



USAID | MALI

FROM THE AMERICAN PEOPLE

Issue Date:	July 27, 2016
Deadline for Question:	August 15, 2016
Pre-Application Meeting:	August 23, 2016
Clarifications Expected Date:	September 6, 2016
Concept Papers due dates:	
- Round 1 Closing Date:	September 29, 2016
- Round 2 Closing Date:	February 28, 2017
- Round 3 Closing Date:	July 31, 2017

Subject: Annual Program Statement (APS) Number: APS-688-16-000002

Program Title: Disability education funding for deaf and blind children in Mali

Ladies/Gentlemen:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, the United States Agency for International Development (USAID) in Mali seeks to improve the quality and accessibility of education for Deaf and Blind Children (DBC) through the promotion of inclusive education practices. This is in response to USAID commitment to extend from the design and implementation of USAID programming to advocacy for and outreach to people with disabilities (PWD).

The purpose of this APS is to solicit innovative concept papers from international and local organizations that can propose the best approach for blind and deaf inclusive education in Mali. This will be done through a two steps application process consisting of: (a) the submission of an initial concept paper and then, (b) the submission of a full application, as detailed in Section II.

This APS will be open for a period of one year, with up to three (03) rounds, depending on funds availability. Under this APS, USAID intends to award multiple grants and cooperative agreements ranging from \$20,000 to \$300,000 for a maximum period of performance of two years each. At time of releasing this APS, the total amount available for funding the grants/cooperative agreements is \$882,000 over a period of two years, of which \$400,000 is available to cover the year 1. There will be a pre-application meeting with all interested local organizations on the date specified above to review the application requirements. All interested organizations are required to send an email at least seven working days before the meeting with the name of the organization and names of the attendees and their contact information. The solicitation will be amended to provide answers to all questions raised (in writing and at the meeting) for the general consideration of all interested parties.

USAID reserves the right to fund any or none of the applications submitted; issuance of this APS does not constitute an award commitment on the part of the U.S. Government, nor does it commit U.S. Government to pay for any costs incurred in the preparation and submission of any concept paper/application. All preparation and submission costs are at the applicant's expense risk, and final award(s) of any resultant grant or cooperative agreement cannot be made until funds have been fully appropriated, allocated and committed through internal USAID procedures.

For the purposes of this APS the term "Grant" is synonymous with "Cooperative Agreement"; "Grantee" is synonymous with "Recipient"; and "Grant Officer" is synonymous with "Agreement Officer". Organizations interested in submitting a concept paper are encouraged to read this funding opportunity thoroughly to confirm their eligibility, understand the type of program sought, and application submission requirements and evaluation process.

This APS is posted on www.grants.gov, and <https://www.usaid.gov/mali/work-with-us/partnership-opportunities> and may be amended if deemed necessary. Potential applicants should regularly check the websites to ensure they have the latest information pertaining to this Notice of Funding Opportunity.

For any questions please contact USAID/Mali Acquisition and Assistance office via email at bamakoao@usaid.gov.

Thank you for your interest in USAID programs.

Sincerely,

A handwritten signature in black ink, consisting of a large, stylized 'C' followed by a series of loops and a long horizontal stroke extending to the right.

Chitahka N. Floore,
Agreement Officer

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LIST OF ACRONYMS/ABBREVIATIONS

AAO:	Acquisition and Agreement Office
ADS:	Automated Directives System
AME:	Students' Mother Association
AMALDEM:	Malian association for the fight against mental deficiency in children
AMASOUR:	Malian association of persons with hearing disabilities
AOR:	Agreement Officer's Representative
APE:	Parents Teachers Associations
APS:	Annual Program Statement
CDCS:	Country Development Cooperation Strategy.
CGS:	Comité de Gestion Scolaire/ School Management Committee
CRF:	Code of Federal Regulation
CWD:	Children with Disabilities
D&B:	Deaf and Blind
DBC:	Deaf and Blind Children
DPO:	Disabled People Organization
DUNS:	Data Universal Numbering System
EGRA:	Early Grade Reading Assessment
ECSE:	Early Childhood and Special Education
FERAPH:	Regional Federation of DPOs
GOM:	Government of Mali
IEP:	Interim Education Plan
IEE:	Initial Environmental Examination
IFM:	Institut de Formation des Maîtres/Teacher Training Institutes
ILPCP:	Improved Literacy Post-Conflict Project
MEO:	Mission Environmental Officer
MOE:	Ministry of Education
NGOs:	Non-Governmental Organizations
NOFO:	Notification of Funding Opportunity
PWD:	Persons with Disabilities
SAM:	System for Award Management
SMC:	School Management Committee
USAID:	United States Agency for International Development
USG:	United States Government
WHO:	World Health Organization

SECTION 1: PROGRAM DESCRIPTION

1.1 PROGRAM CONTEXT

The U.S. government's education programs that assist the Government and the people of Mali are a long-term effort to ensure that Malian children and youth have equitable access to quality relevant education. It is expected that the activities that will be funded will contribute to improving early grade reading skills, promoting community engagement for more accountability and better learning outcomes; and increasing equitable access to relevant education services for conflict-affected children and youth. Also the inclusive education programming, which is an important piece of this broader effort, has the overarching goal to support and encourage deliberate efforts to improve the participation of children with disabilities (CWD) in USAID education programming.

USAID is committed to disability inclusive development. This commitment extends from the design and implementation of USAID programming to advocacy for and outreach to people with disabilities (PWD). USAID's [Disability Policy](http://pdf.usaid.gov/pdf_docs/PDABQ631.pdf) (http://pdf.usaid.gov/pdf_docs/PDABQ631.pdf) states that USAID will not discriminate against PWD and will work to ensure the inclusion and active participation of PWD in USAID-funded programs and activities. To this end, USAID has mainstreamed disability in several of its key policies and sector strategies, such as the Education Strategy (2011), Gender Equality and Female Empowerment Policy (2012) and Strategy on Democracy, Human Rights and Governance (2013). The USAID Disability Policy also calls on Missions to reach out to partners, host country counterparts and other donors to lead a collaborative effort to end discrimination against and promote equal opportunity for PWD. In response to the disability policy, USAID/Mali has addressed disability issues in its Country Development Cooperation Strategy (CDCS). The CDCS incorporates inclusive development as a core principle to ensure that PWDs participate in and benefit from the U.S. government's funded activities. Therefore, a pilot project for inclusive education has been implemented by Handicap International in Sikasso from 2014-2016, south region in Mali. This project improved educational outcomes for Children with disabilities (CWDs) by increasing equitable access to quality primary education for CWDs.

