

CALL FOR EXPRESSION OF INTEREST

Study on Knowledge, Attitudes and Practices around Gender and Learning in Rwanda

16 August 2016, Kigali

The purpose of the Call for Expression of Interest is to identify eligible Civil Society Organisations for prospective partnership with UNICEF Rwanda. Eligible Civil Society Organisations (CSOs) are invited to submit proposals for partnership to support achievement of results for children outlined in the 2013-2018 Country Programme and section 1.3 below.

Organisations that wish to participate in this Call for Expression of Interest are requested to send or deliver their submission in a sealed envelope clearly marked:

**'Attn: Erin Tanner
UNICEF Call for Expression of Interest
Education – KAP Study on Gender and Learning in Rwanda'**

To the following address:

UNICEF Rwanda, Ebenezer House, Boulevard de l'Umuganda, Kacyiru, Kigali, Rwanda

No later than **5 September 2016**.

Applications must be submitted in English.

Any requests for additional information should be addressed in writing by **29 August 2016** at the latest to Erin Tanner, e-mail: etanner@unicef.org. UNICEF responses to any queries or clarification requests will be made available to all online <http://www.unicef.org/rwanda/> 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 NGOs 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 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 [or Humanitarian Response Plan] in [Country]	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 .
1.3 Specific results	<p>Within this framework and as set out in 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. UNICEF will contribute to achieving the following output results:</p> <ul style="list-style-type: none"> • Improved and equitable participation in and completion of quality, inclusive education • Children, especially those most vulnerable, have expanded access to basic education • Increased capacity of duty-bearers for the provision of quality, relevant education • Reducing critical bottlenecks to ensure gender equity at pre-primary, primary, and secondary levels of education <p><i>Gender, adolescents and learning programme</i></p> <p>In pursuit of the those output results, UNICEF and the Ministry of Education have developed the Gender, Adolescents and Learning programme to support the implementation of the national Girls Education Policy. The programme will tackle gender related barriers to learning for adolescent boys and girls in upper primary school (P4-P6). The overall goals of the programme are to improve girls' learning achievement in upper primary school and reduce boys' dropout of upper primary school by reducing gender barriers. The specific objectives of the overall programme are to:</p> <ol style="list-style-type: none"> 1. Build capacity of district offices to respond to the needs of students that are at risk of low performance and dropping out 2. Raise awareness among communities, parents and boys and girls about the gender barriers facing boys and girls in education 3. Improve learning supports in school for girls through peer learning clubs 4. Improve the gender responsive environments in school 5. Empower young people, and particularly girls, to promote a shift in expectations from education <p>The partnership proposed in this open call for selection of CSO partners will support first objective of the programme which is closely aligned to the Girls Education Policy.</p> <p><i>Knowledge, Attitudes and Practices Study</i></p> <p>UNICEF's bottleneck analysis on gender in education shows that demand-side barriers are the most critical barriers to girls' learning. Therefore UNICEF will support MINEDUC to develop a communications strategy on gender and learning, and to roll out a national communications initiative to improve support for girls' education in their families. It will be a comprehensive communications programme that will include radio, print and in-person community forum messaging. Communications activities will target parents, community members, teachers and</p>

boy and girls in and out of school. Adolescents and female role models will be engaged as partners in designing and rolling out the communications initiative.

To inform the development of the communications strategy and the messaging that will be used, MINEDUC and UNICEF plan to undertake a qualitative study on the Knowledge, Attitudes and Practices around gender and education. This open selection seeks to identify a CSO partner with the relevant technical expertise to implement the KAP study.

