statement, the context and the rationale for the Programme:*   * *Overview of the existing problem, using data (disaggregated) from existing reports; who is affected and what are the barriers/bottlenecks to outcomes for children?* * *How the problem is linked to national priorities and policies;* * *The relevance of the Programme in addressing problem identified.* |
| 2.2 Expected results  *(No narrative required)* | *“What” this programme will achieve*  *The table below defines the programme results framework (results and their link to results defined in the country programme and/or humanitarian response plan; specific indicators, baselines, targets and MOV for each programme output).* |

| Result statement | Performance indicator/s | Baseline | Target | Means of Verification[[3]](#footnote-3) |
| --- | --- | --- | --- | --- |
| Corresponding result from Country programme/ Humanitarian Response Plan[[4]](#footnote-4) | - Xxx  - Xxx |  |  |  |
| Programme Output 1  *Service or product resulting from the programme* | *List each indicator in a separate line* |  |  |  |
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| Programme Output 2 |  |  |  |  |
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| Programme Output 3 |  |  |  |  |
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| 2.3 Gender, Equity and Sustainability  *(3 paragraphs; max 250 words)* | *“How” this programme takes into account gender, equity and sustainability*  *This section briefly mentions the practical measures taken in the programme to address gender, equity and sustainability considerations.* |
| 2.4 Partner’s contribution  *(1 paragraph; max 100 words)* | *This section briefly outlines the partner specific contribution to the programme (monetary or in-kind)* |
| 2.5 Other partners involved  *(1 paragraph; max 100 words)* | *“With whom” will this programme works in partnership*  *This section outlines other partners who have a role in programme implementation, including other organisation providing technical and financial support for the programme.* |
| 2.6 Additional documentation  *(1 paragraph; max 100 words)* | *Additional documentation can be mentioned here for reference.* |

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| Section 3. Programme work plan and budget |
| *The table below defines the programme implementation work plan (the specific activities to be undertaken towards achievement of each of the programme outputs; the schedule of implementation; and the planned budget, including the CSO and UNICEF’s contributions to the programme)*  *Note: Text and costs in blue provided as an example.* |

| Result Level | Result/activity | Timeframe (quarters/year(s) | | | | | Total (CSO+UNICEF) | CSO contribution | UNICEF contribution | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Q1 | Q2 | Q3 | Q4 | Year2 | Cash[[5]](#footnote-5) | Supply |
| Progr. Output 1: | *E.g. Community-based management of SAM introduced in 200 villages In 10 districts*  Performance indicator(s),  *- # children receiving RUFT/in patient*  *- # children receiving RUFT/ community*  *- recovery rate* | | | | | | *400,000* | *10,000* | *190,000* | *200,000* |
| Act.1.1 | *Organise training of 500 health workers in community nutrition in 10 districts* | *x* | *x* |  |  |  | *100,000* |  | *100,000* |  |
| Act. 1.2 | *Undertake community outreach activities & referral in 200 villages in 10 districts* | *x* | *x* | *x* | *x* |  | *50,000* |  | *50,000* |  |
| Act. 1.3 | *Provide nutrition equipment & supplies in 50 health centres* | *x* |  |  | *x* |  | *200,000* |  |  | *200,000* |
| Act. 1.4 | *Programme management and technical supervision* | *x* | *x* | *x* | *x* |  | *50,000* | *10,000* | *40,000* |  |
| Progr. Output 2: | Output statement  Performance indicator(s): | | | | | | Sub-total output 2 | Sub-total output 2 | Sub-total output 2 | Sub-total output 2 |
| Act 2.1 | Activity statement[[6]](#footnote-6) |  |  |  |  |  |  |  |  |  |
| Act. 2.2 |  |  |  |  |  |  |  |  |  |  |
| Progr. Output 3: | Output statement  Performance indicator(s): | | | | | | Sub-total output 3 | Sub-total output 3 | Sub-total output 3 | Sub-total output 3 |
| Act 3.1 | Activity statement |  |  |  |  |  |  |  |  |  |
| Act 3.1 |  |  |  |  |  |  |  |  |  |  |
| Sub-total for the outputs | | | | | | |  |  |  |  |
| Progr. Output 4 | Effective and efficient programme management | | | | | | Sub-total output 4 | Sub-total output 4 | Sub-total output 4 | Sub-total output 4 |
| Act 4.1 | *Standard activity:* In-country management & support staff[[7]](#footnote-7) pro-rated to their contribution to the programme (representation, planning, coordination, logistics, admin, finance) |  |  |  |  |  |  |  |  |  |
| Act 4.2 | *Standard activity:* Operational costs pro-rated to their contribution to the programme (office space, equipment, office supplies, maintenance) |  |  |  |  |  |  |  |  |  |
| Act 4.3 | *Standard activity:* Planning, monitoring, evaluation and communication[[8]](#footnote-8), pro-rated to their contribution to the programme (venue, travels, etc.) |  |  |  |  |  |  |  |  |  |
| **Sub-total for programme costs** | | | | | | |  |  |  |  |
| HQcosts[[9]](#footnote-9) | HQ technical support[[10]](#footnote-10) (7% of the cash component) | | | | | |  |  |  |  |
| **Total programme document budget** | | | | | | |  |  |  |  |

1. UNICEF values shared corporate responsibility with Implementing Partners, hence requires substantial partner contribution to direct programme and management costs. Desirably, partners should contribute up to 15 percent of direct programme costs and up to 85 percent of programme management costs. [↑](#footnote-ref-1)
2. Choose between: National NGO (NGO); International NGO (INGO); Academic Institution; Community Based Organisation (CBO); Foundation; Other (please specify). [↑](#footnote-ref-2)
3. The specific sources from which the status of each of the performance indicators can be ascertained. If any data source is a survey or a study which the implementing partner is planning to conduct for this programme, this should be planned and budgeted for in section 3 below (programme workplan and budget). [↑](#footnote-ref-3)
4. Refer to Section 1.3 of the Call for Expression of Interest. If the programme contributes to more than one result, each should be identified in a separate line, with programme outputs listed below each corresponding result.. [↑](#footnote-ref-4)
5. The budget is prepared in the currency of implementation. Most generally, this correspond to the local currency in the country. [↑](#footnote-ref-5)
6. Costs budgeted as part of the programme output budgeting include the following:

   Cash for activities, such as workshop or trainings;

   Cost of supplies that directly assist beneficiaries or beneficiaries institutions, including warehousing, transport and assembling;

   Technical assistance and costs of technical staff to directly support beneficiaries / beneficiary institutions (experts in health, education, protection, etc.);

   Cost of surveys and other data collection activities in relation to beneficiaries or measurement or programme expected results;

   Communication activities to directly support programme planned results. [↑](#footnote-ref-6)
7. Costs of technical assistance/staff directly related to the achievement of planned results are budgeted as part of programme output budgeting, see above footnote 4. [↑](#footnote-ref-7)
8. Costs of M&E and communication activities directly related to the achievement of the planned results re budgeted as part of the programme output budgeting, see above footnote 4. [↑](#footnote-ref-8)
9. Only payable to organizations with headquarters outside of the country of implementation. [↑](#footnote-ref-9)
10. Amount is an estimate. Amount paidis a standard 7% on actual expenditures subject to calculation exclusions as per Annex I of the CSO Procedure. [↑](#footnote-ref-10)