



Issue Date:
Closing Date:

December 4, 2019

December 16, 2019 (15:00 hrs, Zambia Local Time)

Subject: Amendment 02 to Science, Technology, Innovation, and Partnerships in Higher Education (STIP) Program Annual Program Statement, APS No.: 7200AA18APS00003
Addendum: Zambia –Teaching for Transformation

Program Title: USAID/Zambia Teaching for Transformation

Dear Prospective Applicant:

The purpose of this letter is to amend the STIP APS Addendum: Zambia: Teaching for Transformation in order to extend the closing date/Concept Note submission date from December 12, 2019 to December 16, 2019; Update Appendix I, to clarify the page limitation for the concept Notes; Add the Ceiling and Floor Price, and provide answers to questions submitted by various prospective applicants by the questions due date/deadline (as **Appendix III-Questions and Answers**). All changes to the Addendum are highlighted in yellow and the Appendix III has been incorporated hereto.

All other terms and conditions of the Notice of Funding Opportunity/Addendum Announcement except those updated herein remain in full force and effect.

Thank you for your consideration,

Mohib Ahmed
Supervisory Agreement Officer
Director, Office of Acquisition and Assistance



USAID
FROM THE AMERICAN PEOPLE

U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

ANNOUNCEMENT

CALL FOR CONCEPT NOTES

Teaching for Transformation

UNDER EXISTING

**SCIENCE, TECHNOLOGY, INNOVATION, and PARTNERSHIP ANNUAL PROGRAM
STATEMENT
APS No. 7200AA18APS00003**

PLEASE NOTE: This is an addendum to an existing announcement. All interested organizations should carefully review both this addendum AND the full announcement, which can be found here: [please click here for link to STIP APS Announcement](#). Important information contained in the full worldwide announcement is not repeated in this specific addendum.

This program is authorized in accordance with Part 1 of the Foreign Assistance act of 1961, as amended.

Through this Addendum to the FY 2019 Science, Technology, Innovation and Partnership (STIP) Annual Program Statement (APS) No. 7200AA18APS00003 (the STIP APS Full Announcement), USAID/Zambia is making a special call for the submission of Concept Notes focused on transforming Zambia's Colleges of Education responsible for the training and preparation of primary school teachers (hereafter referred to as "*Teaching for Transformation* activity").

The overall objective of the *Teaching for Transformation* activity is for Zambia to achieve a transformed primary education system that consistently delivers positive student learning outcomes, fosters lifelong functional literacy, and can ultimately be sustained using purely local resources. With the explicit purpose of advancing Zambia in its journey to self-reliance, the *Teaching for Transformation* activity will make targeted, foundational investments in higher education institutions that prepare teachers to deliver quality primary education services, impact student learning outcomes, and ultimately educate healthy and productive citizens who will be able to transform Zambia's social and economic development.

The specific objective(s) are as follows:

Objective: Strengthen the capacity of Zambia's pre-service teacher training institutions to improve student learning outcomes.

- Sub-Objective 1.1. Equip targeted College of Education and university faculty and lecturers with the skills and experience necessary to deliver effective instruction to teachers in training.

- Sub-Objective 1.2. Standardize, align, and link practical, evidence-based, pre-service teacher training and content with the primary school literacy curriculum.
- Sub-Objective 1.3. Equip pre-service teachers in Colleges of Education and universities with the professional skills necessary to deliver quality literacy instruction in primary schools.

I. Background

A literate population is central to Zambia's journey to self-reliance. Since 2002, Zambia has made significant gains toward achieving near universal access to primary education, with net enrollment of approximately 88.7 percent¹, and gender near-parity. However, Zambia's public education system faces serious challenges to providing quality primary education services that positively impact student learning. Early Grade Reading Assessments (EGRA) have shown modest improvements; nevertheless, in 2018, only 10.2 percent of Grade 2 children were able to read fluently and comprehend a grade-level text in their local language. The poor quality of education in the early grades leads to persistently low learner achievement in Grade 5 National Assessment Surveys; low pass rates for national examinations in Grades 7, 9, and 12; and the lowest scores within the Southern Africa Consortium for the Measurement of Educational Quality. Across the education system, most learners still struggle to learn to read in order to ultimately read to learn.

