



USAID | GEORGIA

FROM THE AMERICAN PEOPLE

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Subject: Notice of Funding Opportunity Number: 72011421RFA00007

Program Title: USAID Civic Education Program

Catalog of Federal Domestic Assistance (CFDA) Number: 98.001

Ladies/Gentlemen:

The United States Agency for International Development (USAID) is seeking applications for a Cooperative Agreement from qualified entities to implement the USAID Civic Education Program. Eligibility for this award is not restricted. See Section C of this Notice of Funding Opportunity (NOFO) for eligibility requirements.

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 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. 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 award to an applicant unless the applicant has complied with all applicable unique entity identifier and System for Award Management (SAM) requirements detailed in Section D.5. The registration process may take many weeks to complete. Therefore, applicants are encouraged to begin registration early in the process.

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Please send any questions to the point(s) of contact identified in Section D. The deadline for questions is shown above. Responses to questions received prior to the deadline will be furnished to all potential applicants through an amendment to this notice posted to www.grants.gov.

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 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,

Robert Claussen
Supervisory Contracting and Agreement Officer
USAID/Georgia

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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.

USAID Civic Education Program

ACRONYMS

CLA	Collaborating, Learning, and Adapting
CSO	Civil Society Organization
EPP	Elections and Political Processes Program
GoG	Government of Georgia
KSA	Knowledge, Skills, and Abilities
LSG	Local Self Governments
MES	Ministry of Education and Science
MoU	Memorandum of Understanding
MT	Momavlis Taoba (Future Generation) Activity
PSE	Private Sector Engagement
PPP	Public-Private Partnership
TPDC	National Center for Teacher Professional Development

I. PURPOSE

The purpose of the USAID Civic Education Program (hereafter referred to as the “Program”) is to use civic education to prepare the next generation of Georgians to be civically engaged, know and exercise their democratic rights and responsibilities, harness technology, and build partnerships, including with the private sector, to demand and facilitate increased government accountability. As Georgia’s education system is transformed through GoG’s education reform policies and enhanced funding commitments, in parallel to post-COVID-19 challenges and limitations, the training and recruitment of a new cadre of teachers presents a significant opportunity to introduce new, innovative approaches to supporting civic education in line with USAID Georgia’s Country Development Cooperation Strategy objectives. 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.

II. BACKGROUND

Citizen participation is critical to the development of transparent and democratic governance. It helps citizens understand and evaluate the decisions the government is taking on their behalf, and ensure that their own needs and views are taken into account in the decision-making process.

USAID/Georgia's 2020-2025 Country Development Cooperation Strategy lays out the following Development Hypothesis Statement: IF civic activism of Georgian citizens increases; IF the country's government institutions at the national and municipal level are more accountable and accessible; and IF the country's rule of law systems and institutions are more equally accessible, effective and overseen, THEN the governance system will be more citizen-responsive and able to shore up fragile democratic gains. The need for civic education in this equation is clear.

Despite a few successful examples,¹ citizen participation remains low across the country and municipalities. USAID/Georgia aims to foster citizen participation in democratic processes at their foundation, through comprehensive civic education embedded in the basic education system and by addressing established gender stereotypes and barriers that thwart women's meaningful participation. Civic education ensures that young citizens not only know why they should engage with their government and representatives but also how to engage effectively. Until citizens are prepared to demand more from the organizations and institutions that represent them, there will be little change in the system. Increased citizen participation requires raising civic awareness, building capability and confidence of various strata of Georgian society to be engaged in democratic life, and encouraging social activism beyond the formal civil society sector.

Historical Context

Since 2004, Georgians have demonstrated a sense of civic pride, though it manifests more as national awareness than civic activism. While family and neighborly bonds have always been strong, there is still limited civic organizing above the most basic community level. A 2020 assessment on democracy, human rights, and governance in Georgia commissioned by USAID recognizes that the legacy of the Soviet era and its monopoly on all forms of political and social organization continues to shape Georgia's transition to democracy, which plays out in Georgian society in frequently cited public 'nihilism,' and a lack of trust in civic organizations. These, among other factors, contribute to individuals' sense that they have neither the ability nor the responsibility to compel their government institutions and leaders to consider their needs as part of democratic governance.

Georgians have not been shy to take to the streets in demonstrations to express dissatisfaction with their government, but protests are the only means of civic participation for many. The Internet, especially social networking sites like Facebook, is by far the most popular tool used for civic organizing. More can be done to improve the effectiveness of participation mechanisms and Georgia's government publicly states its support for strengthening citizen participation. Still, citizens lack knowledge of formal democratic structures and processes and are unaware of opportunities to advance their interests at the local, regional, or national levels outside of political channels, including through formal and informal interest groups, participating in local budget processes, petitioning government actors, bringing complaints before the court system, and implementing small grant-funded projects in their communities. More alternative, proactive and constructive means of civic engagement are necessary, especially in the context of Georgia's fragile democracy, which remains a largely winner-take-all system. Additionally, the current

¹ See Annex, note 1

modes of citizen participation are influenced by established gender norms about acceptable and appropriate roles and actions for women and men. These norms often dictate gender-biased leadership roles that limit women and girls' participation at all levels.

In September 2018, the GoG announced the New School Model - a large-scale reform of the education system which aims to move the country closer to the European system of education.² In its new initiative, the government made an unprecedented commitment to spend 25 percent of the state budget, equal to 6 percent of Georgia's GDP, on the "rapid development of the education system."³ While targets may be revised in light of the COVID-19 pandemic and subsequent economic slowdown, the GoG has made an unprecedented commitment to reform the education sector towards a modern, evidence-based and student-centered learning experience. With piloting currently ongoing, the Ministry of Education and Science (MES) plans to have the New School Model adopted by all schools by 2030.

History of USAID Involvement in Civic Education

The MES began reforms that promoted civic education in 2007 by introducing a new mandatory Civic Education curriculum. Initially, the new curriculum was introduced in approximately 2,500 schools across Georgia, but implementation was weak. Textbooks and resources were scarce and not high quality. Teachers also received minimal training on the new curriculum and modern teaching methodologies in general. The 2007 curriculum focused primarily on history and the mechanics of how the government functions, dealt little with civic engagement, and lacked a focus on practical applications for students.

In 2010, USAID initiated a civic education activity to support the Georgian government's efforts to implement civic education in public schools - USAID's Applied Civic Education and Teacher Training Program (2010-2014). Its primary objectives were to provide students (grades 9-12) with knowledge about democratic institutions, principles and practices; instill an ethic of democracy in teachers, students and administrators; and create a foundation for constructive and effective citizen participation in Georgia's political processes. Internal evaluations show that USAID's Applied Civic Education and Teacher Training Program increased the quality of civics education in 30% of Georgian schools.

USAID's Momavlis Taoba (MT) Activity (2014 - 2021) worked in another 30% of schools (480 schools) in all regions of Georgia. The purpose of MT was to promote greater civic engagement of young people and to enhance civil society's role in promoting transparent and accountable governance at the national and local levels by expanding and institutionalizing secondary school civics education curricula and practical applications. With the support of MT, the Civic Education Teachers' Forum was established, emerging as a capable organization with excellent potential to spearhead the future of civic education's continual improvement and growth in Georgia. 1,875

² See Annex, note 2

³ Speaker of Parliament Irakli Kobakhidze, [7 March 2019](#): Will include "wide-scale investment in infrastructure, management of universities, syllabuses and pedagogy."

teachers were trained in project-based learning methodologies, increasing quality, professionalism, and adaptability. Over \$127,400 in small grant funds were awarded for student projects. Civics classes are now integrated as part of the core curriculum in public schools, and the MT methodology is supported by the MES. Supplemental books for teachers and students developed by MT are popular not only in MT partner schools but across Georgia.

USAID has gathered, adapted, and shared best practices in civic education from the United States and Europe with Georgian leaders. Programming has also focused on showcasing positive examples, demonstrating how adopting new teaching methodologies and curricular elements can have a strong positive impact on learning outcomes and civic engagement outside the classroom. Thus, the new Program will begin in fertile ground. Over the last decade, USAID's interventions have raised the quality of civic education in the classroom for school students across the country, led by an enlarged cadre of 1,843 (~63%) civic teachers trained by USAID, and access to high quality supplementary materials. 170,587 students (~35%) have been engaged in small community projects, building experience and confidence in civic engagement, learning to research a problem, collaborate in a group, write a proposal, work with business and government representatives, and implement and report on projects. The MES has been a key partner throughout USAID's engagement in the civic education sector and continues to express its commitment to working with USAID to improve civic education in Georgia.

The Need - Youth Engagement

Young people in grades 7-12 are one of Georgia's most vulnerable generations. They are moving towards leaving school and graduating into a society with limited employment opportunities and high outmigration and rural-urban migration. It is critical to intercept school-age youth to instill in them confidence in their ability to positively influence their society, demand democratic accountability and have a stable, successful adult life. In Georgia, nearly 30% of youth aged 20-25 are NEETs (not in employment, education, or training), which makes them particularly vulnerable to misinformation, poverty, apathy, and outmigration.⁴ Youth are also particularly vulnerable to stereotypes about gender roles in leadership and the professional sphere, and the potential of women and men. Such stereotypes are reinforced by established practices (e.g., the number of female school teachers is 6.5 times higher than the number of male school teachers), educational materials (e.g., gender bias in textbooks), and prevailing expectations around girls' societal roles.⁵

An unengaged electorate and lack of inclusion of youth in electoral and political processes are core challenges to Georgia's democratic development. Other key issues include the disengagement of youth, including from CSOs. There is an acute need to harness the tremendous potential of young people to impact the democratic trajectory of the country.

⁴ Resolution of the Parliament of Georgia. *On Approval of the "Georgian National Youth Policy Concept for 2020 – 2030."*

parliament.ge/ge/ajax/downloadFile/142491/National_Youth_Concept_ENG

⁵ [Geostat](#), Women and Men in Georgia, 2020

Research conducted by USAID programming reveals that the great majority of youth are not politically active - just 6 percent have expressed political opinions online, 6 percent have attended political meetings, 2 percent participated in demonstrations or protests, and a mere 2 percent say they regularly discuss politics with family. The risk of malign influence is also front and center, as youth are a primary target of disinformation campaigns.

In the most recent Youth Development Index, produced by The Commonwealth (2016), Georgian youth showed significant progress since 2010 “in the area of civic participation (volunteering, helping strangers),” although its score is still “well below the global average and lags behind neighbors.”⁶ Political participation, however, has significantly decreased, with Georgian young people dropping from 51st in 2010 to 107th in 2016.

A Friedrich Ebert Stiftung study published in 2017 explained that, although Georgian youth perceive democracy “to exist to a certain extent, political and civic engagement – two main pillars of democracy, are quite weak in Georgia.” The study also warns that “Georgian young people are not very interested in politics” and notes that youth civic engagement is also insignificant.⁷ The study identified low social trust outside immediate family and friends and low political efficacy as potential causes of the low political and civic engagement of Georgia’s youth.

The 2020 Youth Manifesto, compiled by the Georgian Institute of Politics and Polis180, represents the ideas of young people.⁸ It identifies nine challenges to young people’s political participation in Georgia, including limited access to information, poor education quality at all levels (school, university, non-formal education), and a lack of initiatives and platforms for engaging youth in political processes. One youth participant is quoted in the Manifesto as saying “Youth are not taken seriously in Georgia, which discourages us from being actively engaged in the political processes” [sic].

Georgia’s Youth Policy Concept (2020-2030)⁹ has five strategic priorities, three of which will be directly addressed by the Program:

1. Active participation in public life and democratic processes
2. Promoting youth development and realization of their potential
3. Improving the management of the National Youth Policy at the central and municipal levels

⁶ The Commonwealth, 2016, *Youth Development Index 2016*, thecommonwealth.org/youthdevelopmentindex

⁷ 2016 Friedrich Ebert Stiftung study, “Generation in Transition” pg 176, page 10

⁸ <https://polis180.org/geoyouth2020-manifesto-engaging-youth-in-politics-in-georgia/>

⁹ Resolution of the Parliament of Georgia. *On Approval of the “Georgian National Youth Policy Concept for 2020 – 2030.”* parliament.ge/ge/ajax/downloadFile/142491/National_Youth_Concept_ENG.

Youth, teachers and schools are target groups for this Program. USAID/Georgia recognizes that there are many active young people who can be tapped as local leaders, peer educators, and key change agents in their target communities. The key to engaging less active youth will likely be promoting the ‘fun’ aspect of school- and community-based interventions, and working with a smaller group of intrinsically motivated, action-oriented individuals to be peer leaders.¹⁰ Young people want to see the practical applications of their participation in community activities, such as how it will help them in their future careers or allow them interesting opportunities, such as participating in international study visits.

Evaluations of previous USAID programming in Georgia aimed at increasing democratic engagement have highlighted the importance of enhancing the development of a national narrative of community and responsibility through civic education. Helping the public become more discerning media consumers is also critical, which can be supported by integrating media literacy into civic education in schools and universities.

The Need - Private Sector Engagement

Alongside civil society and government, the private sector is a key stakeholder to civic development. Vibrant and resilient societies are built on the active interaction and cooperation of the public and private sectors. Without private sector engagement in civic education, Georgian youth may not be aware of the integral and vital role businesses can play in society, and public schools may miss opportunities to expand experiential and project-based civic education instruction.

The private sector’s potential role and capabilities in civic education spans a range of areas. The private sector has a role to play in advancing and sustaining civic education in particular on established elements of the national curricula, such as entrepreneurship and financial literacy. The private sector, including ICT companies, can support the advancement of innovative digital platforms and solutions to advance youth-led civic engagement. Advancing financial literacy at the secondary level aligns with the core business interests of banks and financial institutions. Co-investing with businesses in career development and youth entrepreneurship can lead to mutually beneficial outcomes. Despite these opportunities, private sector engagement in education in Georgia is nascent. According to the Global Compact Network Georgia’s report on *Private Sector Contributions to Georgia’s 2020 Voluntary National Review on Sustainable Development Goals*, only 6.1 percent of 1,000+ surveyed businesses contribute to Goal 4 aimed at promoting inclusive and equal education.

In alignment with the Country Development Cooperation Strategy, USAID is co-creating, cost-sharing, and co-investing with Georgian partners, both public and private, to create more

¹⁰ Schmid, Christine. 2012. “The Value ‘Social Responsibility’ as a Motivating Factor for Adolescents’ Readiness to Participate in Different Types of Political Actions, and Its Socialization in Parent and Peer Contexts.” *Journal of Adolescence, Political and Civic Engagement Development in Adolescence*, 35 (3): 533–47.

sustainable solutions to development challenges. The intent for engaging the private sector in this Program is to lay the foundation for their more active participation in civic development and civic education over time. Effectively engaging a wide range of relevant private sector stakeholders to this Program will require creating incentives for their participation. These incentives should be based on a solid understanding of their constraints to engagement, interests and motivations (i.e., commitment to corporate social responsibility, personal interests, alignment with core business interests). The impacts of the COVID-19 pandemic have placed tremendous constraints on businesses, which is likely to continue in the coming years and presents challenges to engaging the private sector. It is important for the Program to ground expectations for private sector engagement (PSE) by conducting a mapping and analysis of the private sector landscape. This assessment should serve as the basis for a PSE strategy that is grounded in the reality and context in which the private sector is operating. As PSE is a new concept in the civic education space, the Program should take an iterative approach in which creative interventions are piloted, learned from, and adapted with a particular focus on digital solutions.

