

REQUEST FOR PROPOSAL

RFP-USA-2007-500343

8 October 2007

UNITED NATIONS CHILDREN'S FUND (UNICEF)

wishes to invite you to submit a proposal for

**EVALUATION SERVICES for the Program
GETTING READY FOR SCHOOL: A CHILD TO CHILD APPROACH**

SEALED proposals should be sent to:

UNICEF
Attention: BID SECTION **RFP-USA-2007-500343**
UNICEF House
3 United Nations Plaza
New York,
New York 10017
USA

IMPORTANT – ESSENTIAL INFORMATION

The reference RFP-USA-2007-500343 must be shown on the envelope containing the Proposal.

THIS FORM MUST BE USED WHEN REPLYING TO THIS REQUEST.

Proposals **MUST** be received at the above address by latest 16:00 hours (New York time) on Monday, 12 November 2007, and will be publicly opened at 10:30 am (New York time) on Tuesday, 13 November 2007. Proposals received after the stipulated date and time will be **INVALIDATED**.

***** IMPORTANT - Proposals received in any other manner will be INVALIDATED.**

THIS REQUEST FOR PROPOSAL HAS BEEN:

Prepared by: Pia Rebello Britto
Evaluation Manager, Getting Ready for School
Evaluation Office, UNICEF NY

Reviewed by: Samuel Bickel
Senior Advisor, Evaluation and Research
Evaluation Office, UNICEF NY

To be contacted for additional information, but NOT FOR SENDING OFFERS:

Contact both: Pia Rebello Britto
E-mail: pia.britto@yale.edu

AND

Samuel Bickel
Email: sbickel@unicef.org

Questions and their responses will be posted at the web site
http://www.unicef.org/evaluation/index_41143.html open to all bidders to ensure that
information is equally available.

PROPOSAL FORM

PROPOSAL FORM must be completed, signed and returned to UNICEF.
Proposal must be made in accordance with the instructions contained in this REQUEST.

TERMS AND CONDITIONS OF CONTRACT

Any Contract resulting from this REQUEST shall contain UNICEF General Terms and Conditions and any other specific Terms and Condition detailed in the REQUEST.

INFORMATION

Any request for information regarding this REQUEST must be forwarded by fax to the attention of the person who prepared this document, with specific reference to the Request number.

The Undersigned, having read the Terms and Conditions of RFP-USA-2007-500343 set out in the attached document, hereby offers to execute the services specified in the Terms and Conditions set out in the document.

Signature: _____

Date: _____

Name & Title: _____

Company/Institution _____

Postal Address: _____

Tel No: _____

Fax No: _____

E-mail _____

Validity of Proposal: _____

Currency of Proposal: _____

PROCEDURES REQUEST FOR PROPOSAL

IF THIS REQUEST WAS DELIVERED TO THE WRONG ADDRESS, we request that it be promptly re-directed to the person responsible for this field of activity within your organization. We apologize for any inconvenience.

1 INFORMATION IN THE PROPOSAL

The proposer must provide sufficient information in the proposal to demonstrate compliance with the requirements set out in each section of this Request for Proposal.

The proposal shall include, as a minimum:

1. TECHNICAL PROPOSAL:

- 1.1. Proposed methodology, expanding on the outline provided here, and including key assumptions, and proposals for document analysis, qualitative and quantitative data collection and analysis, stakeholder participation, building consensus, feedback and reporting.
- 1.2. Evaluation work plan, showing tasks, timelines and allocation of work to team members.
- 1.3. CV/Résumés of all evaluation team members, highlighting experience relevant to this evaluation. Individual CVs should not exceed 4 pages.
- 1.4. A sample report from a prior consultancy assignment with content directly relevant to this evaluation and completed by one or more of the proposed team members.
- 1.5. Contact details of at least two references from among recent employers or clients for each team member.
- 1.6. Company / organization profile, as relevant to the evaluation.
- 1.7. Compliance with UNICEF General Terms and Conditions.

2. FINANCIAL PROPOSAL (to be submitted under separate cover)

- 2.1. Pricing proposal
- 2.2. Certificate of incorporation.
- 2.3. Copy of the latest audited financial statements.

UNICEF would be interested to receive proposals including elements of cost-sharing or pro-bono support to the evaluation.

In calculating fees, bidding companies should bear in mind that UNICEF does not pay full commercial consultancy fee rates. Financial bids should include an

estimate of travel costs, but they will be agreed with the evaluation team during negotiations based on the work calendar and location of country case studies, and included in the lump sum contract.

2 CONFIDENTIAL INFORMATION

Information which the proposer considers proprietary must be marked clearly "proprietary" next to the relevant part of the text, and UNICEF will then treat such information accordingly.

3 VALIDITY

Proposals shall remain valid for a period of ninety (90) days from the date of closing for the Proposals.

4 CHANGES AND/OR ALTERATIONS

All requests for changes or alterations to the Request for Proposal or requests for clarifications must be submitted in writing by e-mail to the persons listed on p. 2 of the cover sheets (Pia Britto and Samuel Bickel) no later than 7 days before the RFP closes. Information provided verbally will not be considered a fundamental change and will not alter this Request for Proposal.

Inquiries received less than seven (7) working days prior to the Proposal closing date cannot be guaranteed any response. Only written inquiries will receive an answer. All inquiries and answers will be provided to all invitees in writing, regardless of the source of the inquiry. For ease of access, all inquiries and answers will be posted on a website address that will be communicated to all bidders.

5 EVALUATION OF THE PROPOSAL

UNICEF invites Proposals from suitably qualified companies with substantial consultancy experience in relevant aspects of Education and Early Childhood Development. Individual consultants may not apply unless grouped as a team (collaborative group) under a corporate heading. Please see section 4 of the Terms of Reference for details on who may bid and how a collaborative group must present itself.

The selection of consultants will be competitive based on the quality of the proposal, the profile of the proposed team, and on cost. Technical proposals will be rated before financial bids are assessed.

The technical assessment of the proposals will use the following criteria and weighting:

<i>Criteria</i>	<i>Weighting %</i>
Team profile (as per section 4.0 of Terms of Reference)	40
Proposed methodology (relevance, logic, rigor, practicality, creativity, realism of work plan etc)	40
Quality of plan to ensure ethics of conducting research with human subjects (methodological component that will be accorded special attention given the project engagement of school age and pre-school age children)	10
Sample report (clarity, relevance)	10

6 FORECAST SCHEDULE

Bidders to confirm their intent to submit a proposal	5 November 2007, 4 PM
Closing date and time	12 November 2007, 4 PM
Public Opening:	13 November 2007, 10:30 AM
Signature of contract:	30 November 2007 [est.]
Evaluation Tasks and Timeline:	See section of TOR

7 CONTRACT AND PAYMENT

A lump sum contract will be agreed with the successful consultant. The contract will be issued to an institution, consultancy company or other corporate entity, which will take full responsibility for the conduct of the evaluation and the production of evaluation products. (Teams of independent consultants may only apply where they apply under a corporate identity.) The evaluation team will manage its own travel arrangements.

Payment will be by results. Payment will be made in stages with allotments corresponding to the completion of key intermediate phases and products. Dates and sums will be negotiated with the consultant. No advance payment should be made under UNICEF contractual regulations. Financial proposals should include proposed stage payments.

8 WORKING ARRANGEMENTS

The Evaluation Team will be expected to provide its own office space and equipment. When the Evaluation Team is required to work in UNICEF offices, space will be provided.

9 COPIES

The Proposer must submit two (2) copies each of the sealed price and technical sections of the proposal. Proposers are invited to submit an electronic copy of each section on separate CD-ROMs. Pricing information shall not appear in any other part of the proposal.

10 RIGHTS OF UNICEF

UNICEF reserves to right to accept any proposal, in whole or in part; or, to reject any or all proposals. UNICEF also reserves the right to negotiate with the Proposer who has submitted the best proposal. UNICEF shall not be held responsible for any cost incurred by the Proposer in preparing the response to this Request for Proposal. The Proposer agrees to be bound by the decision of UNICEF as to whether her/his proposal meets the requirements stated in this Request for Proposal.

11 PROPOSER'S REPRESENTATIONS

The proposer represents and warrants that it has the personnel, experience, qualifications, facilities, financial resources and all other skills and resources to perform his or her obligations under any resulting Contract.

12 FULL RIGHT TO USE AND SELL

The proposer warrants that it has not and shall not enter into any agreement or arrangement that restrains or restricts UNICEF or the recipient Governments rights to use, sell, dispose of or, otherwise, deal with any item that may be acquired under any resulting Contract.

13 PROPERTY OF UNICEF

This Request for Proposal, inquiries and answers and the Proposals are considered the property of UNICEF. All materials submitted in response to this Request shall remain with UNICEF.

