



USAID | UGANDA

OFFICE OF ACQUISITION & ASSISTANCE

Issue Date: November 29, 2023

Closing Date: November 28, 2024

Subject: Annual Program Statement No. 72061724APS00001

Program Title: Targeting the Learning Crisis

To whom it may concern:

The United States Agency for International Development in Uganda (USAID/Uganda) seeks applications from non-profit and for-profit organizations to participate in USAID's Targeting the Learning Crisis (TLC) Annual Program Statement (APS).

The Uganda TLC APS seeks to engage the private and civil sectors in priority areas, as defined by the Government of Uganda (GOU) and the United States Government (USG). This initiative is designed to increase sustainability and impact in basic education, as outlined in **SECTION H: OTHER INFORMATION**. USAID/Uganda is interested in providing both financial and non-financial support in these areas.

This APS requires submission of a **five-page** concept paper that answers the questions provided in **SECTION D: APPLICATION AND SUBMISSION INFORMATION**. Interested organizations must read this document in its entirety and follow the instructions to apply to this APS.

*****Please note pre-concept paper RSVP, conference, amendment, and submission dates in Sections D.2 and D.4.**

Depending on the response, USAID/Uganda may make multiple awards or, if there are not sufficiently suitable submissions, none.

USAID may not finalize an 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 - APPLICATION AND SUBMISSION INFORMATION**. The registration process may take many weeks to complete. Therefore, applicants are encouraged to begin registration early in the process.

Issuance of this APS 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.

This is an exciting opportunity to make a difference, and I sincerely thank you for your interest in the Uganda TLC APS. We look forward to working with you.

Sincerely,

Andreea Surdu, Agreement Officer
USAID/Uganda

Targeting in the Learning Crisis (TLC) APS

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SECTION A: PROGRAM DESCRIPTION

This Annual Program Statement (APS) is authorized in accordance with the Foreign Assistance Act of 1961, as amended. The resulting award will be subject to 2 CFR 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, and USAID’s supplement, 2 CFR 700, as well as the additional requirements found in **SECTION F: FEDERAL AWARD ADMINISTRATION INFORMATION**.

This APS is intended to increase the sustainability and impact of USAID/Uganda’s development assistance through civil society and non-governmental organization related partnerships in the following focus areas:

1. Basic Education
2. Early Childhood Education

These areas are further elaborated in **SECTION H: OTHER INFORMATION**.

A.1. BACKGROUND

In line with the 2018 USAID Education Policy, USAID/Uganda intends to partner with the Government of Uganda to support an education system that enables all children and youth to acquire the education and skills needed to be productive members of society and promote stability.

USAID/Uganda seeks to utilize its past programming and leverage the global evidence base to implement cost-effective, sustainable, and impactful programming, centered around Targeted Instruction pedagogy for P3-P5, Targeted Instruction and other evidence-based approaches for P1-P2, and evidence-based early childhood education for pre-primary years, in order to significantly improve math and reading learning outcomes for Ugandan primary students.

A.2. AN INVITATION FOR CO-DESIGN AND IMPACT

The Uganda TLC APS is USAID/Uganda’s invitation to civil society organizations, non-governmental organizations, and other interested organizations to work with USAID as an Implementing Partner to determine how our respective interests and objectives align, and jointly identify and define problems, challenges, and opportunities that can most effectively be addressed by working together. The Uganda TLC APS also provides a process through which USAID and prospective partners can jointly examine and leverage our respective expertise, resources, and capabilities to scope, develop and implement effective solutions to the problems and identified challenges. These partnerships help achieve core objectives in ways that could not be done alone. By engaging with civil society and non-governmental organizations, USAID hopes to increase the reach, efficiency, effectiveness, and sustainable impact of development investments.

To foster sustainable and transformational development impact, the award process will entail extensive partnering and collaboration between USAID and applicants from design to implementation. Awards will be co-designed. This means that USAID will work hand-in-hand with applicants who have submitted promising concept papers to explore the best possible strategy for addressing identified problems.

A.3. GETTING STARTED

What is the Uganda TLC APS?

The Uganda TLC APS is an initiative to encourage new and innovative ideas, as well as new partnerships to create sustained, measurable improvements in development outcomes in Basic Education. USAID/Uganda welcomes innovative and creative ideas that can be rigorously tested, shared, and potentially scaled in Uganda within this context. Through the Uganda TLC APS, USAID/Uganda is open to considering a wide range of approaches to achieve its development objectives. It is understood that all partners will share risks and responsibilities. During the co-design process, consortia may be formed with like-minded partners.

Awards under the Uganda TLC APS may be structured in various ways. Resulting awards may include, but are not limited to, Cooperative Agreements, Fixed Amount Awards, Renewal Awards, or Simplified Grants. More information on these award types can be found at <https://www.usaid.gov/about-us/agency-policy/series-300/303>.

In what areas is USAID/Uganda seeking to form partnerships?

