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MOZAMBIQUE

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Subject: Notice of Funding Opportunity (NOFO)
Request for Application (RFA) Number: 72065621RFA00011

Program Title: Advancing Girls Education (AGE) Activity

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 Advancing Girls Education (AGE) Activity.

Eligibility for this RFA is restricted to Local Entities as defined below.

For the purpose of this section, local entity means an individual, a corporation, a nonprofit organization, or another body of persons that:

- (1) is legally organized under the laws of;
- (2) has as its principal place of business or operations in;
- (3) is majority owned by individuals who are citizens or lawful permanent residents of; and
- (4) managed by a governing body, the majority of who are citizens or lawful permanent residents of a country receiving assistance from funds appropriated under title III of this Act. (c)

For purposes of this section, “majority-owned” and “-managed by” include, without limitation, beneficiary interests and the power, either directly or indirectly, whether exercisable, to control the election, appointment, or tenure of the organization's managers or a majority of the organization's governing body by any means.

These eligibility requirements apply to only the principal Applicant.

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

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 RFA and meet eligibility standards in Section C of this RFA. 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 RFA 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 RFA, please contact the Grants.gov Helpdesk at 1-800-518-4726 or via email at suport@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.6.f. The registration process may take many weeks to complete. Therefore, applicants are encouraged to begin registration early in the process.

Please also send any questions to the points 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 comments/suggestions or an application. Applications are submitted at the risk of the applicant. All preparation and submission costs are at the applicant's expense.

Thank you for your interest in USAID programs.

Sincerely,

Jean-Jacques Badiane
Agreement Officer

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SECTION A: PROGRAM DESCRIPTION

This is a United States Agency for International Development (USAID) funding opportunity 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.

1. Introduction

Through this solicitation, the United States Agency for International Development (USAID) intends to identify a uniquely qualified Contractor to implement a five-year Cooperative Agreement activity, to increase retention of girls ages 10-19 in school who are vulnerable or at risk of dropping out of school due to physical, sexual, or psychological violence at school, teen pregnancy, or child marriage. The Activity will support the Government of the Republic of Mozambique’s (GRM) strategy of school-based reform in local communities to improve student retention and create access to education for girls and improve their learning environment.

Strategies within the Education and Health Ministries highlight the focus on quality service delivery. Both ministries have a strong gender strategy that focuses on reducing barriers to girls’ education and health-seeking services which are directly linked to the national gender strategy. and partake in the gender coordination group led by the Ministry of Gender, Children and Social Action. The Ministry of Education Strategic Education Plan for 2020-2029 supports the implementation of an inclusive, equitable, effective, and innovative national education system, capable of guaranteeing lifelong quality learning.

The Activity will contribute to the GRM Education Sector Strategic Plan (ESSP) goal of gender equity and equal opportunities for all students as well as to the USAID/Mozambique [Country Development Cooperation Strategy’s \(CDCS\) 2020 – 2025](#), five-year Development Objective 1: “Healthier and Better Educated Mozambicans, Especially the Young and Vulnerable” and Intermediate Result 1.2: “Utilization of Health and Education Services Expanded, Focused on Youth and Gender.”

2. Background

While significant progress has been made by the Government of Mozambique in raising primary school enrolment over the past decade, primary school completion is less than 50%. Dropout rates for girls are highest in the early grades and before they reach the end of grade 5. Few girls finish primary school (46%), and even fewer finish secondary school (22%). More than 56% of women

are illiterate (upwards of 70% in rural areas).¹ An estimated number of 1.2 million children are out of school, with more girls than boys especially in secondary age group (12 to 18), and this is linked to poverty as well as social norms. Early marriage and pregnancy are major factors affecting the retention of adolescent girls in school. According to UNICEF Mozambique Country Program 2017-2020, high levels of girls dropping out of school is attributed to the poor quality of schooling, household poverty, social norms, and cultural practices such as initiation rites and early marriage. Inadequate social protection and lack of sensitivity to vulnerable children are other reasons keeping girls from finishing school.

Between 2004 and 2018, 48% of students in lower primary school (grades 1-3) and 46.8 % in upper primary (grades 4-6) were girls.² Almost half of enrolled girls drop out of school by grade 5, and among girls enrolled in primary school, only 11% continue to secondary school, and one percent go to college.³ Safety and security hinder the inclusion of girls in the education system and decrease their participation in all subsystems. Girls from disadvantaged families in the northern region are the most affected and face learning difficulties and high dropout rates. Discriminatory sociocultural beliefs and practices are more severe in the northern region (MINEDH 2018)⁴. Efforts are underway to sensitize the population and reduce Gender Based Violence (GBV) attitudes that prevent girls from enrolling, attending and staying in school (MINEDH, 2018)⁵. The Global Monitoring Report⁶ states that achieving gender equality in education requires not only girls and boys having an equal chance to participate in education, but also a gender-sensitive learning environment. UNESCO data show that while almost all boys and girls are enrolled in primary school, the gross enrollment ratio at the secondary level is 33% for girls and 37% for boys.⁷ According to the Global Monitoring Report, some of the most common reasons for lower school retention for girls, even at the primary level, in the central and northern parts of the country include poverty, higher domestic workloads for girls, the lack of female role models, sexual abuse in school and household, and early pregnancy.⁸ Qualitative data affirm the link between sexual abuse and educational attainment, and UNICEF has established and supported initiatives to address sexual abuse to promote girls' education.⁹

¹ PEPFAR Mozambique Gender Analysis Country Operational Planning 2016, pgs 8-9 and Perfil de Género de Moçambique, 2016, pg 9.

² Education Sector Strategic Plan, 2020-2029, p.25.

³ Education | Mozambique | U.S. Agency for International Development [Internet]. [cited 2017 Mar 7]. Available from: <https://www.usaid.gov/mozambique/education>.

⁴ Education Sector Strategic Plan, 2020-2029, p.26.

⁵ Education Sector Strategic Plan, 2020-2029, p.26.

⁶ Global Monitoring Report, (UNESCO, 2015, p.7.

⁷ <http://uis.unesco.org/en/country/mz>

⁸ UNESCO, UNGEI, Global Monitoring Report. Global Education Monitoring Report 2016: Gender Review. Creating Sustainable Futures For All. [Internet]. Paris: Global Education Monitoring Report team; 2016. Available from: <http://unesdoc.unesco.org/images/0024/002460/246045e.pdf> .

⁹ Drivdal A. UNICEF and partners focus on the prevention of sexual abuse against girls in Mozambique [Internet]. UNICEF. [cited 2019 Apr 11]. Available from: https://www.unicef.org/childsurvival/mozambique_60144.html . Bloemen S. Support centers protect children from violence and abuse in Mozambique: UNICEF and leading musicians promote child rights [Internet]. UNICEF. 2010 [cited 2019 Apr 11]. Available from: https://www.unicef.org/infobycountry/mozambique_53987.html .

As in many sectors and countries, gaps remain between policy and implementation. Many schools still lack the technical guidance to improve gender equality, and few school manuals directly address gender issues, according to contacts in the Ministry of Education and Human Development (MINEDH) and the Education for All Movement (MEPT). Gaps also exist in laws and policies in response to violence, abuse, and transgression of rules and all too often, the rule of law is irregularly applied, and citizens who fail to follow the law do so with impunity and without fear of legal retribution.

New efforts have emerged to prioritize and advance girls' access to education. The Education Sector Strategic Education Plan 2020-2029, aligned with the Gender Strategy of the Education sector developed in 2016, promote access, retention and successful school completion for girls and boys at all levels of education and the elimination of gender disparities¹⁰. The Promoting Advancement of Girls' Education in Mozambique (PAGE-M) project is tackling the policy to implementation gap directly by working with the government to garner support for and scale-up of best practices to reduce demand-side barriers, promote and improve girl-friendly schools, and increase the quality of education¹¹. In other work, MINEDH has produced radio campaigns and advertisements to encourage families to enroll their children in schools, with a focus on enrolling daughters and valuing girls' education. It has adopted a "spokesperson" approach, which mobilizes national and regional celebrities and religious leaders of different faiths to rally grassroots and family support for school enrollment.¹²

3. Problem Analysis and Theory of Change

Problem Analysis

The MINEDH ten-year strategic plan (2020-2029) highlights that schools are a long way from providing a safe and supportive environment for human development and protection of the rights of children in general, and girls in particular. Little progress has been made in protecting girls from gender-based violence, in particular sexual violence. Lack of water and safe bathrooms at school are still factors causing insecurity for girls¹³. Another challenge is the low school completion rates for girls, which are consistently lower when compared to boys. Girls from disadvantaged families, particularly in the northern provinces, experience learning difficulties and high rates of dropping out of school. In this region, socio-cultural beliefs and discriminatory practices are "more severe"¹⁴. The Ministry of Education Sector Strategic Plan further states the importance of combating such beliefs and practices, including School Related Gender Based Violence (SRGBV). Girls between the ages 10-19 who remain in school are less likely to experience early marriage and early pregnancy.

¹⁰ Education Sector Strategic Plan 2020-2029, MINEDH, p.51.

¹¹ Center for Education Innovations. Promoting Advancement of Girls' Education in Mozambique (PAGE-M) [Internet]. Center for Education Innovations. 2015 [cited 2017 Mar 7]. Available from: /program/promoting-advancement-girls%E2%80%99-education-mozambique-page-m.

¹² International Federation for Human Rights. Women's Rights in Mozambique. Paris: International Federation for Human Rights; 2007.

¹³ Ministry of Education and Human Development, 2019.

¹⁴ Ministry of Education and Human Development, 2018.

Challenges Girls Face Accessing School Reflect and Reinforced by Inequitable Gender Norms

Gaps in girls' access to education exist against a backdrop of larger societal gender inequalities, including a lack of value placed on girls' education and unequal earning potential relative to their male siblings and peers. There exist systemic and structural barriers to girls' schooling where sexual abuse, SRGBV, and harmful traditional practices affect their experience. Girls, especially in the Center and North of Mozambique, are often kept from school by their parents' dismissal of the value of education, or concern for their safety. Zambezia and Nampula provinces contain the highest rates of child marriage and the highest number of married girls¹⁵. Other challenges facing girls include many families in Mozambique move about in their search for fertile land for agriculture, resulting in an average of 15 to 20 kilometers walking distance between girls and the nearest school. Lack of access to transportation, family fear of and risk of violence during transit to school, and the additional time and workload requirements in domestic work for girls and young wives all compound to reduce girls' enrollment and retention in school.

Poor Support for Puberty and Menstruation Complicates Girls' Schooling

Social customs combined with lack of sanitary supplies and limited access to water, sanitation, and hygiene facilities in schools often keep girls out of school during their monthly menstruation. Menarche, and the onset of puberty, therefore, coincides with frequent extended absence from school for girls and increases their risk for school drop-out as they fall behind their male peers. For example, the 2016 drought affecting Mozambique limited access to sanitary supplies for menstrual hygiene because the traditionally used absorbent plant material was scarcer, and as food and cash reserves in households dwindled, women's ability to purchase menstrual supplies was limited.¹⁶ As a result, many girls and women resorted to using other, harsher, plant matter or used sand during their menstrual cycle.

Education stakeholders highlighted that puberty and menarche also frequently coincide with increased risk for child, early and forced marriage, which in turn contributes to lower enrollment for girls. Once married, girls are expected to focus on their role in the household, and further schooling is seen as an unnecessary cost, or even a threat to the household hierarchy if girls are more educated than their spouses. Early Marriage resulting in early sexual activity and unwanted pregnancy can also increase girls' and young women's risk for sexually transmitted diseases, including fistula, and may prevent their participation in school.

Lack of Women in Leadership Positions in Schools and School Management Committees

Education stakeholders highlighted the negative impact of the low numbers of women in positions of leadership on school management committees and other educational institutions. Although women in communities often help select community leaders, they seldom elect other women to

¹⁵ Child Marriage and Adolescent Pregnancy in Mozambique: Policy Brief. UNICEF, 2014, p.5.

¹⁶ CARE. Hope dries up? Women and Girls coping with Drought and Climate Change in Mozambique [Internet]. CARE International; 2016 [cited 2019 Jan 16]. Available from: <https://primarysources.brillonline.com/browse/climate-change-and-law-collection/hope-dries-up-women-and-girls-coping-with-drought-and-climate-change-in-mozambique;cccc013420160134006> , p.4-5.

leadership positions because they are influenced by patriarchal social norms. Women who are leaders or teachers experience difficulty finding safe and appropriate housing since most schools are outside urban and peri-urban areas.