Terms of Reference for External Evaluator
Evaluation Services for the Program
“Getting Ready for School: A Child to Child Approach”

1.0 BACKGROUND INFORMATION

1.1 The Importance of School Readiness

UNICEF supports countries and contributes to achieving the MDGs (Millennium Development Goals) through its Medium Term Strategic Plans (MTSP). Included in the latest MTSP (2006-2009) is a programming priority on “Basic education and gender equality” (Focus Area 2)¹. This programme area, amongst other foci also includes specific aims for improving young children’s developmental readiness and their preparation for starting school at the prescribed age, with appropriate competencies. UNICEF is interested in ensuring that all children have a successful and on-time start to primary school, especially girls and marginalized children.

But as more children are entering primary school, it is apparent that many are entering late or early, repeating, dropping out, or failing to learn. A growing concern has been whether these children enter primary school with the skills (e.g. cognitive, social) needed to achieve in school. Given the data, that a child’s readiness or preparedness for school has been linked to primary school success², children who enter school “ready to learn” are more likely to succeed at school (completion of the school cycle (survival) and their performance (promotion), attain higher levels of academic achievement and are more likely to be employed in adulthood.

Most children can become ready for school at the expected age if they have adequate learning opportunities, health and nutrition support. Numerous studies show that early intervention and early learning programmes increase a child’s school readiness. The Child-to-Child approach is being tested as one such early intervention effort to prepare children for primary school. In this section of the RFP: (a) the term “School Readiness” is defined as the theoretical basis for the programme intervention; (b) the model for the “Child-to Child” approach is described; and (c) the proposed programme implementation design is presented.

1.2 School Readiness Defined: Theoretical Basis of the Programme Intervention

In the programme’s underlying conceptualization, School Readiness lies at the intersect of three dimensions: child; family; and the school.

- 1) Children’s readiness for school - focuses on children’s learning and developmental outcomes;
- 2) Families’ readiness for school - focuses on parental/caregiver and older sibling attitudes and involvement in their children’s early learning and development and transition to school; and

¹ For further details on this and the other four Focus areas see www.unicef.org

² Predictive data available from Western Europe, Canada and U.S.A. primarily

- 3) School's readiness for children - focuses on school-level outcomes and practices that foster and support a smooth transition of children into primary school and advance and promote the learning of all children.

All three dimensions are important and work in tandem to promote School Readiness. A child who is ready for school has the basic minimum skills and knowledge in a variety of domains that enable primary school success. While each society defines the minimum skills and standards separately, there are emerging clear commonalities across nations. Moreover, it is the family and school that provide the supportive environments to ensure that all children have the opportunities to learn and develop the necessary skills and abilities by the time they are ready to enter school.

1.3 Child-to-Child Approach to School Readiness

A range of early intervention and learning programmes have demonstrated beneficial impacts for young children's learning and development. Many of these programmes have been developed based on western models and implemented in industrialized countries, with little validation that they will be similarly effective within the realities of the developing world. The Child-to-Child approach is a promising alternative to provide cost effective and efficient interventions in ECD in developing countries, especially for the more marginalized or deprived populations.

The Child-to-Child intervention is based on two simple and self-evident assumptions.

- 1) Apart from (or in addition to) their primary care givers (usually parents), young children below school age are influenced most by other children; typically older siblings, playmates or "minders", with whom they interact on a daily basis.
- 2) By working with these older siblings, playmates and minders, who are already in school, the education system can build on this natural phenomenon to influence school readiness and on-time entry into school in a more systematic manner. In this way, establishing a rhythm of schooling at home through these older siblings will facilitate the smooth transition to school.

The proposed intervention will enable older children already in school to provide much needed support to younger children before they start school, in order to help them develop early learning competencies and get them ready to start school at the right age. There is already a successful and well-known precedent in the development and implementation of a child-to-child model, and this approach will seek to build on it.

Child-to-Child is best known as a model developed by the Child-to-Child Trust in London and widely adopted by developing countries as a means of promoting health education through children. Child-to-Child activities are usually integrated within broader health education programmes but are distinguished by the direct and active involvement of children in the process of promoting health education through their interaction with younger children or children of the same age group in their families and communities.

The proposed new approach will draw on these same principles to address the key challenges of providing ECD opportunities for the great majority of children in developing countries who are not likely to have access to any of the existing range of ECD services in the foreseeable future.

1.4 Programme Design

In an effort to provide preschool early learning opportunities within the home and community, a three-pillared design corresponding with the 3 dimensions of school readiness is proposed.

- Children's readiness for school. Child-to-child materials and methods will be integrated into ongoing primary school activities. The school children will use these tools and methods in the home while playing with and caring for young children as a means to directly improve the school readiness of younger siblings.
- Families readiness for school. A country and global³ level communication strategy has been developed as part of the Child-to-Child approach. The focus of the country level strategy is to raise family awareness about the importance and benefits of early learning and mobilize community support for the Child-to-Child approach.
- School's readiness for children. Also being developed are a series of materials for primary school teachers to support and improve their instruction and teaching in the classrooms. These materials are being developed as teacher guides and teacher workshops that will focus on integrating the concepts underlying the Child-to-Child materials in their own instructional practice.

In order to ensure developmental appropriateness of the approach, 2 interventions have been designed to achieve the goals of the approach: *Helping the little ones: Helping my own learning* and *Getting ready for School*. Both interventions are built on the same conceptual foundations of the Child-to-Child approach, with the primary difference being the ages of children addressed by the intervention. The first intervention will be used by children in the early grades of primary school with younger siblings and children in the community between the ages of birth to 4 years of age. The 2nd intervention will be used by later primary school aged children with younger siblings and children in the community who are 4 to 6 years of age, or age just before school entry. The 2nd intervention will be assessed in the proposed evaluation.

The Child-to-Child approach will be pilot tested in 6 pre-selected countries, which are: Bangladesh; China; Democratic Republic of Congo; Ethiopia; Tajikistan; and Yemen. The pilot will be initiated at the beginning of their respective academic year of 2008, mostly in September, except in Bangladesh, which will be in January of 2009. The 6 countries were selected because they represent variation in regional, economic and socio-demographic and political characteristics (e.g., Bangladesh has experience in ECD; DRC is a declared emergency situation; Yemen is particularly interested in girl's

³ The focus of the global strategy is to advocate for the adoption of the Child-to-Child approach and importance of the early years more globally, as well as policy adoption and investment in ECD.

education, etc.). Given this tremendous diversity, the implementation design of the approach is flexible and will be decided upon and carried out by the UNICEF country office in partnership with leading ECD NGOs and government partners in the country.

Within the flexibility of the programme approach, the following elements of the implementation design will be consistent and adhered to by all countries:

- Materials: The template materials for the programme are being developed by Child-to-Child Trust and will be adapted for use by every country. The basic constructs and concepts underlying the materials will be the same. However, the contents, format and structure will vary from country to country
- Communication: A visual identity has been created to be systematically applied to all materials to strengthen recognition, understanding and uptake in communities
- Programme evaluation: The Child-to-Child approach is unique in that the evaluation component of the programme is being developed as part of the programme design (details are presented in the following section)
- Selection of intervention and comparison settings: Each country will need to decide upon the intervention communities where the approach will be implemented and also an equivalent set of comparison communities. Depending on the size of the country, available resources, and pressing ECD needs, it is anticipated that the size of the communities and their location will vary greatly. It is also anticipated that the countries might require guidance on selection of intervention and comparison communities
- Project duration: All countries are expected to adhere to a set timeline for project implementation. It is anticipated that all programme and communication materials and country visits to set up the intervention will be completed by the end of the year. A training meeting for all countries, on all aspects of the approach (implementation, communication, and evaluation) will be held between 14th to 19th January, 2008 (location to be determined) to launch the approach. This will be followed by country adaptation, testing and printing of the materials for the following 7 months, in time for a September 2008 implementation of the programme. Simultaneously the 7 months (January to August, 2008), will also be devoted to the selection of local country evaluation teams, testing of the evaluation instruments and baseline data collection.

In order to ensure that all bidders have equal access to information, a fuller description of the project strategies, domains, and timeline, will be posted on the UNICEF website http://www.unicef.org/evaluation/index_41143.html together with the questions posed to UNICEF by bidders and UNICEF's responses to those questions.

2.0 PURPOSE OF THE EVALUATION

The purpose of this evaluation is to gauge the success of the Child-to-Child approach by using the most up-to-date research ideas and knowledge on programme evaluation. Child-to-Child is an innovative and new approach to improving school readiness. Given that the Child-to-Child model has primarily been used in the area of health education the effectiveness of this approach for broader ECD intervention programming is unknown.

The aim of the evaluation is to investigate the viability of the Child-to-Child approach as an alternative ECD intervention to support child, family and school's readiness. The results emanating from this evaluation will provide the much needed evidence regarding the value of such an approach to promoting school readiness. This will support the evidence-based advocacy needed to scale up the initiative nationally as well as promote it in other countries in the long run.

There is a diverse target audience and range in key users of the results.