Partnerships developed under this Uganda TLC APS must contribute to achieving one of USAID/Uganda's Office of Education, Youth, and Child Development core development objectives (see **SECTION H: OTHER INFORMATION**).

What types of partnerships is USAID/Uganda seeking?

The most promising partnerships emerge from a solid understanding of USAID's development objectives in Uganda, the Government of Uganda's priorities, and civil society considerations. USAID/Uganda is seeking innovative ideas that could work within the Ugandan context. If your organization would like to work with USAID/Uganda to solve development challenges start with these steps:

- Follow the guidance in this APS.
- Review USAID/Uganda's development objectives and priorities outlined in **SECTION H: OTHER INFORMATION**.
- Review the Application and Submission Information in **SECTION D: APPLICATION AND SUBMISSION INFORMATION** of this APS.
- Submit a concept paper for consideration using the template attached as **ATTACHMENT 1: CONCEPT PAPER TEMPLATE**, making sure to answer each of the questions provided in **SECTION D: APPLICATION AND SUBMISSION INFORMATION**.

A.4. FUNDING PRIORITIES

Please see **SECTION H: OTHER INFORMATION**.

A.5. EVALUATION PROCESS

Please see **SECTION D: APPLICATION AND SUBMISSION INFORMATION** of this Uganda TLC APS outlines the process for submission, evaluation, development, and selection of concept papers.

[END OF SECTION A]

SECTION B: FEDERAL AWARD INFORMATION

B.1. ESTIMATE OF FUNDS AVAILABLE AND NUMBER OF AWARDS CONTEMPLATED

The total amount of funding to be awarded under this APS will depend on the variety and quality of the concepts USAID/Uganda receives, the availability of funds for these purposes, but is estimated at approximately US Dollars (USD) \$45 million. USAID/Uganda intends to award 1-3 Fixed Amount Awards, Cooperative Agreements, Renewal Awards, Simplified Grants, or other assistance awards. The total amount of the resulting award(s) is not expected to exceed USD \$45 million. USAID/Uganda reserves the right to fund any, or none, of the concept papers submitted, based on the availability of funds. USAID/Uganda also reserves the right to fund a concept in its entirety or in part. Concept papers should have a request of at least USD \$3,000,000. However, it is not always true that more funding achieves better results; therefore, USAID reserves the right to fund concept papers that fall below this amount. The decision to make an award or multiple awards as a result of this APS, or none at all, will be made solely by USAID/Uganda.

B.2. START DATE AND PERIOD OF PERFORMANCE FOR FEDERAL AWARDS

Applications must state a period of performance. The period of performance must be 60 months or less. The period of performance is subject to negotiation during co-design.

B.3. TYPE OF AWARD

Subject to the availability of funds, USAID/Uganda may make multiple awards. Awards under the Uganda TLC APS may be structured in various ways. Resulting awards may include, but are not limited to, Cooperative Agreements, Fixed Amount Awards, Renewal Awards, or Simplified Grants. More information on these award types can be found at <https://www.usaid.gov/about-us/agency-policy/series-300/303>. Award type will be discussed once the concept paper is accepted. The actual award type or engagement will depend upon the most appropriate mechanism or approach for the intended results.

[END OF SECTION B]

SECTION C: ELIGIBILITY INFORMATION

C.1. ELIGIBLE APPLICANTS

The geographic code for this procurement is 937 - the United States, the cooperating/recipient country, and developing countries other than advanced developing countries, and excluding prohibited sources.

Eligible implementing partners include (but are not limited to) non-governmental/not for profit or civil society entities. USAID/Uganda is particularly interested in working with Local Entities, Locally Established Entities, New Partners, and Non-traditional Partners as Implementing Partners. However, this solicitation is not specifically limited to these categories, and USAID/Uganda strongly encourages concept papers from all interested entities.

Local, new and non-traditional partners should visit workwithusaid.org for additional information on partnering with USAID.

Established USAID partners who are selected as primes or as part of a consortium should be prepared and willing to mentor and demonstrably develop the capacity of new and local partners as part of the resulting activity(s).

C.2. COST SHARING OR MATCHING

Cost sharing is not required.

C.3. PRE-AWARD RISK ASSESSMENT

In accordance with **ADS 303.3.9 Pre-Award Risk Assessment**, prospective applicants are also advised that USAID may determine that a pre-award assessment is required to inform 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. Additionally, prospective applicants are advised of the Unique Entity Identifier (UEI) and System for Award Management (SAM) requirements. These requirements do not have to be met in order to submit a concept paper under the APS, but they will need to be met in order to receive an award from USAID. Applicants under consideration for an award that have never received funding from USAID may be subject to a Non-U.S. Organization Pre-Award Survey (NUPAS) to determine whether the organization's financial management and internal control systems are adequate to manage, control, account for, and report on the uses of potential USAID funds, thus protecting the U.S. Government's interests. While multiple awards may result from this APS, USAID reserves the right to fund any or none of the applications submitted.