In July 2009, the US Government signed the UN Convention on the Rights of Persons with Disabilities, affirming its commitment to human rights around the world. The Government of Mali (GOM), has also signed and ratified the Convention for the full realization of the rights of PWD and their role in the international development community. This commitment of USG and GOM to promote and safeguard the rights of persons with disabilities, including the right to education, is reflected in the newly adopted Incheon Declaration from the World Education Forum 2015 in Korea that states: *"No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind"*.

1.2 PROGRAM OBJECTIVES

The purpose of the program is to improve the quality and accessibility of education for deaf and blind children (DBC) through the promotion of inclusive education practices. The program has three objectives: (1) *Increasing the number of deaf and blind children attending primary school*; (2) *Enhancing early grade reading outcomes for deaf and blind learners*; and (3) *Improving inclusive education delivery systems*. Conflict-sensitivity, gender equality and women's empowerment, science, technology and innovation are cross-cutting themes and should be applied throughout all these objectives. Areas for programming could include, but are not limited to:

- accessibility;
- inclusive quality education;
- parents and community engagement;
- DBC in conflict-affected environment and deaf and blind girls' access to quality education; policy development and implementation;

- national and local systems strengthening;
- capacity building of disabled people's organizations (DPOs), *Association des parents d'élèves* (APES), *Association des mères d'élèves* (AMEs), and *Comité de gestion scolaires* (CGSs);
- gender equality and women's empowerment; science, technology and innovation; and
- public private partnerships among others.

This program aims to advance one or more of the following objectives: increasing the number of DBC attending primary school; enhancing early grade reading outcomes for deaf and blind learners; and improving inclusive education delivery systems.

This APS seeks to increase the number of DBC attending primary school and to enhance early grade reading outcomes for deaf and blind learners. It also aims to improve inclusive education delivery systems. By achieving these objectives, this activity will improve the quality and accessibility of education for DBC through the promotion of inclusive education practices.

➤ **Objective 1: Increasing the number of deaf and blind children attending primary school**

While access to school globally has increased dramatically in the past 15 years, nearly 58 million children, one third (19 million) of whom are children with disabilities (CWD), remain out of school. Although there are no official statistics on disability prevalence in Mali, the World Health Organization (WHO)'s global prevalence rate of 15 percent allows an estimation of the number of people with disabilities (PWD) to be likely more than 2 million. In Mali, PWD are facing various social, cultural, and economic discriminations and are very susceptible to violence and exploitation due to their extreme vulnerability. Poverty, negative attitudes and the unwillingness of society to adapt itself to disability deny PWD access to basic services, including education. According to the results of a small-scale research in the Ségou region in 2007, 80 percent of CWD had never attended school and only 9 percent were literate.¹ Girls with disabilities often experience heightened discrimination on account of gender and disability placing them at higher risk of being out of school or dropping out. In the war-torn north of Mali, CWD are particularly vulnerable and often have no or limited access to education and protection programs. Unable to overcome the disadvantages and barriers preventing their entry to school and denying the opportunity to learn, CWDs face elevated risks of poorer health, lower earnings and a lifetime of poverty in Mali.

Through this Activity, the USG will focus on how to get DBC into school, help them to stay in school to have successful learning experiences with expanded livelihood opportunities. According to data from the MOE, only 1,329 DBC (759 deaf, 570 blind) learners were enrolled in primary school for the 2014-2015 academic years. This APS seeks projects using integrated and innovative approaches to create the best environments at home and in the community to ensure that DBC, and particularly deaf and blind girls, affected by conflict, are not left behind. The applicants will provide training and support to teachers. They will also procure availability of assistive devices. They will provide appropriate teaching and learning materials; and insure the improvement of deaf and blind learners' well-being.

Some illustrative examples of activities that could be supported through this APS include but are not limited to the following:

- Using evidence-based community-based approaches to develop an enabling home and community environment to create an inclusive environment enabling DBC to go to school;
- Providing safe learning environment in accordance with the minimum standards of accessibility for all schools, including in emergency and conflict settings;
- Reducing the cost of schooling for deaf and blind girls through the provision of scholarships;
- Providing professional development in inclusive education for teachers, school directors, pedagogical advisors, and the educative authorities;
- Ensuring that high quality, appropriate teaching and learning materials/resources are

¹ The research was conducted by Handicap International in 2007.

available in accessible formats and are easily adaptable;

- Providing assistive technology/devices to improve the functioning of DBC;
- Providing training on assistive technology to teachers, administrators, and parents; and
- Providing cultural and sports activities, and creating and facilitating inclusive clubs to support CWD's well-being.

Objective 2: Enhancing early grade reading outcomes for deaf and blind learners

Research has shown that improving learners' reading outcomes, particularly in the early grades will ensure a strong foundation for higher learning. There is limited data and evidence around reading outcomes for CWD, but findings of a small-scale study in the region of Ségou show that only 9 percent of CWD were literate. USAID believes that whether learners are sighted or blind, hearing or deaf, education begins with reading as a foundation. The Agency is indeed significantly supporting the country's reading reform agenda to improve the quality of education. However, none of the reading proficiency programs implemented in Mali have targeted deaf and blind learners and have made reading assessment tools or supplemental reading and teaching materials available in a format accessible to deaf and blind learners. This reinforces attitudes of exclusion, low expectations, and that deaf and blind learners do not belong in a culture of achievement.

Under this APS, the USG seek projects that focus on supporting reading for early grade blind and deaf learners. The goals of this program are the performance of early grade reading assessment (EGRA) in braille; the provision to teachers with sufficient support, including the use of innovative technologies to deliver reading instruction; the development of innovative technology-based learning tools and materials to support deaf and blind learners in learning to read. The project should promote the engagement of parents, DPOs, APEs, AMEs and CGSs to support deaf and blind learners' reading; the development of strategies to motivate high performing teachers and schools; the capacity building of the MOE, and DPOs to create accessible versions of supplementary reading materials.