- Within UNICEF: the Division of Policy and Programmes (DPP), Programme Division (PD), regional and country offices
- Among National Counterparts: national government stakeholders, NGOs, ECD programmes
- Among Partners: international agencies (e.g., World Bank, WHO), foundations working in ECD (e.g., Bernard van Leer, Aga Khan Foundation, Soros Foundation), ECD advocacy groups (e.g., Consultative Group on Early Child Care and Development), academics, and research organizations.

As a whole, this group comprises the major actors and funders in Early Childhood Development at the global level. There is another dense layer of target audiences in developing nations. Once the results are known, a major effort will be made to ensure awareness by policy-makers and other stakeholders in all countries.

In order to achieve the purposes the evaluation must commence by May 2008 based on the timeline for the programme implementation. A timeline for the evaluation, including preparatory activities is presented in section xx.

2.1 SCOPE & FOCUS

The overall goal of the Child-to-Child approach is to ensure that all eligible young children are enrolled in primary school at the appropriate age and arrive at school with the necessary skills, enthusiasm and confidence to become successful learners. The success of the approach will be gauged on the basis of results obtained from several types of evaluations conducted simultaneously to understand what works for quality ECD interventions to support children and their families to promote school readiness and a successful progression through the primary education cycle.

Four types of evaluative results are needed to determine the success of this approach:

- 1) *Outcome Results*: The focus of the evaluative effort is on the benefits or changes for the children, families, and schools participating in the Child-to-Child approach. Outcomes for this evaluation primarily focus on the impact on 1st grade children (see section below for detailed evaluation questions) thereby testing programme effectiveness

- 2) *Process Results*: The aim of the process evaluative effort is to understand how the programme works and if the programme implementation maintains fidelity to the programme design
- 3) *Cost-Benefit Results*: The focus of a cost benefit evaluative effort is on analyzing the monetary benefits and costs to implementing a programme. The results of such an analysis are typically used to gauge the efficiency of a programme
- 4) *Policy Results*: The focus of the policy evaluative effort is on understanding the types of social and educational policies that are in place to support ECD interventions and primary school education in the country and if the approach results in policy changes in the country. Results of such an evaluation shed light on the policy context within which the Child-to-Child programme will be operating and what policy mechanisms are needed to stimulate investments and commitments

Note: This list does not imply 4 separate evaluations. Approaches that obtain results economically with fewer efforts will have an advantage in the competition.

In addition, there is a capacity building component to the work, to design tools and materials and to train national counterparts and UNICEF/partners staff in their use. This is to enable the maximum amount of self-direction during the process.

2.2 EVALUATION QUESTIONS

The questions listed below are suggestions to guide the evaluation. The questions are grouped by the type of evaluation results and should not be considered an exhaustive list. Within the outcome results, questions have been prioritized into primary questions and secondary questions. Primary questions have been designed to test programme effectiveness and correspond with the initial specific aims pilot testing the approach. The secondary questions are linked with additional sets of outcomes that need to be investigated; however it is the primary questions that are the aim of the present evaluation

Note: Applicants are encouraged to expand upon these questions by adding their own set of evaluation questions and/or demonstrating associations between the questions across evaluation types. Theoretically grounded questions and those linked with a clear logic model will receive higher scores.

2.2.1. Outcome Results

Primary Questions

- Are increases in “on-time” school enrollment to primary school seen in communities participating in the Child-to-Child approach?
- Is children’s learning and development (knowledge, skills and abilities) enhanced by participation in the Child-to-Child intervention?
- Did participation in the Child-to-Child intervention affect parents’ knowledge, attitudes, practices and expectations of their child’s school enrolment, progress and performance?

- Did participation in the Child-to-Child intervention improve older siblings' progress and performance in primary school?
- Did the materials and training of the Child-to-Child intervention have an impact on 1st grade and later primary school teachers teaching and instructional methods?
- Do children and parents remember the key messages in the materials?
- Can children and parents list communication materials (including posters, flyers, banners, TV spots, radio shows, etc) on the Child-to-Child initiative? Which ones are more remembered?

Secondary Questions

- Did the Child-to-Child approach result in a reduction in drop-out rates in primary school?
- Did the participation in the intervention affect older sibling's knowledge, attitudes and expectations of their younger siblings school enrolment, progress and performance?
- Did participation in the intervention affect older sibling's knowledge and attitudes towards school?
- Did exposure to the programme improve the preparedness of the primary schools to respond to the needs of its youngest learners?
- Did the Child-to-Child programme enhance the communities capacity to support the families and foster the learning and development of the young children?

2.2.2. Process Results

- Was the Child-to-Child intervention implemented with fidelity to the programme design?
- Is there a difference in the implementation of the approach across communities and programmes?
- Does the context of the community affect implementation of the programme?
- What skills and abilities are required of the teachers to implement the programme with fidelity to the design?
- Are the training materials appropriate for the primary school teachers?
- What skills and abilities are required of the older siblings to be able to use the materials?
- Are the young facilitator's guides useful for the older siblings in helping them use the programme materials?
- What do the families consider to be the strengths of the programme?
- What do the teachers and schools consider to be the strengths of the programme?
- What are some of the family level obstacles to implementing the programme?
- What were some of the school level challenges that impeded programme implementation?
- Given that a logo and visual identity systematically applied to a range of materials signifies a collective effort, did the individuals in the target

audiences recognize the Child-to-Child programme as a social movement that they could join?

- In what ways did the visual presentation influence an individual's recognition of the programme and their decision to participate?
- Were there any key messages or implied promises that drove participants' behavior?
- Did the basic package of communication materials, the strategy and visual identity guidelines and templates, provide countries with adequate tools to promote the Child-to-Child programme? Were there any hindrances that may have influenced deployment of materials?
- Do families, teachers and children find the materials informative, attractive, and easy to use and understand?

2.2.3. Cost Benefit Results

- What are the total costs incurred to implement the approach in a single community?
- How much does the programme cost per participant?
- How do the costs break down by the different components of the approach (e.g., materials, media campaign, administrative)?
- How do implementation costs for this programme compare to other similar ECD programmes being implemented in the country?
- Which impacts (e.g., on-time school enrollment) can be estimated in monetary terms?

2.2.4. Policy Results

- Does the country have a legislated education and/or early childhood policy?
- Does the country have social policies addressing the needs of young children (e.g., an ECD policy, and education policy addressing young children)?
- What types of ECD programmes and services are covered by those policies?
- What types of social conditions (e.g., poverty, street children) of children are covered by the policies directly addressing young children?
- Are there governance structures for implementing education and ECD policies at local levels?
- Are financial mechanisms and budgets linked with the education and ECD policies?
- Are any educational or ECD policies changed as a result of the Child-to-Child approach?
- Is there more investment in ECD as a result of the Child-to-Child approach?
- Does the Child to Child approach have a potential to be expanded to all parts of the country?
- Is the Ministry of Education willing to be part of this expansion process?

2.3 EVALUATION PROCESS & METHODS

This section describes the proposed evaluation approach and timeline and sequence of stages for the evaluation as they are linked with the implementation of the programme.

2.3.1 Desire for a Strong Evaluation Design. Given the goal of this initiative is to determine the effectiveness of the *School Readiness* intervention of the Child-to-Child approach, a scientifically strong evaluation that is able to control for random variation or variation due to factors other than those included in the designed intervention needs to be proposed. Consequently an experimental design, with a randomized control/comparison group, is considered the most suitable for understanding the changes that might occur as a result of the intervention. In addition, a mixed-method approach is suggested given the innovativeness of the intervention programme, the variety of actors, and the different types of results about which information is sought.

2.3.2 Overall Design Considerations

Applicants must present an overall evaluation design for the approach that can be used simultaneously in all 6 pilot countries. Given the variation in the countries, it is anticipated that the design elements might vary by country. If a quasi-experimental design is proposed applicants must provide a justification for why random assignment is not possible and steps that will be taken to ensure the equivalence of the intervention and comparison groups at baseline. The evaluation design should take into consideration the four types of evaluation results sought. Designs that are able to integrate the different evaluations will be considered stronger.

2.3.3 Sampling Considerations

Given the different levels at which programme impact will be assessed, applicants must address at which level randomization will occur (e.g., teachers, families). Applicants can consider creating intervention groups on the basis of the different components of the approach (e.g., *Getting Ready for School* intervention; communication/advocacy component) within the same community. Applicants should include a power analysis that takes all of the above into account while proposing the sampling strategy and size, especially the nesting of children within classrooms if randomization is done at the teacher level.

2.3.4 Data Collection Instruments

It is anticipated that a range of instruments will be used to obtain the different levels of results. It should be noted, that measurement protocol for the evaluation should be attentive to both cost elements and administrative ease, and not just technical sophistication. Methodological criteria to evaluate the measurement protocol will include attention to cost and ability to use instruments across a variety of settings and range in experience of data collectors.

For the purpose of the application, the instruments for which the greatest level of specification and precision is required is the instrumentation that will be used to assess

the impact of the programme on child outcomes: on-time enrollment, and developmental and learning outcomes linked with school readiness.