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

C.4. OTHER

An applicant may submit only one concept paper. Applicants are directed to review the other requirements for applications specified herein, including, but not limited to, **SECTION D: APPLICATION AND SUBMISSION INFORMATION** and **SECTION E: APPLICATION REVIEW INFORMATION**.

[END OF SECTION C]

SECTION D: APPLICATION AND SUBMISSION INFORMATION

D.1. AGENCY POINT OF CONTACT

Andreea Surdu
Agreement Officer
Office of Acquisition and Assistance (OAA)
USAID/Uganda
Embassy of the United States, Kampala
Plot 1577 Ggaba Road
kampalausaidsolicita@usaid.gov

D.2. POTENTIAL APPLICANTS CONFERENCE

All potential applicants are invited to one of two APS Potential Applicants Conferences. One will be in-person and one will be virtual. The in-person conference will be held on **December 7, 2023 from 9:00 a.m. to 11:00 a.m. Kampala time/EAT**. The virtual conference will be held on **December 7, 2023 from 3:00 p.m. to 5:00 p.m. Kampala time/EAT**. Both conferences will have the same agenda and provide the same information to attendees. The purpose of these conferences is to allow applicants to ask any questions they may have regarding this APS directly to USAID/Uganda. Questions asked during this session and corresponding answers will be provided to all applicants as an amendment to this APS. This amendment will be made available on [grants.gov](https://www.usaid.gov/grants) on/around **December 20, 2023**.

Potential applicants interested in attending a conference should RSVP and submit questions to be answered during the conference by **5:00 p.m. Kampala time/EAT on December 4, 2023** via email to: kampalausaidsolicita@usaid.gov. The subject line must state **“Potential Applicants Conference RSVP Uganda TLC APS - 72061724APS00001.”** Please specify if you prefer to attend the virtual or in-person conference. Information regarding the location and virtual link for conferences will be sent on **December 5, 2023** to those who RSVPed. USAID/Uganda reserves the right to limit attendance at conferences for logistical purposes. Attendance at a conference is not a requirement to submit a valid concept paper.

D.3. QUESTIONS AND ANSWERS

Applicants may submit any additional questions regarding the Uganda TLC APS that were not answered during the Potential Applicants Conference via email to kampalausaidsolicita@usaid.gov. The subject line must state **“Questions Uganda TLC APS - 72061724APS00001.”** Questions can be submitted at any time during which the Uganda TLC APS 72061723APS0000X is active, but responses will be provided as an amendment to this APS only when there are a sufficient number of questions, or a question is particularly important to understanding the APS. **Any questions in regards to the APS should only be submitted to kampalausaidsolicita@usaid.gov.** Questions asked through other channels and methods will not be considered/have a response.

D.4 APPLICATION PROCESS FOR IMPLEMENTERS SEEKING FUNDING

The application process for the Uganda TLC APS consists of four phases. Each phase is detailed below.

Phase 1: Concept Paper Submission

Applicants are required to apply as individual entities allowing coalitions to be formed during the co-creation process.

Concept papers must be submitted via email to kampalausaid solicita@usaid.gov by **January 15, 2024 5:00pm KAMPALA TIME/EAT** for priority consideration. A concept paper is a short document wherein the applicant provides an overview of their idea. USAID/Uganda has provided a template as **ATTACHMENT 1: CONCEPT PAPER TEMPLATE** to this APS. Applicants must utilize this template when submitting a concept paper.

The Concept Paper Content:

- Applicants should submit only the information requested in the Concept Paper Template
- Concept papers must be submitted in English
- Concept papers must not exceed five (5) pages, using 1” page margins with 12 point Calibri font.
- Concept papers must be submitted electronically as one pdf document.
- Appendices/annexes are not allowed.

If concept papers are submitted that exceed five pages, then only the first five pages will be reviewed. Clarity and specificity are important, as is ensuring that the concept paper narrative addresses the points USAID/Uganda will use to review the concept paper (see **SECTION E: CONCEPT PAPER REVIEW INFORMATION**).

Phase 2: Concept Paper Review

USAID/Uganda will review concept papers as they are received; however, priority consideration will be given to those received before January 15, 2024 5:00PM KAMPALA TIME/EAT. USAID/Uganda will review concept papers against the merit review criteria.

USAID/Uganda anticipates two possible results from the concept paper merit review process:

1. **Conditional acceptance whereby competition requirements have been met and applicant is invited to an oral presentation of their concept:** If the applicant’s concept paper meets Uganda TLC APS objectives and receives sufficient ratings against the merit review criteria, USAID/Uganda will invite the applicant to present their concept orally. Applicants will receive an ‘Invitation to Oral Presentation’ letter, which will include a budget template and may include questions or feedback to address. The applicant is expected to submit their budget at the time of the oral presentation. Further instructions on the oral presentation and details for scheduling the presentation will be provided in the letter. The option of a virtual oral presentation will be made available to applicants based outside of Uganda.
2. **Concept paper receives a low rating or does not meet the Uganda TLC APS objectives:** If the applicant’s concept does not meet Uganda TLC APS objectives and receives a low rating against the merit review criteria, or funding is not available, the applicant will receive a Decision to Not Proceed letter and the process will end.

