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MALAWI

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Subject: Notice of Funding Opportunity Number: 72061223RFA00006
Request for Application (RFA)

Program Title Tisamale Mabuku (Let us take care of books) Project
Catalog of Federal Domestic Assistance (CFDA) No. 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 **Tisamale Mabuku (Let us take care of books) Project**. Eligibility for this award is not restricted.

USAID intends to make an award to the applicant(s) who best meets the objectives of this funding opportunity based on the merit review criteria described in this NOFO subject to a risk assessment. Eligible parties interested in submitting an application are encouraged to read this NOFO thoroughly to understand the type of program sought, application submission requirements and selection process.

To be eligible for award, the applicant must provide all information as required in this NOFO and meet eligibility standards in Section C of this NOFO. This funding opportunity is posted on www.grants.gov, and may be amended. It is the responsibility of the applicant to regularly check the website to ensure they have the latest information pertaining to this notice of funding opportunity and to ensure that the NOFO has been received from the internet in its entirety. USAID bears no responsibility for data errors resulting from transmission or conversion process. If you have difficulty registering on www.grants.gov or accessing the NOFO, please contact the Grants.gov Helpdesk at 1-800-518-4726 or via email at support@grants.gov for technical assistance.

USAID may not award to an applicant unless the applicant has complied with all applicable unique entity identifier and System for Award Management (SAM) requirements detailed in Section D.4.K. The registration process may take many weeks to complete. **Therefore, applicants are encouraged to begin registration early in the process.**

Please send any questions to the point(s) of contact identified in Section G. 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.

All questions concerning this NOFO must be submitted to the Agreement Officer, Office of Acquisition and Assistance, USAID/Malawi, Lilongwe at: e-mail: OAA-Malawi-Solicit@usaid.gov with a copy to mjimu@usaid.gov and jkitongo@usaid.gov no later than the date and time stated above.

Applicants must submit all required information (Technical and Cost Application) as required in this NOFO to Natalie J. Thunberg, Agreement Officer at OAA-Malawi-Solicit@usaid.gov with a copy to mjimu@usaid.gov and jkitongo@usaid.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,

Natalie J. Thunberg
Agreement Officer

Attachments:

Section A – Program Description
Section B – Federal Award Information
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Section D – Application and Submission Information
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SECTION A: PROGRAM DESCRIPTION

1. INTRODUCTION

This Tisamale Mabuku “Let us take care of books” Project will support the Government of Malawi’s (GoM) Ministry of Education’s (MoE) implementation of the USAID/Malawi supported National Reading Program (NRP) by improving the capacity of school communities to ensure that intended NRP teaching and learning materials (TLMs) are available in their school and community, and are managed and used appropriately. NRP TLMs include English and Chichewa learner’s books and teacher’s guides in Standards 1-8; decodable, leveled, and supplementary readers; resources developed to support literacy development of learners with special educational needs; and any other related materials. Where they are present, this includes technology used to support children’s literacy acquisition, such as MSL video lessons or assistive devices for learners with disabilities (Brillers, Orbit readers, etc.) or tablets used to give children access to reading lessons and materials. The Government of Malawi struggles to allocate enough resources to supply sufficient TLMs, while issues with TLM management and utilization, such as premature wear, tear, and loss, mean that books need to be replaced more frequently than schools and the Ministry can currently manage. Other books are kept locked away from children and teachers. Improved management and utilization of TLMs in schools and communities will increase children’s access to TLMs and thereby contribute to improved literacy outcomes.

This project is aligned with, and will be guided by, key GoM policies and priorities, including Vision: Malawi 2063 and its 2021-2030 Malawi 2063 first 10-Year Implementation Plan (MIP-1), which lays out specific interventions that should be carried out by 2030. This includes equipping all schools with a minimum package and providing relevant TLMs (textbooks, teachers guides, lab equipment, desks), increasing citizen engagement and participation in governance and national development activities, and promoting openness and transparency through access to public information and promotion of accountability to and from the citizenry.

The MoE’s Foundational Education Strategy envisions that “79 percent of learners are literate and numerate by 2030”. The MoE’s National Education Sector Investment Plan (NESIP) 2020-2030 also includes ambitious learning goals, but these targets are in stark contrast to the 2019 NESIP English and Chichewa literacy baselines. The NESIP cites “low learning outcomes”, “inadequate textbooks and supporting teaching and learning materials”, and “low community participation in the critical school issues beyond bricks and sand” as priority issues in primary education. The NESIP states that by 2025 the MoE wants to achieve a 2:1 pupil to textbook ratio in English, Chichewa, and Mathematics, while the ultimate goal is to achieve a 1:1 ratio by 2030. Actions to address these issues and achieve the GoM’s improvement targets include resourcing schools with adequate TLMs and strengthening school governing bodies. The NESIP also sets the goal of providing TLMs and assistive devices for learners with diverse needs, and the need to equip teachers to maintain assistive devices. According to the Ministry’s 2022 Education Management Information System (EMIS) report, the target of a 2:1 ratio has not yet been achieved, as three to ten primary school learners share one English or Chichewa learner’s book. This project is also aligned with Malawi’s 2022 draft National Book and Reading Policy, which provides a framework for addressing book industry challenges and promoting a reading culture, recognizing the importance of books in the delivery of quality education.

At the school level, the MoE uses School Management Committees (SMCs), Parent Teacher Associations (PTAs), and Mothers Groups (MGs) to support the management of schools and delivery of quality education services, and to facilitate the participation of communities in primary school management. The composition, roles, and responsibilities of these groups are outlined in various GoM and MoE documents, including the Primary School Improvement Program (PSIP) Guidelines, the National Strategy for Community Participation in Primary School Management, the Education Act, and the National Gender Policy. The PSIP Guidelines also elaborate the role of school community management groups in supporting school improvement grant (SIG) management, as SIGs are intended to decentralize some functions and (among other things) be used by schools to procure teaching and learning materials like textbooks, exercise books, chalk, and flip charts. These structures contribute to the implementation of Malawi's 1998 decentralization policy, which devolved responsibility for education services to the district assemblies and their education committees.

In addition to alignment with GoM priorities, the activity contributes to USAID and USAID/Malawi's priorities. USAID's 2018 Education Policy envisions a world "where partner country education systems enable all children and youth to acquire the education and skills needed to be productive members of society...". The Policy includes system strengthening and local capacity development, and sets foundational learning goals, while recognizing the lack of TLM as a barrier. This project contributes to USAID/Malawi's Country Development Cooperation Strategy (CDCS) Development Objective (DO) 1: Public Sector is more accountable and effective at national and decentralized levels, and to DO 2: Youth lead healthy, informed, and productive lives.

This project will build upon the investment that USAID/Malawi has made since 2015 in foundational literacy development; USAID has invested over \$196 million in support to the GoM's NRP. In addition to building on past investments, the activity complements several current USAID/Malawi activities, including the Next Generation Early Grade Reading (NextGen) Activity (2022-2027), the TLM Replenishment Activity (2022-2023), and the Upper Primary Reading Activity (2021-2026).

2. PROJECT DESCRIPTION

2.1. BACKGROUND AND PROBLEM ANALYSIS

Malawi's primary education system faces many challenges in its efforts to provide all children with the foundational literacy skills that enable them to benefit from the quality education that is their human right and is enshrined in national and international priorities, including Malawi 2063, the NESIP, and the Foundational Education Strategy. Due to resource constraints, the GoM has not been able to maintain the target 1:1 learner to textbook ratio. This shortage of required TLMs for English and Chichewa has a direct link to poor literacy outcomes among learners and is a barrier to achieving the GoM's transformational foundational learning goals. Improved community engagement can contribute to addressing Malawi's TLM shortage, which is caused by a combination of lack of funds to purchase new materials, and poor care, utilization, and management of the materials that are already in schools.

To address the TLM shortage, and complement the other investments made under the NRP to improve literacy outcomes, USAID has provided teacher's guides, learner's books, and supplemental readers for Standards 1-4 Chichewa and English subjects. From 2016 to 2019, USAID provided assistance to the MoE in procuring and distributing over 9 million copies of Chichewa and English textbooks for every Standard 1-4 public primary school learner in Malawi. With this support, a 1:1 ratio was first achieved in Malawi in 2017, but unfortunately has not been maintained due to wear and tear, loss, and damage. While USAID continues to contribute to TLM replenishment, currently through the Upper Primary Reading Activity and NextGen, and though NextGen supports the MoE's efforts to budget and plan for TLM replenishment, a 1:1 ratio won't be achieved or maintained without improved management and care of TLMs in schools and communities.

In addition to the NESIP and EMIS data cited above, other recent data show poor literacy learning outcomes and the shortage of necessary TLMs. The most recent early grade National Reading Assessment (NRA), conducted in 2021 with USAID support, shows that most learners are not gaining the desired levels of foundational literacy skills in English or Chichewa. The NRA also mirrored NESIP and EMIS findings about the learner to textbook ratio and access to reading material. The report also looked at the link between access to TLMs and literacy learning outcomes, and highlighted the important role of the community.

USAID's 2019 Global Book Alliance Malawi Supply Chain Analysis (SCA) Report gives more detailed insight into the book supply chain related issues that impede achieving the student-to-textbook ratio of 1:1 for all subjects across all grades. While a lack of data made it difficult to determine the exact numbers, according to 2018–2019 Ministry data, with donor support, significant progress had been made for Chichewa textbooks in the early grades. The much higher ratios reported in the 2021 NRA and the 2022 EMIS show that these 2019 ratios were not maintained; the COVID-19 related school closures likely contributed to books being damaged and lost. Through interviews and school visits, the SCA team sought to understand TLM management and utilization patterns and issues in schools. To improve the availability of TLMs in schools, the SCA emphasizes the role of school community management structures in working in partnership with schools, and the importance of data, and gives recommendations about parent and community engagement in TLM management.

