

Corrigendum

(Invitation for Proposals to Establish and Support Implementation of a Children's Eco Awareness Programme in Schools which surround selected Protected Areas)

Section/ Para	Original	Revised																
Section 4 (Evaluation method)/ Para 3 (First column of Item 3.1 of the table).	Qualification/ experience in extension and/ or education in field of Biodiversity/Wildlife conservation/Management/ Forestry/N.R. Management/Education and allied field (20)	Qualification/ experience of the coordinators in extension and/ or education in field of Biodiversity/ Wildlife conservation/ Management/ Forestry/ N.R. Management/Education and allied field (20)																
Section 6 A (Proposal Form)/Para 1	<p>Area in which you are proposing to work ? (Refer 1st para of section 1)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Sl. No of Zone</th> <th style="width: 70%;">Write YES where you intend to work</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> </tr> </tbody> </table>	Sl. No of Zone	Write YES where you intend to work	1		2		3		<p>Area in which you are proposing to work ? (Refer 1st para of section 1)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Sl. No of Zone</th> <th style="width: 70%;">Write YES where you intend to work</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> </tr> </tbody> </table> <p>A NGO may apply for more than one zone provided separate team of coordinators is provided for each zone. Same individual should not be member of different teams. For each zone separate proposal should be submitted.</p>	Sl. No of Zone	Write YES where you intend to work	1		2		3	
Sl. No of Zone	Write YES where you intend to work																	
1																		
2																		
3																		
Sl. No of Zone	Write YES where you intend to work																	
1																		
2																		
3																		
Section 6 A	-	Add Para 11 as follows: 11. Name of proposed coordinators (Attach signed CV with signed photographs) (i)..... (ii)..... (iii)..... (iv)..... (v).....																
Section 6 B	-	Add 7 in "Document" column as follows: 7. CV of proposed coordinators																

PROJECT MANAGEMENT UNIT
Uttar Pradesh Participatory Forest Management and
Poverty Alleviation Project (UP-PFMPAP)

Aranaya Sadan, Shisham Bagh, Sector-19
Indira Nagar, Lucknow, UP – 226016

Phone: (0522) 271-8301~05 Fax: (0522) 271-8301 Email: jbicup@gmail.com

Invitation for Proposals
to Establish and Support Implementation of a Children's Eco Awareness
Programme
in Schools which surround selected Protected Areas

The Project Management Unit (PMU) of the Uttar Pradesh Participatory Forest Management and Poverty Alleviation Project (hereinafter referred to as "the Project") invites suitably qualified NGOs to submit proposals to establish and support implementation of its proposed "Children's Eco awareness Programme (CEP) in schools that surround clusters of Protected Areas (PAs) and biodiversity Hot Spots.

Bid/ Proposal documents stipulating details of the above-captioned project, terms of reference, evaluation method, and proposal formats can be downloaded from official project website "[http:// www.uppfmpap.org/tenders.htm](http://www.uppfmpap.org/tenders.htm)". The proposals must accompany a bank draft of Rs1000/- drawn in favour of Chief Project Director, UP-PFMPAP payable at Lucknow.

Date Schedule of Activities

- a) 01.09.2011 to 19.09.2011: Issuance of Proposal Documents(can also be downloaded)
- b) 1100 hrs on 16.09.2011: Pre proposal Conference at CPD office meeting hall
- c) 1700 hrs. on 23.09.2011. Deadline for submission of Proposal

The PMU of UP-PFMPAP reserves the right to accept or reject any proposals, to annul the proposal evaluation process, and to reject all proposals at any time prior to award, without thereby incurring any liability to the affected applicant or applicants.

Proposals should be sent at the address mentioned above.

(Chief Project Director)

SECTION 1

PROJECT MANAGEMENT UNIT Uttar Pradesh Participatory Forest Management and Poverty Alleviation Project (UP-PFMPAP)

Aranaya Sadan, Shisham Bagh, Sector-19

Indira Nagar, Lucknow, UP – 226016

Phone: (0522) 271-8301~05 Fax: (0522) 271-8301 Email: jbicup@gmail.com

Invitation for Proposals to Establish and Support Implementation of a Children's Eco Awareness Programme in Schools which surround selected Protected Areas

The Project Management Unit (PMU) of the Uttar Pradesh Participatory Forest Management and Poverty Alleviation Project (hereinafter referred to as "the Project") invites suitably qualified NGOs to submit proposals to establish and support implementation of its proposed "Children's Eco awareness Programme (CEP) in schools that surround clusters of Protected Areas (PAs) and biodiversity Hot Spots. The CEP aims to inculcate students and teachers with a love of nature and wildlife. It is considered by some to be an effective approach to creating a conducive environment for protection of wildlife and wildlife habitats, which can also serve to reduce conflicts between wild animals and people.