Sexual Violence in and Around Schools is a Fear and a Reality

Violence is also a factor in keeping girls away from school, as the risk of sexual abuse and SRGBV going and returning to/from school is a key consideration for families and there are no systemic mechanisms to combat physical violence in the school setting. Frequent sexual harassment and violence in schools occurs not only among students and peers but is frequently perpetrated by teachers and other authority figures. Girls and women often must travel long distances to school and use public transportation early in the morning or late at night and can face sexual harassment or assault. Addressing violence in schools can have an immediate impact on girls' access to education. The Stop Violence Against Girls in Schools project has reported improved educational outcomes for girls as a result of their initiatives.¹⁷ MINEDH and its partners developed, coordinate and monitor the implementation of a “Zero Tolerance” campaign, to raise awareness in schools and communities to eliminate abuse and sexual harassment at all levels and empower boys and girls to recognize and protect themselves from violence through interactive activities.

Lack of Accountability Reinforces a Sexual Double Standard and Undermines School Quality

Gendered social norms in Mozambique prize girls' virginity and hold girls and young women responsible for sexual violence or other assaults they may experience.¹⁸ Consequently, families often isolate daughters in order to “protect” them and preserve their social status and marriageability. Survivors of domestic or other sexual violence may refuse to report to police, families, health providers, and others. As several civil society key informant demonstrate, communities place more value on their local authorities (i.e., elders, community tribunals) to solve the problem according to the community's norms. For those who do report sexual assault or other violence, victim-blaming, and failure to maintain confidentiality can be major challenges.

School Councils Could Play a Stronger Role but Need to be Empowered

The school councils have enormous potential for improving school quality and mediating between stakeholders in the community and the schools themselves. Composed of teachers, principals, parent representatives, school staff and male and female students, they could be an important accountability mechanism. As in other bodies where women are well represented, women and girls may not participate fully without encouragement.¹⁹ Broader weaknesses in the school councils

¹⁷ Parkes J, Heslop J. Stop violence against girls in schools: A cross-country analysis of change in Ghana, Kenya, and Mozambique [Internet]. ActionAid International; 2013 [cited 2017 Feb 28]. Available from: http://eprints.ioe.ac.uk/18913/1/svags_review_final.pdf

¹⁸ Osório C, Silva TC e. Entre a denúncia e o silêncio: análise da aplicação da lei contra a violência doméstica (2009-2015). Maputo: WLSA; 2016. UNICEF. Avaliação dos gabinetes modelo de atendimento à mulher e criança. Relatório Final. Maputo: UNICEF; 2010.

¹⁹ Basílio A. Papel do Conselho de Escola no sistema educativo moçambicano: um estudo de caso. [Internet]. Universidade Católica Portuguesa; 2014. Available from: https://repositorio.ucp.pt/bitstream/10400.14/14907/1/FINAL_REVISTA_Papel%2

include that while their membership is set by MINEDH, community members are appointed by teachers, which violates the rules. At the level of primary education, rural parents and community leaders are strongly involved in school affairs because the schools are nearby.²⁰ Urban parents are more involved in school councils and even participate in decision-making (e.g., in Maputo City, Nampula and Quelimane), but they are not involved in monitoring the school administration. Rural parents are rarely active in secondary school councils since these schools are in urban areas and are therefore far away.

The relationships of parents and school councils with teachers and school directors can be conflictual. Although community members are meant to participate, the school principals hold all the power, since they convene the meetings. The case study conducted by Basílio (2014) found that the principal in one school had not convened management nor the community for more than two years.²¹

Theory of Change Statement

Through Advancing Girls Education (AGE), the activity's main purpose is to improve the retention of girls between the ages of 10-19 in school as a prerequisite to better livelihoods and career choices. To achieve this goal, AGE will improve school access, improve teacher skills and behaviors, and increase social services such as health, Water and Sanitation and Hygiene (WASH); improve community support towards girl's education, and increase safety of girls at school by reducing their vulnerability to early marriage and pregnancy, sexual transmitted diseases, and School Related Gender Based Violence (SRGBV). Involving parents, /guardians, school councils and community leaders will motivate the entire community to act in the best interest of girls by delivering and monitoring the implementation of educational messages promoting gender equality in education, prevention of early marriage, pregnancy and SRGBV at school and community and use of sanitation services.

The Theory of Change posits that: *if* USAID Advancing Girls Education improve access to school for girls age 10-19, improve teacher skills and behaviors, increase girls' access to key social services such as health, WASH, increase the community support towards girl's education; and if increase safety of girls at school and household, by reducing their vulnerability to early marriage and pregnancy, sexual transmitted diseases and Sexual Reproductive Gender Based Violence (SRGBV), *then* retention of girls in school will be increased.

4. OBJECTIVE

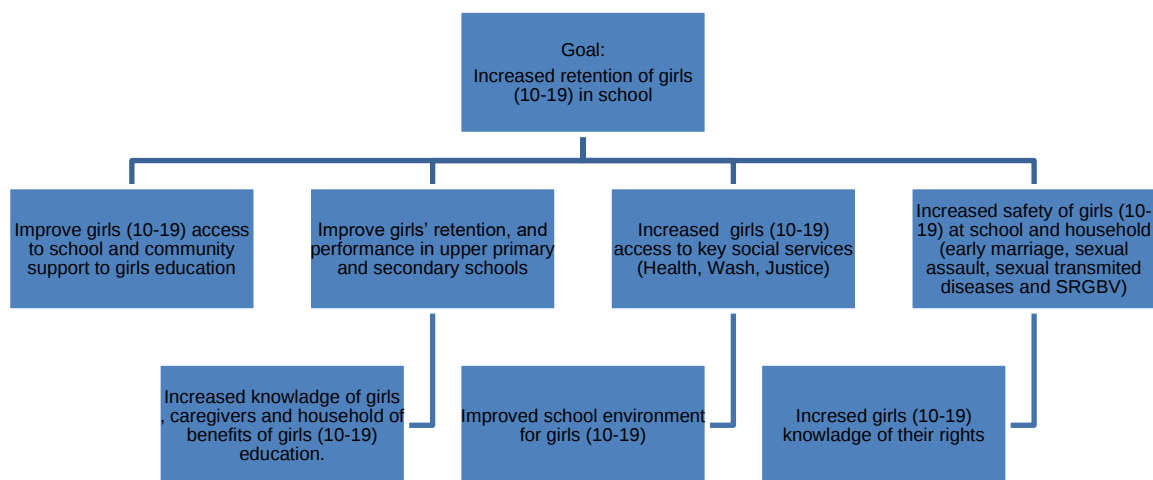
USAID/Mozambique aims to support the development of the Mozambican Education sector by implementing girl's education activities focused on "increasing retention of girls (10-19) in school". To achieve this goal, Advancing Girls Education will (1) improve access to school for

²⁰ Sanchez. PSIA II-Follow up Study of Primary Education and Baseline Study of Secondary Education, Mozambique. World Bank; 2007.

²¹ Basílio A. Papel do Conselho de Escola no sistema educativo moçambicano: um estudo de caso. [Internet]. Universidade Católica Portuguesa; 2014. Available from: https://repositorio.ucp.pt/bitstream/10400.14/14907/1/final_revista_papel%20usa.gov%20gender%20assessment%20for%20country%20development%20cooperation%20strategy%20730do%20conselho%20de%20

girls and increase the community support towards girl's education; (2) improve girls' retention, and performance in upper primary and secondary schools; (3) increase girls' access to key social services such as health, WASH; and (4) increase safety of girls at school and household by reducing their vulnerability to early marriage and pregnancy, sexually transmitted diseases, and School Related Gender Based Violence (SRGBV). Thus, the Contractor for the implementation of this Activity will pursue it by reaching the following results highlighted in the Results Framework:

Advancing Girls Education Results Framework



The activity will collaborate with USAID’s three existing activities DREAMS, Integrated Family Planning Project (IFPP), Social and Behavior Change Communication (SBCC), and other supply chain activities described above, as well as with activities of other major education donors working in the same districts and/or provinces. The Activity is also expected to seek opportunities for better coordination among GRM ministries – Ministry of Education, Ministry of Gender and Social Action – and other major donors implementing education and gender activities. Strong USAID/GRM/donor coordination may include joint annual work plan development with Implementing Partners in the target geographic areas; establishment of joint mechanisms for coordination and dialogue with relevant GRM institutions, civil society, and citizen stakeholders; and joint monitoring and evaluation planning and implementation.

5. PROGRAM DESCRIPTION

Advancing Girls Education consists of four components, which when integrated, will contribute to each other’s results and to the activity’s overall objectives. The four components focus on: (1) improving access to safe, community-supported schools; (2) improving teachers’ skills to promote learning and outcomes and better behavior for students; (3) increasing access to key social services; and (4) increase school and household safety for girls (Early marriage and pregnancy, sexual transmitted diseases and SRGBV).

Component 1: Increased access to school for girls ages 10-19 and increased community support towards girl’s education.

Education is a core thematic priority of the current strategy the USAID Mission, along-side child and girls’ rights. Although education of children is universally accepted as a leading mechanism of poverty eradication and social development, many developing nations continue to struggle in

achieving gender parity in primary and secondary education. While Mozambique has recently accelerated its efforts to reduce this gap, girls are still enrolled and attending school at a much lower rate than boys²². The Activity will promote girls-centered education by promoting community participation and accountability to reduce barriers of education for girls such as harmful social norms, stereotypes and SRGBV, including engagement of girls and boys throughout the implementation. To improve girls' access, retention, and safety in primary and secondary schools in Zambézia and Nampula target districts, Advancing Girls Education will first identify the main barriers hindering education for girls and the prerequisite to better livelihoods and career choices. AGE will target barriers that are known as major bottlenecks affecting girls' education in Mozambique such as early marriages, underage pregnancies, teachers, and students' absenteeism, limited financial resources from the guardians' side and poor school facilities that affect school attendance, learning outcomes, completion, and transition. Though these barriers also affect boys, girls are severely affected due to gender stereotypes, social norms, and traditional beliefs. The Activity is expected to help schools and district offices use a gender sensitive and transformational approach and increase gender equity in education and health programs and services. It involves working with individual, community, structural, social, and political levels. In line with the Education Sector Plan (ESP) 2020-2029, the Activity will implement activities that develop girls' leadership skills to stay in school and succeed.

Expected Results: to improve the quality of teaching, with emphasis on the gender-sensitivity of teaching that will lead to better girls' learning outcomes for girls.

- Vulnerable girls have a safe environment to stay in school and succeed
- Vulnerable girls have a safe environment while attending school and social beliefs support their graduation
- Increased Girls (and boys) knowledge to champion and exercise their rights in school and household and be free from fear of violence, underage pregnancy, and early marriage.
- Increased community knowledge of the importance of education for girls.
- Increased community participation to advocate for education for girls and other social rights.
- Increased channel of community protection for girls in school and household.
- Increased capacity of girls, boys, and community to recognize harmful attitudes.
- Increased capacity of girls to fully exercise their right to education and social services.

Component 2: Improved girls' retention, and performance in upper primary and secondary schools in target districts. Violence and lack of gender-sensitive teaching methodology affect the quality of learning for girls.²³ Teachers are the most important factor affecting learning outcomes in Mozambique. However, many times, teachers lack the skills or motivation to be effective. Low numbers of female teachers also affect retention and quality of learning. Although new teachers have been hired, these teachers' low level of education, low morale and poor teaching skills and

²² Ministry of Education and Human Development, 2019.

²³ Save the Children Research: Girls' Education Assessing opportunities and challenges for transition to, attendance, learning outcomes and completion of secondary school education for girls in Mozambique 2017.

gender-sensitive methods compromise the quality and learning achievements. The Activity is expected Working hand in hand with the existing Teachers training institutes to improve their processes and encouraging hiring female teachers and having them as role models would accelerate girls' performance.

Expected Results:

- Teachers have the skills and behaviors to increase girls' learning. Focus on teaching quality (in literacy and numeracy), general teaching skills behavior (including absenteeism and treatment of girls) at grades 5–10, with particular emphasis on grade 5 and grade 7.
- Collaborating with some select teachers' colleges and reinforcing their curriculum and processes with regard to pedagogic approaches.

Component 3: increasing girls' access to key social services such as Health and WASH.

Over 48% of the total estimated population in Mozambique lack safe water and 77% are without improved sanitation and hygiene.²⁴ The country lacks policy in hygiene and sanitation, and the implementation of other WASH related policies and strategies is weak. The high level of poverty, weak and ineffective citizen participation and social inequality affect the capacity of beneficiaries to contribute to maintenance costs of water and sanitation systems. This exacerbates the threat to sustainability of WASH investments.²⁵ The Activity will use the experience of AEB/UNICEF Activity to provide behavior change messages to promote adequate use of latrines and key information on the importance of washing hands, before and after the use of latrines to reduce the incidence of common waterborne diseases such as diarrhea, malaria and cholera including adequate management of menstruation for girls and promote a healthy and safe environment in schools. Advancing Girls Education will focus on strengthening girls, boys, and other actors' capacity to understand and exercise their rights to WASH, health services and influence policy implementation and accountability that enable equitable and sustainable WASH services at all levels. The activity will focus on social and behavior change (SBC) to increase adoption of key WASH behaviors and address harmful gender norms that prohibit women and girls from equally benefiting from WASH and sanitation services.

