

ATTACHMENT 1
ANSWERS TO QUESTIONS FROM THE PROSPECTIVE APPLICANTS
USAID CIVIC EDUCATION PROGRAM IN GEORGIA

1. USAID states that key personnel resumes are limited to three pages. Would USAID consider limiting the resumes to three pages and allowing Offerors to list the three references for each candidate on a separate, fourth page?

Yes, a fourth page for references can be added to the 3-page resumes, if needed

2. Does USAID envision that selected target schools will be distributed nationwide?

Final school selection should be decided in consultation with USAID during implementation, based on a technically sound methodology utilizing objective criteria and data. The applicant is expected to propose an appropriate distribution of target schools to maximize the number of schools/students included in line with the considerations outlined in section VIII. Program Parameters, a) Geographic Scope. The applicant should describe and justify their school selection approach, including the approximate number of schools, whether schools in every region will be considered, etc.

3. On page 42, Section 1.1, USAID mentions “the applicant must describe its approach to grants programs, if grants programs or matching funds are used to achieve program objectives.” Furthermore, under the Momavlis Taoba (MT) Activity over \$127,400 USD in small grants were awarded to student projects. Does USAID Georgia have a target amount that it would expect to be used to fund similar activities under this NOFO?

At least \$1.5M can be utilized for grant programs to enhance program objectives.

4. On page 23, Section V: Implementation Principles and Approach Part B: Programmatic Links, USAID describes the upcoming New Integration Program which “aims to strengthen resilience to external malign influence in the communities alongside the Administrative Boundary Line with Abkhazia and South Ossetia through greater inclusion in the country’s broader development agenda.” Could USAID kindly guide applicants on the extent to which the Civic Education Program should include and engage schools in Abkhazia and South Ossetia?

Due to challenges with access, USAID does not expect the Civic Education Program to include schools in occupied Abkhazia and the Tskhinvali region.

5. To what extent is USAID Georgia interested in offerors that can bring innovative approaches to Georgia that have worked well in other countries?

USAID always encourages innovation in proposed approaches, and the need for innovation is emphasized throughout the Program Description. Applicants should propose technical approaches as they are applicable to Georgia. As stated in the Program Description, innovative ideas and approaches to achieving the stated objectives should be tested and piloted, subjected to evaluation and scaled up and shared if successful. “Feasibility, sustainability, likelihood of achieving success, and innovation in proposed strategy and activities in support of the three stated objectives” is part of Evaluation Criterion 1: Soundness of Technical Approach.

6. How does USAID Georgia envision this activity incentivizing private sector companies to be stakeholders in civic education and engagement?

USAID expects applicants to propose a technical approach that incentivizes the private sector to become stronger stakeholders in civic education and engagement, as described throughout the NOFO.

7. To what degree is USAID Georgia interested in potential private sector employment opportunities for student participants through linkages created between youth and the private sector?

USAID is interested in seeing creative and innovative approaches to private sector engagement as they directly support the stated objectives. The applicant should consider the age of the target students and keep in mind that increased employment is not a specific objective of this program. The USAID Industry Led Skills Development Project specifically supports linkages between youth and the private sector.

8. While Cost Share is not required, would USAID Georgia encourage potential cost share strategies without a commitment to specific levels of cost share?

Cost-share is not a requirement for this funding opportunity, and it will not be evaluated. It is at the discretion of the Applicant to propose cost -share; if proposed, the applicant shall propose its cost-share at specific level.

9. Can USAID provide any specifics on whether it favorably regards any existing success stories or projects that have been implemented in Georgia which have been successful in developing a more democratic culture in schools and have been innovative.

USAID expects applicants to propose the most appropriate technical approach based on their own expertise, research, and experience. For more information on previous USAID civic education programming, please see the background section of the Program Description and additional documents provided.

10. Can USAID provide any specifics on whether it favorably regards any existing success stories or projects that have been implemented in Georgia which have been successful in maximally benefitting from digital resources.

USAID expects applicants to propose the most appropriate technical approach based on their own expertise, research, and experience.

11. According to page 6, in Georgia 1,875 teachers were trained in project based methodologies while in the following paragraph on page 7 the NOFO states that 1,843 civic teachers were trained by USAID. Could USAID kindly clarify is the 1,843 in addition to the 1,875 for a total of 3,718 teachers?