The documents mentioned above also provide insight into the similar supply challenges and need to care for materials adapted for learners with disabilities, and for technology used to support children's literacy acquisition, such as assistive devices for learners with disabilities, or tablets. The SCA cites a lack of assistive devices and large-print textbooks. The USAID supported Reading for all Malawi's (REFAM) Activity's 2022 Early Grade Reading Assessment (EGRA) for Learners with Disabilities in Malawi reported that more than 20 percent of schools did not have adapted materials for learners with disabilities. The EGRA report also recommended that the MoE should provide adapted TLMs, including assistive technology, for learners with disabilities, and should conduct a survey of existing assistive technology in public schools. The 2021 NRA recommended expanding the use of electronic devices for reading at home, while the MoE, with support from various partners, has introduced tablet-based literacy activities for children in selected schools. Whether print-based or electronic, all devices to support children's literacy

acquisition need to be safeguarded, and inclusion of care for electronic and assistive devices was also a request from several stakeholders consulted during activity design.

Knowing the importance of TLMs in foundational skill development, and the challenges in maintaining desired TLM:learner ratios, the MoE and other partners have implemented a variety of procedures and activities for TLMs procurement and distribution. With school leadership, SMCs and PTAs are involved in approving plans for the school improvement grants, which can be used for small-scale replacement of books at the school level. Where distribution of TLMs is done by the central MoE, new books (including those from USAID and other partners) are accompanied by circulars. Guidance in the August 2022 circular on the replenishment of Standard 1-4 learner's books and teacher's guides prescribed book care practices, emphasized that teacher's guides and learner's books should be used in all lessons, and that supplementary readers, but not learner's books, should be taken home. According to market research and field observations, some schools did not receive the circular, and although they were trying to engage the community and manage TLMs well, many schools were falling short.

While documents such as the PSIP Guidelines, the National Strategy for Community Participation in Primary School Management, and the Education Act specify the roles and responsibilities of SMCs, PTAs, and MGs in managing resources and ensuring quality teaching and learning in schools, in practice these groups need support to actively carry out their roles. The 2022 EMIS report, as well as the 2021 NRA, include information on levels of school community management structure involvement and use of SIG funds, and areas for improvement. According to EMIS the majority of schools have active SMCs, PTAs, and MGs. However, according to the NRA, most involvement was through passive meeting attendance, rather than being actively involved in activities or advocacy.

USAID/Malawi's investment in the NRP since 2015 has sought to improve literacy outcomes and to address the challenges outlined above by improving children's access to TLMs, as well as strengthening the education system and literacy instruction. To continue to improve English and Chichewa literacy learning outcomes, the current USAID/Malawi NextGen Activity builds on previous USAID/Malawi's NRP support activities. Previous USAID funded NRP activities such as the Malawi Early Grade Reading Improvement Activity (MERIT), Yesani Ophunzira "Assess the Learner" Activity (YESA) and REFAM have engaged parents and communities in enhancing the reading culture among children, and also developed training manuals and guides for parents and community members on how to support children's reading at school and home as well as on effective care and use of books. The school governing structures were oriented and trained on how they support and enhance children's reading development by establishing reading centers or camps in the communities. Experience from MERIT and YESA points to the need for clear structures for working with school community management members and engaging the various communities linked to each school. Other recent or current USAID/Malawi activities also support the NRP. The NextGen project focuses on Standards 1 and 2, and is intended to "solidify and build on the contributions made to date as part of the implementation of Malawi's National Reading Program (NRP) towards improving the delivery of high-quality early primary reading instruction in all Malawian primary schools". Several aspects of the NextGen activity seek to increase the number of TLMs in schools, the community, and homes, and to increase community engagement in literacy instruction. The NextGen project will:

- Support implementation of the SCA book chain recommendations [and policy], which may include promotion of private book markets. These recommendations include book tracking and tracing, data collection systems, and use of technology in data collection
- Support the provision and use of Standard 1 and 2 teacher's and learner's books, with the aim that by the final two years of the project the Government will provide 50 percent of books needed to maintain a 1:1 ratio
- Involve citizens and civil society organizations in data collection and support SMCs to track data on learners' and teachers' use of textbooks
- Promote youth-led reading camps and other community engagement activities and mobilize communities to bring reading materials to reading camps and establish community reading activities
- Find innovative solutions to ensure there are adequate reading materials (which could include digital formats) in homes and communities
- Train 100 percent of SMCs and PTAs

In addition to NextGen, USAID/Malawi's other NRP-related activities include:

- **Upper Primary Reading Activity** (UPRead, 2021-2026) - Providing technical support for the revision of teacher's guides and learner's books for English and Chichewa for Standards 5 through 8; distribution will be done in 2023 and 2024 at a 1:1 ratio through another TLM Replenishment Activity to all public primary schools.
- **TLM Replenishment Activity** (2022-2023) - Intended to help schools maintain a 1:1 ratio where previously provided books had been lost or damaged due to wear and tear; in 2022 USAID provided 4,713,077 English and Chichewa books to Standard 1-4 learners in 5,546 schools, which allowed approximately 90 percent of Standard 1 and 2 learners to benefit from a 1:1 ratio, while the replenishment was at 30 percent for Standards 3 and 4.
- **Global Book Alliance in Action** (GBAIA, 2021-January 2023) - Developed, printed and distributed five hundred thousand children's books for use at home by children in Standards 1-4 distributed in 246 schools in Salima, Dowa, and Ntchisi. The books were distributed through SMCs and PTAs, and parents received demonstrations on best practices for caring for books and reading with their children. Messages were delivered through a social behavior change campaign (SBCC) focused on creating demand, and on improving care, maintenance, and storage of books. SBCC messages were delivered directly in community meetings, and through radio public service announcements, radio role plays or dramas, and print ads in newspapers. GBAIA also supported private publishers to create sale versions of readers for purchase and supported the MoE to develop a National Book and Reading Policy, building on the SCA recommendations.
- **Reading for All Malawi** (REFAM, 2019-2022) - Adapted materials for learners with disabilities and distributed them to schools and to parents, along with training in their use.

These activities/projects among other impacts, will increase the number of TLMs in schools and the community, and will improve teachers' methods and increase the ability of parents and community members to support literacy acquisition, but do not engage school communities in safeguarding TLM through improved management and utilization. The NRP requires additional

support to strengthen the MoE TLM-related structures by engaging the community. To contribute to achieving Malawi's literacy and foundational learning targets the Tisamale Mabuku Activity will engage communities, with leadership from school community management members (SMCs, PTAs, and MGs), to take an active role in ensuring oversight, transparency, and accountability in the management and utilization of NRP TLMs in public primary schools and communities.

Along with school community management members, this activity will engage an inclusive group of community stakeholders including, but not limited to, parents, civil society organizations (CSOs), community based organizations (CBOs), faith-based organizations (FBOs) and churches, organizations for persons with disabilities, youth, area and village development committee (ADC and VDC) members, Chiefs, traditional leaders, and any other appropriate local government members or structures. Participation of youth, women, and persons with disabilities should be prioritized. To build and strengthen connections between the MoE and community-based structures, MoE and other GoM officials at the school, zone, district, division, and national levels should be engaged and informed as appropriate. This includes, but is not limited to, Head Teachers, Primary Education Advisors, District Education Managers, District Education Committees, Education Division Managers, and representatives from relevant Directorates. Civil society organizations should also be involved at the local and national level, as they can play an important role in supporting local communities. Many schools have a large number of feeder communities and unique stakeholder compositions, which will require the involvement of community stakeholders to vary across participating schools.

2.2. TARGET POPULATION

The primary target beneficiaries of this project are primary school children from Standards 1-8 who will have better access to the TLMs that are necessary to enable them to master foundational literacy skills and to proceed through primary school. Other beneficiaries include the parents and caregivers, school community management members and other community stakeholders, and youth who will be engaged to help better manage TLMs in the school and community. Ministry of Education stakeholders, as well as CSOs and disabled persons' organizations, at the community, district, and national levels will also benefit. Inclusion and active participation of youth, women, and persons with disabilities will be prioritized.

2.3. GEOGRAPHIC FOCUS

This project will be at a national scale and will include at least 200 selected schools and their communities from all six education divisions. Depending on media used, some nationwide public awareness activities may be included. Although the project may not be in all schools, the nationwide distribution enables a multiplier effect where additional schools and communities benefit as the system is strengthened and SBCC messages reach those outside of the specific target communities. A scalable technical approach is preferred over a more intensive intervention at each participating school. The IP should propose the selection criteria, and ultimately the selected communities, however community selection will take into consideration the list of communities included in related education sector activities including GBAIA, NextGen (the overall activity is in all primary schools nationwide, however specific aspects, such as the pre-primary pilot and some community engagement activities, will be in selected schools), the

National Numeracy Programme, and School for All. Overlap with the districts where USAID/Malawi's OVC/Dreams Activity and Governance for Solutions Activity are active should also be considered, as well as districts included in any other relevant US Government interventions. Communities with an active SMC, PTA, and MG should be preferred, and the selection should include at least some schools with inclusive education resource centers and/or specialist teachers. Selection should also include a cross section of urban, peri-urban, rural, and hard to reach schools, and should take into consideration current learner to TLM ratios.

2.4. USG AND DONOR ACTIVITY

In addition to the Education Office activities/projects described above, this activity complements a variety of activities implemented by other USAID offices and other donors in Malawi, as well as by the GoM. The activity will require coordination with existing activities/projects and should build on past initiatives. These include, but are not limited to, the following:

- **USAID's Governance for Solutions (GfS, 2022-2027)** - The GfS activity in the Democracy, Rights and Governance Office works to "strengthen public sector performance in service delivery". It uses a problem-solving approach that identifies key constraints to service delivery in natural resource management, agriculture, education, and health sectors. This activity seeks to enable local communities to identify and address their own challenges. Among other challenges, communities have identified lack of training and accountability for SMCs and PTAs in financial management, gaps in local ownership of schools, and unavailability of learning materials, as some of the education sector governance issues.
- **USAID's OVC/Dreams Ana patsogolo (APA, 2020 to 2025) and Lilongwe OVC Activity (LLOVC, 2019-2024)** - The APA activity in the Health, Population, and Nutrition Office is implemented in Blantyre, Chikwawa, Machinga, Mangochi, Mulanje, Phalombe, Thyolo, and Zomba. APA delivers health and social protection services to prevent new HIV infections and reduce vulnerability to HIV among orphans and vulnerable children (OVC) and adolescent girls and young women (AGYW) 117 clinics across 8 high HIV burden southern districts. APA includes work with parents and school community management members to promote community engagement, which provides an opportunity for collaboration with the Tisamale Mabuku Activity. With a similar approach to reaching OVCs, the LLOVC activity in Lilongwe district aims to mitigate the impact of HIV and prevent new infections among priority populations.
- **The Global Partnership for Education (GPE)'s Malawi Education Reform Programme (MERP, 2022-2025)** - Implemented by the MoE, with support from the grant agent, the World Bank, MERP is a \$210 million sector-wide national reform activity "to improve learning environments for students in lower primary". The first of the program's six components focuses on expanding and reforming SIGs with a needs-based component to enable schools with very low resources to provide TLM, and specifies the role of SMCs in overseeing their use, and incentivizes the MoE to improve SIG administration. Additionally, MERP head teacher leadership training includes improved record keeping and "management and utilization of textbooks across all classes".