At the primary school, the activity will ensure good use of existing water and sanitation facilities – including latrine management – in target schools. The Activity will provide lectures on sexuality, prevention of HIV/AIDS and pregnancy including gender stereotypes to improve the health status of girls and boys. The activity will build the skills of school councils on issues of sexually transmitted diseases and pregnancy prevention to enable them to equip girls with soft skills to protect themselves from all forms of abuse. This will be done in close partnership and collaboration with school councils and community members, including local organizations

²⁴ UNDP Human Development Report 2015.

²⁵ Mozambique Country Program Strategy 2016 – 2021. WaterAid Mozambique.

working in education, health (DREAMS and Family Planning) and WASH (UNICEF) including community councils.

At the secondary school, the Activity will revitalize youth and girls' clubs to provide lectures and space for girls and boys to discuss their rights of health, exchange experiences to better manage menstruation and prevent early pregnancy and HIV/AIDS, in collaboration with district health units. Advancing Girls Education will build the capacity of teachers to deliver education messages aiming to improve gender bias, prevent SRGBV and early pregnancy, and promote healthy habits in school and household. The Activity will provide mentorship to community members to enable them to sensitize girls to adhere to contraceptive methods thus preventing unwanted pregnancy and sexually transmitted diseases. Through a community participatory approach, girls will be empowered to seek justice services to address SRGBV and other forms of abuse.

Expected Results:

- Increased opportunity for girls to access and benefit from WASH and Health services.
- Established school-based health services linked with the DREAMs program and health workers at district level.
- Increased access to sanitation services to widen adolescent girls' opportunity to manage menstruation, preventing sexually transmitted diseases and early pregnancy.
- Girls (and boys) have soft skills to seek justice services to claim for their rights.

Component 4: increase safety of girls at school and household (Early marriage and pregnancy, sexual transmitted diseases and SRGBV).

The Activity will promote the development of more educational community radio broadcasting key messages in local language to promote girls against violence in school and household.

Community radios will raise gender equality and girls' schooling and reduce GBV. Through community radios, the Activity will deliver messages to empower school councils and entire communities with soft skills to address gender dynamics and promote inclusion and more girls' participation in aspects related to their rights.

Expected results:

- Increased capacity of community radios to broadcast key messages aiming to promote gender equality and reduce violence in schools and households in the local language.
- Increased leadership skills of existing female teachers and school councils to promote community debates to monitor all forms of violence at household level.
- Strengthened youth clubs in school and community to promote community debates on prevention of early marriage and pregnancy, gender-based violence and promotion of gender equality at all levels.

6. Geographic focus

The Activity is expected to be implemented in the provinces of Zambézia and Nampula. The criteria for determining the geographic focus included MINEDH's strategic focus on promoting the gradual expansion of equitable access to education, prioritizing districts with lower learning indicators. The presence of other USAID/donor activities and of USAID-funded provincial advisors was also considered in determining the geographic focus of this activity. A landscape analysis of the donor ecosystem identified four major donors currently funding education activities across Mozambique. Major Donors include World Bank, UNICEF, ADRA (Agência Adventista de Desenvolvimento e Recursos Assistenciais) and World Vision. According to the analysis, USAID and UNICEF are presently the two donors supporting education and gender equality activities across Zambézia and Nampula. Therefore, the Awardee will need to ensure close coordination of activities to prevent any duplication of efforts.

7. Beneficiaries

The Activity is expected to improve the retention of girls ages 10-19 who are in school, pregnant and/or otherwise at risk of dropping out of school in Zambézia and Nampula provinces.

8. Summary of Relevant USG and Donor Activities

USAID has invested in promoting early grade reading through the Aprender a Ler and Vamos Ler! Programs as well as through partnerships with the Peace Corps and Mozambican NGOs, namely Eu Leio, UATAF-AFC (Associação de Fortalecimento Comunitário), and Ajuda de Desenvolvimento de Povo para Povo (ADPP).²⁶ ADPP focuses particularly on closing the gender gap in primary and secondary school attendance by training teachers, school council members, and community leaders in gender-responsive pedagogy, gender-based violence prevention, child protection, and mentoring as well as through improving school infrastructure and addressing enabling social conditions.²⁷

● USAID's Vamos Ler

USAID's Vamos Ler activity is improving reading outcomes in primary education by using a bilingual instructional approach. With the Ministry of Education, Vamos Ler! is developing gender responsive curricula, teaching materials, classroom management and instructional approaches. Teacher training emphasizes gender equality and the importance of positive female role models for girls. Social awareness campaigns with parents and communities underscore the importance of girls' learning and attending school and improving early grade reading outcomes in 1,950 schools in Nampula and Zambézia through teaching young children to read in local languages.

● USAID DREAMS

²⁶ USAID. Basic Education [Internet]. Maputo: USAID; 2018 [cited 2019 Apr 10]. Available from: https://www.usaid.gov/sites/default/files/documents/1869/Education_Sector_Briefer.pdf

²⁷ USAID. Basic Education [Internet]. Maputo: USAID; 2018 [cited 2019 Apr 10]. Available from: https://www.usaid.gov/sites/default/files/documents/1869/Education_Sector_Briefer.pdf

The USAID Determined, Resilient, Empowered, AIDS-free, Mentored and Safe (DREAMS) project objective is to improve diagnosis and treatment of sexually transmitted infections (STIs) among Adolescent Girls and Young Women (AGYW) and their partners, scale up the focus on adolescent girls 9-14 year-old by implementing age appropriate and evidence-based HIV and violence prevention interventions and leveraging Orphans and Vulnerable Children program to expand the variety of services offered while maintaining a holistic package of services and approach for most vulnerable 15-24-year-old citizens to improving economic opportunities for AGYW. The project also strengthens government policies and strategies to ensure comprehensive HIV and violence prevention in schools.

Through a community participatory approach, Advancing Girls Education will work closely with DREAMS and Family Planning Activities in Zambézia and Nampula to deliver lectures and behavior change messages on School Related GBV, prevention of sexually transmitted diseases, early pregnancy, and menstruation management. DREAMS will build the capacity of teachers to incorporate health messages in school subjects and health related communication material to increase retention, improve academic performance and safety for girls. All interventions will be coordinated with health officers/units at districts.

- **USAID Family Planning Activities**

The USAID Integrated Family Planning Project (IFPP), 2016-2021, Pathfinder Program increases the use of modern contraceptive methods through improved health services and reaches women with a high unmet need for family planning such as adolescents, women living with HIV, and postpartum women. The program purposefully engages men and boys to shift inequitable gender norms and behaviors around adolescent pregnancy, family size, and gender-based violence. The project is currently supporting counseling and provision of contraceptives at school levels. The Awardee is expected to build upon the success of IFPP to incorporate key messages to prevent early pregnancy among adolescent girls in Nampula and keep girls in schools by avoiding drop off due to pregnancies. Also, the awardee is expected to closely collaborate with IFPI activities at the community, health facility, district and provincial, and central levels, reinforcing key health and empowerment messages and linkages to quality health services, information, and care in Zambézia and Nampula.

- **USAID Integrated Social Behaviour Change Communication (SBCC)**

The USAID integrated Social Behavior Change Communication (SBCC) or Programa Inter-Religioso Contra a Malária (PIRCOM), 2019-2024, aims to increase the reach, recall, and quality of priority health messages by developing an integrated health SBCC package, in which messages will be disseminated by faith leaders and community radios. Considering PIRCOM implements activities in Zambezia and Nampula, the Awardee will need to coordinate with PIRCOM and utilize relevant Information Education Communication (IEC) and Behavior Change Communication (BCC) materials developed by the SBCC project in all service delivery points at both school facilities and at the community level. The awardee is expected to closely collaborate with the USAID Communication for Improved Health Outcomes (CIHO), 2017-2022, to design and produce high-quality, evidence-based resources to promote healthy behavior and the use of

health products and services at the national level. The awardee is expected to improve health communication systems and coordinate SBC interventions to benefit from CIHO-supported resources that will leverage the linkage among the school-based health communities with the health workers.

- **Donor Support to Girls and Women**

The United Nations Population Fund (UNFP) Rapariga Biz project aims to transform secondary school girls into change agents in their communities in Nampula and Zambézia. UNICEF is also working in Zambézia and Nampula in planning, implementing, monitoring, and coordinating the educational regular intervention programs and support in the integration of gender issues in different education programs. Through the USAID-funded Water Sanitation and Hygiene (WASH) in Health Facilities, 2018-2022, UNICEF will improve WASH infrastructure in approximately 70 health facility settings across Nampula, Sofala and Zambezia, and develop small water systems in a few towns. As access to water is critical to improving health status and fostering school retention for girls, the Activity is expected to collaborate with UNICEF as appropriate.

- **Coordination**

The Activity is expected to collaborate closely with USAID/Mozambique's DREAMS, Integrated Family Planning Project (IFPP), Social and Behavior Change Communication (SBCC), and supply chain activities described above, as well as with activities of other major education donors working in the same districts and/or provinces. The Activity is also expected to seek opportunities for better coordination among GRM ministries – Ministry of Education, Ministry of Gender and Social Action – and other major donors implementing education and gender activities. Strong USAID/GRM/donor coordination may include joint annual work plan development with Implementing Partners in the target geographic areas; establishment of joint mechanisms for coordination and dialogue with relevant GRM institutions, civil society, and citizen stakeholders; and joint monitoring and evaluation planning and implementation.

- **Relation to USAID/Mozambique CDCS 2020-2025**

USAID/Mozambique's CDCS 2020-2025 will contribute to efforts that result in Mozambique becoming resilient and prepared for the future. To this end, USAID will promote a peaceful, prosperous, and healthy Mozambique where citizens benefit from expanded investments. This Activity primarily contributes to Development Objective 1 (DO 1): Healthier and Better Education Mozambicans, Especially the Young and Vulnerable, and particularly to Intermediate Result 1.2: Utilization of Health and Education Services Expanded, Focusing on Youth and Gender. The Activity will strengthen the capacity of the GRM to deliver quality education services at the most basic and fundamental level in reading and numeracy skills, so that more students will enjoy academic success and be able to access higher levels of education to guarantee their future economic and social prosperity.

A large body of evidence confirms that many Mozambicans go without health care and fail to attend school, despite availability of these services. The Activity is expected to tackle the demand side, by addressing the barriers that constrain use of schools. The Activity is expected to support increased utilization of education services, with a strong focus on reaching girls and incorporating gender considerations. The Activity is expected to work with communities to address social, cultural, and gender norms which hinder access to education, and with the GRM and other stakeholders to address additional barriers. Activities will engage communities to address gender

and cultural barriers and stereotypes such as limiting domestic chores and looking after children but limiting female responsibility to decision making and financial management.

- **Lesson Learned in Girls' Education**

Although there is a large body of research that describes the institutional and social barriers that impede girls' education, there has been considerably less research on strategies to overcome those barriers. In 2013, USAID commissioned an American Institutes for Research end-line study of a similar girls' education activity in Malawi. According to the study, strong leadership, parental buy-in, and cooperation from female students were all necessary conditions for success. Strong community leaders were particularly able to engage parents, who then could influence their children's ability to attend and stay in school (instead of farming, for example). Community members did express concern about the unsustainability of donor-driven interventions and emphasized the importance of local, community-based leadership, rather than temporary, external solutions. The study found that the implementing partner should use local resources that promote sustainability.

USAID/Mozambique funded the Nikhalamo Girls' Education activity, from 2014-2020, implemented by the Ajuda de Desenvolvimento de Povo para Povo (ADPP), with the overall objective of improving educational quality, retention and completion for vulnerable girls in upper primary and lower secondary schools and provide them with skills to improve the quality of their lives. It also aimed to improve the learning conditions through a Community Block Grant, which exempted vulnerable girls from paying school fees and supported their enrollment and retention in secondary schools. The activity aimed to ensure community participation in girls' education by holding community mothers responsible to oversee children in community pre-schools to enable young mothers to attend classes. School councils were responsible to monitor gender-based violence in school and ensure teachers implement gender sensitive teaching methodologies to improve girl's performance, retention and transition. The Nikhalamo Mid-Term Evaluation Report²⁸ identified four conditions that improved sustainability: (1) local people need to feel ownership of and be committed to the goals of the effort; (2) activities need to be lodged in existing country institutions; (3) personnel of the education institutions must have the skills and specialized knowledge to maintain the gender-sensitive education approach; and (4) adequate resources need to be available over a long enough period to support essential education activities.