School Readiness Outcomes

The following domains of learning and development need to be included, but not limited to, in the instrument to assess school readiness: Language Development; Literacy; Mathematics; Social & Emotional Development; and Approaches to Learning.

The instrument or sets of instruments used to assess school readiness collectively should meet the following criteria

- 1) Easy to administer—teachers or surveyors will require relatively little training before acquiring proficiency in administration. The instrument could be parent report, teacher report, child observation or a combination of methods.
- 2) Concise – relatively short duration
- 3) Low cost the assessment must be of low cost and require nothing more than cheap materials available locally
- 4) Technological simplicity –items administration must require nothing more than materials that are readily available in the country
- 5) Ease and objectivity of rating responses —the assessment must be such that responses to the questions can be rated easily and objectively, i.e., a high inter-rater/interviewer reliability could be easily obtained.
- 6) Covers a broad spectrum of development or the whole child.
- 7) The items/scales of the instrument are psychometrically strong

All Other Outcomes

For measurement of all other outcomes and results, proposed instrumentation may be described in the application in more general terms. The following categories of information should be presented for the instruments that will be used to collect data for the 4 types of results and control variables, at individual, family, teacher, and school level.

1. Appropriateness of the instrument for the construct being assessed
2. Who will administer the instrument – e.g., self –report, interviewer, etc.
3. Who will be the respondent – e.g., child, parent, teacher.
4. Using what methodology -- e.g., survey, focus group, school administration data etc.
5. If the instrument has been used previous the psychometric properties of the instrument
6. Is it a paper-pencil measure or does it require any other technology, e.g., audio recording equipment, etc.
7. Has the instrument been used in a developing country? If so, which country?

Applications that are creative with measurement techniques and use multidimensional tools will receive higher scores. Additionally, instruments that have been used in developing countries should be strongly considered.

► **Note: Bidders will work only the baseline and final evaluations. Project monitoring data will be collected independently. Bidders do not need to collect project monitoring data.**

2.3.5 Data Analysis

Applicants are requested to provide 3 sets of information pertaining to the analytical plan. First, a listing of the pre-requisite steps that be conducted prior to beginning analysis. These include, but not limited to, accuracy of data entry, including setting up of data entry protocols, data screening and clean up. Second, analytical plan for the initial set of analyses of the data to determine associations between variables. Third, higher level multivariate analytical techniques to determine intervention effects. Analytical plans must address how sub-group analysis will be conducted (e.g., gender, maternal education). Given that both qualitative and quantitative data will be collected, analytical techniques that combine results obtained in a coherent manner are desired.

2.3.6 Expected Travel

The following international travel is anticipated by the contractor to meet the training requirements of local teams and ensure quality assurance of evaluation. The destination for each trip will vary, but will be limited to one the 6 countries participating in the evaluation. Travel expenses should be included in the budget estimations provided by bidders.

<i>Purpose of Travel (expected time of travel)</i>	<i>Number of trips</i>
Deliver Training workshop (January, 2008)	1
Pilot test and finalize instruments (April 2008)	1
Training of local research teams (1 location, all teams invited there) (May, 2008)	1
Baseline data collection (July/August 2008)	1
Total	4

2.4 ETHICAL ISSUES

It is imperative that the applications lay out their plan to ensure ethics of conducting research with human subjects will be maintained during the course of the evaluation. UNICEF expects the bidder to adhere to the stricter standards even when local settings permit looser standards.

2.5 ACCOUNTABILITIES

There are primarily 3 sets of stakeholders who will be involved in the evaluation of the Child-to-Child Approach: the external evaluation team; the Evaluation coordination team at HQ; and the local evaluation teams.

1. External Evaluation Team responsibilities related to this consultancy include:

- Final design of the evaluation
- Create and finalize instrumentation for the study
- Develop the protocols for data collection, management and entry
- Adhere to and accountable for establishing procedures for the ethics of human subjects research
- Communicate with the UNICEF evaluation team on a mutually decided terms of communication
- Draft the ToR for selection local country evaluation teams
- Assist in the selection of the local country evaluation teams
- Responsible for the training of the local country evaluation teams
- Provide online technical assistance to the local country evaluation teams
- Work closely with the country evaluation teams to ensure fidelity to evaluation design
- Oversight and monitoring of the country evaluation teams (quality assurance protocols may also need to be developed)
- Complete the evaluation in a timely manner
- Report the results of the baseline and post-intervention data collection

2: Evaluation Coordination Team UNICEF HQ

- Work closely with external evaluator to finalize the design of the evaluation and concomitant instrumentation for measurement
- Work with the external evaluator to finalize the training for the country evaluation teams
- Communicate with the external evaluator during the course of the evaluation to provide assistance and guidance as required
- Accept the deliverables and authorize payment

3: Country Evaluation Teams (not responsible under the terms of the current RPF, responsibilities listed for informational purposes)

- Follow the data collection protocols with fidelity to the evaluation design
- Adhere to ethnics of human subjects research
- Communicate frequently with the external evaluator

2.6 DELIVERABLES

<i>Deliverables</i>	<i>Due</i>
<i>Principal Deliverables</i>	
I. Inception report, including finalized evaluation design, prototype instruments, and a draft data collection protocol	January 15, 2008
II. Terms of Reference for the selection of country evaluation teams	February 1, 2008
III. Local evaluation teams fully prepared and supported. To include a training workshop support to the adaptation and translation of instruments; on-line technical support	May 31, 2008

<i>Deliverables</i>	<i>Due</i>
IV. A validated set of evaluation instruments based on a pilot test	June 30, 2008
V. A baseline study report to include data from all 6 countries, results based on cross-cutting analytical plan, and an assessment of the methodology with recommendations for improvement	November 30, 2008
VI. A final report based on post intervention reapplication of the Baseline study. The report to include data from the 6 countries and results of cross cutting analysis	December 31, 2009
<i>Complementary Deliverables</i>	
(i) Electronic copies of all data sets, including all materials required to permit additional analysis	December 31, 2009
(ii) A stand alone Powerpoint presentation of up to 20 minutes with complete speaking notes (i.e. so we do not have to create it)	December 31, 2009

3.0 EVALUATION TASKS & TIMELINE

Listed below are the tasks that will need to be completed by the evaluator during the contractual period

Tasks	Timeline
Finalize the evaluation design	November 2007
Develop evaluation instruments & data collection protocols	December 2007 – January 2008
Develop and deliver training workshop to trainers*	January 2008
Assist countries in selecting local research teams	January – February 2008
Support countries in translating tools for local use and field testing of the local evaluation tools*	March – May 2008
Support countries in training local research teams*	March – May, 2008
Finalize and Print all tools and data collection protocols	June 2008
Baseline data collection*	July – August 2008
Data analysis of baseline data collection & initial baseline report	September – November, 2008
On-line technical support to countries for validation of evaluation and quality assurance of the data collected	December 2008 – August 2009
Post-intervention data collection	September- October 2009
Final Report	November – December - 2009

Note: * denotes travel

4.0 EVALUATION TEAM COMPOSITION

The characteristics for the external evaluation team are broken down by required and desired competencies

4.1 Personnel

There must be a team leader who is a highly credible senior evaluator with technical competence adequate to lead the work. A team leader conversant with UNICEF's structure and programmes is an asset but is not required.

The numbers of team members is for the bidding organization to decide, subject to the competencies listed below.

4.2 Required Competencies

The teams must show the mix of skills adequate to meet the following requirements. Individual members of the team may possess several of the required competencies; the team must possess all.

- Expertise in early childhood development/early primary education and ECD
- Expertise in ECD measurement issues including programme evaluation research (especially in developing countries), sampling, data collection and instrument development and data analysis. Both qualitative and quantitative research tools will be required
- Proficiency in English-language writing and presentation
- Ability to work in close collaboration with and build the capacity of in-country evaluation counterparts
- Experience in capacity strengthening of partner institutions
- Ability to travel and provide in-country technical assistance

4.3 Advantageous Competencies

- A mix of both genders
- A mix of geographical origins and experience
- Professional level skill in the working languages of the pilot countries
- Experience in working with United Nations and/or other international organizations of comparable size to UNICEF is preferred.
- Ability to attend meetings in-person in NYC with UNICEF'S evaluation steering committee

5.0 COST AND FINANCIAL PROPOSAL (to be submitted under separate cover).

5.1 Basic Bid Structure.

Bidders may submit either a cost-reimbursable or a firm-fixed price bid. Your quotation will be considered a firm high ceiling limit for the project and not subject to revision unless officially invited to re-submit by UNICEF. In the event that multiple bidders choose different structures, UNICEF reserves the right to ask bidders to re-submit using the alternative structure.

The proposer will suggest a payment schedule for the Contract, linked to unambiguous Contract milestones.

The currency of the proposal shall be in **US Dollars**. Invoicing will be in US Dollars. Payment will be effected by bank transfer in US Dollars.

