



USAID | JORDAN

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NOTICE OF FUNDING OPPORTUNITY, AMENDMENT 0001 (NOTE THAT CHANGES ARE HIGHLIGHTED IN YELLOW)

Issuance Date: January 08, 2023

Deadline for Questions: January 22, 2023, 8:00 AM Jordan local time

Closing Date and Time: February 22, 2023, 8:00 AM Jordan local time

Subject: **Notice of Funding Opportunity (NOFO)**
Number 72027823RFA00002 with amendment No. 0001

Program Title: Early Grade Education Activity

Federal Assistance Listing Number: 98.001

Ladies/Gentlemen:

The United States Agency for International Development (USAID) is seeking applications from qualified entities to implement a cooperative agreement for the Early Grade Education Activity. Eligibility for this award is not restricted. The authority for the Notice of Funding Opportunity (NOFO) is found in the Foreign Assistance Act of 1961, as amended.

USAID intends to make an award to the applicant(s) who best meets the objectives of this funding opportunity based on the merit review criteria described in this NOFO, subject to a risk assessment. Eligible parties interested in submitting an application are encouraged to read this NOFO thoroughly to understand the type of program sought, application submission requirements and the selection process.

To be eligible for award, the applicant must provide all information as required in this NOFO and meet eligibility standards in Section C of this NOFO. This funding opportunity is posted on www.grants.gov, and may be amended. It is the responsibility of the applicant to regularly check the website to ensure they have the latest information pertaining to this notice of funding opportunity and to ensure that the NOFO has been received from the internet in its entirety.

USAID bears no responsibility for data errors resulting from transmission or conversion process with electronic submissions. To be eligible for award, the applicant must provide all required information in its application, including the requirements found in any attachments to the Grants.gov opportunity. If you have difficulty registering on www.grants.gov or accessing the NOFO, please contact the Grants.gov Helpdesk at 1-800-518-4726 or via email at support@grants.gov for technical assistance.

USAID may not make an award to an applicant unless the applicant has complied with all applicable Unique Entity Identifier (UEI) and System for Award Management (SAM) requirements (see Section D.6.6). The registration process may take many weeks to complete. Therefore, applicants are encouraged to begin registration early in the process.

Please send any questions to the point(s) of contact identified in Section D.2 following the instructions provided therein. The deadline for the submission of questions is shown above. Responses to questions received prior to the deadline will be furnished to all potential applicants through an amendment to this NOFO posted to www.grants.gov. Questions received by any means other than that which is prescribed herein, or those received after the deadline for questions will not receive a response.

Issuance of this notice of funding opportunity does not constitute an award commitment on the part of the Government nor does it commit the Government to pay for any costs incurred in preparation or submission of comments/suggestions or an application. Applications are submitted at the risk of the applicant. All preparation and submission costs are at the applicant's expense.

Thank you for your interest in USAID programs.

Sincerely,

Supervisory Agreement Officer
Acquisition and Assistance Office
USAID/Jordan

TABLE OF CONTENTS

SECTION A - PROGRAM DESCRIPTION	1
SECTION B - FEDERAL AWARD INFORMATION	14
SECTION C - ELIGIBILITY INFORMATION	18
SECTION D - APPLICATION AND SUBMISSION INFORMATION	19
SECTION E - APPLICATION REVIEW INFORMATION	34
SECTION F - FEDERAL AWARD ADMINISTRATION INFORMATION	36
SECTION G - FEDERAL AWARDING AGENCY CONTACT(S)	49
SECTION H - OTHER INFORMATION	50
ATTACHMENT 1 - BUDGET TEMPLATE	50
ATTACHMENT 2 - BIBLIOGRAPHY	

SECTION A - PROGRAM DESCRIPTION

This funding opportunity is authorized under the Foreign Assistance Act (FAA) of 1961, as amended. The resulting award will be subject to 2 CFR 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, and USAID’s supplement, 2 CFR 700, as well as the additional requirements found in Section F.

EARLY GRADE EDUCATION ACTIVITY

A.1 GOAL

The goal of the five-year Early Grade Education activity (the “Activity”) is to advance national efforts to strengthen the caliber of pre- and in-service teacher education and improve Kindergarten through Grade Three foundational and socio-emotional skills across the Kingdom of Jordan.

A.2 BACKGROUND AND PROBLEM STATEMENT

Jordan is a middle-income country in the Middle East bordered by Syria, Iraq, Saudi Arabia, Israel, and the Palestinian Territories, with a population of approximately 10 million people. Jordan currently hosts the third largest number of Syrian refugees, and nearly one-third of the Syrian refugee population in Jordan is school-aged (UNHCR, 2021). Jordan’s Ministry of Education (MOE) provides public education to over 1.6 million students, including 136,000 Syrian refugees and students of other nationalities (MOE, 2021). Prior to the COVID-19 pandemic, Jordan made significant strides in advancing universal access to education and improving the quality of education, particularly in early grade literacy and numeracy, exhibited through Early Grade Reading and Mathematics Assessments, and 15-year old learning outcomes, demonstrated through the Programme for International Student Assessments (OECD, 2019). However, students' education performance remains weak relative to international benchmarks and falls short of national human resource needs for economic stability and prosperity. Educational quality in Jordan remains low. According to the Human Capital Index, while students in Jordan attend an average of 11.1 years of school, they only gain 6.9 years of education when the figure is adjusted for learning. Socio-economic and regional inequality are contributing factors to student education attainment (DHS, 2018), and nearly 79% of school-aged persons with disabilities are not in school (DoS, 2015). As a resource-poor country with a disproportionately large young population, education is critical for Jordan’s human development and overall national stability and prosperity.

A. Early Grade Education in Jordan

Since 2015, the Government of Jordan (GOJ) has made laudable progress in advancing Kindergarten through Grade Three literacy and numeracy through the Early Grade Reading and Mathematics Initiative (RAMP), funded by USAID and FCDO, and notable policy and systems reforms. However, much work

remains to ensure all children in Jordan have the foundational and socio-emotional skills needed to succeed in their education and as adults in society. Leveraging the bottom-up approach of RAMP, a locally-led and systematic approach is critical to sustainable, quality improvements in early grade pre- and in-service teacher education and enhancing the overall learning outcomes and socio-emotional well being of Kindergarten through Grade Three students throughout the Kingdom.

Investments in early grade education increase the probability that children will stay in school and attain better health, social, and economic outcomes as adults (UNICEF, 2021). Due to COVID-19 measures, Jordan experienced one of the world's longest school closures. Students across the Kingdom lacked regular access to in-person instruction and had disparate access to online learning platforms and limited engagement with teachers (USAID, 2021). Jordan has witnessed declines in learning outcomes between 2019 and 2021, particularly in early grade mathematics, and great gender disparity. Despite these declines, the success of RAMP's interventions in early grade mathematics and Arabic demonstrates the resilience of the MOE to address learning loss and opportunity to expand the holistic application of this methodology throughout all early grade subjects in the school day. While Arabic and mathematics remain key priorities in early grade education, COVID-19 highlighted the need to prioritize a holistic child-centered and gender sensitive approach to early grade education, including socio-emotional learning and play-based learning approaches, in addition to a multidisciplinary approach to acquiring foundational skills. The pandemic also underscored the importance of families' and communities' roles in supporting children's learning, liaising with teachers, and holding schools accountable. Strong early grade foundational skills and socio-emotional well being inform lifelong academic performance and adult socio-economic political participation.

B. Early Grade Pre-Service Education

Teachers are one of the most important, if not the most important, input to improving student learning outcomes (M Lovenheim & S.E. Turner, 2018). However, teachers in Jordan lack adequate prerequisite skills and knowledge prior to entering the classroom. Pre-service program curricula at universities throughout Jordan remain outdated and underdeveloped, despite the evolution of new standards and best practices in schools, and the importance of diverse and continuous practicum, and on the job experience is overlooked. Nearly 57% of early grade teachers found a “disconnect between education in university and the reality of the classrooms and learning environment in public schools” (Al-Hassan, 2012). Course content and delivery in pre-service teacher education for early grade teaching candidates requires a transition from lecture-based to student-centered instruction, integration of the most updated and relevant knowledge and pedagogical skills, and linking of instructional theory with practical application. Universities lack robust inclusive education programs and general course content and fail to produce teachers who can adequately serve some of the most vulnerable school-aged children or even identify their needs for referral. Simultaneously, public universities grapple with weak communication with the MOE, Ministry of Higher Education (MOHE), Civil Service Bureau (CSB), and Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI). The previously mentioned pre-service actors must strengthen coordination mechanisms, data-driven planning (i.e. supply and demand model, financial, etc.), effective management, and bolster the quality of early grade bachelors programs to enhance pre-service education.

C. Early Grade In-Service Teacher Continued Professional Development and Resources

Upon hiring new teachers, the MOE provides early grade teachers with training, coaching and mentoring, teaching and learning resources, and assessment tools to support their instruction, particularly in Arabic and mathematics. All early grade teachers participate in an induction training and a series of on-going, in-service training opportunities, through the newly instated Continuous Professional Development (CPD) framework. In formalizing the CPD framework, which establishes a system of five merit-based, financially incentivized rankings, the MOE has demonstrated great commitment to teachers' professional growth. Through RAMP, the induction training has been updated and all five rankings have been developed for early grade teachers in Arabic and mathematics. However, the MOE induction training program requires substantial revision in content and modality of implementation. The in-service CPD training program and ranking systems require continued quality assurance to ensure timely planning, sufficient financing, and effective execution and development of additional modules in foundational subjects, socioemotional learning, and inclusive education modules. Further work remains to support teachers holistically as they instruct all early grade subjects, including reinforcing and integrating concepts of literacy and numeracy throughout the academic school day, and fostering socioemotional learning approaches.

Throughout the academic school year, early grade teachers receive needs-based coaching by early grade supervisors based on individualized coaching and mentoring plans, informed by school learning outcome data from annual Lot Quality Assurance Samples (LQAS) as well as fine and coarse grain diagnostic tools at the classroom level. Schools with weaker performing students require greater support and resources to address issues of socio-economic, regional, gender-related and other inequities. Leveraging the data-driven and bottom-up approach developed by RAMP to support teachers, further efforts are needed to ensure all teachers have access to sufficient coaching and mentoring, including the appointment of additional early grade supervisors and more frequent engagement in vulnerable catchment areas. RAMP also demonstrated the effectiveness of strong local communities of practice, which enable peer-to-peer learning among teachers in the same school and among schools in the same area. School principals and MOE staff at the Field Directorates (FDs) require additional leadership training in order to more effectively and consistently establish, empower, and reap the benefits of these communities of practice.

D. Policies and Systems

Due to a growing student population enrolled in public schools, poor planning, and limited budget, MOE lacks sufficient resources to finance key reforms in early grade education. USAID and other development partners support the GOJ's national education reforms. However, to ensure sustainability, the MOE must prioritize and finance in-service training under the CPD program, on-going coaching and mentoring of teachers, and annual nationwide assessments, and conduct timely procurements required to implement training and provide educational materials. In addition, early grade education actors, including the MOE, MOHE, CSB, grapple with uncoordinated and incoherent human resource policies. Given the current recruitment process and hiring criteria, the MOE is regularly challenged with hiring an adequate number of qualified teachers through the CSB, despite a long queue of candidates awaiting appointment. The MOE instead relies on contract teachers in single, double shift, and refugee camp schools, as well as having a number of vacant positions. Capitalizing on upcoming CSB reforms, a merit and needs-based

approach is critical to ensuring appointment of qualified teachers, including contract teachers. Additionally, the MOE must review the functions and performance of school leadership, FD, and managing directorate staff in bolstering early grade education from a regional and gender equity perspective.

Leveraging gains in developed systems and improved processes through the MOE and RAMP, further work remains to expand upon the training platform (i.e. ensuring fidelity of implementation, addition of new subjects and content), coaching and mentoring database, and quality assurance mechanisms (i.e. school report cards, school improvement plans). Additionally, the MOE currently does not utilize the teacher supply and demand model to coordinate recruitment and training needs with universities, CSB, and MOHE for early grade teachers. Despite the MOE's operational and systems improvements, interventions such as financial planning, procurement, and human resource reforms require further efforts to ensure full development and sustainability of early grade reforms.

Communication and outreach is critical for transparency and accountability. The MOE and education stakeholders must improve communication to teachers, supervisors, and school administrators about education priorities and changes in government policies, relating to pre-service teacher reform, hiring criteria of civil servants and teachers, inclusive and gender-sensitive learning, and early grade learning outcome benchmarks. Additionally, communication to families and school communities is key, as they play a critical role in holding education providers accountable on policies at all levels including schools, FDs, the MOE, and universities.