The Project seeks to contract NGOs to work in schools that surround each of the following clusters of PAs and Biodiversity Hotspots that are indicated in the table below:

S. No. of the Cluster	Area to be covered by the NGO	Total no. of Schools to be supported in the CEP
1	Dudhwa, Kishanpur and Pilibhit (Lagga-Bagga)	75
2	Katerniaghat and Sohelwa	60
3	Kashi, Kaimoor, Ranipur and Renukoot (Hathinala)	105
TOTAL		240

The overall CEP will have a duration of five years in each cluster but will last for only three years in each individual school. In each school, 100 students (class 5 to class 10) and one teacher will be involved throughout. Tentative details and fund provisions for each cluster are provided in Annexes - 1 & 2. The overall schedule of activities for each cluster will be as below:

First Year: Select 10 schools in each PA and 5 schools in Biodiversity Hotspot and commence CEP implementation in them.

Second Year: Continue support for the first batch of schools and select and start work in an additional 10 schools around each P.A and 5 schools around Biodiversity Hotspots.

Third Year: Continue support for the first and second batches of schools and select and start work in an additional 10 schools around each P.A and 5 schools around Biodiversity Hotspots.

Fourth Year: Continue support for the second and third batches of schools

Fifth Year: Continue support for the third batch of schools.

Interested NGOs who meet the following criteria are invited to submit proposals:

- (1) Have had an annual turnover of at least Rs. 10 Lacs in each of the three previous fiscal years (2008-09, 2009-10 and 2010-11).
- (2) Have proven experience of supporting school programmes and/or projects, and should preferably have experience of wildlife conservation and management related issues.

Bid/ Proposal documents stipulating details of the above-captioned projects, terms of reference, evaluation method, and proposal formats can be downloaded from official project website “[http:// www.uppfmpap.org/tenders.htm](http://www.uppfmpap.org/tenders.htm)”. The proposals must accompany a bank draft of Rs1000/- drawn in favour of Chief Project Director, UP-PFMPAP payable at Lucknow.

Date Schedule of Activities

- | | |
|------------------------------|-------------------------------------|
| a) 01.09.2011 to 19.09.2011: | Issuance of Proposal Documents |
| b) 1700 hrs on 23.09.2011: | Deadline for submission of Proposal |
| c) 1100 hrs. on 16.09.2011. | Pre proposal Conference |

The PMU of UP-PFMPAP reserves the right to accept or reject any proposals, to annul the proposal evaluation process, and to reject all proposals at any time prior to award, without thereby incurring any liability to the affected applicant or applicants.

Proposals should be sent at the address given below:

Chief Project Director,
Project Management Unit
Uttar Pradesh Participatory Forest Management
and Poverty Alleviation Project,
Aranya Sadan, Sheesham Bagh, Sector-19, Indira Nagar,
Lucknow, UP – 226016.

Section 2

INSTRUCTION TO NGOs

1. Introduction

- 1.1 The Uttar Pradesh Participatory Forest Management and Poverty Alleviation Project (UP PFMPAP) intends to contract NGOs establish and support implementation of its Children's Eco awareness Programme (CEP) in schools that surround seven Protected Areas (PAs) (namely, Dudhwa, Kishanpur, Katarniaghat, Sohelwa, Chandraprabha, Kaimoor and Ranipur) and two Biodiversity Hotspots (namely Pilibhit (Lagga- Bagga) and Renukoot (Hathinala)). The CEP aims to inculcate students and teachers with a love of nature and wildlife. It is considered to be an effective approach to creating a conducive environment for protection of wildlife and wildlife habitats, which can also serve to reduce conflicts between wild animals and people. The CEP places children at the centre and acts as an educator on biodiversity/ wildlife.
- 1.2 JICA requires the NGOs as well as the Employer, under contracts funded with JICA ODA Loans and other Japanese ODA to observe the highest standard of ethics during the procurement and execution of such contracts. In pursuance of this policy, the Project Management Unit (PMU)
- (a) will reject a proposal if it determines that concerned NGO has engaged in corrupt or fraudulent practices in any of its previous assignments.
 - (b) will terminate a contract with a NGO if it determines that concerned NGO has engaged in corrupt or fraudulent practices.
 - (c) will intimate to JICA to recognize a NGO as ineligible, for a period determined by JICA, to be awarded a contract funded with JICA ODA Loans if, at any times, it determines that the NGO has engaged in corrupt or fraudulent practices in competing for, or in executing, another contract funded with JICA ODA Loans or other Japanese ODA.
- 1.3 The proposals shall be prepared following the instructions in this section and using forms in Section 6A for Proposal. In providing the documentary evidences of the completed or on-going projects, you may include the photocopy of the contract, completion certificate or documents of similar nature that can prove the completion of the respective assignment in Annex. On the cover of Annex, the list of attached documents shall be indicated as per the form provided in Section 6B.
- 1.4 Funds available for each component of the CEP are as indicated in Annex 2.
- 1.5 The emphasis of the evaluation shall be placed upon the organisational management capacity and previous experience in working with schools,. The evaluation method and distribution of marks are prescribed in Section 4.
- 1.6 The NGOs with the presence and previous working experiences in the state of Uttar Pradesh may be given preference.
- 1.7 The NGOs will procure all licenses and permits needed to carry out the services, and make available relevant project data and reports to the Employer.