In effort to address these critical learning gaps, the Government of the Republic of Zambia (GRZ)'s Ministry of General Education (MOGE) collaborated with USAID to develop the 2014 National Literacy Framework (NLF). However, despite significant investments in classroom-level teacher training, these reforms have not been fully implemented among Zambia's Colleges of Education (CoE) and universities, where critical teacher preparation begins. According to 2017 data, 14 of Zambia's 27 CoEs train primary school teachers – approximately 9,033 teachers per year (4,207 male, 4,826 female).² The CoEs continue to face challenges in preparing student teachers to deliver practical, evidence-based approaches for reading instruction, and to appropriately differentiate instruction according to individual learning needs. Currently, student teachers are deployed to work in primary schools without the necessary skills and preparation to teach effectively, and ultimately provide all children with equitable access to quality learning opportunities.

USAID/Zambia's most recent project-wide evaluation cited the critical need to invest in pre-service teacher training in higher education institutions, to ensure lasting change in primary student learning.³ Faced with competing priorities and limited resources, USAID and other education sector partners have focused on training primary school teachers at the in-service level – resulting in more rapidly measurable improvements in primary student learning, but without addressing the core foundations necessary to strengthen and sustain the system to deliver quality and equitable education in the long term. Without an investment in the core foundational needs at the institutional level, in-service teacher training will remain a costly, insufficient, and unsustainable means of improving instructional quality. Furthermore, access to quality and

¹ Educational Statistical Bulletin, Government of the Republic of Zambia (2017), https://www.moge.gov.zm/download/statistics/annual_statistics/Educational-Statistical-Bulletin/EDUCATIONAL-STATISTICAL-BULLETIN-2017.PDF

² Ibid.

³ USAID/Zambia Education Program Evaluation (2009), https://pdf.usaid.gov/pdf_docs/Pdacn449.pdf

equitable primary education will continue to remain a distant vision for millions of Zambian children without a well-trained, professional workforce to teach the core foundational skills needed for lifelong learning.

Quality, practical pre-service teacher training is central to improving learning outcomes for children. **The *Teaching for Transformation* activity aims to strengthen the capacity of Zambia’s CoEs and universities to transform learning outcomes in primary school and serve as the cornerstones of educational success for Zambian children.**

The activity will address the critical need for improved, evidence-based, practical training that prepares teachers for long-term success, thereby addressing the foundational learning needs in Zambia’s public primary schools.

The *Teaching for Transformation* activity will complement USAID/Zambia’s existing investments – primarily, the flagship five-year (2019-2024), \$48.9 million *USAID Let’s Read Project* and the three-year (2017-2020), \$5 million *Teaching at the Right Level – Catch Up Program* – which focus on improving instructional skills through in-service training for teachers already deployed to schools. *Teaching for Transformation* will focus on strengthening the foundational institutions: the CoEs and universities that build instructional capacity of teachers. The activity will be a key contributor to the USAID/Zambia learning agenda, implemented through the *Education Data Activity* (2018-2022), which conducts baseline and midline EGRAs aligned with the flagship *Let’s Read Activity*, and targeted, demand-driven research determined by USAID and the MOGE.

The activity will directly target principals and key lecturers among the target CoEs and universities that offer the primary teaching diploma. The activity will indirectly benefit approximately 9,000 pre-service teachers per year over five (5) years. *Teaching for Transformation* will support the CoEs and universities to equip pre-service teachers with professional skills to deliver quality primary literacy instruction. The activity will support CoE and university lecturers to continually implement and deliver a practical, skills-based curriculum. The activity will link with the Teaching Council of Zambia to infuse its core principles of integrity and competence to instill professional behaviors and attitudes among new teachers

Institutional capacity building of the CoEs and universities will contribute to Zambia’s journey to self-reliance as the MOGE will have the capacity and competencies to improve pre-service training and preparation for student teachers, who will in turn be deployed to primary schools to serve. In addition, improving pre-service teacher preparation will reduce the need for costly in-service teacher training programs, potentially freeing up funds for other education services.

II. Solicitation

In publishing this Addendum to the Science, Technology, Innovation, and Partnerships (STIP) Annual Program Statement (APS), USAID/Zambia is soliciting Concept Notes from eligible partners to propose ways to collaborate with Zambia’s targeted CoEs and universities to achieve the objectives outlined below. As a requirement of the STIP APS, Prime applicants must engage with one or more Higher Education Institutions (HEIs), as well as one or more third party actors (i.e. NGOs, Government institutions, private businesses, etc.) to support outcomes and bolster impact. In addition to improving the pre-service training for teachers, this addendum strives to advance the Government of Zambia in its journey to self-reliance by strengthening local organizations and/or institutions.