Some illustrative examples of activities that could be supported through this APS include but are not limited to the following:

- Conducting EGRA in braille to determine the level of reading proficiency of early grade blind learners;
- Providing specialized innovative technology-based learning tools and materials to improve early grade reading scores for deaf and blind learners;
- Providing pre-service and in-service teacher training support, including evidence-based instructional approaches, practicums and the use of innovative technologies to improve reading for deaf and blind learners;
- Providing classroom-based assessment for individual reading;
- Providing appropriate incentives for high-performing teachers and schools in implementing evidence-based instructional approaches to improve reading scores for deaf and blind learners;
- Engaging parents, DPOs, APEs, AMEs and CGSs to support deaf and blind learners in learning to read;
- Organizing reading fairs and other events to engage parents, DPOs, APEs, AMEs and CGSs in deaf and blind reading acquisition;
- Developing the capacity of the MOE, and DPOs to create accessible versions of supplementary reading materials and assessment tools for deaf and blind learners; and
- Ensuring a supportive policy environment that improves the reading outcomes for deaf and blind learners.

Objective 3: Improving inclusive education delivery systems

The GOM has undertaken reforms and policies related to the rights of PWDs. The education legal

framework (articles 46 and 47)² stipulates that CWD should have access to education. The Ministry of Education also enacted a National Policy on Early Childhood and Special Education in 2011, which integrates the issue of inclusive education. However, although the current Interim Education Plan explicitly highlights the need to mainstream disability issues into the development of the education sector, the National Policy on Early Childhood and Special Education has not been accompanied by sound and comprehensive work plans, dedicated human and financial resources or monitoring mechanisms to ensure their effective implementation. Additionally, interventions to address exclusion have been hampered by the non-existence of disability-disaggregated data needed to assess, monitor and advance the inclusion of CWD into schools.

Under this APS, the U.S. Government seeks projects that will focus on the implementation of policies that improve the delivery systems of inclusive education services for primary education. The goals of the Activity are the evaluation of the implementation of the National Policy on Early Childhood and Special Education; the integration of inclusive education module into the curriculum of all Teacher Training Institutes; strengthening the monitoring and reporting system of the MOE to systematically collect and analyze national disability data and statistics. Additionally, emphasis for the USG is the integration of qualitative and quantitative researches to inform the MOE and stakeholders on how best to develop educational systems that are respectful of and responsive to the learning needs of CWD.

Some illustrative examples of activities that could be supported through this APS include but are not limited to the following:

- Providing assistance to the MOE, DPOs and all stakeholders to conduct an evaluation of the National Policy on Early Childhood and Special Education across the four ministries of Education, Social Development, Health, and Ministry of Women and Child Protection;
- Ensuring the participation of DPOs, APEs, AMEs and CGSs in education planning and monitoring;
- Supporting the MOE to develop and use inclusive monitoring and reporting systems that provide reliable information on CWD disaggregated by age, gender and type of disability;
- Supporting the integration of the inclusive education module into the curriculum of all IFMs;
- Building the capacity of and support DPOs, APEs, AMEs and CGSs to develop and implement advocacy plans (with the education authorities) for a better consideration of CWD; and
- Implementing a research agenda that help understand (i) how highly effective teachers teach CWD; (ii) how community based approaches and inclusive education impact on learning outcomes, livelihood, well-being and prosperity; and (iii) what are the best interventions to support equitable access to quality education, and wellbeing for CWD in conflict-affected environment.

1.3 OTHER DESIGN CONSIDERATIONS

Proposed activities will be conducted in Mali and be in line with technical and programmatic priority of USAID, especially, inclusive education for blind and deaf children. Successful applications are expected to achieve concrete and measurable results.

The following activities or programs will **not** be considered for funding:

- Programs with a significant budget for infrastructure or construction of building schools and other educational structures for deaf and/or blind students.
- Programs focused on the provision of assistive devices or physical rehabilitation
- Programs supporting institutionalization of or segregated, residential institutions for deaf and/or blind learners.
- Programs that focus exclusively on community sensitization.

² Loi NO 99-046 du 28 decembre 1999 portant Loi d'Orientation sur l'Education

(a) Geographic Coverage

Applications shall be for implementation in Mali. They may be focused on the community, national or regional levels.

(b) Gender Considerations

Gender issues are central to the achievement of USAID's development objectives. In Mali, cultural and religious sensitivities around gender play a significant role in decisions that affect education. The proposed approach must demonstrate a sophisticated understanding of gender and how potential imbalance with regards to gender can best be addressed in programming and propose meaningful approaches to address gender, girls' and women's empowerment, as well as constructive engagement of men regarding blind and deaf children education. The proposed approach will consider gender dynamics and ensure that Gender will be incorporated in activities both as crosscutting and specifically focused elements. It should reflect the full extent of the role gender plays in people with disabilities empowerment. It is expected that recipients will disaggregate program indicators by sex, if appropriate.

(c) Sustainability

It is expected that successful applicants will propose approaches and strategies aiming to sustain the activities beyond USAID funding. Sustainability includes the development of technical competence, human capacity, management systems, relationships with other relevant programs (both humanitarian and development) and financial independence. It ensures that ownership, leadership and program management build on existing programs and resources. USAID/Mali strongly encourages applicants to fully integrate the skills, capabilities and expertise of local organizations in a substantive way.

(d) Rapid Start Up

USAID expects that successful Applicants will demonstrate their ability to establish operations rapidly and efficiently, to rapidly accomplish any preparatory work, as well as collecting the baseline data needed to be able to measure program effectiveness and impact. Attempts should be made to work with local partners that have proven know-how and experience to manage effective programs in each location. Moreover, where appropriate, the recipient should use existing national, regional, and global best practices, protocols and tools to avoid a long start-up period.

1.4 MONITORING AND EVALUATION (M&E)

As the purpose of this APS is to pilot innovative approaches to address inclusive education for children with disabilities, it is imperative that the proposed approaches are monitored and evaluated in order to determine their efficiency and effectiveness. If preselected and requested to submit a full application, the applicants will be required to submit an Activity Monitoring and Evaluation Plan (AMEP) covering the life of project. The plan will establish specific performance indicators and targets for the program and describe the monitoring system to measure progress against these objectives.

Consequently, it is expected that the applicants will consider this M&E requirement at concept papers stage and include an abbreviated narrative on how they will manage for results if proposed approach is selected for award.