The report also states that large-scale education initiatives require a national commitment both to the goals and to the legitimizing structures (e.g., the finances, assigned responsibilities, and rules and procedures) needed to carry them out. An effective balance between national capacity to coordinate large-scale efforts and local capacity to ensure results at the community level is needed. Staff at all levels (national and local) need specialized gender sensitive pedagogy-oriented training to implement multi-sectoral approaches. In the long term, change is easier to sustain when effective routines are established in the institutions (education, health and social) expected to maintain the effort. The report ends by recommending that local and international networks develop an awareness of girls' issues to the public and create a new sense that the gender gap in

²⁸ Nikhalamo - I am Here to Stay - Girls Education Activity. Mid-term Evaluation, available at:

education is a national issue, not just a governmental or sectoral one. Efforts at the national level with local networks that reach into communities have the potential for greatly increasing girls' participation in the future.

The advancing Girls Education Activity will learn from the past experiences to invest more in girl's education outcomes by improving access, retention and safety in school and reducing their vulnerability to premature pregnancy and/or otherwise dropping out of school.

9. GUIDING PRINCIPLES

● Gender Equality

Gender equality and female empowerment is a core USAID Development Objective and is a mandatory consideration for all USAID programming per the USAID Gender Equality and Female Empowerment Policy. Gender inequality is prevalent in Mozambique and is often reinforced by tradition institutions, beliefs, and attitudes, (e.g., gender-based violence as a cultural norm) which in turn creates barriers of access to better education and sanitation services²⁹. In Mozambique, with an overall literacy rate of 47%, female literacy (28%) lags far behind that of males (60%). The population is mostly young, with 46.6% of people between the ages of 0 and 14 years. The country suffers from high illiteracy rates for boys and girls, who also lack access to improved health and WASH services hindering all aspects of development.

Over 70% of women of reproductive age (and over 30% of men) in Nampula and Zambezia cannot read. UNICEF (2015) found that Zambezia and Nampula have the highest number of girls forced into adolescent unions. In these provinces, over 95,525 (Zambezia) and 129,604 (Nampula) girls married before the age of 18 respectively over the past few years. IBIS (2015) found that parents/guardians are more willing to finance the costs associated with initiation rites than to invest in education. A World Bank study of 2016³⁰ revealed that, in the provinces of Zambézia and Nampula, the main constraint was the cost of school supplies. Families must be able to afford and be willing to pay school fees to provide education to young girls and boys. However, girls' risks long dangerous walks to school³¹.

Despite the policy of free primary education, economic vulnerability remains an important factor that has been affecting education, particularly to girls³². Advancing Girls Education responds to the growing body of evidence that education affects every aspect of human growth and development. The interventions proposed under Advancing Girls Education will be based on a gender lens that demonstrate gender-transformative and sensitive approaches at the individual, community, structural, social, and political levels. Interventions should support implementation of activities focusing on increasing retention of girls ages 10-19 who are in school, pregnant or otherwise vulnerable or at risk of dropping out of school. The Awardee is expected to conduct a gender

²⁹ Education Sector Strategic Plan, 2020-2029.

³⁰ Systematic Country Diagnostic Report, 2016.

³¹ Let Girls Learn, President Barack Obama Initiative.

³² Soverano et al 2016, in Duarte &Dias (2016).

analysis providing a gender overview of the geographic area in which the project will be implemented and how the program will identify and address gender gaps.

- **Positive Youth Engagement**

USAID is committed to ensuring the integration of youth considerations into its activities. Youth is a cross-cutting issue identified in the USAID/Mozambique's CDCS, and youth is a key focus group of the Mission. To advance USAID/Mozambique's focus on youth programming, adolescents and youth are priority populations to be reached and engaged by this activity. This goes beyond targeting for service delivery and should include active and meaningful engagement of adolescents and youth in planning and monitoring of access and retention to education and sanitation services. To achieve these objectives, this activity will be rooted in a Positive Youth Development (PYD) approach, which is based on the belief that, "given guidance and support from caring adults, all youth (ages 10-29) can grow up healthy and productive, making positive contributions to their families, schools, and communities."

This activity should intentionally focus on developing competencies and behaviors that support pro-social attitudes, a clear and positive personal identity, and positive belief in the future. Interventions should encourage youth leadership and experiential learning, as well as adult approachability and champions. Services and opportunities should be designed to support young people in developing a sense of competence, usefulness, belonging and empowerment. Activity is expected to include concrete and practical approaches that will not only address the challenges that youth face to access and remain in school and accomplish the academic activity results but will also involve and support young people in the decision-making, management and leadership of this activity including implementation of best practices resulting from this activity.

Synergies will be created across sectors to support a comprehensive approach to delivering adolescent health results including programs on ending child marriage, promoting secondary education, HIV and other sexual transmitted diseases. At the inception of this agreement, the Awardee should develop a Youth Action Plan, reflective of USAID's Youth in Development Policy, to ensure that appropriate strategies and approaches are used that meaningfully and promptly engage adolescents and youth in the primary activity goal of improving retention of girls in school. The Activity will provide a systematic monitoring of gender and youth integration, evaluation, and learning plan. The Activity is expected to maximize the existing youth clubs and strengths, and experience of its diverse partners, to reduce gender barriers and social norms hindering education for girls. Youth clubs will also provide a space for young people to participate meaningfully in all its activities and particularly in the co-creation and implementation of sustainable solutions to increase retention of girls in school. Awardees are expected to conduct an independent youth analysis and demonstrate youth-specific program planning (and accompanying MEL planning).

- **Coordination**

The Activity will coordinate with the Ministry of Education to contribute to the Education Sector Strategic Plan (2020-2029) and strategic objectives in the Government of Mozambique (GRM) 5 year strategy (2020 – 2024) to (1) ensure inclusion and equity in access, participation and retention

and quality learning; (2) contribute to the elimination of harmful practices that violate the rights of women, men, girls and boys; and (3) promote equal rights and opportunities for girls and boys to increase school retention. In collaboration with the USAID health sector, the Activity is expected to (1) promote and support programs and initiatives that contribute to expanding access to social services such as health, WASH and justice. The activity will coordinate with AEB and UNICEF to improve access to and use of improved and quality sanitation services. Advancing Girls Education will collaborate with SBCC Activity to broadcast educational messages aiming to raise community awareness on the importance of education for girls.

- **Private Sector Engagement**

USAID recognizes the value of engaging the private sector in development and humanitarian assistance to help shape solutions that achieve sustained impact. The private sector is both an indirect beneficiary to and a partner for AGE interventions. Ultimately, AGE efforts to build capacities and relationships among public sector and private sector institutions are intended to improve the functioning of public sector actors. Therefore, robust engagement with the private sector is vital during the planning, implementation, and evaluation of AGE interventions.

- **Self-reliance and Sustainability**

Systems strengthening and capacity development are the foundations of self-reliance and sustainability. The GRM is using a system-based approach by mandating key ministries to address education and gender equality while ensuring alignment of resources and actions towards achieving quality education. Country leadership and ownership are among the main drivers of sustainability and Advancing Girls Education must work closely with the GRM (at the National, Provincial, District, and Community levels), donors, civil society, the private sector, and other partners to support country ownership. The Advancing Girls Education Activity will help develop long-term country capacity to plan, manage and evaluate high-impact education and health programs. This will involve using a systems approach; ensuring close alliances with the GRM; fully engaging civil society to ensure that education and health services meet the needs of the people; and where possible, expanding involvement of the private academic and research institutions, and not-for-profit private sector institutions, including professional associations, NGOs, faith-based organizations, and community-based organizations (CBOs). To align annual work plans with those of the province and districts, Advancing Girls Education will participate in annual performance reviews and planning meetings with the MINEDH and other relevant GRM entities such as the Ministry of Gender, Child and Social Action. Advancing Girls Education will consistently ensure that activities are coordinated with the GRM, donors, NGOs, civil society, and the private sector, as necessary. Advancing Girls Education will also discuss and draft plans, when relevant, with the GRM and other partners, to plan for transition and/or phasing out of certain interventions when the GRM has identified resources to assume responsibility for specific activities and/or at end of project.

- **Climate Change and Risk Management**

USAID supports strengthening development outcomes by integrating climate change into Agency programming, learning, policy dialogues and operations. The Automated Directives System (ADS) 201 requires climate risk assessment and management for all new projects and activities across sectors to ensure the effectiveness and sustainability of project and activity objectives in the face of extreme weather and climate events.

Per ADS 201 and the climate risk screening process detailed in the mission's approved CDCS, climate risk analysis has been conducted for the AGE Activity. The analysis established that climate risks are moderate to high for Development Objective 1: Healthier and Better Educated Mozambicans, Especially the Young and Vulnerable, for all the planned interventions. Per ADS 201 and the climate risk screening process detailed in the mission's approved CDCS, Mozambique is ranked 154 (out of 181), making it one of the most vulnerable countries to climate change. Mozambique is extremely exposed to flooding, cyclones, and droughts, has almost 2,500 km of coastlines with many people living in, and moving to, areas exposed to sea level rise and storm surge, approximately 80% of the population rely on small scale farming, and especially climate sensitive sector, and many of Mozambique's institutions are not equipped to prepare or respond to extreme weather events and future slow onset climate change. This was highlighted by Cyclone Idai in 2019, which devastated much of central Mozambique. The primary impacts of Cyclone Idai were intense, such as the immediate loss of life and property. In addition, due to the lack of preparedness, the secondary impacts, such as outbreaks of infectious diseases, were also significant. All sectors in Mozambique are sensitive to climate change. Understanding how those sectors are sensitive, and how USAID programs are integrating climate integration, will improve USAID investments in, and partnerships with Mozambique. Both the health and the agriculture sector are highly vulnerable to climate change in Mozambique. For many of the high or moderate risks identified, climate risks should be considered during project implementation, this may include adding language to work plans on climate risks.

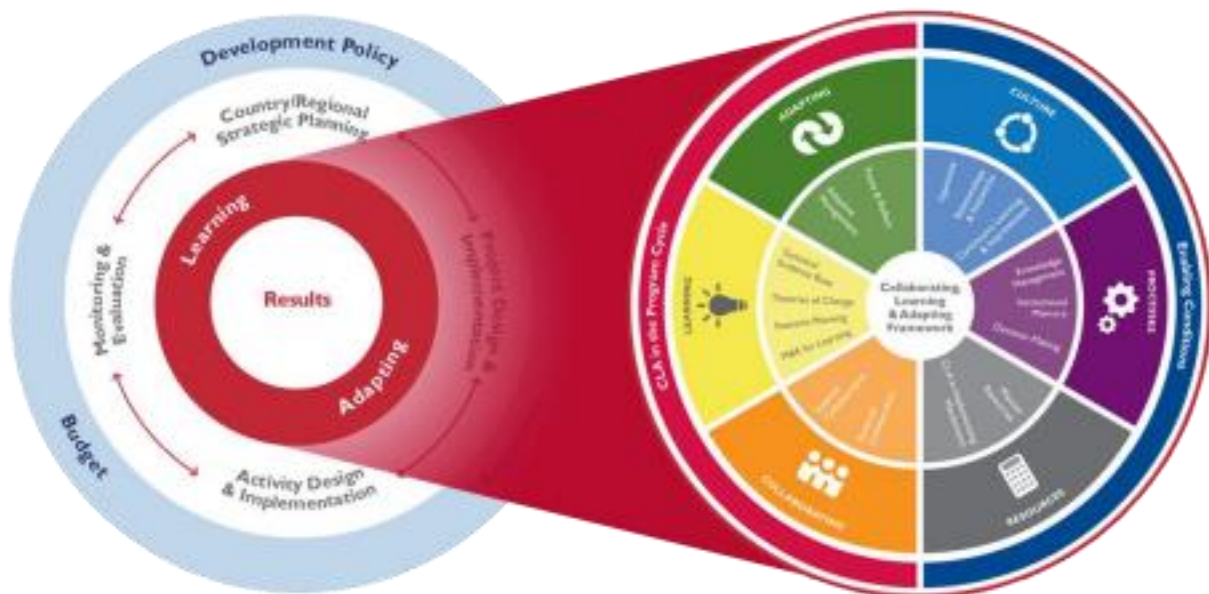
- **Environmental Compliance**

All USAID funded activities must comply with 22 CFR 216. USAID has recommended A CATEGORICAL EXCLUSION for the proposed AGE Activity, which includes training, technical assistance, studies, workshops, information transfers, printed materials and design-related activities not directly affecting and providing institutional capacity building technical assistance that improve execution of institutional functions, budgeting, planning and implementation and enforcement of policies, as well and systems strengthening technical assistance that includes developing stronger vertical and horizontal institutional linkages to improve relationships. This indicates that these activities are expected to have no significant adverse effect on the environment. Pursuant to 22 CFR 216.3, if additional interventions not described in the Initial Environment Examination are added to this activity, then amended or new environmental documentation must be prepared and approved prior to implementation of those additional activities. As required by ADS 204.3.4, the education team will actively monitor ongoing activities for compliance with these recommendations.