- **Foreign, Commonwealth & Development Office (FCDO)’s National Numeracy Program** (NNP, 2018-2024) - Includes the revision of the Standard 1-4 mathematics curriculum, production of related learner workbooks and teacher books, and training of teachers. The activity, which takes lessons from the NRP, includes an SBCC aspect to help parents and the community understand the intended use of learner workbooks and to challenge misconceptions about the ability of early-primary children to learn.
- **Japan International Cooperation Agency (JICA)’s School for All initiative** (2023-2027) - Works with grassroots structures at school level to support the implementation of the Decentralization Policy by training PTAs to hold democratic elections, and providing remedial math support to Standard 5-8 learners through homework workbooks. While the activity is currently in a limited number of schools, it may be expanded, and may eventually include literacy activities.

2.5. PURPOSE AND EXPECTED RESULTS

2.5.1. PROJECT PURPOSE

This project contributes to USAID/Malawi’s CDCS DO 1: Public sector is more accountable and effective at national and decentralized levels, specifically under IR 1.1: Citizen Rights and Responsibilities Actively Exercised. IR 1.1 includes engagement with PTAs to improve education quality, and civil society organization advocacy for improved accountability of public resource expenditures. The activity also contributes to DO 2: Youth lead healthy, informed, and productive lives, specifically under IR 2.1 as it strengthens youth agency and 2.2 as it increases public sector capacity to deliver services to youth. Other USAID/Malawi Education Office activities supporting the NRP are situated under DO 2. To reinforce the DOs, USAID/Malawi is also pursuing a localization agenda; with a strong focus on strengthening local partners and enabling local communities to identify and carry out solutions to their own TLM management related challenges, this activity furthers the localization agenda.

2.5.2. DEVELOPMENT HYPOTHESIS

This TLM monitoring project is premised on the hypothesis that **if** school community management members and the wider community are informed about the importance and care of TLM; **if** the community monitors TLM management and utilization in their local schools and identifies issues and solutions; **if** the community implements the solutions identified and sustainably monitors, supports, and advocates for the management and use of TLM, as well as the exchange of accurate TLM-related data; **then** primary school children will use TLMs in their schools and communities and develop the foundational literacy skills that will enable them to succeed in education.

Goal: Communities and civil society contribute to management and utilization of National Reading Program (NRP) teaching and learning materials (TLMs) in Malawian public primary schools and communities by taking an active and sustainable role in ensuring oversight, transparency, and accountability		
Purpose: All children in Malawian public primary schools have access to the NRP TLMs in their schools and communities that are necessary for their development of foundational literacy skills		
IR 1: Communities and civil society monitor, report on, provide support for, and advocate for effective management, replenishment, utilization, and accountability for TLMs in public primary schools and community	IR 2: Communities and civil society contribute to improved management, accessibility, and utilization of TLM data for public primary schools and their communities	IR 3: Public awareness of intended utilization and management of TLMs in public primary schools and their communities, and the role of the community, is enhanced

2.5.3. EXPECTED RESULTS

This project will support the MoE's NRP by improving the capacity of school communities to make sure that intended NRP TLMs are available in their school and community and are managed and used appropriately. While the project will not directly provide additional TLMs, it will safeguard investments already made in the NRP by the MoE, USAID, and others by enabling communities to fulfill their roles and identify their own issues and solutions to improve TLM management and utilization in their schools and communities. Communities and civil society will support, monitor, and advocate for effective TLM management, and will contribute to improving the production and use of data related to TLMs and to improving public awareness of TLM management and use. As the community contributes to improved TLM management and utilization in the community, children's access to TLM, and therefore literacy outcomes, will improve. As an indirect benefit of this project the lifespan of TLMs for other primary school subjects may also be improved, although the focus is on NRP TLM¹. This two year activity is intended to provide at least one full school year of implementation in each participating school.

2.5.3.1 Intermediate Result 1: Communities and civil society monitor, report on, provide support for, and advocate for effective management, replenishment, utilization, and accountability for TLMs in public primary schools and community.

The community will be enabled to identify their own challenges and solutions, and to plan activities to support improved TLM management and utilization in their school and community. These solutions should build on existing community structures, stakeholders, and systems, such as

¹ A list of illustrative indicators is provided in the M&E section below for reference. Applicants should not be restricted by the list but propose most appropriate indicators to sufficiently measure each proposed result for the activity.

those supported by NextGen and MERP. This includes strengthening the ability of school community management members, and members of any other official community structures linked to the school, to fulfill their intended responsibilities and should integrate monitoring, reporting, and advocacy, and provision of related support.

Monitoring and reporting will allow the community to understand the situation in their school and community, and to identify and record relevant issues and data. Insight gained through monitoring, and compiled into reports, will inform advocacy and cooperation with the school and community to address issues identified and improve the accountability of the school and MoE. This includes advocacy to the MoE for TLM replenishment where learner to TLM ratios fall short, as well as support to identify additional resources for TLM replenishment. Where issues cannot be addressed at the school level, they can be consolidated with issues from other communities and elevated, with the support of CSOs, to higher levels. Monitoring and reporting will also inform community level plans for support to TLM management and utilization that address issues identified. Where appropriate, activities (particularly monitoring and reporting) should integrate innovative, low cost technology solutions, with a focus on using devices present in the schools.

While strengthening existing structures, the activity should be inclusive of all relevant stakeholders and prioritize innovative, replicable, locally owned, sustainable, and flexible solutions. To ensure sustainability beyond the activity, plans should be realistic, where possible using existing financial and material resources, and not placing an undue burden on individual community members. While community structures should hold schools accountable where necessary, the activity should seek to promote cooperation between the school and community as they work together to address issues at the local level, with the shared goal of improving learners' literacy outcomes. School community management members will likely play a leadership role in bridging the gap and improving engagement between the school and the wider community. Before planning or carrying out any activities, participating community members should understand desired TLM utilization and management as prescribed by the MoE, including the Ministry's plans for allocating resources for TLM procurement and replenishment, and their advice (through circulars and other materials) regarding intended TLM management and utilization.

Expected results:

- School community management members sustainably carry out their monitoring, reporting, advocacy, and support roles, aligned with official systems, procedures, and stakeholders, to improve TLM management, replenishment, utilization, and accountability, in their school and community.
- Improved community engagement and cooperation between education system stakeholders and the community to sustainably support intended TLM management and utilization. Inclusion and active participation of youth, women, and adults with disabilities is prioritized

- Sustainable approaches for community support to TLM management and utilization, complementing official MoE systems, are identified, documented, and available to stakeholders and to the MoE to inform decisions about national policy
- Community and civil society organization advocacy strengthens TLM management, replenishment, utilization, accountability, and related systems, at the community, school, district, and national levels

Illustrative activities:

- Identify and map existing community engagement, and CSOs with relevant competencies, experience, and relationships based in the participating schools' communities. Also identify MoE, CSO, USAID, or other development partner activities with potential for coordination and sharing of lessons learned
- Define the roles and responsibilities of school and community stakeholders, as well as district and national stakeholders such as civil society organizations
- Hold knowledge sharing and ToT workshop to share best practices and prepare school community management members and CSOs to facilitate community training, identification of community-based solutions, and planning
- Community training(s) and solution generation facilitated by school community management and local CSO members
- The community develops and implements action plans with a focus on sustainable, low or no-cost solutions to problems, and plans for monitoring, reporting, advocacy, and provision of community support. Through this process schools might identify:
 - Solutions to specific TLM management and utilization issues faced by the school and their communities
 - Plans for engagement of necessary community stakeholders in the activities
 - Processes for sustainably carrying out monitoring, reporting, advocacy, and data management activities
 - Ways to use community resources to support:
 - Improved storage of TLMs in classrooms or homes
 - Acquisition and use of electronic books and adapted materials for learners with disabilities, as well as locally produced materials, to complement core curricula TLMs
 - Purchase of TLMs on the market or from MIE
 - Development of a library or system for sharing supplementary readers
 - Plans for community level SBCCs and activities
 - Ways to prevent loss of TLMs through "not for sale" books being on the market or sold to private schools
 - Plans to work with the Mobilization Corps of Malawi youth members (where available), building on their activities to support improved Standard 1 and 2 reading outcomes

- School community management members make sure that TLMs are appropriately included in the PSIP and purchased using SIG funds, also that the PSIP includes cost-free TLM care activities
- Communities monitor and compile standardized quarterly reports on TLM management and utilization in public primary schools and the community, including:
 - Issues identified and activities carried out
 - Whether the TLMs are in the right hands and used as intended by children, teachers, and parents
 - Prevalence and condition of books in the community
 - Analysis of the accuracy of school data on learner to TLM ratios
 - Use of school improvement grants or other community resources to increase or maintain the number of TLMs in schools or communities
 - Sustainable approaches
 - Challenges
- Using monitoring results, communities advocate at the appropriate level
- CSOs consolidate community reports, identify and prioritize issues, and advocate at the national level
- Hold best practices and knowledge sharing events among key stakeholders during and at the end of the activity, where success stories, lessons learned, and policy recommendations are collected, consolidated, and recorded
- The implementing partner provides monitoring and support to participating schools and their communities throughout the life of the activity, including through periodic site visits

2.5.3.2 Intermediate Result 2: Communities and civil society contribute to improved management, accessibility, and utilization of TLM data for public primary schools and their communities.

Improving data practices is a key part of strengthening the management and use of TLMs, and the community and CSOs can support the MoE to produce, share, and use accurate TLM-related data. For example, schools need to supply the MoE with accurate data on TLMs and learners; when the Ministry distributes TLM, schools and communities need to be informed about the number and type of TLMs distributed; when TLMs are distributed, schools need to provide information about the number and condition of TLMs received. In addition, complementary data collected through community monitoring efforts should be documented, shared, and used to inform decision making and to support the functioning of MoE data collection and book tracking and tracing systems. Activities should complement related MoE activities, tools, and systems, including those implemented with support from NextGen.