Terms of Reference for KAP Study

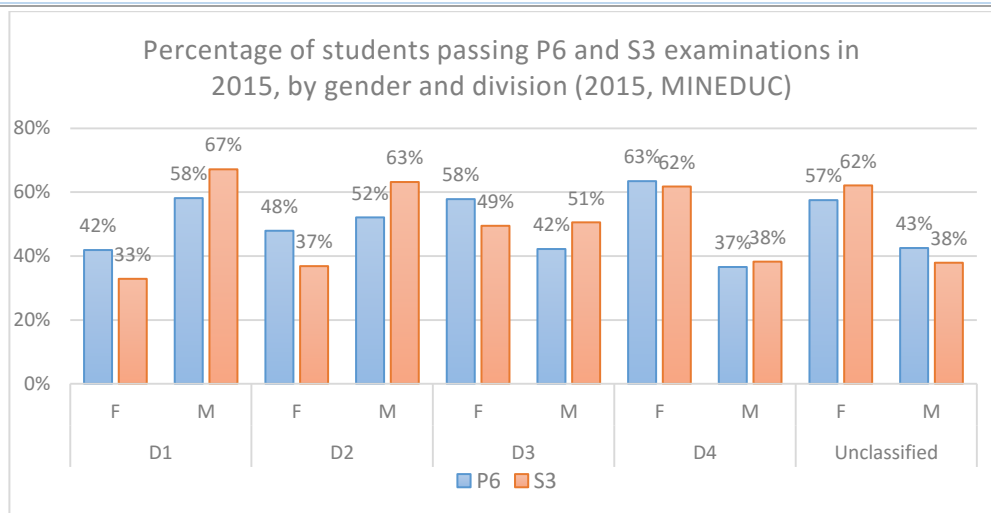
Background

Promoting gender equality and girls' education is a national priority for Rwanda. Over the past two decades enormous strides have been made to improve girls' access and progression in school. Now, Rwanda boasts one of the highest overall primary school enrolment rates in Africa and has reached gender parity in school enrolment in all levels of education (Ministry of Education Yearbook, 2015). In fact, girls' enrolment surpasses boys' enrolment in primary and secondary education. This is a major achievement in the context of East Africa, where the majority of neighbouring countries face large challenges in enrolling and retaining girls in school, particularly at the secondary level.

This is largely due to the strong legislative and policy frameworks in place in Rwanda that promote women's empowerment and gender parity in access to education. These documents include: Vision 2020, EDPRS II, National Gender Policy (2012), the Girls' Education Policy (2008) and the Curriculum and Assessment Policy (2015). The Education Sector Strategic Plan (ESSP) also provides a strong roadmap for continuing to emphasize the importance of empowerment for girls' and women to progress to and complete all levels of education (2013-2018).

Despite these achievements, gender dynamics continue to play an important but complex role in the enabling environment for girls' and boys' learning. National data show that both girls and boys face gender-related barriers to learning.

Girls perform lower in primary and secondary school examinations and are less likely to progress to TVET, higher levels of education and academic tracks in science and technology. National examination results at primary and secondary levels indicate that boys consistently performed better than girls in national examinations at P6 and S3 levels between 2011 and 2015 (MINEDUC, 2015). Girls in Rwanda are also less likely to achieve in the top division of the national P6 and S3 exams.



Girls are underrepresented in TVET programmes; 43.1% of students are girls compared to 56.9% of boys and only 32% of students in public universities are women. Women that continue to higher levels of education, are more likely to pursue traditionally feminine academic tracks, such as dressmaking, and are less likely to pursue higher earning professions that require more education, such as ICT, engineering and science. For example, of the students enrolled in engineering courses, only 22% are women, and of the students enrolled in food processing courses, 90.1% are women. This is in part linked to the higher performance of boys because higher achievement on exams leads to better progression.

However, boys face their own challenges. According to the Education Statistical Yearbook 2015, boys are more likely to repeat and to dropout out of primary school than girls. In P5, which has the highest rate of dropout in primary school, boys are three percentage points more likely to drop out than girls. In some districts the gap between boys and girls in terms of drop out is larger than in others. Although boys outperform girls at all levels on national exams, the primary completion rate for boys is 10 percentage points lower than for girls. The promotion rate is also lower for boys.

The ESSP responds to these challenges for girls and to ensure gender equality across all aspects of Rwandan life. Girls' education is a central component of strategies to ensure that there is inclusive basic education for all, and beyond basic schooling, to ensure that women are appropriately skilled to contribute positively to economic and social development. To achieve this goal, the ESSP is committed to promoting the following strategies in line with the Girls' Education policy and strategic plan:

- Strengthening gender sensitive and learner centred methodologies;
- Training of educationists, trainers and education planners on gender issues;
- Regular review of education curricula and learning materials from a gender perspective;
- Sensitizing families and local communities about the importance of girls' completing and improving achievement in formal education;
- Promoting affirmative action policies; and
- Strengthening integration of girls' education into plans and budgets at all levels.