Subject to the availability of funding, USAID/Zambia anticipates supporting up to one (1) new award under this Addendum, over the course of five (5) years. USAID reserves the right to award more awards OR none. All terms and conditions of the FY 2018-FY 2019 STIP APS apply (<https://www.grants.gov/web/grants/view-opportunity.html?oppId=301213>)

III. Eligibility Criteria

Any type of organization is eligible to submit a Concept Note under the *Teaching for Transformation* addendum. However, in accordance with the requirements of the overarching Science, Technology, Innovation, and Partnership Annual Program Statement (7200AA18APS00003, pages 12-13, as amended 02/07/2019), Concept Notes submitted in response to this Addendum must include partnerships with the following actors *at minimum*:

- 1) **A Higher Education Institution (HEI).** The STIP APS requires that all funded projects include meaningful engagement with HEIs. Under this *Teaching for Transformation* Addendum, **applicants must propose ways to partner with all public CoEs and universities in Zambia with primary teacher training programs.**⁴ Applicants must also partner with other Zambian, U.S., or international HEIs. Consistent with guidance from USAID/E3/Education, a higher education institution is defined as an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields; this may include public or private universities, colleges, research institutes, training institutes, or vocational training centers.
- 2) **Another Partner.** Other partners can be any type of non-HEI organization (i.e. public sector, private sector, or CSOs), preferably those based or with an existing permanent presence in Zambia.

IV. Program Objectives

The objective and sub-objectives of the *Teaching for Transformation* activity are detailed below.

Objective: Strengthen the capacity of Zambia’s pre-service teacher training institutions to improve student learning outcomes.

Sub-Objective 1.1. Equip targeted College of Education and university faculty and lecturers with the skills and experience necessary to deliver effective instruction to teachers in training.

USAID/Zambia seeks to equip targeted CoE and university faculty and lecturers with evidence-based, practical instructional skills, and empower them as technical and administrative leaders of primary school teacher education. Successful applicants should expect to work with all of Zambia’s public CoEs and universities with primary teacher training programs to achieve this Sub-Objective. At a minimum, activities under this sub-objective will support: participation in an intensive course of study in language, literacy, early grade reading, and differentiated instruction; and continuous opportunities for learning, coaching, and mentoring. USAID expects that all

⁴ Educational Statistical Bulletin, Government of the Republic of Zambia (2017), https://www.moge.gov.zm/download/statistics/annual_statistics/Educational-Statistical-Bulletin/EDUCATIONAL-STATISTICAL-BULLETIN-2017.PDF

interventions will establish and be supported through a sustainable, self-reliant system among Zambia’s public CoEs and universities.

Sub-Objective 1.2. Standardize, align, and link practical, evidence-based, pre-service teacher training and content with the primary school literacy curriculum.

The current pre-service teacher training and primary literacy curricula are not aligned, creating gaps in teacher content knowledge and teaching skills preparation. Addressing this sub-objective presents an opportunity to improve learning outcomes in primary schools by tackling one of the fundamental issues affecting the delivery of quality primary education in Zambia. It is anticipated that activities under this Sub-Objective will support: better alignment of CoE and university teacher training curriculum with Zambia’s primary literacy curriculum; expertise in the primary literacy curriculum and literacy instruction best practices by lecturers and student teachers; and improved teaching practice in demonstration schools and ultimately in primary schools. Activities under this Sub-Objective may involve action research between CoEs, universities, and demonstration schools, and may include development of appropriate literacy teaching and learning materials, teaching aids, and ICT tools.

Sub-Objective 1.3. Equip pre-service teachers in Colleges of Education and universities with the professional skills necessary to deliver quality literacy instruction in primary school.

The CoEs face challenges to prepare student teachers to teach according to the primary literacy curriculum; to deliver practical, evidence-based approaches for reading instruction; and to appropriately differentiate instruction according to individual learning needs. As a result, student teachers are deployed to schools without the necessary skills and preparation to effectively teach primary school literacy. In addition to improving college lecturers’ capacity to prepare student teachers to teach literacy effectively, this program aims to build the capacity of student teachers in literacy instructional methodology and improve their classroom practice in primary demonstration schools during their teaching practice. Equipping pre-service teachers with expertise in literacy will improve learning outcomes among primary school learners upon deployment. Activities under this Sub-Objective may include teacher-led development of appropriate literacy teaching and learning materials, lesson planning and practice, skills-based coaching, and action research.