5.2 Budget Categories and Details

The budget should be presented in 3 categories: personnel costs, project costs, overhead costs. Sub-headings within the categories may be done at bidder's discretion. A budget justification should be presented for each category of costs.

Personnel Costs to include: Classification (i.e. job title/function) and rates for team members; duration of work for each.

A separate table showing expected level of effort per team member, by project phase, is expected as a part of the cost proposal.

Project costs to include: cost of travel, including subsistence allowances, travel by air, train, road, etc., telecommunication and miscellaneous expenses

► For bidding purposes, assume that all 4 field visits described in section 2.3.6 will occur in Ethiopia. In fact these have not been decided, but this will ensure no bidder gains an advantage by assuming lower cost destinations. Travel to the destinations finally selected will be on a cist-reimbursable basis.

Overhead, general and administrative expenses, fee to include: institutional overhead, fee/profit over and above overhead.

The Cost Proposal must include detailed item-wise quotations, based on the terms of reference and other relevant documents. Please note that travel costs and subsistence rates (lodging, food, local transport, incidentals) will be based on the lower of the rates proposed by the bidder or the official and prevailing United Nations rates. Bidders are encouraged to submit economical travel and subsistence costs. If information on prevailing UN rates is required, please look at the following website http://www.unicef.org/evaluation/index_41143.html where the recent rates have been posted.

All prices/rates quoted must be exclusive of all taxes as UNICEF is a tax-exempt organisation.

5.3 Awarding the Contract/Payment

UNICEF reserves itself the right to award/split the Contract to one or more companies.

Please be reminded that UNICEF has limited funds for this study, as UNICEF is a non-profit making organisation, raising all its funds through voluntary contributions. UNICEF will award the contract after considering both technical and cost factors, on the principle of best value-for money.

Payment will be made only upon UNICEF's acceptance of the work performed in accordance with the Contract milestones. The terms of payment are Net 30 days, after

receipt of invoice and acceptance of work. Earlier payment may be considered if discount for early payment is offered.

GENERAL TERMS AND CONDITIONS

1. ACKNOWLEDGEMENT

Signing and returning the acknowledgement copy of a Contract issued by UNICEF or beginning work under that Contract shall constitute acceptance of a binding agreement between UNICEF and the Contractor.

2. DELIVERY DATE

Delivery Date to be understood as the time the Contract work is completed at the location indicated under Delivery Terms.

3. PAYMENT TERMS

- (a) UNICEF shall, unless otherwise specified in the Contract, make payment within 30 days of receipt of the Contractor's invoice, which is issued only upon UNICEF's acceptance of the work specified in the Contract.
- (b) Payment against the invoice referred to above will reflect any discount shown under the payment terms provided payment is made within the period shown in the payment terms of the Contract.
- (c) The prices shown in the Contract cannot be increased except by express written express agreement by UNICEF.

4. TRAVEL AND LIVING EXPENSES

UNICEF will reimburse the Contractor for expenses incurred exclusively in connection with the performance of the services under the Contract in accordance with the Contractor's own policy, subject to such expenses not exceeding UNICEF's policies in effect at the time the expenses are incurred. UNICEF will provide the Contractor with UNICEF travel and accommodation policies and updates thereof.

5. DISPUTE OVER INVOICED AMOUNT

- (a) All payments made by UNICEF to the Contractor shall be payable by UNICEF only in response to the Contractor's original and accurate invoices. The invoices shall be submitted not more frequently than once a month and shall contain as a minimum:
 - the UNICEF contract number,
 - a description of the services performed,
 - the beginning and end dates during which the invoiced services were provided and the name of the individual(s) who provided the services;
 - the number of hours worked for each individual,
 - the applicable hourly / daily rate for each individual,
 - detailed travel and accommodation expenses,

- total amount invoiced.
- (b) The invoice shall be accompanied by supporting documentation sufficient for UNICEF to identify the payment requested in relation to the relevant provision of the Contract, project plan and schedule.
- (c) UNICEF will notify the Contractor, within fifteen (15) days following receipt of an invoice, if UNICEF intends to dispute the invoice or a portion thereof. The notification will include a brief explanation of the reasons why UNICEF disputes the invoice. UNICEF and the Contractor will consult in good faith to promptly resolve outstanding issues.
- (d) UNICEF shall make full payment against the Contractor's invoice within thirty (30) days of the receipt of the invoice, unless UNICEF disputes the invoice or a portion thereof. In cases of a dispute regarding only a portion of an invoice, UNICEF shall pay the Contractor the amount of the undisputed portion within thirty (30) days of the receipt thereof. Once a dispute has been resolved, UNICEF shall pay the Contractor within thirty (30) days following the resolution of such dispute.

6. LIMITATION OF EXPENDITURE

No increase in the total liability to UNICEF or in the price of the work resulting from design changes, modifications, or interpretations of the statement of work will be authorised or paid to the Contractor unless such changes have been approved by the contracting authority through an amendment to this Contract prior to incorporation in the work.

7. TAX EXEMPTION

Section 7 of the Convention on the Privileges and Immunities of the United Nations provides, inter alia, that the UN, including its subsidiary organs, is exempt from all direct taxes and is exempt from customs duties in respect of articles imported or exported for its official use. Accordingly, the Contractor authorises UNICEF to deduct from the Contractor's invoice any amount representing such taxes or duties charged by the Contractor to UNICEF. Payment of such corrected invoice amount shall constitute full payment by UNICEF. In the event any taxing authority refuses to recognise the UN exemption from such taxes, the Contractor shall immediately consult with UNICEF to determine a mutually acceptable procedure.

Accordingly, the Contractor authorises UNICEF to deduct from the Contractor's invoice any amount representing such taxes, duties, or charges, unless the Contractor has consulted with UNICEF before the payment thereof and UNICEF has, in each instance, specifically authorised the Contractor to pay such taxes, duties, or charges under protest. In that event, the Contractor shall provide UNICEF with written evidence that payment of such taxes, duties or charges has been made and appropriately authorised.

8. LEGAL STATUS

The Contractor shall be considered as having the legal status of an independent Contractor vis-à-vis UNICEF. The Contractor's personnel and sub-contractors

shall not be considered in any respect as being the employees or agents of UNICEF.

9. CONTRACTOR'S RESPONSIBILITY FOR EMPLOYEES

The Contractor shall be responsible for the professional and technical competence of its employees and will select, for work under this Contract, reliable individuals who will perform effectively in the implementation of the Contract, respect the local customs and conform to a high standard of moral and ethical conduct.

10. REPLACEMENT OF PERSONNEL

UNICEF reserves the right to request the Contractor to replace the assigned personnel if they are not performing to a level that UNICEF considers satisfactory. After written notification, the Contractor will provide curriculum vitae of appropriate candidates within three (3) working days for UNICEF review and approval. The Contractor must replace the unsatisfactory personnel within seven (7) working days of UNICEF's selection.

If one or more key personnel become unavailable, for any reason, for work under the Contract, the Contractor shall (i) notify UNICEF at least fourteen (14) days in advance, and (ii) obtain the project authority's approval prior to making any substitution of personnel.

In notifying the project authority, the Contractor shall provide an explanation of circumstances necessitating the proposed replacement(s) and submit justification and qualification of the replacement personnel in sufficient detail to permit evaluation of the impact on the engagement.

Acceptance of a replacement person by UNICEF shall not relieve the Contractor from responsibility for failure to meet the requirements of the Contract.

11. INDEMNIFICATION

The Contractor shall indemnify, hold and save harmless and defend, at its own expense, UNICEF, its officials, agents, servants and employees, from and against all suits, claims, demands and liability of any nature or kind, including their costs and expenses, arising out of the actions or omissions of the Contractor or its employees or sub-contractors in the performance of this Contract. This provision shall extend, inter alia, to claims and liability in the nature of workmen's compensation, product liability and liability arising out of the use of patented inventions or devices, copyrighted material or other intellectual property by the Contractor, its employees, officers, agents, servants or sub-contractors. The obligations under this Article do not lapse upon termination of this Contract.

12. INSURANCE AND LIABILITIES TO THIRD PARTIES

(a) The Contractor shall provide and thereafter maintain insurance against all risks in respect of its property and any equipment used for the execution of this Contract.

(b) The Contractor shall provide and thereafter maintain all appropriate workmen's compensation and liability insurance, or its equivalent, with

respect to its employees to cover claims for death, bodily injury or damage to property arising from the execution of this Contract. The Contractor represents that the liability insurance includes sub-contractors.

- (c) The Contractor shall also provided and thereafter maintain liability insurance in an adequate amount to cover third party claims for death or bodily injury, or loss or damage to property, arising from or in connection with the provision of work under this Contract or the operation of any vehicles, boats, airplanes or other equipment owned or leased by the Contractor or its agents, servants, employees or sub-contractors performing work or services in connection with this Contract.
- (d) Except for the workmen's compensation insurance, the insurance policies under this Article shall:
 - (i) Name UNICEF as additional insured;
 - (ii) Include a waiver of subrogation of the Contractor's rights to the insurance carrier against UNICEF;
 - (iii) Provide that UNICEF shall receive thirty (30) days written notice from the insurers prior to any cancellation or change of coverage.