Data from MoE and community sources should be used to guide evidence-based decision making at all levels of the education system and to track the implementation of TLM management-related policies. At the school level, community and CSOs can work with school leadership to use

collected data to identify and follow through on actions to correct any identified issues. At the district and national level, CSOs can support the use of aggregated data to inform book procurement and distribution plans, or to update policies and procedures where needed. Where data is not shared as expected, or does not give the whole picture, community and civil society data and/or advocacy can contribute to improving data flows. CSOs should support communities in consolidating their data and advocating for improved TLM services at the district and national level.

To further improve the availability of data related to TLM, to complement the community efforts described here, and to inform the implementation of this and other NRP-related activities, nationally representative baseline and endline data on management of MoE TLMs will be collected and aggregated using standardized tools, including qualitative interviews, compared to that from other sources, and made available to all stakeholders. A midline “snapshot” should also be included. This will include data related to:

- Behaviors and procedures promoted in TLM-related MoE policies and circulars, including policies about bringing learner books home versus keeping them at school
- Relevant school and community characteristics such as distance to trading center, number of teachers and learners in each class, and whether the community has benefited from an SBCC campaign
- Number and condition of TLMs in classrooms compared to number of learners and recent distributions
- Number and condition of supplementary readers in learners’ homes and communities
- Number of TLMs missing from the system due to factors including loss, resale, theft, and damage
- “Not for sale” books on the open market or in private schools
- Lifespan of TLM
- How TLMs are distributed, used, and cared for in the school, classroom, and community
- Instances of community libraries, reading camps, or other activities to promote literacy, and how they manage the TLM
- Does the school have a system for tracking the location of the TLM
- Instances of TLM replenishment through SIGs or other funds

Expected results:

- Accountability and functioning of Ministry systems to produce, share, and use TLM-related data strengthened through community and civil society organization support. This includes:
 - Accurate school level data about the availability and condition of TLMs is submitted by schools to the MoE and is available to community stakeholders and civil society
 - Central MoE data, such as aggregated data and data related to planned TLM distributions, is shared with schools and is available to community stakeholders and CSOs
- Consolidated community monitoring data is available to the MoE and other stakeholders at the local and central levels, to complement MoE data

- TLM data is cited in TLM policy and procurement decisions

Illustrative activities:

- School community management members and CSOs (at the local and national level) review data submitted by their school to the MoE, data received by the school from the MoE, and aggregated national data, and advocate where data is inaccurate or unavailable
- Data from community engagement and monitoring of TLM management and utilization is collected by communities and civil society, consolidated, and shared at the school, district, and national levels

2.5.3.3 Intermediate Result 3: Public awareness of intended utilization and management of TLMs in public primary schools and their communities, and the role of the community, is enhanced

Social and behavior change and community outreach campaigns and interactive community activities will be used to increase public awareness and engage the wider community in efforts to improve the ability of schools and communities to manage and use TLMs. SBCCs will include socializing community members on the appropriate care of TLMs and their contribution to literacy development, on their own roles and responsibilities for keeping and caring for the supplementary readers that they receive, and on how teachers and learners should use TLMs in the classroom and the community. Communities should also be informed about national supply-chain procedures related to procurement and distribution, how schools label and track TLM, that TLMs in the school and community should be wrapped in plastic and kept clean and dry, and that “not for sale” books should not be sold in markets. Messages should not only promote awareness, but also a sense of community ownership and stewardship of TLMs. SBCCs should be specific and targeted, using tested messages to support desired behavior change, with monitoring of their effectiveness included. To reach as many people as possible, campaigns will be disseminated through local media and community forums, with innovative use of low-cost technology where appropriate.

Interactive community activities to complement SBCCs will give community members the opportunity to practice desired behaviors and to receive mentorship and modeling. Activities should be innovative and engaging, for example, integrating drama, dance, or song.

While there may be some standardized, national aspects, SBCCs and interactive community activities should, where possible, be planned by the communities themselves. Activities should support implementation of behaviors specified in Ministry of Education policies and circulars, and be built on lessons learned and on tested messages and materials, such as those produced with support from GBAIA. They should also complement, and where appropriate be integrated with, NextGen’s SBCC and community engagement activities.

Expected results:

- Improved public awareness in participating communities of TLMs, their importance in literacy development, their intended management and utilization in public primary schools

and their communities, and the rights and responsibilities of the community in TLM management

- Communities linked to all participating schools reached by SBCC campaign(s) and interactive community activities

Illustrative activities:

- SBCC campaign(s) with targeted and tested communication/media messages on intended management and utilization of TLMs and the rights and responsibilities of the community is developed and disseminated to the public through local media and community forums. These activities can be a combination of central and community led efforts
- Interactive community activities, also building on NextGen and GBAIA, and including mentorship and modeling aspects, are carried out in participating communities to promote appropriate management and utilization of TLMs
- Document successes and best practices in community engagement, as well as the effectiveness of the SBCC campaign(s) and messages and interactive activities
- Monitor, document, and share lessons learned regarding effectiveness of the SBCC campaign messages and methods, and of the community activities

3. PROJECT PARAMETERS AND CROSS-CUTTING CONSIDERATIONS

3.1. ENVIRONMENTAL COMPLIANCE CONSIDERATIONS

The Tisamale Mabuku Project is among the Education activities that fall under the approved DO 2: Positive Youth Development Initial Environmental Examination (IEE) 2021-2026. This IEE is found in the environmental compliance [database](#). The IEE determined a categorical exclusion for activity interventions under this award. The activity interventions are expected to have no foreseeable direct or indirect impacts on the environment. However, monitoring of the activity interventions for changes or unforeseen impacts must be done.

The recipient of the award 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.

As part of its initial Work Plan, and all Annual Work Plans, thereafter, the award recipient, in collaboration with the USAID A/COR and the Mission Environmental Officer or Bureau Environmental Officer as appropriate, must review all ongoing and planned activities under this cooperative agreement to determine if they are within the scope of the approved IEE. If the award recipient plans any new activities outside the scope of the approved IEE, it must prepare an amendment to the IEE for USAID review and approval. No such new activities must be undertaken prior to receiving written USAID approval of environmental documentation amendments. Any ongoing activities found to be outside the scope of the approved IEE must be halted until an amendment is submitted and written approval is received from USAID.

As required by ADS 204.3.4, the USAID/Malawi team and the implementing partner will actively monitor and evaluate whether the conditions of the IEE are being implemented effectively, and whether there are new or unforeseen consequences arising during the activity implementation that were not identified and reviewed in the IEE. If new or unforeseen consequences arise during activity implementation, the team will suspend the activity and initiate further review in accordance with 22 CFR 216. USAID monitoring for environmental compliance will be included in regular site visits.

3.2. CLIMATE CHANGE INTEGRATION

The Tisamale Mabuku Project is in the category of activities related to provision of education, technical assistance, or training which are rated low risk on climate risk management. As indicated above, these activity interventions are expected to have no foreseeable both direct and indirect impacts on the environment.

3.3. PRIVATE SECTOR ENGAGEMENT

This project will promote private sector engagement in the education sector by, along with the NextGen Project, increasing demand for supplementary readers and other TLMs and awareness of what materials are available on the market. This will complement efforts to strengthen the book market, guided by the National Book and Reading Policy. While the private sector has an interest in increasing the number of TLMs in schools and communities, and may benefit from improved utilization, particularly of supplementary readers, the private sector is unlikely to benefit directly from engaging the community in TLM management that is intended to improve their lifespan. For this reason, and because the activity is intended to strengthen public systems, the private sector cannot solve the problem independently.

3.4. COORDINATION DURING IMPLEMENTATION

As this project is intended to complement ongoing NRP efforts, particularly those implemented under the USAID/Malawi NextGen project, as well as other activities/projects from the MoE, USAID, and other development partners, coordination during work plan development and implementation is crucial. Coordination with the GoM, particularly the MoE at the central district, and school level, is a priority, as ultimately the activity should support the implementation of Ministry policies, the safeguarding of Ministry resources, and the engagement of community stakeholders to support the official primary education system. The implementing partner should have regular touch points with the school community management members in participating schools. As this project is intended to work closely with an inclusive group of community stakeholders, the IP can determine the exact modes of direct engagement with these stakeholders, and when engagement should be through the school community management members. Engagement with CSOs at the local, district, and national level will also be necessary.

The implementing partner should take part in calls between the Chief of Parties or Project Directors of USAID-supported NRP activities, which serve to ensure alignment. In addition to the

NextGen project and other relevant NRP activities/projects, this project will be required to establish communication and coordination schedules with the USG and donor activities listed in section 2.4. The IP will also need to cooperate with any additional relevant initiatives that are active at the time of the award launch or in the course of activity implementation.

Regular exchange of information is necessary to enable collaboration and coordination, and it will be up to the implementing partner to establish procedures with the MoE and other relevant stakeholders. This will include regular meetings and email exchange, as well as joint site visits and activities where appropriate. At the beginning of the activity, the implementing partner should meet with relevant stakeholders to identify overlap and areas for collaboration, and to identify coordination processes.

3.5. LOCALLY LED DEVELOPMENT

This project is intended to enable local structures, including school community management members and the wider community, to identify and solve their own challenges using local resources, to better fulfill their roles. The activity will prioritize building local capacity and giving local actors the opportunity to steer their own activities and capacity development, while facilitating local service delivery and advocacy where service delivery falls short. While the activity responds to lessons learned from past NRP activities, and to input from Ministry and community stakeholders, it will not dictate solutions to communities, but will give them the knowledge, structure, and support to develop locally owned plans that are tailored to their individual community context. Participating communities may receive some extra resources during the activity; however the activity will focus on supporting communities to identify sustainable plans and solutions that use available resources.

As described in section 3.4, coordination with the MoE and civil society at all levels, as well as with diverse stakeholders in the participating communities, will be essential. Through this coordination structure the implementing partner will not only communicate with each entity individually but will also use their convening power to bring together stakeholders and facilitate the conversations that are necessary to identify sustainable local solutions. To support this coordination, USAID will, in cooperation with the implementing partner, participate in key strategic conversations, and where necessary elevate conversations to the Secretary for Education or the Minister.