1.5 ENVIRONMENTAL PROTECTION AND COMPLIANCE

- (a) The Foreign Assistance Act of 1961, as amended, Section 117 requires that the impact of USAID's activities on the environment be considered and that USAID include environmental sustainability as a central consideration in designing and carrying out its development

programs. This mandate is codified in Federal Regulations (22 CFR 216) and in USAID's Automated Directives System (ADS) Parts 201.5.10g and 204 (<http://www.usaid.gov/policy/ads/200/>), which, in part, require that the potential environmental impacts of USAID-financed activities are identified prior to a final decision to proceed and that appropriate environmental safeguards are adopted for all activities. Recipient environmental compliance obligations under these regulations and procedures are specified in the following paragraphs.

- (b) In addition, the recipient must comply with host country environmental regulations unless otherwise directed in writing by USAID. In case of conflict between host country and USAID regulations, the latter shall govern.
- (c) No activity funded under this solicitation will be implemented unless an environmental threshold determination, as defined by 22 CFR 216, has been reached for that activity, as documented in a Request for Categorical Exclusion (RCE), Initial Environmental Examination (IEE), or Environmental Assessment (EA) duly signed by the Bureau Environmental Officer (BEO). (Hereinafter, such documents are described as "approved Regulation 216 environmental documentation.")
- (d) As part of its initial Work Plan, and all Annual Work Plans thereafter, the recipient, in collaboration with the USAID COR and Mission Environmental Officer or Bureau Environmental Officer, as appropriate, shall review all ongoing and planned activities to determine if they are within the scope of the approved Regulation 216 environmental documentation. An environmental review has been completed for this program. It was determined that the activities described justify Categorical Exclusions, pursuant to 22 CFR §216.2(c)(1) and (2), for which an Initial Environmental Examination (IEE), and that an Environmental Assessment are not required because the actions do not have an effect on the natural or physical environment.
- (e) If the recipient plans any new activities outside the scope of the approved Regulation 216 environmental documentation, it shall prepare an amendment to the documentation for USAID review and approval. No such new activities shall be undertaken prior to receiving written USAID approval of environmental documentation amendments.
- (f) Any ongoing activities found to be outside the scope of the approved Regulation 216 environmental documentation shall be halted until an amendment to the documentation is submitted and written approval is received from USAID.

NOTE: The Initial Environmental Examination (IEE) for this program can be accessed at: <http://gemini.info.usaid.gov/egat/envcomp/repository/pdf/39702.pdf>. The program has received a categorical exclusion.

1.6 BRANDING AND MARKING PLAN

It is a federal statutory and regulatory requirement that all USAID programs, projects, activities, public communications, and commodities that USAID partially or fully funds under a USAID grant or cooperative agreement or other assistance award or subaward, must be marked appropriately overseas with the USAID Identity. Under the regulation, USAID requires the submission of a Branding Strategy and a Marking Plan, but only by the "apparent successful Recipient," as defined in the regulation. The Branding Strategy and Marking Plan are negotiated and finalized as part of the assistance award (see Section 641, Foreign Assistance Act of 1961, as amended; 2 CFR 200). These documents will specify how the recipient will ensure broad visibility for the project, USAID, and the American people, how the recipient will mark assistance delivered through the project with the USAID logo and how this assistance will be attributed to the American people. Budget for all communications and marking efforts will be included in the overall budget.

SECTION 2: INSTRUCTIONS AND OTHER PROVISIONS

The Recipients 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 Recipients 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. The Recipients using their own unique combination of staff, facilities, and experience, has the primary responsibility for employing whatever form of sound organization and management techniques may be necessary in order to assure proper and efficient administration of the resulting award.

2.1 ELIGIBILITY

This APS is issued worldwide as a public notice to ensure that all interested and qualified organizations have a fair opportunity to submit applications for funding. Overall, concept papers that involve disabled people organizations (DPOs) and local partners or private sectors are encouraged. Eligible organizations could include: Local and International Non-governmental organizations (NGOs), foundations, faith-based organizations (FBOs), community-based organizations (CBOs), civil society organizations (CSO), Colleges and Universities, private organizations and international non-governmental organizations, professional organizations and or associations, and other international organizations. Other U.S. Government departments and agencies may not apply for USAID funding under this APS. All applicants must be legally recognized. Local entities are strongly encouraged to apply.

It is USAID policy not to award profit under assistance instruments. Therefore, no fee is allowed. However, all reasonable, allocable, and allowable expenses, both direct and indirect, which are related to the grant program and are in accordance with applicable cost standards, may be paid under the grant.

In addition, in accordance with USAID policies, all successful applicants must receive a positive responsibility determination from the USAID Agreement Officer prior to receiving an award. For entities that are new to USG, a pre-award survey may be conducted to assess the applicant's management and financial capabilities. If notified that a pre-award survey is necessary, applicants must prepare, in advance, the required information and documents. A pre-award survey does not commit the U.S. Government to making an award to an organization.

- **Cost Sharing or Matching**

Cost sharing (matching) refers to the non-USG resources a recipient contributes to the total cost of an award. Cost-sharing is suggested but not required. However, USAID encourages applicants to propose cost sharing to demonstrate their commitment to the proposed activities and to promote sustainability, as appropriate. Cost share should consist of allowable costs under the applicable USG cost principles (see 2 CFR 200.29 and Required as Applicable Standard Provision for U.S. or Non-US Nongovernmental Recipients).

- **Multiple Applications**

Organizations may submit more than one concept paper, but not more than three. Each paper may respond to one or a number of the project objectives. Note that it is not necessarily the intention of the APS to make multiple awards to a single organization.

- **Local Organizations and Sub-Agreements**

For local entities sub-agreements to international NGOs, the proposed amount must be limited to less than 30% of the federal award budget.

Other

More information on how to work with USAID may be found at <https://www.usaid.gov/work-usaid/get-grant-or-contract/trainings-how-work-usaid>.

2.2 APPLICATION AND SUBMISSION INFORMATION

1. CONCEPT PAPER INSTRUCTIONS(STEP 1)

The Concept papers must be submitted electronically to: bamakoao@usaid.gov no later than **4:00 p.m. Bamako**, Mali time by the deadlines specified on the cover page of this Annual Program Statement.

Telegraphic or faxed applications are not authorized for this APS and will not be accepted

Questions and Answers: All questions regarding this APS must be submitted not later than the date mentioned on the cover page and by the time specified herein to the above email address to provide sufficient time to the Acquisition & Assistance Office to review the questions, organize the pre-bid conference and incorporate the cumulative questions and answers in an amendment to this solicitation.

