



REQUEST FOR INFORMATION (RFI)
FROM INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS (INGOs)

1. BACKGROUND

Nepal is a landlocked, least developed country (LDC) of 28 million people in South Asia committed to pursuing social cohesion and achievements of the SDGs. The country's overarching challenges include a protracted transition towards a federal system of governance, decades of slow average economic growth, uneven levels of human development, weak governance, and social exclusion.

With more than 2/3 of the population living in rural areas with high dependence on agriculture for livelihood, the country is highly vulnerable to multi-disaster risks such as earthquakes, floods, landslides, droughts, and epidemics. In 2016, the 2015 earthquakes and southern border disruption reduced GDP growth to 0.6%. In 2020, the country witnessed negative growth of -2% due to the pandemic outbreak. The 2020 lockdown measures alone are estimated to push 1.2 million back into poverty.¹ The poverty rate is higher for socially excluded groups.² From an age perspective, children represent the poorest sub-group, with more than one in five children multidimensionally poor (nearly 22). The low number of years of schooling and nutritional deprivations largely contribute to multidimensional poverty for 17.4% of the population.

School children have been particularly vulnerable to the pandemic outbreak and external shocks because of the fragile community and school settings. Nearly 80% of the community schools' infrastructure conditions are reported to be poor. 65% of community schools have inadequate classrooms, laboratories and workshops, libraries, toilets, sports facilities, etc.

The community schools of Madhesh province have relatively low capacities with regard to providing quality education and retain the number of students and ensuring safe learning environment. Madhesh province has the highest rate of multidimensional poverty with every fourth person suffering from poverty, particularly facing malnutrition and insufficient years of schooling. Particularly, children from socially marginalized and ethnic minority groups and those with disabilities have limited access to mainstream classroom learning. In terms of absolute numbers, the Terai region of Nepal has the most out-of-school children due to its higher density of primary-aged children.

Further disruption in children's education occurred when all schools across the country were required to be closed several times due to the COVID-19 outbreak, given the high transmission rate. Children who did not have to access e-learning had difficulty continuing their education. Even after schools were reopened, parents were worried about the safety of the children and reluctant to send children to schools. Hygiene facilities in the

¹ NPC (2020) Annual Report 2076/2077

² CBS, Nepal Living Standard Survey 2011

schools are insufficient, and students have no option but to sit in a crowded classroom due to the limited availability of desks and chairs. In addition, deepening poverty due to pandemic impacts caused more school dropouts of those children, particularly those from poor households.

Against this backdrop, UNDP is working with the provincial government of Madhesh Province to provide integrated support to build risk resilience in the community schools. The project, "Support to Schools and Communities in Remote Areas for Pandemic Prevention and Green Recovery" aims to assist 25 community schools, 15,000 school children, and 7,500 families to ensure a safe and healthy learning environment for children at both schools and home so that the children can continue their education during pandemic or any other climatic shocks through three outputs:

- **Output 1:** Improved classroom learning environment and water, sanitation, and hygiene in schools through furniture, equipment/material support, and training
- **Output 2:** Enhanced health safety, personal hygiene, and motivation for learning of the students through health protection and hygiene equipment/material support and awareness
- **Output 3:** Enhanced health safety capacities of children's families and communities to recover from the pandemic, cope with extreme weather conditions, and reduce indoor air pollution.

2. OBJECTIVE

This is a Request for Information (RFI) from International NGOs for a potential partnership with UNDP in delivering two of the project outputs as below:

- **Output 1:** Improved classroom learning environment and water, sanitation, and hygiene in schools through furniture, equipment/material support, and training.
- **Output 2:** Enhanced health safety, personal hygiene, and motivation for learning of the students through health protection and hygiene equipment/material support and awareness:

3. SCOPE OF WORK

The qualified agency should submit the RFI specifying expertise in one of the following areas of intervention (one organization should apply for one output only):

For Output 1

- a) Select schools, beneficiary families and students (including identification for 15,000 regular students for health kits and 7,500 girl-students for sanitary pads) and finalize list of equipment and material support with specifications) to be provided to each school, school children, and families. Community schools will be selected based on agreed criteria with UNDP and in close coordination with the concerned authorities, together with a letter of commitment from each school. Beneficiary family selection should prioritize women-headed households with members with disabilities facing extreme poverty and livelihood vulnerability.