E. Private Sector Engagement

The MOE has great opportunities to leverage the private sector in bolstering data-utilization for decision making and increasing children's access to quality teaching and learning materials. While the MOE has made laudable achievements in implementing semester diagnostic assessments at the classroom level, annual LQAS, and biennial EGRA/EGMAs, data collection and analysis requires significant manpower. With limited human and financial resources, the MOE ineffectively engages private sector information technology firms to automate data collection and analysis for timely utilization and to inform policies and plans (i.e. school report cards, school improvement, coaching and mentoring, and CPD plans and budgets, etc.). The MOE has made great strides in developing teachers guides, student workbooks, reading kits, and remedial materials for Arabic and mathematics. Further work remains to strengthen quality, use and usability, timeliness of delivery of Arabic and mathematics materials, and development of Teaching and Learning Materials (TLM) in additional subject areas. Early grade students lack access to diverse, inclusive, representative, and gender-sensitive fiction and nonfiction text at school and home. To address these needs, the MOE should bolster innovative engagement with the private sector to improve data utilization and the supply chain of accessible and high quality TLM (i.e. diverse fiction and non-fiction text) and timeliness of delivery. Additionally, there remains great opportunity for further innovative private-sector engagement in advancing improvements in pre-service teacher education and early grade foundational and socioemotional learning outcomes.

(continued on next page)

A.3 USAID AND GOVERNMENT OF JORDAN STRATEGIC PRIORITIES

In alignment with Jordan’s Country Development Cooperation Strategy and Development Objective 4: Accelerating Human Potential, this activity aims to address intermediate result 4.2 “Learning Outcomes for school-age children improved.” The GOJ is committed to achieving United Nations Sustainable Development Goal (SDG) number 4.1 which states that, ‘By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes,’ in alignment with national priorities delineated in the National Education Strategic Plan 2018-2023, the National Literacy Strategy, the 10-Year Strategy for Inclusive Education, Gender Equity Action Plan, Human Resource Development Strategy 2016-2025, and Jordan Vision 2016-2025. This activity will contribute to the [2018 USAID Education Policy](#), [2022 USAID Local Capacity Strengthening Policy](#), and [2020 USAID Gender Equality and Women’s Empowerment Policy](#).

Alignment and Coordination with Other USAID Activities

This activity will benefit and contribute to synergies with other USAID funded programs that are operating and/or have complementary objectives at the local, regional, and national levels. This activity will leverage the achievements of RAMP and Pre-Service Teacher Education in Jordan (PRESTIJ) activities, to strengthen the caliber of pre- and in-service teacher education and early grade student foundational and socioemotional outcomes. To facilitate collaboration, the Activity is expected to seek opportunities for joint strategic programming that amplifies results; describe joint activities in work plans; conduct joint site visits, when appropriate, to facilitate learning across activities; actively participate in USAID partner meetings and learning events; and develop and contribute to joint indicators to measure effective collaboration and shared impacts.

The following table includes relevant USAID education activities:

Pre Service Teacher Education in Jordan (PRESTIJ)		Areas of Collaboration
1/2020 - 1/2025	PRESTIJ aims to increase the preparedness of future Grade 4-10 teachers by improving the pre-service teacher education system.	Teacher Supply and Demand Model, quality assurance mechanisms, policy, and accreditation
Technical Assistance Program (TAP)		
5/2021 - 5/2026	TAP aims to transform the organizational culture, and technical and institutional capacity within the GoJ to successfully implement education and youth reforms. This includes supporting Grade 4 - 10 remedial education, in-service teacher professional development, curriculum and teaching and learning materials, assessments, and policies.	Budget planning and execution; human resource reform; and alignment in in-service training, curriculum, assessments, and policies.
Enhancing School Management and Planning (ESMP)		
2/2019 - 7/2023	ESMP aims to improve the quality of school environments in Jordan by enhancing the planning, oversight, operation, and maintenance capabilities of the MOE and the Ministry of Public Works and Housing.	Procurement and school and FD level data for planning
Partnership for Education II (PFEII)		

ongoing	PFEII is a direct finance agreement between USAID and the MOE to support funding and holistic institutionalization of early grade education, teacher CPD, teaching and learning materials, assessments, and capacity building. This does not cover salaries or incentives for activities.	Procurement of TLM, and support for training implementation, assessments, and IT systems.
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A.4 ACTIVITY DESCRIPTION

The goal of this activity is to advance national efforts to strengthen the caliber of pre- and in-service teacher education and improve Kindergarten through Grade Three foundational and socioemotional skills across the Kingdom of Jordan.

The development hypothesis of the activity is that, *if* the GOJ capacity is strengthened to implement quality reforms in teacher pre- and in-service education; curriculum and teaching and learning materials; data utilization, policies, and systems; and strategic partnerships, *then* teachers will be equipped to effectively instruct and improve early grade student foundational and socioemotional learning outcomes.

USAID Jordan contemplates providing assistance to organizations working in education to achieve the below goal, results, and objectives:

Goal: Advance national efforts to strengthen the caliber of pre- and in-service teacher education and improve Kindergarten through Grade Three foundational and socioemotional skills across the Kingdom of Jordan.

Result 1: Improved quality of early grade pre-service education programs

Objective 1.1: Capacity of Universities to Deliver Effective Early Grade Pre-Service Teacher Education Programs Improved

Objective 1.2: Early Grade Pre-Service Curriculum and Teaching and Learning Materials Enhanced

Objective 1.3: Pre-Service Education Systems and Policies Improved

Result 2: Strengthened quality of early grade student education

Objective 2.1: Early Grade Teacher In-Service Professional Development Strengthened

Objective 2.2: Early Grade MOE Curriculum and Teaching and Learning Materials Enhanced

Objective 2.3: Data Collection and Utilization Enhanced

Objective 2.4: Education Systems and Policies Improved

Objective 2.5: Communication and Community Engagement Strengthened

This activity supports localization objectives by working with and through government systems, leveraging expertise of local partners, and strengthening the capacity of local universities and government entities to sustain early grade education reforms. This activity targets all early grade students, teachers, supervisors, administrators, schools and FDs, through sustained partnerships between universities, the private sector, and relevant ministerial and governmental entities. At the end of the five-year activity, USAID Jordan expects that all Kindergarten through Grade Three students have improved foundational and socioemotional learning outcomes, through:

- Tertiary education stakeholders will have increased capacity and improved early grade pre-service programs, such that universities graduate and place skilled teachers in early grade classrooms across the nation.
- The Ministry of Education has increased capacity and quality delivery of holistic and inclusive early grade education, including improved in-service teacher training, curriculum and teaching and learning materials, assessments, and policies supporting Arabic, mathematics, and additional foundational subjects (i.e. Science, Social Studies, etc.)

Result 1: Improved quality of early grade pre-service education programs

Using a systems approach, this result aims to reform pre-service education programs to ensure prospective Kindergarten through Grade Three school teachers have the prerequisite knowledge, skills, and pedagogy to improve student foundational and socioemotional outcomes. By strengthening the capacity of universities to manage and implement quality pre-service education programs, and enhancing coordination and effective policy amongst tertiary education and job placement actors, the activity will strengthen the quality of early grade pre-service education and the caliber of future early grade educators to provide inclusive, gender-sensitive, and child-centered education. In addition to the areas of programming listed below, other innovative and evidence-based approaches and methods to achieve the results are encouraged.

Objective 1.1: Capacity of Universities to Deliver Effective Early Grade Pre-Service Teacher Education Programs Improved

- Using a facilitative approach to support universities interested in or in the process of improving their capacity to plan, manage, and execute high quality early grade bachelors of education programs (i.e. administration, financing, human resources, incentive schemes, enabling teaching and learning environments, etc.).
- Conducting an institutional capacity assessment of early grade pre-service education programs at universities (e.g Higher Education Quality Assessment Tool (HEIQAT) or other similar tool), including operational, financial, and programmatic (i.e. curriculum, practicum, mentorship) aspects.
- Strengthening quality assurance systems and processes of early grade bachelors of education (i.e. within university quality assurance units and in coordination with the MOE and AQACHEI).

- Improving the capacity of university professors and staff to deliver engaging, inclusive, gender-sensitive, and student-centered instruction to prospective teachers, in line with revised curricula and materials per Objective 1.2 below.
- Developing national campaigns relating to early grade pre-service programs including, recruiting prospective students based on targeted need (i.e. geographical, gender, and socioeconomic, etc.) and raising awareness about new policies (i.e. hiring criteria, recruitment processes and standards, etc.).
- Improving the graduation to employment rates of bachelor of education graduates.

Objective 1.2: Early Grade Pre-Service Curriculum and Teaching and Learning Materials (TLM) Enhanced

- Strengthening the quality and alignment of pre-service early grade bachelor of education programs with the MOE's in-service teacher professional development programs, curriculum, TLM, classroom-level diagnostic and national assessments, and other tools and systems.
- Promoting holistic and integrated subject content, knowledge-based pedagogy, inclusive education, socioemotional learning, school related gender based violence prevention, universal design learning, and integration of international best practices.
- Ensuring pre-service teacher education course content equips early grade teachers candidates with adequate subject and pedagogical knowledge in core subjects (i.e. Arabic, mathematics, social science, and science), pedagogical skills (i.e. classroom management, differentiated instruction, teaching at the right level, play-based learning, social and emotional skills, inclusive and gender-sensitive approaches, and teaching children with disabilities), and data analysis and utilization (i.e. conducting student assessments, utilizing diagnostic tools, and analyzing the results for differentiated instruction within the classroom).
- Improving and diversifying university students' practicum experience throughout their academic career; in special education settings and mainstream classrooms with children with disabilities, at different grade levels and/or subjects; and including observation, participation, and individual classroom instruction roles.

Objective 1.3: Pre-Service Education Systems and Policies Improved

- Enhancing coordination between MOE, MOHE, universities, Ministry of Finance (MOF), AQACHEI, CSB, and other relevant entities to ensure integrated planning and coherent policy and decision making processes.
- Reviewing and strengthening university regulations, policies, and financial and administrative plans for pre-service education programs.
- Reviewing and strengthening teacher recruitment policies to promote needs (i.e. geographical, socioeconomic, gender, etc.) and merit-based selection (i.e. contract and inclusive education teachers).
- Strengthening and integrating data for decision making, including the teacher supply and demand model to inform recruitment, job placement, and training.
- Enhancing supply and demand of teachers, supervisors, and early grade staff through a coordinated approach between GOJ, CSB, universities, and the other relevant actors.

Result 2: Strengthened quality of early grade student education

Using a systems approach, this result aims to improve the quality of Kindergarten through Grade Three foundational and socioemotional learning skills nationwide. By strengthening the capacity of the MOE's central managing directorates, FDs, school management, and teachers, this result will increase the quality and sustainability of early grade education actors to plan, execute, and ensure timely quality assurance practices. The activity will contribute to meaningful and measurable changes in early grade student education, including in-service teacher education, curriculum and TLM, assessments, and policies through the areas of programming listed below. Other innovative and evidence-based ideas are encouraged.

Objective 2.1: Early Grade Teacher In-Service Professional Development Strengthened

- Supporting the MOE to map, assess, and improve early grade induction and in-service CPD programs (i.e. including subjects like Arabic, mathematics, science, social studies; and components of universal design learning, inclusive education, and socioemotional learning).
- Strengthening the quality, relevance, and timeliness of early grade in-service CPD training, needs-based coaching of teachers, and communities of practice within and between schools.
- Strengthening the quality and relevance of early grade leadership training for principals and FDs management of professional development to support teachers based on student learning outcomes and wellbeing.
- Piloting alternative in-service professional development (i.e. training modules on task-based learning, play-based learning) and coaching models targeting teachers of the most vulnerable early grade students (i.e. specialized coaching, more frequent coaching) as well as the development of safe and supportive learning environments.

Objective 2.2: Early Grade MOE Curriculum and Teaching and Learning Materials Enhanced

- Enhancing the quality and alignment of early grade curricula and teaching and learning materials (i.e. teachers guides, textbooks, student workbooks, and supplementary materials across the entire school day) in Arabic, mathematics, and other subjects (i.e. science, social studies, etc.) with universal design for learning, gender-sensitive, and socioemotional learning principles.
- Ensuring use and usability of teachers' guides, textbooks, student workbooks, and supplementary materials in Arabic, mathematics and additional subjects.
- Strengthening the development, accessibility, and provision of diverse, inclusive, representative, gender-sensitive, decodable, leveled, non-fiction and fiction readers to enrich early grade TLM.
- Leveraging private sector engagement to enhance the value chain production of early grade curriculum, teaching and learning materials, and supplementary readers.

Objective 2.3: Data Collection and Utilization Enhanced

- Institutionalizing quality assurance processes and use of semesterly classroom-level diagnostic assessments, annual lot quality assurance samples, and biennial national assessments for early Arabic and mathematics.
- Expand diagnostic assessment tools for additional subjects (i.e. science, social studies) and areas of childhood development.
- Strengthening student performance data analysis and utilization to inform school and FD report cards, teacher coaching and mentoring plans, training plans, and corresponding budgets and procurements.
- Assessing quality of instruction and learning, including teacher motivation and satisfaction; fidelity of differentiated instruction; time on task; pace of instruction within schools; and use/usability of teachers guides, student workbooks, and supplementary learning materials (i.e. decodable and leveled readers), and classroom environment (i.e. socioemotional wellbeing) to inform early grade program interventions and scalability as well as to inform teachers' progression through CPD and ranking systems and HR decision-making.
- Supporting rigorous research to understand and address education inequality and underperformance in vulnerable catchment areas, including piloting alternative models of integrated, inclusive, gender-sensitive, and holistic early grade education.
- Leveraging the private sector to strengthen data automation and analytics, including for classroom diagnostic data, national assessment data to support teachers instruction (i.e. differentiated instruction and teaching at the right level).