- 1.8 Please note that the costs of preparing the proposal and of negotiating the contract, including a visit to the Employer, have to be borne by NGOs themselves.
- 1.9 A pre proposal conference will be held on 16.09.2011 from 11.00AM onwards. All interested NGOs may attend. However, applicant NGOs may also make individual enquiries in writing or via e-mail on or before pre bid conference which will be responded by PMU.
- 1.10 At any time before the submission of proposals, the Employer may modify the Proposal documents by amendment. The amendment, therein if any, will be notified through web-site or any other means.

2. Preparation of Proposal

- 2.1 The interested NGOs are requested to submit a Proposal in English or in Hindi for the services mentioned in detail under **Section 3 (Terms of Reference)**.
- 2.2 The Proposal should be submitted in the format prescribed in Section 6A & 6B of the Proposal Documents. While preparing the Proposal, NGOs are expected to examine the documents comprising this Proposal Documents in detail. **Material deficiencies in providing the information requested will result in rejection of the Proposal.**
- 2.3 While preparing the Proposal, the NGOs must give particular attention to the following:
- (i) The target area and number of schools to be covered is given below. The applicant NGO is required to clearly mention in the proposal the no. of the cluster, as mentioned in 1st para, in which they propose to work.
 - (ii) Any NGOs currently engaged in undertakings of UPPFMPAP may also apply.
- 2.4 The proposal should be prepared in A4 size pages. The preferred font/font size is "Times New Roman"/ 12 for English and "Krutidev 010"/16 for Hindi. The format for proposal is given in Section 6.
- 2.5 Please note that only relevant documents should be attached with proposal.
- 2.6 Proposals that do not comply with the above instructions will be rejected.

3. Submission and Receipt of Proposals

- 3.1 The original proposal should contain no alterations or overwriting, except as necessary to correct errors made by the NGO itself. Any such corrections must be initialled by the person or persons who sign(s) the Proposals.
- 3.2 An authorized signatory of the NGO shall sign/ initial on all pages of the proposal.
- 3.3 One original and one copy of the Proposal marked clearly as "Original" or "Copy" on each page and on the envelope will be submitted. If there are any discrepancies between the original and the copy of the Proposal, the original copy will govern.

3.4 Late submission(s) shall be returned unopened.

4. Evaluation of the Proposal

4.1 The proposal shall be screened and evaluated as per the criteria and methods prescribed in Section 4. The Evaluation of the proposal will be conducted on the basis of quality of the proposal and subsequent interviews.

4.2 From the time the proposals are opened to the time the contract is awarded, any effort by the NGOs to influence the Employer in the Employer's Proposal evaluation, Proposal comparison or contract award decisions shall result in the rejection of the proposal submitted by such NGO and the employer's decision in this regard will be final. To assist in the evaluation, comparison or contract award decision, the Employer may, at its discretion, ask the applicant NGO for a clarification / presentation of its Proposal. All expenses in this regard will be borne by the applicant NGO itself. The request for clarification and the response shall be in writing.

4.3 All the proposals will be ranked according to their total score and their list will be prepared. The applicant NGO getting the highest score will be ranked first and similarly, others will be ranked according to their total score.

5. Negotiation

5.1 The NGOs will be called for contract negotiation according to their rank and their choices for the area of operation as indicated by them in Proposal.

5.2 If during the contract negotiation the Employer and the NGO fail to reach an agreement on the contract within a reasonable time, the employer shall terminate the negotiations with that organisation.

5.3 Negotiations will include a discussion of the proposal and any suggestions made by the NGO to improve the Terms of Reference. The employer and the organisation will then work out agreed final Terms of Reference, bar charts indicating activities (work plan), staffing, staff-months, and logistics and reporting.

6. Validity of the Proposal

Proposals shall remain valid for 90 days from the date of submission of proposals. The Employer will make its best effort to complete negotiations within this period. Should a need arise, the Proposal validity period may be extended by the Employer with approval by the competent authority. However, the NGOs have the right not to maintain their proposals in such a case.

7. Award of Contract

The contract for cluster/ area of operation will be awarded following negotiation with the successful NGO. After negotiations are successfully completed, the Employer will promptly notify other NGOs that they were unsuccessful.