**Please note that activities/target results listed under the Objective and Sub-Objectives are illustrative only and are not meant to prescribe in nature. Applicants are encouraged to think creatively and propose any activities that support the primary Objective and Sub-Objectives, provided the approach and rationale are clearly presented. Please refer to the “Evaluation Criteria” section below for additional information about how Concept Notes will be evaluated.*

V. Evaluation Criteria

Proposed Concept Notes and Full Applications will be evaluated based on the general criteria set forth in the STIP APS in the “Concept Note Evaluation Criteria and Considerations” section. Additional criteria may be required and communicated to applicant(s) who are requested to submit a full application. In addition, USAID/Zambia expects to receive Concept Notes that:

Criterion 1: Alignment with the objectives articulated in this *Teaching for Transformation* Addendum to the STIP APS

- Extent to which the proposed activities are well-defined, achievable, and respond to the *Teaching for Transformation* objective and sub-objectives articulated in this Addendum.
- Extent to which the proposed activities are collaborative, practical, and facilitate learning and adaptation through the life of the program.
- Extent to which the proposed methodology/approach is contextually appropriate to Zambia.

Criterion 2: Level of partner engagement in accordance with the objectives of the *Teaching for Transformation* Addendum; specifically, expertise in language, literacy, and early grade reading instruction

- Extent to which the applicant demonstrates expertise in pre-service training and early grade literacy.
- Extent to which the applicant demonstrates an understating of the development challenges in pre-service teacher training in literacy and early grade reading and articulates how to address these challenges.

Criterion 3: Potential for impact

- Extent to which the application demonstrates the organization's and/or proposed partners' capability to execute the objectives for the *Teaching for Transformation* activity.
- Extent to which the application demonstrates the potential for sustained impact.
- Extent to which the application demonstrates an efficient, feasible, and effective approach for implementing the proposed interventions.

(Note: If USAID requests a Full Application, applicants may be given additional, specific evaluation criteria that speak to the subject matter of the concept.)

VI. Application Instructions and Review Process

USAID/Zambia will be responsible for the review process of Concept Notes and Full Applications and management of any awards issued under this addendum. Applicants are required to follow the Concept Note instructions set forth in the STIP APS and submit Concept Notes using the Concept Note Template (**Appendix I** & II). Information provided in Section II.B in **Appendix I** will address the objectives and criteria presented above.

The completed Concept Note Template (including the Concept Note and required Supporting Information) will be sent to USAID/Zambia to the attention of Supervisory Agreement Officer Mohib Ahmed and Senior A&A Specialist Charles Nyanoka. All concept notes must be submitted through the centralized OAA inbox of oaa-solicit-lusaka@usaid.gov.

Questions must be submitted by **November 20 2019**. Please refer to **Appendix III** for responses to questions. Concept notes must be submitted by **December 16, 2019**. Please note that this opportunity is not on a rolling basis and the opportunity will close at the date listed above.

After review by USAID/Zambia, authors of the most promising Concept Notes will be invited to engage in one or more in-person or virtual Co-Creation discussions and/or workshop(s) with USAID and other stakeholders. The goal of the co-creation discussions and/or workshop(s) is to collaboratively refine needs, objectives, opportunities, challenges, solutions, etc. related to

Teaching for Transformation in Zambia. Additional information regarding the process, expectations, etc. will be provided to those selected.

If USAID/Zambia remains interested in moving forward with the Applicant's proposed projects or activities following the co-creation discussions and/or workshop(s), USAID may request a Full Application from the Applicant. Invitation to or participation in Co-Creation or other communication with USAID during the application process does not guarantee a request for a Full Application or funding.

VII. Questions and Further Assistance

Questions regarding the substance and objectives of this addendum must be directed to USAID/Zambia the POC listed in Section VI. Deadline for questions is **November 20, 2019**. Responses to questions received by Deadlines are in **Appendix III**.

Questions regarding the substance and terms of the FY 2019 STIP APS Full Announcement should be directed to LABCDR_Feedback@usaid.gov.