In line with the ESSP and the Girls Education Policy, the Ministry of Education plans to launch a national communications initiative to: 1) raise awareness among boys and girls, education staff, parents and community leaders with information on the impact of gender on education, and 2) creates behaviour change that eliminates demand-side barriers to girls' learning and mobilizes increased support for girls' education among boys and girls, parents and community leaders

Purpose, objectives and scope

The proposed KAP study aims to generate baseline data on existing knowledge, attitudes and practices about gender and education. The purpose of the study is to inform the development of the national communications strategy on girls' education and to act as a baseline to monitor progress of Government of Rwanda and UNICEF Rwanda programmes that target behaviour change around gender and learning.

The main objective of the KAP study is to establish reliable qualitative data that can be used to understand knowledge, behaviour and practices and to inform national programme development and implementation. A time series will assess how certain behaviours and attitudes are changing/or not changing over time.

A second objective of the study is to empower young people to act as partners. The study will be designed, implemented and analyzed in partnership with Rwandan young people. This approach will build the capacity of young people but also will enhance the quality and richness of the study findings.

The KAP survey on gender and learning will document evidence on current attitudes and progress made towards changing behaviour towards girls' education in order to inform ongoing Government and partner initiatives around gender and education.

These include:

1. implementation of the Girls' Education Policy and Strategic Plan;
2. The planned nationwide Girls' Education communication campaign;
3. UNICEF and partner programmes aiming to improve the levels of learning for girls;
4. The need for more information about gender barriers facing boys;
5. Support for girls and learning club networks;

The findings and recommendations will help to inform the national Communication strategy around Gender and Education, define appropriate communications messages, policy approaches and programmatic interventions to promote girls' education and youth empowerment, which will support Rwanda's long-term vision for children, girls and national development. The main users of the report will be Government policy makers, district and community leaders, UN agencies and other stakeholders involved in the area of child rights promotion.

The KAP study will target all 416 sectors. The study will focus on: a) upper primary school aged girls and boys, particularly girls; b) mothers and fathers of those children; and, c) education officials and school staff, including DEOs, SEOs, Head Teachers and P4-P6 teachers.

Methodology

Using a qualitative methodology the survey will explore general trends around gender and education. The KAP survey will use focus group discussions, individual interviews and other qualitative methods as the main approaches to gathering

information.

Civil society partners that submit proposals should include a detailed methodology that includes the following components at the minimum:

- Focus group discussions with school going girls of relevant age groups, school going boys of all relevant age groups, out of school boys and girls, parents, teachers
- Individual interviews with education officials and community leaders
- Interviews with CSO partners in operating in the area
- Explanation of how their evaluation techniques can be used to analyze trends in changes in knowledge, attitudes and practices related to gender and learning.

The KAP survey will evaluate subject areas including but not limited to: socio-economic status of the household, education of parents and care givers, attitudes towards girls' and boys' education, knowledge of importance of education for girls and boys, attitudes towards girls' and boys' forgoing education to earn wages, practices in the household and family, school and community that create and gender barriers for girls and boys, children's and parents expectations from education, strategies used to overcome barriers to attending school and strategies for improving girls' learning.

The study will build on established KAP survey approaches and methodologies, however it will include an innovative component of youth participation. Adolescents and young people will be engaged in the research from the beginning and will play a central role in designing, implementing and analysing the questions and discussion format. To design this component of the research, well established approaches to youth participation will be used.

The methodology should target at least one community in each sector of the country.

The selected CSO partner will work with the Ministry of Education, UNICEF Rwanda, and key central government stakeholders through a technical task force. Links will be established with the available statistical data resulting from the DHS and EICV4 where applicable.

Key informant interviews will be conducted with stakeholders in the districts involved in education management and planning, particularly those working on girls' education district plans.