8. Confidentiality

Information relating to evaluation of proposals and recommendations concerning awards shall not be disclosed to the NGOs who submitted the proposals or to other persons not officially concerned with the process, until the award of contract is notified to the successful NGO.

Section 3

Terms of Reference

1. Introduction

The Uttar Pradesh Participatory Forest Management and Poverty Alleviation Project (UP-PFMPAP) funded by Japan International Cooperation Agency (JICA) is being implemented by the Project Management Unit (PMU)/ Uttar Pradesh Forest Department with the goal to manage forests with participation of forest dependent community and their poverty alleviation. This project is implemented in 14 districts of Uttar Pradesh covering Terai, Vindhyan and Bundelkhand region.

The Children's Eco awareness Programme (CEP) is one of the activities of UP-PFMPAP that is to be implemented in schools that surround seven PAs (Dudhwa, Kishanpur, Katarniaghat, Sohelwa, Chandraprabha, Kaimoor and Ranipur) and 2 Biodiversity Hotspots (Pilibhit (Lagga-Bagga) and (Renukoot (Hathinala)). The CEP is an effective approach to promote love for nature and wildlife and create conducive environment for protection of wildlife and wildlife habitats. Schools are common facility and could be termed as treasurer for community. Thus, schools are one of the best places to spread awareness on biodiversity/ wildlife and ensure participation of community members in collective activities to protect/ conserve biodiversity/ wildlife.

2. Objectives of CEP

The CEP has multiple effects for protection of wildlife, better management of habitat, reduction in the number of cases of man-animal conflict etc, with the main objectives as below:

- a) To inculcate children with love of nature and wildlife.
- b) To educate and sensitize students and teachers to realize the significance/ importance of protection of wild animals, proper management of habitat, ecological balance, conserving genetic diversity, conserving and maintaining the quality of natural resources etc.
- c) To motivate the students to initiate networking and mobilize community to undertake activities for conserving biodiversity/ wildlife.

3. Target Participants

The target participants are teachers and students of primary and secondary schools which surround the PAs and Biodiversity Hotspots mentioned above. Teachers and students from class 5 to 10 will be sensitized towards Wildlife/ Biodiversity Conservation/ Management. The programme will continue for three years in each selected school and every year 100 children in each school will be included within the programme.

4. Scope of Work

The CEP under UP-PFMPAP will be implemented through a partnership between the contracted NGO who will coordinate and manage finances for some of the activities, the DMU and local resource people who will provide expertise and guidance, and school teachers and children who should gain a fuller understanding of their natural environment and voluntarily sustain a CEP-Action Team after completion of project support.

The contracted NGO will use Project funds to establish and support implementation of the CEP through four broad activities:

1. identify target schools
2. organize orientation programme for target school teachers
3. organize eco awareness programs in schools for teachers and students and support establishment of CEP action team as defined in Annex 1
4. organize nature study tours for teachers and students

a) Identification of target schools for CEP:

The contracted NGOs will identify target schools for the CEP within their clusters with the help of concerned UPFD DMUs and Education Department. The selection of the schools will be based on objective criteria that will be agreed between the concerned Project DMUs and the Education Department. These criteria may, for example, favour school from communities that suffer from conflicts between wild animals and people, schools that are in close proximity to strict protection zones, and communities where there is potential to develop ecotourism. A total of 10 schools in each PA and 5 schools in each Biodiversity Hotspot will be selected for CEP each year (for three years).

b) Orientation Program for teachers and children:

The contracted NGO shall coordinate a one day CEP orientation for one teacher assigned from each selected school together with concerned DMU staff and local knowledge holders at a suitable location, (such as a Protected Area with meeting room facilities) every year for the first three years. The objective of the CEP and the method of implementation and the assignment of responsibilities will be explained to all participants. The DMU and local resource people will play a crucial role during the orientation in selecting the particular messages they need to prioritise for communication to the particular schools/communities and in ensuring that the teachers who will play a crucial role in the programme have a thorough understanding of what they have to inculcate in the children. Contracted NGO staff will need to be present and active in each of these teacher orientation events.

c) Implementation of environment education programmes:

The contracted NGOs will coordinate with schools, DMU staff and local resource people to organise one day environment education programmes during each of the three years of every school CEP programme. Programs such as painting contest, slogan-writing, quizzes, debate, play/ drama, lecture/ discussion performed by children, rally and inter school exhibition shall be organized. These programs should provide an opportunity to increase awareness on protection and management of biodiversity and wild animals.

Contracted NGOs will control the budget for these environment education programmes and take responsibility for their quality; they should be present for at least 10% of the school environment education programmes.

d) Nature Tours:

The contracted NGOs will coordinate with DMU staff and organise a one day study tour during both the second and third years of each school CEP programme in order to take teachers and one hundred students to nearby protected areas, wildlife sanctuaries or forests. The study tours should be planned in order to communicate priority messages.