The Need - Civic Education

The Education Quality indicator for Georgia in USAID's Self Reliance Roadmap is 0.62 (out of a maximum score of 1). The indicator gauges both the quality of Georgia's overall education system and the quantity of schooling received to evaluate system performance. There are stark differences between the performance of the rich and poor, as well as the rural versus urban. Both signify gaps that need to be addressed to ensure equity in education for all Georgian citizens, which translates to the ability of youth to become active citizens. A lack of critical thinking-focused pedagogy is notable throughout public education.

Currently, there are no legal requirements for professional development for civic education teachers. The Program may consider working to initiate the establishment of professional development requirements and systems in cooperation with the Civic Education Teachers' Forum and the MES, improving the sustainability of U.S. Government investments. Applicants should note that the National Center for Educational Quality Enhancement has expressed interest in cooperating with USAID to rewrite the teacher regulation requirements for upper grade teachers of civic education.

It is vital to ensure that civic education incorporates opportunities for young people in Georgia to apply what they have learned, such as through community service projects, debates or mock voting. Empirically, emphasis on the development of non-cognitive skills (e.g., planning, organization, grit, confidence, perseverance) are predictors for political participation.¹¹ Service learning provides young people with the opportunity to not only strengthen their non-cognitive faculties, but also exposes them to the civil society arena and ultimately develops a better understanding of how to participate in democratic reforms and decision-making processes. Engagement and interface with policy makers has proven to increase youth participation in civic

¹¹ https://sites.duke.edu/hillygus/files/2020/02/2018.HolbeinHillygusetal.BJPS_.nsf_.pdf

and political processes.¹² It is critical to ensure civic education remains a frequent, sustained, and adapted source of information and learning for citizens, online and offline, plugging into avenues like civil society and civic movements, to help advocate for reform.

The Need - Potential Dangers of the Online World

Over the last decade, the Kremlin has pursued its geopolitical aspirations by applying a range of hybrid warfare techniques around the world, particularly in post-Soviet countries. Recently, it has intensified the use of propaganda and disinformation to influence public opinion against the West in post-Soviet countries and undermine transatlantic unity.

Georgia is a target of Government of Russia information operations due to its pro-Western orientation. As noted in the November 2019 public opinion survey by the National Democratic Institute (NDI), there is strong majority support (particularly among youth) for the country's European Union (EU) and Euro-Atlantic aspirations, with support for the EU at 82% and NATO support at 74%.¹³ Kremlin propaganda thus seeks to arouse anti-European and anti-Western ideas through a variety of approaches, including: discrediting Western institutions and turning public opinion against them; instilling confusion, fear, and polarization among the population; spreading conspiracy theories and half-truths against Europe and the U.S.¹⁴

Social media networks are an essential feature of Kremlin disinformation campaigns.¹⁵ Online propaganda from Russia targeting Georgia is spread on social networks in the Georgian language, primarily through Facebook, which is the most popular social network in Georgia with nearly 25% of the population connected. Many Georgians do not have the digital and media literacy skills to identify disinformation online, particularly on social media. A lack of contemporary teaching models that integrate digital literacy and unsystematic teacher training in digital literacy leaves students vulnerable to disinformation and malign influence.

Data from V-Dem measuring “average people’s use of social media to organize offline action” and “engaged society” over the past decade, shows that social engagement among Georgians has

¹² https://pdf.usaid.gov/pdf_docs/PNACP331.pdf

¹³ Public Attitudes in Georgia; Results of November 2019 Survey. Carried out by NDI by CRRC/Georgia

¹⁴ Kremlin’s Information War: Why Georgia should Develop State Policy Against Russian Propaganda <https://idfi.ge/en/informational-war-of-kremlin-against-georgia-the-necessity-of-having-state-policy-against-propaganda>

¹⁵ Inside the Russian Troll Factory: Zombies and a Breakneck Pace, New York Times, February 18, 2018

<https://www.nytimes.com/2018/02/18/world/europe/russia-troll-factory.html>

plateaued.¹⁶ At the same time, young Georgians are becoming increasingly proficient in the wider digital world. The COVID-19 pandemic has further accelerated Georgia's use of the internet and digital technologies, including as education has gone digital. According to a survey conducted by the Education Management Information System in March 2020, of the 528,426 pupils enrolled in the general education system, 88% had fixed internet access and 53% had mobile internet access in their homes. This new reality demonstrates there are significant needs related to digital education and training for teachers. In particular, it is critical to promote digital citizenship - the responsible use of technology to engage with society - and the norms that underpin that participation aimed at creating a digital space or 'public sphere' that is civically oriented and respectful of human rights and fundamental freedoms. Additionally, Georgian public-school teachers across the board have low technology capacity, which has become clearly visible during the COVID-19 pandemic as classes shifted to a virtual format. There is still progress to be made before all teachers will be able to integrate digital technology into the classroom and teach digital and media literacy at a high level.

Without adequate civic awareness, media literacy, and engagement, malign disinformation operations and general digital information manipulation threaten Georgia's pro-Western orientation, the resilience of Georgia's democratic institutions, and nationwide social cohesion.

The Civic Education Structure

The MES increasingly supports school-based civic education. After years of support by USAID-funded programming, civics is now taught at all grade levels. In primary school it is integrated as a course titled Me and Society, in middle school as Citizenship, and in high school as Civic Education.

USAID-funded civic education programs have played a key role in elevating the subject's importance. This result was achieved by working closely with GoG counterparts, including the MES, the Civic Education Teachers' Forum (the Forum), and the National Center for Teacher Professional Development. The Forum creates opportunities for professional development and recognition of civics teachers. With support from USAID, the Forum organizes activities including master classes and trainings by civics experts, civics teacher peer-trainings in all regions of Georgia, regional conferences, roundtables to discuss the further development of the subject, and awarding the top civics teachers of the year.

The current MES national curriculum for civics education is divided into three pillars: Social Skills, Civic Participation, and Entrepreneurship. The components of the curriculum include government, human rights, principles of democracy, personal and social development, civic participation, sustainable development, emergency preparedness and response, financial literacy, and entrepreneurship. The integrated Citizenship/Civic Education course is designed to be taught as a mandatory subject in grades 7-10 and as an elective course in grades 11-12.

¹⁶ <https://www.v-dem.net/en/analysis/CountryGraph/>

University certification programs for civics education teachers are limited. When mandatory civic education was introduced in schools in 2007, teachers of other subjects were generally assigned additional hours to teach civics classes. Now, the first university graduates trained as civics teachers are beginning to graduate, but there are still few civics teachers with secondary education in the subject. The number of certified civics teachers will increase significantly over the next few years as the subject-group teacher model is introduced. These new teachers will be challenged to teach interactive, experiential courses and lead extracurricular activities.

Teachers are largely motivated to provide a better learning experience for their students. The main barrier to engagement is a lack of knowledge and resources. Most school directors also support civic values, democratic principles, and innovative teaching practices. Schools want to integrate more practical civic activities and project-based learning, but often teachers and administrators do not know where to start with implementation and lack technical knowledge. The MES offers project funding that teachers and administrators can apply for, but it is underutilized. Many schools are unaware of funding opportunities, which discourages them from pursuing projects or activities that require even small amounts of financial support.

In the mid-term, the MES strategy for teacher training is to use 24 coaches, based at Education Resource Centers around the country, who work with a rotating selection of New School Model schools. More coaches will be added in the coming year, targeting minority language regions. Coaches received training within the framework of MT. This is a valuable element of USAID's legacy that the Program will build on by working with those coaches to ensure next-level skills and knowledge, coordination in curriculum and teaching methodology, and as a tool to communicate with civic education teachers nationwide. The coaches train teachers based on guidelines that focus on complex tasks - projects grounded in real-life experience. Their guidelines follow recently updated civic education standards.

Students are not currently engaged in school decision making in a systematic way. Some schools do solicit regular feedback from students, but there are few student-led initiatives. The approach highly depends on the culture and norms established by the school director. Although there are no policy or substantive guidelines for schools outlining how to engage students in decision making processes, it is considered a good practice, promoted through in-service training sessions for teachers. Some good examples observed at the school level include students being involved in school operation and maintenance processes, providing ideas for school renovation projects, and initiating activities to make their schools greener and safer spaces.

Across Georgia, technology is used in the classroom in many ways and greatly varies due to the interest, knowledge, and capacity of teachers and available resources. Use of technology is highly promoted and encouraged by the MES. One of the four main objectives of the New School Model is the integration of digital technologies into teaching and learning processes. Besides coaching and supporting teachers to integrate technology into daily teaching practice, MES equips all New School Model schools with all necessary technology.

The COVID-19 pandemic has also supported the rapid integration of technology into the teaching process. All schools across the country were obliged to teach online, using both synchronous and asynchronous methods and various platforms. The Ministry has made an effort to support teachers

to adapt, and even, when necessary, develop individualized approaches to ensure that no student was left without schooling because of the pandemic.

III. OBJECTIVES AND THEORY OF CHANGE

The theory of change for the Program is:

“IF school administrators, students, and other stakeholders are motivated and incentivized to strengthen civics and democratic practices in schools; IF they have access to sustained resources from alternative sources in the private sector and wider community; and IF they are able to use digital technical resources; THEN civic education systems will be able to continuously improve and develop, supporting increased abilities of Georgian youth to be more responsible citizens who can demand and facilitate more government accountability through civic action.”

The **goal** of the USAID Civic Education Program is to contribute to a Georgian society of civically active, responsible, engaged youth and young adults who can demand and contribute to an accountable and accessible government and a democratic society. The Program will contribute to USAID/Georgia’s Country Development Cooperation Strategy 2020-2025, Development Objective 2: Fragile Democratic Gains Consolidated Through Enhanced Citizen Responsive Governance.

Foundational Principles

Through a decade of USAID programming on civic education in Georgia, several conclusions are clear. To have positive and lasting effects, classroom instruction must be interactive and incorporate democratic principles. Teachers must not only teach, but themselves model behavior accepting of opinions that differ from their own, to inspire students to accept such differences as well. Students must be required to think critically about what it means to be an active citizen in a democracy. It is important to apply a [Positive Youth Development](#) approach, supporting student initiatives and providing them tools to act, not only inviting them to participate in organized activities.

The best results come from project-based, experiential learning and extracurricular activities. The strongest effects in MT were seen for students participating in extracurricular civics clubs and implementing voluntary projects in addition to being enrolled in civics classes with access to enhanced teacher training and supplementary civics curricula.

MT has produced many notable tools that may be incorporated into the Program, including an outline for a course on project development and management, supplemental textbooks, and supplemental teaching materials (MT documents can be accessed at [el.ge](#)).

By definition, PSE is a strategic approach to achieving greater development impacts and thereby not generally a standalone objective. However, due to its importance to USAID’s long term vision and strategy for supporting civic education, it is being elevated to the objective level in this solicitation. It emphasizes the focus that USAID is placing on PSE and the expected role of the private sector in the future of civic education and civil society in Georgia. Activities implemented under Objective 2 are expected to additionally make impacts towards results under other objectives.

Objective 1: Improve Student-Led Civic and Democratic Engagement in Schools
<i>Key target populations: civic education teachers, school directors, school management, Educational Resource Centers, and students grades 7-12</i>
Expected Result 1.1: Students' leadership and decision making capacity and opportunities increased
Expected Result 1.2: Student-led extracurricular activities expanded and improved
Expected Result 1.3: Avenues for improved student engagement through more democratic management practices are institutionalized by motivated and incentivized school administrators, resource centers, and teachers
Illustrative Activities • Supporting student-led after school civics clubs to allow for more flexible, youth-driven activities and to offer an alternative to potentially negative after school behavior • Establishing feedback loops for parents and students to weigh in on decisions about academic directions, curriculum, extracurricular activities, private sector cooperation, etc. • Creating co-curricular opportunities for students to practice representative democracy (e.g., voting for student leadership, practice developing and managing a small budget, moot courts, simulated legislative hearings, debate tournaments to promote greater interest in and understanding of government and civil society) • Developing a toolkit for teachers to establish and manage after-school civics clubs • Integrating service learning opportunities or programs through partnerships with civil society, local government, and/or the private sector • Establishing or strengthening existing student councils or other student self-governance systems • Developing a National Student Parliament or similar • Opening a dialogue with the MES, universities, and other stakeholders on adjusting high school graduation/university admissions processes to encourage greater consideration of extracurricular activities and volunteer experiences
Additional Guidance Objective 1 aims to increase students' participation in decision-making at the school level and in related community activities. USAID/Georgia's Applied Civic Education and Teacher Training Activity (ACETT) and Momavlis Taoba Activity developed supplemental civics modules, including student books and teacher manuals, for students grades 9-12, available for the Implementing Partner to review. ¹⁷ Interventions under Objective 1 should also consider

¹⁷ 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. The ACETT

ways to keep recent graduates engaged in civic activities, including with their alma maters (university students, TVET students, and those working) and linking to university-level programs. The Program should educate relevant school staff on how to select projects to fund with student input, and how to apply for this funding. The Applicant should also consider working with the GoG to secure specific commitments to increase extracurricular funding opportunities for public schools.

Interventions should also be designed so as to identify and address the varying needs of female and male students and the different types of gender-biased barriers they face.

Objective 2: Strengthen engagement of the private sector in civic education at the school level

Key target populations: school leadership, Ministry of Education, private donors (philanthropy), private sector (companies, business associations), bi-/multilateral donor organizations

Expected Result 2.1: Long-term, sustainable mechanisms are developed to strategically engage and sustain private sector involvement and investment in public (civic) education

Expected Result 2.2: Relevant companies, business associations, and other private sector entities are engaged to invest in elements of civic education and civic activities that align with their core business interests

Expected Result 2.3: Schools are equipped to effectively engage and collaborate with the private sector in pursuing their shared interests in civic education

Illustrative Activities

- Identifying and mapping relevant private sector stakeholders and industry actors to strengthen the civic education system as it aligns with their business interests (e.g., digital technology, banking/lending for financial literacy, telecommunications, media, etc.) and/or as it relates to their Corporate Social Responsibility (CSR) objectives.
- Co-creating with the private sector a PSE strategy for the Program that grounds expectations for PSE, segments and maps the private sector's constraints, interests and incentives for collaboration, and outlines priorities, incentives and a process for engagement to achieve expected results.

modules cover four priority areas: cooperation for social benefit, how to become an active citizen, participation in school governance, and collaboration with local government to meet community needs. Guidelines for identifying and using community resources as part of the learning process are integrated into the basic approaches for each module.

- Supporting the continued capacity building of the Civic Education Teachers' Forum, including their ability to represent the needs of the civic education community and effectively engage with the private sector
- Partnering with ITC companies to promote the role technology can play in civic engagement, e-governance, and government accountability, e.g., hackathons for mobile applications for civic priorities, matching grants from the private sector for students' extracurricular civic initiatives (e.g., under the Momavlis Taoba Activity, Crystal funded various grants requested by student groups in Tbilisi and Kutaisi, and Dio funded grants in Tbilisi, Batumi, Kutaisi, and Samtskhe-Javakheti)
- Creating a *private sector advisory council* in which private sector leaders are engaged to expand their role in civic education (e.g., chambers of commerce serving on a grant review board for proposals from youth)
- Establishing a business mentorship, internship or career pathway programs (ie. business leader TED talks) for students (esp. women, minorities)
- Organizing informational networking activities for students such as career days, business talks, and externships as an entry point for engaging the business community
- Engaging banks in developing and delivering financial literacy programs
- Co-hosting competitions with the private sector that promote civic leadership and skill building among youth and demonstrate the value of public-private collaboration
- Identify ways to recognize outstanding efforts (financial and non-financial) of the private sector in civic education to continue their involvement and investment beyond the life of the program.