13. SOURCE OF INSTRUCTIONS

The Contractor shall neither seek nor accept instructions from any authority external to UNICEF in connection with the performance of its services under this Contact. The Contractor shall refrain from any action which may adversely affect UNICEF or the United Nations and shall fulfil its commitments with the fullest regard to the interests of UNICEF.

14. ENCUMBRANCES AND LIENS

The Contractor shall not cause or permit any lien, attachment or other encumbrance by any person to be placed on file or to remain on file in any public office or on file with UNICEF against any monies due or to become due for any work done or materials furnished under his Contract, or by reason of any other claim or demand against the Contractor.

15. TITLE TO EQUIPMENT

Title to any equipment and supplies which may be furnished by UNICEF shall rest with UNICEF and any such equipment shall be returned to UNICEF at the conclusion of this Contract or when no longer needed by the Contractor. Such equipment when returned to UNICEF, shall be in the same condition as when delivered to the Contractor, subject to normal wear and tear.

16. COPYRIGHT, PATTERNS AND OTHER PROPRIETARY RIGHTS

UNICEF shall be entitled to all intellectual property and other proprietary rights including but not limited to patents, copyrights and trademarks, with regards to documents and other materials which bear a direct relation to or are prepared or collected in consequence or in the course of the execution of this Contract. At UNICEF's request, the Contractor shall take all necessary steps, execute all necessary documents and generally assists in securing such proprietary rights and

transferring them to UNICEF in compliance with the requirements of the applicable law.

17. CONFIDENTIAL NATURE OF DOCUMENTS

- (a) All maps, drawings, photographs, mosaics, plans, reports, recommendations, estimates, documents and all other data compiled by or received by the Contractor under this Contract shall be the property of UNICEF, shall be treated as confidential and shall be delivered only to the UNICEF authorised officials on completion of work under this Contract.
- (b) The Contractor may not communicate any time to any other person, Government or authority external to UNICEF, any information known to it by reason of its association with UNICEF which has not been made public except with the authorisation of UNICEF; nor shall the Contractor at any time use such information to private advantage. These obligations do not lapse upon termination of this Contract with UNICEF.

18. FORCE MAJEURE; OTHER CHANGES IN CONDITIONS

- (a) In the event of and as soon as possible after the occurrence of any cause constituting force majeure, the Contractor shall give notice and full particulars in writing to UNICEF of such occurrence or change if the Contractor is thereby rendered unable, wholly or in part, to perform its obligations and meet its responsibilities under this Contract. The Contractor shall also notify UNICEF of any other changes in conditions or the occurrence of any event which interferes or threatens to interfere with its performance of the Contract. On receipt of the notice required under this Article, UNICEF shall take such action as, in its sole discretion, it considers to be appropriate or necessary in the circumstances, including the granting to the Contractor of a reasonable extension of time in which to perform its obligations under the Contract.
- (b) If the Contractor is rendered permanently unable, wholly, or in part, by reason of force majeure to perform its obligations and meet its responsibilities under this Contract, UNICEF shall have the right to suspend or terminate this Contract on the same terms and conditions as are provided for in Article 14, "Termination" , except that the period of notice shall be seven (7) days instead of thirty (30) days.
- (c) Force majeure as used in this Article means acts of God, war (whether declared or not), invasion, revolution, insurrection or other acts of a similar nature or force.

19. TERMINATION

If the Contractor fails to deliver any or all of the deliverables within the time period(s) specified in the Contract, or fails to perform any of the terms, conditions, or obligations of the Contract, or should the Contractor be adjudged bankrupt, or be liquidated or become insolvent, or should the Contractor make an assignment for the benefits of its creditors, or should a Receiver be appointed on account of the insolvency of the Contractor, UNICEF may, without prejudice to

any other right or remedy it may have under the terms of these conditions, terminate the Contract, forthwith, in whole or in part, upon thirty (30) days notice to the Contractor.

UNICEF reserves the right to terminate without cause this Contract at any time upon thirty (30) days prior written notice to the Contractor, in which case UNICEF shall reimburse the Contractor for all reasonable costs incurred by the Contractor prior to receipt of the notice of termination.

In the event of any termination no payment shall be due from UNICEF to the Contractor except for work and services satisfactorily performed in conformity with the express terms of this Contract.

Upon the giving of such notice, the Contractor shall have no claim for any further payment, but shall remain liable to UNICEF for reasonable loss or damage which may be suffered by UNICEF for reason of the default. The Contractor shall not be liable for any loss or damage if the failure to perform the Contract arises out of force majeure.

Upon termination of the Contract, UNICEF may require the Contractor to deliver any finished work which has not been delivered and accepted, prior to such termination and any materials or work-in-process related specifically to this Contract. Subject to the deduction of any claim UNICEF may have arising out of this Contract or termination, UNICEF will pay the value of all such finished work delivered and accepted by UNICEF.

The initiation of arbitral proceedings in accordance with Article 22 "Settlement of Disputes" below shall not be deemed a termination of this Contract.

20. SUB-CONTRACTING

In the event the Contractor requires the services of subcontractors, the Contractor shall obtain the prior written approval and clearance of UNICEF of all subcontractors. The approval of UNICEF of a sub-contractor shall not relieve the Contractor of any of its obligations under this Contract. The terms of any sub-Contract shall be subject to and in conformity with the provisions of this Contract.

21. ASSIGNMENT AND INSOLVENCY

The Contractor shall not, except after obtaining the written consent of UNICEF, assign, transfer, pledge or make other dispositions of the Contract, or any part thereof, of the Contractor's rights or obligations under the Contract.

Should the Contractor become insolvent or should control of the Contractor change by virtue of insolvency, UNICEF may, without prejudice to any other rights or remedies, terminate the Contract by giving the Contractor written notice of termination.

22. PRIVILEGES AND IMMUNITIES

The privileges and immunities of the United Nations, including its subsidiary organs, are not waived.

23. UNETHICAL BEHAVIOUR

UNICEF strictly enforces a policy of zero tolerance concerning unethical, unprofessional or fraudulent acts of UNICEF suppliers / contractors. Accordingly, any registered company that is found to have undertaken unethical, unprofessional or fraudulent activities will be suspended or forbidden from continuing business relations with UNICEF.

24. CORRUPT AND FRAUDULENT PRACTICES

UNICEF requires that all suppliers / contractors associated with this purchase order / contract observe the highest standard of ethics during procurement and execution of the work. In pursuance of this policy UNICEF

- (a) Defines for the purpose of this provision the terms set forth as follows:
 - (i) ‘corrupt practice’ means the offering, giving, receiving or soliciting of any thing of value to influence the action of a public official in the procurement process or in the execution of a contract, and
 - (ii) ‘fraudulent practice’ means a misrepresentation of facts in order to influence a procurement process or the execution of a contract to the detriment of the client, and includes collusive practice among bidders (prior to or after bid submission) designed to establish bid prices at artificial non-competitive levels and to deprive the client of the benefits of free and open competition;
- (b) Will reject a proposal for award if it determines that the selected supplier / contractor has engaged in any corrupt or fraudulent practices in competing for the contract in question;
- (c) Will declare a supplier / contractor ineligible, either indefinitely or for a stated period of time, to be awarded a UNICEF-financed contract if at any time it determines that it has engaged in any corrupt or fraudulent practices in competing for, or in executing a UNICEF-financed contract.

25. OFFICIALS NOT TO BENEFIT

The supplier / contractor warrants that no official of UNICEF or the United Nations has received or will be offered by the supplier / contractor any direct or indirect benefit arising from this contract or the award thereof. The supplier / contractor agrees that breach of this provision is a breach of an essential term of the contract.

26. GUIDELINES ON GIFTS AND HOSPITALITY

Suppliers / contractors shall not offer gifts or hospitality to UNICEF staff members. Recreational trips to sporting or cultural events, theme parks or offers of holidays, transportation, or invitations to extravagant lunches or dinners are also prohibited. For purposes of this Agreement, meals less than \$100 will not be considered extravagant.

27. CHILD LABOUR

UNICEF fully subscribes to the Convention on the Rights of the Child and draws the attention of potential suppliers to Article 32 of the Convention which inter alia requires that a child shall be protected from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

28. ANTI-PERSONNEL MINES

UNICEF supports an international ban on the manufacture of anti-personnel mines. Anti-personnel mines have killed and maimed thousands of people, of whom a large proportion are children and women. Anti-personnel mines present a serious obstacle to the return of populations displaced from their residences by fighting around their villages and homes. UNICEF has, therefore, decided not to purchase products from companies that sell or manufacture anti-personnel mines or their components.