- b) Provide health protection equipment (non-contact infrared thermometers, set of Backpack disinfectant sprayer and disinfectant liquid, and sanitizer for each selected school)
- c) Provide equipment/materials for upgrading separate toilets for girls and boys with necessary hygiene equipment and installation of waste management kits (toilet pans, water tanks for hand washing and toilet flushing, and necessary materials for installation including small and large dust bins, and other material required for waste collection including facility for waste management).
- d) Provide necessary furniture support to avoid crowdedness and ensure a smooth day-to-day learning environment in the schools based on need assessment for each school such as desks, benches, tables, chairs, book racks, stools for 25 schools)
- e) Organize project inception, distribution and handover ceremonies for smooth wrap-up and distribution/handover of equipment/material support as per pre-agreed plan with UNDP
- f) Develop training materials such as videos, brochures, posters, etc and organize awareness, orientation and training for the students, teachers and families on health, sanitation, hygiene, pandemic prevention and recovery and environment protection covering the topics of physical and mental health, environment protection and climate change, and routine COVID prevention methods; and training/orientation for parents about how to support their children in education, pandemic prevention and recovery, etc.)
- g) Develop beneficiary database and conduct beneficiary evaluation based on set criteria in consultation with local authorities, school management committees and UNDP based on survey about quality of goods and services provided to schools, children and community.
- h) Prepare quarterly plans, organize monitoring visits, prepare project reports (monthly and quarterly) as per requirements of UNDP.

For Output 2

The qualified agency should submit the EOI specifying expertise in the following areas of intervention.

- a) To design, procure, and distribute health kits to 15,000 boy and girl students of 25 community schools. Health Kits will include a student bag, sanitizers, mask, thermometer, water cup, lunch bowl, etc.
- b) To provide reusable sanitary pads to 7,500 girl students
- c) To organize orientation for students on how to protect themselves and their families from the risk of the pandemic as well as on how to use health kits
- d) To consult with local partners and authorities to avoid any resource duplication and create synergy
- e) Handover and communication
- f) Prepare quarterly plans, organize monitoring visits, prepare project reports (monthly and quarterly) as per requirements of UNDP

4. KEY DELIVERABLES

For Output 1

The organization is responsible for carrying out the following deliverables:

- By 30 November 2023, 25 community schools, 15,000 students (7,500 female students and 7,500 male students), and 7,500 families of girl students are identified and selected as beneficiaries

- By April 2024, 25 community schools receive health protection equipment including thermometers, backpack disinfectant sprayers, disinfectant liquid, and sanitizers
- By April 2024, 25 community schools have upgraded gender-sensitive toilets as well as waste bins
- By April 2024, a record of schools in receipt of supporting materials will be submitted
- By April 2024, teachers, students and families of students join awareness program on health and the environment.

For Output 2

The organization is responsible for carrying out the following deliverables:

- By April 2024, 15,000 girl and boy students receive health kits (tentative list of items include bag, sanitizer, mask, thermometer, water cap, and lunch bowl) as well as orientation
- By April 2024, 7,500 female students receive reusable sanitary pads
- By April 2024, 15,000 girl and boy students receive orientation on how to protect themselves and their families from a risk of a pandemic
- By April 2024, a record of students in receipt of supporting materials will be submitted

5. INFORMATION REQUESTED

Interested INGOs are requested to fill out the below questionnaire, attaching all supporting documentation where specifically requested. If you are an International NGO, please provide information and documentation relating to your permits and licenses for your local presence in this country.

Please note that attachments should be provided to support each answer to the questions. All questions must be answered directly and clearly. Extraneous information that are not directly responding to the questions will only constrain the ability of UNDP to positively assess the INGOs alignment with UNDP requirements.

All INGOs whose information are found to be consistent with UNDP programme needs will be sent a subsequent questionnaire to enable UNDP to conduct a Capacity Assessment. Based on the results of this Capacity Assessment Checklist (CACHE), UNDP will determine if the INGOs may or may not be placed on a roster, for rapid engagement when required.

Topic	Areas of Inquiry/ Supporting documentation	Response from Applicants	Guiding Notes to Applicants
1. Proscribed organizations	1. <i>Is the INGO listed in the UN's list of proscribed organizations, UNDP Vendor Sanctions List, or indicted by the International or National Criminal Court?</i> 2. <i>Is the INGO banned by any other institution/governments? If, yes, please provide information regarding the institution/Government and reasons.</i>		Organization should submit a letter of self-declaration