Any information given to one prospective Applicant concerning this APS will be furnished promptly to all other prospective Applicants as an amendment to this APS, if that information is deemed necessary to be shared with all prospective applicants and if the lack of it would be prejudicial to any other prospective applicant.

Concept papers must be prepared in English. For Malian organizations the concept paper may be submitted in French with an executive summary in English. They **should not exceed the maximum number of pages detailed below** and be presented in the following format: (a) a cover page, (b) a narrative body and (c) a budget (using the templates provided in Attachment A).

(a) Cover page (1 page limit) - The cover page must include:

- The APS Number;
- The proposed activity title;
- The applicant/organization name;
- The Point of contact/signature authorized representative of the organization (contact name, title, telephone number and email address); and
- The total budget estimate.

(b) Narrative body (5 page limit) – The proposed concept paper must include:

Project description that:

- Presents a specific problem statement;
- Shows clear link between the described need and the proposed activities.
- Defines who will benefit from the project disaggregated by sex and type of disability if possible.
- Provides an activity schedule that is well defined and realistic
- Describes measurable indicators (beyond the required indicators) that will be used to show the project impact and success
- Shows evidence of linkages with existing disability programs or organizations in Mali.
- Illustrates how PWD and PDOs have been/will be involved in the design, implementation and evaluation of the program.
- Ensures that deaf and blind women and girls as well as deaf and blind children affected by crisis or conflict will participate in and benefit from activities.

(c) For local organizations that submit concept papers in French an addition page is allowed for an Executive Summary in English.

Potential to Contribute to National Influence and Impact by:

- Presenting clearly a logical pathway and feasible endpoints for influencing scale-up and sustainability of the project.

- Proposing an approach that is feasible for strengthening national and local leadership, ownership, and collaboration towards greater accountability and effectiveness of inclusive education programs implementation.

A demonstration of the Applicant's:

- Extensive involvement in disability inclusion or be a DPO.
- Previous experience in project management or managing activities related to those proposed in the concept paper.
- Sound understanding of the disability landscape and situation of PWD in Mali
- Mission, set of objectives and orientation that are in line with proposed activities

(d) Budget – The budget submission must include:

- A summary (1 page limit) in the table format provided. The budget must be for the entire proposed period of performance.
- A budget narrative (no page limit). The narrative will explain the rationale/assumptions made to come with proposed estimated amounts for each cost line item in the table.

No further details regarding the concept paper or budget will be required unless a full application is requested by USAID, if concept paper pre-selected. However, concept papers that are incomplete or not directly responsive to the terms and conditions of this APS may be eliminated from further consideration. Concept Papers will be evaluated according to the criteria described in Section 3.

Note: Applicants who include data in their Concept Paper that they do not want disclosed to the public for any purpose or used by the U.S. Government except for merit review purposes, should:

i. Mark the title page with the following legend:

"This application includes data that shall not be disclosed outside the U.S. Government and shall not be duplicated, used, or disclosed - in whole or in part - for any purpose other than to evaluate this application. If, however, a grant is awarded to this applicant as a result of - or in connection with - the submission of this data, the U.S. Government shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting grant. This restriction does not limit the U.S. Government's right to use information contained in this data if it is obtained from another source without restriction. The data subject to this restriction are contained in sheets; and

ii. Mark each sheet of data it wishes to restrict with the following legend:

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

2. FULL APPLICATION INSTRUCTIONS (STEP 2)

If the initial review indicates that the concept paper merits further consideration and funds are available, USAID/Mali will request a full application, with additional instructions from the Agreement Officer. The Full Application will offer the applicant an opportunity to explain its technical approach in more detail. The Full Applications will be evaluated according to criteria described in Section 3. It may take up to four (4) weeks to be notified of the status of the concept papers. Applicants must not submit a full application unless requested to do so by USAID Mali. Applicants requested to submit a full application will be notified of the deadline for submission as part of the request.

The application shall be submitted electronically to the address and by the deadline specified on the RFA cover page and follow the structural format set forth below. These instructions are indicative as more up to date instructions will be provided with the Full Application request, tailored to the type of awards envisioned.

TECHNICAL APPLICATION

The technical application is the most important item of consideration and must be specific, complete and presented concisely. It shall be submitted in English and be a maximum of 15 pages, single

space on standard A4 or letter and in standard font and size. The application shall demonstrate the applicant's capabilities and expertise with respect to achieving the goals of this program and fully respond to the technical evaluation criteria.

The application may contain the following sections, as more fully explained below:

- (1) Cover Page
- (2) Executive Summary
- (3) Technical Approach
- (4) Illustrative Implementation plan and First year Workplan
- (5) Monitoring and Evaluation Plan
- (6) Management – Staffing Plan
- (7) Sustainability Plan and Exit Strategy
- (8) Past performance

Attachments - Certifications, Curriculum Vitae/Resumés, Past Performance References, and Letters of Commitment from implementing partners (Not counting towards the page limit).

- **Cover page**

A single page that includes project title, RFA number, the name of the organization(s) submitting application, contact person, telephone and fax numbers, e-mail, and address. Any proposed sub-grantees (or implementing partners) should be listed separately. If applicable, the TIN (Tax Identification Number) and DUNS (Data Universal Numbering System) should also be listed on the cover page. The cover page does not count towards the page limitation.

- **Executive Summary**

The applicant should briefly describe the technical approach, activities, goals, purposes, and anticipated results. The Executive Summary should also briefly describe the technical and managerial resources of the applicant's organization and describe how the overall program will be managed.

- **Technical Approach**

The technical approach shall clearly discuss how the program will improve the quality and accessibility of education for DBC in the identified geographic regions/districts. It must include a clear description of the approach and the general strategy (i.e. methodology and techniques) being proposed and explain how the approach and proposed activities are expected to achieve the proposed objective(s). The technical approach will describe how activities will leverage and complement past and existing programs, and clarify how the proposed activities will result in better improvements in education outcomes for DBC. The application must demonstrate a sophisticated understanding of gender and how potential imbalance with regards to gender can best be addressed in programming and propose meaningful approaches to address gender, girls' and women empowerment, as well as constructive engagement of men. The roles and responsibilities of all partner organizations must be clearly identified.

- **Illustrative Implementation Plan and First Year Annual Work Plan**

The illustrative implementation plan should include information on critical activities towards achieving the results, a timeline, partners and resources (including human resources) required for carrying out the activity. The proposed implementation plan should cover the life of the project and include a more detailed first-year annual workplan in case the proposed program is more than one year.