Objective 2.4: Education Systems and Policies Improved

- Enhancing coordination between the CSB, MOE, MOHE, MOF to ensure quality, timely and adequate staffing of teachers based on data-driven needs.
- Reviewing and improving existing MOE (i.e. job description revisions of early grade supervisors roles as trainers, coaches, and assessors) HR structures to ensure sufficient early grade education staffing and effective roles and responsibilities.
- Reviewing MOE policies guiding class schedules and curriculum of early grade students.
- Strengthening and ensuring integration between the e-training platform, coaching and mentoring database, and CPD ranking system tracker database.
- Strengthening operational, financial, and procurement processes and systems relevant to planning, budgeting, procuring, and implementing training, curriculum and TLM, assessments, and relevant early grade activities.

Objective 2.5 : Communication and Community Engagement Strengthened

- Engaging parents and community members through school general assemblies, parent teacher assembly, and parental involvement programs to raise awareness about student learning outcomes and child development through school report cards, supporting their children's education at home, and supporting education activities at schools.
- Developing national campaigns targeting parents, community members, and educators on early grade student learning benchmarks, socioemotional wellbeing, inclusive and gender-sensitive practices.

- **Creating spaces and forums to promote child voices.**

The logical framework will include a set of indicators including (but not limited to) the following listed below:

Goal: Advance national efforts to strengthen the caliber of pre- and in-service teacher education and improve Kindergarten through Grade Three foundational and socioemotional skills across the Kingdom of Jordan.
■ Percentage of learners who demonstrate reading fluency and comprehension of grade-level text at the end of Grade Three with USG assistance (Mission 4.2.b) ■ Percentage of learners who demonstrate that they can do grade-level mathematics with understanding at the end of Grade Three with USG assistance (Mission 4.2.c) ■ Percentage of learners who obtained zero scores on oral reading fluency at the end of G2 ■ Percent of pre -primary learners targeted for USG assistance who are developmentally on track (Supp -1) ■ Percentage of teachers effectively instructing in classrooms ■ Percent of individuals who pass a context relevant assessment in a technical, vocational, or professional skill set following participation in USG assisted programs (Supp-12)
R1: Improved quality of early grade pre-service education programs
■ Number of host country higher education institutions receiving capacity development support with USG assistance (ES.2-1) ■ Education system strengthened through USG-assisted policy reform (Indicator ES.1-59) ■ Percentage of institutional capacity criteria that participating universities show improvement in, as measured by the HEIQAT or other similar tool. ■ Number of curriculum updated at universities ■ Education data systems strengthened through USG assistance (Indicator Supp 16) ■ Number of learners reached by USG-assisted higher education interventions (ES.2-55) ■ Percent of individuals with new employment following participation in USG-assisted workforce development programs (EG.6-12) ■ Percent of steering committee and technical working group meetings facilitated by and with pre-service actors (ie. GOJ, higher education institutions, and private sector)
R2: Strengthened quality of early grade education
■ Number of primary school educators who complete professional development activities on teaching students with special educational needs with USG assistance (Mission 4.2.2.2.c) ■ Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance (Mission 4.2.2.2.b) ■ Number of primary or secondary textbooks or other teaching and learning materials (TLM) provided with USG assistance (USAID F ES.1-10) (Mission 4.2.2.1.a) ■ Percentage of schools with adequate diverse, cohesive, and inclusive reading materials

- Percentage of observed classrooms with evidence of teacher’s guide utilization (Mission 4.2.2.a)
- Percentage of FD that have developed financial and programmatic planning documents
- Percentage of FDs examining school, FD, and national assessment data
- Number of private-public partnerships established
- Number of innovative research studies to inform pilot initiatives/interventions or policy reforms
- Education data systems strengthened through USG assistance (Indicator Supp 16)

A.5 GUIDING PRINCIPLES

Characteristics of successful approaches are those that include the following guiding principles:

Gender-Sensitive and Inclusive Development Approaches: The activity should foster student-centered and inclusive early grade education, including through interdisciplinary approaches, differentiated instruction, and socioemotional and universal design learning principles. The activity seeks to support schools, communities, and students to address learning loss and inequality along socio-economic and geographic lines as well as within a single classroom and consider gender disparities, priorities, and norms.

Socio-Emotional Learning and School-Based Violence Prevention: Socio-Emotional Learning (SEL) and School-Based Violence (SBV) are performance issues. One cannot separate these issues from overall school and student performance. Therefore, the activity should seek to ensure that SEL and SBV prevention interventions must be systematically linked to and imbued with tested education approaches such as teacher training, integrated curriculum and pedagogy, and enhanced extra-curricular programming.

Innovation: The activity should utilize research and international best practices to pilot and scale innovative, integrated, and inclusive student-centered initiatives that improve students learning outcomes and socio-emotional wellbeing (i.e. reimagining an integrated and child-centered early grade curriculum and integrated pedagogical knowledge content in early grade bachelors degree programs).

Return on Investment: The activity must prioritize interventions based on data-driven need and return on investment (i.e. focusing on foundational grade levels and competencies) within pre- and in-service training, curriculum development, and targeting (i.e. gender, socio-economic status, and geographical location). The activity must have measures of return on investment and be able to report on these with the regular reporting cycles.

Flexibility: The activity should incorporate flexibility and adaptive programming that changes in response to emerging evidence or strategic needs. The activity should be able to respond quickly to unanticipated program needs such as engagement with new stakeholders, support to nascent advocacy topics, rapid research, capacity development for strategic partners, etc.

Coordination: The activity should coordinate with relevant stakeholders, including line ministries, universities, the private sector, CSB, and implementing partners to leverage gains, ensure

complementarity of efforts, and avoid duplication of efforts. The activity will coordinate with other relevant USAID activities, including RAMP, TAP, ESMP, and PRESTIJ activities, and build on existing resources and systems in the Ministry particularly those that have come out of USAID technical assistance (i.e. coaching and mentoring, financial management, procurement, etc).

Private Sector Engagement: The activity should engage the private sector to advance accessibility of TLM and timeliness and utility of data for policy and decision making. The activity should actively seek opportunities available to engage with and partner with the private sector for the benefit of education.

Sustainability: This activity should ensure sustainability through working with and through GOJ systems and processes and continuously assessing whether existing structure and policies are still relevant, adequate, or efficient in achieving results. This includes ensuring sustainability of activities with regard to the relevant finance, procurement, planning, and human resource policy. The activity is envisioned to work through USAID's direct partnerships with GoJ entities, which provide funding for USAID technical assistance directly through these government entities, such as the Partnership for Education II agreement with the Ministry of Education. Additionally, this should leverage innovative and dynamic approaches for systems improvements at all levels of government (i.e. schools, FDs, governorates, and ministries).

[END OF SECTION A]

SECTION B - FEDERAL AWARD INFORMATION

B.1 ESTIMATE OF FUNDS AVAILABLE AND NUMBER OF AWARDS CONTEMPLATED

USAID intends to award one Cooperative Agreement pursuant to this notice of funding opportunity. Subject to funding availability and at the discretion of the Agency, USAID intends to provide up to \$49,000,000 in total USAID funding over a five (5) year period.

B.2 EXPECTED PERFORMANCE INDICATORS, TARGETS, BASELINE DATA, AND DATA COLLECTION

See Section A and Section F.

B.2 START DATE AND PERIOD OF PERFORMANCE FOR FEDERAL AWARDS

The anticipated period of performance is five (5) years. The estimated start date of the award is on or about July 2023.

B.3 SUBSTANTIAL INVOLVEMENT

As a result of this NOFO, USAID anticipates making an award of a cooperative agreement. A cooperative agreement implies a level of “substantial involvement” by USAID in certain programmatic aspects of the award. This substantial involvement will be through the Agreement Officer (AO), except to the extent that s/he delegates authority to the Agreement Officer’s Representative (AOR) in writing.

The anticipated substantial involvement elements for this award are as follows:

- (1) Approval of the recipient’s key personnel, which are essential to the successful implementation of the program.

The following positions have been designated as key to the successful implementation of the program objectives of this Cooperative Agreement. In accordance with this Substantial Involvement provision, these personnel are subject to the approval of the Agreement Officer:

- Chief of Party; and
- Deputy Chief of Party.

[The following are to be inserted at the time of award if the applicant proposes and USAID approves any additional Key Personnel positions]

- TBD
- TBD
- TBD

The minimum qualifications and responsibilities for the required key personnel are outlined below:

In addition to the stated requirements for each position, one of the required key personnel (either the Chief of Party and Deputy Chief of Party) must be a fluent Arabic speaker.

Chief of Party

The Chief of Party must provide overall technical and administrative leadership and expertise, and serve as the primary liaison with USAID on management and technical matters. S/he will be responsible for administering and managing the implementation of the activity and has the overall responsibility for assuring that all assistance provided is technically sound and appropriate to meet activity objectives. S/he must be responsible for all aspects of coordination and communication, including with the Jordanian government, other donors, universities, the civil society sector, and other potential implementing partners. S/he will supervise the work of all organizations (sub-awardees) and individuals engaged under the activity. USAID expects that the Chief of Party will be dedicated to the award on a full-time basis.

Required qualifications:

- A Master's degree, preferably in education, international development, economics, and/or public policy.
- At least 10 years of experience in early grade education in pre-service and/or in-service teacher education, in similar/relevant contexts, and experience in managing similar sized activities.
- Demonstrated ability to advise host country contacts at the ministerial level, and create and maintain effective working relations with international and local stakeholders, NGOs, local partners, and U.S. Government Agencies.
- A good understanding of the local context.
- Excellent communication and writing ability in English.

Deputy Chief of Party

The Deputy Chief of Party must be capable of fulfilling the role of the Chief of Party in that person's absence. In addition, his/her responsibility will be to ensure effective field Coordination. USAID expects that the Deputy Chief of Party will be dedicated to the award on a full-time basis.

Required qualifications:

- The DCOP must have either:
 - A Master's degree, preferably in education, public policy, international development, or related sectors; AND at least 8 years of systems strengthening,

research, and policy experience in education and governance, preferably in Jordan or similar contexts, and in managing central and field teams.

- OR -

- In lieu of a masters degree, the DCOP must have a bachelor's degree, preferably in education, public policy, international development, or related sectors; AND at least 10 years of systems strengthening, research, and policy experience in education and governance, preferably in Jordan or similar contexts, and in managing central and field teams.

AND:

- Extensive experience in systems strengthening and institutional capacity building in areas of public financial management, procurement, and human resource reforms.
- Demonstrated ability to advise host country contacts at the ministerial level, and create and maintain effective working relations with international and local stakeholders, NGOs, local partners, and U.S. Government Agencies
- A good understanding of the local context.
- Excellent communication and writing ability in English.

(2) Agency and Recipient Collaboration or Joint Participation

The following collaboration or joint participation of USAID and the recipient on the Early Grade Education Activity are authorized:

- a. The AOR will approve the Recipient's Activity Monitoring, Evaluation and Learning Plan.
- b. The AOR will review and approve substantive provisions of proposed sub-awards and their program descriptions.
- c. The AOR will monitor to authorize specific kinds of direction or redirection of the work because of the interrelationships with other projects or activities, including RAMP, PRESTIJ, Enhancing School Management Planning, and Technical Assistance Program Activities. All such direction or redirection must be within the program description budget, and other terms and conditions of the award.
- d. Communications with GOJ officials - The AOR must be present in all meetings with government officials at the Minister and Secretary General Levels. All communications with GOJ officials must be made by the Chief of Party and coordinated in advance with the USAID AOR. Exceptions may be granted but must be in writing and made prior to any meeting/communication.
- e. The AOR will engage in high-level Steering Committee or Technical Committee meetings, discussions on technical issues through the joint stakeholder and ministerial task force meetings, and procurement plan developments between the recipient and government partners.

(3) Approval of implementation work plans during performance:

- Annual Implementation Plans and subsequent revisions are subject to approval by the designated

USAID Agreement Officer's Representative (AOR) prior to implementing substantive work for each year of the Agreement. The recipient must ensure that the Implementation Plans align with the stated goals, intermediate results, and targets as well as fit within the scope, terms, and conditions of the Agreement.

B.4 AUTHORIZED GEOGRAPHIC CODE

The geographic code for the procurement of commodities and services under this program is **937** (the United States, the Recipient country, and developing countries other than advanced developing countries, but excluding any country that is a prohibited source).

B.5 NATURE OF THE RELATIONSHIP BETWEEN USAID AND THE RECIPIENT

The principal purpose of the relationship with the Recipient and under the subject program is to transfer funds to accomplish a public purpose of support or stimulation of the Early Grade Education Activity, which is authorized by Federal statute. The successful Recipient will be responsible for ensuring the achievement of the program objectives and the efficient and effective administration of the award through the application of sound management practices. The Recipient will assume responsibility for administering Federal funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the Federal award.