Contracted NGO staff will control the project budget for these nature tours and must take responsibility for the quality of these nature tours and should participate in at least 10% of them for monitoring purposes. Contracted NGOs will however organise for the teachers and students to be guided by knowledgeable DMU staff and local resource people who will interpret messages to the children from that which they observe in the nature tours.

School teachers should be guided by NGOs to follow-up the visits with school activities such as debates and essay competitions to reinforce the messages from field visits.

e) Educational Aids:

Posters, calendars, books and brochures of CEP, including caps will be used during various occasions and rally/ tour. This however is dependent on allocation of additional budget from the PMU to the contracted NGO for this specific purpose because funding for this activity is not included within the current invitation for proposals. Such proposals may be submitted to the PMU during the course of implementation as required but not with this proposal.

f) Selection of Model School:

During the last 3 years of the CEP implementation, the PMU/DMU will identify 'model' schools per batch out of the schools that participated in CEP. The students and teachers from other schools may visit such model schools for their future implementation of similar program. During the implementation of the CEP, strategy has to be evolved by the NGO in consultation with key stakeholders/ PMU to sustain the efforts involving school management and district administration/ Education Department. The selection of Model School will be done on the basis of criteria and indicators in consultation with PMU/DMU.

5. Work Schedule

The program is to be implemented for five years. The selection of the schools will be done in three batches (one batch per year). Indicative implementation schedule with year wise activities are shown in Section 5.

The activities of CEP should be scheduled taking into account of school calendar.

Required input and technical guidance will be provided by PMU.

6. Reports

The NGOs are required to submit to the Employer following reports and materials in the formats provided by the Employer to demonstrate its performance and achievements.

- Monthly Reports (12 reports/year)
- Quarterly Progress Reports (3 reports/year)
- Annual reports (one report/year)
- Final Report

Others (as requested by the Employer)

Annex 1 Establishment of CEP Action Teams

During the orientation programme for teachers, annual environmental education programmes, and nature tours; the contracted NGOs will encourage school teachers to collaborate with DMU staff and local resource people and establish their own CEP Action Teams:

The basic steps will be:

1. Establish a CEP-Action Team
2. Analyze key threat/issues related to wildlife in the PA/ Hotspot
3. Develop a CEP-Action Plan
4. Develop Monitoring and Evaluation Criteria.
5. Link to Educational Curriculum
6. Involve the Entire School and Larger Community
7. Create a "CEP-Code," or a Mission Statement

Step 1 – CEP-Action Team

Continuance of the spirit of conservation is the most important objective of the programme. The CEP-Action Team (CEPA Team) will be the driving force behind continuance of the programme in future. Hence establishing a CEPA team will be the first step in this direction.

Who should be represented on the CEP-Action Team?

- Students from 5th to 10th grade in the school
- Administrative staff
- Teachers
- Non-teaching staff
- Parents, guardians or grandparents
- Representatives from the local community
- Resource professionals from local environmental or conservation organizations

Steps to form the CEP Action-Team and its involvement in CEP

- School-wide announcement for students to become a part of CEP-Action Team
- Allot time during school assemblies for prospective representatives to explain to the whole school why they are campaigning for a position on the CEP-Action Team
- Publish information about CEP-Schools activities and CEP Review results on the school's website/ notice board (or create a dedicated CEP-Schools website) and add regular updates
- Post information about the CEP-Schools program in a visible location inside the school (such as the office or library) and update it regularly
- Hold school-wide surveys to gather information about the state of the school's environment
- Utilize regular assemblies to launch CEP-Schools activities and to communicate any progress made
- For assemblies and other events, encourage students to experiment with diverse presentation methods (drama, music, presentation software) to make their communication more effective

- Hold a school-wide competition for the wording and design of the school's CEP-Code.

Step 2 - CEP Review

The CEP Review is an essential tool for understanding the current situation of wildlife and their habitat and highlight potential for involvement of students in conservation of wildlife/their habitat in adjoining areas. It will provide the basis for the CEP-Action Plan.

The results of the CEP Review will serve as input for the school to prepare CEP-Action Plan.

Step 3 - CEP-Action Plan

The CEP-Action Plan follows from the results of the CEP Review and sets forth a series of goals and a structured timetable for achieving predefined goals.

What should the CEP-Action Plan include?

Goals should be achievable and able to provide realistic targets in respect of conservation of wildlife/ biodiversity and spreading of awareness. Wherever possible, quantifiable targets should be set. Start with small actions and don't be too ambitious. Instead, strive to ensure success, increase confidence, and build enthusiasm for further work. It is crucial to determine how you will monitor and evaluate the progress, and this should be integrated into the CEP-Action Plan as well.