29. USE OF UNITED NATIONS AND UNICEF NAME AND EMBLEM

The Contractor shall not use the name, emblem or official seal of the United Nations or UNICEF or any abbreviation of these names for any purpose.

30. PROHIBITION ON ADVERTISING

The Contractor shall not advertise or otherwise make public that the Contractor is furnishing goods or services to UNICEF without specific permission of UNICEF.

31. SETTLEMENT OF DISPUTES

Amicable Settlement

The Parties shall use their best efforts to settle amicably any dispute, controversy or claim arising out of, or relating to this Contract or the breach, termination or invalidity thereof. Where the Parties wish to seek such an amicable settlement through conciliation, the conciliation shall take place in accordance with the UNCITRAL Conciliation rules then obtaining, or according to such other procedure as may be agreed between the Parties.

Arbitration

Any dispute, controversy or claim between the Parties arising out of this Contract or the breach, termination or invalidity thereof, unless settled amicably under the preceding paragraph of this Article within sixty (60) days after receipt by one Party or the other Party's request for such amicable settlement, shall be referred by either Party to arbitration in accordance with the UNCITRAL Arbitration Rules then obtaining. The arbitral tribunal shall have no authority to award punitive damages. In addition, the arbitral tribunal shall have no authority to award interest in excess of six percent (6%) and any such interest shall be simple interest only. The Parties shall be bound by any arbitration award rendered as a result of such arbitration as the final adjudication of any such controversy, claim or dispute.

32. AUTHORITY TO MODIFY

No modification or change in this Contract, no waiver of any of its provisions or any additional contractual relationship of any kind with the Contractor shall be valid and enforceable against UNICEF unless provided by an amendment to this Contract signed by the authorised official of UNICEF.

SPECIFIC TERMS AND CONDITIONS

A. INTRODUCTION

1.1 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. Guided by the Convention on the Rights of the Child UNICEF strives to establish children's rights as international standards of behavior towards children. UNICEF's role is to mobilize political will and material resources to help countries ensure a "first call for children". UNICEF is committed to ensuring special protection for the most disadvantaged children. More information is available at <http://www.unicef.org/>

1.2. UNICEF carries out its work through its headquarters in New York (U.S.A.) and Geneva (Switzerland), offices in Brussels (Belgium) and Tokyo (Japan), a supply operation in Copenhagen (Denmark), a research center in Florence, 8 regional offices and 125 country offices worldwide. Its 37 national committees for UNICEF raise funds and spread awareness about the organization's mission and work.

2. CONFIRMATIONS

2.1 Proposers are requested to confirm the receipt of this Request for Proposal to the following UNICEF contact person:

, New York, either by email: , or by fax: 212- . In your correspondence, please give the full contact name, title, address, telephone, fax number and email address of the individual responsible for handling this RFP in your firm. Also kindly indicate whether or not your firm intends to submit a proposal and if not, indicate the reasons why your firm will not bid.

2.2 If this request was delivered to the wrong addressee, we request that it be promptly re-directed to the person responsible for this field of activity within your organization for correspondence with UNICEF. We apologize for any inconvenience.

3. CONFIDENTIAL INFORMATION

Information which the Proposer considers confidential or proprietary must be marked clearly as such next to the relevant part of the text, and UNICEF will then treat such information in confidence.

B. TECHNICAL AND COMMERCIAL PROPOSAL REQUIREMENTS

1. MANDATORY REQUIREMENTS

- Completed and signed Proposal Form;
- Acceptance of UNICEF's General Terms and Conditions;
- Separate sealed envelopes for the price and technical proposals

1.1 TECHNICAL PROPOSAL

1.2 The Technical Proposal must not contain any price information and must include but is not limited to:

1.3 Technical/Operational Merit

- Understanding of the service requirements to the product (e.g. TOR)
- Adequacy and soundness of the technical approach and methodology to satisfy requirement
- Range and depth of expertise from similar projects (similar field, experience from region, etc.)

1.4 Approach and Methodology

- Adequacy of management organization / approach
- Adequacy of project implementation plan
- Project timetable and ability to meet timelines etc.

1.5 Supplier's experience, capability, capacity and resources

- Company facilities and resources available for this assignment (equipment, personnel)
- qualifications and experience of proposed key personnel (managerial and staff)
- Service and support capabilities
- Subcontracted firm and suitability of method of subcontracting if any
- Past performance
- References

2. COMMERCIAL/PRICE PROPOSAL

2.1 The following commercial criteria must be outlined in the commercial proposal:

- Currency - US dollars only
- Price Schedule / detailed cost breakdown, including discounts (if any)
- Option for an additional year of contract renewal

3. RFP EVALUATION PROCESS AND METHOD

3.1 Each response will first be evaluated by UNICEF for compliance with the mandatory requirements of this RFP. Mandatory requirements are indicated throughout this RFP by the words "mandatory", "shall", "must", or "will" in regard to obligations on the part of the proposer. Responses deemed not to meet all of the mandatory requirements will be considered non-compliant and rejected at this stage without further consideration.

3.2 Failure to comply with any of the terms and conditions contained in this RFP, including the provision of all required information, may result in a proposal being disqualified from further consideration.

3.3 At the next stage, the responses which comply with the stated mandatory criteria will be evaluated in accordance with the technical evaluation criteria as outlined in the Statement of Requirements (SOW) and according to the relative weighting that UNICEF ascribes to each criterion.

3.4 For the proposal to be considered technically compliant, the proposer must achieve a minimum score of 60%. Proposals not meeting these minimum scores will be considered technically non-complaint and will be given no further consideration.

3.5 Technical reviews may also include site visits, oral presentations and demonstrations, and checking of references.

3.6 Only after the technical evaluation is completed, the commercial proposals will be considered according to the commercial criteria as outlined in this RFP.

3.7 Finally, the overall score for each of the proposals is calculated based on a ratio of 70% - 30% between the technical and commercial proposal.

3.8 UNICEF may award a contract / contracts to the qualified contractor(s) who is / are considered to have submitted the most responsive evaluated proposal(s) in order to receive best value for money.

3.9 UNICEF reserves the right to enter into negotiations with the selected supplier.

4. EVALUATION CRITERIA

a) Technical Criteria

Technical Sub-criteria:

Upgrade Requirements

Technical Support

Items 3 to 15

Maximum Points

b) Technical / Operational Merit:

Understanding of the requirements to the product

c) Adequacy and soundness of the technical approach and methodology to satisfy requirement:

d) Range and depth of expertise from similar projects (similar field, experience:

Maximum Points:

e) Approach and Methodology

-Adequacy of management organization / approach

-Adequacy of project implementation plan

-Project timetable and ability to meet timelines

Maximum Points

f) Supplier's experience, capability, capacity and resources including evidence of other online photo management systems with other clients.

-Company facilities and resources available for this assignment (equipment, personnel)

-Qualifications and experience of proposed key personnel (managerial and staff)

- Service and support capabilities
 - Subcontracted firm and suitability of method of subcontracting
 - Past performance
- Maximum Points
Total Maximum
Minimum required being technically compliant

5. Commercial Evaluation Criteria
See section B, paragraph 4.3 of this RFP document

C. CONTRACTUAL PROVISIONS

1. PURPOSE of the Request for Proposal (RFP)

1.1 UNICEF wishes to procure services for developing an Online Photo Management System as outlined in this RFP and attached Statement of Requirements.

2. ARRANGEMENTS WITH OTHER INSTITUTIONS

2.1. GENERAL SERVICES ADMINISTRATION (GSA)

UNICEF is entitled to receive the pricing offered in contracts with the General Services Administration of the federal government of the United States of America.

3. PRICES AND DISCOUNTS

3.1 Proposers are requested to:

(a) Provide unit prices in USD that will remain valid for a period of 90 days after RFP closure. Failure to quote in USD will invalidate the proposal;

(b) Advise as to any discounts applicable or for payment within a specified period of time.

3.2 UNICEF standard payment terms are net 30 days after receipt of COMPLETE PAYMENT DOCUMENTATION as specified in the Purchase Order/Contract. Time will be computed from the date of receipt at UNICEF office of complete payment documentation and / or acceptance of the services by UNICEF, whichever is the latter. Any other discount must be clearly stated in the proposal.

4. DELIVERY

4.1 Deliveries shall be made as per instructions in UNICEF's Purchase Orders/Contract. Bidders shall indicate the average minimum lead time for delivery offered defined as time from receipt of order

4.2 Bidders are requested to note that UNICEF will monitor and measure the performance of the successful proposer, in comparison with average minimum lead time specified in the proposal. Accordingly, it is imperative that Proposers state realistic minimum lead times

4.3 Proposers are requested to quote prices in accordance with the following delivery terms (INCOTERMS 2000):

-CPT UNICEF House, 3 UN Plaza, NY 10017

5. SUBCONTRACTING

Proposers MUST identify on their RFP, any products/services which may be offered by themselves, but originate from another supplier and/or country. All subcontracting must be reviewed by UNICEF prior to award.