3.6. SUSTAINABILITY

Malawi has depended in large part on USAID to supply NRP-related TLMs, with the GoM intended to gradually take over. While (unlike the NextGen project) this project does not directly contribute to this transition of responsibility, increased community engagement in the management and utilization of TLMs will safeguard the investment and decrease the burden on the system to replace books more often than necessary. By increasing visibility of what happens in individual communities, sharing information, and holding Ministry systems accountable, the activity promotes systemic change as it strengthens community support and the Ministry's capacity.

This project is intended to establish structures and procedures that complement official GoM policies and procedures and continue far beyond the life of this activity. To ensure sustainability of activities, and sustainable improvement in TLM management and utilization, the project will focus on enabling communities to fulfill their TLM-related roles and to solve their own problems using locally available resources and sensitizing all stakeholders about the importance of TLMs to children's development of foundational literacy skills. This includes several efforts to record and share best practices which can be used by the GoM and other stakeholders to inform future activities. With a focus on using existing resources and building on existing procedures, the MoE should be able to introduce the structures and solutions identified to more schools, and could even use them to update policies, including the PSIP guidelines.

4. MONITORING, EVALUATION, AND LEARNING

As per requirement, the successful applicant shall be expected to prepare and submit and have the Monitoring, Evaluation and Learning Plan (MELP) that has to be approved within 90 days after the activity award. The MELP shall provide a clear, detailed, credible and robust system to track, report and manage performance of the activity as well as details on how the system will be operationalized. The MELP shall also provide strategies on how the project will strengthen capacities of the relevant government, civil society and communities in TLM data management and utilization. The successful applicant shall work with the Agreement Officer's Representative (AOR) to ensure that the MELP meets USAID's minimum standards, leverage data efforts with other activities/players within the sector (where possible) and align to the Mission's PMP. Below are specific requirements the MELP should address on monitoring; evaluation; collaboration, learning and adapting (CLA); and geographic information system (GIS).

4.1. MONITORING

The MELP shall provide clear details on how this project performance will be monitored to inform evidence based decision making, learning and adapting. The successful applicant will propose (in consultation with the AOR) appropriate and sufficient performance indicators (standard and custom) to track and report activity performance in a precise and timely manner. At minimum, these indicators shall include output and outcome. For each activity performance indicator, the MELP shall provide precise definition; realistic targets based on USAID specified performance plan and on sound programmatic assumptions; clear and rigorous data collection and analysis method; and appropriate disaggregation. All indicators will need to have appropriate disaggregates taking in consideration gender, age, geographical, grade, location, and other factors specified by USAID. For standard indicators, make reference to USAID's sample Performance Indicator Reference Sheets (PIRs) when coming up with the activity indicator definition, disaggregation and measurements, etc. Below are some illustrative indicators for consideration by applicants as they prepare MELP but applicants are at liberty to come up with list of indicators that would sufficiently measure each proposed result of the activity:

- Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance (ES 1-13, output)

- Number of parents or community members trained to support children’s education, with USG assistance (Supp-7, output)
- Percent of primary grade learners targeted for USG assistance who have the appropriate variety of reading materials in the language of instruction with inclusive representation of diverse populations (ES.1-55)
- Percent of USG-assisted organizations with improved performance (CBLD-9, outcome)
- Proportion of NRP TLMs provided to schools that are in good condition
- Percent of schools with community governance structures and or parents that effectively play an active role in TLM management and utilization
- Percent schools that implement with fidelity TLM management, utilization and care interventions
- Number of civil society or community organizations members trained in their roles in TLM management, utilization and advocacy

The MELP shall also specify data quality assurance measures the offer will put in place to ensure that data collected/reported is credible and meet the five USAID’s minimum data quality standards. The successful applicant will be expected to institute an internal data quality assurance plan besides supporting USAID in the conduction of the external data quality assessments as specified in the ADS Chapter 201.

To ensure performance data collected is well managed, the applicant shall be expected to set up a robust database that will allow the system to deal with issues of double counting, under and over reporting and report unique numbers for indicators with that requirement. Besides this, the applicants will be required to report data on selected indicators to USAID/Malawi through the Development Information System. USAID will provide the training to key staff from the successful applicant as soon as the MELP is approved.

4.2. EVALUATION

This project may be subjected to USAID funded external (third party) evaluation covering early grade interventions implemented under this activity and the Next Generation Early Grade Reading (NextGen Project). In this case, the applicant will be expected to coordinate closely with the third-party evaluator regarding data and observation needs and must budget for all other program-related monitoring, evaluation and learning expenses. The Applicant must also design and implement effective data management systems that facilitate third-party evaluations and that lay a foundation for USAID and other parties to track project outcomes that extend beyond the life of the activity.

4.3. COLLABORATING, LEARNING AND ADAPTING (CLA)

The MELP shall also provide a detailed collaborating, learning and adapting (CLA) plan. The plan should elaborate how this project will collaborate with stakeholders to document lessons learned and best practices. The MELP should provide specific details on how the activity will facilitate collaboration internally and with external key stakeholders and will facilitate learning among activities and programs that are complementary to this project.

The MELP is also expected to provide succinct details on how the activity will generate and feed new learning, innovations, and performance information back into the system to inform program management, design, policy dialogue opportunities and advocate for government commitment for future replenishment (e.g. creating pauses for reflection within the activity implementation scheme, engaging stakeholders for shared ‘learning moments’, conducting analytical review of existing and/or new evidence that may support or contradict common understanding). The applicant should also clearly state in the MELP on how the project will translate learning (considering changing conditions, along the lines of the risks, assumptions and game changers) into strategic and programmatic adjustments.

4.4. USE OF GEOGRAPHIC INFORMATION SYSTEMS (GIS)

As required by ADS 579, the successful applicant will be required to collect and submit Global Positioning System (GPS) data related to the activity to report data on selected indicators by geographical locations where appropriate. The success applicant will be requested to be reporting electronic primary data sets to the USAID/Malawi AOR at appropriate intervals. All locations where implementation is occurring must be geo-referenced (Education Division, Districts, Zones and Schools, etc.). At a minimum, data must be provided in an MS Excel sheet with latitude and longitude locations in decimal degree format and other attribute data that will be agreed upon in coordination between the AOR and the implementing partner. USAID/Malawi prefers the submission of data in the ESRI-shape file format with an associated meta-data file.

(END OF SECTION A)

SECTION B: FEDERAL AWARD INFORMATION

1. Estimate of Funds Available and Number of Awards Contemplated

USAID intends to award one Cooperative Agreement pursuant to this notice of funding opportunity. Subject to funding availability and at the discretion of the Agency, USAID intends to provide \$4,000,000 in total USAID funding over a two year period.

2. Start Date and Period of Performance for Federal Awards

The anticipated period of performance is two years. The start date will be dependent upon the timeline in which negotiations and necessary responsibility determinations will be completed.

3. Substantial Involvement

USAID/Malawi will be substantially involved in the implementation of this Cooperative Agreement consistent with USAID policy contained in ADS Chapter 303 concerning non-governmental assistance activities. USAID/Malawi will be substantially involved through the Agreement Officer, except to the extent that the Agreement Officer delegates authority to the Agreement Officer's Representative (AOR) in writing. The intended purpose of the substantial involvement during the award is to assist the Recipient in achieving the supported objectives of the Cooperative Agreement. Anticipated substantial involvement elements for this award are listed below:

- a) Approval of Annual Work Plans. The AO has delegated this authority to the AOR. Any changes to the approved Work Plan shall require additional approval by the AOR.
- b) Approval of the initial Monitoring, Evaluation, and Learning Plan (MELP) and any subsequent changes to the MELP. This authority is delegated to the AOR.
- c) Approval of site selection criteria and sites.
- d) Review and approval of key products and of reports as described in Section F.
- e) Agency monitoring and regular meetings to permit specific kinds of direction or redirection of the work because of the interrelationships with other projects or activities and relationship to the Ministry of Education. All such direction or redirection must be within the program description budget, and other terms and conditions of the award.
- f) Approval of selection of all sub-awards.
- g) Approval of Key Personnel: The Chief of Party is considered Key Personnel and will be essential to the successful completion of the award. After award, prior to replacing any of the specified individuals, the Recipient must immediately notify both the Agreement Officer and AOR in advance and must submit written justification (including proposed

substitutions and 3 references for each) in sufficient detail to permit evaluation of the impact on the program. No replacement of Key Personnel shall be made by the Recipient without the written consent of the Agreement Officer.

Chief of Party

The Chief of Party (COP) must have outstanding past performance references and a record of successfully leading projects that are similar in size, scope and complexity. The COP must have at least a Bachelor's Degree in a relevant area and at least 5 (five) years of demonstrated significant, relevant, progressively increasing responsibility in the design, implementation, and management of activities of similar scope in Malawian and/or a similar context, in education, community development, or governance. Previous experience as a COP, or in an equivalent Program Manager function, is preferred. In addition, the following characteristics are desired:

- Understanding of the technical activities this activity will implement. The COP need not be an expert in all these areas but must have a combination of educational and work experience that demonstrates an ability to provide effective overall technical leadership and oversight.
- Experience achieving results, with specific and relevant development outcomes achieved as a result of the proposed COP's leadership well documented.
- Ability to work in teams and foster partnerships, with specific instances when the COP has formed, led, or participated in relevant partnerships well documented.
- Ability to lead local capacity development and facilitate community-led problem solving, institutional strengthening, and partnership building, as well as to work collaboratively with other implementing partners, donors, and host country institutions. This includes a demonstrated ability to work with local partners to ensure adherence to all sub-award requirements.
- Strong communication skills and ability to manage high quality, timely, reporting and communication efforts.
- Monitoring, evaluation, and learning skills.
- Commitment to results for women and girls, individuals with disabilities, and other vulnerable populations.

4. 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).

5. Nature of the Relationship between USAID and the Recipient

The principal purpose of the relationship with the Recipient and under the subject project is to transfer funds to accomplish a public purpose of support or stimulation of the **Tisamale Mabuku Project** 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 NOFO is not restricted.

USAID welcomes applications from organizations that have not previously received financial assistance from USAID if the Applicant determines that it has necessary capacity to implement activities of this magnitude.