Additional Guidance

The intention of Objective 2 is to strategically engage and incentivize the private sector to be an inextricable stakeholder in civic development, alongside government, CSOs, and donor organizations.

The Program should deploy specific strategies to engage relevant private sector partners on the basis of their core business interests, in addition to considerations of Corporate Social Responsibility.

The Program should include creative ideas for bringing youth and the private sector together in the local system for civic education.

Objective 3: Students improve their ability and proficiency to responsibly use and harness technology to advance their civic agendas and participate in public discourse

Key target populations: Ministry of Education, civics education teachers, ICT teachers, students grades 7-12

Expected Result 3.1: Students are able to harness technology to a) responsibly participate in public discourse, electronic feedback loops and e-governance; b) increase resilience to potential manipulation, disinformation, and malign influences; c) engage with a wide range of populations to identify major issues in their communities, build a base of support, bring issues of shared concern to the attention of policymakers, and obtain diversified funding for civic actions

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

Expected Result 3.3: Students are able to safely utilize online resources to develop new digital tools to use in the civic space

Illustrative Activities

- Supporting continued professional development for civic education teachers by developing virtual teacher training modules accessible on demand, specifically on digital-related topics - consider using the Learning Management System and creating incentives for private sector partners to engage
- Developing teaching guides and classroom materials/learning resources on how to implement project-based activities (on topics such as digital citizenship, media literacy, parliamentarism, multi-party democracy, environmental protection, social learning) and how to teach project management through project-based learning
- Strengthening existing and developing new, high-quality Georgian-as-a-second-language teaching and learning digital resources in cooperation with and for minority-language schools
- Establishing pen pals/buddies with civics classes in U.S./European schools
- Developing digital credentials (badges) programs for implementation in American Spaces, local libraries, and/or other relevant institutions
- Engaging the private sector in competitions for best civics-related mobile app or website idea and partnering to operationalize the concept
- Improving students' online research skills through school projects
- Supporting schools to partner with media companies and online businesses who can sponsor events, conduct disinformation training, broadcast/publish spotlights on student activities, etc.
- Training civics teachers integrate the use of existing digital engagement platforms into their classrooms (e.g., EVOKE, Cisco's GPS, Global Citizen)
- Coordinating with schools' and Resource Centers' IT staff to understand the needs and skill levels of teachers and to design training programs to be implemented by IT staff
- Teaching students to protect themselves online in directions including cyber security, understanding disinformation or bias bubbles and its effect on political polarization, and cyber bullying

Additional Guidance

The Ministry of Education and Science has requested that the new Civic Education Program help train the Education Resource Centers' coaches and develop additional guidelines with more focus on specific themes, such as financial literacy, entrepreneurship, the environment, and democracy. The Recipient will be expected to meet with the MES during implementation to coordinate cooperation, including on the Education Management Information System - a legal entity of public law under the MES.

The Recipient should also consider working with the GoG during implementation to secure specific commitments for the institutionalization of improved teacher training models.

The Program *should not* include significant traditional teacher training efforts such as in-person training courses led by an outside trainer.

IV. STRATEGIC AND POLICY LINKS

Providing a bulwark against democratic backsliding by strengthening Georgia's civic engagement is a priority for USAID in Georgia. The Program will link to the following strategic and policy documents:

USAID/Georgia's Country Development Cooperation Strategy 2020-2025¹⁸

- Development Objective 2: Enhanced Citizen-Responsive Governance Consolidates Fragile Democratic Gains, Intermediate Result 2.1 - Civic Participation Catalyzed
- Development Objective 1: Resilience to Malign Influence Strengthened, Intermediate Result 1.4 - Impact of Targeted Disinformation Mitigated

USAID/Europe and Eurasia Bureau's Countering Malign Kremlin Influence Development Framework

- Objective 1: Counter efforts to undermine democratic institutions and the rule of law, Sub-Objective 1.2: Strengthen civil society's resilience against efforts to restrict, harass, and stigmatize independent non-governmental activity
- Objective 2: Resist the manipulation of information, Sub-Objective 2.2: Increase media literacy and public demand for high-quality, independent reporting

USAID and the U.S. Department of State's Europe & Eurasia Joint Regional Strategy Mission for FY 2018-2022

- Objective 3.1: Strengthen ability of democratic allies and partners to resist malign influence, counter disinformation, and increase cooperation against active measures
- Objective 4.1: Strengthen respect for individual liberty, the rule of law, separation of powers, democratic institutions, independent media, and civil society

USAID's Strategy on Democracy, Human Rights, and Governance¹⁹

- DO 1: Promote participatory, representative, and inclusive political processes and government institutions; 1.2: Promote politically engaged and informed citizenries, active civil society organizations, organized labor, independent and open media, and representative political parties
- DO 2: Foster greater accountability of institutions and leaders to citizens and to the law; 2.2: Support the ability of civil society and independent and open media to provide oversight and an informed critique of government

¹⁸ <https://www.usaid.gov/georgia/cdcs>

¹⁹ https://www.usaid.gov/sites/default/files/documents/1866/USAID-DRG_fina-6-24-31.pdf

USAID's Digital Strategy²⁰

- *Objective 1:* Improve measurable development and humanitarian-assistance outcomes through the responsible use of digital technology in USAID's programming

The strategy charts an Agency-wide vision for development and humanitarian assistance in the world's rapidly evolving digital landscape. The Digital Strategy seeks to advance the growth of self-reliant countries through efficient, effective, and responsible digital initiatives that enhance national security and economic prosperity, consistent with American values of respect for individual rights, open and competitive markets, freedom of expression, and the promotion of democratic norms and practices. The Digital Strategy also paves a path for USAID to partner with the private sector on long-term sustainability and investment in an open, interoperable, reliable, and secure Internet, along with underlying policies that protect consumers and promote the free flow of information, products and services.

USAID Youth in Development Policy

- Objective 1: Strengthen youth programming, participation and partner-ship in support of Agency development objectives.
- Objective 2: Mainstream and integrate youth issues and engage young people across Agency initiatives and operations.

USAID Gender Equality and Female Empowerment Policy, 2020

- Women continue to face significant legal, social, cultural, and economic barriers to their civic and political participation at all levels - as voters, civic and political leaders, candidates, and elected officials.
- By identifying the key constraints to participation in a given country, we can apply evidence-based and context-appropriate approaches to facilitate women's civic and political engagement.
- The 2017 *National Security Strategy* makes clear: "Societies that empower women to participate fully in civic and economic life are more prosperous and peaceful."

US Government Strategy on Basic Education 2019-2023²¹

"When youth are educated, healthy, employed, and civically engaged, they have the power to drive economic growth, democracy, and prosperity." (p 8)

USAID's Private Sector Engagement (PSE) Policy²²

USAID staff and partners should actively assess the role of the private sector and use of market-based approaches in approaching development issues for more sustainable development

²⁰ <https://www.usaid.gov/usaid-digital-strategy>

²¹ https://www.usaid.gov/sites/default/files/documents/1865/USG-Education-Strategy_FY2019-2023_Final_Web.pdf

²² [USAID Private-Sector Engagement Policy](#)

outcomes. Implementing partners play a vital role in advancing the PSE Policy by actively engaging relevant private sector partners, embracing market-based approaches, and integrating the unique capabilities of the private sector in addressing development challenges across sectors. The Program seeks to affect a change in the systemic structures and assumptions by which civic activities are supported and students engage with their wider communities cultivating a greater role for the private sector as a stakeholder.

The Government of Georgia’s National Youth Strategy 2020-2025²³

The National Youth Strategy was developed in alignment with the Georgian National Youth Policy Concept 2020-2030, and governs the National Youth Agency. The strategic goals that notably align with the Program are:

- Goal 1: Enhance youth engagement and promote equal participation in public life and democratic processes
- Goal 2: Promote youth development and realization of young people’s potential through youth work, non-formal, and informal learning
- Goal 5: Promote entrepreneurship among youth

V. IMPLEMENTATION PRINCIPLES AND APPROACH

Lessons learned in prior USAID civic education activities in Georgia and other countries in the region show that effective programming will require several cross-cutting elements:

a) Collaborating, Learning and Adapting (CLA)

USAID is committed to multifaceted [Collaborating, Learning and Adapting](#) (CLA) approaches for programming based on the understanding that development efforts yield more effective results if they are coordinated and collaborative, test promising, new approaches in a continuous yet also rapid, targeted search for generating improvements and efficiencies, and build on what works and eliminate what does not, based on routinely generated evidence.

The Program must include a rigorous monitoring, evaluation and learning component and collect, analyze, and apply data for reporting and decision-making during implementation. The Program should collaborate closely with key in-country stakeholders, including government, civil society, and other donors to share data from program results, implementation research, evaluations, assessments, and lessons learned from implementation.

Innovative ideas and approaches should be tested and piloted, subjected to evaluation and scaled up and shared if successful. The Program should improve and support the institutionalization of the routine use of data analysis and reviews of global experience to adjust, adapt, and implement priority interventions. In line with USAID guidance, the Program will adopt an aggressive, data-driven approach to meeting the stated civic education goals while ensuring efficiency in the use of foreign assistance.

²³ “National Youth Strategy 2025.” Youth Agency of Georgia. 2020.

b) Programmatic Links

Civic education is a critical foundation for all USAID Democracy, Human Rights, and Governance programming. The Program should be designed to create linkages with other activities supported by USAID, other donors, the GoG, and private sector actors. The Program should network actors and efforts to increase coordination, collaboration, and cooperation within and between the private and education sectors and between schools that are direct targets of the Program and those that are not, in order to broaden a community of learning and fully utilize demonstration and competition as motivating factors for targeted stakeholders to adopt best practices. Applicants are strongly encouraged to dedicate a specific staff member as responsible for cross-program coordination and partnership building. The Program will be managed within the Education Technical Unit in the Democracy, Human Rights, and Governance Office of USAID/Georgia and should strategically link to other education activities within the unit. Activities with which this Program should expect to coordinate include:

The overall goal of USAID's **Civil Society Program** is to increase citizen engagement, awareness and participation in civic actions and democratic processes. Using a flexible and adaptive approach, the Program will address systemic weaknesses within the civil society sector in Georgia, such as lack of legitimacy, weak constituency engagement and poor financial diversification. It will improve the ability and interest of Georgian citizens to mobilize their communities and engage with democratic actors. It will strengthen the capacity and collaboration of a diverse range of civic actors, including formal and informal civil society organizations, civic movements and civic-minded individuals. There are several potential areas for cooperation with the Program, including supporting the growth of philanthropic culture in Georgia.

The purpose of USAID's forthcoming **Strengthening Local Self-Governance Program** is to support Georgia's ongoing decentralization reform and enhance the effectiveness, accountability, and citizen-responsiveness of target local governments in Georgia. Directions of cooperation include efforts to improve local governments' responsiveness to citizens' needs and enhancing citizens' ability to express their demands and interact with their representatives

The **USAID Basic Education Program** aims to institutionalize student-centered instruction and strengthen critical thinking and problem-solving skills. This goal will be achieved by accomplishing three objectives:

Objective 1: Current teachers and administrators implement student-centered curricula;

Objective 2: Future teachers acquire student-centered teaching skills and future administrators acquire relevant instructional leadership skills, and

Objective 3: Educational policies are developed with the use of data and evidence.

Specific points of coordination should include the Basic Education Program's target schools, teacher training institutions, Regional Educational Resource Centers, MES, the Policy Working Group, and other educational stakeholders.

USAID's Elections and Political Processes Program applies a citizen-centered approach to supporting more transparent elections and more responsive politics. The program works to build up the demand side of responsive politics, with a recognition that youth engagement is necessary

for democratic progress. The Program should engage with election programs in the direction of young leaders' development and elevation of political culture.

The **PROLoG Activity** aims to strengthen the justice system to ensure due process, judicial independence, and the protection of human rights. The activity is designed to address key challenges in the rule of law sector and capitalize on opportunities for accelerated rule of law and justice sector reforms where there is political will and/or interest from the government or civil society. PROLoG strengthens the legal environment for the application of due process rights and improves their implementation. Links to the Program include opportunities to engage judges to work with students, and raise the awareness of the need for and existing work towards improving citizen-centered justice. USAID anticipates launching a follow-on Rule of Law Program in late 2021.

The goal of the **Georgia Information Integrity Program** is to enhance Georgian efforts to advance the integrity of the information space and build societal resilience in the face of disinformation and propaganda campaigns. This goal will be achieved by meeting two following objectives: 1) Build a sustainable community of stakeholders to coordinate counter-disinformation efforts and maximize impact; 2) Measurably more impactful efforts by local actors to diagnose, track and respond to disinformation; and create and disseminate fact-based messages that reach and influence audiences. Specific areas of cooperation should include digital and media literacy.

The **Industry-Led Skills Development Program** aims to develop industry-relevant human capacity that will contribute to high-value employment opportunities and increased economic competitiveness in Georgia. The Program will achieve this by systematically engaging employers to equip Georgians with skills demanded by sectors with high growth potential and create direct linkages between training programs and employment opportunities. As youth beneficiaries graduate from participation in the Program, they will have access to Industry-Led Skills Development-supported programming and the Applicant should consider ways to help bridge opportunities in each activity for beneficiaries.

The Applicant should be aware that USAID plans to launch a **New Integration Program** in late 2021, which will also focus on the unifying civic values of the country and target significant youth engagement, as well as a **New Resilient Communities Program**, which aims to strengthen resilience to external malign influence in the communities alongside the Administrative Boundary Linewith Abkhazia and South Ossetia through greater inclusion in the country's broader development agenda.

The U.S. Embassy in Tbilisi's Public Affairs Section also supports activities related to civic education, in particular, the Civic and Tech through English Language program. Peace Corps' small grants program may also be considered as an opportunity for collaboration.

c) Cooperation

The COVID-19 pandemic has forced many donor-funded, governmental, and private sector projects to adapt their work. The Program must be able to carefully monitor changes in the civic education landscape and adjust programming accordingly.

There is currently low commitment from the **private sector** to engage with civic education in a systematic way or on a large scale. The private sector engagement culture in Georgia is nascent, and nearly nonexistent in relation to civic education specifically. The proposed Program has a core focus on engagement with the private sector and aims to shift the dominant narrative towards deeper private sector funding and other forms of support and engagement, including, but not limited to, corporate social responsibility, philanthropy, and environmental, social and corporate governance.

There are currently no **other donors** working directly on school-based civic education. World Bank efforts to improve connectivity in Georgian schools will provide a strong, complimentary foundation for the proposed Program.²⁴

The **Government of Georgia** is a strong partner for USAID's civic education support. MES will be the principal stakeholder of the Program. The proposed Program integrates well with the New School reform model. The National Center for Teachers' Professional Development (TPDC) and the Civic Education Teachers' Forum, both LEPLs, are also strong, committed partners.

Public-Private Cooperation should not be disregarded. The Program should facilitate private sector partners to engage with CSOs, municipalities, Educational Resource Centers, and relevant government agencies to develop public-private partnerships.