- **Collaboration, Learning and Adapting**

Development work presents many opportunities to collaborate and engage with a broad set of stakeholders to learn from both evidence and experience and adapt iteratively to unexpected results or context changes. Therefore, USAID places “Collaborating, Learning and Adapting” at the center of its Program Cycle, both as a connector between, and an integrated part of the components.

Approaches that incorporate learning and adapting will be critical to the success of the Activity, and the Awardee must build adaptive learning into program implementation. Driving and monitoring the Activity’s effectiveness will require the Awardees’ careful consideration of what types of short, focused studies and methods for providing rapid program feedback would be suitable and provide evidence for making program course corrections and decisions. These types of action-learning, monitoring and program reflection methods used to measure program effectiveness in complex implementation environments, are now well documented. They include participatory methods such as stakeholder feedback and network analysis that can reveal informational flows and relational dynamics of ‘who decides and who benefits’ and make program adjustments based on responsive program feedback that can foster more practical, problem-driven iterative adaptation.



- **Collaboration** enables sector integration, convergence, and effective interventions to maximize development resources and enhance development results. The Awardee will collaborate with USAID supported activities and engage with stakeholders (defined collaboratively with USAID AOR) to facilitate delivery of integrated services to achieve the activity’s outcomes.
- **Learning** is intentional, systematic, and resourced. Sources for learning include data from monitoring, portfolio reviews, findings of research, evaluations, analyses conducted

by USAID or third parties, knowledge gained from experience, stocktaking exercises, and from other sources. The documents produced by USAID will be shared with the Awardee by the AOR for consideration in the learning phase of CLA.

These sources will be used to develop and implement plans, be used in adaptive management, and contribute to the USAID/Mozambique knowledge base in order to improve development outcomes. A collaborating, learning, and adapting focus helps to ensure that programming is coordinated, grounded in evidence, and adjusted as necessary to remain relevant and effective throughout implementation.

Knowledge generated by learning will be applied throughout programming to implementation approaches, processes, and stakeholder engagement. Knowledge generated by learning should also be disseminated to the Activity stakeholders, partners, and collaborators in appropriate format (i.e. learning questions, reports on the Activity's findings etc.) so that it may be translated into decisions and actions that enhance the success of approaches and interventions designed to achieve common intermediate results.

The Awardee will share information and knowledge generated by monitoring data, portfolio review results, research findings, evaluations, analyses, and experiences with other USAID implementing partners and other Development Partners. The Awardee will apply actionable information and knowledge gained from collaborating partners from activity implementation to improve results. USAID implementing partners will convene on a periodic basis to reflect on actions taken, exchange analysis, and propose decisions that affect implementation.

- **Adapting:** The Awardee will demonstrate adaptability that is informed by knowledge gained through learning and recognize behaviors and incentives necessary to create change. Knowledge gained through learning will influence decision making, resource allocation, and adaptation to contextual shifts. Application of new knowledge to implementation decisions will be reflected in the Annual Work Plan and Activity Monitoring, Evaluation, and Learning Plan. Decisions to adapt may be based on but not limited to, the following:
 - Extraneous changes in the operating environment (i.e., emergency, or natural disaster; national policy changes)
 - Financial and human resource constraints
 - Evidence that signals targets are unmet
 - Emerging evidence that interventions are not working or could work better if adapted

Any changes to the scope of the agreement must be approved by the Cognizant Agreement Officer in a modification to the agreement.

A rigorous learning agenda that uses innovative approaches to monitor, evaluate, document, disseminate, and efficiently apply lessons learned is pivotal to the successful scale up of multi-sectoral education and health programming in Mozambique. The CLA agenda prioritizes implementation research and approaches so that learning is incorporated into every aspect of

education and health programming and implementation - from activity design, to service delivery, to utilization/uptake, and adherence. Systematic research and efficient processes for translating lessons learned into practice are essential for resolving the continuous challenges of implementing and scaling up education interventions.

The CLA approach is 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. Advancing Girls Education will adopt the USAID's collaborating, learning, and adapting (CLA) approach. The project will create pauses for reflection in the activity implementation scheme to enable the people involved to stop, reflect, identify problems, and think of alternative solutions. This will be done through planning and review meetings that will aim to analyze the current situation (challenges, bottlenecks, solutions, best practices, and lessons learned) and incorporate conclusions in the plans for the following implementation period. The suggestion is to conduct review meetings with implementation teams and other stakeholders – ZIPs (Zone of Educational Influence), SDEJT (Serviço Distrital de Educação, Juventude e Tecnologia), District Health Services, MGCAS (Ministério do Gênero, Criança e Ação Social), MINEDH (Ministério da Educação e Desenvolvimento Humano) and other USG partners in the target area. Community dialogues and key information exchange or feedback of beneficiaries on what works and what does not and why, in relation to girl's education will lead to an effective implementation. UNICEF has been programming with and for adolescents for many years, addressing adolescent development largely through education; HIV prevention and treatment; nutrition; water, sanitation, and hygiene (WASH); and social and child protection³³. The Awardee is encouraged to partner with other donors and create a window of opportunity to influence developmental trajectories (including growth and cognitive development) and contribute to an equal education opportunity for adolescent girls and boys.

[END OF SECTION A]

³³ UNICEF Program Guidance for the Second Decade: Programming with and for Adolescents. Program division, 2018.

SECTION B: FEDERAL AWARD INFORMATION

1. Estimate of Funds Available and Number of Awards Contemplated

USAID intends to make 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 approximately \$10,000,000 (Ten million dollars) in total USAID funding.

2. Expected Performance Indicators, Targets, Baseline Data, and Data Collection

Performance Monitoring and Evaluation

Institutional and systems strengthening activities contribute to improved economic and social outcomes through various complex pathways that are both interconnected and independent. Given this complexity, innovative approaches to monitoring and evaluation need to be used to capture changes for learning and refinement of Activity interventions and performance and ensure that the Activity goals are met.

The awardee must conduct performance monitoring of the activity. Performance monitoring is the ongoing and systematic collection of performance indicator data and other quantitative or qualitative information to reveal whether implementation is on track and whether expected results are being achieved. The Awardee must analyze performance monitoring data to inform judgments about the outputs and outcomes of the activity as a basis to improve effectiveness and/or inform decisions about current and future programming. One way the Mission will analyze performance is by comparing actual results achieved against the expected results and targets initially set at the beginning of implementation. This analysis is critical in determining the progress made in achieving the expected results identified in the activity's results framework and/or logic model.

USAID/Mozambique recognizes that the success of the Activity will depend on the contributions of actors directly and indirectly engaged with the Activity, as well as institutions and processes beyond the manageable interests of the Awardee. While some of the Activity's interventions may on their own be sufficient to result in a change in practice or behavior at the individual or institutional level, other interventions may be necessary but not by themselves be sufficient to effect the desired change. The Awardee should make all efforts to understand and articulate the way its intervention contributes to a results pathway and define all the relevant contributors to a results pathway, even if they are outside its direct control. The applicant will develop a monitoring plan that permits the efficient and timely measurement of progress towards outcome and output indicators for each result and sub-result. USAID will require the applicant to align indicators with the USAID reading mandatory Department of State "F indicators" listed below. The applicant will provide sex-disaggregated reporting on the following indicators:

- Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance.

- Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance.
- Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance.
- Number of public and private schools receiving USG assistance.
- Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria.

The following are USAID FACTS Info indicators that measure achievement of the Intermediate Results:

- Number of PTAs or similar school governance structures supported; and
- Number of laws, policies, regulations, or guidelines developed or modified to reduce girl's abandonment.
- Percent of individuals with improved quality of employment following participation in USG-assisted workforce development programs
- Percent of learners regularly participating in distance learning programming funded with USG education assistance
- Number of people reached by a USG funded intervention providing GBV services (e.g., health, legal, psycho-social counseling, shelters, hotlines, other)
- Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations
- Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities

The following (or adaptations of the following) are additional custom indicators:

- Number and % of early primary and secondary school teachers successfully implementing retention and safety interventions for girls.
- Percent of schools with girls and boys staying in school above 80%.
- Number of provincial and district authorities, cluster (ZIP) coordinators, principals, and pedagogical directors supporting teachers in the delivery of school-based evidence support to girls.
- Number of parents engaging with students to improve school retention; and
- Percent of communities monitoring students' retention and holding schools accountable for using gender sensitive approach and promoting safety in schools.

The following are custom indicators utilized by the MINEDH and FASE (Fundo de Apoio ao Sector de Educação) to measure school progress:

- Seventh grade retention (survival) rate (in USAID supported schools); and
- Student/teacher ratio in grade 7 and 8 (in USAID supported schools).

The applicant will provide sex-disaggregated reporting on the following Health and WASH “F indicators”:

- Percent of USG-assisted service delivery sites providing family planning (FP) counseling and/or services.
- Number of USG-assisted community health workers (CHWs) providing Family Planning (FP) information, referrals, and/or services during the year.
- Number of people gaining access to a basic sanitation service as a result of USG assistance.

3. Start Date and Period of Performance for Federal Awards

The anticipated period of performance is five (5) years. The estimated start date will be upon the signature of the award, on or about, or other effective date determined by the Agreement Officer.

4. Substantial Involvement

a. Approval of the Recipient's Implementation Plans

The Recipient shall obtain the Agreement Officer's written approval for its implementation plan. The implementation plan includes the following: annual work plans, subawards, required reports, MEL plan, and knowledge management plans. Any change to the activity description or the approved budget requires Agreement Officer's approval. If at the time of award, the program description does not establish a timeline in sufficient detail for the planned achievement of milestones or outputs, USAID may delay approval of the recipient's implementation plan for a later date. USAID must not require approval of implementation plans more often than annually. If the AO has delegated authority to the Agreement Officer's Representative (AOR) to approve implementation plans, the AOR must review the agreement's terms and conditions to ensure that changes to the terms and conditions are not inadvertently approved by the AOR.

b. Approval of Specified Key Personnel

All Key Personnel shall be employees of the prime recipient, not a sub-recipient. Before removing, replacing or diverting responsibilities from any of the listed or specified Key Personnel, the Recipient shall 1) notify the Agreement Officer reasonably in advance and 2) submit justification, including proposed substitutions in sufficient detail to permit evaluation of the individual and the impact on this agreement. Unless specified in writing by the Agreement Officer, no replacement of Key Personnel shall be made by the Recipient without the written approval of the Agreement Officer.

c. Agency and Recipient Collaboration or Joint Participation

When the recipient's successful accomplishment of program objectives would benefit from USAID's technical knowledge, the AO may authorize the collaboration or joint participation of USAID and the recipient on the program. There should be sufficient reason for Agency involvement and the involvement should be specifically tailored to support identified elements in the program description. When these conditions are met, the AO may include appropriate levels of substantial involvement such as the following:

- (1) Collaborative involvement in selection of advisory committee members, if the program will establish an advisory committee that provides advice to the recipient. USAID may participate as a member of this committee as well. Advisory committees must only deal with programmatic or technical issues and not routine administrative matters.
- (2) Concurrence on the substantive provisions of sub-awards. 2 CFR 200.308 already requires the recipient to obtain the AO's prior approval for the subaward, transfer, or contracting out of any work under an award. This is generally limited to approving work by a third party under the agreement. If USAID wishes to reserve any further approval rights for sub-awards or contracts, it must clearly spell out such Agency involvement in the substantial involvement provision of the agreement.
- (3) Approval of the recipient's monitoring and evaluation plans.
- (4) Monitor to authorize specified kinds of direction or redirection because of interrelationships with other projects. All such activities must be included in the program description, negotiated in the budget, and made a part of the award.

5. Authorized Geographic Code

The geographic code for the procurement of commodities and services under this program is **935** (any area or country including the recipient country but excluding any country that is a prohibited source).

6. 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 Advancing Girls Education (AGE) Activity which is authorized by Federal statute. The successful Recipient will be responsible for ensuring the achievement of the program objectives and the efficient and effective administration of the award through the application of sound management practices. The Recipient will assume responsibility for administering Federal funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the Federal award.

[END OF SECTION B]

SECTION C: ELIGIBILITY INFORMATION

1. Eligible Applicants

Eligibility for this RFA is restricted to Local Entities as defined below.

For the purpose of this section, local entity means an individual, a corporation, a nonprofit organization, or another body of persons that:

- (5) is legally organized under the laws of;
- (6) has as its principal place of business or operations in;
- (7) is majority owned by individuals who are citizens or lawful permanent residents of; and
- (8) managed by a governing body, the majority of who are citizens or lawful permanent residents of a country receiving assistance from funds appropriated under title III of this Act. (c)

For purposes of this section, “majority-owned” and “-managed by” include, without limitation, beneficiary interests and the power, either directly or indirectly, whether exercisable, to control the election, appointment, or tenure of the organization's managers or a majority of the organization's governing body by any means.