- **Monitoring and Evaluation Plan**

The full application will provide a monitoring and evaluation plan with clear benchmarks and indicators that would permit tracking, evaluating, and reporting on progress and achievement of the results. It will also include information on how baseline data will be collected and present a methodology for monitoring gender impact, including incorporation of gender-sensitive indicators.

- **Management – Staffing Plans**

The Management Plan will provide evidence of the organization's technical resources, expertise and capabilities for implementing similar programs and include a description on how the applicant will coordinate with partners and other organizations, including other USAID projects, international organizations, development partners, and host country organizations. The plan shall also be clear on how the applicant will ensure a rapid – start-up and cost-effective operations and describe anticipated management arrangements with partners and sub-awardees, if applicable. USAID/Mali encourages the participation of local expertise in implementing this program.

The application must also specify the organizational structure and composition of the program team (including home office support and other long and short term technical assistance – STTA) and describe the roles of proposed staff members. It should be clear about the breadth and depth of technical expertise and experience required to implement this program and propose a staffing plan ensuring an appropriate balance of skills and enabling achievement of the program results. The proposed team shall have appropriate language skills (written/oral fluency in English, French and local languages).

The staffing plan will include an organizational chart demonstrating lines of authority and staff responsibility.

- **Sustainability Plan and Exit Strategy**

The application shall be clear on how ownership, leadership and program management will build on existing programs, resources and local systems and specify how the program will be sustained post-USAID funding. The technical discussion should include proposed partners and arrangements for effective and complimentary operations among partner organizations, including linkages to existing networks, structures, and resources. USAID/Mali strongly encourages the applicant to fully integrate local skills, capabilities and expertise in a substantive way.

- **Past Performance**

This section will provide a description of the applicant's as well as prospective partners' previous work and experience with respect to the proposed program. The information pertaining to the previous work must include the performance location, award number (if available), a brief description of the work performed, and a point of contact list with current telephone numbers.

USAID may contact references and use the past performance data, along with other information, to determine the applicant's responsibility. The Government reserves the right to obtain information for use in the evaluation of past performance from sources inside or outside the Government.

COST APPLICATION

The Cost Application is to be submitted as a separate document from the technical application and shall be formatted in Microsoft Excel and be in US dollars (\$) for international organizations and local currency (CFA) for local organizations. The Cost Application shall include a summary budget by year for proposed activity and a detailed budget. The summary budget shall provide uses of USAID funds and any other cost share.

The detailed budget with an accompanying budget narrative in MS Word shall facilitate USAID's determination that costs are allowable, allocable and reasonable. Budget notes and a supporting narrative should provide further clarification to the proposed budget.

The budget shall include:

- (a) The breakdown of all costs associated with the program according to costs of, if applicable, headquarters, regional and/or country offices;
- (b) The breakdown of all costs according to each partner organization or sub-recipient/sub-grantee involved in the program if applicable;
- (c) The costs associated with external, expatriate technical assistance and those associated with local in-country technical assistance;
- (d) The breakdown of the financial and in-kind contributions of all organizations involved in implementing the program;
- (e) Potential contributions of non-USAID or private commercial donors, if applicable;
- (f) A procurement plan for commodities.

Usually, the cost application contains the following budget categories and supporting notes:

- (a) Salary and Wages: Direct salaries and wages should be proposed in accordance with the Applicant's personnel policies. Budget narrative should explain how daily rates are calculated and whether based on established written policies of the organization or market surveys.
- (b) Fringe Benefits: If the Applicant has a fringe benefit rate that has been approved by an agency of the U.S. Government, such rate should be used and evidence of its approval should be provided (e.g. copy of NICRA). If a fringe benefit rate has not been so approved, the application may propose a rate and explain how the rate was determined. If the latter is used, the narrative must include a detailed breakdown comprised of all items of fringe benefits (e.g., unemployment insurance, workers compensation, health and life insurance, retirement, FICA, etc.) and the costs of each, expressed in dollars and as a percentage of salaries.
- (c) Travel and Transportation: The application should indicate the number of trips, domestic, regional, and international, and the estimated costs. Specify the origin and destination for proposed trips, duration of travel, and number of individuals traveling. Per Diem should be based on the applicant's normal travel policies and will be assessed as part of cost effectiveness.
- (d) Equipment: The application should justify the need, type, the number and price of the items equipment to be procured.
- (e) Supplies: The application should justify the need and quantities of supply items related to this activity.
- (f) Subgrants: The applicant should be clear about any subgrants to be used.
- (g) Other Direct Costs: This includes communications, report preparation costs, passports, visas, medical exams and inoculations, insurance (other than insurance included in the applicant's fringe benefits), office rent, etc. The narrative should provide a breakdown and support for all other direct costs;
- (h) Indirect Costs: The Applicant should support the proposed indirect cost rate with a letter from a cognizant U.S. Government audit agency, a Negotiated Indirect Cost Agreement (NICRA), or with sufficient information (e.g. audited financial statements) for USAID to determine the reasonableness of the rates (For example, a breakdown of labor bases and overhead pools, the method of determining the rate, etc.). In the absence of adequate supporting documentations, all costs shall be direct.

Cost Sharing: If cost share is envisioned, it shall be reflected in the cost application.

OTHERS

- **Pre-Award Certifications, Assurances and Other Statements**

The required Certifications will be included with the Cost Application at full application stage, if a full

application is requested by USAID. The applicant will have to submit all required certifications, assurances, and other statements in accordance with ADS Chapter 303 Mandatory Reference located at: <https://www.usaid.gov/sites/default/files/documents/1868/303mav.pdf>

- **DUN and Bradstreet Universal Numbering (DUNS) and System for Award Management (SAM)**

USAID Mali will not make an award to the winning applicants until the applicant has complied with all applicable DUNS and SAM requirements. If an applicant has not fully complied with the requirements by the time the USAID is ready to make an award, USAID may determine that the applicant is not qualified to receive the award and use that determination as a basis for making an award to another applicant. The DUNS and SAM numbers must be provided at the full application stage. However, information is provided at the stage of the concept paper to encourage new applicants to initiate or re-activate their registration.

At the full application stage, each applicant will be required to:

- (i) Be registered in SAM before submitting its application [\[https://www.sam.gov\]](https://www.sam.gov);
- (ii) Provide a valid DUNS number in its application; and

Continue to maintain an active SAM registration with current information at all time during which it has an active award or an application or one under consideration by a Federal-awarding agency (USAID in the context of this APS).