[END OF SECTION B]

SECTION C - ELIGIBILITY INFORMATION

C.1 ELIGIBLE APPLICANTS

Eligibility for this NOFO is not restricted.

Faith-based organizations are eligible to apply for federal financial assistance on the same basis as any other organization and are subject to the protections and requirements of Federal law.

Pursuant to Code of Federal Regulations (CFR) 200.400(g), it is USAID policy not to award profit under assistance instruments such as cooperative agreements, and as such, for-profit organizations must waive profits and/or fees to be eligible to submit an application. Forgone profit does not qualify as cost-share or leverage.

The applicant must be found to be a responsible entity before receiving an award. The Agreement Officer (AO) may determine that a pre-award survey is required in accordance with ADS 303.3.9.1 to determine whether the applicant has the necessary organizational capacity, experience, accounting and operational controls, and technical skills – or ability to obtain them – in order to achieve the objectives of the program and comply with established U.S. Government standards, laws, and regulations. Applicants who do not currently meet all USAID requirements for systems and controls may still be eligible under special award considerations and should not be discouraged from applying. USAID welcomes applications from organizations that have not previously received financial assistance from USAID. The prime recipient is encouraged to promote involvement of local organizations in the implementation of this activity.

The applicant is reminded that U.S. Executive Orders and U.S. law prohibits transactions with, and the provision of resources and support to, individuals and organizations associated with terrorism. It is the legal responsibility of the Recipient to ensure compliance with these Executive Orders and laws. This provision must be included in all sub-awards issued under this Cooperative Agreement.

Applications will not be accepted from individuals.

C.2 COST SHARING OR MATCHING

USAID has determined that cost share will not be required for this award.

C.3 LIMITATIONS ON SUBMISSIONS

Each applicant is limited to one application submission under this NOFO as the prime Applicant. There is no limitation on being included as a potential sub-awardee across multiple applications.

[END OF SECTION C]

SECTION D - APPLICATION AND SUBMISSION INFORMATION

D.1 AGENCY POINT OF CONTACT

Only the Agreement Officer (AO) is authorized to make commitments on behalf of USAID. The Agreement Officer is listed below:

Camille Garcia
Supervisory Agreement Officer
Acquisition and Assistance Office
USAID/Jordan
Amman, Jordan

The point of contact for information about this NOFO is:

Ahmad Al Shrari
Acquisition and Assistance Specialist
Acquisition and Assistance Office
USAID/Jordan
Amman, Jordan

The above contact information is only for informational purposes. The NOFO itself and any subsequent amendments can be found at www.grants.gov. All applications must be submitted according to instructions contained in this NOFO.

In order to maintain a fair and transparent funding opportunity, USAID maintains strict guidelines on whom within USAID may be contacted regarding applications or questions about the opportunity.

Applicants may only contact USAID via the email address provided in this NOFO. Failure to comply with the USAID points of contact guidance mandated in the NOFO may disqualify the Applicant(s).

D.2 QUESTIONS AND ANSWERS

Questions and requests for clarification regarding this NOFO must be submitted via email to BasicEd@usaid.gov no later than the date and time indicated on the cover letter. Inquiries received by any other means and those received after the due date for questions will not receive a response.

Any information given to a prospective applicant concerning this NOFO will be furnished promptly to all other prospective applicants as an amendment to this NOFO on www.grants.gov if that information is necessary in submitting applications or if the lack of it would be prejudicial to any other prospective applicant.

D.3 GENERAL CONTENT AND FORM OF APPLICATION

Each applicant must furnish the information required by this NOFO. Applications must be submitted in two separate parts: the Technical Application and the Business (Cost) Application. This subsection addresses general content requirements applying to the application. Please see subsections D.5 and D.6 below for information on the content specific to the Technical and Business (Cost) applications. The Technical Application must address technical aspects only while the Business (Cost) Application must present the costs, and address risk and other related issues.

Applicants must review, understand, and comply with all aspects of this NOFO. Failure to do so may be considered as being non-responsive and may be evaluated accordingly. Applicants should retain a copy of the application and all enclosures for their records.

Applications with Proprietary Data

Applicants who include data that they do not want disclosed to the public for any purpose or used by the U.S. Government except for evaluation purpose, should mark the cover page with the following:

“This application includes data that must not be disclosed, duplicated, or used – in whole or in part – for any purpose other than to evaluate this application. If, however, an award is made as a result of – or in connection with – the submission of this data, the U.S. Government will have the right to duplicate, use, or disclose the data to the extent provided in the resulting award. This restriction does not limit the U.S. Government’s right to use information contained in this data if it is obtained from another source without restriction. The data subject to this restriction are contained in sheets {insert sheet numbers}.”

Additionally, the applicant must mark each sheet of data it wishes to restrict with the following:

“Use or disclosure of data contained on this sheet is subject to the restriction on the title page of this application.”

D.4 SUBMISSION PROCEDURES

Applications in response to this NOFO must be submitted no later than the closing date and time indicated on the cover letter, or as amended. Applicants must retain proof of timely delivery in the form of system generated documentation of delivery receipt date and time/confirmation from the receiving office/certified mail receipt. Late applications may be considered at the discretion of the Agreement Officer.

Applications must be submitted by email to BasicEd@usaid.gov. Email submissions must include the NOFO number and applicant’s name in the subject line heading. In addition, for an application sent by

multiple emails, the subject line must also indicate whether the email relates to the technical or cost application, and the desired sequence of the emails and their attachments (e.g. "No. 1 of 4", etc.). For example, if your cost application is being sent in two emails, the first email should have a subject line that states: "[NOFO number], [organization name], Cost Application, Part 1 of 2".

USAID's preference is that the technical application and the cost application each be submitted as consolidated email attachments, e.g. that you consolidate the various parts of a technical application into a single document before sending it. If this is not possible, please provide instructions on how to collate the attachments. USAID will not be responsible for errors in compiling electronic applications if no instructions are provided or are unclear.

After submitting an application electronically, applicants should immediately check their own email to confirm that the attachments were indeed sent. If an applicant discovers an error in transmission, please send the material again and note in the subject line of the email that it is a "corrected" submission. Do not send the same email more than once unless there has been a change, and if so, please note that it is a "corrected" email.

Applicants are reminded that email is NOT instantaneous, and in some cases delays of several hours occur from transmission to receipt. Therefore, applicants are requested to send the application in sufficient time ahead of the deadline. For this NOFO, the initial point of entry to the government infrastructure is the USAID email server.

All applications received by the submission deadline will be reviewed for responsiveness to the NOFO and compliance with the required application format. No additions or modifications will be accepted after the submission date.

There may be a problem with the receipt of *.zip files due to anti-virus software. Therefore, applicants are discouraged from sending files in this format as USAID/Jordan cannot guarantee their acceptance by the internet server. File size must not exceed 25 MB per email.

USAID reserves the right not to review any applications that fail to follow these instructions.

D.5 TECHNICAL APPLICATION FORMAT

The technical application should be specific, complete, and presented concisely. The application must demonstrate the applicant's proposed approach, capabilities and expertise with respect to achieving the goals of this activity.

The Technical Application must not exceed the page limits specified below, including charts, tables and graphics. USAID will not review any pages in excess of the page limits noted in the subsequent sections. Please ensure that applications comply with the page limitations. Any additional annexes not required by this NOFO will not be reviewed.

Technical Applications shall be submitted in Word format, written in English, using 8 ½ x 11 inch letter format pages, single-spaced, using Times New Roman font size 12 pt with each page numbered consecutively, and have at least one inch margins on the top, bottom and sides. Smaller font, but not smaller than size 10 pt, can be used in tables, graphics and graphs. Technical applications must not include any cost information.

Applicants are to study the merit review criteria and organize the technical application according to the below outline. The content and strict page limitations for the technical application are as follows:

1. Cover Page	1-page limit
2. Table of Contents	1-page limit
3. List of Acronyms	1-page limit
4. Executive Summary	1-page limit
5. Technical Approach	17-page limit
6. Management Approach and Staffing	3-page limit
7. Annex A - Organizational Chart	1-page limit
8. Annex B – Key Personnel Documentation	3-page limit per candidate

1. Cover Page (1-page limit)

The Cover Page must include the following:

- NOFO number
- Activity title - *[While USAID has included “Early Grade Education Activity” as an activity name under this NOFO, the applicant is encouraged to propose a name for its program. The applicant may develop a creative activity title that captures the overall goal and that will resonate with school communities, education policy makers and other relevant stakeholders.]*
- Prime Applicant organization name
- Prime Applicant organization full address and telephone number
- Prime Applicant unique identifier number
- Prime Applicant authorized person’s full name, title/position, email address, phone numbers
- Signature of the individual with authority to sign on behalf of the prime applicant
- Names of any proposed sub-awardees/partners, segregated as local and international
- Letter of Credit (LOC) number, if applicable

2. Table of Contents (1-page limit)

Include major sections and page numbering to easily cross-reference sections, including by merit review criteria.

3. List of Acronyms (1-page limit)

If useful, the application may include an acronym list that defines the acronyms that are utilized in the application.

4. Executive Summary (1-page limit)

The Executive Summary will provide a high-level overview of key elements of the Technical Application. The Executive Summary must only summarize proposed elements included in the subsequent sections, and may not introduce other approaches or interventions that are not otherwise described in the subsequent Technical Approach and Management Plan and Staffing sections.

5. Technical Approach (See Section E.2.A.1.) (17-page limit)

This section of the application must outline the Applicant's proposed Technical Approach and must provide:

- A detailed description of the current context, challenges, risks, and opportunities for early grade education in Jordan, which builds upon the efforts of the Early Grade Reading and Mathematics Initiative (RAMP) and other USAID and basic education partners/activities.
- A clear and comprehensive description of the applicant's proposed approach to successfully implementing the activity and achieving the Activity goal, results, and guiding principles outlined in Section A of this NOFO. The proposed approach must be clear, evidence-based, technically sound, realistic and contextually appropriate for sustainably achieving the objectives specified in USAID's Program Description. The applicant must include a clear and comprehensive description of its proposed approach and the specific interventions that it will undertake, while clearly explaining the rationale for and timing of interventions, with clear, explicit actions to be implemented over the course of the five-year Activity in an easy-to-read format.
- A clear explanation of how the applicant will: leverage evidence-based methods; use collaborating, learning, and adapting approaches; engage with relevant USAID projects and key stakeholders; employ a child-centered and inclusive approach; and use government systems for sustainably achieving the results outlined in Section A of this NOFO for the targeted GoJ institutions at the central Ministry, MOE field directorate, and school levels.
- In addition to the programming areas described in Section A.4, the applicant may propose additional objectives or sub-objectives that will support the achievement of the required results. in which case the applicant must justify its proposed additional objectives with an accompanying supporting rationale.
- An illustrative logical results framework with indicators and five-year targets that aligns with the set of indicators in the Program Description. (There is a 2-page limit for this log-frame, and these pages will be counted towards the 17-page limit).

6. Management Approach and Staffing (See Section E.2.A.2.) (3-page limit)

This section of the technical application must outline the Applicant's Management Approach and Staffing, which should be appropriate and fully aligned with the proposed technical approach.

6.1 Management Approach - This section must include:

- A description of the applicant's proposed Management Approach including all the necessary resources to achieve the results described in Section A the Program Description. The Applicant's proposed Management Approach must be aligned with its Technical Approach, and must be appropriate, comprehensive, and sustainable for achieving the results of the activity. The

Management Approach must describe the overall structure of the activity, and how it will be managed to ensure efficient use of resources while leveraging partnerships to achieve results. The applicant must identify all proposed subrecipients, and explain their roles and responsibilities, including a discussion of how they will be fully integrated into and add value to the implementation of the activity. Where feasible and appropriate, USAID encourages applicants to partner with local organizations to the maximum extent practicable to build local capacity and ensure sustainability of the activity.

- A description of the Applicant's organizational capacity including the capacity of any proposed subpartner(s), and evidence of its experience in planning, implementing, and achieving results similar in scope and scale to those outlined in the Program Description. The applicant must give clear evidence of the capacity and ability of the Applicant and its proposed subpartner(s) to manage and carry out the Early Grade Education Activity.

6.2 Staffing - This section must include the following:

- In this section, the applicant must demonstrate how its proposed staffing, including key personnel and non-key positions, is appropriate, efficient and adequately skilled to successfully and effectively implement and manage the proposed interventions and achieve the results of the activity while incorporating the guiding principles. This includes a description of the proposed overall skills mix, and use of appropriate staffing and/or short term technical assistance (if applicable), demonstrating how this mixture will collectively possess the required technical and management expertise and skills to achieve the expected results. In-country staff presence should be prioritized and the applicant is expected to include qualified Jordanian staff to the fullest extent possible.
- Applicants must propose key personnel necessary for the successful implementation of the proposed technical approach and for the management and oversight of the activity. At a minimum, key personnel positions must include: a Chief of Party and a Deputy Chief of Party. Applicants must propose qualified candidates for the required key personnel positions of COP and DCOP. Proposed candidates must meet all of the minimum requirements described in Section B.3. In this section of the application, the applicant must demonstrate how they will contribute to achieving the activity objectives.