In all cases, and in as much as possible, findings will be disaggregated by age group (10-13, 15-18), sex, disability, location (rural/urban and province) and socio-economic groupings. Within the age groups, the survey will address, but will not be limited to the issues indicated in table 1:

Table 1: Gender and Learning – Knowledge, Attitudes and Practices by target group

Target group	Possible areas of inquiry
Boys and girls aged 10-15	Knowledge, attitudes toward the role gender plays in supporting or hindering learning; attitudes of perceived barriers to learning at home and at school; expectations of education and desired level of education achievement; practices at home at school that contribute to learning;

	differences between practices of boys and girls surrounding learning at home; attitudes and practices surrounding cost of education; perceptions of risk surrounding sexual reproductive health issues at school; attitudes toward the school-work trade off; attitudes toward role of parents in supporting or hindering boys and girls education; attitudes towards self-efficacy in pursuing education; practices and reasons surrounding cases of repetition, prolonged absence and/or dropout
Parents of children aged 10-15	Knowledge, attitudes and practices toward the role gender plays in supporting or hindering learning; attitudes of perceived barriers to learning at home and at school; expectations of education and desired level of education achievement for their children; practices at home at school that contribute to learning; differences between practices of boys and girls surrounding learning at home; attitudes and practices surrounding cost of education; perceptions of risk surrounding sexual reproductive health issues at school; attitudes toward the school-work trade off; practices and reasons surrounding cases of repetition, prolonged absence and/or dropout
Education officials and school staff	Knowledge, attitudes and practices toward the role gender plays in supporting or hindering learning; attitudes of perceived barriers to learning at home and at school; practices and reasons surrounding cases of repetition, prolonged absence and/or dropout; differences between practices of boys and girls surrounding learning in the classroom and at home; Expectations
Cross-cutting issues	Knowledge, attitudes and practices surrounding vulnerable children, children with disabilities; perceptions of risk surrounding sexual reproductive health issues at school;
Contextual aspects	Poverty, education levels of parents/care givers, urban/ rural localization, access to safe water and adequate sanitation, quality/quantity of community facilities (basic health centres and access to economic opportunities); Analyse capacities of families and communities to implement recommended measures to reduce critical gender barriers and promote enablers; Analyse capacities of families and communities to implement recommended measures

The identified CSO will develop a conceptual framework, review relevant literature, design appropriate research tools, undertake data analysis on identified issues and prepare draft and final reports for discussion with stakeholders. Conceptual framework will build on lessons learned from KAP and participatory studies and other related research in Rwanda. Relevant hypotheses on gender and learning and identified/observed attitudes and practices will be developed and tested with the data. The consultant(s) will be expected to familiarize with the objectives of the survey through consultations with Government partners, UNICEF staff and other stakeholders.

The identified institution will have the opportunity to discuss and propose amendments to the methodology during the inception phase, as long as the purpose of the study is maintained and expected deliverables are produced at the required level of quality. Any proposed changes will be discussed at initial planning meetings with the Technical Task Force.

The identified CSO should also present in the proposal the value-added and programmatic contribution that it brings.

Expected results

The survey will generate a comprehensive report on the existing knowledge, attitudes and practices surrounding gender and learning in Rwanda. The methodology and report will allow for follow up studies to measure progress and impact of related programmes over time. The methodology should also successfully engage young people in a meaningful way. Using the equity approach, the survey will highlight some of the vulnerabilities and gaps in knowledge, attitudes and practices among different socio-economic groupings and geographic areas of Rwanda. The specific results include:

The survey will generate information that may be used in key strategic planning around gender and learning. In particular, the survey will:

1. Generate and document existing knowledge, attitudes and practices on gender and learning in Rwanda, with a focus on boys and girls;
2. Identify specific thematic areas and messages where communications for development programming should be targeted in order to address and reduce gender barriers to learning for boys and girls;
3. Identify appropriate target groups for the national communications for development initiative with the view of reducing identified barriers and enablers;
4. Analyse and describe vulnerabilities and gaps in knowledge, attitudes and practices among different socio-economic groupings and geographic areas of Rwanda.
5. Provide essential data for formulation of key messages and required areas of focus for various government interventions;
6. Generate meaningful experience on engaging young people in research and programme design in Rwanda;

Tasks and Deliverables

The proposed institution will develop a conceptual framework including a detailed youth led, participatory methodology, research instruments and analytical work plan. The consultant will prepare and present draft reports and final reports to be discussed by stakeholders. Summary reports and reference materials will also be prepared.