CEP-Action Plan should be linked to the curriculum and should involve students as much as possible as spelt out in para 6 and 7 of section 3 of the TOR.

What are the steps to create a successful CEP-Action Plan?

1. **Gather results from the CEP Review.** Pick out topics that you want to tackle, such as effective protection of endangered animal (tiger, elephant, rhino etc), methods to reduce man/animal conflict. Decide what kinds of actions you can take to improve the school's performance.
2. **Decide how you will measure success in achieving the objectives.**
3. **Negotiate a time frame for each action item.** Is the target action to be achieved in the short, medium or long term?
4. **Decide who is to be responsible for each action.** Students should take as much responsibility as possible.
5. **Include a section for monitoring** any financial costs you may incur or save based on the activities.
6. **Make the CEP-Action Plan accessible** to the whole school community through the website or post it in a visible location, such as the school office or library.

(Suggestive Implementation Schedule is given in Section 5 of the RFP)

Step 4 – Development of Monitoring and Evaluation Criteria

Monitoring and evaluation are important tools to help you check the progress, adjust the plan for greater success, and provide credibility to the program.

The monitoring and evaluation criteria should be developed in parallel with the development of the CEP-Action Plan. In future this will help in monitoring and evaluation and making suitable modifications in programmes for better involvement of the community. Involving students in the process provides them with a sense of ownership and a new set of tools and skills.

Monitoring also develops other skills such as problem-solving, critical thinking and team work.

Step 5 - Link to Curriculum

The CEP-Schools program offers excellent opportunities to link to the existing curriculum in a wide range of subject areas and at many different grade levels.

It is important that the CEP-Schools program through implementation of CEP become an integrated part of the overall curriculum and not another "add on" to an already-busy schedule. The principle behind CEP-Schools is that the topics you are studying in the classroom should have an influence on how the school environment operates.

What are the benefits of linking the CEP-Schools to the existing school curriculum?

- Achieve required learning outcomes
- Enhance students' learning experience
- Develop informed attitudes
- Develop core skills
- Transfer skills across curricular areas

Step 6 - Involve the Community

Involving a diversity of people in the CEP-Schools program will provide access to valuable sources of advice, information, financial support and all kinds of practical help.

Often teachers and students are the core group of individuals that comprise any school program. But other school staff can be a significant help. Maintenance staff, food personnel, office and administrative staff are all excellent resources and should be engaged in the program.

Local community (parents, local businesses, resource specialists, local authorities, etc.) offers an even wider range of benefits for the CEP-Schools program. By expanding the classroom to include these individuals, you will strengthen the program and enhance its effectiveness. At the same time, you will raise the profile of the school in the community and help educate others beyond the school walls.

The following are some ideas for incorporating the whole school and the local community into the program.

Involving the local community:

- Invite resource specialists from the community to give talks at the school or offer help with particular tasks
- Submit press releases publicizing CEP-Schools activities, research results and achievements
- Conduct community-wide surveys to gather information about biodiversity/ wildlife issues/ CEP that are most relevant to residents
- Disseminate the school's CEP-Code within the community
- Invite people from the community to attend the Eco Awareness Programme/ CEP-Schools celebration event

Step 7 - Create The CEP-Code

The CEP-Code states the school's eco awareness values in a memorable way for both students and members of the greater community. This activity will be a part of the biodiversity/ wildlife awareness campaign.

The CEP-Code is a mission statement for the school and should be reflective of both the CEP-Action Plan and the curriculum. It should demonstrate, in a clear and imaginative way, the school's commitment to protect wildlife and its habitat. It should be memorable, familiar and agreed upon by the whole school community.

It is crucial that students play a key role in the development of the CEP-Code, as this will give them a greater sense of responsibility toward the values the CEP-Code represents. The content of the CEP-Code should be reviewed by UPFD/Education Department on a regular basis to ensure that it continues to reflect the school's aims and targets.

How the CEP-Code is formatted is entirely up to the school. It could be a list of statements, a song or rap, or a poem. The format should be appropriate for all the ages and abilities of the students.

The CEP-Code should be prominently displayed throughout the school. For instance, post it on the CEP-Schools notice board and website, in every classroom, in common areas, and in the staff room. The CEP-Code should also be presented to the local community through the press or at events related to the CEP-Schools program.

Sample CEP-Code

- S- Stop poaching- step-up protection.
- E- Eco-Development (People inclusive approach).
- N- No to plastic, waste, pollution.
- T- Tourism in Buffer area.
- I- Improve habitat (food, water, space etc security) increase awareness.
- M- Manage conflict (man-animal), grazing.
- E- Eliminate fire (indiscriminate), invasive alien species.
- N- No interference in core area.
- T- Total dedication.