The Program is expected to partner with **youth-led organizations**. Youth-led organizations in Georgia have high-quality content and unique expertise to contribute to the goals of the Program, including, for example, in the development of revised civic education teaching supplements, service learning projects, or in efforts to demonstrate higher education and professional benefits to civic education. The Applicant should consider the key principles of [USAID's New Partnerships Initiative](#) when exploring avenues to support the capacity of youth-led organizations to become more equitable partners.

d) Gender Equality and Social Inclusion:

Gender equality, female empowerment, and social inclusion are essential for achieving USAID's development goals in Georgia. The USAID [Gender Equality and Female Empowerment Policy](#) advances equality between females and males, and empowers women and girls to participate fully in and benefit from development, through the integration of gender in the entire project cycle, from project design and implementation to monitoring and evaluation.

Per USAID Policy, implementing partners are required to develop a gender and social inclusion strategy to accompany and complement the first annual work plan to ensure the integration of gender and social inclusion considerations into the work plan, the MEL Plan, and for reporting on how the project benefited men and women. [USAID guidelines](#) also instruct implementing partners

²⁴ Cite WB programs

on how to ensure the inclusion of persons with disabilities and Disabled Persons Organizations in the design and implementation of the Program.

On average, female students outnumber and outperform their male counterparts at all levels of education in Georgia.²⁵²⁶ However, there is a sizable segregation and achievement gap in some subject areas, with women being particularly underrepresented in STEM subjects. Additionally, the educational attainments of female students often do not lead to better employment or business opportunities later on in life. Program interventions should address the needs of female students (e.g. enhancing women's soft skills that bolster their leadership, self-esteem, self-efficacy, and confidence to pursue successful careers).

Inequalities among Georgians often begin with citizens' first sustained experience with government services - such as education. Lessons learned from previous programming indicate the need to prioritize inclusiveness and integration of minority communities, persons with disabilities, and otherwise marginalized populations to ensure their voices are represented in democratic dialogue. All teaching supplements, student learning materials, and other beneficiary-targeted materials should be inclusive of Georgia's minority languages (i.e., Azerbaijani, Armenian) to the fullest extent possible. The universal design approach should be promoted by seeking ways of increasing access to digital learning resources for students with disabilities through Optical Character Recognition (OCR). Ethnic minority group members and those for whom Georgian is not a first language face particularly acute barriers in school and in society. The Program should consider USAID/Georgia and MES priorities on supporting *Georgian as a second language* and bilingual education, including support to the MES' development of bilingual pilot curriculum, and work closely with USAID staff and concurrent USAID Activities to develop appropriate interventions.

VI. INDICATORS

The following indicators to measure the performance of the Program are illustrative only. The Applicant is encouraged to develop additional indicators, especially at the higher level of results, and plan for relevant data collection. Illustrative indicators as well as any additional indicators need to be disaggregated as appropriate from the start of the Program and key terms (e.g., civic activism, institutionalization) should be defined.

Illustrative indicators:

- Percent increase in civic activism among target students as reported by themselves, parents, school administrators, teachers and other staff.
- Number of schools that have institutionalized civic education and civic engagement activities/programs

²⁵ <https://www.usaid.gov/sites/default/files/documents/CDCS-Georgia-MAY-2025.pdf>

²⁶ <https://georgia.unwomen.org/en/digital-library/publications/2020/05/the-country-gender-equality-profile>

- Number of new teacher and student training modules developed
- Percent change in target students' leadership and decision-making capacity
- Percent change in target students' research and project management skills
- Percent change in target students' that report participation in decision-making at the school level
- Percent change in target students that identify a significant increase in civic-related extracurricular activities they participated in
- Percent of small projects implemented by students with participation/support from the private sector
- Increased use (%) by teachers of existing digital engagement platforms into the civics classroom
- Increased involvement of students in civic activities using digital technology
- Increased involvement of the private sector in school/civic education (as reported by private sector, students and schools)
- Number of youth who participate in civil society activities following social or leadership skills training or initiatives from USG assisted programs (F indicator)
- Number of youth trained in soft skills/life skills through USG assisted programs (F indicator)
- Number of women-led businesses participating in the implementation of Objective 2.

VII. SUSTAINABILITY

USAID aspires to enable and support local or regional actors to take charge of their own development. USAID has chosen to support civic education as a means to advance Georgia toward the goal of more meaningful civic participation and stronger democratic development. The Program will seek to strengthen the role that youth, schools, and the private sector play in enhancing the quality of Georgia's civic education, increasing democratic institutions in schools, and promoting sustainability by broadening access to alternative sources of support for civic education activities. USAID seeks to build the *capacity* of school and civic education teachers to empower students to become more active, responsible, and engaged citizens with support from the private sector and the full utilization of digital technologies as well as the *commitment* on the part of schools and wider society for sustained investment in civic education for youth.

The Program turns on a sustainable vision - affecting the culture of schools, institutionalizing democratic school management practices at the school level, skill building among students for project design, management, budgeting, and fundraising, and identifying and building resources for sustainable funding, among other efforts. The GoG is actively involved in civic education. Key institutional partners whose engagement will be critical to promoting sustainability include the Ministry of Education and Science, the Civic Education Teachers' Forum, regional Education Resource Centers, the Youth Agency, and school directors and teachers. USAID intends to conclude a memorandum of understanding (MoU) with the MES prior to the commencement of the Program. The MoU will be designed to advance the sustainability goals for the Program, acknowledge roles among host-country partners, and obtain policy commitments, such as those related to expanding and funding civic education platforms beyond USAID's assistance. The MoU will also help mitigate potential volatility caused by any changes in leadership within the

GoG in the longer term. The Applicant should propose what elements of the proposed Program will be sustainable, and specifically how.

The Civic Education Teachers' Forum in particular should be incorporated as a key counterpart in the Program, critical to its sustainability. USAID has significantly contributed to establishing a good foundation for the Forum, which is a LEPL under the MES that promotes the development of civic education in Georgia. USAID has supported the institutional development of the Civic Teachers Forum, an increase in the number of Forum members, strengthening collaboration with the MES, and improved fundraising strategies.

VIII. PROGRAM PARAMETERS

a) Geographic Scope

Selected target schools will be confirmed during implementation based on a technically sound methodology utilizing objective criteria and data. Recognizing that, due to economies of scale, it is sometimes more expensive to work with smaller, more isolated schools, target schools may receive different levels and types of support. The Program should work with a mix of high and low performing schools. Schools that have demonstrated significant progress under previous USAID programming might be engaged in the Program as a peer and/or mentor where appropriate. The unique needs of rural and underserved schools must also be incorporated.

USAID will work with the successful Applicant to finalize selections.

Considering resource constraints and the necessity of maintaining high standards of quality and monitoring, the Program should prioritize rural schools and disadvantaged students. Priority populations include girls, persons with disabilities, households under the poverty line, ethnic and religious minorities, and high mountain and otherwise isolated communities.

- Catalyst/Champion/Mentor schools should be identified to serve as regional examples.
- Demand from schools should be considered as a factor in target school selection.
- Some schools will be more expensive per student than other schools - for example, high mountain regions. Applicants may propose innovative approaches to engage with smaller, remote schools in a different model than other schools.
- Connection with other donor programs should be considered, maximizing results with joint efforts
- Applicants should consider that 40% of schools in Georgia have *not* yet been directly involved in USAID civic education programming
- Some digital aspects of the Program will be able to cover all or most schools
- Applicants should consider that the New School Model is currently being piloted in 598 public schools (March 2021) and present an argument about how to work with the model, if at all

c) School Focus

The Program prioritizes public schools, however, may also engage private schools in programming, including through PSE. Possibilities for cooperation may include small contributions from private schools (student transportation for joint projects, in-kind donations, volunteer hours), a buddy or mentorship program, extracurricular service projects and experiential learning activities in collaboration with public schools, and teacher peer training.

The Program should not spend financial resources directly on clubs or projects in private schools. Details on engagement will be further discussed with USAID to ensure use of resources in line with Agency regulations and that USAID funds are not being used to support for-profit activities.

Additional Resources:

- **Best practices in civics classrooms**

<https://www.tandfonline.com/doi/full/10.1080/15512169.2017.1399798>

https://www.ecs.org/wp-content/uploads/Six-proven-practices-update_r2.pdf

- **Public-private partnerships**

<https://www.dai.com/our-work/projects/ukraine-transforming-financial-sector-fst>

<https://socialimpact.com/portfolio-items/ukraine-confidence-building-initiative-ucbi/>

- **Interactive multimedia in civic education learning**

<https://journals.sagepub.com/doi/full/10.1177/2047173416689794#abstract>

<https://files.eric.ed.gov/fulltext/EJ1190152.pdf>

<https://files.eric.ed.gov/fulltext/EJ1202152.pdf>

https://www.mededucationalliance.org/?page_id=243

https://www.macfound.org/media/article_pdfs/CIVIC_POTENTIAL_VIDEO_GAMES.PDF

- **Other Resources**

<https://gof.org.ua/en/>

<https://files.eric.ed.gov/fulltext/EJ1155573.pdf>

<https://mje.mcgill.ca/article/view/9102>

<http://www.icicp.org/wp-content/uploads/2014/02/Measuring-the-Impact-of-Youth-Voluntary-Service-Programs.pdf>

ANNEX:

- 1) On its democratic journey, Georgia has experimented several successful approaches to citizen participation. As of 2019, nine municipalities are implementing participatory budgeting: Batumi, Ozurgeti, Zugdidi, Mestia, Tskaltubo, Kutaisi, Akhaltsikhe, Gori and Signaghi.²⁷ The Council of Civil Advisors of the Batumi Municipal Council composed of 19 members has a broad mandate and works on increasing citizen engagement in the local policy process, informing the public about the work of the municipality, and reviewing initiatives, legal acts and policy proposals. The Council has its own webpage that has participatory elements and provides extensive information about its work (marte.ge/sabcho). Batumi and Rustavi Municipalities had the highest scores (87% and 72%, respectively) in the 2019 National Assessment of Georgian Municipalities (LSG Index) ranking in terms of development of participatory mechanism tools envisaged under the Local Self-Government Code of Georgia. Promotion of citizen engagement and access to information has been upheld under the Tbilisi OGP Action Plan 2018-2020, including the responsibility of the Tbilisi City Hall to elaborate an integrated web application for citizens (ms.gov.ge).

²⁷ https://idfi.ge/public/upload/Handbook/Handbook%20GEORGIA_eng.pdf.pdf

- 2) The New School Model reform includes salary raises for teachers, a greater focus on preschool education, and strengthening vocational and higher education.
- 3) Applied civic education positively changes attitudes and beliefs. A USAID impact evaluation of the MT activity showed that students in MT schools were more likely to express their opinions, learn about problems in society, discuss current events, have positive views about participating in school politics, and believe that positive changes are possible when students mobilize in groups to resolve critical issues.

As of Feb 2021, there are 2,300 civics teachers - most are primarily history, geography, and Georgian language teachers; there are very few who teach only civics. TPDC will hold certification exams in the summer of 2021, and will hold a short one-time training session for civics teachers before then. Training in the spring and summer will also include prospective civics teachers. New 9th grade civics textbooks are in the process of being authorized for September 2021.

END OF SECTION A

SECTION B: FEDERAL AWARD INFORMATION

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 \$10,000,000 in total USAID funding over a 5-year period.

USAID reserves right to fund any or none of the applications submitted.

2. START DATE AND PERIOD OF PERFORMANCE FOR FEDERAL AWARDS

The anticipated period of performance is 5 years from signing of the Cooperative Agreement. The estimated start date will be February 2, 2022.

3. SUBSTANTIAL INVOLVEMENT

Substantial involvement during the implementation of this Agreement must be limited to approval of the elements listed below. An Agreement Officer's Representative (AOR) will substantially be involved in the administration of a cooperative agreement to help the implementer achieve the agreement objectives in the following areas in accordance with ADS 303.3.11:

- Review and Approval of Recipient's Work Plans and Monitoring, Evaluation, and Learning (MEL) Plan by the AOR; Where changed contexts or new information require a pivot in the activity, USAID will approve changes to the implementation plan, M&E and MEL plans.
- Review and Approval of key personnel by the Agreement Officer (AO) following technical concurrence of the AOR;
- Approval of sub-awards/subcontracts, and/or the substantive technical /programmatic provisions of the sub-awards or sub-contracts by the Agreement Officer following technical concurrence of the AOR (see definitions in 2 CFR 200).
- Review and approval of final choice of target schools.
- Agency monitoring to permit specific kinds of direction or redirection of the work because of the interrelationships with other projects or activities. All such direction or redirection must be within the program description budget, and other terms and conditions of the award.

4. KEY PERSONNEL

Key personnel positions for this Cooperative Agreement are Chief of Party, Deputy Chief of Party, Private Sector Engagement Specialist, and Digital Citizenship Specialist. All key personal

should have strong communication skills, as well as excellent speaking, writing, and reporting skills in English.

Minimum Qualifications for the Key Personnel are as follows:

Chief of Party

The proposed Chief of Party should demonstrate a thorough understanding of the issues surrounding civic education in transitional countries, including opportunities for private sector engagement and digital learning. Experience working with Ministries of Education, other relevant government structures, schools, etc. to enhance the application of student-led democratic principles at the school level is preferred, but not required. Experience working in Georgia will be considered an advantage. The Chief of Party should have experience in fostering experimentation and encouraging programmatic risks where warranted; he or she should also have strong interpersonal skills and a demonstrated ability to network and maintain effective working relationships with a diverse set of stakeholders, including private sector actors, government officials, international organizations, the media, and CSOs and civic groups.

Minimum requirements are: 10 years of professional experience in managing complex educational or civic engagement related projects in Georgia or in the region is required. A demonstrated ability to effectively manage a diverse team of employees, including expatriate and local staff. A master's degree or higher in education, public policy, international studies, or other relevant field is required. Four additional years of relevant experience may substitute for a master's degree.

Deputy Chief of Party

The proposed Deputy Chief of Party should have a thorough knowledge and understanding of the civic education environment in Georgia, and experience working on complex donor-funded programs. He or she should have strong interpersonal skills necessary to maintain good relations with formal and informal stakeholders.

Minimum requirements are: Seven years of professional experience in managing and implementing multi-component programs and a demonstrated ability to effectively manage staff. A master's degree in education, public policy, international studies, or other relevant field. Four additional years of relevant experience may substitute for a master's degree.

Private Sector Engagement Specialist

The proposed Private Sector Engagement Specialist will provide direct support to the program team on Objective 2, and throughout implementation, in mobilizing private sector engagement to meet the expected results within Objective 2 and overall program goals.

Minimum requirements are: Five years of experience in mobilizing or managing private sector partnerships with public or non-governmental entities in the directions of education, civic engagement, or similar. The position requires a demonstrated ability to cooperate with private sector partners and government stakeholders, including at the municipal level. The Private Sector Specialist must be able to quickly recognize and act on emerging opportunities for private sector engagement in various forms, and flexibly, creatively adapt approaches and methodology as needed during implementation. Prior successes in mobilizing private sector engagement in challenging environments is preferred. Demonstrated experience in the Europe and Eurasia region is preferred but not required. A bachelor's degree in a relevant field is required.

Digital Citizenship Specialist

The proposed Digital Citizenship Specialist will provide direct support to the program team on Objective 3, and throughout the program, on the integration of digital technology into civics classrooms, students' use of digital technology to better engage with their society, and the intersection of digital technology and democratic principles of good citizenship.