A total of 1,843 teachers have been trained within Momavlis Taoba.

12. Does USAID envision the Civic Education Program to be a follow-on to the Momavlis Taoba program (MT) or a new separate activity?

The USAID Civic Education Program is a new, standalone activity which is expected to build on the successes, progress, and continued challenges identified by previous and ongoing USAID programming, including Momavlis Taoba.

As stated in the Program description, “The Program will be differentiated from previous USAID civics education work by focusing on the identified need to develop a more democratic culture in

schools, introduce innovative approaches to extracurricular and experiential/ project-based learning, establish new forms of partnership including with the private sector, and equip teachers and students to maximally benefit from digital resources.”

13. On page 13, the NOFO speaks about university certification programs for civic education teachers. Could USAID kindly provide specifics on where these programs are offered and how many teachers have been trained so far and how many are expected to be trained?

The text on page 13 references a 60-credit certification program at Ilia State University and certification programs for existing civic education teachers offered by TPDC (National Center for Teachers’ Professional Development).

14. On Page 13 of the NOFO, there is language about motivation for teachers. Could USAID kindly offer any examples of interventions the Ministry of Education and Science is taking to motivate teachers to provide a better learning experience for their students?

Applicants are encouraged to provide a technical approach that includes methods for motivating teachers’ performance based on the applicant’s expertise, research, experience, and international best practices.

The Civic Education Activity is expected to cooperate closely with the Ministry of Education, within their existing structures (including the current teachers’ professional development framework, in which teachers are grouped into levels that determine their salary), and, where appropriate, to support MES to strengthen existing structures for performance improvement, including motivation.

15. On page 13 of the NOFO, USAID states that the Ministry of Education and Science (MES) offers project funding that is under-utilized. What is the amount of funding available and how much has been utilized? Is one of the goals of the project to ensure full utilization of these resources?

The Civic Education Activity is expected to cooperate closely with the Ministry of Education in order to fully utilize MES’ available resources to achieve the program objectives.

16. On page 13, the NOFO speaks about using 24 coaches. What number or percent of schools will the coaches cover?

MES’ teacher coaching program has so far covered 597 schools across Georgia with a plan to expand to, eventually, reach all schools. The activity is encouraged to work closely with MES to determine appropriate approaches to utilize and work within the coaching model.

17. What is the goal for this project in terms of the percent of teachers that need to be engaged nationally?

There is no specific goal from USAID for the percent of teachers that need to be engaged, but the applicant should propose and justify a target in line with anticipated program resources, proposed activities, and with consideration of previous USAID and other donor-funded programming. See section VIII. Program parameters, a) Geographic Scope for suggestions on how an applicant may determine a proposed geographic scope.

Final school selection should be decided in consultation with USAID during implementation, based on a technically sound methodology utilizing objective criteria and data. The applicant is

expected to propose an appropriate distribution of target schools to maximize the number of schools/students/teachers included in line with the considerations outlined in section VIII. Program Parameters, a) Geographic Scope. The applicant should describe and justify their school selection approach, including the approximate number of schools, whether schools in every region will be considered, etc.

18. Are Momavlis Taoba's (MT) textbooks and materials available digitally in Georgia? What percent of schools in Georgia have access to MT textbooks and methodologies?

As noted in the Program Description, "applicants can find electronic versions of the manuals on the following website: www.el.ge and hard copies at the Ministry of Education and Regional Education Centers." 60% of Georgian schools participated in ACETT and/or Momavlis Taoba and have hard copies of materials in their civic education classrooms, while electronic materials are available online for all schools to access.

19. What kind of transition does USAID envision between the Momavlis Taoba (MT) program and Civic Education program? Is any overlap envisioned?

The Momavlis Taoba activity concluded in June 2021.

20. Considering that Labor Day weekend and the major Jewish holidays occur during September, would USAID consider extending the closing date for the proposal?

The closing date will be adjusted to October 20, 2021

21. Could USAID please share English versions of the Momavlis Taoba (MT) documents? We appreciate USAID sharing the site el.ge as a resource for MT documents. Unfortunately, the site is difficult to navigate for non-native Georgian speakers and MT reports and tools are not otherwise publicly available.