Section 4 Evaluation Method

PROPOSED SELECTION PROCEDURE of NGOs for Children's Eco Awareness Programme UTTAR PRADESH PARTICIPATORY FOREST MANAGEMENT AND POVERTY ALLEVIATION PROJECT

1 Screening of Proposals

PMU will screen the proposals on the basis whether the proposal fulfils following conditions:

- i) The NGO is registered on or before 01-01-2006
- ii) The attested copy of NGO registration is attached.
- iii) The NGO's annual turnover in 2008-09 is Rs. 10 lacs or more.
- iv) The NGO's annual turnover in 2009-10 is Rs. 10 lacs or more.
- v) The NGO's annual turnover in 2010-11 is Rs. 10 lacs or more.
- vi) The audited Balance sheet for 2008-09 is attached.
- vii) The audited Balance sheet for 2009-10 is attached.
- viii) The audited Balance sheet/other relevant document for 2010-11 is attached.
- ix) The Coordinators are graduate.
- x) The proposal is submitted in the format given in section 6 A.
- xi) Relevant documentary evidences for assignments mentioned in points 7 and 8 of proposal (Section 6 A) are given.

Note: If a proposal does not fulfil any of the above conditions, it will be rejected at the screening stage.

The results of the screening shall be recorded in the prefixed format.

2 Evaluation Committee

Evaluation Committee will consist of the Executive committee of the PMU. Project management consultant will assist the executive committee in evaluation of the proposals.

3 Evaluation:

In the evaluation process following points will be assessed. Each criterion will be assessed based on the information given in the proposal. In addition to the above, the members of the evaluation committee may conduct interviews with all or shortlisted NGOs to ascertain their credentials. In the case of the latter, PMU will prepare the shortlist.

Evaluation Criteria and mark distribution

Evaluation Criteria (Maximum score)	Description of sub- criteria	Notes for scoring	Minimum score
1; Management capacity of the NGO (20)	Understanding of the roles and responsibilities of the organization in executing the assignment. Proposed strategies in implementing CEP and for ensuring accountability	The Better the understanding of the tasks, the higher the marks to be given. The clear identification of stakeholders involved in the process and explanation of how to coordinate with them, the higher the marks. The clearer the understanding of the potential problems and counter measures, the higher the scores.	14.0
2; Previous experience in implementing similar activities with schools (30)	Experience/ capacity of NGO in school/ student educational programme Experience/ capacity of NGO in wildlife/ biodiversity programmes/ projects Experience working with other NGOs Experience of working in UP	The more the number of programmes conducted with the schools/ children, higher the score. The clearer explanation of strategies to work with school children and teachers, higher the marks. The higher the number of programmes jointly done with other NGOs, the higher the scores to be given. The higher the number of years working in UP, the higher the score. The clearer the understanding of the problems of wildlife/ biodiversity sector, particularly in the local context, higher the score.	21.0
3.1 Qualification/ experience of the coordinators in extension and/ or education in field of Biodiversity/Wildlife conservation/Management/ Forestry/N.R. Management/Education and allied field (20)		The closer to the preferred qualification/ experience, higher the score to be given.	14.0
3.2 Adequacy of the number of proposed coordinators (the score will increase up to a limit at the level of 5 coordinators) (20)		Proportionate marking will be done with maximum 20 marks for 5 coordinators.	14.0
3.3 Presence of women coordinators (the score will increase up to a limit at the level of 2 coordinators.) (10)		Proportionate marking will be done with maximum 10 marks for 2 women coordinators.	7.0

The proposing NGOs will be ranked according to the total score given. The NGO getting the highest score will be ranked first and similarly, others will be ranked accordingly.

Note: If a proposal does not fulfil any of the above conditions, it will be rejected at the screening stage

NGO Proposal No:

(to be given the

Employer)

Section 6 A

PROPOSAL FORM

1. Area in which you are proposing to work ? (Refer 1st para of section 1)

Sl. No of Zone	Write YES where you intend to work
1	
2	
3	

A NGO may apply for more than one zone provided separate team of coordinators is provided for each zone. Same individual should not be member of different teams. For each zone separate proposal should be submitted.

2. Name of the NGO:

3. Registration (Attach attested copy of registration.)

Type of Registration:

Registration Number:

Date of Registration:

4. Address for Communication

Phone Number:

Fax:

E-mail:

5. Describe briefly objectives and activities of your organisation.

6. Financial Capacity (Attach audited balance sheet for all three years.)

Year:	Annual Turn Over (All Receipts in a Financial Year)
2010-2011	
2009-2010	
2008-2009	

7. Please give the details of 3 best projects that your organisation has conducted in the past 5 years in the area of school/ student education programmes and wildlife/ biodiversity programmes (Attach relevant documentary evidence for each assignment.)						
Nature of assignment	Name of the assignment	Duration (Year commenced – ended)	Major Tasks	Location	Funding source	Contract amount (In Rs.)