The specific tasks should include:

- Facilitate a meeting to share the tools for comments with the Taskforce team overseeing this institutional consultancy;
- Identify and assemble a group of youth partners both boys and girls to support the design and development of the research instruments and methodology;
- Inception report, including literature review
- Develop research tools and identify qualitative analysis software that will be used; ensure tools align with software
- Pre-test the tools and facilitate a meeting with the Taskforce, to validate the pre- testing data obtained and fine tune the tools based on the experiences from the team of interviewers/enumerators;
- Train youth research assistants/enumerators for data collection in all the selected sites to ensure that standardized methodology and application of the tools are fully understood;

- Conduct collaborative planning for field work with the Task Force, including development of agenda and activities;
- Test research instruments in the field; Convene a briefing meeting with the supervising task force on the on-going survey for corrective measures to be undertaken if need be;
- Work with team of interviewers/observers to collect data from each sector;
- Ensure the quality of information collected from fields, cross check with the validity of information collected and verify;
- Process data (data entry, cleaning, and analysis) qualitative data analysis software.
- Write draft report and share with MINEDUC for comment
- Conduct meeting with the Ministry of Education, UNICEF and the Task Team to present findings especially the statistical report prior to the finalization of the report
- Work on several revisions of user friendly formatted report, finalize the report by incorporating comments received at the validation and submit one soft copy and two hard bound copies as well as the raw data, and all tools (questionnaire, guide etc.);
- Validate the final report with the Task force and other relevant stakeholders.
- Present findings to youth participants and brainstorm about how to repond to key messages

The key deliverables of the work will be:

- The final research instruments
- The training of data collectors
- Final processed data
- First draft report
- Final report
- Presentation to taskforce and youth participants

Duration, Administration and Reporting

The partnership will be for a period of 4-6 months with effect from the time of signing of the Partnership Agreement. The CSO partner will be responsible for setting up meetings with the appropriate government counterparts, district and community leaders, families, schools and stakeholders working in the area of gender and education, as advised by MINEDUC.

The draft and final reports will be shared with and validated by key stakeholders including the Ministries of Health, Gender and Family Promotion, and Education, the National Commission for Children, UN agencies and NGOs working in the area of child rights protection.

On the UNICEF side, the CSO will report to the Education Specialist for issues relating to the management of the contract. The consultant will be governed by UN and UNICEF rules and regulations.

Qualifications

- ❖ A CSO partner with a minimum of 7 years of demonstrable experience in qualitative research, data analysis and reporting with a focus on child development and education, and experience of undertaking surveys in Rwanda;

	<ul style="list-style-type: none"> ❖ Demonstrated experience in conducting Knowledge, Attitudes and Practices surveys, developing qualitative research tools and implementing research; ❖ Proven experience in youth participation and in engaging with youth on the design, implementation and analysis of development programmes ❖ Previous experience and technical expertise in gender issues and education ❖ Legal permit to work as CSO in Rwanda ❖ Ability to use key qualitative data analysis software ❖ Excellent communication skills; ability to clearly and succinctly present complex concepts in writing and oral presentation; and ❖ Knowledge of education and gender context in Rwanda essential ❖ Excellent command of English, both spoken and written. Knowledge of French and/or Kinyarwanda will be an advantage. <p>The institutional consultancy must consist of a multidisciplinary team, including communications for development experts, methodology experts, gender experts and experts on the Rwandan context. The interested institution must have experienced personnel capacity in conducting comprehensive and holistic assessment on gender and learning and thus require a wide range of specialized skills. The institution must have cognate experience in development, implementation and assessment of gender, communications and/or education interventions with evident capacity in conducting baseline assessments using qualitative and quantitative methods. The Team should include a nominated Team Leader who bears the overall responsibility for the study. In addition, the Team as a whole should have expertise in the focal areas as described in the ToR. The team has to include at least one Rwandan expert.</p>
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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: <ul style="list-style-type: none"> • Copy of CSO registration in country of origin (if international CSO) • 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	16 August 2016
	Deadline for submissions of CSO proposals	5 September 2016
	Deadline for requests of additional information/ clarifications	29 August 2016

