## UNICEF RWANDA

## Call for Expression of Interest

**Access to Education**

**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 [bmukakizima@unicef.org](mailto:bmukakizima@unicef.org) and deliver hard copy submission in a sealed envelope clearly marked **“CSO Call for Expression of Interest – UNICEF Education Programme – Access to Education- Inclusive Education for children with disabilities”** at the following address:  UNICEF Rwanda  EBENEZER House  1370 Umuganda Boulevard, Kacyiru  Kigali, Rwanda  By **15 March 2018.**  Applications must be submitted in English.  Any requests for additional information should be addressed in writing by **8th March2018** at the latest to Bernardine Mukakizima, e-mail: [bmukakizima@unicef.org](mailto:bmukakizima@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 Country Programme, the education programme works with government and other partners to ensure boys’ and girls’ in particular those marginalized and those affected by humanitarian crises are provided with inclusive and equitable quality education and learning opportunity. Within this framework and in support of the Education Sector Strategic Plan, UNICEF will contribute to ensuring children, including vulnerable children, from early childhood to adolescence, have increased access to inclusive basic education. |
| **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 most neighboring countries face large challenges in enrollment, retention and completion.  Rwanda is convinced that every single child has the right to education, as stipulated in the Convention of the Rights of the Child. That universal principal applies to children with disabilities. Ensuring that children with disabilities have access to quality inclusive education is critical to realizing each child’s right to education, and to reversing cycles of poverty and social exclusion. Addressing inclusive education for children with disabilities issues is aligned with SDG 4 for education 2030 articulated as ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for All, in its overarching goals 11-12-13 13 are highlighting the provision of inclusive and equitable education at all levels, access to and completion of quality education for all children and youth to at least 12 years of free inclusive and equitable quality primary and secondary education respectively. It also supports the inclusive education for children with disabilities as aligned to Rwanda National priorities for education articulated in Education Sectoral Strategic plan 2013-2018 and incoming education strategic priorities document for 2018-2022.    The Government of Rwanda through the ministry of education has already embarked in transforming the education system to offer a chance to every child to learn. It is elaborated to be barrier-free, friendly and accommodative of every child’s differences and educational needs. In order to be effective, the inclusive education system requires competent duty bearers or stakeholders to advance and or apply education principle and technics that benefit all children with no one left behind to learn and fulfil their potential.  Rwanda has so far achieved impressive results in supporting children with disabilities access to education. Most of them include:   * **Enabling environment**   Rwanda ratified the Convention on the Rights of Child (CRC) in 1990. Article two of the CRC stipulates that every child, including those experiencing different types of disabilities, has the right to education without discrimination. Article 23 of the same convention, specifically addresses the right of children with disabilities to be supported to access the same education as their peers, with the purpose of promoting their social inclusion.  Moreover, at the national-level, the Special needs and Inclusive Education Policy has been developed along with its implementation plan, which are currently in draft form. This promotes inclusive and special education with more detailed focus on strategies for building mechanisms into the education system to support inclusive education.  A national model for inclusive education was developed with the aim of guiding all initiatives to transform education system to become inclusive.  And, the ESSP focuses on inclusive education as a strategy for increasing access to education for children with disabilities and special educational needs.   * **Supply-side factors**   An inclusive education teacher guide was developed to enable implementation of key competences outlined in the competence-based curriculum for children with disability. And, more than 2,700 teachers were trained to apply inclusive pedagogical approaches, based on the Inclusive Education Teachers’ Guide.   * **Demand-Side factors**   Inclusive education model schools and schools of excellence were created and adjusted to accommodate children with disabilities and the mobilisation of parents and community to support enrollment of children with disabilities to schools have been underway to reduce stigma and discrimination.  Despite this progress in Rwandan education, some main challenges remain:   * The country has not fully provided equitable access to basic education for vulnerable children. This particularly affects children with disabilities, only 70 per cent of whom are enrolled in primary schools (2012 census data, MINEDUC, 2016). This low enrolment is due to several factors. One main issue is that children with disabilities, by tradition, are provided education in special church-run schools and centres. This often results in a medical model being applied to their education and in limited attention paid to inclusion and equal opportunity. * According to study of children with disabilities and Education-Republic of Rwanda 2015, there is limited country-wide implementation of the Inclusive Education and Special Education Need policy, which calls for physical accessibility; appropriate teaching and learning materials; and supportive measures such as individual education plans. * The lack of awareness in schools and in classrooms about the barriers children face to learning means that learning difficulties tend not to be recognised, and even in inclusive schools, teachers have little understanding of the application of differentiation in teaching or learning outcomes. * Children with disabilities (CwD) face sociocultural barriers and bottlenecks in accessing, learning and completing education, especially stigma and discrimination, which keep many of these children out of school.   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 hindering access to education of vulnerable children, particularly children with disabilities.  To ensure relevant programming, UNICEF interventions will be aligned to:  MINEDUC ESSP 2018/19-2024/25, Strategic Priority 7: “**Equitable opportunities for all Rwandan children and young people at all levels of education”;**  **Outcome 7.2: Increase the participation and achievement of children with disabilities and SEN at all levels of education”.**  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 to include inclusive education;  Support access to basic education for vulnerable children including children with disabilities;  This Call for Expression of Interest is specifically intended to source partnership(s) to support activities under **Output 2: Children, from early childhood to adolescence, including vulnerable children, have increased access to inclusive basic education,** as outlined in UNICEF Country program 2018-2022 for education program.  