Minimum requirements are: Five years of experience in managing and implementing activities related to technology, civic engagement, and digital citizenship. The position requires technical expertise in the development, use, and application of cutting-edge digital technologies by students and teachers. The Digital Citizenship Specialist should be able to work with a variety of stakeholders to design and lead training sessions, identify and capitalize on potential opportunities for collaboration with private sector partners in the digital space, and cooperate with government institutions to secure commitments towards the program's goals. Demonstrated experience in the Europe and Eurasia region is preferred but not required. A bachelor's degree in a relevant field is required.

5. AUTHORIZED GEOGRAPHIC CODE

The authorized geographic codes for procurement of goods and services under this award are 937 (the United States, the recipient country, and developing countries other than advanced developing countries, but excluding any country that is a prohibited source) and 110 (the United States, the independent states of the former Soviet Union, or a developing country, but excluding any country that is a prohibited source).

6. PLACE OF PERFORMANCE

The activity will be implemented in Georgia.

7. TITLE TO PROPERTY

Property title under the resultant agreement shall vest with the recipient in accordance with the requirements of 2 CFR 200 regarding use, accountability, and disposition of such property.

8. 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 USAID Civic Education Program 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.

9. SELECTION OF INSTRUMENT

The purpose of the USAID Civic Education Program is to use civic education to prepare the next generation of Georgians to be civically engaged, know and exercise their democratic rights and responsibilities, harness technology, and build partnerships, including with the private sector, to demand and facilitate increased government accountability.

USAID has conducted market research in support of the program design which has confirmed the relevance and focus of the Activity's technical areas. Market research included extensive consultations with stakeholders, reviewing past program evaluations, and sector assessments. USAID/Georgia conducted an Impact Evaluation on the Momavlis Taoba Activity (Dec 2018), which showed that USAID/Georgia interventions in the field of civic education were effective, and made recommendations on how to further enhance impact. Key takeaways included: applied civic education positively changes attitudes and beliefs; the importance of supporting student initiatives and providing the tools to act; the best results come from a mix of project-based, experiential learning and extracurricular activities. Additionally, the DRG Assessment conducted in September 2019 by representatives of the USAID DRG Center and E&E Bureau made several recommendations related to civic education. In particular, highlighting the correlation between civic education and civic activism and recommending that USAID/Georgia continue to invest in the field. The Program Description for this activity will take these findings into account.

Given USAID/Georgia's previous success in supporting civic education, the new program will focus on the field from a slightly different perspective and introduce new objectives, calling for creative ideas and new thinking, particularly in regard to building and integrating private sector partnerships into the space and connecting to large scale digital learning initiatives. USAID has determined that the upcoming support for civic education in Georgia should be provided through an assistance mechanism. An assistance mechanism is recommended for this activity because USAID's goal is to assist a recipient to provide services to relevant Georgian government institutions and target citizen populations, specifically to improve civic education in Georgia, supporting efforts to increase civic engagement in accordance with the mission and programs of the implementing partner. Based on USAID's market research and experience with previous civic education programs in Georgia, USAID has determined that international and local organizations are capable and proficient to design their own specific interventions in line with USAID's stated objectives to benefit the Georgian population. A cooperative agreement (CA) is the preferred instrument since it allows for substantial involvement of USAID in ensuring the program's effectiveness and coordination with other programs working in intersecting sectors and areas of interest. A market research conducted by USAID confirmed the relevance and focus of the Activity's technical areas, and availability of qualified implementers to perform the work.

10. SPECIAL AWARD REQUIREMENT RELATING TO THE PROHIBITION ON CERTAIN TELECOMMUNICATION AND VIDEO SURVEILLANCE SERVICES OR EQUIPMENT (AUGUST 2020)

- a. The mandatory standard provision "Prohibition on Certain Telecommunication and Video Surveillance Services or Equipment (AUGUST 2020)" implements Pub. L. 115-232, Section 889.

b. USAID has been granted a temporary, limited waiver under Section 889(d)(2) that will allow the recipient to use award funds for the duration of this award to procure internet, cellular and landline services from communication service-providers who use covered telecommunications. All other costs incurred for covered telecommunications and video surveillance services or equipment, such as phones, video surveillance, and cloud servers specified in the standard provision in paragraph a. above remain unallowable in accordance with the mandatory standard provision “Allowable Costs” and 2 CFR 200.471.

END OF SECTION B

SECTION C: ELIGIBILITY INFORMATION

1. ELIGIBLE APPLICANTS

Eligibility for this NOFO is not restricted.

U.S. and non-US organizations may participate under this NOFO.

USAID welcomes applications from organizations which have not previously received financial assistance from USAID. USAID will not accept applications from individuals.

Applicants must have established financial management, monitoring and evaluation processes, internal control systems, and policies and procedures that comply with established U.S. Government standards, laws, and regulations. The successful applicant(s) may be subject to a responsibility determination assessment (Pre-award Survey) by the Agreement Officer (AO).

The Recipient must be a responsible entity. The AO may determine a pre-award survey is required to conduct an examination that will determine whether the prospective recipient has the necessary organization, 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 the terms and conditions of the award

USAID welcomes applications from organizations that have not previously received financial assistance from USAID.

2. COST SHARING OR MATCHING

Cost sharing is suggested, but not required. Such funds may be provided directly by the recipient; other multilateral, bilateral, and foundation donors; host governments; and local organizations, communities and private businesses that contribute financially and in-kind to implementation of activities at the country level. This may include contribution of staff level of effort, office space or other facilities or equipment which may be used for the program, provided by the recipient. For guidance on cost sharing in grants and cooperative agreements see 2 CFR 200.306.

3. OTHER

In support of the Agency’s interest in fostering a larger assistance base and expanding the number and sustainability of development partners, USAID encourages applications from potential new partners.

When considering making an award to a potential partner with limited or no previous USAID experience, USAID will undertake necessary pre-award reviews to determine the organization’s “responsibility” as discussed below. The resultant award to this organization may take some time. The applicant should take this into account and plan their implementation dates and activities accordingly.

“Responsibility” of Applicant:

In order for an award to be made, the Agreement Officer must make an affirmative determination that the applicant is “responsible.” A positive responsibility determination means that the applicant possesses or has the ability to obtain the necessary management and technical competence to plan and carry out the program to be funded, and that the applicant will practice mutually agreed upon methods of accountability for funds and other assets provided by USAID.

END OF SECTION C

SECTION D: APPLICATION AND SUBMISSION INFORMATION

1. AGENCY POINT OF CONTACT:

Name: Maya Chelidze

Title: Sr. Acquisition and Assistance Specialist

Email: mchelidze@usaid.gov AND rcocaucasus@usaid.gov

Mail Address: Regional Contracting Office, 29, Georgian American Friendship Avenue, Tbilisi 0131 Georgia

2. QUESTIONS AND ANSWERS

Questions regarding this NOFO should be submitted in writing to Maya Chelidze via email at mchelidze@usaid.gov AND rcocaucasus@usaid.gov, no later than the date and time indicated on the cover letter. 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, if that information is necessary for submitting applications or if the lack of it would be prejudicial to any other prospective Applicant.

3. PREPARATION OF APPLICATIONS

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 full application. Please see subsections 5 and 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.

Both the Technical and Business (Cost) Applications must include a cover page containing the following information:

- Name of the organization(s) submitting the application;
- Identification and signature of the primary contact person (by name, title, organization, mailing address, telephone number and email address) and the identification of the alternate contact person (by name, title, organization, mailing address, telephone number and email address);
- Program name;
- Notice of Funding Opportunity number;
- Name of any proposed sub-recipients or partnerships (identify if any of the organizations are local organizations, per USAID's definition of 'local entity' under ADS 303);
- Organization DUNS number.

Any erasures or other changes to the application must be initialed by the person signing the application. Applications signed by an agent on behalf of the Applicant must be accompanied by

evidence of that agent's authority, unless that evidence has been previously furnished to the issuing office.

Applicants may choose to submit a cover letter in addition to the cover pages, but it will serve only as a transmittal letter to the Agreement Officer. The cover letter will not be reviewed as part of the merit review criteria.

Applications must comply with the following:

- 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.
- Written in English.
- Use standard 8 ½" x 11", single sided, single-spaced, 12 point Times New Roman font, 1" margins, left justification and headers and/or footers on each page with consecutive page numbers, date of submission, and Applicant's name.
- 10 point font can be used for graphs, charts and text boxes. Tables must comply with the 12 point Times New Roman requirement.
- Submitted via Microsoft Word or PDF formats, except budget files which must be submitted in unlocked Microsoft Excel format.
- The estimated start date identified in Section B of this NOFO must be used in the cost application.
- The technical application must be a searchable and editable Word or PDF format as appropriate.
- The cost application must include an Excel spreadsheet with all cells unlocked and no hidden formulas or sheets. 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.

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.

Excluding the cover page, table of contents, past performance, budget and annexes, the Technical Application must not exceed 25 pages.

The Cost/Business Application is to be submitted under separate cover from the technical application. The Applicant is requested to submit a budget broken down by program years (in MS Excel with formulas unlocked) with an accompanying detailed budget narrative (in Word or PDF text accessible) which provides in detail the total costs for implementation of the program.

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 title page with the following legend:

"This application includes data that shall not be disclosed outside the U.S. Government and shall not be duplicated, used, or disclosed – in whole or in part – for any purpose other than to evaluate

this application. If, however, a grant is awarded to this Applicant as a result of – or in connection with – the submission of this data, the U.S. Government shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting grant. 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}.”

and mark each sheet of data it wished to restrict with the following legend:

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

4. GENERAL CONTENT AND FORM OF APPLICATION

Applications in response to this NOFO must be submitted by email to Maya Chelidze, Sr. Acquisition and Assistance Specialist at mchelidze@usaid.gov and rcocaucasus@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.”

If you have not received confirmation of USAID receipt of your application within two days of sending it, please contact Ms. Chelidze at mchelidze@usaid.gov and rcocaucasus@usaid.gov to inquire if your application was received. You must provide evidence of timely sending of the application.

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 or indicate in the file name if submitted via grants.gov 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 e-mail 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 mail server.

Size limit for e-mail with one attachment is 25MB compatible with MS Word (.doc), Excel (.xls), Adobe Acrobat (.pdf) in a MS Windows environment. If several files are attached to the e-mail submission, the total size of all attachments per e-mail shall not exceed 25MB compatible with MS Word (.doc), Excel (.xls), Adobe Acrobat (.pdf) in a MS Windows environment.

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/Georgia cannot guarantee their acceptance by the internet server.

5. TECHNICAL APPLICATION FORMAT

The technical application will be the most important factor for consideration in selection for award of the proposed Cooperative Agreement. The technical application should be specific, complete and presented concisely and should address how the Applicant intends to carry out the Program Description contained in Section B. The application should take into account the requirements of the program and evaluation criteria found in this NOFO.

Technical applications shall be organized by the technical evaluation criteria listed in Section E. The technical application is limited to 25 pages, as clarified below. Any pages beyond these thirty (30) will NOT be evaluated. However, required Annexes specified below will not be counted towards the page limit.

Required Order of the Technical Application:

1. Cover Page: The cover page must not exceed one page and must contain information as specified in Section D-- for the cover page of Technical and Business (Cost) Applications. (not included in the 25-page limit).
2. Table of Contents (not included in the 25-page limit)
3. Abbreviation List (not included in the 25-page limit)
4. Executive Summary (not included in the 25-page limit): must provide a maximum two-page high-level overview of key elements of the Technical Application.
5. Technical Approach (15-page limit)
6. Staffing Approach and Key Personnel (5-page limit)
7. Approach to Monitoring, Evaluation and Learning (5-page limit)
8. Required Annexes (not included in the 25-page limit)
 - a. Illustrative First Year Work Plan (not to exceed 3 pages)
 - b. Organizational Chart
 - c. Résumés for Key Personnel (CVs/Resumes may not exceed 3 pages each)
 - d. Letters of Commitment for Key Personnel (exclusive commitments are not recommended).
9. Other annexes, as applicable:
 - e. Commitment letters from sub-partners (exclusive commitments are strongly discouraged)
 - f. Commitment letters from private sector partners (exclusive commitments are strongly discouraged)

1.1. Technical Approach

This section must detail the technical approach in a narrative section not to exceed fifteen (15) pages. **The applicant's technical approach must include a clear description of and consistent logical progression between the general strategy, novel approaches, partnerships, and activities being proposed for implementation in line with the program description in Section A of the NOFO.**

In this narrative, the applicant will propose its approach to using civic education to prepare the next generation of Georgians to be civically engaged, know and exercise their democratic rights and responsibilities, harness technology, and build partnerships, including with the private sector, to demand and facilitate increased government accountability. This should be an overall approach to meeting the objectives: improving student-led civic and democratic engagement in schools, strengthening engagement of the private sector in civic education at the school level, and supporting students to improve their ability and proficiency to responsibly use technology to advance their civic agendas and participate in public discourse. The applicant's technical approach should be elaborated around Positive Youth Development. The applicant will describe why its approach to the objectives is appropriate in the Georgian context given the way the education system is being transformed through reform policies and enhanced resource commitments, in parallel with post-COVID-19 challenges and limitations. The applicant must also explain how its approach incorporates evidence of international best practices and lessons learned from previous activities.

Innovative ideas and approaches to achieving the stated objectives should be tested and piloted, subjected to evaluation and scaled up and shared if successful.

Applicants must define a strategy for cooperating with key ongoing USAID/Georgia activities to enhance results and efficiency, along with linkages to any other relevant programming supported by other donors. The applicant will describe how the program will cooperate with the private sector, youth-led organizations, local and national governmental entities, and, where-applicable, other donors, including how it will support the sustainability and growth of key institutional partners such as the Civic Education Teachers' Forum, and the National Center for Teachers' Professional Development.

Applications should include approaches that incentivize **private sector engagement (PSE)** that builds self-reliance and delivers increased sustainability and deeper impact in alignment with the Agency's [PSE Evidence and Learning Plan](#). The Applicant should also ensure the participation of women-led businesses in the implementation of Objective 2. The Applicant should consider approaches to generate not only financial contributions, but also in-kind contributions and other forms of support and partnership; additionally, the private sector engagement approach proposed should take into account the need for media representation and communications to ensure awareness of key private sector partnerships, promote best practices, and encourage other private sector actors to get involved.

The applicant should demonstrate that they have incorporated principles of **gender and social inclusion**, including disability, in their approach, detailing the way in which the program will: 1) Increase the overall participation of women and other vulnerable groups in extracurricular civic activities and project-based learning opportunities, particularly for students from minority communities, low-income families, and students with disabilities; 2) Ensure the participation of women-led businesses in the implementation of Objective 2; and 3) Measure the program's effect on women, ethnic and religious minorities, persons with disabilities, and other vulnerable groups. The application must also detail the way in which the applicant will ensure that vulnerable populations are represented in program staff and among target beneficiary groups.

The applicant must describe how the application aligns with USAID/Georgia's Country Development Cooperation Strategy, USAID's Private Sector Engagement (PSE) Policy, USAID's Digital Strategy, and relevant Government of Georgia strategy and policy documents.

The Applicant must propose the number of schools they plan to work with to achieve program objectives and describe the methodology used to select the target schools, including selection criteria and illustrative schools/municipalities. The Applicant is encouraged to consider selecting target schools in varied groups or tiers that will receive different levels and types of support. The program should work with a mix of high and low performing schools. Schools that have demonstrated significant progress under previous USAID programming might be engaged in the program as a peer and/or mentor where appropriate. The unique needs of rural and underserved schools must also be incorporated.