Phase 3: Oral Presentation

Applicants invited to make an oral presentation of their concept will be required to make a 30-minute presentation on their concept and then answer any questions that USAID/Uganda may have for an additional 30 minutes. The applicant will also be asked to provide a detailed budget for discussion. The intent of this oral presentation is to allow applicants to further detail their concept and to address any

uncertainties identified by USAID/Uganda in its concept paper review.
USAID/Uganda anticipates two possible results from the oral presentation:

1. **Invitation to Co-Design Step 1 (Coalition Building):** If USAID/Uganda determines that an Applicant's concept, as presented orally, continues to meet the objectives of the Uganda TLC APS and the concept continues to receive sufficient ratings against the merit review criteria, USAID/Uganda will invite the applicant to an in-person co-design coalition building workshop. Applicants will receive an Invitation to Co-Design Step 1 letter. More detailed instructions on the co-design coalition building workshop and details for scheduling will be provided in the letter.
2. **Concept presented receives a low rating or does not meet the Uganda TLC APS objectives:** If it is determined, following oral presentation, that an applicant's concept does not meet or will not advance USAID/Uganda's objectives, an applicant's concept receives a low rating against the merit review criteria, or funding is not available, the applicant will receive a Decision to Not Proceed letter and the process will end.

Phase 4: Co-Design of Activity

Upon receipt of the invitation for co-design, competition has been met, and the applicant will continue the design process working with USAID/Uganda's guidance. USAID/Uganda will provide additional information on this process to successful applicants in the invitation to co-design. There are two steps to the co-design phase:

Step 1: Coalition Building

During this phase, applicants will work with USAID design teams to develop a clearer understanding of the activity. Applicants will have the opportunity to build coalitions with additional applicants to create a comprehensive approach to the goals of TLC (for example, an applicant specializing in TI at the P3-5 level combining with organizations who specialize in other methodologies/grade levels). Please note: applicants are not required to build coalitions with additional applicants and may decide to continue through the end of Step 1 solely based on their organization's original concept. Step 1 will culminate with each coalition giving an up to one-hour oral presentation on how they will achieve the goals of TLC with an additional up to one-hour question and answer period with the USAID/Uganda review committee.

USAID/Uganda anticipates two possible results from the coalition building step:

1. **Invitation to continue to Co-Design Step 2 (Activity Refinement):** If USAID/Uganda determines that an applicant's concept, as presented orally, continues to meet the objectives of the Uganda TLC APS and the concept continues to receive sufficient ratings against the merit review criteria, USAID/Uganda will invite the applicant to an in-person co-design activity refinement workshop. Applicants will receive an Invitation to Co-Design Step 2 letter. More detailed instructions on the co-design activity refinement workshop and details for scheduling will be provided in the letter.
2. **Presentation receives a relatively low rating or does not meet the Uganda TLC APS objectives:** If it is determined, following the coalition building oral presentation, that a coalition presentation does not sufficiently meet or advance USAID/Uganda's objectives, an applicant's presentation receives a relatively low rating against the merit review criteria, or funding is not

available, the applicant will receive a Decision to Not Proceed letter and the process will end.

Step 2: Activity Refinement

During this co-design process, USAID staff will work with the coalition to specify and define activity interventions, timelines, and approaches. USAID staff will also help ensure that USAID activity requirements, such as environmental compliance and gender integration, are considered.

If an applicant at any point in the Co-Design phase (Step 1 or Step 2) does not meet USAID's expectations, or funding is not available, the process will end for that applicant. Reasons why an applicant may be unsuccessful at the co-design phase could include, but are not limited to:

- After discussions, the USAID design team determines that the detailed program does not satisfy the criteria of the Uganda TLC APS or the Development Objectives of USAID/Uganda;
- The applicant cannot provide evidence that it is an entity capable of operating in Uganda;
- If the applicant does not have the capacity or willingness to implement the activity in a way that aligns with the evidence base around programmatic goals;
- Changes in the political climate in Uganda call into question the efficacy of the proposed interventions or intended results;
- If the applicant does not have the capacity or willingness to engage with an evaluator to rigorously monitor and assess the impact of the activities; or
- USAID/Uganda has other concerns after conducting due diligence or pre-award reviews of the applicant.

The foregoing examples are non-exhaustive; there may be other situations, such as a lack of funding, for which a design process may be ended by USAID.

D.5 Disclaimer

USAID/Uganda reserves the right not to make an award at any stage of the process.