Subject to USAID review and approval, the applicant may also include, pursuant to its proposed approach, up to three other full-time personnel functioning in positions deemed key to successfully achieving the results of the activity. For key personnel positions other than the Chief of Party and Deputy Chief of Party, if any are proposed, the applicant must also propose the minimum requirements for the positions, which must be included in this section of the application. If candidates are identified for the additional proposed key personnel positions (in addition to the COP and DCOP), then this section must also include the names of the proposed candidates and demonstrate how their skills are relevant to the successful implementation of the Activity.

7. Annex A - Organizational Chart (1-page limit)

To support the applicant's Management Approach and Staffing narratives, the applicant must provide an organizational chart as an Annex A to the technical application. The organizational chart must be aligned with the applicant's proposed approach and must show reporting lines for all proposed staff, and sub-awardees, the location of work (central or field office), and proposed level of effort, including any limited home office support.

8. Annex B - Key Personnel Documentation (3-page limit per proposed candidate)

For each proposed key personnel candidate, the applicant must provide:

1. **Statement of Qualification (SOQ):** In support of its Staffing narrative, applicants must submit a separate SOQ for each candidate that it proposes for key personnel positions. The SOQ must provide a concise explanation of why the individual is suited for the proposed position and possesses the skills, knowledge and experience required for the position for which s/he is proposed. In the respective SOQs, the Applicant must clearly demonstrate how the proposed candidates for the COP and DCOP positions have met all of the minimum requirements as set forth in Section B.3 of this NOFO. Moreover, the applicant must also do this for candidates identified for other proposed key personnel positions that it proposes.
2. **References:** The applicant must provide three professional references for each proposed key personnel candidate including their names, titles, phone numbers, and email addresses. Note that it is in the interest of applicants to inform these contacts that USAID/Jordan will be contacting them in order to obtain information and verify qualifications. In addition, USAID/Jordan reserves the right to contact references for proposed Key Personnel candidates other than those indicated in the application; and
3. **Letter of Commitment:** For each identified key personnel candidate, the applicant must provide a letter signed by the proposed individual confirming their present intention to serve in the stated position and their present availability to serve for the term of the Agreement.

D.6 BUSINESS (COST) APPLICATION FORMAT (SEE SECTION E.2B))

The Cost Application must be completely separate from the Technical Application. While no page limit exists for the full cost application, the applicant is encouraged to be as concise as possible while still providing the necessary details. The business (cost) application must illustrate the entire period of performance, using the budget format shown in the SF-424A.

Prior to award, applicants may be required to submit additional documentation deemed necessary for the Agreement Officer to assess the applicant's risk in accordance with 2 CFR 200.205. Applicants should not submit any additional information with their submissions unless otherwise requested.

The Cost Application must contain the following sections (which are further elaborated below this listing for each requirement):

All Applicants must submit the following:

1. Cover Page
2. SF-424 Form(s)
3. Budget and Budget Narrative
4. Prior Approvals in accordance with 2 CFR 200.407
5. Approval of Subawards
6. Unique Entity Identifier (UEI) and SAM Registration

The following sections shall only be submitted when/if specifically requested by USAID.

7. Required Certifications and Assurances
8. History of Performance
9. Branding Strategy and Marking Plan

1. Cover Page

The cover page will be a single page and will include the below information.

- NOFO number
- Activity title - *[While USAID has included “Early Grade Education Activity” as an activity name under this NOFO, the applicant is encouraged to propose a name for its program. The applicant may develop a creative activity title that captures the overall goal and that will resonate with school communities, education policy makers and other relevant stakeholders.]*
- Prime Applicant organization name
- Prime Applicant organization full address and telephone number
- Prime Applicant unique identifier number
- Prime Applicant authorized person’s full name, title/position, email address, phone numbers
- Signature of the individual with authority to sign on behalf of the prime applicant
- Names of any proposed sub-awardees/partners, segregated as local and international
- Letter of Credit (LOC) number, if applicable

2. SF 424 Form(s)

The applicant must sign and submit the cost application using the SF-424 series. Standard Forms can be accessed electronically at <https://www.grants.gov/web/grants/forms/sf-424-family.html>.

Failure to accurately complete and submit these forms could result in the rejection of the application.

3. Detailed Budget and Budget Narrative

The applicant must submit a detailed budget and an accompanying budget narrative, which will supplement and build upon the applicant's SF-424A. The applicant's detailed budget must include the same cost categories and guidelines as the standard form, and the [instructions](#) provided for Section B. 6.a-k of the SF-424A also serve as a guide in the preparation of the applicant's detailed budget and budget narrative.

Detailed Budget: The Detailed Budget must be submitted as one unprotected Excel file (MS Office 2000 or later versions) with unlocked, visible formulas and references, and must be broken out by project year. A PDF version of the Excel spreadsheet may be submitted in addition to the Excel version at the applicant's discretion, however, the official cost application submission is the unlocked Excel version. Files must not contain any hidden or otherwise inaccessible cells or references. Budgets with hidden cells lengthen the cost analysis time required to make an award, and may result in a rejection of the cost application.

Budget Narrative: The Budget Narrative must explain the basis for all of the proposed cost estimates, and must contain sufficient detail to allow USAID to understand the proposed costs. The Budget Narrative must be thorough, including sources for cost estimates to support USAID's determination that the proposed costs are fair and reasonable. The applicant must ensure the budgeted costs are adequate to implement the proposed activities, including required Branding and Marking and environmental compliance.

The Detailed Budget must include the following worksheets or tabs, and contents, at a minimum:

- Summary Budget, inclusive of all program costs, broken out by major budget category and by year for activities implemented by the applicant and any potential sub-applicants for the entire period of the program. See Section H, Attachment 1 for Budget Template.
- Detailed Budget, including a breakdown by year, sufficient to allow the Agency to determine that the costs represent a realistic and efficient use of funding to implement the applicant's program and are allowable in accordance with the applicable cost principles, for example those found in 2 CFR 200 Subpart E. The Detailed Budget must contain the following budget categories and information, at a minimum:
 - **Personnel**– Must be proposed consistent with 2 CFR 200.430 Compensation - Personal Services. The applicant's budget must include position title, salary rate, level of effort, and salary escalation factors for each position. The Budget Narrative must demonstrate that the proposed compensation is reasonable for the services rendered and consistent with what is paid for similar work in other activities of the applicant. Applicants must propose compensation consistent with their established written policies on personnel compensation. If the applicant proposes a specific element of compensation that is not consistent with their written policies, the Budget Narrative must describe the rationale used and supporting market research.

- **Fringe Benefits** – (if applicable) If the applicant has a fringe benefit rate approved by an agency of the U.S. Government, the applicant must use this rate and provide evidence of its approval. If an applicant does not have an approved fringe benefit rate, the applicant must propose a rate and explain how the applicant determined the rate. In this case, the Budget Narrative must include a detailed breakdown comprised of all items of fringe benefits (e.g., superannuation, gratuity, etc.) and the costs of each, expressed in U.S. dollars and as a percentage of salaries.
- **Travel** – Provide details to explain the purpose of the trips, the number of trips, the origin and destination, the number of individuals traveling, and the duration of the trips. Per Diem and associated travel costs must be based on the applicant's normal travel policies. Allowances, when proposed, must be broken down by specific type and by position.
- **Equipment & Supplies** – Must include information on estimated types of equipment, models, supplies and the cost per unit and quantity. The Budget Narrative must include the purpose of the equipment and supplies and the basis for the estimates. The Budget Narrative must support the necessity of any rental costs and reasonableness in light of such factors as: rental costs of comparable property, if any; market conditions in the area; alternatives available; and the type, life expectancy, condition, and value of the property leased.
- **Contractual:** This section must specify the budget for the portion of the program to be passed through to any subawardee or otherwise contracted out. See 2 CFR 200.1 and 200.331 for assistance in determining whether the sub-tier entity is a subawardee or contractor. Proposed subawards must be included in a separate subcategory of the budget, and will require approval in accordance with 2 CFR 200.308. Also, in a separate budget tab for each subaward, the applicant must provide the same level of detail for its proposed subawards as is expected for the prime. The subaward budgets must align with the same requirements as the applicant's budget, i.e. the applicant must submit detailed budgets for each subawardee, for all federal funding, broken out by budget category and by year, for the entire implementation period of the project. The applicant must include a Budget Narrative for each proposed subawardee that provides detailed budget explanations and supporting justification of each proposed subaward budget line item.
- Construction - (N/A - No construction is envisioned under this award.)
- **Other Direct Costs** – This may include other costs not elsewhere specified, such as report preparation costs, passports and visas fees, medical exams and inoculations, as well as any other miscellaneous direct costs which directly benefit the program proposed by the applicant. Applicants must explain all assumptions in the Budget Narrative. The applicant should indicate the subject, venue and duration of any proposed conferences and seminars, and their relationship to the objectives of the program, along with estimates of costs.

- **Indirect Costs** – Applicants must indicate whether it is proposing to apply approved negotiated indirect cost rates, the de minimis rate, or whether it will charge all costs directly. In order to better understand indirect costs, please see Subpart E of 2 CFR 200.414. The applicant must identify which approach it is requesting and provide the applicable supporting information. Below are the most commonly used Indirect Cost Rate methods:

Method 1 - Negotiated Indirect Cost Rate Agreement (NICRA)

- Eligibility: Any applicant with a NICRA issued by a USG Agency must use that NICRA
- Initial Application Requirements: If the applicant has a current NICRA, submit your approved NICRA and the associated disclosed practices. If your NICRA was issued by an Agency other than USAID, provide the contact information for the approving Agency. Additionally, at the Agency's discretion, a provisional rate may be set forth in the award subject to audit and finalization. See [USAID's Indirect Cost Rate Guide for Non Profit Organizations](#) for further guidance.

Method 2 - De minimis rate of 10% of modified total direct costs (MTDC)

- Eligibility: Any applicant that has never received a NICRA
- Initial Application Requirements: Costs must be consistently charged as either indirect or direct costs, but may not be double charged or inconsistently charged as both. If chosen, this methodology once elected must be used consistently for all Federal awards until such time as a non-Federal entity chooses to negotiate an indirect rate, which the non-Federal entity may apply to do at any time. The applicant must describe which cost elements it charges indirectly vs. directly. See 2 CFR 200.414(f) for further information.

Method 3 - Direct Charge Only

- Eligibility: Any applicant that does not have an approved NICRA
- Initial Application Requirements: See above on direct costs. The applicant must clearly explain its allocation methodology for costs that would otherwise be considered indirect.

If the applicant does not have an approved NICRA and does not elect to utilize the 10% de minimis rate, the Agreement Officer will provide further instructions and may request additional supporting information, including financial statements and audits, should the application still be under consideration after the merit review. USAID is under no obligation to approve the applicant's requested method.

Cost Sharing – This NOFO does not require a cost share.

4. Prior Approvals in accordance with 2 CFR 200.407

Inclusion of a cost item in the detailed application budget does not satisfy requirements for prior approval by the Agency. If the applicant would like the award to reflect approval of any cost elements

for which prior written approval is specifically required for allowability, the applicant must specify the request and justify that cost. See 2 CFR 200.407 for information regarding which cost elements require prior written approval.

5. Approval of Subawards

The applicant must submit information for all subawards that it wishes to have approved at the time of award. For each proposed subaward the applicant must provide the following:

- Name of organization
- Unique Entity Identifier (UEI) - this may be provided prior to the issuance of the subaward
- Confirmation that the subrecipient does not appear on the Treasury Department's Office of Foreign Assets Control (OFAC) list
- Confirmation that the subrecipient does not have active exclusions in the System for Award Management (SAM)
- Confirmation that the subrecipient is not listed in the United Nations Security designation list
- Confirmation that the subrecipient is not suspended or debarred
- Confirmation that the applicant has completed a risk assessment of the subrecipient, in accordance with 2 CFR 200.332(b)
- Any negative findings as a result of the risk assessment and the applicant's plan for mitigation.

6. Unique Entity Identifier (UEI) and SAM Registration

Applicants must obtain a Unique Entity Identifier (UEI) and register in the System for Award Management (SAM) (<https://sam.gov/>) in order to be eligible to receive federal assistance, such as grants and cooperative agreements. Unless an exemption applies (see ADS 303maz), applicants must be registered in SAM prior to issuance of an award. Recipients must maintain an active SAM registration while they have an active award. Each applicant (unless the applicant is an individual or entity that is exempted from UEI/SAM requirements under 2 CFR 25.110) is required to:

1. Provide a valid UEI for the applicant and all proposed sub-recipients prior to issuing the subaward;
2. Be registered in SAM before issuance of an award..
3. Continue to maintain an active SAM registration with current information at all times during which it has an active Federal award or an application or plan under consideration by a Federal awarding agency.

The registration process may take many weeks to complete. Therefore, applicants are encouraged to begin the process early. If an applicant has not fully complied with the requirements above by the time USAID is ready to make an award, USAID may determine that the applicant is not qualified to receive an award and use that determination as a basis for making an award to another applicant.