The applicant must describe its approach to grants program, if grants programs or matching funds are used to achieve program objectives.

The applicant will also provide an illustrative first year work plan as a Gantt chart or similar type of chart that illustrates schedules for different program areas and dependency relationships. The illustrative work plan should be in line with the technical narrative, describing at a more detailed level the planned activities and sequencing during the first year. This chart should not exceed three pages, should be included as an annex to the technical application and will not count towards the fifteen-page narrative limit.

1.2. Staffing Approach and Key Personnel

This section must detail the overall organizational structure for the project, the staffing approach - including any organizational partners, and qualifications and capacities of the Key Personnel, in a narrative section not to exceed five (5) pages.

The applicant will describe the composition and organizational structure of the entire project team, including short summaries of the responsibilities for proposed key technical positions. If the applicant has partners, they should discuss each partner's respective role, technical expertise, and experience.

Applicants will describe how their proposed Chief of Party, Deputy Chief of Party, Private Sector Engagement Specialist, and Digital Citizenship Specialist meet the requirements in the Key Personnel section.

In support of the staffing approach narrative section, the applicant will provide resumes/CVs of key personnel and an organizational chart in an annex. Resumes/CVs for key personnel may not exceed 3 pages in length. Each key personnel resume/CV will include a list of at least 3 references within the last 3 years, along with an email address and phone number for each reference.

The applicant must propose candidates for the four required positions, and may also propose one additional key personnel, for a total of up to five.

The applicant should submit letters of commitments for key personnel in an Annex.

1.3. Approach to Monitoring, Evaluation and Learning

The applicant will develop a MEL plan that outlines its approach to monitoring, evaluation and learning to help the project capture lessons learned from innovative interventions and adapt programming mid-stream. The MEL plan should demonstrate how the collected data will provide evidence for results to be achieved by the interventions as well as indicators to measure those results. This section, not to exceed five (5) pages, will describe the major objectives of the program's MEL approach with specific indicators and targets; how the applicant's monitoring and evaluation system is designed for learning; and what resources are required for collaboration and learning to take place from the results of program interventions. The applicant will also discuss plans for identifying learning gaps and adjusting the MEL plan as needed during implementation.

The applicant must ensure that adequate effort is proposed to monitor activities, collect, analyze and synthesize data, and to publish/share the data broadly, and should explain how sharing lessons learned and best practices will be used to stimulate discussions among stakeholders around civic education and youth civic activism and encourage the adoption of good practices in non-target schools. In the MEL plan, the applicant must demonstrate how the program will collaborate closely with key in-country stakeholders to share data and lessons learned from implementation. The MEL plan should include proposed learning questions that could be used to measure progress and address knowledge gaps for improving implementation during the life of the program. The MEL plan should also demonstrate the applicant's understanding of collaborating, learning, and adapting (CLA), and explain how their proposed MEL efforts will support effective CLA.

While USAID will be implementing independent evaluations when necessary, Applicants are encouraged to plan evaluation/s for their own interventions to be used for accountability and learning purposes. Those 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.

2. Business (Cost) Application Format

The Business (Cost) Application must be submitted separately from the Technical Application. While there is no page limit for the full cost application, applicants are 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 200.206. Applicants should not submit any additional information with their initial application.

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

a) **Cover Page (See Section D.3 above for requirements)**

b) **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 www.grants.gov or using the following links:

Instructions for SF-424	http://www.grants.gov/web/grants/form-instructions/sf-424-instructions.html
Application for Federal Assistance (SF-424)	https://www.grants.gov/web/grants/forms/sf-424-family.html
Instructions for SF-424A	http://www.grants.gov/web/grants/form-instructions/sf-424a-instructions.html
Budget Information (SF-424A)	https://www.grants.gov/web/grants/forms/sf-424-family.html
Instructions for SF-424B	http://www.grants.gov/web/grants/form-instructions/sf-424b-instructions.html
Assurances (SF-424B)	https://www.grants.gov/web/grants/forms/sf-424-family.html

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

c) Required Certifications and Assurances

The applicant must complete the following documents and submit a signed copy with their application:

- (1) "Certifications, Assurances, Representations, and Other Statements of the Recipient" document found at <http://www.usaid.gov/sites/default/files/documents/1868/303mav.pdf>
- (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).

d) Budget and Budget Narrative

The Budget must be submitted as one unprotected Excel file (MS Office 2000 or later versions) with visible formulas and references and must be broken out by project year, including itemization of the federal and non-federal (cost share) amount. Files must not contain any hidden or otherwise inaccessible cells. Budgets with hidden cells lengthen the cost analysis time required to make the award and may result in a rejection of the cost application. The Budget Narrative must contain sufficient detail to allow USAID to understand the proposed costs. The applicant must ensure the budgeted costs address any additional requirements identified in Section F, such as Branding and Marking. The Budget Narrative must be thorough, including sources for costs to support USAID's determination that the proposed costs are fair and reasonable.

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

- Summary Budget, inclusive of all program costs (federal and non-federal), 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, Annex 1 for Summary 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 cost principles found in 2 CFR 200 Subpart E.
- Detailed Budgets for each sub-recipient, for all federal funding and cost share, broken out by budget category and by year, for the entire implementation period of the project.

The Detailed Budget must contain the following budget categories and information, at a minimum:

- 1) **Salaries and Allowances** – Must be proposed consistent with 2 CFR 200.430. The applicant's budget must include position title, salary rate, level of effort, and salary escalation factors for each position. Allowances, when proposed, must be broken down by specific type and by position. Applicants must explain all assumptions in the Budget Narrative. 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 provide their established written policies on personnel compensation. If the applicant's written policies do not address a specific element of compensation that is being proposed, the Budget Narrative must describe the rationale used and supporting market research.
- 2) **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 such rate and provide evidence of its approval. If an applicant does not have a fringe benefit rate approved, 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.

- 3) **Travel and Transportation** – 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. When appropriate please provide supporting documentation as an attachment, such as company travel policy, and explain assumptions in the Budget Narrative.
- 4) **Procurement or Rental of Goods (Equipment & Supplies), Services, and Real Property** – 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.
- 5) **Subawards** – Specify the budget for the portion of the program to be passed through to any subrecipients. See 2 CFR 200 for assistance in determining whether the sub-tier entity is a subrecipient or contractor. The subrecipient budgets must align with the same requirements as the applicant's budget, including those related to fringe and indirect costs.
- 6) **Construction** – not applicable
- 7) **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 costs which directly benefit the program proposed by the applicant. 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. Otherwise, the narrative should be minimal.
- 8) **Indirect Costs** – Applicants must indicate whether they are proposing indirect costs or will charge all costs directly. In order to better understand indirect costs please see Subpart E of 2 CFR 200. The application must identify which approach they are requesting and provide the applicable supporting information. Below are the most commonly used Indirect Cost Rate methods:

Method 1 - Direct Charge Only

Eligibility: Any applicant

Initial Application Requirements: See above on direct costs

Method 2 - 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 3 - De minimis rate of 10% of modified total direct costs (MTDC)

Eligibility: Any applicant that does not have a current 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 for further information.

Method 4 - Indirect Costs Charged As A Fixed Amount

Eligibility: Non U.S. non-profit organizations without a NICRA may request, but approval is at the discretion of the AO.

Initial Application Requirements: Provide the proposed fixed amount and a worksheet that includes the following:

- Total costs incurred by the organization for the previous fiscal year and estimates for the current year.
- Indirect costs (common costs that benefit the day-to-day operations of the organization, including categories such as salaries and expenses of executive officers, personnel administration, and accounting, or that benefit and are identifiable to more than one program or activity, such as depreciation, rental costs, operations and maintenance of facilities, and telephone expenses) for the previous fiscal year and estimates for the current year
- Proposed method for prorating the indirect costs equitably and consistently across all programs and activities of using a base that measures the benefits of that particular cost to each program or activity to which the cost applies.

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.

9) **Cost Sharing** – The applicant should estimate the amount of cost-sharing resources to be provided over the life of the agreement and specify the sources of such resources, and the basis of calculation in the budget narrative. Applicants should also provide a breakdown of the cost share (financial and in-kind contributions) of all organizations involved in implementing the resulting award.

3. Prior Approvals in accordance with 2 CFR 200.407

Inclusion of an item of cost in the detailed application budget does not satisfy any 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 and justify that cost. See 2 CFR 200.407 for information regarding which cost elements require prior written approval.

4. 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
- DUNS Number
- 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.

5. Dun and Bradstreet and SAM Requirements

USAID may not award to an applicant unless the applicant has complied with all applicable unique entity identifier (DUNS number) and System for Award Management (SAM) requirements. Each applicant (unless the applicant is an individual or Federal awarding agency that is exempted from requirements under 2 CFR 25.110(b) or (c), or has an exception approved by the Federal awarding agency under 2 CFR 25.110(d)) is required to:

1. Provide a valid DUNS number for the applicant and all proposed sub-recipients;
2. Be registered in SAM before submitting its application. SAM is streamlining processes, eliminating the need to enter the same data multiple times, and consolidating hosting to make the process of doing business with the government more efficient (www.beta.sam.gov).
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.

DUNS number: <http://fedgov.dnb.com/webform>

SAM registration: <http://www.beta.sam.gov>

Non-U.S. applicants can find additional resources for registering in SAM, including a Quick Start Guide and a video on how to obtain an NCAGE code, on www.beta.sam.gov, navigate to Help, then to International Registrants.

6. History of Performance

In this section the Applicant (including all partners of a joint venture) must provide information regarding its recent history of performance for all of its cost-reimbursement contracts, grants, or cooperative agreements involving similar or related programs, not to exceed seven (7) awards during the last five (5) years using the attached Past Performance Information (PPI) form (Annex 2). The Applicant should provide information about a combined total of up to seven awards for itself and each major sub-applicant (defined as a sub-applicant whose proposed cost exceeds 10% of the applicant's total proposed cost) in accordance with the following:

- Name of the Awarding Organization;
- Award Number;
- Activity Title;
- A brief description of the activity including scope of work or complexity/diversity of tasks;
- Period of Performance and primary location (s) of work;
- Award Amount;
- Reports and findings from any audits performed in the last 3 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.

PPI must be submitted as an Annex to the Business (Cost) Application.

USAID recommends that applicants alert the contacts that their names have been submitted and that they are authorized to provide performance information concerning the listed contracts if and when USAID requests it.

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.

Past Performance is not an evaluation factor under this solicitation; however, PPI will be reviewed as part of a Pre-Award Risk Assessment of the apparently successful Applicant.

7. Branding Strategy & Marking Plan

The apparently successful applicant will be asked to provide a Branding Strategy and Marking Plan to be evaluated and approved by the Agreement Officer and incorporated into any resulting award.

7.1 Branding Strategy Pre-Award Term

- a. Applicants recommended for an assistance award must submit and negotiate a "Branding Strategy," describing how the program, project, or activity is named and positioned, and how it is promoted and communicated to beneficiaries and host country citizens.
- b. The request for a Branding Strategy, by the Agreement Officer from the applicant, confers no rights to the applicant and constitutes no USAID commitment to an award.
- c. Failure to submit and negotiate a Branding Strategy within the time frame specified by the Agreement Officer will make the applicant ineligible for an award.
- d. The applicant must include all estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events, materials, and so forth, in the budget portion of the application. These costs are subject to the revision and negotiation with the Agreement Officer and will be incorporated into the Total Estimated Amount of the grant, cooperative agreement or other assistance instrument.
- e. The Branding Strategy must include, at a minimum, all of the following:
 - (1) All estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events, materials, and so forth.
 - (2) The intended name of the program, project, or activity.
 - (i) USAID requires the applicant to use the "USAID Identity," comprised of the USAID logo and brandmark, with the tagline "from the American people" as found on the USAID Web site at <http://www.usaid.gov/branding>, unless Section VI of the RFA or APS states that the USAID Administrator has approved the use of an additional or substitute logo, seal, or tagline.
 - (ii) USAID prefers local language translations of the phrase "made possible by (or with) the generous support of the American People" next to the USAID Identity when acknowledging contributions.
 - (iii) It is acceptable to cobrand the title with the USAID Identity and the applicant's identity.
 - (iv) If branding in the above manner is inappropriate or not possible, the applicant must explain how USAID's involvement will be showcased during publicity for the program or project.
 - (v) USAID prefers to fund projects that do not have a separate logo or identity that competes with the USAID Identity. If there is a plan to develop a separate logo to consistently identify this program, the applicant must attach a copy of the proposed logos.

Section VI of the RFA or APS will state if an Administrator approved the use of an additional or substitute logo, seal, or tagline.

(3) The intended primary and secondary audiences for this project or program, including direct beneficiaries and any special target segments.

(4) Planned communication or program materials used to explain or market the program to beneficiaries.

- (i) Describe the main program message.
- (ii) Provide plans for training materials, posters, pamphlets, public service announcement, billboards, Web sites, and so forth, as appropriate.
- (iii) Provide any plans to announce and promote publicly this program or project to host country citizens, such as media releases, press conferences, public events, and so forth. Applicant must incorporate the USAID Identity and the message, “USAID is from the American People.”
- (iv) Provide any additional ideas to increase awareness that the American people support this project or program.

(5) Information on any direct involvement from host-country government or ministry, including any planned acknowledgement of the host-country government.

(6) Any other groups whose logo or identity the applicant will use on program materials and related materials. Indicate if they are a donor or why they will be visibly acknowledged, and if they will receive the same prominence as USAID.

e. The Agreement Officer will review the Branding Strategy to ensure the above information is adequately included and consistent with the stated objectives of the award, the applicant's cost data submissions, and the performance plan.

f. If the applicant receives an assistance award, the Branding Strategy will be included in and made part of the resulting grant or cooperative agreement

7.2 Marking Plan Pre-Award Term

a. Applicants recommended for an assistance award must submit and negotiate a “Marking Plan,” detailing the public communications, commodities, and program materials, and other items that will visibly bear the “USAID Identity,” which comprises of the USAID logo and brandmark, with the tagline “from the American people.” The USAID Identity is the official marking for the Agency, and is found on the USAID Web site at <http://www.usaid.gov/branding>. Section VI of the RFA or APS will state if an Administrator approved the use of an additional or substitute logo, seal, or tagline.

b. The request for a Marking Plan, by the Agreement Officer from the applicant, confers no rights to the applicant and constitutes no USAID commitment to an award.

c. Failure to submit and negotiate a Marking Plan within the time frame specified by the Agreement Officer will make the applicant ineligible for an award.

d. The applicant must include all estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events, materials, and so forth, in the budget portion of the application. These costs are subject to the revision and negotiation with the Agreement Officer and will be incorporated into the Total Estimated Amount of the grant, cooperative agreement or other assistance instrument.

e. The Marking Plan must include all of the following:

(1) A description of the public communications, commodities, and program materials that the applicant plans to produce and which will bear the USAID Identity as part of the award, including:

- (i) Program, project, or activity sites funded by USAID, including visible infrastructure projects or other sites physical in nature;
- (ii) Technical assistance, studies, reports, papers, publications, audiovisual productions, public service announcements, Web sites/Internet activities, promotional, informational, media, or communications products funded by USAID;
- (iii) Commodities, equipment, supplies, and other materials funded by USAID, including commodities or equipment provided under humanitarian assistance or disaster relief programs; and
- (iv) It is acceptable to cobrand the title with the USAID Identity and the applicant's identity.
- (v) Events financed by USAID, such as training courses, conferences, seminars, exhibitions, fairs, workshops, press conferences and other public activities. If the USAID Identity cannot be displayed, the recipient is encouraged to otherwise acknowledge USAID and the support of the American people.