Section 3: Process and timelines

3.1 Review & evaluation of	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.
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CSO submissions	<p>Only CSO submissions which comply with the requirements of the eligibility and exclusion criteria will be eligible for further evaluation.</p> <p>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.</p> <p>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.</p>							
3.2 Eligibility & exclusion criteria	<ul style="list-style-type: none"> • Eligibility criteria: CSO must: <ul style="list-style-type: none"> a) be registered in country of origin and/or in Rwanda; b) not be an entity named on any of the UN Security Council targeted sanction lists. • Exclusion criteria CSO submission which: <ul style="list-style-type: none"> a) are not sent in sealed envelopes; b) are not sent or delivered by hand to the UNICEF office before the specified deadline; c) do not include all required documents duly completed and signed or do not comply with specifications set in this Call for Expression of Interest; d) are not submitted in English; <p>will be excluded from the selection process.</p>							
3.3 Selection criteria	<p>UNICEF office will review evidence provided by the CSO submission and assess applications based on the following criteria:</p> <table border="1" data-bbox="399 1186 1421 1766"> <tr> <td data-bbox="399 1186 669 1419">Proposal relevance, quality and coherence (60%)</td> <td data-bbox="669 1186 1421 1419"> <p>Includes review of the proposed programme:</p> <ul style="list-style-type: none"> • Relevance of proposal to achieving expected results; • Clarity of activities and expected results; • Innovative and participatory approach; • Sustainability of intervention; • Adequacy and clarity of proposed budget (including contribution by CSO) </td> </tr> <tr> <td data-bbox="399 1419 669 1598">Institutional capacity and sustainability (30%)</td> <td data-bbox="669 1419 1421 1598"> <p>Includes a review of the CSO:</p> <ul style="list-style-type: none"> • Expertise and experience in the sector/area; • Local experience, presence and community relations; • Management ability; • Experience working with UN/UNICEF </td> </tr> <tr> <td data-bbox="399 1598 669 1766">Other (10%).</td> <td data-bbox="669 1598 1421 1766"> <p>Includes a review of:</p> <ul style="list-style-type: none"> • Replicability and scalability; • Sustainability • Cost </td> </tr> </table>		Proposal relevance, quality and coherence (60%)	<p>Includes review of the proposed programme:</p> <ul style="list-style-type: none"> • Relevance of proposal to achieving expected results; • Clarity of activities and expected results; • Innovative and participatory approach; • Sustainability of intervention; • Adequacy and clarity of proposed budget (including contribution by CSO) 	Institutional capacity and sustainability (30%)	<p>Includes a review of the CSO:</p> <ul style="list-style-type: none"> • Expertise and experience in the sector/area; • Local experience, presence and community relations; • Management ability; • Experience working with UN/UNICEF 	Other (10%).	<p>Includes a review of:</p> <ul style="list-style-type: none"> • Replicability and scalability; • Sustainability • Cost
Proposal relevance, quality and coherence (60%)	<p>Includes review of the proposed programme:</p> <ul style="list-style-type: none"> • Relevance of proposal to achieving expected results; • Clarity of activities and expected results; • Innovative and participatory approach; • Sustainability of intervention; • Adequacy and clarity of proposed budget (including contribution by CSO) 							
Institutional capacity and sustainability (30%)	<p>Includes a review of the CSO:</p> <ul style="list-style-type: none"> • Expertise and experience in the sector/area; • Local experience, presence and community relations; • Management ability; • Experience working with UN/UNICEF 							
Other (10%).	<p>Includes a review of:</p> <ul style="list-style-type: none"> • Replicability and scalability; • Sustainability • Cost 							
3.4 Prospective partnership agreement	<p>All applicants will be informed of the outcome of their submissions by communication sent out to the email and/or postal address that is indicated in the CSO submission.</p> <p>Applicants whose proposals are assessed as having a specific comparative</p>							

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 of 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)

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.

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_compand.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.

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)

The purpose of this profile is to provide key contact references to UNICEF [Country] 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.