Applicants can find additional resources for registering in SAM, including a Quick Start Guide and a video, on <https://sam.gov/>.

The following sections shall only be submitted when/if specifically requested by USAID.

7. Required Certifications and Assurances

Note: Applicants should not provide the information unless requested by the AO.

The applicant must complete the following documents and submit a signed copy upon the AO's request:

- (1) "Certifications, Assurances, Representations, and Other Statements of the Recipient" document found at <https://www.usaid.gov/ads/policy/300/303may>;
- (2) Assurances for Non-Construction Programs (SF-424B);
- (3) Certificate of Compliance: Please submit a copy of your Certificate of Compliance if your organization's systems have been certified by USAID/Washington's Office of Acquisition and Assistance (M/OAA), if applicable.

8. History of Performance

Note: Applicants should not provide the below information unless requested by the AO.

The applicant must provide information regarding its recent history of performance for all its cost-reimbursement contracts, grants, or cooperative agreements involving similar or related programs, not to exceed five awards, as follows:

- Name of the Awarding Organization;
- Award Number;
- Activity Title;
- A brief description of the activity;
- Period of Performance;
- Award Amount;
- Reports and findings from any audits performed in the last three years; and
- Name of at least two (2) updated professional contacts who most directly observed the work at the organization for which the service was performed with complete current contact information including telephone number, and e-mail address for each proposed individual.

If the applicant encountered problems on any of the referenced Awards, it may provide a short explanation and the corrective action taken. The applicant should not provide general information on its performance. USAID reserves the right to obtain relevant information concerning an applicant's history of performance from any sources and may consider such information in its review of the applicant's risk.

The Agency may request additional information and conduct a pre-award survey if it determines that it is necessary to inform the risk assessment.

9. Branding Strategy & Marking Plan

Note: Applicants should not provide the below information unless requested by the AO.

It is a federal statutory and regulatory requirement (see Section 641, Foreign Assistance Act of 1961, as amended and 2 CFR 700.16) that all USAID programs, projects, activities, public communications, and commodities that USAID partially or fully funds under a USAID grant or cooperative agreement or other assistance award or sub-award must be marked appropriately overseas with the USAID identity. In accordance with ADS 320.3.3 Branding and Marking Requirements for Assistance Awards USAID's policy is that programs, projects, activities, public communications, or commodities implemented or delivered under co-funded instruments – such as grants, cooperative agreements, or other assistance awards that usually require a cost share generally are “co-branded and co-marked.”

The Apparently Successful Applicant will be required to submit a Branding Strategy and Marking Plan to be reviewed and approved by the Agreement Officer prior to award execution. A Branding Strategy and Marking Plan must be in accordance with USAID Branding and Marking Plan as required per ADS 320 at the following link: <https://www.usaid.gov/ads/policy/300/320>. See 2 CFR 700.16 or, for non-U.S. organizations, see the provision entitled “Marking and Public Communications Under USAID-Funded Assistance”.

The Recipient must comply with the requirements of the USAID “Graphic Standards Manual” available at www.usaid.gov/branding, or any successor branding policy.

The Agreement Officer will review the proposed Branding Strategy and Marking Plan for adequacy to ensure that it complies with the Agency branding and marking guidance that can be found at <http://www.usaid.gov/branding/> and at <https://www.usaid.gov/ads/policy/300/320>.

Applicants need to include anticipated costs for branding strategy and marking plan in the budget and describe these costs in detail to the degree possible in the budget narrative. The Agreement Officer will ensure that any estimated costs associated with branding and marking are included in the Total Estimated Amount of the grant or cooperative agreement or other assistance award.

D.7 FUNDING RESTRICTIONS

Profit is not allowable for recipients or subrecipients under this award. See 2 CFR 200.330 for assistance in determining whether a sub-tier entity is a subrecipient or contractor.

Construction will not be authorized under this award.

USAID will not allow the reimbursement of pre-award costs under this award without the explicit

written approval of the Agreement Officer.

Except as may be specifically approved in advance by the AO, all commodities and services that will be reimbursed by USAID under this award must be from the authorized geographic code specified in Section B.4 of this NOFO, and must meet the source and nationality requirements set forth in 22 CFR 228.

D.8 CONFLICT OF INTEREST PRE-AWARD TERM (AUGUST 2018)

a. Personal Conflict of Interest

1. An actual or appearance of a conflict of interest exists when an applicant organization or an employee of the organization has a relationship with an Agency official involved in the competitive award decision-making process that could affect that Agency official's impartiality. The term "conflict of interest" includes situations in which financial or other personal considerations may compromise, or have the appearance of compromising, the obligations and duties of a USAID employee or recipient employee.
2. The applicant must provide conflict of interest disclosures when it submits an SF-424. Should the applicant discover a previously undisclosed conflict of interest after submitting the application, the applicant must disclose the conflict of interest to the AO no later than ten (10) calendar days following discovery.

b. Organizational Conflict of Interest

The applicant must notify USAID of any actual or potential conflict of interest that they are aware of that may provide the applicant with an unfair competitive advantage in competing for this financial assistance award. Examples of an unfair competitive advantage include, but are not limited to, situations in which an applicant or the applicant's employee gained access to non-public information regarding a federal assistance funding opportunity, or an applicant or applicant's employee was substantially involved in the preparation of a federal assistance funding opportunity. USAID will promptly take appropriate action upon receiving any such notification from the applicant.

[END OF SECTION D]

SECTION E - APPLICATION REVIEW INFORMATION

E.1 GENERAL

The Government will make an initial review of timely applications to determine compliance with the instructions included in this NOFO. To be acceptable and eligible for evaluation, applications must be prepared in accordance with Section D - APPLICATION AND SUBMISSION INFORMATION, and must meet all the requirements set forth in the other sections of this NOFO. The Government intends to review Technical and Cost Applications separately noting that the cost application will only be reviewed for the Apparently Successful Applicant. The Government may determine an Applicant to be unacceptable and exclude it from further consideration for failure to comply with the NOFO requirements.

E.2 REVIEW AND SELECTION PROCESS

E.2.1 MERIT REVIEW

The merit review criteria prescribed herein are tailored to the requirements of this particular NOFO. Applicants should note that these criteria serve to: (a) identify the significant matters which the applicants should address in their applications, and (b) set the standard against which all applications will be evaluated.

Technical applications will be reviewed in accordance with the merit review criteria set forth below. A Selection Committee (SC) comprised of a majority of USAID staff shall conduct a merit review of all applications received that comply with the instructions in this NOFO. The evaluation will be conducted using an adjectival rating system against each merit review criterion using an adjectival rating system.

Technical Applications will be reviewed and evaluated in accordance with the following criteria shown in descending order of importance, with Technical Approach being more important than the Management Approach and Staffing:

1. TECHNICAL APPROACH

The extent to which the proposed technical approach is clear, evidence-based, technically-sound, realistic, contextually appropriate and sustainable in successfully achieving the Program Description.

2. MANAGEMENT APPROACH AND STAFFING

- The extent to which the Management Approach is appropriate, comprehensive, sustainable and capable of successfully achieving the Program Description.
- The extent to which the proposed staffing is appropriate, efficient and adequately skilled to effectively manage and implement the proposed activities and successfully achieve the Program Description.

Note: As stated in Section D.5.6, proposed candidates for the required key personnel positions must meet all of the minimum requirements described in Section B.3.

E.2.2 BUSINESS (COST) APPLICATION REVIEW

The Agency will evaluate the cost application of the apparently successful applicant(s) under consideration for an award as a result of the merit review to determine whether the costs are allowable in accordance with the applicable cost principles, such as those found in 2 CFR 200 Subpart E.

The Agency will also consider (1) the extent of the applicant's understanding of the financial aspects of the program and the applicant's ability to perform the activities within the amount requested; (2) whether the applicant's plans will achieve the program objectives with reasonable economy and efficiency; and (3) whether any special conditions relating to costs should be included in the award.

While cost share is not required under this NOFO, if an Applicant elects to propose cost share, it will be reviewed for compliance with the standards set forth in 2 CFR 200.306, 2 CFR 700.10, and the Standard Provision "Cost Sharing (Matching)" for U.S. entities, or the Standard Provision "Cost Share" for non-U.S. entities.

The AO will perform a risk assessment (2 CFR 200.206). The AO may determine that a pre-award survey is required to inform the risk assessment in determining whether the prospective recipient has the necessary organizational, experience, accounting and operational controls, financial resources, and technical skills – or ability to obtain them – in order to achieve the objectives of the program and comply with the terms and conditions of the award. Depending on the result of the risk assessment, the AO will decide to execute the award, not execute the award, or award with “specific conditions” (2 CFR 200.208).

[END OF SECTION E]

SECTION F - FEDERAL AWARD ADMINISTRATION INFORMATION

F.1 FEDERAL AWARD NOTICES

Award of the agreement contemplated by this NOFO cannot be made until funds have been appropriated, allocated and committed through internal USAID procedures. While USAID anticipates that these procedures will be successfully completed, potential applicants are hereby notified of these requirements and conditions for the award. The Agreement Officer is the only individual who may legally commit the Government to the expenditure of public funds. No costs chargeable to the proposed Agreement may be incurred before receipt of either a fully executed Agreement or a specific, written authorization from the Agreement Officer.

Following selection for award and successful negotiations with the apparently successful applicant, an electronic copy of the notice of the award signed by the Agreement Officer will be sent to the successful applicant, which serves as the authorizing document. The Agreement Officer will only do so after making a positive responsibility determination that the applicant possesses, or has the ability to obtain, the necessary management competence in planning and carrying out assistance programs and that it will practice mutually agreed upon methods of accountability for funds and other assets provided by USAID.

The award will be issued to the contact as specified in the application as the Authorized Individual in accordance with the requirements in the Representations and Certifications.

USAID reserves the right to perform a pre-award survey, which may include, but is not limited to,:(1) interviews with individuals to establish their ability to perform agreement duties under the project conditions; (2) a review of the prime recipient's financial condition, business and personnel procedures, etc.; and, (3) site visits to the prime recipient's institution.

F.2 ADMINISTRATIVE & NATIONAL POLICY REQUIREMENTS

Any award resulting from this NOFO will be administered in accordance with the following policies and regulations.

For US organizations: [ADS 303](#), [2 CFR 700](#), [2 CFR 200](#), and [Standard Provisions for U.S. Non-governmental organizations](#).

For Non US organizations: [ADS 303](#), [Standard Provisions for Non-U.S. Non-governmental Organizations](#).

The actual Standard Provisions included in the award will be dependent on the organization that is selected. The award will include the latest Mandatory Provisions for either U.S. or non-U.S. Nongovernmental organizations. The award will also contain the "required as applicable" Standard

Provisions. The full text of all mandatory and required as applicable standard provisions will be included in the award document.

F.3 REPORTING REQUIREMENTS

The Recipient will adhere to all reporting requirements listed below; further, US Nongovernmental organizations need to be in compliance with 2 CFR 200 and 2 CFR 700 (specifically 2 CFR 200.328-329). The Recipient will submit all reports by the due date for approval from the Agreement Officer's Representative (AOR). The Recipient will consult with the AOR on the format and content prior to submission. In addition to the reports below, the AOR may request additional information to contribute to the internal USAID project reviews. Due dates for specific reports are stated below. Where a number of days is indicated, those are stated in calendar days. Any changes to due dates require the AO's prior written approval.

F.3.1 Program Reporting

The Recipient must submit a copy of each report required by this Agreement to the Agreement Officer, the AOR, and the Development Experience Clearinghouse (DEC). Submission to the DEC must be through the public-facing and searchable DEC Website (<http://dec.usaid.gov>).

(1) Activity Monitoring, Evaluation & Learning (MEL) Plan

As per ADS 201, the Recipient is required to submit for AOR approval an Activity Monitoring, Evaluation & Learning (MEL) Plan for the life of the Activity based on its proposed monitoring, evaluation and learning strategy for collecting, evaluating and validating data which will be used to measure overall progress towards Mission goals. The draft Activity MEL Plan is due to the AOR within 90 calendar days of the award, with a final version due to the AOR within 120 calendar days of the award. All aspects of the MEL Plan should be in line with USAID's ADS 201 on assessing and learning and adhere to the following:

- o The AOR will work with the Recipient and the Mission's M&E Specialist(s) to ensure that the Activity MEL Plan is consistent with, and meets the data collection needs of the Mission's Performance Management Plan (PMP), and the Mission's annual Performance Plan and Report (PPR).
- o The MEL Plan must include a narrative that clearly articulates the activity's theory of change, describing the causal and logical relationships between different levels of results, along with the associated interventions, indicators and other performance data, and critical assumptions under each result. The MEL Plan must also present a logic model that illustrates these results, the causal and logical relationships between them, and the indicator and other performance data required to measure each.