(2) A table on the program deliverables with the following details:

- (i) The program deliverables that the applicant plans to mark with the USAID Identity;
- (ii) The type of marking and what materials the applicant will use to mark the program deliverables;
- (iii) When in the performance period the applicant will mark the program deliverables, and where the applicant will place the marking;
- (iv) What program deliverables the applicant does not plan to mark with the USAID Identity, and
- (v) The rationale for not marking program deliverables.

(3) Any requests for an exemption from USAID marking requirements, and an explanation of why the exemption would apply. The applicant may request an exemption if USAID marking requirements would:

- (i) Compromise the intrinsic independence or neutrality of a program or materials where independence or neutrality is an inherent aspect of the program and materials. The applicant must identify the USAID Development Objective, Interim Result, or program goal furthered

by an appearance of neutrality, or state why an aspect of the award is presumptively neutral. Identify by category or deliverable item, examples of material for which an exemption is sought.

(ii) Diminish the credibility of audits, reports, analyses, studies, or policy recommendations whose data or findings must be seen as independent. The applicant must explain why each particular deliverable must be seen as credible.

(iii) Undercut host-country government “ownership” of constitutions, laws, regulations, policies, studies, assessments, reports, publications, surveys or audits, public service announcements, or other communications. The applicant must explain why each particular item or product is better positioned as host-country government item or product.

(iv) Impair the functionality of an item. The applicant must explain how marking the item or commodity would impair its functionality.

(v) Incur substantial costs or be impractical. The applicant must explain why marking would not be cost beneficial or practical.

(vi) Offend local cultural or social norms, or be considered inappropriate. The applicant must identify the relevant norm, and explain why marking would violate that norm or otherwise be inappropriate.

(vii) Conflict with international law. The applicant must identify the applicable international law violated by the marking.

f. The Agreement Officer will consider the Marking Plan's adequacy and reasonableness and will approve or disapprove any exemption requests. The Marking Plan will be reviewed to ensure the above information is adequately included and consistent with the stated objectives of the award, the applicant's cost data submissions, and the performance plan.

g. If the applicant receives an assistance award, the Marking Plan, including any approved exemptions, will be included in and made part of the resulting grant or cooperative agreement, and will apply for the term of the award unless provided otherwise.

8. Funding Restrictions

Profit is not allowable for recipients or subrecipients under this award. See 2 CFR 200.331 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.

9. Conflict of Interest Pre-Award Term

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

1. CRITERIA

The merit review criteria prescribed here 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 and other factors will be evaluated relative to each other, as described here and prescribed by the Technical Application Format. The Technical Application will be scored by a Selection Committee (SC) using the criteria described in this section.

2. REVIEW AND SELECTION PROCESS

The application should represent the applicant's best ideas and efforts, and clearly respond to the subject Program Description. USAID reserves right, but is not under obligation, to enter into discussions with one or more applicants in order to obtain clarifications, additional details, or to suggest refinements in the proposed technical approach, budget, or other aspects of application, if doing so is determined to be in the best interest of the U.S. Government.

Applicants must note that these factors serve as the standard against which all technical information will be evaluated and serve to identify the significant matters which applications must address. Soundness of Technical Approach, Soundness of Staffing Approach and Key Personnel, and Soundness of MEL Plan will be evaluated, in that order of importance, as described herein and prescribed by the Technical Application format.

Applications will be reviewed by USAID direct hire and personal service contractors. The decision to issue an award vests with the Agreement Officer.

3. MERIT REVIEW

The merit review criteria prescribed here 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 and other factors will be evaluated relative to each other, as described here and prescribed by the Technical Application Format. The Technical Application will be rated by a Selection Committee (SC) using the criteria described in this section.

USAID will conduct a merit review of all applications received that comply with the instructions in this NOFO. Applications will be reviewed and evaluated in accordance with the following criteria shown below.

The criteria are presented by major category in the **descending order of importance**. Soundness of Technical Approach, Soundness of Staffing Approach and Key Personnel, and Soundness of MEL Plan will be evaluated, in that order of importance, as described herein and prescribed by the Technical Application format.

Technical applications will be evaluated on the extent to which they are complete, presented concisely, and responsive to the instructions and the criteria shown below.

CRITERION	CRITERION NAME
Criterion 1	Soundness of Technical Approach
Criterion 2	Soundness of Staffing Approach and Qualification of Key Personnel
Criterion 3	Soundness of MEL Plan

CRITERION 1	CRITERION NAME:	Soundness of Technical Approach
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There are no sub-criteria listed under this criterion.

The applicant's technical approach, including general strategy, novel approaches and partnerships, and activities, along with the proposed first year work plan, will be evaluated on the clarity, consistency, quality, appropriateness to the Georgian context, and likelihood of the proposed technical approach and proposed activities to achieve the objectives and intended results of this program within the implementation period, including:

- Quality of the strategy for applying a Positive Youth Development approach.
- Feasibility, sustainability, likelihood of achieving success, and innovation in proposed strategy and activities in support of the three stated objectives.
- Clarity, appropriateness, and responsiveness of the proposed approach to key USAID and GoG strategic and policy documents, including in addressing issues of gender, inclusion of vulnerable populations, and integration of ethnic and religious minorities.
- Quality of the applicant's strategy/approach to coordination with and capacity building of MES and its sub-agencies (including the National Civic Education Teachers' Forum) to lead the continued expansion, resourcing, and development of national civic education, including policy-making and implementation, and to support the sustainability of the proposed interventions.

CRITERION 2	CRITERION NAME:	Soundness of Staffing Approach and Key Personnel
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There are no sub-criteria listed under this criterion.

The applicant's staffing approach and key personnel will be evaluated on:

- Clarity and appropriateness of the organizational structure of the entire project team, including any partner organizations and private sector partner commitments, and clarity and appropriateness of the responsibilities of the key personnel;
- Extent to which the proposed key personnel show the capacity to carry out the proposed technical and management actions, including how well they meet the minimum qualifications. This includes evaluation of key personnel past performance through reference checks.

CRITERION 3	CRITERION NAME:	Soundness of MEL Approach
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There are no sub-criteria listed under this criterion

The soundness of the MEL plan will be evaluated on:

- Feasibility and comprehensiveness of the applicant's approach to MEL, including clarity, feasibility and relevance proposed indicators, targets, and applicant's ability to successfully evaluate the objectives outlined in the technical approach;
- Extent to which the MEL plan is designed for learning, and quality of learning approach;
- Feasibility and relevance of proposed resources required for collaboration and learning to take place, including plans for sharing lessons learned with stakeholders, and planned assessments and surveys for measuring progress.

2. BUSINESS REVIEW

The cost application of the apparently successful applicant will be evaluated by the Agreement Officer for completeness, realism, reasonability and allocability.

The Agency will evaluate the cost application of the applicant under consideration for an award as a result of the merit criteria review to determine whether the costs are allowable in accordance with the cost principles 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.

Proposed cost share, if provided, 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 200.205). 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 200.207).

END OF SECTION E

SECTION F: FEDERAL AWARD ADMINISTRATION INFORMATION

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.

2. Administrative & National Policy Requirements

USAID/Georgia Mission will be responsible for the negotiation and obligation, and subsequent management and administration, of award which develop from successful application. The Mission Agreement Officer will be responsible for conducting negotiations, making the awards, and obligating costs to the recommended partner(s). He/she will only do so after making a positive risk assessment or 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 Agreement Officer will also designate an Agreement Officer Representative (AOR) to assist in the technical management and oversight of the award.

The resulting award 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: [Standard Provisions for Non-U.S. Non-governmental Organizations](#).

For Public International Organizations: Chapter 308 of USAID's Automated Directives System (ADS), including the Standard Provisions set forth in ADS 308.3.14. ADS Chapter 308: <http://www.usaid.gov/ads/policy/300/308>.

Please see USAID's ADS Sections 303.4 and 303.5. 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 following "required as applicable" Standard Provisions:

See Annex 3 for a list of the Standard Provisions that will be applicable to any awards resulting from this NOFO.

Authority to Obligate the Government: The Agreement Officer is the only individual who may legally commit the Government to the expenditures of public funds. No costs chargeable to the proposed Cooperative Agreement may be incurred before receipt of either a fully executed Cooperative Agreement or a specific, written authorization from the Agreement Officer.

3. Reporting Requirements

3.1 Financial Reporting:

Financial Reports must be submitted in accordance with 2 CFR 200.327 for U.S. organizations, and for Non-U.S. organizations financial reports will be required at a frequency depending on method of payment, but at least quarterly. Reporting requirements, such as the format, number of copies, information to be included, due dates and distribution will be finalized in consultation with the Agreement Officer Representative (AOR) after the issuance of the award.

(1) The recipient must submit the Federal Financial Form (SF-425) on a quarterly basis via electronic format to the U.S. Department of Health and Human Services (<http://www.dpm.psc.gov>). The recipient must submit a copy of the FFR at the same time to the Agreement Officer Representative (AOR) and to the Agreement Officer. The recipient must submit quarterly financial reports no later than 30 calendar days after the end of each reporting period. The following reporting period end dates shall be used for interim reports: 3/31, 6/30, 9/30, or 12/31.

(2) The recipient must submit the original and two copies of all final financial reports to USAID/Washington, M/CFO/CMPLOC Unit, the AOR and to the Agreement Officer. The recipient must submit an electronic version of the final Federal Financial Form (SF-425) to U.S. Department of Health and Human Services in accordance with paragraph (1) above.

The recipient must submit the final financial report no later than 90 calendar days from the end of the agreement.

The quarterly financial reports must contain a summary page which shows spending by category for the quarter, cumulative spending to date by line item, available funding for the remainder of the activity and any variances from planned expenditures. If there are significant accrued expenditures for the quarter being reported upon which for some reason have not yet been billed to the agreement, the recipient must include a brief note to that effect, with the specific amount involved, thus enabling the AOR to accurately track the expenditure rate.

3.2 Performance Reporting

3.2.1. Annual Work Plans

Annual work plans (AWP) are developed yearly and include proposed activities for the given year, timeframe, implementation of activities, budget, 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

The USAID Agreement Officer's Representative (AOR) will approve work plans and any revisions to them that entail a change in or additional activities. The first work plan will be due thirty days after the signing of the award and should cover the time from the date of the award through the end of USG Fiscal Year Q4. Subsequent annual work plans will be due to USAID 60 days prior to start of USG Fiscal Year Q1 unless an alternative schedule is agreed to by both USAID and the recipient.

3.2.2 Monitoring, Evaluation and Learning (MEL) Plan:

The recipient must submit an activity Monitoring, Evaluation and Learning (MEL) plan that includes baseline data based on a USG fiscal year calendar (reporting on progress should be based on achievements and results that occurred in the fiscal year ending September 30 and must meet ADS 201 requirements). The MEL plan is due within sixty calendar days of the award date.

The MEL Plan will include sections with the following elements:

- List of key project objectives expected results and project outputs (output is a count of services delivered or items produced) as well as a brief description of the linkages between the project outputs and its expected results.
- Performance Indicators Reference Sheets (PIRs), which include a definition and detailed description of the performance indicators to be tracked including: unit of measure; data source; method of data collection; justification/management utility; baseline values; annual targets; annual actual data; frequency and schedule for data collection; individual responsibility for data collection and availability of data; and detailed plans for data analysis, review and reporting.
- Sufficient indicators and targets should be presented at both the activity output level and at the outcome level to permit USAID to judge the efficacy of the activity being proposed.
- Tracking table for all indicators.
- The activity's monitoring approach, including relevant performance indicators of activity outputs and outcomes;
- Plans for collaborating with any external evaluations planned by the Mission;
- Any proposed internal evaluations;
- Learning activities, including knowledge capture at activity close out;

- Estimated resources for these monitoring, evaluation and learning activities that are a part of the implementing partner's budget; and
- Roles and responsibilities for all proposed monitoring, evaluation and learning actions.

The Activity MEL Plan should be revised as needed in response to changes in the activity or context that occur during the life of the activity.

The Recipient and USAID must agree upon the final choice of performance indicators useful for timely management decisions and credibly reflecting the actual performance of the project. MEL data must meet reasonable quality criteria of validity, reliability, timeliness, precision and integrity, and be disaggregated by gender, geographic location, and disability status as appropriate and feasible.

3.2.3 Quarterly Performance Reports

Within 30 days after each quarter of the USG Fiscal Year, the Recipient shall provide a quarterly performance report which will document overall progress towards the sub-purposes of the project, activities completed during the reporting period, any problems and challenges encountered during implementation (including financial issues) and how they were mitigated, data on all indicators established in the MEL Plan, and specific activities planned for the next quarterly reporting period. The format of the progress reports will be determined in consultation with the AOR.

The recipient should promptly notify the Agreement Officer (AO) and the AOR of any problems, delays, or adverse conditions, which materially impair the recipient's ability to meet the requirements of the Agreement.

3.2.4 Annual Reports:

The fourth quarterly report serves as the annual report to USAID – thus, it is more extensive and contains more information than a quarterly report. Annual Reports should reflect the structure of the annual work plan. Annual is defined according to the U.S. Government's Fiscal Year: October 1st to September 30th. The Annual Report must be submitted to the USAID by October 31 of each year. In addition to the requirements of the Quarterly Report, the Annual Report must also:

- Describe overall performance against targets and goals during the fiscal year, and why targets and goals were not achieved or why they were exceeded. Discuss problems and challenges and how they may affect out-year planning.

- Provide a table displaying the indicators the Recipient is responsible for reporting on and the indicator values for the year, along with prior year values and future year targets. It should also include explanations for any indicator values falling above or below target.
- Provide illustrative activities to demonstrate whether the overall goals of the project are being achieved.
- Identify prospects for achieving longer term impact where applicable.

3.2.5 Final Report

The recipient shall prepare a final report on the award in lieu of the final quarterly performance report. The final report must be submitted no later than 90 days after the end of the award.

The final report will clearly describe major accomplishments and results achieved attributable to activities under this award, an account of the sustainability of these efforts and/or results, final data for indicators in the performance management plan, an account of any problems encountered during implementation (including financial issues), and lessons learned and/or best practices identified during implementation.

The final report must be submitted to the Agreement Officer's Representative, to the Agreement Officer, and to USAID Development Experience Clearinghouse (DEC) electronically.

3.3 Gender Reporting

As part of its regular reports, the recipient must collect, analyze and submit sex disaggregated data and propose actions that will address any gender-related challenges that might arise from that data. The recipient will report any challenges to the AOR who, in turn, will work with the USAID Mission's gender specialist to find reasonable solutions.

3.4 Development Experience Clearinghouse Requirements

a) Submissions to the Development Experience Clearinghouse (DEC).

1) The recipient must provide the Agreement Officer's Representative one copy of any Intellectual Work that is published, and a list of any Intellectual Work that is not published.

2) In addition, the recipient must submit Intellectual Work, whether published or not, to the DEC on-line. The recipient must review the DEC Web site for submission instructions, including

document formatting and the types of documents to submit. Submission instructions can be found at: <http://dec.usaid.gov>.