These eligibility requirements apply to only the principal Applicant.

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

2. Cost Sharing or Matching

There is no cost sharing requirement for the recipient of the award.

[END OF SECTION C]

SECTION D: APPLICATION AND SUBMISSION INFORMATION

1. Agency Points of Contact

Judite Caetano
Acquisition and Assistance Specialist
USAID/Mozambique
E-Mail: jcaetano@usaid.gov

2. Questions and Answers

All questions regarding this RFA should be submitted to Judite Caetano, jcaetano@usaid.gov with a cc copy to jbadiane@usaid.gov no later than the date and time indicated on the cover letter, as amended. Any information given to a prospective Applicant concerning this RFA will be furnished promptly to all other prospective Applicants as an amendment to this RFA, if that information is necessary in submitting applications or if the lack of it would be prejudicial to any other prospective Applicant.

3. Content and Form of Application Submission

Preparation of Applications:

Each Applicant must furnish the information required by this RFA. Applications must be submitted in two separate parts: The Technical Application and the Business (Cost) Application. This subsection addresses general content requirements applying to the Application. Please see subsections 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 explain the basis of estimation 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 /RFA 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).

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 USAID/Mozambique.

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
- 12 font size, Times New Roman Font, single spaced, typed in standard 8.5 x 11 paper size with one-inch margins both right and left and each page numbered consecutively, date of submission, and Applicant's name
- 10-point font can be used for graphs and charts. Tables, however, 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 Microsoft Excel
- The technical application must be searchable in Word or PDF format as appropriate
- The Cost Schedule 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 RFA. 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.

4. Application Submission Procedures

Applications in response to this NOFO must be submitted no later than the closing date and time indicated on the cover letter, as amended. Late applications will not be reviewed nor considered. Applicants must retain proof of timely delivery in the form of system generated documentation of delivery receipt date and time/confirmation from the receiving office/certified mail receipt.

Electronic (e-mail) is the media for submitting the application. Please submit application to Judite Caetano at jcaetano@usaid.go with a cc copy to jbadiane@usaid.gov.

Email submissions must include the RFA 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: "[RFA number], [Applicant Organization Name], Cost Application, Part 1 of 2".

USAID's preference is that the technical application and the cost application submitted as single and separate email attachments, e.g. that you consolidate the various parts of a technical application into a single document before sending them and the cost application submitted as a single excel budget with a separate attachment for the budget narrative in MS word or PDF. 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. The application, if submitted by the submission deadline, will be reviewed for responsiveness to the RFA and the application format. No additions or modifications will be accepted after the submission date.

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

Applicants are reminded that 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 RFA, the initial point of entry to the government infrastructure is the USAID mail server.

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/Mozambique/OAA cannot guarantee their acceptance by the internet server. File size must not exceed 8MB per email.

5. Technical Application Format

The Technical Application should be specific, complete, and presented concisely. The Application must demonstrate the Applicant's capabilities and expertise with respect to achieving the goals of this program. The Application should take into account the requirements of the program and merit review criteria found in this RFA.

The Technical Application narrative section **must not exceed 25 single-spaced typed pages.**

To facilitate the competitive review of the applications, USAID will consider only applications conforming to the prescribed format and page limitations. Any other information submitted will not be provided to the Selection Committee and will not be reviewed. Letters of support are not requested and will not be provided to the Selection Committee.

The following will be counted as part of the 25-page limitation:

- Executive Summary
- Technical Excellence
- Management Approach; and
- Institutional Capacity

The following will NOT be counted as part of the 25-page limitation:

- Title Page (not counted against the page limit);
- Cover Page (not counted against the page limit);
- Table of Contents (not counted against the page limit).
- Annexes (not counted against the page limit)

Annexes: Annexes to the Technical Application should be provided as part of the technical submission. Promotional literature and materials regarding the applicant must not be submitted as part of the annexes. The following items submitted as an annex are not subject to the 25-page limitation and will not be counted.

- Relevant Tables, Charts and Graphs
- Resumes/Curriculum Vitae for Key Personnel and long-term professional staff, proposed position descriptions and signed letters of commitment from Key Personnel, no more than three (3) pages in length
- Partner letters of commitment, maximum 1-2 pages
- Charts providing information on management structure, matrixes demonstrating staff skills, and organizational chart(s)
- First Year draft Work Plan, and
- Monitoring, Evaluation and Learning Plan.

All other items not listed above and provided as an annex will count towards the page limitation. Please number pages as “Page x of xx Pages” where a page number combined with a letter indicates a page that is exempt from the 25-page limitation.

Annexes can be numbered separately and should be numbered as “Annex 1: 1 of X, Annex 2: 2 of X”, etcetera. Pages should be numbered at the bottom.

The Technical Application should confirm or propose modifications to the objectives, activities and indicators described in the Program Description. It should also contain a description of key strategies, activities and approaches, as well as the synergies among them that the proposed partner will pursue in order to accomplish the desired results described in this Activity Description, as well as the rationale for selecting them. Gender and youth issues should also be addressed. Interested applicants must provide a detailed technical application and demonstrate how it will achieve the overall goal, program objectives and results as previously described.

The Technical Application will be the most important part of consideration in selection for award of the proposed activity. It must take into account and be arranged in the order of the merit review criteria found in Section E—for ease of reviewing by the Selection Committee (SC):

Title Page: The Applicant must include the following basic information in the title page: Proposed project title; NOFO/RFA number; Name of organization(s) submitting the application; Address of organization(s) submitting the application; Point of contact (POC) at organization; and POC's title, telephone number, and email address.

Cover Page: Describe the names of the organizations/institutions involved in the proposed application. In the case of a group, please indicate the lead or primary applicant clearly; followed by any proposed sub-grantees and/or contractors (hereafter referred to as “subs”), including a brief narrative describing the unique capacities/skills being brought to the program by each institution. A summary table should be included that lists the Prime Applicant and all partner organizations as well as the percentage of overall program activities that each partner will contribute. The Cover Page must be signed by the organization's official with authority to negotiate/sign on such an application with USAID.

Table of Contents: The Table of Contents should list all parts of the technical application, with page numbers and attachments.

Executive Summary: A two- page, brief description of proposed activities, goals, and anticipated results (both quantitative and qualitative). Briefly describe technical and managerial resources of your organization. Describe how the overall program will be managed. State the bottom- line funding request from USAID and the bottom- line funding secured from other sources (state sources and amounts) for the proposed Activity. The Executive Summary shall summarize the key elements of the applicant's technical application.

Program Description: The Technical Application Narrative as revised during negotiations will become the Program Description of any resulting Cooperative Agreement. It must include a clear description of the conceptual approach and the general strategy (i.e. methodology and techniques) being proposed. It must outline specific, focused activities; identify how and where (e.g. geographic locations and level: local, district, province, etc.) those activities will be implemented; explain how the approach is expected to achieve the proposed objectives; and describe a plan that will enable the activities to continue after the Activity has been completed.

In developing the application, Applicants are expected to take the RFA Program Description technical guidance into account. Applicants should demonstrate that they have researched other USG, GOM and donor activities in the region on which they are bidding and suggest solutions to ensure continuity of service and meet known gaps. The Applicant must articulate which key public and private sector stakeholders it intends to coordinate and engage with to advance the project's goal and objective, to amplify the funding and/or contributions and to achieve a scale that would not be possible only through USAID funds. The Applicant must also explain why those stakeholders are vital to the approach. The Applicant must identify its existing relationship

or work history with those organizations. Applicants must describe how they will coordinate and engage with the stakeholders, especially USG clinical partners and PEPFAR initiatives, to ensure ownership, maximize synergy and resources, minimize overlap, and achieve the project's goal and objective.

6. Technical Application Considerations

a) Technical Approach

USAID requires the Applicant to collaborate with USAID's three existing activities DREAMS, Integrated Family Planning Project (IFPP), Social and Behavior Change Communication (SBCC) and GRM ministries – Ministry of Education, Ministry of Gender and Social Action – and other major donors implementing education and gender activities. In the Technical Approach section of the narrative, Applicants must describe how they will work collaboratively with other USAID activities, donors and the GRM to achieve the goal, objectives and outcomes identified for the Program. Applications must also describe anticipated activities and results of proposed collaborative development activities and explain how these results will contribute to the Program's objectives. Although Applicants must respond to the program description outlined above, they are encouraged to draw from their expertise and knowledge to propose additional outputs and associated activities through which the program objectives and outcomes will be achieved. USAID expects the activities, plans, outputs and outcomes of this project to be an integral part of public schools and the GRM's strategy of school-based reform in local communities to improve student retention and create access to education for girls and improve their learning environment. Applicants must show how they intend to ensure that level of project ownership by schools and MINDEH, as applicable. Applications also must include a plan for sustainability that identifies strategies for and activities to support the goal and objectives developed through the Program beyond the duration of the project.

b) Implementation Approach

The Applicant must include all factors it deems important for the project's success. The implementation approach must discuss the Applicant's plan to carry out proposed activities in a logical sequence of events that will allow the Program to progress toward producing required results over the life of the project. Applicants must describe in some depth how the Activity will promote girls-centered education by promoting community participation and accountability to reduce barriers of education for girls such as harmful social norms, stereotypes and SRGBV, including engagement of girls and boys throughout the implementation, as well as how collaboration among all entities will help schools and district offices use a gender sensitive and transformational approach and increase gender equity in education and health programs and services. Applicants must plan to allocate adequate resources and time to monitoring and evaluation including performance management and assessment.

c) Work Plan

The implementation approach must include a draft work plan that provides a proposed list of program activities and an implementation schedule. Applicants must provide a timeline, Gantt chart, or other graphic that depicts more detailed activities in Year One in sufficient detail to portray the Applicant's implementation goals and processes.

d) Organizational Capability and Management Plan: Applicants must provide a clear description of their internal capabilities/resources and relevant work experience/history to demonstrate the capacity to successfully manage the proposed project to include:

- An explanation of the core technical capacities/resources and institutional support that the Applicant offers and explain the Applicant's financial control system.
- A brief description of the Applicant's areas of expertise and particular capacities in implementing the requirements of this NOFO.

The Applicant must describe the organizational capabilities and expertise of any proposed sub-Recipients, if applicable.

e) Illustrative Monitoring, Evaluation and Learning (MEL) Plan

The Applicant must propose a Monitoring and Evaluation and Learning (MEL) Plan with clear performance monitoring indicators, data and other quantitative and qualitative information to reveal whether implementation is on track and whether expected results are being achieved. The Awardee must analyze performance monitoring data to inform judgments about the outputs and outcomes of the activity as a basis to improve effectiveness and/or inform decisions about current and future programming. One way the Mission will analyze performance is by comparing actual results achieved against the expected results and targets initially set at the beginning of implementation. This analysis is critical in determining the progress made in achieving the expected results identified in the activity's results framework and/or logic model. The applicant will develop a monitoring plan that permits the efficient and timely measurement of progress towards outcome and output indicators for each result and sub-result. USAID will require the applicant to align indicators with the USAID reading mandatory Department of State "F indicators" listed in section "B".

Expertise of Key Personnel: Key personnel are those personnel whose professional and technical skills are essential to the successful completion of the activities. Key personnel fill positions deemed essential for the successful implementation of the award and must have the relevant technical and managerial experience required for the position. Applicants must identify and describe credentials and experience of Key Personnel responsible for technical leadership including subject matter expertise (i.e. education, health WASH) ; administrative management, monitoring and evaluation; and financial management of the award.

Personnel Requirements

The Applicant must propose to recruit and maintain a team of technical experts and supporting staff to implement the Program described in this program description and manage its range of activities and services. This may include staffing arrangements that are necessary to achieve the desired results. USAID considers collaboration with the recipient crucial for the successful implementation of the Program. Applicants should propose technical personnel and other personnel, as deemed appropriate, to implement the activities above. The Key Personnel listed below are considered essential to the work being performed due to their skills and position within the AGE project implementation team.

Chief of Party:

The Chief of Party (COP) is responsible for the overall overall leadership, management and implementation of the Program and reports directly to the designated USAID Agreements Officer's Representative (AOR). S/he must supervise project implementation, serve as the principle interlocutor with USAID and the GRM, and ensure the project meets stated goals and reporting requirements. The Chief of Party must meet the following minimum set of qualifications:

- The Chief of Party shall have a master's degree in Public Policy, Education, Administration, International Development or a relevant field from an internationally recognized university;
- A minimum of ten years of professional experience in the successful implementation of education and/or human and institutional capacity development programs;
- Proven leadership in the administration of similar sized international donor technical assistance projects, or universities and technical colleges with skills in strategic planning, management, supervision and budgeting.