USAID/Uganda will use this process for all concept papers received, and for priority consideration concept papers will be reviewed on a rolling basis. However, USAID/Uganda anticipates one primary Co-Design period for this APS where the majority of successful applicants will be brought together in a Co-Design workshop. Anticipated timeline through Co-Design Step 1 (Coalition Building), which is subject to change, is as follow:

January 15, 2024: Deadline for receipt of concept papers for priority consideration in primary Co-Design workshop
on/around (o/a) February 7, 2024: Notifications to conditionally accepted applicants
o/a February 12-16, 2024: Oral presentations in person and virtual
o/a February 20, 2024: Invitation to Co-Design Step 1 (Coalition Building) letters sent
o/a March 7-8, 2024: Co-Design Step 1 (Coalition Building) workshop (In-person in Kampala)
o/a March 18-20, 2024: Co-Design Step 1 (Coalition Building) Oral Presentations

However, as USAID/Uganda completes a rolling review of concept papers, if any are deemed to be of an urgent nature and/or respond to significant shifts in the operating context, USAID/Uganda anticipates moving directly and rapidly to Phase 3: Oral Presentation with that applicant, outside of the timelines listed above. This includes concept papers received after the deadlines listed above for primary Co-Design workshops.

D.6. UNIQUE ENTITY IDENTIFIER (UEI) AND SYSTEM FOR AWARD MANAGEMENT (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/>.

[END OF SECTION D]

SECTION E: CONCEPT PAPER REVIEW INFORMATION

E.1. MERIT REVIEW CRITERIA

USAID/Uganda will review all concept paper applications that comply with the instructions in this APS.

USAID/Uganda will repetitively base its review during Phases 2, 3 and 4 on the following elements and at the following weights:

Merit Review Element	Definition
1. Results and objectives (25%)	The extent to which the applicant's intended results reflect an unyielding focus on and achievement of a significant and measurable increase in the number of P1-P5 pupils who are able to read and perform math functions at a level expected for their age.
2. Technical approach (55%)	For all target age groups (i.e., pre-primary, P1-P2, and P3-P5), the extent to which the applicant's technical approach is grounded in relevant evidence indicating that the proposed approach is likely to generate larger improvements in students' reading and math skills, per dollar spent, than alternative approaches. The extent to which the applicant incorporates this approach with an understanding of local challenges and opportunities, and feasibility of achieving intended results. • For P3-P5, the extent to which the applicant's technical approach strongly focuses on contextually-appropriate use of the Targeted Instruction approach to remedial education for math and reading. In particular, the extent to which the applicant's technical approach for P3-P5 students includes appropriate use of diagnostic assessments to gauge students' math and reading levels, grouping students by learning levels, and ensuring dedicated instructional time and using activities and simple materials to focus on basic reading and math skills targeted at each level. • For P1-P2, the extent to which the applicant's technical approach focuses on

	evidence-based methodologies, including lessons learned from the Targeted Instruction approach, such as diagnostic assessments, skill-level grouping and foundational learning and remedial learning support. ● For pre-primary, the extent to which the applicant's technical approach focuses on evidence-based early childhood activities aimed at improving children's school-readiness, in terms of numeracy and language abilities. Please note that USAID/Uganda will consider concept papers that focus on one, two, or all three of the levels identified above.
3. Experience and partnership (20%)	During Phases 2 and 3: The extent to which the applicant's experience demonstrates its capacity to achieve intended results, including familiarity with the Targeted Instruction approach to remedial education. During Phase 4: The above plus the applicant's demonstrated ability to work in partnership with USAID and other organizations to achieve the intended results.

[END OF SECTION E]

SECTION F: FEDERAL AWARD ADMINISTRATION INFORMATION

F.1. FEDERAL AWARD NOTICES

USAID/Uganda cannot make awards under this APS until it has appropriated, allocated, and committed funds through internal USAID procedures. While USAID/Uganda anticipates successfully completing these procedures, potential applicants are notified of these requirements and conditions. The Agreement Officer (AO) is the only individual who can legally commit USAID to the expenditure of public funds. Applicants are prohibited from charging or incurring costs to the proposed award prior to receiving either a fully executed award or a specific, written authorization from the AO.

F.2. ADMINISTRATIVE AND NATIONAL POLICY REQUIREMENTS

The resulting award from this APS will be administered in accordance with the following policies and regulations.

For Cooperative Agreements:

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

For Non-US organizations: [Standard Provisions for Non-U.S. Non-governmental Organizations](#).

For Fixed Amount Awards:

For all organizations: [ADS 303](#) and [Standard Provisions for Fixed Amount Awards to 20 Nongovernmental Organizations](#)

Awards will include all USG regulatory requirements, including Mandatory and any As Applicable provisions (<https://www.usaid.gov/sites/default/files/documents/1868/303mab.pdf>).

New applicants will require a Non-U.S. Organization Pre-Award Survey and results may require Specific Conditions placed on the award <https://www.usaid.gov/sites/default/files/documents/1868/303PeruAlliances.pdf>.

Each award will be individually negotiated.