3) For purposes of submissions to the DEC, Intellectual Work includes all works that document the implementation, evaluation, and results of international development assistance activities developed or acquired under this award, which may include program and communications materials, evaluations and assessments, information products, research and technical reports, progress and performance reports required under this award (excluding administrative financial information), and other reports, articles and papers prepared by the recipient under the award, whether published or not. The term does not include the recipient's information that is incidental to award administration, such as financial, administrative, cost or pricing, or management information.

4) Each document submitted should contain essential bibliographic information, such as (1) descriptive title; (2) author(s) name; (3) award number; (4) sponsoring USAID office; (5) development objective; and (6) date of publication.

5) The recipient must not submit to the DEC any financially sensitive information or personally identifiable information, such as social security numbers, home addresses and dates of birth. Such information must be removed prior to submission. The recipient must not submit classified documents to the DEC.

b. In the event award funds are used to underwrite the cost of publishing, in lieu of the publisher assuming this cost as is the normal practice, any profits or royalties up to the amount of such cost must be credited to the award unless the schedule of the award has identified the profits or royalties as program income.

3.5 Close-out Plans

Six (6) months prior to the completion of activities and/or the award end date, the recipient must submit a close-out plan for the specific country and/or award.

3.6 Geographic Information System (GIS) Reporting

1. Activity Location Data: The recipient must provide the AOR and Mission GIS Specialist with Activity Location Data semi-annually on April 15 and October 15. For this purpose, the recipient must fill in the appropriate Excel Spreadsheet "Activity Location Data GIS Report Template." This template will be provided by the USAID/Caucasus Program Office.

2. Performance Indicators: The recipient must submit annually data for several key Performance Indicators that measure the most significant results (outcomes and outputs/deliverables) of the activity by region, municipality, town or village. This data must be submitted no later than November 15 each year and must reflect the results for the previous fiscal year disaggregated by geographic location. The recipient must work closely with the AOR to review the activity-level Monitoring and Evaluation (M&E) Plan to identify jointly key Performance Indicators that reflect and convey the most important results achieved or to be achieved. USAID is interested in Performance Indicators in the M&E plan that can be meaningfully disaggregated by geographic location. The number of these indicators will depend upon the complexity of the activity and could range in number approximately from 1 to 10. For this purpose, the recipient must fill in the appropriate Excel Spreadsheet “Performance Indicators GIS Report Template.” This template will be provided by the USAID/Caucasus Program Office.

3. Geographic Data: If created or acquired under this award, the recipient must provide annually on October 15 to the AOR and mission GIS Specialist any of the following types of Geographic Data:

- thematic data such as social and economic statistics at municipality level, poverty data, demographic and health indicators, land use, land cover, hydrology, and transportation infrastructure; USAID prefers to receive this data in GIS standard formats, however standard database formats are also allowed (e.g. poverty data can be submitted as a Microsoft Excel spreadsheet.);
- activity specific geographic data such as the analytical output of a geographic analysis that is conducted while implementing the activity and is useful to USAID’s development planning and project design purposes; or
- any other geographic data, such as cartographic products (e.g. maps, geographic data visualizations), aerial and satellite imagery created or acquired under this award. Cartographic products submitted to USAID must be in industry standard Esri Map Document .mxd format and in high resolution .jpg or .pdf formats. All data contained in the .mxd must be submitted according to the Geographic Data standards outlined in next paragraph.

Geographic Data submitted to USAID under this paragraph must be in industry standard formats such as Shapefile (.shp) or in a File Geodatabase and include metadata. Metadata is a summary document providing content, quality, type, creation, and spatial information about a data set. It represents who, what, when, where, why and how of the resource. Metadata can be stored in any format such as a text file, Extensible Markup Language (XML), or database record. Metadata records include core library catalog elements such as Title, Abstract, and Publication Data; geographic elements such as Geographic Extent and Projection Information; and database elements such as Attribute Label Definitions and Attribute Domain Values. 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.

3.7 Program Income

Program income, if any will be generated under the award, will be treated under the award in accordance with 2 CFR 200.307 or, for non-U.S. organizations, see the standard provision “Program Income.”

3.8 Branding & Marking:

It is a federal statutory and regulatory requirement (see Section 641, Foreign Assistance Act of 1961, as amended, 2 CFR 700.16 and 22 CFR 226.91) 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 successful applicant will be required to submit a branding strategy and marking plan. The Applicant may request a presumptive exemption to marking requirements established in 22 CFR 226.91 and 2 CFR 700.16. More information on Branding strategy and Marking plan are available at <http://www.usaid.gov/work-usaid/branding/assistance-awards> .

The branding strategy and marking plan will become a material element of the cooperative agreement. Information on USAID’s branding “assistance” applies to this RFA. ADS Chapter 320 sections concerning “acquisition” do not apply to this RFA. ADS Chapter 320 can be found on USAID website: <http://www.usaid.gov/policy/ads/300/320.pdf> .

3.9 Environmental Compliance

1a) 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 201.5.10g and 204 (<http://www.usaid.gov/policy/ads/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. Contractor environmental compliance obligations under these regulations and procedures are specified in the following paragraphs of this contract.

1b) In addition, the contractor 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 latter will govern.

1c) No activity funded under this contract 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 “Regulation 216 environmental documentation.”)

2) An Initial Environmental Examination (IEE) describing the successful activity's purpose, location, duration and intensity; considering alternatives; and assessing impacts, including cumulative impacts, in light of existing and proposed activities will be prepared as a part of review and approval process in accordance with USAID Environmental Procedures. The Environmental Compliance requirements will be developed and incorporated into the award based on the IEE.

END OF SECTION F

SECTION G: FEDERAL AWARDING AGENCY CONTACT(S)**1. NOFO Points of Contact**

See Section D, Paragraph 1.

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](mailto:Ombudsman@usaid.gov)

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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.

END OF SECTION H

ANNEX 1 - SUMMARY BUDGET TEMPLATE

The applicant is required to submit the SF-424A. In addition, the applicant must submit a detail and summary budget in Section D.2.d., according to the following suggested format:

Budget Item	Year 1	Year 2	Year 3	Year 4	Total USAID	Cost Share (if proposed)	Total Project
Personnel (Salaries and Allowances)	\$	\$	\$	\$	\$	\$	\$
Fringe Benefits	\$	\$	\$	\$	\$	\$	\$
Travel	\$	\$	\$	\$	\$	\$	\$
Equipment	\$	\$	\$	\$	\$	\$	\$
Supplies	\$	\$	\$	\$	\$	\$	\$
Contractual/Subagreements	\$	\$	\$	\$	\$	\$	\$
Other Direct Cost	\$	\$	\$	\$	\$	\$	\$
Total Direct Costs	\$	\$	\$	\$	\$	\$	\$
Indirect Costs	\$	\$	\$	\$	\$	\$	\$
TOTAL PROJECT COST	\$	\$	\$	\$	\$	\$	\$

ANNEX 2 – PAST PERFORMANCE INFORMATION (PPI)**(To be completed by the applicant)**

1. Award Number:
2. Contractor/Recipient (Name and Address):
Type of Award:
4. Complexity of Work: Difficult <u> </u> Routine <u> </u>
5. Description, location, and relevancy of work:
Dollar Value of Work : <u> </u> Status: Active <u> </u> Completed <u> </u>
7. Date of Award: <u> </u> Award Completion Date (including extensions): <u> </u>
8. Type and Extent of Subawards:
Name, Address, Telephone Number, and E-mail Address of the Awarding Contracting/Agreement Officer and/or the Contracting/Agreement Officer 's Representative (and other references as applicable):

ANNEX 3 - STANDARD PROVISIONS

(Note: the full text of these provisions may be found at: <https://www.usaid.gov/ads/policy/300/303maa> and <https://www.usaid.gov/ads/policy/300/303mab>). 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 following “required as applicable” Standard Provisions:

Please note that the resulting award will include all standard provisions (both mandatory and required as applicable) in full text.

REQUIRED AS APPLICABLE STANDARD PROVISIONS FOR U.S. NONGOVERNMENTAL ORGANIZATIONS

Required	Not Required	Standard Provision
TBD		RAA1. NEGOTIATED INDIRECT COST RATES - PREDETERMINED (NOVEMBER 2020)
		RAA2. NEGOTIATED INDIRECT COST RATES - PROVISIONAL (Nonprofit) (NOVEMBER 2020)
		RAA3. NEGOTIATED INDIRECT COST RATE - PROVISIONAL (Profit) (DECEMBER 2014)
		RAA4. INDIRECT COSTS – DE MINIMIS RATE (NOVEMBER 2020)
x		RAA5. EXCHANGE VISITORS AND PARTICIPANT TRAINING (JUNE 2012)
		RAA6. VOLUNTARY POPULATION PLANNING ACTIVITIES – SUPPLEMENTAL REQUIREMENTS (JANUARY 2009)
		RAA7. PROTECTION OF THE INDIVIDUAL AS A RESEARCH SUBJECT (APRIL 1998)
		RAA8. CARE OF LABORATORY ANIMALS (MARCH 2004)
x		RAA9. TITLE TO AND CARE OF PROPERTY (COOPERATING COUNTRY TITLE) (NOVEMBER 1985)
		RAA10. COST SHARING (MATCHING) (FEBRUARY 2012)
		RAA11. PROHIBITION OF ASSISTANCE TO DRUG TRAFFICKERS (JUNE 1999)
		RAA12. INVESTMENT PROMOTION (NOVEMBER 2003)
x		RAA13. REPORTING HOST GOVERNMENT TAXES (DECEMBER 2014)
x		RAA14. FOREIGN GOVERNMENT DELEGATIONS TO INTERNATIONAL CONFERENCES (JUNE 2012)
x		RAA15. CONSCIENCE CLAUSE IMPLEMENTATION (ASSISTANCE) (FEBRUARY 2012)
		RAA16. CONDOMS (ASSISTANCE) (SEPTEMBER 2014)
		RAA17. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING (ASSISTANCE) (SEPTEMBER 2014)
x		RAA18. USAID DISABILITY POLICY - ASSISTANCE (DECEMBER 2004)

		RAA19. STANDARDS FOR ACCESSIBILITY FOR THE DISABLED IN USAID ASSISTANCE AWARDS INVOLVING CONSTRUCTION (SEPTEMBER 2004)
		RAA20. STATEMENT FOR IMPLEMENTERS OF ANTI-TRAFFICKING ACTIVITIES ON LACK OF SUPPORT FOR PROSTITUTION (JUNE 2012)
		RAA21. ELIGIBILITY OF SUBRECIPIENTS OF ANTI-TRAFFICKING FUNDS (JUNE 2012)
		RAA22. PROHIBITION ON THE USE OF ANTI-TRAFFICKING FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE FOR THE LEGALIZATION OR PRACTICE OF PROSTITUTION (JUNE 2012)
X		RAA23. UNIVERSAL IDENTIFIER AND SYSTEM FOR AWARD MANAGEMENT (NOVEMBER 2020)
X		RAA24. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (NOVEMBER 2020)
		RAA25. PATENT REPORTING PROCEDURES (NOVEMBER 2020)
		RAA26. ACCESS TO USAID FACILITIES AND USAID'S INFORMATION SYSTEMS (AUGUST 2013)
X		RAA27. CONTRACT PROVISION FOR DBA INSURANCE UNDER RECIPIENT PROCUREMENTS (DECEMBER 2014)
X		RAA28. AWARD TERM AND CONDITION FOR RECIPIENT INTEGRITY AND PERFORMANCE MATTERS (April 2016)
		RAA29. RESERVED
X		RAA30. PROGRAM INCOME (AUGUST 2020)
X		RAA31. NEVER CONTRACT WITH THE ENEMY (NOVEMBER 2020)

REQUIRED AS APPLICABLE STANDARD PROVISIONS FOR NON-U.S. NONGOVERNMENTAL ORGANIZATIONS

Required	Not Required	Standard Provision
TBD		RAA1. ADVANCE PAYMENT AND REFUNDS (NOVEMBER 2020)
		RAA2. REIMBURSEMENT PAYMENT AND REFUNDS (DECEMBER 2014)
TBD		RAA3. INDIRECT COSTS – NEGOTIATED INDIRECT COST RATE AGREEMENT (NICRA) (NOVEMBER 2020)
		RAA4. INDIRECT COSTS – CHARGED AS A FIXED AMOUNT (NONPROFIT) (JUNE 2012)
		RAA5. INDIRECT COSTS – DE MINIMIS RATE (NOVEMBER 2020)
X		RAA6. UNIVERSAL IDENTIFIER AND SYSTEM OF AWARD MANAGEMENT (NOVEMBER 2020)
X		RAA7. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (NOVEMBER 2020)
X		RAA8. SUBAWARDS (DECEMBER 2014)
X		RAA9. TRAVEL AND INTERNATIONAL AIR TRANSPORTATION (DECEMBER 2014)
		RAA10. OCEAN SHIPMENT OF GOODS (JUNE 2012)
X		RAA11. REPORTING HOST GOVERNMENT TAXES (JUNE 2012)
		RAA12. PATENT RIGHTS (JUNE 2012)
X		RAA13. EXCHANGE VISITORS AND PARTICIPANT TRAINING (JUNE 2012)
		RAA14. INVESTMENT PROMOTION (NOVEMBER 2003)

		RAA 15. COST SHARE (JUNE 2012)
x		RAA16. PROGRAM INCOME (AUGUST 2020)
		RAA17. FOREIGN GOVERNMENT DELEGATIONS TO INTERNATIONAL CONFERENCES (JUNE 2012)
		RAA18. STANDARDS FOR ACCESSIBILITY FOR THE DISABLED IN USAID ASSISTANCE AWARDS INVOLVING CONSTRUCTION (SEPTEMBER 2004)
		RAA19. PROTECTION OF HUMAN RESEARCH SUBJECTS (JUNE 2012)
		RAA20. STATEMENT FOR IMPLEMENTERS OF ANTI-TRAFFICKING ACTIVITIES ON LACK OF SUPPORT FOR PROSTITUTION (JUNE 2012)
		RAA21. ELIGIBILITY OF SUBRECIPIENTS OF ANTI-TRAFFICKING FUNDS (JUNE 2012)
		RAA22. PROHIBITION ON THE USE OF ANTI-TRAFFICKING FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE FOR THE LEGALIZATION OR PRACTICE OF PROSTITUTION (JUNE 2012)
		RAA23. VOLUNTARY POPULATION PLANNING ACTIVITIES – SUPPLEMENTAL REQUIREMENTS (JANUARY 2009)
x		RAA24. CONSCIENCE CLAUSE IMPLEMENTATION (ASSISTANCE) (FEBRUARY 2012)
		RAA25. CONDOMS (ASSISTANCE) (SEPTEMBER 2014)
		RAA26. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING (ASSISTANCE) (SEPTEMBER 2014)
		RAA27. LIMITATION ON SUBAWARDS TO NON-LOCAL ENTITIES (JULY 2014)
x		RAA28. CONTRACT PROVISION FOR DBA INSURANCE UNDER RECIPIENT PROCUREMENTS (DECEMBER 2014)
x		RAA29. CONTRACT AWARD TERM AND CONDITION FOR RECIPIENT INTEGRITY AND PERFORMANCE MATTERS (April 2016)
		RAA30. RESERVED
x		RAA31. NEVER CONTRACT WITH THE ENEMY (NOVEMBER 2020)