Publicly available MT supplementary materials were produced in Georgian, Azeri and Armenian languages. USAID expects the applicant to propose a team that is able to operate in local languages. For additional documentation, please see the attached resources.

22. As the DEC has not been working since the NOFO release and MT materials were not previously uploaded to the DEC, would USAID consider extending the closing date?

The closing date will be extended to October 20, 2021. For additional documentation, please see the attached resources.

23. As the DEC site has not been working, can USAID share the targeted schools and regions for the Basic Education Program?

The USAID Basic Education Program works with all schools across Georgia.

24. Will USAID allow subawards to Georgian governmental or quasi-governmental entities?

USAID will not allow such subawards, but applicants are encouraged to cooperate and provide technical assistance with Georgian governmental or quasi-governmental entities as appropriate.

25. Page 18: For Expected Result 3.2: "New modules in the civic education curriculum are developed (i.e., entrepreneurship, financial literacy, digital citizenship, media literacy, gender), and their implementation by teachers supported electronically via interactive platforms/games, videos, online lectures/workshops" – does USAID expect the program to create new modules for the national

curriculum itself, or to create supplementary materials that teachers can use as they teach the curriculum?

USAID expects applicants to develop new modules for teaching and learning within the existing curriculum. The current civic education curriculum has three directions: personal development, sustainable development and governance. The national curriculum currently includes expectations that civic education teachers support students to achieve a wide variety of competencies under three established directions - personal development, sustainable development, and governance. Competencies include those related to entrepreneurship, financial literacy, and media literacy. However, teachers are often unable to teach on all topics due to a) a lack of professional training and experience in these directions, and b) a lack of appropriate resources for teachers and students. Expected Result 3.2. aims to address part B of that identified problem.

26. Page 18: Under Objective 3 illustrative activities, USAID refers to a Learning Management System (LMS). Does the Ministry of Education and Science (MES) or Georgian public schools already have a Learning Management System? If so, can USAID share more information about the LMS? Is it a customized platform or is it a licensed product (and if so, what is the name)? Do all schools have access to it?

The USAID Basic Education Program is currently developing a Learning Management System that will be adopted by MES at its completion. The Activity is expected to cooperate closely with the Ministry of Education and to work with the USAID Basic Education Program to identify opportunities for collaboration and to build on successful programming interventions.

27. Page 24: The NOFO states that the project should cooperate with the Civic Education Teachers' Forum. Would USAID please request that this organization not enter into an exclusive agreement with one bidder and encourage that they freely share information regarding their needs and goals with all bidders, so that all bidders can better incorporate the Forum's priorities and design a strong capacity strengthening/sustainability plan in their proposals?

USAID discourages the use of exclusive agreements by applicants and partner organizations.

28. Page 43: The NOFO states, "[t]hose evaluations will need to meet the standards set by USAID, and be agreed upon by both the Implementing Partner and USAID during the program's inception phase." Can USAID please confirm there will be an inception period for this program?

Yes, there will be an inception period for the program. This was intended to refer to the start-up phase, the first 1-3 months. This should be included in the applicant's illustrative first year work plan. The specific length of time for the inception period should be proposed by the applicant.

29. For Objective 1, Expected Result 1.1, can USAID please clarify if it intends to expand and build upon the ACETT and Momavlis Taoba Activity-developed curriculum in this project to reach additional schools and students?

Applicants should propose activities that they believe will achieve Expected Result 1.1.: "Students' leadership and decision-making capacity and opportunities increased." This may, but is not required to, include expansion of ACETT and MT-supported curriculum and supplementary materials, though the applicant should consider the GOG/MOES timeline for adopting new curricula.

30. Will USAID please confirm that in Objective 1, partners are asked to work with school staff on how to apply specifically for funding from extracurricular activities? Does USAID anticipate certain sources for this funding?

Yes, that interpretation of Objective 1 is correct. See the response to question 15 for additional information.

31. Will USAID please clarify that under Objective 3, Expected Result 3.3, it is seeking to support activities that (1) enhance the safety of young people online and (2) assist young people to develop new digital tools to use in the civic space?