2.3 AWARD INFORMATION

1. Estimated Total Amount of the Program and Financial Range of Individual Awards

Under this APS, USAID intends to fund several awards ranging from \$20,000 to \$300,000. Depending on funds availability, the total amount to be awarded for this program is \$882,000, with a maximum of \$400,000 available in year 1. The anticipated period of performance of each individual award is expected to be a minimum of 12 months and maximum of two (02) years.

2. Anticipated Type of Agreements

As a result of this APS, USAID anticipates the award of grants and/or cooperative agreements. Grants are similar to cooperative agreements except that USAID may be substantially involved in the following areas with a cooperative agreement:

- USAID approval of the recipient's Annual Work/Implementation Plans
- USAID approval of key personnel funded under the agreement (limited to five positions) or five percent of the recipient's total team size (whichever is greater)
- USAID approval of the program's Monitoring and Evaluation (M&E) Plans, including indicators

USAID may also decide to award a Fixed Amount Award Grant, which is a grant structured around the accomplishment of set milestones. USAID reserves the right to determine the actual assistance award type.

3. Authorized Geographic Code

The geographic code for procurement of goods and services for this program is 935, as all awards will be funded using Development Funds for Africa (DFA).

4. Administrative Requirements

Resulting awards to U.S. Nongovernmental Organizations will be administered in accordance with 2 CFR 700, 2 CFR 200 and Standard provisions for U.S. Nongovernmental organizations found at

<http://www.usaid.gov/pubs/ads/300/303maa.pdf>. Awards to Non-U.S. non-governmental organizations will be administrated in accordance with the Standard provisions for Non-U.S. Nongovernmental organizations available at: <http://www.usaid.gov/pubs/ads/300/303mab.pdf>. Fixed Amount Awards if any will be administrated in accordance with the Standard Provisions for Fixed Amount Awards to Non-Governmental Organizations found at <http://www.usaid.gov/pubs/ads/300/303mat.pdf>.

The applicable standard provisions will be attached to the final award document.

5. Reporting Requirements

The recipient will be required to submit financial and performance reports. More information on these reporting requirements will be shared at the full application stage.

The recipient will also have to comply with ADS 540 regarding reporting requirement to the Development Experience Clearinghouse (DEC). The specific guidance on the submission of copies of reports and other information to USAID's Development Experience Clearinghouse will be provided as part of the award document.

SECTION 3: APPLICATION REVIEW INFORMATION

USAID/Mali intends to have three rounds of review of the concept papers, in accordance with the dates shown on the cover page, and if funds identified for this APS have not been fully obligated by then.

As mentioned above, USAID Mali will follow a two-tier selection process:

- (a) Concept papers, and
- (b) Full application requested only of pre-selected applicants after the review of the concept papers.

For each round, USAID will conduct the review of the concept papers as soon as possible after the due dates specified on the cover letter. If the APS becomes irrelevant for any reason or funding is unavailable, USAID reserves the right to close the APS through an amendment to be publicized on www.grants.gov

3.1 Concept Papers Merit Review

The proposed concept papers can address one or more of the following objectives: Objective 1 – increasing the number of DBC attending primary school; Objective 2 – enhancing early grade reading outcomes for deaf and blind learners; Objective 3 – improving inclusive education delivery systems. USAID will use the following adjectival scoring system in reviewing concepts papers as shown below:

Adjective	Merit Review Criterion
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.

The concept papers will be reviewed using the following criteria:

- a. The extent to which the applicant demonstrates understanding of the inclusive education challenges in Mali in general and for the proposed targeted populations in particular.
- b. The technical responsiveness of the concept paper; the likelihood that the proposed approach and activities will help achieve the overall objectives and results expected for this program;
- c. The degree to which the implementation plan is realistic to achieve the selected objective(s)
- d. The extent to which the design incorporates gender concerns and ability to monitor and report on the proposed activities.
- e. The demonstrated experience in the area of work and soundness of proposed management structure.
- f. The extent to which the proposed budget is realistic and consistent with the proposed activities and expected results.

3.2 Full Application Merit Review Criteria (if concept paper is selected)

As described above, USAID will conduct a merit review of the concept papers that complies with the instructions in this APS. The agreement officer will provide additional instructions, technical requirements and specific evaluation criteria for the full application review-evaluation. The criteria provided below for the review/evaluation of the full application are indicative.

- a. **Technical Approach:** USAID/Mali will review the extent to which the applicant clearly and convincingly describes how the program will improve the quality and accessibility of education for DBC through increased number of DBC attending primary school, and/or enhanced early grade reading outcomes for deaf and blind learners, and/or improved inclusive education delivery systems in Mali. The extent to which the application incorporates convincingly the use of evidence-based, best practices and lessons learned in improving access to quality education for DBC, as illustrated by one or more of the following: (i) the proposed approach and activities build upon evidence-based, best practices and lessons learned developed by the Applicant under similar programs; (ii) the proposed approach and activities build upon evidence-based, best practices and lessons learned from successful programs implemented by other organizations in Mali, Africa, or globally; or (iii) the application refers to research conducted by research institutions, universities and/or advocacy groups in the field of inclusive education in order to demonstrate how the proposed approach and activities build upon evidence-based, best practices and lessons learned. The extent to which the Application clearly and convincingly describes how the proposed interventions will be implemented, managed, and sequenced. USAID will review the extent to which the proposed activity promotes, strengthens, and is supported by sustainable local organizations that can champion sound concepts, innovative practices, and changes beyond the life of the award.
- b. **Impact and Sustainability:** USAID will review the extent to which the application convincingly articulate how the expected results will be achieved within the proposed grant period. The extent to which the application convincingly presents an approach that is sustainable beyond the life of the project.
- c. **Management Capacity/Key Personnel:** The extent to which the overall management and staffing plan and the proposed key personnel demonstrate the applicant's ability to effectively achieve program objectives. USAID will review the effectiveness of the approach in terms of internal organizational capability, including technical, administrative and financial management, and proposed staffing. USAID will strongly consider the ability and commitment to rapidly mobilize and start work. If partnerships are proposed, USAID will review the degree to which roles and responsibilities are clearly defined.
- d. **Organizational Capacity:** USAID will review the extent to which the applicant demonstrates an ability to promptly launch and implement similar activities while operating in similar context.