Faith-based organizations are eligible to apply for federal financial assistance on the same basis as any other organization and are subject to the protections and requirements of Federal law.

2. Cost Sharing or Matching

Cost share is not required under this funding opportunity. However, Applicants that are willing can propose cost share of any level as their contribution to the intended activity. Please note that if cost share is proposed, will not be a part of the merit review factors. As such any voluntary proposal to bring cost share will not result in added ratings or scores during technical or cost review. If proposed cost share funds may be provided directly by the recipient; other multilateral, bilateral, and foundation donors; host governments; and local organizations, communities and private businesses that contribute financially and in-kind to implementation of activities at the country level. This may include contribution of staff level of effort, office space or other facilities or equipment which may be used for the program, provided by the recipient. For guidance on cost sharing in grants and cooperative agreements see 2 CFR 200.306.

[END OF SECTION C]

SECTION D: APPLICATION AND SUBMISSION INFORMATION

1. Agency Point of Contact

Primary POC:

Name	Natalie J. Thunberg
Title	Agreement Officer
E-mail	nthunberg@usaid.gov

Secondary POC:

Name	Manale Jimu
Title	Acquisition & Assistance Specialist
E-mail	mjimu@usaid.gov

2. Questions and Answers

Questions regarding this NOFO should be submitted in writing through email to OAA-Malawi-Solicit@usaid.gov copying mjimu@usaid.gov and jkitongo@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 NOFO will be furnished promptly to all other prospective Applicants as an amendment to this NOFO, if that information is necessary in submitting applications or if the lack of it would be prejudicial to any other prospective applicant.

3. General Content and Form of Application

Preparation of Applications:

Each applicant must furnish the information required by this NOFO. Applications must be submitted in two separate parts: the Technical Application and the Business (Cost) Application. This subsection addresses general content requirements applying to the full application. Please see subsections 5 and 6, below, for information on the content specific to the Technical and Business (Cost) applications. The Technical application must address technical aspects only while the Business (Cost) Application must present the costs, and address risk and other related issues.

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

- Name of the organization(s) submitting the application;
- Identification and signature of the primary contact person (by name, title, organization, mailing address, telephone number and email address) and the

identification of the alternate contact person (by name, title, organization, mailing address, telephone number and email address);

- Program name
- Notice of Funding Opportunity number
- Name of any proposed sub-recipients or partnerships (identify if any of the organizations are local organizations, per USAID's definition of 'local entity' under ADS 303).

Applicants must review, understand, and comply with all aspects of this NOFO. Failure to do so may be considered as being non-responsive and may be reviewed 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

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 Technical Application must contain a clear description of how the Applicant intends to carry out the Program Description contained in this NOFO and should take into account the requirements of the program and technical merit review criteria found in this NOFO. Merely repeating the narrative without sufficient elaboration will not be considered responsive.

Applicants must only provide information that is required as stated in specific instructions.

The cover page, table of contents, acronym list, executive summary, and documents included in the annexes are NOT included in the page limitation. Applications are limited to 20 pages; PAGES BEYOND 20 WILL NOT BE EVALUATED. The front and back sides of a single sheet must be counted as two pages when information is provided on both sides. Items such as graphs, charts, and tables may be used as appropriate but must be considered part of the page limitation. Only annexes requested in this NOFO will be evaluated. See Section D.3 above for additional formatting requirements.

a) Cover Page

See section D.3 above for requirements.

b) Table of Contents

Include major sections and page numbering to easily cross-reference and identify merit review criteria.

c) Acronym List

List and spell out acronyms included in the application.

d) Executive Summary (Up to 3 pages)

The Executive Summary must provide a high-level overview of key elements of the Technical Application. The executive summary should:

- Contain brief descriptions of the strategic and technical approaches, including innovations and approaches to build sustainability
- Identify major outcome indicators, specifying end-of-program targets and deliverables
- Identify consortium members and subpartners, if any, including their names, type of relationship (e.g., sub-grant or strategic/technical collaborator) as applicable
- Summarize relevant past experience of consortium members
- Identify the main representative(s) responsible for the application.

e) Technical Application (Up to 20 pages)

The Technical Application must be divided into three sections (1) Technical Approach, (2) Management and Personnel Plan, and 3) Overview of Institutional Experience and Capability. USAID will also verify that all portions of the Technical Application include an adequate consideration of gender and the inclusion of persons with disabilities, as appropriate. Information requested in annexes serves to complement that presented in the Technical Application. The Technical Application must contain the following:

❖ Technical Approach (Up to 8 pages)

Applicants must submit a technical approach organized according to the technical merit review criteria in Section E and the guidelines below. Technical Approaches must be reflected in the attached activity work plan and other annexes described below. The Technical Approach must articulate strategies and methods for realizing the objectives and results specified in the Program Description. The Applicant should propose strategies, approaches, and methodologies that are clear, ambitious and feasible, replicable and evidence-based, and context-driven. The approach should lead to the development of collaborative relationships with the Government of Malawi to foster sustainability and potential scale up at national and local levels to achieve the desired results described in the Program Description. Additionally, the Technical Approach must:

- Be feasible and appropriate to the Malawian context, building on and strengthening existing systems.
- Reflect efficient and sustainable plans to facilitate local problem solving and maximize local ownership for sustainable solutions.

- Propose and provide rationale for the number and geographic distribution of schools, with a preference for a scalable and sustainable intervention reaching as many schools as possible.
- Elaborate how the activity will engage an inclusive and diverse group of stakeholders, including youth, school community management members and other stakeholders, parents and caregivers, civil society organizations, MoE stakeholders, women, and adults with disabilities at the community, district, and national levels. This should include identification of key partners and their roles and responsibilities, as well as proposed coordination and communication structures.
- Propose key performance indicators and associated life of activity targets that will measure and report progress in achievement of expected results of the activity. Also mention how these indicators will be measured. Targets should be ambitious, as well as feasible given the context and implementation approach.
- Address gender gaps and inclusion of children with disabilities, as relevant to the results described in the Program Description.
- Include climate resilient approaches and climate resiliency messaging where appropriate.

❖ **Management and Personnel Plan (maximum 5 pages)**

Applicants must submit a Management and Personnel plan that describes how operations will be conducted for the proposed activities and includes adequate approaches to manage all the activities described in the Program Description. The plan should ensure maximum effectiveness in implementing the technical approach and achieving the expected program results, including gender equity and inclusion of persons with disabilities within results described in the Program Description. It should also reflect the required breadth and depth of professional technical expertise. This plan includes clear descriptions of:

Management -

- The roles, responsibilities, and lines of reporting and communication between the Recipient and any subpartners, and between home and field-based personnel.
- How the team will be managed.
- The organizational capacity of the Recipient and any subpartners, including flexibility to adjust to currently unknown, unanticipated circumstances.
- The organizational structure, including and field offices and subpartners, reflecting the number and geographic locations of offices.
- How the planned roles will ensure local ownership to support continued operations beyond the life of the activity.
- How the Applicant expects to initiate and manage ongoing coordination, collaboration, and knowledge sharing with diverse entities including communities, USAID/Malawi, implementing partners, MoE, other relevant donor activities, and other local actors.
- Planned efforts to promote an inclusive working environment, including for women and people with disabilities.

Personnel -

- A personnel plan including proposed roles, responsibilities, and lines of reporting and communication of all anticipated personnel, including the Key Personnel, support staff, home office support, long and short-term professionals, and any subpartner personnel that is aligned with the requirements in Sections A and B.4. Collectively, the personnel should address all of the desired characteristics listed for Key Personnel in section B.4. Complementarity of technical understanding among personnel is essential.
- Gender equity should be considered in the personnel plan, with hiring practices that welcome women and people with disabilities.
- Illustrate the complementarity among staff to show how roles will be organized to meet activity goals.

❖ Overview of Institutional Experience and Capability (maximum 2 pages)

Applicants must submit a brief overview of their institutional capacity and past experience, along with that of any subpartners, of implementing programs of similar magnitude and complexity to those described in the Program Description. This should include reflection on lessons learned and how these lessons would be applied to this activity. USAID will evaluate the depth and relevance of the applicant's (including subpartners) institutional experience and the extent to which it includes experience managing and executing projects or activities of similar size, scope, complexity and operational environment within the last five years. This includes consideration of the specific role the applicant (and/or their subpartner) played in implementing the projects or activities, and the sustained achievements that directly resulted from their effort.

f) Annexes:

Required Annexes (not included in page limits):

Annex 1 - Activity Work Plan Gantt Chart (no more than 3 pages):

Applicants are required to include a draft activity work plan Gantt chart which aligns with the Technical Approach and documents a logical sequence of events over the two-year activity lifespan that will allow the activity to produce the required outputs. This includes, but is not limited to development of key relationships, mobilizing activity personnel, opening the office, awarding key partners' subcontracts, events key for activity implementation, as well as close-out activities. Brief activity descriptions can be included for clarity.

Annex 2 - Organizational Chart (one page):

Applicants shall provide an organizational chart illustrating the structures proposed in the Management and Personnel Plan, including staffing pattern and major functions.

Annex 3 - Key Personnel and Resumes:

The Key Personnel annex shall include a list of proposed Key Personnel (see B.4) that includes the description of the proposed position and the level of effort expected. The Chief of Party is the

only required Key Personnel. The Recipient must submit a resume or CV for the proposed COP. CVs/resumes must not be longer than 3 pages and in chronological order starting with the most recent experience. The resumes should at least include relevant work experience in similar projects and technical and academic qualifications and demonstrate how the proposed COP meets minimum requirements described in Section B. Applicants shall also provide contact information (phone number and email address) for three references for the proposed Key Personnel (one superior, one supervisee, and one peer).

The applicant must also include firm commitment signed by all individuals proposed as Key Personnel, confirming their present intention to serve in the stated position and their present availability to serve for the term of the proposed award. Applicants must not submit exclusive letters of commitment; the Mission prefers to allow individuals to be proposed on multiple applications as they wish, however should any proposed Key Personnel become unavailable at any time during the evaluation process, applicants are requested to immediately advise the AO. USAID will request recertification and updated commitment letters of proposed Key Personnel and revise the scoring accordingly prior to the AO making final award determination.

6. 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 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 cost share amount. Files must not contain any hidden or otherwise inaccessible cells. Cost application with hidden cells lengthen the cost analysis time required to make an award and may result in a rejection of the cost application. The cost application must have sheets covering the 2-year performance period and additional sheets as necessary to provide cost details or category breakdown.