6. REFERENCES

Proposer shall give at least five references of the clients for whom the proposer has provided similar services. UNICEF reserves the right to contact these references, without notifying the Proposer.

7. LIQUIDATED DAMAGES

7.1 For late delivery of items/services or for items/services which do not meet UNICEF's specifications/requirements and are therefore rejected by UNICEF, UNICEF shall be entitled to claim liquidated damages from the successful bidder, and deduct 0.5% of the value of the items/services pursuant to a Purchase Order/Contract, per additional day of delay, up to a maximum of 10% of the value of the Purchase Order/Contract. The payment or deduction of such liquidated damages shall not relieve the successful bidder/proposer from any of its other obligations or liabilities pursuant to any Purchase Order/Contract.

8. GENERAL TERMS AND CONDITIONS

8.1 The UNICEF General Terms and Conditions attached to this RFP shall apply to any resulting Purchase Orders/Contracts. In the case of any inconsistencies, the following order of precedence shall prevail:

- (a) The UNICEF General Terms and Conditions;
- (b) The Purchase Order/Contract.

9. INVOICES AND PAYMENTS

9.1 All documents should clearly indicate the Purchase Order/Contract number. The invoices must clearly indicate the prices for each purchase order/Contract item number, the exact description of the articles as detailed in the purchase order/Contract and must be issued in compliance with the purchase order/Contract requirements.

9.2. Documents must be sent to UNICEF House, New York, care of Finance/Invoice Verification Unit, as follows:

- Itemized invoice (original and four copies)

INVOICE VERIFICATION UNICEF NEW YORK

UNICEF Supply Center, New York
Invoice Verification Unit
UNICEF House
3 UN Plaza- H6B
New York, New York USA 10017

10. POST-EMPLOYMENT RESTRICTIONS

10.1 The United Nations (UN) has established restrictions on employment of (former) UN staff who have been involved in the procurement process as per bulletin ST/SGB/2006/15.

10.2 For a period of one year following separation from service, former staff members who have participated in the procurement process for the UN before separation of the service are prohibited from seeking or accepting employment with, or otherwise accepting any form of compensation or financial benefit from, any UN contractor or vendor of goods and services, regardless of location, which conducts business with the UN or seeks to do so and with whom such staff members have been personally involved in the procurement process during the last three years of service with the UN.

10.3 For a period of two years following separation from service, former staff members who have participated in the procurement process for the UN before separation of the service are prohibited from knowingly communicating with, or appearing before, any staff member or unit of the UN on behalf of any third party on any particular matters that were under their official responsibility relating to the procurement process during the last three years of their service with the UN.

10.4 The United Nations respectfully requests all contractors and vendors to adhere to these regulations. Any UN contractor or vendor who offers employment, hires or otherwise compensates staff members in violation of the provisions of the bulletin may be subject to having its registration as a qualified vendor with the UN barred, suspended or terminated, in accordance with UN procurement policies and procedures.

11. MOST FAVOURED CUSTOMER PRICE CERTIFICATION

11.1 By submitting an offer we certify that UNICEF, for Purchase Orders / Contracts resulting from this Invitation to Bid / Request for Proposal, is not being charged more than other clients for similar equipment and similar quantities and within similar circumstances.

12. AWARD NOTIFICATION

12.1 Bidders are requested to note that they will no longer be advised of the outcome of an ITB/RFP by separate email. Information regarding awards, advising product, awarded supplier/contractor and total value of award is published on a monthly basis on the following site:

http://www.unicef.org/supply/index_27009.html.

D. INSTRUCTIONS TO PROPOSERS

1. Marking and Returning Proposals

1.1 SEALED PROPOSALS must be securely closed in the Proposal Envelope provided, or other suitable envelope, clearly MARKED on the outside with the PROPOSAL NUMBER, and dispatched to arrive at the UNICEF office indicated NO LATER THAN the CLOSING TIME AND DATE. Proposals received in any other manner will be INVALIDATED.

1.2 The Proposal Envelope must contain two separate sealed envelopes, one containing the Price Proposal and one containing the Technical Proposal. Each of the two must be clearly marked with the Proposal Number and Type, i.e. either Technical Proposal or Price Proposal. Proposals received in any other manner will be INVALIDATED.

1.3 In the sealed envelope named 'RFP-USA-2007-500343- "Technical Proposal" the Proposer must submit two (2) hardcopies and one (1) electronic copy (CD-ROM) of the Technical Proposal

1.4 In the sealed envelope named 'RFP-USA-2007-500343- "Price Proposal" the Proposer must submit two (2) hardcopies and one (1) electronic copy (CD-ROM) of the Price Proposal

1.5 Proposals must be signed by an authorized representative of the proposer's company.

1.6 Proposals received without the RFP number will be invalidated.

1.7 It is recommended that proposals be either hand-delivered to UNICEF HOUSE or be sent via courier service to ensure timely arrival as the mail may be delayed due to the security checks.

2. Time for Receiving Proposals

2.1 Sealed Proposals received prior to the stated closing time and date will be kept unopened. The Officer of the Proposal Section will open Proposals when the specified time has arrived and no Proposal received thereafter will be considered.

2.2 UNICEF will accept no responsibility for the premature opening of a Proposal which is not properly addressed or identified.

2.3 Modification of sealed Proposals already submitted in a sealed envelope, will be considered if received prior to the closing time and date, and if properly marked and sealed.

3. Request for Information

3.1 Any request for information regarding the specifications should be forwarded to the Officer who VERIFIED the Proposal.

Queries related to this RFP must be sent by e-mail to sbickel@unicef.org and pia.britto@yale.edu no later than 5 November 2007.

4. Public Opening of Proposals

4.1 Due to the nature of the RFP there will be no public opening of proposals.

5. Changes from Specification

5.1 Wherever services / items proposed / offered which are not exactly in compliance with specifications indicated by UNICEF, or wherever alternatives are proposed / offered, it is the Proposer's responsibility to clearly state in the Proposal full terms of reference / specifications proposed / offered and how these differ from the terms of reference / specifications requested by UNICEF.

6. Corrections

6.1 Erasures or other corrections in the Proposal must be explained and the signature of the Proposer shown alongside.

7. Modification and Withdrawal

7.1 All changes to a Proposal must be received prior to the closing time and date. It must be clearly indicated that it is a modification and supersedes the earlier Proposal, or state the changes from the original Proposal.

7.2 Proposals may be withdrawn on written, faxed or e-mailed, request received from Proposers prior to the opening time and date. Negligence on the part of the Proposer confers no right for the withdrawal of the Proposal after it has been opened.

8. Validity of Proposals

8.1 Proposals should be valid for a period of not less than 90 days after proposal opening, unless otherwise specified in the Specific Terms and Conditions. Proposers are requested to indicate the validity period of their proposal, as UNICEF may issue contracts against the most responsive evaluated proposal if requests for identical services are received from our offices/divisions during the proposal validity period. UNICEF may also request the validity period to be extended.

9. Rights of UNICEF

9.1 UNICEF reserves the right to INVALIDATE any Proposal for reasons mentioned above, or, unless otherwise specified by UNICEF or by the Proposer, to accept any item in the Proposal.

9.2 UNICEF reserves the right to INVALIDATE any Proposal received from a Proposer who, in the opinion of UNICEF, is not in a position to perform the contract.

9.3 UNICEF also reserves the right to negotiate with the Proposer who has submitted the most responsive evaluated proposal.

9.4 UNICEF shall not be held responsible for any cost incurred by the Proposer in preparing the response to this Request for Proposal. This RFP, along with any inquiries and responses there to, and the proposals shall be considered the property of UNICEF and the proposals will not be returned to their originators.

10. Award / Adjudication of Proposals

10.1 The contract will be awarded to the Proposer offering the most responsive evaluated proposal and whose services are commercially, technically and quality acceptable, and whose Proposal is in compliance with all Instructions, Specific Terms and Notes, Special Notes and General Terms and Conditions contained in the RFP, provided the Proposal is reasonable and it is in the interest of UNICEF to accept it.

10.2 UNICEF reserves the right to make multiple arrangements for any item(s)/services where, in the opinion of UNICEF, the most responsive evaluated Proposer cannot fully meet the requirements or if it is deemed to be in UNICEF's best interest to do so. Any arrangement under this condition will be made on the basis of the most responsive, second most responsive and third most responsive, etc. evaluated proposal which meets all the requirements stated in the RFP document.

10.3 In case of an award, Proposers who have not previously received contracts from UNICEF may receive a contract for a limited service / period until satisfactory performance is established.

11. Supplier Registration

11.1 Proposers are required to register with UNICEF before an award can be made. If you have not already done so, please register via the UNGM website: <http://www.ungm.org> and follow the instructions.

12. Error in Proposal

12.1 Proposers are expected to examine all Schedules and all Instructions pertaining to the work or Proposal. Failure to do so will be at Proposers own risk. In case of errors in the extension price, unit price shall govern.