- e. Past Performance:** USAID will review past performance relative to the extent to which the applicant demonstrates the successful implementation of programs similar in magnitude, complexity, objectives and contexts.

Cost Evaluation: Cost is not assigned a numerical value but will be evaluated on the basis of reasonableness, and realism. Cost realism will be based on the following considerations

- Are proposed costs realistic for the work to be performed?
- Do the costs reflect a clear understanding of the program requirements?
- Are the costs consistent with the various elements of the applicant's technical application?

Note: Non-Federal cost sharing/leveraging will be considered in relation to the added value it represents to the overall program and sustainability.

SECTION 4: OTHER INFORMATION AND ANNEXES

1. Compliance with Local Labor Laws and Environmental Regulations: the selected Recipients will have to comply with all required laws and regulations pertaining to labor and environment or any other law or regulation in Mali.
2. Value Added Tax (VAT): the VAT charged in Mali is to be excluded from the price of the award. USAID will work with the Awardee and the Government of Mali to provide the Awardee the necessary documentation to obtain the VAT tax exemption when needed.
3. The following Representations and Mandatory (M) and required as applicable (RAA) standard provisions are part of this solicitation:

3.1 Limiting Construction Activities

Construction is not eligible for reimbursement under this award.

3.2 Central Contractor Registration And Universal Identifier (Dec 2014)

- a. **Requirement for Central Contractor Registration (CCR).** Unless you are exempted from this requirement under 2 CFR 25.110, you as the recipient must maintain the currency of your information in the CCR until you submit the final financial report required under this award or receive the final payment, whichever is later. This requires that you review and update the information at least annually after the initial registration and more frequently, if required by changes in your information or another award term.
- b. **Requirement for Data Universal Numbering System (DUNS) numbers.** If you are authorized to make subawards under this award, you:
 - (1) Must notify potential subrecipients that no entity (see definition in paragraph c. of this award term) may receive a subaward from you unless the entity has provided its DUNS number to you.
 - (2) May not make a subaward to an entity unless the entity has provided its DUNS number to you.
- c. **Definitions.** For purposes of this award term:
 - (1) Central Contractor Registration (CCR) means the Federal repository into which an entity must provide information required for the conduct of business as a recipient. Additional information about registration procedures may be found at the CCR Internet site (currently at www.ccr.gov/).
 - (2) Data Universal Numbering System (DUNS) number means the nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. A DUNS number may be obtained from D&B by telephone (currently 866-705-5711) or the Internet (currently at fedgov.dnb.com/webform).
 - (3) Entity, as it is used in this award term, means all of the following, as defined at 2 CFR 25, subpart C:
 - (i) A governmental organization, which is a State, local government, or Indian tribe;
 - (ii) A foreign public entity;
 - (iii) A domestic or foreign nonprofit organization;
 - (iv) A domestic or foreign for-profit organization; and
 - (v) A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.

- (4) Subaward:
 - (i) This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you, as the recipient, award to an eligible subrecipient.
 - (ii) The term does not include your procurement of property and services needed to carry out the project or program (for further explanation, see 2 CFR 200 subpart F Audit Requirements).
 - (iii) A subaward may be provided through any legal agreement, including an agreement that you consider a contract.
- (5) Subrecipient means an entity that:
 - (i) Receives a subaward from you under this award; and
 - (ii) Is accountable to you for the use of the Federal funds provided by the subaward.

ADDENDUM (JUNE 2012):

- (iii) Exceptions. The requirements of this provision to obtain a Data Universal Numbering System (DUNS) number and maintain a current registration in the Central Contractor Registration (CCR) do not apply, at the prime award or subaward level, to:
 - (1) Awards to individuals
 - (2) Awards less than \$25,000 to foreign recipients to be performed outside the United States (based on a USAID determination)
 - (3) Awards where the Agreement Officer determines, in writing, that these requirements would cause personal safety concerns.
- d. This provision does not need to be included in subawards.

[END OF PROVISION]

ATTACHMENT A - CONCEPT PAPER FORMAT

ATTACHMENT A-1 – ACTIVITY DESCRIPTION (Not to exceed five pages)

Cover Page

Must include: Proposed Activity Name, proposed Timeframe proposed (Estimated Start/End Date). Applicant Name, Applicant's Contact Person, Applicant's Address, Telephone Number, Email. Type of Organization (U.S or non-U.S. Organizations)

Programmatic area Summary:

Purpose

[Concisely describe the Activity Purpose/what development problem/issue will be addressed]

Goals and Objectives

[Explain the goals of the activity describing what is the activity trying to achieve]

Links to APS

[Select which of the Objectives of the APS is the proposed activity linked to:]

Activity Strategy

[Explain the proposed approach to addressing the project issue/opportunity.]

Activity Beneficiaries

[Describe the specific number and type of beneficiaries to be reached.]

Geographic Location

[Describe where the activities will be carried out and where they are expected to have an impact.]

Activity Description

[Briefly summarize the main activities proposed.]

Cross Cutting Practices

[Briefly summarize how the activity will apply inclusive education for children with disabilities practices in the APS]

Expected Impact and Indicators

[Summarize the main expected outputs and outcomes from the activity]

Organizational Capacity

[Describe your organizations technical and administrative capacity.]

Partnership Arrangements

[Describe any expected partnership arrangements in detail, with the names of the partner organizations and their specific role in the activity and contributions.]

History of Performance

[Provide a list of contracts, grants, etc. involving similar or related activities during the past three years. The reference information for these awards must include the performance location, award number (if applicable), a brief description of the work performed, and a point of contact names with current telephone numbers]

ATTACHMENT B - COST INFORMATION FORMAT
 (Submit this page separate from the other sections of the concept paper)

BUDGET LINE ITEMS	TOTAL FUNDING REQUESTED FROM	TOTAL COST SHARE PROPOSED (B)	TOTAL COST OF THE PROJECT (A+B)
1. LABOR			
2. FRINGE BENEFITS			
3. TRAVEL, LOCAL TRANSPORTATION, AND PERDIEM			
4. EQUIPMENT			
5. SUPPLIES			
6. CONTRACTUAL (SUB-CONTRACTS, SUB-AWARDS)			
7. OTHER DIRECT COSTS			
8. TOTAL DIRECT COSTS (Sum of 1 through 7)			
9. INDIRECT CHARGES			
10. TOTAL ESTIMATED AMOUNT (TEA) (SUM OF 8 + 9)			