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

- 1. Cover Page** (See Section D.3 above for requirements)
- 2. 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 <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.

3. 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 <https://www.usaid.gov/ads/policy/300/303mav>
- (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).

4. 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, 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:

- A. **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.
- B. **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.
- C. **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.
- D. **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.

NOTE:

In accordance with 2CFR 200, “**Equipment**” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. **All equipment must be listed in a separate budget line item.**

- E. **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.

F. Construction – If applicable (See [ADS 303.3.30](#))

G. **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.

H. **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.

I. 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.

J. 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
- Unique Entity Identifier (UEI)
- 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.

K. Unique Entity Identifier (UEI) and SAM Registration

Applicants must obtain a Unique Entity Identifier (UEI) and register in the System for Award Management (SAM) (<https://sam.gov/>) in order to be eligible to receive federal assistance, such as

grants and cooperative agreements. Unless an exemption applies (see ADS 303maz), applicants must be registered in SAM prior to submitting an application for award for USAID's consideration. Recipients must maintain an active SAM registration while they have an active award. Each applicant (unless the applicant is an individual or entity that is exempted from UEI/SAM requirements under 2 CFR 25.110) is required to:

1. Provide a valid UEI for the applicant and all proposed sub-recipients;
2. Be registered in SAM before submitting its application.
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.

Applicants can find additional resources for registering in SAM, including a Quick Start Guide and a video, on <https://sam.gov/>.

History of Performance

The apparently successful applicant will be asked by the AO to 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 years, 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 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.

Applicants should not provide this information unless requested by the AO.

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.

9. 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

10. Funding Restrictions

Profit is not allowable for recipients or subrecipients under this award. See 2 CFR 200.331 for assistance in determining whether a sub-tier entity is a subrecipient or contractor.

Construction will not be authorized under this award.

USAID will not allow the reimbursement of pre-award costs under this award without the explicit written approval of the Agreement Officer.

Except as may be specifically approved in advance by the AO, all commodities and services that will be reimbursed by USAID under this award must be from the authorized geographic code specified in Section B.4 of this NOFO and must meet the source and nationality requirements set forth in 22 CFR 228.

11. 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.

(b) Organizational Conflict of Interest

The Applicant must notify USAID of any actual or potential conflict of interest that they are aware of that may provide the Applicant with an unfair competitive advantage in competing for this financial assistance award. Examples of an unfair competitive advantage include but are not

limited to situations in which an applicant or the applicant's employee gained access to non-public information regarding a federal assistance funding opportunity, or an applicant or applicant's employee was substantially involved in the preparation of a federal assistance funding opportunity. USAID will promptly take appropriate action upon receiving any such notification from the Applicant.

(END OF SECTION D)

SECTION E: APPLICATION REVIEW INFORMATION

The technical merit review criteria and business review criteria prescribed here are tailored to the requirements of this 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 and Business Application Formats. Technical Merit Review Criteria are distinct from eligibility criteria included in Section C.

1. Review and Selection Process

The Technical Application and Business Application will be scored by a Selection Committee (SC) of USAID employees using the Technical Merit Review criteria described in this section. Upon the recommendation of the SC the USAID Agreement Officer will make the final award decision.

a) Technical Merit Review Criteria

USAID will conduct a merit review of all applications received that comply with the instructions in this NOFO. Technical Applications (including requested annexes) will be reviewed and evaluated in accordance with the following Technical Merit Review Criteria shown in descending order of importance:

Technical Application –

- Technical Approach
- Management and Personnel Plan
- Institutional Experience and Capability

Technical Approach

The Technical Approach will be evaluated on the degree to which it includes appropriate strategies to accomplish the objectives and results of the Program Description, responds to the instructions, and addresses the requirements outlined in Section D.5. The Technical Approach section and its complementary annexes will be considered here.

Management and Personnel Plan

The application will be evaluated on the extent to which the Management and Personnel Plan, including institutional partners and Key Personnel, is appropriate to accomplish the objectives and results of the Program Description, responds to the instructions, and addresses the requirements outlined in Section D.5. Key Personnel will also be evaluated on the extent to which they meet the requirements listed in Section B.4. The Management and Personnel section and its complementary annexes will be considered here.

Institutional Experience and Capability

The Institutional Experience and Capability of the Applicant will be evaluated on the degree to which it shows evidence of fulfilling the requirements in D.5 and demonstrates ability to accomplish the objectives and results of the Program Description.

b) 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).

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.

For US organizations: [ADS 303](#), [2 CFR 700](#), [2 CFR 200](#), and [Standard Provisions for U.S. Non-governmental organizations](#).

For Non US organizations: [ADS 303](#), [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 Requirements

- **Financial Reporting:**

In accordance with 2 CFR 200.327, the recipient must submit quarterly financial reports on the SF 425 form. Submission via electronic means is preferred. Each quarter, the SF 425 must be submitted to the Agreement Officer Representative (AOR) within 30 days of the end of the quarter. Accruals (accrued expenditure) must be submitted by the recipient at least 15 days before the end of the quarter. In addition, the Recipient must report expenditures in accordance with PEPFAR guidelines, allocating expenditure by program area, recipient, and cost category. Expenditure reporting will be done quarterly in DATIM.

- **Performance Reporting**

For all reports in this section, the Recipient must submit the original copy to the Agreement Officer's Representative, one copy to the Agreement Officer, and one copy to USAID Development Experience Clearinghouse, Attn: Document Acquisitions, M/CIO/ITSD/KM/DEC, RRB M.01-010, Washington, DC 20523-6100) or online at <http://www.usaid.gov/results-anddata/information-resources/development-experience-clearinghouse-dec>.

1. **Life of Activity Work Plan** – The finalized two-year, Life of Activity Work Plan with Gantt chart will be submitted to the AOR for approval within 45 days of the award. The AOR will review and approve or return the work plan to the Recipient to incorporate

changes within two weeks of submission. The Recipient will then have one week to resubmit the work plan to the AOR for review. The work plan may be revised on an occasional basis, as needed, to reflect changes on the ground and with the concurrence of the AOR. The work plan will also be updated annually. The Year 2 Annual Work Plan shall be submitted 30 days (August 31st each year) prior to the beginning of the next performance period (October 1st of each year).

The work plan will include a narrative describing the strategies, activities and interventions (i.e., describe the tasks, actions, and/or milestones) required to meet the award outputs, the timetable and responsible persons. Gender equity and efforts to include individuals with disabilities should be comprehensively addressed. The work plan should also detail collaborative efforts and what the role of the activity will be versus the contributions of others. Furthermore, annual budgets must accompany the annual work plan. The format should be developed in consultation with the AOR.

2. **Monitoring, Evaluation and Learning Plan (MELP)** – The Recipient will develop a MELP that describes how USAID, and the Recipient will monitor progress towards the results and use the information to make mid-course adjustments. At a minimum, the MELP will articulate a theory of change, identify appropriate activity indicators for each IR in the results framework, show data sources, and describe how data will be collected/collated/acquired, analyzed, and presented to regularly inform performance. The plan will provide performance indicator targets by year, including attention to differential impacts by sex, age, and, if possible and appropriate, by disability. The MELP will effectively track activities’ inputs and outputs and achievement of performance outcomes over the agreement’s life.

The MELP will be due within 45 days from the award date and must be approved by the AOR. The AOR will request any modifications required within ten (10) working days of receipt, and the Recipient will provide a revised version within 10 working days of receiving feedback. The AOR will provide guidance for completion of a detailed MELP to ensure that it meets program monitoring and reporting needs in line with the Mission’s needs as well as reporting needs and requirements under Agency programs and funding authorities. The MELP is a living document. The Recipient will make revisions to it in response to changing conditions and emerging lessons in consultation and agreement with the AOR.

3. **Quarterly Performance Report (QPR)** – The Recipient must submit Quarterly Performance Reports to the AOR no later than 30 days after the end of the quarter. Quarterly periods are from October 1 – December 31, January 1 – March 31, April 1 – June 30, and July 1 – September 30. The Recipient should submit three QPRs per year, with the information that would be included in the fourth quarterly report included instead in the Annual Report or the Final Report, as appropriate, and not submitted as a separate QPR. A QPR will contain the following information: 1) quantitative and qualitative analysis of progress against objectives and results, including addressing gender dimensions and disability; 2) summary of key activities for next quarter; 3) discussion of lessons learned, good practices and success stories (2-3 pages, with high quality photos where possible); 4) challenges which impact implementation; 5) summary table of

indicators and results to date (cumulative target achieved per indicator against proposed project target over the life of the project as well as and within each year); 6) financials for the quarter and projections for the next two quarters (including cumulative spending and cumulative spending within each year). The report should make it clear which partners are doing which aspects of the activities.

Further, notification within the report must be clearly given in the case of problems, delays or adverse conditions which materially impair the ability to meet the objectives of the award. These notifications must include a statement of the action taken or contemplated and any assistance needed to resolve the situation. Following receipt of the report, a “quarterly review” meeting with the AOR and other relevant Mission staff may be held to discuss results, challenges and the way forward. Reports should not be overly lengthy, and a page limit may be set by the AOR to facilitate both concise and efficient reporting and expedient feedback and discussion on the content of the reports themselves as related to activity progress. The format should be developed in consultation with the AOR.

4. **Annual Reports** – The Recipient will submit an Annual Report by October 31 of each year, inclusive of the final QPR for that year, which reflects the progress of the program activities over the last year, since October 1, against the Life of Activity Work Plan. The report should build upon the QPRs. It must indicate the outputs and impact the program is having on the beneficiaries, particularly along gender dimensions. Annual and cumulative-to-date data must be included. Anecdotal stories and case studies, pictures and any other information that give insight into the success of the program will also be included. The format should be developed in consultation with the AOR, and the Recipient must submit to the AOR annual reports.
5. **Final Report** – The Recipient must submit a Final Report no later than 30 calendar days before the end of the period of performance of the award. The Recipient will work with the AOR for approval of the details and format of the Final Report, including page length. The Final Report will include an executive summary of the Recipient’s accomplishments in achieving results and conclusions about areas in need of future assistance; an overall description of the activities and attainment of results by district; an assessment of the progress made toward accomplishing the objective and expected significance of results of these activities; comments and recommendations, and a fiscal report that describes how the activity funds were used. The report must also indicate the contextual opportunities remaining that could easily be harnessed to sustain the results of the program.
6. **Inventory Report:** 30 days after completion of each anniversary of the activity, the Recipient must submit to the AO an annual inventory of all USAID-funded property, acquired under the activity in accordance with the Standard Provision No. M7 – “Title to and Use of Property”. The inventory must include as follows: Accurate description of the Property, including serial number, model number, or other identifying number; acquisition date and cost; location and condition; and data on the disposition of any Property (date of disposition, sales price, method used to determine current fair market value, etc.), as applicable.