Deputy Chief of Party :

The Deputy Chief of Party must complement the experience, strengths and responsibilities of the Chief of Party. The Deputy Chief of Party is responsible for day-to-day project management, including management of staff, activities and sub-awards and oversight of monitoring, evaluation and reporting.

The Deputy Chief of Party must meet the following minimum set of qualifications:

- A master's degree in Education or other relevant field from an internationally recognized university;

- A minimum of 10 years of progressively more responsible experience managing complex educational development projects, preferably in the field of education reform and girls education; and
- Ability to participate in all representation and technical meetings in English and Portuguese.

Note: USAID requires that between the above two positions the following skills/experience are present:

- Significant experience in education, particularly helping girls preferred;
- Significant experience in teacher education, both at pre-service and in-service levels;
- Significant experience in educational policy and systemic reform;
- Thorough knowledge of the education system in Mozambique;
- Experience in working with local governments and institutions;
- Experience in overseeing the Activity's monitoring and evaluation, finances and operations; and
- Fluency in English and Portuguese.

Technical Components Managers

The two proposed Managers for Technical components that will ensure improved Girls' Retention, and Performance in Upper Primary and Secondary Schools in target districts and increase Girls' access to key social services such as Health and WASH should work in collaboration with the COP and/or the DCOP, to coordinate all activities with technical approach related to improve the quality of teaching, with emphasis on the gender-sensitivity of teaching that will lead to better learning outcomes for girls; promoting girls-centered education by promoting community participation and accountability to reduce barriers of education for girls; developing social and behavior change (SBC) to increase adoption of key WASH behaviors and address harmful gender norms that prohibit women and girls from equally benefiting from WASH and sanitation services; and providing lectures on sexuality, prevention of HIV/AIDS and pregnancy including gender stereotypes to improve the health status of girls and boys. The manager of each component will also be responsible of sharing new knowledge/evidence and best practices related to girls education and educational reform at the teacher training colleges. They, collectively and individually, will support/guide the team of technical experts to design the necessary professional development packages, course design, curriculum development, and systemic and institutional reform. They are also expected to provide technical advice based upon expertise and knowledge of evidence-based methods and strategies, current practice, and established research standards to ensure quality and rigorous design.

The Technical Components Managers must meet the following minimum set of qualifications:

- A master's degree in Education or a relevant field from an internationally recognized university;
- A minimum of 10 years of professional experience in the successful development and implementation of educational reform at university and pre-university levels
- Strong knowledge in education; specific experience in one or more of the areas of curriculum development and integration, project-based, inquiry-based teaching and learning, teacher education and/or educational policy reform is desired;
- Proven experience in mentorship and staff capacity building; and,
- Fluency in English and Portuguese.

Monitor, Evaluation and Learning Specialist:

The MEL Officer will develop the MEL Plan and contribute to the effective implementation of the M&E policy, ensures that minimum M&E requirements for AGE Activities are met and participants are equally involved in the conduct of thematic and cross-cutting monitoring activities. The MEL Officer will ensure that M&E activities are designed and implemented to assess and address GBV in schools; increase access to family planning services to reduce the incidence of pregnancy and HIV among young girls and boys, and increase access to improved sanitation services to improve the management of menstruation for girls and foster school retention. The MEL Officer will ensure that M&E activities are designed and implemented to assess projects' relevance, effectiveness, efficiency, impact and sustainability of results; monitoring activities are carried out in a credible and systematic manner; lessons and recommendations are used for improving projects' implementation design and contribute to improving the priorities and result based outcomes.

Letters of commitment, resumes (three pages maximum) including a half page summary of qualifications of all key personnel and core technical staff should be included in the annexes.

Qualifications of key personnel: The Applicant must propose appropriate and required qualifications for all key personnel positions, as well as qualified individuals whom they deem appropriate for the anticipated role of each key personnel position.

NOTE: USAID reserves the right to determine relevance of education and experience proposed.

Applicants should explain how the key personnel positions, as well as other proposed positions, provide the complete set of skills listed above. The staffing level and pattern may be increased or modified over time if needed to provide effective support to field programs as they evolve, rather than from the onset.

In an annex to the technical application, Applicants must provide resumes and proposed position descriptions for the candidates proposed for all key personnel and long-term professional

positions. The resumes should indicate the names of the proposed personnel and demonstrate that the proposed key personnel and long-term professional staff possess the skills and knowledge to effectively carry out their proposed responsibilities.

Resumes must be no more than three (3) pages in length for each proposed individual and must be presented in chronological order starting with the most recent experience. For Key Personnel, each resume must be accompanied by a SIGNED letter of commitment from each candidate indicating his/her: (a) availability to serve in the stated position, in terms of days after award; (b) intention to serve for a stated term of the service; and (c) agreement to the compensation levels which correspond to the levels set forth in the cost application. References may be checked for all proposed key personnel and long-term personnel. Applicants must provide current contact information, phone and email address for at least three (3) references for each proposed Key Personnel.

Other Required Project Personnel

Applicants have the discretion to determine the proper number and mix of additional personnel including other long-term permanent staff, consultants, personnel from local organizations, short-term technical staff, and others to meet project requirements, and to describe them in the technical Application. If Applicants propose technical leads for particular areas, USAID/Mozambique strongly encourages that they consider locally (non-overseas)-hired technical leads for most positions. All personnel must demonstrate exceptional written and oral communication skills in English and Portuguese, and have an excellent command of the technical area. Familiarity with the political, social, economic and cultural context of working in Mozambique is also necessary.

Past Performance

(1) Past Performance information will only be requested from the apparently successful applicant(s). It will be used for both risk assessment and greatest value decision by USAID. Also note that USAID may use past performance information obtained from other than the sources identified by the Applicant

7. Business (Cost) Application Format

The Business (Cost) Application must be submitted separately from the Technical Application. While no page limit exists 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” ADS 303mav 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 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 Compensation - Personal Services. 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 – If 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. *Guidance to AO: If the indirect costs are expected to be minimal or easily attributed to performance of a USAID agreement, the AO should delete this first bullet.*
- 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 – Cost Sharing is not a requirement for this NOOF.

e) 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.

e) 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.

f) 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.

g) History of Performance

History of performance will be required only from the apparent successful applicant. The apparent successful applicant must provide information regarding its recent history of performance for all its cost-reimbursement contracts, grants, or cooperative agreements involving similar or related programs, not to exceed five (5) years or five (5) awards as follows:

- Name of the Awarding Organization;
- Award Number;
- Activity Title;
- A brief description of the activity;
- Period of Performance;
- Award Amount;
- Reports and findings from any audits performed in the last five (5) years; and
- Name of at least two (2) updated professional contacts who most directly observed the work at the organization for which the service was performed with complete current contact information including telephone number, and e-mail address for each proposed individual.

If the applicant encountered problems on any of the referenced Awards, it may provide a short explanation and the corrective action taken. The applicant should not provide general information on its performance. USAID reserves the right to obtain relevant information concerning an applicant's history of performance from any sources and may consider such information in its review of the applicant's risk. The Agency may request additional information and conduct a pre-award survey if it determines that it is necessary to inform the risk assessment.

h) 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

1. Branding Strategy – Assistance (June 2012)

- 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 co-brand 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

(END OF PRE-AWARD TERM)

2. Marking Plan – Assistance (June 2012)

- 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, audio-visual 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 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.

(END OF PRE-AWARD TERM)

3. CONFLICT OF INTEREST PRE-AWARD TERM (August 2018)

a. Personal Conflict of Interest

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

3. Organizational Conflict of Interest

b. Organization 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 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 PRE-AWARD TERM)

i) 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 is not 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.

[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

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:

a) Ratings

Adjective	Definition
Exceptional	An Exceptional application has the following characteristics: • A comprehensive and thorough application of exceptional merit. • Application meets and fully exceeds the Government expectations or exceeds NFO objectives and presents very low risk or no overall degree of risk of unsuccessful performance. • Strengths significantly outweigh any weaknesses that may exist.
Very Good	A Very Good application has the following characteristics: • An application demonstrating a strong grasp of the objectives. • Application meets NFO objectives and presents a low overall degree of risk of unsuccessful project performance. • Strengths significantly outweigh any weaknesses that exist.
Satisfactory	A Satisfactory application has the following characteristics: • An application demonstrating a reasonably sound response and a good grasp of the objectives. • Application meets NFO objectives and presents a moderate overall degree of risk of unsuccessful project performance. • Strengths outweigh weaknesses.
Marginal	A Marginal application has the following characteristics: • The application shows a limited understanding of the objectives. • Application meets some or most of the NFO objectives, but presents a significant overall degree of risk of unsuccessful project performance. • Weaknesses equal or outweigh any strength that exists.

Unsatisfactory	An Unsatisfactory application has the following characteristics: • The Application does not meet the NFO objectives or requires a major rewrite of the application. • Presents an unacceptable degree of risk of unsuccessful project performance. • Weaknesses demonstrate a lack of understanding of the Government's needs. • Weaknesses significantly outweigh any strength that exists.
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b) Merit Review Criteria

The merit review criteria prescribed here are tailored to the requirements of this particular Request for Applications.

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.

Evaluation factors are weighted according to the order listed below: Technical Approach, including sub-factors Implementation Approach and Sustainability Plan; Monitoring, Evaluation and Learning Plan; Key Personnel, Management Plan and Institutional Capacity. These factors are in a descending order of importance.

Criterion	Instructions to applicants	Evaluation criterion
1. Technical Approach		
1.1 Implementation Approach	See Section D.6.(a)(i).	The implementation approach must demonstrate an in-depth understanding of the development challenges, gaps, and opportunities in the Mozambican education sector, particularly rural based schools, outline specific activities and explain how the proposed activities would help schools to provide high quality and reliable education to Mozambican citizens to demand accountability. The application must articulate clearly how the activities will contribute to meet the program objectives and achieve the stated purpose, resulting in a higher outcome of having Mozambican citizens better informed and motivated to improve their lives and participate in community development. Applicants must consider an innovative yet realistic approach that is most appropriate and sustainable in the context of the education. The applicant must provide an effective process by which the implementer will develop, award,

		and monitor subgrants to achieve project results, including innovative grantmaking approaches that encourage/incentivize a matching or challenge grant mechanism for partnerships. An analysis of anticipated implementation challenges and a strategy to provide additional education sector support to address unanticipated and unknown needs that may rise during the activity implementation will be required, including a summary of expected outputs with their expected impact, using indicators that will be used to track progress towards the anticipated results.
1.2 Sustainability Plan	See Section D.6.(a)(ii).	The Applicant should propose approaches and activities over the next five years that will lay the foundation for increased financial sustainability of education programs and strengthened linkages between citizens, the private sector, civil society and local government, as a way to foster greater sustainability. Investments to improve education sustainability will directly influence the ability of these outlets to generate domestic resources for their operations, resulting in viable businesses able to continue operations without donor funding.

2. Monitoring, Evaluation and Learning (MEL) Plan	See Section D.6.(b)	The Applicant must propose a preliminary MEL Plan as part of its application, must include appropriate outcome indicators linked to each anticipated result. The MEL Plan must define a sound and realistic approach to measure the quality, effectiveness, and outcomes of implementation of the activity keeping in mind the possibility for insecurity and limited access to certain geographic locations at certain times. The Applicant must not limit itself to the illustrative indicators in Section A of this NOFO but must think creatively about what kinds of activities will best achieve the desired results in the Mozambican context and must be specific about which activities are expected to contribute to which results. The Plan must identify appropriate milestones, gender, youth, and People with Disabilities (PWDs) sensitive indicators and targets (including sex disaggregated targets), as well as plans to gather and utilize baseline data.
3. Key Personnel, Management Plan and Institutional Capacity	See Section D.6.(c)	The Applicant must include an organizational chart and specify the composition and organizational context of the entire project team (including corporate office support and any sub-recipients/partners). Through the chart and accompanying narrative, the Applicant must specify clear lines of supervision, accountability, decision making and responsibility among staff. The Applicant must explain the management structure presented in the organizational chart with relationships among the individual positions described; logistical support; personnel management of staff; procurement arrangements for goods and services; and lines of authority and communication between organizations and staff. The Applicant must include a complete staffing plan for all activities. The Applicant must provide the name of the position, location of the position, the number of personnel per the position, organization of the position (Applicant or sub-recipient), individual staff level of effort per year and their roles and responsibilities.

The table below outlines the Merit Review Criteria names and their order of importance:

CRITERION 1	<i>Technical approach</i>	IMPORTANCE:	Most important
SUB-CRITERION 1.1	<i>Implementation Plan</i>		Equally important
SUB-CRITERION 1.2	<i>Sustainability Plan</i>		Equally important
CRITERION 2	<i>Monitoring, Evaluation and Learning (MEL) Plan</i>	IMPORTANCE:	Second most important
CRITERION 3	<i>Key Personnel, Management Plan and Institutional Capacity</i>	IMPORTANCE:	Third most important

c) Business Review

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

[END OF SECTION E]

SECTION F: FEDERAL AWARD ADMINISTRATION INFORMATION

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.