- o The MEL Plan must include approaches for a systematic, intentional and resourced approach to a strategic collaboration, continuous learning and adaptive management. In developing the MEL Plan, the Recipient must identify and describe: learning objectives with corresponding information needs; strategic opportunities to “pause and reflect” and coordinate and collaborate with stakeholders; approaches for regular learning to address the identified learning objectives; plans for documenting the knowledge and learning from these opportunities, and disseminating findings; resources (financial and human resources as well as tools) needed to implement learning approaches; and, approaches to adapting/adjusting implementation and programming as a result of this learning.
- o The Recipient must develop performance indicators and establish baselines and targets for output, outcome, and impact level monitoring, as well as benchmarks for performance over the life of the activity. The baselines and targets must be developed with oversight from and in coordination with the Mission’s Program Office and MEL contractor. The MEL Plan must also contain metrics for the sustainability of successful interventions introduced with activity support. The AOR will provide a list of Mission PMP indicators required for the activity.
- o The MEL Plan must include the required Mission PMP indicators along with any others being proposed by the Recipient that are deemed necessary or useful in measuring progress against the overall goal and project objective(s). Selected indicators should be a combination of performance and context indicators. Recipients should be strategic in their selection of additional indicators to ensure an appropriate balance between required data and the resource costs of data collection, analysis and reporting. The MEL Plan must include quarterly and/or annual targets, as per the indicator requirements, necessary to reach the life of project targets identified by the Mission for required Mission indicators and identified by the Recipient for all other indicators. USAID criteria for selecting performance indicators is that they be direct, objective, practical, adequate, management useful and reflect progress toward achieving results, and, to the extent possible, be attributable to USAID. Performance data must meet reasonable quality criteria of validity, reliability, timeliness, precision and integrity. The Recipient and USAID will agree upon the final choice of performance indicators useful for timely management decisions and credibly reflecting the actual performance of the activity.
- o USAID/Jordan may require the Recipient to track and report on additional performance indicators subject to changing of Agency guidance and/or the requirements of specific funding sources and the Mission’s own Performance Management Plan (PMP).
- o The Recipient must collect, analyze, and submit to USAID data disaggregated by sex geographic location, and disability, as applicable. To ensure that USAID assistance makes the maximum optimal contribution to gender equality, performance management systems and evaluations must include gender-sensitive and inclusive indicators and sex-disaggregated data when applicable and feasible; M&E plans should also capture proposed actions that will address any identified gender-related, inclusive-education, and socio-emotional well being issues. Geographic disaggregation is required for the governorate and field directorate levels.

The Recipient should also consider including other relevant disaggregations for indicators – for example, age and type of institution.

- o The MEL Plan must also include, in consultation with USAID, agreed-upon planned internal and external evaluations and evaluation questions that are salient to the implementation, adaptation or review of the activity in line with the USAID Evaluation Policy. The MEL Plan should demonstrate how the timing and content of evaluations and questions will: help clarify and focus activity objectives; serve as an early warning system, forecasting, and reporting tool; promote on-going discussions pertaining to activity scope and direction; and, aid in effective management and decision making.
- o The MEL Plan must also include an explanation of the monitoring approach and estimated resources required to successfully implement the MEL Plan. This will be done through describing the Recipient's M&E system, including policies and procedures for how data and information will be collected, analyzed, and used; methodology of establishing baselines and targets; staffing/expertise, roles and responsibilities for the management and implementation of the MEL Plan; systems (automated or other) where data will be collected and stored; resources for M&E functions; procedures for communicating with USAID; means of adapting and learning; schedule for M&E functions, such as reporting performance data, assessing progress and making adjustments if needed; etc.
- o ADS 201 requires a Beneficiary Feedback Plan as part of the MEL plan to (1) request regular feedback directly from beneficiaries to validate the quality and relevance of activities and (2) respond to that feedback. [Accountability and Feedback Plans \(AFPs\)](#) are an enhanced version of that requirement, identifying key voices (including beneficiaries and others) that implementing partners and USAID will consult to understand different perspectives on activity implementation and its potential impact on communities. In particular, consideration should be given to intentionally reaching and consulting underserved and marginalized voices including women, youth, and persons with disabilities.
- o Reporting on performance indicators will be done through the Mission's performance management information system, which is currently Development Information Solution (DIS).

USAID/Jordan's recommended Activity MEL Plan and other related M&E templates are available <https://jordankmportal.com/>. The Recipient should check with the Program Office, through their AOR, for further guidance, clarifications and applicable templates.

(2) Annual Work Plans (AWP)

The work plans for all USAID/Education and Youth Office activities are aligned with the USG Fiscal Year Calendar (October 1 to September 30). The Recipient will submit its first work plan to the AOR for approval within 45 calendar days of Award. The first work plan will cover the period from the start date of the Award until the end of the first USG Fiscal Year of the Activity – therefore the first work plan may

cover less than twelve months depending on the date of Award. The AOR will provide comments within 20 calendar days to the Recipient and the Recipient will have 15 calendar days to respond and make all requested changes, after which the AOR will provide final approval within 15 calendar days.

All subsequent work plans will be submitted to the AOR no later than September 1 and will cover the next Fiscal Year, i.e. October 1 to September 30. The AOR will provide comments within 20 calendar days to the Contractor and the Contractor will have 15 calendar days to respond and make all requested changes, after which the AOR will provide final approval within 15 calendar days. All work plans must be developed in cooperation with the AOR, other USAID/Education and Youth office Activities, other relevant USAID/Jordan activities, donor programs, the GOJ, beneficiary communities, and all other relevant stakeholders as designated by the AOR.

The award will be guided by the Program Description which will provide an overall project ‘map’ that indicates broad activities, expected outcomes, annual milestones, and budget along the five year timeline. Annual Work Plans (AWP) are developed yearly in alignment with the USG fiscal year and include proposed activities for the given year, time-frame, and implementation of activities review of the previous year’s accomplishments (if applicable), problems and challenges encountered in achieving specified results, proposed annual outputs, and progress towards achieving results. USAID may require that AWP’s reflect activity budgeting for the period, including projected costs by programming category. The AWP’s must also describe a plan and timeline for internal monitoring and evaluation that takes into account the PMP and the external monitoring and evaluation plan. The AWP’s will be developed in-country by the Contractor and in cooperation with USAID/Jordan and other stakeholders, including GoJ.

The first year’s AWP must also include a gender analysis, inclusive education analysis, and socioemotional learning and childhood development analysis, and systems and capacity assessment (i.e. universities, Central MOE, and Field Directorates) and integrate interventions to address the findings from the analysis. Analysis should build on and not duplicate efforts from recent assessments, focusing on early grade education. This activity will contribute and should align with the [2018 USAID Education Policy](#), [2021 USAID Local Capacity Development Policy](#), and [2020 USAID Gender Equality and Women’s Empowerment Policy](#) and may make use of USAID’s guidance document on Suggested Approaches for Integrating Inclusive Development.

Subsequent annual work plans should then reflect any updates to the analysis and planned interventions. The gender analysis should contain information related to as many of the five domains listed below as possible (ADS 205.3.2):

- Laws, Policies, Regulations, and Institutional Practices
- Cultural Norms and Beliefs
- Gender Roles, Responsibilities and Time Use
- Access to and Control over Assets and Resources
- Patterns of Power and Decision-making

It should also include discussion of gender issues that impact men and boys as well as women and girls. The proposed interventions, integrated in the work plan, should ensure equal participation of and benefit

to male and female beneficiaries, and directly address the gaps identified in the gender analysis. The activity's logic model and proposed indicators should reflect the gender-sensitive issues that the activity will impact.

The Recipient must ensure that sustainability approach is integrated in the AWP after USAID-funded efforts end. The sustainability approach must address key sustainability challenges for key partners. It must detail a roadmap for how the Recipient will work with key partners during the program to address these key challenges.

Annual Work Plans must not deviate from award requirements. All activities planned through this process must be in accordance with the award Program Description and consistent with the approved budget for the award. Inclusion of items in the AWP does not obviate the need to seek specific approvals from USAID when those additional approvals might be required by policy and regulation. Modifications to the AWP that respond to changed conditions may be proposed by the Recipient and approved by the AOR; however, in no case may any work plan activity deviate from the Program Description or award terms without the explicit prior written approval of the USAID Agreement Officer.

(3) Quarterly Performance Reports

Thirty (30) calendar days after the end of each USG fiscal year quarter, the Recipient will provide quarterly performance reports (in accordance with 2 CFR 200.328 (b) (1)) to describe activities undertaken; report on progress made toward achieving results, and make necessary adjustments for activities that will be undertaken in the next quarter. The report must be brief yet precise, description of the activities, with emphasis on issues that have arisen, impacts made, constraints encountered, reasons and justifications for any delays on deliverables and suggestions for additional actions that might be taken. The quarterly report must include the Recipient's accrued expenditures.

All reports will be submitted to the AOR in electronic copy and require written approval of the AOR. Any changes to due dates require the AO's written approval. The report should contain an executive summary and the following, at a minimum:

- Summary of the results for the reporting period and key achievements.
- If construction is approved under this award, the status of the construction activities in each construction site, as applicable. This should include the financial status of each construction contract as well as the CMC Contract.
- Quarterly data for the required Performance Indicators, as determined in the MEL Plan. Reporting will be done through the Mission's online performance monitoring system, which is currently DIS. The Recipient will work with the AOR and the Program Office to obtain access to the DIS system and ensure proper structure of the system as necessary for their activity.
- Any implementation problems as well as proposed corrective actions and the costs associated with the delay.
- Cross-cutting issues considerations in implementation and performance during the quarter should be specified and included as annexes. At a minimum, cross-cutting issues should

include: gender; youth; disabilities; institutional strengthening and local capacity building; policy reforms; science, technology and innovation.

- Documentation of lessons learned and best practices that can be taken to scale.
- List of training programs conducted during the quarter, as applicable, to include type of trainees and their number disaggregated by sex.
- List of geographic data related to where interventions are being implemented.
- List of completed assessments and evaluations and plans for utilizing findings and recommendations.
- List of completed and upcoming events (national and sub-national meetings, seminars, training sessions, conferences, and others; international consultant visits; and meetings with key GOJ officials and decision-makers), with dates.
- Environmental Status Report (ESR) section based on the approved Initial Environmental Examination (IEE) and Environmental Monitoring and Mitigation Plan (EMMP).
- List of staff and consultants with dates in/out of the country.
- Report on measures of return on investment and sustainability

Quarterly reports will not exceed 30 pages. Annexes may be included if they support findings, conclusions, and recommendations of the core document.

A copy of the Mission's recommended Quarterly Performance Report Template is available at <https://jordankmportal.com/>. The Recipient should check with the Program Office through their AOR for clarifications and applicable templates.

(4) Annual Performance Reports

The fourth quarterly performance report shall serve as the Annual Performance Report and shall be submitted within 90 calendar days after the end of the first full USAID fiscal year and annually thereafter for each authorized year of performance. The Annual Performance Report shall follow the same format as the quarterly report, but with additional focus on cumulative accomplishments, progress and problems toward achievement of results, performance measures, indicators and benchmarks tied to the Annual Implementation Plan and the MEL Plan targets, for the quarter and the entire previous fiscal year, which runs from October 1-September 30. In addition, the Annual Performance Report must include an analysis of the performance indicators data and proposed revisions of annual target projections as needed.

The Annual Performance Report will be submitted to the AOR in electronic copy and require written approval of the AOR. Any changes to due dates require the AO's written approval. The report should contain an executive summary and the following, at a minimum, in addition to the quarterly report components:

- Qualitative and quantitative data required by USAID for the annual Performance Plan and Report (PPR) purposes, a brief listing of the project's major activities and successes during the year; knowledge sharing and learning activities; information on training activities; listing of sub-grants during the fiscal year; and, contributions to cross-cutting issues as specified by the

Mission.

- Details on any impediments faced in implementing the strategies developed.
- An assessment of the sustainability of any activities supported through this activity.
- An assessment of current conditions in each of the key component areas.
- List (and links) of all final and approved reports and data that were submitted during the fiscal year to the Development Experience Clearinghouse (DEC) [<https://dec.usaid.gov/dec/home/Default.aspx>], USAID's Development Data Library (DDL) website [<http://www.usaid.gov/data>], and the USAID/Jordan Knowledge Management Portal (KaMP) [<https://jordankmpportal.com/>] as applicable. These reports include: assessments, evaluations, studies, development experience documents, technical and consultant reports, quarterly and annual reports, media products, training manuals, databases and datasets, geo-coded data or other GIS related data (i.e. shape files and mapping files), computer software programs, videos and other intellectual deliverable materials required under the award schedule.
- Documentation of best practices that can be taken to scale.
- ESR section based on the approved IEE and EMMP.

Annual Performance Reports shall not exceed 40 pages. Additional annexes may be included if they support findings, conclusions, and recommendations of the core document.

The Recipient should check with the Program Office through their AOR for applicable templates or methodology of submitting reports and data to the DEC, DevResults, TEAMS, DDL website or USAID/Jordan online sharing portal (KaMP).