[END OF SECTION F]

SECTION G: FEDERAL AWARDING AGENCY CONTACTS

G.1. AGREEMENT OFFICER

The Administrative Agreement Officer for this APS is:

Andreea Surdu
Agreement Officer
Office of Acquisition and Assistance (OAA)
USAID/Uganda
Embassy of the United States, Kampala
Plot 1577 Ggaba Road
kampalausaidsolicita@usaid.gov

G.2. ACQUISITION AND ASSISTANCE OMBUDSMAN

The A&A Ombudsman helps ensure equitable treatment of all parties who participate in USAID's acquisition and assistance process. The A&A Ombudsman serves as a resource for all organizations who are doing or wish to do business with USAID.

Please visit this page for additional information:

<https://www.usaid.gov/work-usaid/acquisition-assistance-ombudsman>.

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

[END OF SECTION G]

SECTION H: OTHER INFORMATION

H.1. PROGRAM FUNDING AREAS

Background Information

Children and youth make up more than 75 percent of Uganda’s population and face significant barriers to acquiring the skills and assets needed to lead healthy and productive lives. Most children in Ugandan schools lag well behind their expected grade-level achievement, and pandemic-induced school closures only escalated the magnitude of this challenge. In Uganda, schools were closed for 22 months, longer than anywhere else in the world. These closures have severe implications for children’s learning and retention in schools, including lost learning and large, multi-age classrooms with under-skilled pupils. Over 25% of children in P-3 are “non-readers” (i.e., those who cannot read or sound out letters of the alphabet); 35% of children in P-3 cannot perform simple two-digit addition (Uwezo Uganda, 2021). Foundational literacy and numeracy are a key predictor for children’s future educational development and learners’ overall academic success.

Through its years of experience and expertise in basic education and early grade reading interventions, including rigorously evaluated programs through USAID’s Development Innovation Ventures (DIV) program (<https://www.usaid.gov/div>), USAID has identified promising interventions that are both impactful and cost-effective in the provision of learning foundational academic skills. Some of these can be found in the 2023 publication *Cost-Effective Approaches to Improve Global Learning: Recommendations of the Global Education Evidence Advisory Panel (GEEAP)*.¹ One of these interventions is Targeted Instruction for foundational skills, a learner-centric pedagogy that reorganizes math and reading instruction based on children’s actual learning levels, rather than on the prescribed grade-level syllabus, and has been consistently found to have large impacts on children’s learning at scale for children in P3-P5.

USAID/Uganda seeks to utilize its past programming and the global evidence base to implement cost-effective, sustainable, and impactful programming, centered around Targeted Instruction pedagogy for P3-5 and other evidence-based approaches for earlier years, to significantly improve the learning outcomes for Ugandan primary students.

Alignment with Government of Uganda Policy

The Government of Uganda has publicly declared the right of all children in Uganda, including refugees, to an education through the Universal Primary Education (UPE) Policy and the Education Act that commits the Uganda Government to provide basic education as a right to all persons.

¹The Global Education Evidence Advisory Panel. *2023 Smart Buys: Cost-effective Approaches to Improve Global Learning Levels: What does Recent Evidence Tell Us are “Smart Buys” for Improving Learning in Low- and Middle-income Countries?*. June 2023. <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099420106132331608/idu0977f73d7022b1047770980c0c5a14598eef8>

However, although education policies allow for the intended activities, it is anticipated that policy advocacy to further programmatic goals will need to be incorporated into the final activity as hindrances are identified through implementation and the accompanying evaluation.

Targeted Geography and Population

Applicants should suggest implementing in the districts where the impact of programming will be greatest. USAID prefers to have programming within a subset of the following districts where USAID is currently providing interventions for orphans and vulnerable children and Feed the Future. USAID does not envision programming will be implemented in all the districts listed below but, again, in the locations and at the scale where the greatest impact will be achieved.

In addition, previous USAID programming has created, in partnership with the Ministry of Education and Sports, reading and language materials in the following languages: Luganda; Runyankore/Rukiga; Runyoro/Rutooro; LebaAcoli; Leblango; Ateso; Lumasaaba; Lugbarati, Ngakarimajong; Lusoga; Lugwere and Lunhonzon. USAID envisages that these materials will be used in the TLC activity and implementation will be limited to these languages unless a compelling reason, such as additional high quality materials are currently available, is given.

The districts where USAID is currently providing programming for orphans and vulnerable children are as follows:

Agago, Alebtong, Amolatar, Apac, Arua, Arua City, Bukomansimbi, Bunyangabu, Bushenyi, Busia, Dokolo, Fort Portal City, Gomba, Gulu, Gulu City, Hoima, Hoima City, Ibanda, Isingiro, Kabale, Kabarole, Kagadi, Kakumiro, Kalangala, Kalungu, Kampala, Kamwenge, Kanungu, Kasese, Kassanda, Katakwi, Kazo, Kiruhura, Kitgum, Kitagwenda, Kole, Kotido, Kyotera, Kibaale, Kiboga, Kikuube, Kiryandongo, Kwania, Kyegegwa, Kyenjojo, Lira, Lira City, Luwero, Lwengo, Lyantonde, Madi-Okollo, Masaka, Masaka City, Masindi, Mbale, Mbale City, Mbarara, Mbarara City, Mityana, Mitooma, Mpigi, Mubende, Nakaseke, Nebbi, Ntungamo, Omoro, Oyam, Pakwach, Rakai, Rubanda, Rukiga, Rukungiri, Rwampara, Sembabule, Sheema, Soroti, Soroti City, Tororo, Wakiso.