Yes, that interpretation is in line with Expected Result 3. 3.. The focus should be on Internet safety *while* developing new digital tools, not general Internet safety.

32. Given that the Development Experience Clearinghouse (DEC) is currently offline, could USAID please provide access to the following materials mentioned in the NOFO or useful for understanding previous projects?

- a. 2020 Assessment on Democracy, Human Rights, and Governance in Georgia
[This document is not publicly available.](#)
- b. ACETT and Momavlis Taoba annual reports and evaluations
[Annual reports and the Final Report is found in Attachment 4 to this Amendment. A link to the 2019 Momavlis Taoba Impact Evaluation is included.](#)
- c. A link to Momavlis Taoba Impact Evaluation is included.
The document at this link: https://pdf.usaid.gov/pdf_docs/PNACP331.pdf, cited in the NOFO.
[The document can be accessed at the link provided.](#)
- d. Evaluation of the Ukraine Confidence Building Initiative
[The 2017 mid-term evaluation can be accessed here: https://pdf.usaid.gov/pdf_docs/pa00n7qd.pdf](#)
- d. USAID Disability Policy Paper
[The USAID Disability Policy Paper can be accessed here: https://pdf.usaid.gov/pdf_docs/PDABQ631.pdf#:~:text=The%20USAID%20policy%20on%20disability%20is%20to%20promote,defined%20as%20a%20physical%20or%20cognitive%20impairment%20that](#)

33. Could USAID please provide the following research referenced in the solicitation?:

- a. “Research conducted by USAID programming reveals that the great majority of youth are not politically active...” (page 8)

[The full report where this research is cited is not publicly available.](#)

34. On Page 7 of the NOFO it states that a very low percent of youth are politically active. Is USAID able to share any studies or assessments it has conducted related to this issue?

[The full report where this research is cited is not publicly available.](#)

35. Could USAID share the deliverables for previous USAID Civic Education programs in Georgia, or request that they be uploaded to the Development Experience Clearinghouse (DEC)?

[Momavlis Taoba Impact Evaluation, April, 2019](#)
https://pdf.usaid.gov/pdf_docs/PA00TQ97.pdf

36. Could USAID please provide the Georgia Local Compensation Plan (LCP)?

Please find attached the Summary of Local Compensation Plan found in Attachment 3.

37. Page 40 of the NOFO, under *Technical Application Format*, reads: “Any pages beyond these thirty (30) will NOT be evaluated.” Can USAID please confirm that this should read “twenty-five (25),” in keeping with the technical application page limit referenced throughout the rest of the solicitation?

The typo is corrected, it should read “twenty-five (25) pages”.

38. Will USAID allow applicants to include a table of contents and abbreviation list for the Cost Application?

Yes. The applicant can include a table of contents and abbreviations list if it finds it useful.

39. The provided budget summary template includes columns for only four years. Can USAID confirm that Offerors may add a column for Year 5?

Yes. The fifth year is added to the budget summary template.

40. Page 47: Regarding the cost application, USAID requests that “[a]pplicants should also provide a breakdown of the cost share (financial and in-kind contributions) of all organizations involved in implementing the resulting Award.” Could USAID clarify whether it is asking for a separate table representing only cost share across the consortium? If not, could USAID clarify the preferred presentation of total cost share?

Cost share is not required and therefore will not be evaluated. If the Applicant chooses to present the cost-share, it should be included as a separate line item in the summary budget and the detailed budget worksheet as a separate line.

41. Page 49: The NOFO states that Past Performance Information (PPI) should include “[r]eports and findings from any audits performed in the last 3 years[.]” Can USAID please confirm that this is not a requirement for PPIs?

This is a requirement, in those cases when the audits were performed and findings are impacting the past performance evaluation. Audit Finding means the result from a process that evaluates audit evidence and compares it against audit criteria. Audit Findings can show that audit criteria are being met (conformity) or that they are not being met (nonconformity).

42. Page 71: The NOFO requests that applicants use the PPI template included in Annex 2. Will USAID please confirm that the sections that include “Type of Award,” “Dollar Value of Work,” and “Name, Telephone Number... of the Awarding Contracting Officer...” are not numbered like the other items listed in the PPI?

Confirmed; the listed fields are not numbered.