(5) Outreach and Communication Strategy

A communication and outreach strategy shall be developed on an annual basis and incorporated as a section of the Annual Work Plan. The strategy will include the overall communication message of the program, as set forth in the Branding and Marking Plan. The annual strategy will identify opportunities based on the Annual Work Plan to promote program success and demonstrate that the program is made possible with the generous support of the American people. The strategy needs to raise awareness of accountability and integrity challenges and successes in public school education and administration through education and outreach. The Activity should include opportunities for synergy and alignment with ministerial and relevant partners on Early Grade Education outreach and communications in the Annual Work Plan. Activities may include, but are not limited to; signing ceremonies, graduation ceremonies, events to celebrate key milestones or "firsts," or policy changes. The strategy should address reporting, events, traditional and social media.

(6) Final Performance Report

The last Quarterly/Annual Performance Report for the final year will also be the Final Performance Report. The draft report in English, is due 50 calendar days prior to completion of the award. A final version of the Final Performance Report (two print copies and an electronic version), and all financial, performance and other reports as required by the terms and conditions of the award must be submitted no

later than 120 calendar days after the end date of the award (per CFR 200.344).

The Final Performance Report will include the information required in the Quarterly and Annual Performance Reports as well as:

1. Basic Agreement information.
2. A description of the activity, the accomplishments and successes achieved during the award period in terms of the expectations of activity design and changes in the activity environment as well as any shortcomings and/or difficulties encountered.
3. An assessment of the progress towards achievement of the objectives or results, including gender aspects and other cross-cutting issues. This should clearly show how the award objectives have been accomplished or not and why.
4. A summary of performance indicators used and an assessment of their relative usefulness.
5. A summary of lessons learned and recommendations that might be relevant to programming, design and implementation of similar or follow-on activities.
6. A description of all entities and partners along with Jordanian non-governmental organizations with whom the Recipient worked with and an evaluation of their strengths and weaknesses.
7. List of all publications, evaluations, and media products that were sent to DEC during the life of the award.
8. Financial report showing, by line item, the amounts expended.

The Final Performance Report will not exceed 40 pages. Annexes may be included if they support findings, conclusions, and recommendations of the core document.

The Final Performance Report will be submitted to an agreed upon distribution list. This will include at a minimum the AOR, FMO, the Agreement Officer (if requested), the Development Experience Clearinghouse (DEC) at <http://dec.usaid.gov>, and USAID/Jordan's online sharing portal (KaMP) at <https://jordankmpportal.com/>.

(7) Geographic Data Reporting Requirements

Activity Location Data (coordinates): The Awardee shall submit Activity Location Data which indicates the geographic location(s) where an activity is implemented. If Activity Location Data exists in a Geographic Information System (GIS) data format, it shall be submitted in accordance with the Geographic Data formatting requirements outlined in the below standards. Activity Location Data shall be submitted as part of the quarterly reports.

Geographic Data Standards:

- Geographic Data must be submitted in industry standard formats such as Shapefile (.shp) or GeoTIFF, or in a File Geodatabase, at a minimum data must be provided in an MS Excel sheet with latitude and longitude locations in decimal degree format.
- Geographic Data must be projected to the Geographic Coordinate System World Geodetic System 1984 (GCS WGS 1984). All data must use the World Geodetic System 1984 (WGS

1984) datum.

(8) Other Reports

During the life of the award, the Recipient may be required to prepare and submit to USAID other special reports concerning specific activities and/or analyses. These requests will be in writing and will specify the due date. The substance of this reporting may include special award activities (including short-term consultants reports detailing activities and findings and making recommendations as appropriate), coordination with other USAID projects, USG agencies, or coordination with other donors (especially in light of alignment and harmonization of strategies and activities in support of a sector wide approach). USAID may also request the attendance of project staff to Partners' Meetings.

Moreover, USAID is in the process of developing additional cost reporting requirements for education-related activities. It is anticipated that those requirements will be finalized within the next few months. Once those requirements are finalized, they will be incorporated into new USAID awards that implement education activities, including the award that results from this NOFO. USAID envisions that those requirements will include reporting on costs by certain categories on the same schedule of the financial reporting included under Section F.3.2.

(9) Closeout Plan

Ninety (90) calendar days prior to the end of the Award, the Recipient shall submit a closeout plan to the AOR and the Acquisition and Assistance Office. The closeout plan shall include: brief program summary and timeline; program and activity end date; financial status report; final Financial Status Report timeline; latest NICRA or indirect cost rates; anticipated balance of federal funds after expiration of the instrument; a property disposition plan; final inventory of residual non-expendable property, which was acquired or furnished under the instrument; recipient responsibilities during phase out; Subawardees and/or partnership phase out; status of all program audit reports per the instrument's provisions; final audit report timeline; final report timeline; submission of reports and data to DEC, KaMP and DDL; personnel phase-out plan and timeline; job descriptions for personnel anticipated to serve during the closeout phase; and, a schedule to address office leases, bank accounts, utilities, personnel notification, etc.

F.3.2 Financial Reporting

(1) Quarterly Financial Reporting

The Recipient must submit the Federal Financial Form (SF-425) quarterly, no later than 30 days after the end of the quarter, via electronic format to the U.S. Department of Health and Human Services (<https://www.hhs.gov/>). The Recipient must submit a copy of SF-425 at the same time to the Agreement Officer and the Agreement Officer Representative (AOR).

On a quarterly basis, the AOR may require additional information related to financial accruals and pipeline of funds. This information will help to ensure that the activity has an adequate pipeline to

conduct its programs. These reports/forms will be submitted when requested within 30 calendar days from the end of each quarter. In addition to this, the Recipient will submit accruals reports to the AOR 15 calendar days before the end of each quarter.

(2) Final Financial Report

Within 90 days following the completion date of this award, the Recipient must submit the final Federal Financial Form (SF-425) to the: (a) USAID/Washington, M/CFO/CMP-LOC Unit, if applicable; (b) Agreement Officer; (c) Financial Management Officer, and (d) Agreement Officer Representative (AOR).

(3) Foreign Tax Reports

Standard report will be issued for each Fiscal Year and delivered prior to April 16th of each year in accordance with the applicable standard provision.

F.4 PROGRAM INCOME

No program income is anticipated under this award. If the successful applicant is a non-profit organization or Public International Organization (PIO), any program income generated under the award will be added to USAID funding (and any cost-sharing that may be provided, if applicable), and used for program purposes. However, pursuant to 2 CFR 200.307 Program Income, if the successful Applicant is a for-profit or commercial organization, any program income generated under the award will be deducted from the U.S. Government share of this award to determine the amount of USAID funding. Program income is subject to 2 CFR 200.307 for U.S. NGOs or the standard provision entitled Program Income for non-U.S. NGOs.

F.5 TEAMS AND USAID-SPONSORED J-1 VISAS

All host country nationals being funded fully, partially, directly, or indirectly by USAID must enter the U.S. on a J-1 Visa, regardless of the type or duration of the activity. In order to secure a J-1 visa, each participant must first secure a DS-2019 form (Certificate of Eligibility for Exchange Visitor J-1 Status). The Training & Exchanges Automated Management System (TEAMS) is the only means of obtaining a DS-2019 for USAID- funded Exchange Visitors.

USAID/Jordan delegates the TEAMS data entry, verification, and reporting responsibilities for exchange programs held in the United States to the Recipient (the R1 and R2 roles). USAID/Jordan's Program Office is responsible for the approval (the R3 role) of all U.S.-based training programs and participants that are funded by USAID. USAID/Jordan's AORs are responsible for working with the Recipient to ensure that all data is entered and approved appropriately and in a timely fashion in TEAMS. USAID/Washington is responsible for submission of the data (the R4 role) to SEVIS.

The Recipient must initiate the process for obtaining the requisite DS-2019 for their participant trainees and exchange visitors at least 45 calendar days before the start of the U.S.-based training or

exchange program. The Recipient is responsible for delivering the DS-2019 form to the participant so that he/she can present it to the Consular Officer during their appointment for a J-1 visa at the U.S. Embassy consular section, or designated Consulate. The Recipient is also responsible for ensuring that the participants complete their program successfully and return to their home country. If the training or exchange program is canceled after the issuance of the DS-2019 form(s), the Recipient is responsible for returning the unused DS-2019 forms to USAID's Program Office.

The Recipient is expected to liaise with the Program Office, through their AOR, for further guidance, clarifications and applicable templates. This includes the process for rolling out TEAMS for their activity, roles and responsibilities for managing data in the system, and issuance of USAID sponsored J-1 visas.

F.6 ENVIRONMENTAL COMPLIANCE

The Foreign Assistance Act of 1961, as amended, Section 117 requires that the impact of USAID's activities on the environment be considered and that USAID include environmental sustainability as a central consideration in designing and carrying out its development programs. This mandate is codified in Federal Regulations (22 CFR 216) and in USAID's Automated Directives System (ADS) Parts 201 and 204 (<https://www.usaid.gov/who-we-are/agency-policy/series-200>), which, in part, require that the potential environmental impacts of USAID-financed activities are identified prior to a final decision to proceed and that appropriate environmental safeguards are adopted for all activities. Recipient environmental compliance obligations under these regulations and procedures are specified in the following paragraphs of this cooperative agreement (CA).

In addition, the recipient must comply with host country environmental regulations unless otherwise directed in writing by USAID. In case of conflict between host country and USAID regulations, the more stringent shall govern.

No activity funded under this CA will be implemented unless an environmental threshold determination, as defined by 22 CFR 216, has been reached for that activity, as documented in a Request for Categorical Exclusion (RCE), Initial Environmental Examination (IEE), or Environmental Assessment (EA) duly signed by the Bureau Environmental Officer (BEO). (Hereinafter, such documents are described as "approved Regulation 216 environmental documentation.")

An IEE (ME 22-81) has been approved for Basic Education Activity. The IEE covers interventions expected to be implemented under this CA. USAID has determined that a Negative Determination with conditions applies to one or more of the proposed interventions. This indicates that if these interventions are implemented subject to the specified conditions, they are expected to have no significant adverse effect on the environment. The recipient shall be responsible for implementing all IEE conditions pertaining to interventions to be funded under this solicitation.

As part of its initial Work Plan, and all Annual Work Plans thereafter, the recipient, in collaboration with the USAID AOR and Mission Environmental Officer or Bureau Environmental Officer, as appropriate, shall review all ongoing and planned interventions under this CA to determine if they are

within the scope of the approved Regulation 216 environmental documentation.

If the recipient plans any new interventions outside the scope of the approved Regulation 216 environmental documentation, it shall prepare an amendment to the documentation for USAID review and approval. No such new interventions shall be undertaken prior to receiving written USAID approval of environmental documentation amendments.

Any ongoing interventions found to be outside the scope of the approved Regulation 216 environmental documentation shall be halted until an amendment to the documentation is submitted and written approval is received from USAID.

F.7 CLIMATE RISK MANAGEMENT

All USAID projects and activities approved after October 1, 2016 are required to comply with ADS 201mal: Climate Risk Management for USAID Projects and Activities. As per ADS 201, USAID should factor climate resilience into international development programs and investments.

Since the focus of the Basic Education Activity is to improve the quality of education for children in Jordan, the initial assessment indicates a LOW climate risk. Climate risks identified for this activity include extreme weather conditions, increase in temperatures, AND heavy rains or floods. To this end, the AOR for this activity, in collaboration with the Ministry of Education (MoE), will monitor interventions in coordination with the Mission Climate Integration Lead to determine the extent of potential climate risk impacts, and, if required, adopt the appropriate mitigation measures.

The Climate Risk Management table is annexed to the IEE ME 22-81.

[END OF SECTION F]

SECTION G - FEDERAL AWARDING AGENCY CONTACT(S)

G.1 NOFO POINTS OF CONTACT

Any prospective applicant desiring an explanation or interpretation of this NOFO must request it in writing by the deadline for questions specified in the cover letter to allow a reply to reach all prospective applicants before the submission of their applications. Any information given to a prospective applicant concerning this NOFO will be furnished promptly to all other prospective applicants as an amendment of this NOFO, if that information is necessary in submitting applications or if the lack of it would be prejudicial to any other prospective applicants.

Any questions or comments concerning this NOFO must be submitted in writing by email BasicEd@usaid.gov by the deadline for questions indicated at the top of this NOFO's cover letter.

G.2 ACQUISITION AND ASSISTANCE OMBUDSMAN

The A&A Ombudsman helps ensure equitable treatment of all parties who participate in USAID's acquisition and assistance process. The A&A Ombudsman serves as a resource for all organizations who are doing or wish to do business with USAID. Please visit this page for additional information: <https://www.usaid.gov/work-usaid/acquisition-assistance-ombudsman>

The A&A Ombudsman may be contacted via: Ombudsman@usaid.gov

[END OF SECTION G]

SECTION H - OTHER INFORMATION

USAID reserves the right to fund any or none of the applications submitted. The Agreement Officer is the only individual who may legally commit the Government to the expenditure of public funds. Any award and subsequent incremental funding will be subject to the availability of funds and continued relevance to Agency programming.

LIST OF ATTACHMENTS

Below are attachments furnished to applicants:

ATTACHMENT 1 - BUDGET TEMPLATE

ATTACHMENT 2 - BIBLIOGRAPHY

[END OF SECTION H]