The districts where USAID is currently providing programming for the Feed the Future: Water and Food Systems for Resilient Communities activity in the Karamoja Sub-Region are:

Kotido, Kaabong, Nabilatuk, Abim, Moroto, Napak, Amudat, and Nakapiripirit.

USAID program data suggests the following are among the most needy districts and thus, if feasible, should be considered as potential areas for intervention:

Agago, Alebtong, Amolatar, Apac, Bugiri, Dokolo, Gulu, Gulu City, Iganga, Jinja, Jinja City, Kamuli, Kitgum, Kole, Kwania, Lira, Lira City, Mayuge, Namayingo, Omoro, and Oyam.

Suggestions for Considering Background Information for Concept Papers

As stated above, concept papers do not need to target all of these districts, but should propose districts in which they can achieve the greatest impact. Concept papers should justify why the identified districts are targeted. This should include identifying the appropriate education authorities, groups and actors within the proposed districts that will be engaged to ensure programmatic objectives will be met.

Concept papers should address how programming will reach and protect vulnerable and marginalized populations. This Activity is meant to benefit the most vulnerable districts and the most vulnerable and marginalized populations in their respective districts. The activity will use an inclusive classroom and school level strengthening approach, in which no particular population is targeted but all pupils are taken into consideration.

Those submitting concept papers will need to be aware of USAID policies concerning marginalized populations, how to address their needs, incorporate these needs into TLC programming, and protect their human rights.

Long-term Sustainability in the Targeted Geography

Sustainability in this context is defined as *“the likelihood of long term success of the programming, including local ownership, leveraging local resources and expertise, and increasing the ongoing achievement of significant and enduring development results over time.”* Applicants should indicate how the proposed Activity can use local resources and expertise to advance greater education outcomes, and how to scale-up the development impact of their activity in other parts of Uganda. This includes how successful TLC pedagogies and practices will be absorbed and normalized into classroom-level practices and national-level policies.

USAID will prioritize concepts that: 1) demonstrate sustainable long-term development approaches supported by cost-effectiveness evidence; 2) contribute expertise, share risk, and achieve results; and 3) incorporate significant contributions to programming from Ugandan implementing partners and education stakeholders. Applicants should state how they will transition from programs supported by USAID and other funding to locally-supported implementation of effective interventions, and how they will ensure monitoring of program fidelity and results beyond the period of performance in order to ascertain if sustainability is being achieved in the long-term.

Objectives

The purpose of the activity is to effectively address the current learning crisis in Uganda, made more severe by the effects of school closures and learning loss during the COVID-19 pandemic.

The specific activity objective is: **the achievement of a significant and measurable increase in the number of P1-P5 students who are able to read and perform math functions at a level expected for their age.**

USAID/Uganda is looking to purposefully implement and integrate Targeted Instruction (TI, often referred to as “Teaching at the Right Level” or “TaRL”) into **P3-P5 classrooms**, where students are grouped and taught according to their current learning levels, rather than their age or grade.

USAID/Uganda is open to all types of alliance ideas and implementing models that will implement this evidence-based pedagogy in target districts. USAID/Uganda is also looking to purposefully implement and integrate evidence-based learning approaches into **earlier years**, whether drawing lessons from TI or other approaches. USAID/Uganda is open to all types of alliance ideas and implementing models that will increase academic success in target districts.

USAID/Uganda will consider concept papers that focus on the following target levels: **a) Primary 3 to Primary 5; b) Primary 1 to Primary 2 and c) Pre-Primary.**

Concept papers may propose programming that focuses on one, two, or all three of the target levels. Concept papers should focus only on the programmatic areas where the submitting organization brings demonstrable expertise and ability to achieve desired outcomes in those areas.

Successful concept papers will define existing barriers, propose programming that achieves the defined objectives, and cite evidence (including evidence from randomized controlled trials) indicating that their proposed approach is likely to be cost-effective. Concept papers should also propose rigorous and independent measurement systems to confirm measurable increases in the number of P1-P5 students who are able to read and perform math functions at a level expected for their age.