Section 1. CSO information		
1.1 Organization information	Organization Name	
	Acronym	
	Category of CSO ¹	
	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	<ul style="list-style-type: none"> • 	

Section 2. CSO expertise and experience in the sector area	
2.1 CSO mandate, sector area and geographic coverage	<i>Outline the organisation's mandate, field of work and geographic coverage</i>
2.2 Available expertise and specialists	<i>Outline the distinctive technical capacity of the organisation in the sector area</i>
2.3 Key results achieved over the past 5 years	<i>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</i>

¹ Choose between: National NGO (NGO); International NGO (INGO); Academic Institution; Community Based Organisation (CBO); Foundation; Other (please specify).

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

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	<i>Outline of number and key functions of core organisation staff</i>
4.3 Any other information demonstrating financial capacity	<i>E.g. results of previous capacity assessments if available (such as the micro assessment)</i>

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)

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.

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

Section 2. Programme description	
2.1 Rationale/ justification <i>(3 to 5 paragraphs; max 400 words)</i>	<p><i>“Why” this programme</i> <i>This section outlines the problem statement, the context and the rationale for the Programme,:</i></p> <ul style="list-style-type: none"> <i>Overview of the existing problem, using data (disaggregated) from existing reports; who is affected and what are the barriers/bottlenecks to outcomes for children?</i> <i>How the problem is linked to national priorities and policies;</i> <i>The relevance of the Programme in addressing problem identified.</i>
2.2 Expected results <i>(No narrative required)</i>	<p><i>“What” this programme will achieve</i> <i>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).</i></p>

Result statement	Performance indicator/s	Baseline	Target	Means of Verification ²
Corresponding result from	- Xxx			

² 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).

Result statement	Performance indicator/s	Baseline	Target	Means of Verification ²
Country programme/ Humanitarian Response Plan ³	- Xxx			
Programme Output 1 <i>Service or product resulting from the programme</i>	<i>List each indicator in a separate line</i>			
Programme Output 2				
Programme Output 3				

2.3 Gender, Equity and Sustainability <i>(3 paragraphs; max 250 words)</i>	<i>“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.</i>
2.4 Partner’s contribution <i>(1 paragraph; max 100 words)</i>	<i>This section briefly outlines the partner specific contribution to the programme (monetary or in-kind)</i>
2.5 Other partners involved <i>(1 paragraph; max 100 words)</i>	<i>“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.</i>
2.6 Additional documentation <i>(1 paragraph; max 100 words)</i>	<i>Additional documentation can be mentioned here for reference.</i>

³ 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..

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 ⁴	Supply
Progr. Output 1:	<i>E.g. Community-based management of SAM introduced in 200 villages In 10 districts</i> 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	<i>Organise training of 500 health workers in community nutrition in 10 districts</i>	x	x				100,000		100,000	
Act. 1.2	<i>Undertake community outreach activities & referral in 200 villages in 10 districts</i>	x	x	x	x		50,000		50,000	
Act. 1.3	<i>Provide nutrition equipment & supplies in 50 health centres</i>	x			x		200,000			200,000
Act. 1.4	<i>Programme management and technical supervision</i>	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 ⁵									
Act. 2.2										

⁴ The budget is prepared in the currency of implementation. Most generally, this correspond to the local currency in the country.

⁵ 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.

Result Level	Result/activity	Timeframe (quarters/year(s))					Total (CSO+UNICEF)	CSO contribution	UNICEF contribution	
		Q1	Q2	Q3	Q4	Year2			Cash ⁴	Supply
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	<i>Standard activity:</i> In-country management & support staff ⁶ pro-rated to their contribution to the programme (representation, planning, coordination, logistics, admin, finance)									
Act 4.2	<i>Standard activity:</i> Operational costs pro-rated to their contribution to the programme (office space, equipment, office supplies, maintenance)									
Act 4.3	<i>Standard activity:</i> Planning, monitoring, evaluation and communication ⁷ , pro-rated to their contribution to the programme (venue, travels, etc.)									
Sub-total for programme costs										
HQcosts ⁸	HQ technical support ⁹ (7% of the cash component)									
Total programme document budget										

⁶ 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.

⁷ 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.

⁸ Only payable to organizations with headquarters outside of the country of implementation.

⁹ Amount is an estimate. Amount paid is a standard 7% on actual expenditures subject to calculation exclusions as per Annex I of the CSO Procedure.