2. Administrative & National Policy Requirements

The resulting award from this NOFO will be administered in accordance with the following policies and regulations. Standard Provisions for Non-U.S. Non-governmental Organizations.

See Annex 2, for a list of the Standard Provisions that will be applicable to any awards resulting from this NOFO.

3. Reporting and Plans Requirements

All reports listed below shall be submitted by the specified due dates for approval by the USAID AOR unless otherwise agreed upon with the AOR. Recipients will consult the AOR on the format and expected content of reports prior to submission. The Recipient should always be ready for revision in program indicators and reporting requirements.

Deliverables/Reports		Due Date	Approval
Annual Work Plan	1 st Draft	60 days after the award date for the 1 st year and by August 1 for the following fiscal years	AOR
	Final Work Plan	90 days after the award date for the 1 st year and August 30 for the following year	AOR
Quarterly Progress Reports	Reports are required to include quarterly and cumulative data	30 days after the end of each fiscal quarter	AOR
Quarterly Financial (SF425) & Pipeline Analysis Report (including accruals)		30 calendar days after the end of each quarter	AOR & OFM
Baseline Report	If needed the applicant should discuss with the AOR)	180 days after the award date	AOR
Environmental Monitoring and Mitigation Plan (EMMP)	Award EMMP	60 days after the award date, along with the First annual work plan	AOR & MEO

Subproject Environmental Reviews with EMMPs	For sub grants, subcontracts or any activities that are not known at the time of the preparation of the award EMMP	30 days prior to the approval of a sub-grant, sub-contract or any activity that were not included in the award EMMP	AOR & MEO
Monitory, Evaluation and Learning Plan (MEL)	1 st Draft	60 days after the award date for the 1 st year and by August 1 for the following fiscal years	AOR
	Final MEL Plan	90 days after the award date for the 1 st year and August 30 for the following year	
Annual Report	1st Draft	30 days after the end of each fiscal year.	AOR
	Final Annual Report	60 days after the end of the year.	AOR
Gender Analysis		90 days after award date	AOR
Final Report - covering all years of the program implementation and performance.	1 st Draft	60 days after the end of the project award	AO & AOR
	Final Report	90 days after project award	AO & AOR
Disposition Plan and Closeout Plan		180 days before completion of the award	AO & AOR
Other Reporting		Mutually agreed by partner and AOR/USAID	AOR

- a. **Annual Work Plan:** Based on this PD, the recipient shall prepare and submit a detailed annual work-plan to guide the implementation process with a breakdown of activities and timelines and anticipated progress in the achievement of the activity results (consistent with the Activity M&E Plan), as well as the associated costs. The recipient shall ensure a collaborative process in work-plan development, consulting beneficiaries, partners, USAID and other relevant stakeholders in preparing the annual work-plan to ensure complementarity and shared ownership. In addition, the AOR may work with the Recipient to define particularly relevant sections of the work-plan that would enhance implementation, such as key assumptions and risks (as well as plans to mitigate and update these), lessons learned and work-plan adjustments going forward.
- b. **Quarterly Reports:** The Recipient shall submit quarterly reports that include narratives of quarterly achievements, and progress against the work plan, and agreed upon performance indicators. A format for the quarterly report shall be approved by the AOR. The quarterly report shall describe and assess the overall progress to date based upon agreed performance indicators. The reports shall also describe the accomplishments of

the Recipient and the progress made during the past quarter; include information on key activities, both ongoing and completed during the quarter (e.g. meetings, training, workshops, significant events, subcontracts, and grants).

The quarterly reports should provide information on the extent to which gaps between males and females were closed; what new opportunities for men and women were created; what differential negative impacts on males/females were addressed or avoided; and what needs and gender inequalities emerged or remained. Recipients shall notify USAID of developments that have a significant impact on the award-supported activities. The quarterly report provides the opportunity to discuss impacts of learning on the program, updates in key assumptions and the underlying development hypotheses. Also, notification shall be given in the case of problems, delays, or adverse conditions which materially impair the ability to meet the objectives of the award or which may have an impact on the development hypothesis or theory of change for the activity, and/or other activities (USG-funded or not) which might be informed by such learning. This notification shall include a statement of the action taken or contemplated, and any assistance needed to resolve the situation. The Recipient shall also prepare quarterly financial reports showing the amount of funding and level of effort spent and accrued during the quarter, cumulative spending, and estimates for the next quarter. The quarterly activity and financial reports are to be submitted within 30 days after the end of each fiscal quarter to the AOR at USAID/Mozambique.

- c. **Annual Report:** Annual performance reports on the project activities and progress against indicators are the responsibility of the Recipient and are needed by USAID/Mozambique to provide timely input to the USG's Operational Plan. To the extent possible, the annual performance report should cover activities and results through the end of the fiscal year, and should review the cumulative experience, learning, adaptations and the implications of these for the year. However, the draft annual performance reports must be received by USAID 30 days after the end of the year and in final no later than 90 days after the end of the year.
- d. **Final Report:** A draft final report should be submitted to the AOR no later than 30 calendar days after the completion of the activity. The final report is due 90 calendar days after the end of the award. Three copies should be submitted to the AOR. The report shall summarize the accomplishments of the agreement, methods of work used, and recommendations regarding unfinished work and/or program continuation, as well as key learnings from the total implementation experience. In addition the report should specifically address how the activity addressed gaps between males and females were closed; what new opportunities for men and women were created; what differential negative impacts on males/females were addressed or avoided; and what needs and gender inequalities emerged or remained. It shall cover the entire period of the award and include the cumulative results achieved, an assessment of the impact of the program, lessons learned and recommendations, any particularly notable impact stories (or challenges), and detailed financial information. It should be grounded in evidence and

data. The final/completion report shall also contain an index of all reports and information products produced under the award.

e. Financial Reporting

- Quarterly Financial Report: In accordance with 22 CFR 226.52 the Federal Financial Reporting Form (FFR) will be required on a quarterly basis. FFR 425 must be submitted.
- Other Quarterly Financial Reports: The purpose of this clause is to enable USAID to implement the tax provisions of its bilateral agreement with the GRM. To comply with this clause, the Contractor shall maintain records of all taxes paid to GRM with U.S. government funds as well as other financial information as may be required by USAID. The Applicant shall furnish this information to USAID in accordance with guidance circulated by the Contracting Officer, as amended from time to time.

f. Baseline Report

Given that USAID’S AGE will be continuing some of the activities initiated to improve girls education and safety however, it is anticipated the need to conduct a baseline survey. Applicant deems it necessary to conduct a baseline survey to establish the pre-intervention conditions, inform the development of tailored interventions and provide a basis for monitoring activity results and impacts, the applicant should include a rationale in the proposal. The proposed assessment should provide gender disaggregated statistics and also investigate specific gaps that exist between males and females with respect to the problem that is being addressed, and explain or indicate potential causes of those gaps and indicate what opportunities there are to promote women’s leadership and empowerment to project outcomes. The baseline report should be conducted after the Applicant has secured an approved activity MEL plan but within 6 months of contract award.

g. Environmental Monitoring and Mitigation Plan

This will be developed by the Applicant and approved by USAID prior to the launch of each activity having a potential adverse impact on the physical and natural environment. For any activity implemented under an IEE that has a Positive Determination (PD) or a Negative Determination with Conditions, contractors and grantees must develop EMMPs to implement these conditions. If a project contains no sub grants and all project activities are known in advance, the EMMP shall be included in the work plan and/or submitted with the work plan at the onset of the project (an annotated EMMP template can be found at <http://www.usaidgems.org>). If a project contains sub grants, subcontracts, or any activities that are not known at the time of the preparation of the work plan, subproject Environmental Reviews with EMMPs signed by the AOR and the MEO are necessary prior to the approval of a sub grant or sub activity. Signed Environmental Review Forms (ERFs) and Environmental Review Reports (ERRs) will be kept in USAID’s official files. Formats for ERF and ERR can be found at the following website: <http://www.usaidgems.org>

h. Activity Monitoring, Evaluation and Learning Plan (MEL Plan)

The activity MEL plan is a management tool that enables the Applicant and USAID to track whether desired results are being achieved and project implementation is being adapted to changing conditions. This plan should define critical performance indicators, data collection methods and the Applicant's plans for analyzing, utilizing and sharing information for reporting, accountability, learning and adaptation. The activity MEL plan is a required document, with first draft due 60 days after the award and final documents due within 90 days of the award.

i. Gender Analysis

Gender analysis is a tool for examining the differences between the roles that women and men play in communities and societies, the different levels of power they hold, their differing needs, constraints and opportunities, and the impact of these differences on their lives. The gender analysis should identify root causes of existing gender inequalities or obstacles to female empowerment in the context of the activity, so that the applicant can seek out opportunities to promote women's leadership and participation. The gender analysis should also identify potential adverse impacts and/or risks of gender based exclusion that could result from planned activities, including: (a) Displacing women from access to resources or assets; (b) Increasing the unpaid work or caregiver burden of females relative to males; (c) Conditions that restrict the participation of women or men in project activities and benefits based on pregnancy, maternity/paternity leave, or marital status; (d) Increasing the risk of gender based violence, including sexual exploitation or human trafficking, sexually transmitted diseases, and HIV/AIDS; and (e) Marginalizing or excluding women in political and governance processes. Because males and females are not homogenous groups, the gender analysis should also to the extent possible disaggregate by income, region, caste, race, ethnicity, disability, and other relevant social characteristics and explicitly recognize the specific needs of young girls and boys, adolescent girls and boys, adult women and men, and older women and men.

j. Branding & Marketing Plan

The apparently successful applicant will be asked to provide a Branding Strategy and Marketing Plan to be evaluated and approved by the Agreement Officer and incorporated into any resulting award. Applicants are not required to submit a Branding Strategy and Marketing Plan with their application.

[END OF SECTION F]

SECTION G: FEDERAL AWARDING AGENCY CONTACTS

1. NOFO Points of Contact

Judite Caetano
Acquisition and Assistance Specialist
USAID/Mozambique
E-mail: jcaetano@usaid.gov with cc copy to jbadiane@usaid.gov

2. Acquisition and Assistance Ombudsman

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

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

[END OF SECTION G]

SECTION H: OTHER INFORMATION

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

Applications with Proprietary Data

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

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

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

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

[END OF SECTION H]

ANNEX 1 - SUMMARY BUDGET TEMPLATE

Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Salaries						
Fringe Benefits						
Allowances						
Travel and Transportation						
Equipment						
Supplies						
Other Direct Costs						
Sub Total						
Indirect Costs						
Total						

Applicants are required to submit budget information along with AO must require the submission of the SF-424A.

ANNEX 2 - 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 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)
		RAA6. UNIVERSAL IDENTIFIER AND SYSTEM OF AWARD MANAGEMENT (NOVEMBER 2020)
		RAA7. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (NOVEMBER 2020)
		RAA8. SUBAWARDS (DECEMBER 2014)
		RAA9. TRAVEL AND INTERNATIONAL AIR TRANSPORTATION (DECEMBER 2014)
		RAA10. OCEAN SHIPMENT OF GOODS (JUNE 2012)

		RAA11. REPORTING HOST GOVERNMENT TAXES (JUNE 2012)
		RAA12. PATENT RIGHTS (JUNE 2012)
		RAA13. EXCHANGE VISITORS AND PARTICIPANT TRAINING (JUNE 2012)
		RAA14. INVESTMENT PROMOTION (NOVEMBER 2003)
		RAA 15. COST SHARE (JUNE 2012)
		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)
		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)
		RAA28. CONTRACT PROVISION FOR DBA INSURANCE UNDER RECIPIENT PROCUREMENTS (DECEMBER 2014)

		RAA29. CONTRACT AWARD TERM AND CONDITION FOR RECIPIENT INTEGRITY AND PERFORMANCE MATTERS (April 2016)
		RAA30. RESERVED
		RAA31. NEVER CONTRACT WITH THE ENEMY (NOVEMBER 2020)

ANNEX 3 – WORK PLAN TEMPLATE

<https://www.usaid.gov/documents/1864/attachment-f-work-plan-template>

ANNEX 4 – MONITORING, EVALUATION AND LEARNING PLAN TEMPLATE



Annex 4
-Activity_MEL_Plan_T

ANNEX 5 – NOFO WEBSITE LINKS

The following documents are located at the URLs provided below:

- USAID Mozambique Country Development and Cooperation Strategy (CDCS)

https://www.usaid.gov/sites/default/files/documents/1860/CDCS_February_2019_Mozambique_update20202.pdf

- USAID Gender Equality and Women's Empowerment Policy

https://www.usaid.gov/sites/default/files/documents/1865/GenderEqualityPolicy_0.pdf