Primary 3 to Primary 5:

USAID seeks to support and expand current programs and interventions in Uganda that have the proven ability to achieve the desired objectives. Specifically, USAID/Uganda seeks to support the approach of **targeting teaching instruction by learning level, (often referred to as “Targeted Instruction” or “Teaching at the Right Level”)** to achieve significant and measurable learning acquisition in reading and math so that pupils are performing at a level appropriate for their age. Targeted Instruction was identified as a highly cost-effective intervention that is supported by a strong body of evidence in the 2023 publication *Cost-Effective Approaches to Improve Global Learning: Recommendations of the Global Education Evidence Advisory Panel (GEEAP)*. Targeted Instruction incorporates: (1) regular diagnostic assessment to gauge student learning levels; (2) dividing children into groups based on their learning needs, rather than age or grade level; and (3) dedicating instructional time to focusing on basic skills, using activities and simple materials targeted for each group’s learning level. This grouping and instruction can be achieved through a variety of set-ups, such as implementation by trained school teachers or by trained volunteers, and integration into regular classroom time or as after-school tutoring.

Primary 1 to Primary 2:

USAID seeks to use lessons learned from the Targeted Instruction approach and other proven methodologies, including diagnostic assessments, skill-level grouping, and effective pedagogies for large, multi-age classrooms with underskilled pupils to achieve significant and measurable learning acquisition in reading and math so that pupils are performing at a level appropriate for their age. This will include a focus on foundational learning methodologies for those performing at or above the expected skill level and remedial learning methodologies for those who are underskilled for their age. USAID seeks to introduce, create, support, or expand programs and interventions that have the proven ability to achieve the desired objectives.

Pre-Primary

USAID seeks to collaborate with existing USAID/Uganda orphans and vulnerable children early childhood development programming to integrate early childhood education tools and methodologies to increase pre-literacy and pre-numeracy skills. This will include a focus on preschool activities to improve children's readiness for learning school-level literacy and numeracy. USAID seeks to introduce, support, or expand programs and interventions that have the proven ability to achieve the desired objectives.

Evidence Generation

Depending on the proposed design, USAID/Uganda anticipates that this activity will involve substantial collaboration between the implementing partner(s) and an independent research institution identified

by USAID. For interventions targeting all grade levels, USAID will require strong monitoring and tracking of implementation fidelity. The Concept Paper should include a preliminary list of priority learning questions that will inform both future programming by the applicant itself and by other organizations working in related sectors. During the co-creation period, USAID and the collaborating research institution will work with the invited applicant(s) to refine the learning agenda and design the evaluation approach necessary to address the learning agenda. The independent evaluator(s) will be identified by USAID and does not need to be indicated as a collaborating partner in the applicant's proposal.

[END OF SECTION H]

ATTACHMENT 1: CONCEPT PAPER TEMPLATE

****NOTE: The first page is intended as a cover page and will not be included in the five-page limit. Please be sure to respond to all guidance criteria in the concept paper.***

TARGETING THE LEARNING CRISIS

Concept Paper

COVER PAGE: (Does not count as part of the 3-page limit.)

NAME OF ENTITY:

ADDRESS:

PHONE:

POINT OF CONTACT NAME:

EMAIL:

SAM REGISTRATION NUMBER:

UNIQUE ENTITY IDENTIFICATION (UEI):

ESTIMATED AMOUNT OF THE ACTIVITY (in United States Dollars):

ESTIMATED DURATION OF THE ACTIVITY (Note that awards cannot exceed 60 months in duration):

CONCEPT PAPER BODY

A. Concept Introduction: (approximately ½ page). Identify the problem you will address, linking it to programmatic goals in Basic Education and/or Early Childhood Education and briefly describe your intervention for tackling this problem. Describe why there is a strategic need for your concept, how it differs from alternatives, and any relevant partner-specific considerations for the problem or solution.

B. Geographic Location: (approximately ½ page). Describe what location(s) (e.g. Districts, cities, regions and local languages) you propose to operate in and the biggest challenges and opportunities. Include the education authorities, groups and actors that will be essential to ensure programmatic objectives are met. If applicable, provide a brief description of previous work experience in these geographic locations.

C. Intervention approach: (approximately 2 pages) Building on the introduction, propose a Theory of Change for how this intervention will produce the desired impact in the focus area(s) identified.

Briefly describe critical barrier(s) or problem(s), related to your focus area(s) that your concept addresses. Be sure to include information describing why the approach is creative or innovative, how it is potentially scalable, evidence to support it as a tested solution or as an intervention likely to have a significant development impact, and how it will be sustained. Include discussion of how programming will reach and protect vulnerable populations. Applicants whose concept notes include programming for P3-P5 students should specifically describe how their approach incorporates Targeted Instruction.

D. Intervention results: (approximately 1 page) As specifically as possible, describe the anticipated outputs, outcomes, results and/or impact of the proposed intervention, with reference to relevant cost-effectiveness evidence (in particular, impact evaluations of similar programming in relevant contexts) as appropriate. What are the key, quantifiable metrics related to your project's performance or expected performance? What is the scale needed to achieve results sufficient to address the problem? What are the baselines that you will measure before the project begins? This section should include a preliminary (short) list of priority learning questions that will inform both future programming by the applicant itself and by other organizations working in related sectors.

E. Applicant capacity: (approximately ½ page). Describe organizational capacity – technical, managerial, financial, etc. – to carry out the proposed intervention.