7. Reporting of First-Tier Subawards: In accordance with the Standard Provision entitled “Reporting Subawards and Executive Compensation”, the Recipient must report each action that obligates \$25,000 or more in Federal funds for a subaward to an entity, to www.fsrs.gov, no later than the end of the month following the month in which the obligation was made. For example, if the obligation was made on November 7, 2020, the obligation must be reported by no later than December 31, 2020. The Recipient must report the information about each obligating action that the submission instructions posted at www.fsrs.gov specifies.

8. Other Reports – The Recipient will prepare and disseminate, as directed in the Life of Activity Work Plan and by the AOR, other reports and performance objectives needed to accomplish the purpose of this agreement, such as assessments or other analytical products. These reports may include, but are not limited to, activity reports, technical reports, data quality assessment reports, reports on portfolio reviews and performance plans, evaluations, and other studies. The reports required and the number of copies will be determined at the time of the Life of Activity Work Plan. The Recipient shall also respond to Ad Hoc Requests for data, which shall be provided to the AOR.

Events may occur between the scheduled performance reporting dates that have significant impact upon the activity. In such cases, the Recipient must notify the AOR and AO as soon as the following types of conditions become known:

- Problems, delays, or adverse conditions which will materially impair the ability to meet the objective of the Federal award. This disclosure must include a statement of the action taken, or contemplated, and any assistance needed to resolve the situation.
- Waste, fraud, or abuse detected in the activity, and actions being taken to investigate the situation as well as to mitigate future occurrences. This reporting does NOT absolve the Recipient of the duty to disclose waste, fraud, or abuse to the USAID Inspector General Hotline (ig.hotline@usaid.gov); and
- Events or conditions that could have negative political or public relations consequences affecting the activity. These include statements in the press or on social media, relationships with local officials or actors, etc. The Recipient will work with the AOR to determine a response strategy and to assist in mitigating any negative effects.

4. Program Income

The Recipient will account for Program Income in accordance with 2 CFR 200.307. Program Income earned under this award shall be added to the project.

5. Environmental Compliance

The IEE determined a categorical exclusion for activity interventions under this award. The activity interventions, including Tisamale Mabuku, are in the category of activities related to provision of education, technical assistance, or training which are rated low risk and are expected to have no foreseeable direct or indirect impacts on the environment. However, monitoring of the activity interventions for changes or unforeseen impacts must be done.

SECTION G: FEDERAL AWARDING AGENCY CONTACT(S)

7. NOFO Points of Contact

Questions regarding this RFA should be submitted electronically through e-mail to: oa-malawi-solicit@usaid.gov with a copy to mjimu@usaid.gov and jkitongo@usaid.gov no later than the date and time indicated on the cover letter of this RFA or as amended.

8. Acquisition and Assistance Ombudsman

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

[The A&A Ombudsman may be contacted via: Ombudsman@usaid.gov](mailto:Ombudsman@usaid.gov)

[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 or used – 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.”

DUTY AND TAX EXEMPTION:

When an organization receives USAID funding to operate in Malawi, it must register the activity with the Malawi Government in order to receive duty free privileges and tax exemption waivers and refunds. It is important to note that tax exemption is granted to the award (activity), and not the organization.

Once an activity has been registered for duty free and tax exemption status, the following procedure should be followed to request duty free clearance of purchased commodities/goods: Note that waiver of duty free for commodities/goods is done up front.

Once an activity has been registered for tax exemption with the Malawi Ministry of Finance (MoF) through the relevant line ministry, the activity implementing organization needs to apply to the Commissioner General for VAT exemption. The Malawi Revenue Authority (MRA) Commissioner General will grant an approval letter which will be taken to the USAID Desk Officers at the MRA.

VAT Processing Roles and Responsibilities

Role of the Implementing Partner / Grantee:

- (a) Partner makes payments for services/small purchases and goods.
- (b) Partner records all the payments net of VAT as an expense in their accounting records.
- (c) Partner prepares claims forms for submission to MRA (see Chapter 4)
- (d) Partner maintains a record of all taxes claimed for VAT reimbursement and waivers.
- (e) It is the responsibility of the partners to ensure that receipts are valid and meet the requirements of the MRA.

Role of USAID/Malawi:

- (a) USAID AOR/COR endorses the MRA forms and provides an endorsement letters to USAID/ Executive Officer (EXO) for signature.
- (b) The USAID/EXO signs the cover letter as supporting documentation and returns the forms and letter to the Partner for submission to MRA.
- (c) USAID/OFM through the AOR/COR provides guidance and serves as a point of contact, along with the AOR, to assist with technical VAT related matters.

Role of MRA

- (a) MRA reviews and makes payments, directly to the partner, when applicable.
- (b) MRA communicates any disallowances or required submission changes directly to the partner.

[END OF SECTION H]

ANNEX 1 - SUMMARY BUDGET TEMPLATE

Applicants must submit cost applications / budgets using SF-424A and submit it along with necessary support documents and budget narratives / notes.

Cost Category	Breakdown by Activit Year		Total 5 Year
	Yr. (1)	Yr. (2)	
(a). Personnel			\$0
(b). Fringe Benefits			\$0
(c). Travel & Transportation			\$0
(d). Equipment			\$0
(e). Supplies			\$0
(f). Contractual			\$0
(g). Construction			\$0
(h). Other Direct Costs			\$0
(i). Total Direct Costs			\$0
(j). Indirect Charges			\$0
(k). Total Activity Amount			\$0
(l) Crisis Modifier			\$0

ANNEX 2 - STANDARD PROVISIONS

(Note: the full text of these provisions may be found at: <https://www.usaid.gov/ads/policy/300/303maa>, <https://www.usaid.gov/ads/policy/300/303mab>, and <https://www.usaid.gov/ads/policy/300/303mat>). The actual Standard Provisions included in the award will be dependent on the organization that is selected (or the type of award, in the case of a fixed amount award). The award will include the latest Mandatory Provisions for either U.S. or non-U.S. Nongovernmental organizations, as appropriate. The award will also contain the following “required as applicable” Standard Provisions:

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

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

Required	Not Required	Standard Provision
TBD		RAA1. NEGOTIATED INDIRECT COST RATES - PREDETERMINED (NOVEMBER 2020)
		RAA2. NEGOTIATED INDIRECT COST RATES - PROVISIONAL (Nonprofit) (NOVEMBER 2020)
		RAA3. NEGOTIATED INDIRECT COST RATE - PROVISIONAL (Profit) (DECEMBER 2014)
		RAA4. INDIRECT COSTS – DE MINIMIS RATE (NOVEMBER 2020)
		RAA5. EXCHANGE VISITORS AND PARTICIPANT TRAINING (JUNE 2012)
		RAA6. VOLUNTARY POPULATION PLANNING ACTIVITIES – SUPPLEMENTAL REQUIREMENTS (JANUARY 2009)
		RAA7. PROTECTION OF THE INDIVIDUAL AS A RESEARCH SUBJECT (APRIL 1998)
		RAA8. CARE OF LABORATORY ANIMALS (MARCH 2004)
		RAA9. TITLE TO AND CARE OF PROPERTY (COOPERATING COUNTRY TITLE) (NOVEMBER 1985)
		RAA10. COST SHARING (MATCHING) (FEBRUARY 2012)
		RAA11. PROHIBITION OF ASSISTANCE TO DRUG TRAFFICKERS (JUNE 1999)
		RAA12. INVESTMENT PROMOTION (NOVEMBER 2003)
		RAA13. REPORTING HOST GOVERNMENT TAXES (DECEMBER 2014)

		RAA14. FOREIGN GOVERNMENT DELEGATIONS TO INTERNATIONAL CONFERENCES (JUNE 2012)
		RAA15. CONSCIENCE CLAUSE IMPLEMENTATION (ASSISTANCE) (FEBRUARY 2012)
		RAA16. CONDOMS (ASSISTANCE) (SEPTEMBER 2014)
		RAA17. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING (ASSISTANCE) (SEPTEMBER 2014)
		RAA18. USAID DISABILITY POLICY - ASSISTANCE (DECEMBER 2004)
		RAA19. STANDARDS FOR ACCESSIBILITY FOR THE DISABLED IN USAID ASSISTANCE AWARDS INVOLVING CONSTRUCTION (SEPTEMBER 2004)
		RAA20. STATEMENT FOR IMPLEMENTERS OF ANTI-TRAFFICKING ACTIVITIES ON LACK OF SUPPORT FOR PROSTITUTION (JUNE 2012)
		RAA21. ELIGIBILITY OF SUBRECIPIENTS OF ANTI-TRAFFICKING FUNDS (JUNE 2012)
		RAA22. PROHIBITION ON THE USE OF ANTI-TRAFFICKING FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE FOR THE LEGALIZATION OR PRACTICE OF PROSTITUTION (JUNE 2012)
		RAA23. UNIVERSAL IDENTIFIER AND SYSTEM FOR AWARD MANAGEMENT (NOVEMBER 2020)
		RAA24. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (NOVEMBER 2020)
		RAA25. PATENT REPORTING PROCEDURES (NOVEMBER 2020)
		RAA26. ACCESS TO USAID FACILITIES AND USAID'S INFORMATION SYSTEMS (AUGUST 2013)
		RAA27. CONTRACT PROVISION FOR DBA INSURANCE UNDER RECIPIENT PROCUREMENTS (DECEMBER 2014)
		RAA28. AWARD TERM AND CONDITION FOR RECIPIENT INTEGRITY AND PERFORMANCE MATTERS (April 2016)
		RAA29. RESERVED
		RAA30. PROGRAM INCOME (AUGUST 2020)
		RAA31. NEVER CONTRACT WITH THE ENEMY (NOVEMBER 2020)

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

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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)