Through this Call for Expression of Interest, UNICEF is seeking a civil society organization (CSO) partner to help implement two components of the Access to Education programme:   * **Support to Pre-service/ Teacher Training Colleges (TTCs)**   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, strategic priorities and outcomes related to pre-service teacher education. Within the education system there is a need for all teachers, trainers and higher education lecturers to be trained (both in pre-service and in in-service programmes) and supported so as to be able to include a diverse range of learners in their classrooms, whilst also training a cadre of specialists who can support learners and their regular teachers in mainstream classrooms.  In the process of reviewing the TTC curriculums and syllabi by aligning it to the competence-based curriculum, there is a need for consideration of the inclusiveness of TTC curriculum as a cross-cutting issue in all subjects and levels.  To meet the needs of all learners and implement the competence-based curriculum, all pre-service teachers need to be trained in advance while learning at TTCs on the basic principles of inclusive education and to differentiate according to the diversity of learner needs in the classroom. A component on inclusive education will be incorporated into all pre-service training and will be mandatory for all trainees and trainings on inclusive education and inclusive pedagogy will be carried on.  So far, there is lack of comprehensive resources on inclusive education in TTC resulting in limited knowledge in inclusive education for TTC personnel and preservice teachers.  To that end, over the course of the UNICEF country programme, UNICEF aims to work with partners to develop TTC training modules and build the capacity of TTC personnel and pre-service teachers on inclusive education and application of inclusive pedagogical approaches to support learning of children with disabilities.  Within the first year, UNICEF is looking to establish a CSO partnership to provide technical support to the following activities:  **July- December 2018:**   * Drafting and finalization of the inclusive education training modules for TTC   **January-June 2019**:   * Organise training of trainers for the use of IE training modules * Trainers to conduct capacity building of TTC personnel (principles and tutors) and pre-service teachers on inclusive education and or application of inclusive pedagogical practices by Trained trainers      * **Support to access to education for children with disabilities.**   Learners with disabilities and with special educational needs face significant barriers to access and participation in learning. Measures will be put in place to overcome these situational and institutional barriers. Both globally and within Rwanda, children with disabilities continue to be a highly-stigmatised group, with one of the lowest levels of access and participation in education of any marginalised group. The lack of awareness about the rights of children and young people with disabilities to access and participate in education on an equal basis requires persistent awareness-raising campaigns to change attitudes, both within the system and aimed at the public, and to identify and minimise the barriers that prevent these children from participating in school.  Equity and inclusiveness are embedded within the curriculum values which underpin the curriculum itself, and inclusive education is a cross-cutting element across all sectors and subjects. There is thus a requirement for all schools to become more inclusive in their approach, to ensure all children and young people are enrolled and participating. This will entail districts and school leaders supporting and providing leadership for inclusive education – especially articulating consistent messages and challenging non-inclusive practices. Inclusive schools of excellence/inclusive education model schools will promote good practice and should be used to support other schools to develop accordingly.  Planned activities in ESSP that will take place to support address issues of access of CWD to schools include:   * All schools run community campaigns to change attitudes towards the right to education of LwD * Increase in number of schools, that meet standards of accessibility for LwD * Give schools, access to adapted teaching and learning materials for learners with SEN * All teachers identify learners with SEN and take action to ensure needs are met * Provide additional special schools and/or special units within schools for children and young people with severe learning needs * Increase in the supply of assistive devices and services to support access and learning of LwD and those with SEN * Increase in the number of children and young people with SEN sitting national exams   To that end, over the course of the UNICEF country programme, UNICEF aims to work with partners to support access to basic education of vulnerable children including children with disabilities through the following interventions:  **July-December 2018:** Scale up access to quality inclusive education for children with disabilities by supporting:  *Develop a System for Scaling-Up Inclusive Education*   * Establishment of a national and decentralised structures to support scale up inclusive education; * Development of a strategic document to guide the expansion of inclusive education for children with disabilities; * Conducting capacity building on strategies to expand inclusive education;   *Support CWD in inclusive education through Individual Education Plans*   * Develop a comprehensive Individual Education Plan (IEP) model adapted to learning ability of children with disabilities; * Capacity building on the implementation of IEP model for teachers and specialists in education of children with disabilities; * Enrollment of IEP model in inclusive schools; * Monitor the implementation of IEP model at school level;   **January-June 2019**: Supporting duty bearers’ participation in addressing barriers to education for children with disabilities through:  *Addressing Social Norms and Promoting Community Engagement:*   * Establishment of communication mechanisms with social media and community organisations (FBOs) for education of CWD; * Development of communication materials for awareness raising on CWD right to education; * Organisation advocacy event with duty bearers (Local leaders, community, etc) for their full participation in addressing barriers to access to education for CWD; * Monitor and document the participation of duty bearers in addressing barriers to access of children with disabilities to education/learning.   ***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 | 21 February 2018 |
| Deadline for submissions of CSO proposals | 15 March 2018 |
| Deadline for requests of additional information/ clarifications | 8th March 2018 |
| Review of CSO submissions | 29th March 2018 |
| Notification of results communicated to CSO | 30th 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)