8. Please give the details of 3 projects that your organisation has undertaken in Uttar Pradesh, in the area of School /Student Education Programmes and wildlife/ biodiversity programmes (Attach relevant documentary evidence for each assignment.)						
Nature of assignment	Name of the assignment	Duration (Year commenced – ended)	Major Tasks	Location	Funding source	Contract amount (in Rs.)

9. Management of this assignment

9.1 What is your understanding about your roles and responsibilities of this assignment? (This section shall not exceed 300 words.)

9.2 Please describe your proposed strategies in implementing this assignment. (This section shall not exceed 250 words)

9.3 How will you manage the assignment and ensure accountability? (This section shall not exceed 250 works.)

10. Technical Capacity (This section shall be limited to 500 words.)		
10.1 Please give strengths and weaknesses of your organisation in the following area and how you will intend to overcome the weakness.		
Children's Eco Awareness Programme in Schools (around P.As)		
Strength	Weakness	How do you intend to overcome your weakness?
Wildlife/ biodiversity awareness programmes		
Strength	Weakness	How do you intend to overcome your weakness?
11. Name of proposed coordinators (Attach signed CV with signed photographs)		
(i).....		
(ii).....		
(iii).....		
(iv).....		
(v).....		

Section 6 B Cover to the Annex

Please attach the documents in the following order and attach this page just before the annexure.

Document	Type of document	Page No.
1	Attested copy of registration	
2	Audited balance sheet for 2008-2009	
3	Audited balance sheet for 2009-2010	
4	Audited balance sheet/other relevant document for 2010-2011	
5	Documentary Evidence for assignment mentioned in point no. 7 of section 6 of Proposal form	
6	Documentary Evidence for assignments mentioned in 8 of section 6 of Proposal form	
7	CV of proposed coordinators	

Note: Proposals not submitted in the given format may be rejected.

Annexure-1

Cost Breakup for Children Eco Awareness Programme in a PA (Cost in Rupees)														
	Unit	Unit Rate	Physical Targets(yearwise)						Financial Targets(yearwise)					
			I	II	III	IV	V	Total	I	II	III	IV	V	Total
Selection of schools	No.	0	10	10	10			30	0	0	0	0	0	0
Orientation Programme for teachers including their travel expenses (One Day)	No.	5000	1	1	1			3	5000	5000	5000	0	0	15000
Eco Awareness Programme (One Day)	No.	7500	10	20	30	20	10	90	75000	150000	225000	150000	75000	675000
Eco awareness Tour (PA Tour) for one day	No.	10000		10	20	20	10	60	0	100000	200000	200000	100000	600000
Miscellaneous	LS	60000	0.2	0.2	0.2	0.2	0.2	1	12000	12000	12000	12000	12000	60000
								0	0	0	0	0	0	0
								0	0	0	0	0	0	0
								0	0	0	0	0	0	0
Total								0	92000	267000	442000	362000	187000	1350000

Cost Breakup for Children Eco Awareness Programme in a Biodiversity Hotspot outside PA														
	Unit	Unit Rate	Physical Targets(yearwise)						Financial Targets(yearwise)					
			I	II	III	IV	V	Total	I	II	III	IV	V	Total
Selection of schools	No.	0	5	5	5			15	0	0	0	0	0	0
Orientation Programme for teachers including their travel expenses (One Day)	No.	2500	1	1	1			3	2500	2500	2500	0	0	7500
Eco Awareness Programme (One Day)	No.	7500	5	10	15	10	5	45	37500	75000	112500	75000	37500	337500
Eco awareness Tour (PA Tour) for one day	No.	10000		5	10	10	5	30	0	50000	100000	100000	50000	300000
Miscellaneous	LS	30000	0.2	0.2	0.2	0.2	0.2	1	6000	6000	6000	6000	6000	30000
								0	0	0	0	0	0	0
								0	0	0	0	0	0	0
								0	0	0	0	0	0	0
Total								0	46000	133500	221000	181000	93500	675000

Annexure-2

Availability of Fund for the Children Eco Awareness Programme (Amount in Rupees)									
No	Area of NGO	PA			Biodiv. HS			Total Amount	Remarks
		Unit cost	No	Amount	Unit cost	No	Amount		
1	Dudhwa, Kishanpur & Pilibhit	1350000	2	2700000	675000	1	675000	3375000	
2	Katarniaghat & Sohelwa	1350000	2	2700000	675000	0	0	2700000	
3	Kashi, Kaimoor, Ranipur & Renukoot	1350000	3	4050000	675000	1	675000	4725000	
	Total							10800000	