<p>2. Legal status and Bank Account</p>	<p>1. <i>Does the INGO have a legal capacity to operate in the UNDP programme country, and does it comply with the legal requirements of the country to register and operate an INGO?</i></p> <p><u>Please provide copies of all relevant documents evidencing legality of operations.</u></p> <p>2. <i>Does the INGO have a bank account? (Please Submit proof indicating latest date)</i></p>		<p>Please submit Latest SWC affiliation & Agreements, PAN, Latest Clearance Certificate, Registration in Local Government)</p> <p>Please provide a proof of bank account</p>
<p>3. Certification/ Accreditation</p>	<p>1. <i>Is the INGO certified in accordance with any international or local standards (e.g., ISO), such as in:</i></p> <ul style="list-style-type: none"> • <i>Leadership and Managerial Skills</i> • <i>Project Management</i> • <i>Financial Management</i> • <i>Organizational standards and procedures</i> • <i>Other</i> <p>2. <i>Explanation of quality assurance mechanism and internal control framework (no more than 2 paragraphs)</i></p>		<p>Please provide the proof of certification (if any)</p>
<p>4. Date of Establishment and Organizational Background</p>	<p>1. <i>When was the INGO established?</i></p> <p>2. <i>How has the INGO evolved since its establishment? (No more than 2 paragraphs)</i></p> <p>3. <i>Who are your main donor/ partners?</i></p> <p>4. <i>Please provide a list of all entities that the INGO may have an affiliation with.</i></p> <p>6. <i>In how many cities/provinces/regions/ countries do you have capacity to operate in? Please provide a complete list and indicate the size of the offices in each location.</i></p> <p>7. <i>Copies of Organization policies (Human Resource, Finance, Procurement, Operational, Gender Equality and</i></p>		<p>Please also attach the Organization profile included disaggregated data and the full name of the board members</p> <p>Please submit all the policies</p>

	<i>Social Inclusion, Protection from Sexual Exploitation and Abuse and Anti-Corruption etc.)</i>		
5. Mandate and constituency	<ol style="list-style-type: none"> 1. <i>What is the INGOs primary advocacy / purpose for existence?</i> 2. <i>What is the INGOs mandate, vision, and purpose? (No more than 2 paragraphs)</i> 3. <i>Is the INGO officially designated to represent any specific constituency?</i> 		
6. Areas of Expertise	<ol style="list-style-type: none"> 1. <i>Does the INGO have expertise in any of the key areas identified above in this RFI?</i> 2. <i>What other areas of expertise does the INGO have?</i> 3. <i>Does the organization have previous experience in working in the target areas?</i> 4. <i>Does the organization have previous engagement experience with local governments?</i> 5. <i>Does the organization have previous engagement experience with community schools, children, and communities?</i> 6. <i>Describe the structure and qualification of the team/personnel and the work tasks which would be assigned to each.</i> 		Disaggregated data and the full name of staff
7. Financial Position and Sustainability	<ol style="list-style-type: none"> 1. <i>What was the INGOs total financial delivery in the preceding 2 years? Please provide audited financial statements for the last 2 years. If audited financial statements are not available, please provide an explanation regarding why it is not possible to obtain them.</i> 2. <i>What is the INGOs actual and projected inflow of financial resources for the current and the following year?</i> 3. <i>Please provide a list of projects with description, duration, location and</i> 		Please attach the Audit Report of past two years

	<p><i>budget over the past 3 years (arrange from biggest budget to the lowest).</i></p> <p>4. <i>Please provide evidence of list of projects with value more than \$500,000.</i></p>		
8. Public Transparency	<p>1. <i>What documents are publicly available?</i></p> <p>2. <i>How can these documents be accessed? (Pls provide links if web-based)</i></p>		
9. Consortium	<p>1. <i>Do you have the capacity to manage a consortium?</i></p> <p>2. <i>Do you currently, or have you in the past, managed or been involved with a consortium? If yes, provide a list of all consortia, the list of partners in the consortia, the role in the consortia, and the total financial budgets involved.</i></p> <p>3. <i>Do you have a formal alliance with other CSOs/NGOs? If yes, pls. identify and provide details.</i></p>		
10.GESI	<p>1. <i>Brief statement on how Gender Equality and Social Inclusion (GESI) will be addressed in overall assignment</i></p>		

6. CLOSING DATE

A completed RFI with requested attachments must be submitted via email to (registry.np@undp.org)

**United Nations Development Programme
UN House, Pulchowk, Nepal
Email: registry.np@undp.org**

They should be received no later than Close of Business 6 October 2023 .

The RFI template can be downloaded from UNDP website: <https://www.undp.org/nepal/procurement>

UNDP reserves the right to accept or reject any or all proposals.