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Deadline for Questions: Friday, October 13, 2023, 10 a.m. Nairobi time
NOFO Closing Date and Time: Monday, November 13, 2023, 10 a.m. Nairobi time

Subject: Notice of Funding Opportunity Number 72064923RFA00002

Program Title: USAID/Somalia's Accelerated Education Activity

Catalog of Federal Domestic Assistance (CFDA) Number: 98.001

Ladies/Gentlemen:

The United States Agency for International Development (USAID) Somalia is seeking applications for a Cooperative Agreement from qualified entities to implement the **Accelerated Education Activity**. Eligibility for this award is not restricted.

USAID intends to make one (1) award to the applicant 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. While one (1) award is anticipated as a result of this NOFO, USAID reserves the right to fund any or none of the applications submitted.

To be eligible for an 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 processes. 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.

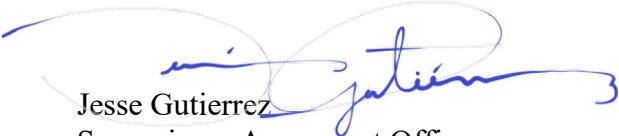
USAID may not award to an applicant unless the applicant has complied with all applicable unique entity identifier and System for Award Management (SAM) requirements detailed in Section D.6.g. The registration process may take many weeks to complete. Therefore, applicants are encouraged to begin registration early in the process.

Please send any questions to the point(s) of contact identified in Section D. The deadline for questions is shown above. Responses to questions received prior to the deadline will be furnished to all potential applicants through an amendment to this notice posted to www.grants.gov.

Issuance of this notice of funding opportunity does not constitute an award commitment on the part of the Government, nor does it commit the Government to pay for any costs incurred in preparation or submission of comments/suggestions or an application. Applications are submitted at the risk of the applicant. All preparation and submission costs are at the applicant's expense.

Thank you for your interest in USAID programs.

Sincerely,



Jesse Gutierrez
Supervisory Agreement Officer
USAID / SOMALIA / OAA

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SECTION A: PROGRAM DESCRIPTION

This funding opportunity is authorized under the Foreign Assistance Act (FAA) of 1961, as amended. The resulting award will be subject to 2 CFR 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, and USAID's supplement, 2 CFR 700, as well as the additional requirements found in Section F.

Note: The term “program,” as used in 2 CFR 200 and this NOFO, is typically considered by USAID to be an Activity supporting one or more Project(s) pursuant to specific Development Objectives. Please see 2 CFR 700 for the USAID-specific definitions of the terms “Activity” and “Project” as used in the USAID context for purposes of planning, design, and implementation of USAID development assistance.

I. Introduction

USAID/Somalia is seeking applications for the Accelerated Education Activity to increase access to quality accelerated basic education and non-formal education for out-of-school children and youth in southern Somalia. This Activity will improve learning outcomes for children and youth, strengthen community involvement in and ownership of education, and strengthen local and federal government capacity to oversee the delivery of quality education to marginalized Somali children and youth.

II. Background, Problem Analysis, and USAID's Investments in Education in Somalia (2011-23)

A. Background and Problem Analysis

While the Federal Government of Somalia (FGS) has made strides to improve governance and management of the education system since 2012, these come at the backdrop of three decades of conflict that nearly destroyed the country's education system. Education in Somalia still faces severe challenges, driven by continued instability caused by conflict, displacement, poverty, and natural disasters, resulting in low and inequitable enrolment, particularly of the most vulnerable children, including girls, those in rural communities, children with disabilities, and internally displaced populations (IDPs) and poor quality. The nascent education system that does exist is highly fragmented, with non-state actors filling the void created by a lack of government resources and low capacity. The education system continues to be impacted or characterized by the following factors:

- **Poverty:** Somalia remains one of the poorest countries in Africa, with nearly seven out of ten Somalis living in poverty¹ and per capita annual income estimated at approximately

¹ World Bank Group. Somali Poverty and Vulnerability Assessment. 2019

\$315 in 2018.² Opportunity costs of school attendance (particularly the need to work and contribute to household income), extreme poverty, and school fees are some of the reasons why children and youth do not enroll in school, attend intermittently or drop out.

- **Low Access:** With only three percent of schools being fully funded and operated by the Somali government and over 90 percent of all schools requiring fees, education is beyond the reach of most Somali families. As a result, households contribute seven times what the government does to children's education, or nearly \$24 million in 2017.³ This has contributed to Somalia hosting one of the world's most significant out-of-school populations. An estimated four million children and youth are out of school, representing 85 percent of the school-age population.⁴ Likewise, with only 3,324 primary and secondary schools in Somalia, there are not enough facilities to accommodate Somalia's school-age population.⁵
- **Inequity:** For marginalized populations and those affected by natural disasters, crisis and conflict, such as IDPs, returnees, and rural populations, insufficient access to education is even more prevalent. The poorest children are up to 50 percent less likely to attend formal school and children in rural areas are 11 percent less likely to attend grade 1 than children living in urban areas.⁶ Girls account for 58 percent of out-of-school children and youth (OOSCY)⁷ and when girls do attend school, the average school-life expectancy is 1.48 years, lower than their male peers (1.78 years).⁸ The enrollment of children with disabilities in primary education is very low.
- **Poor Quality:** In Somalia, there are a limited number of teachers, low teacher qualification levels, a limited teacher qualification framework, and weak oversight of non-state service providers. At the primary level, only 36 percent of teachers have the appropriate qualifications. Due to these low qualification levels, the qualified teacher-to-student ratio is 1 to 133 in public primary schools. These low levels are partially due to the lack of systematized teacher training programs and institutions in the country. Not all schools received textbooks in the first round of distribution in 2020, leaving many schools without textbooks. In primary schools, pupil-textbook ratios can be as high as 43:1.⁹ Additionally, learners have extremely limited access to storybooks or other texts that support the development of literacy skills.

² Directorate of National Statistics, Federal Government of Somalia. The Somali Health and Demographic Survey 2020

³ ESSP 2022-2026

⁴ *ibid*

⁵ Somalia Ministry of Education, Culture, and Higher Education data

⁶ ESSP 2022 - 2026

⁷ Per UNESCO's UIS, Children, adolescents and youth of primary, lower secondary and upper secondary school age are considered out of school if they are not enrolled in pre-primary, primary, secondary or post-secondary education.

⁸ Ministry of Education, Culture, and Higher Education of Somalia. Education Sector Analysis, pgs.65; 69; 75

⁹ ESSP 2022-2026

- **Gender Norms:** In Somalia, gender roles and social norms are deeply rooted in cultural, religious and traditional beliefs. USAID's gender analysis highlighted many key gender issues that impact equitable access to education and completion.¹⁰ Young women are often expected to contribute to household work from a young age, face early marriage or other types of gender-based violence, and may face restrictions regarding when and where they can travel. Families often do not prioritize or have the ability to pay for girls and young women to attend school. Women are systematically excluded from or under-represented in all levels of decision-making, including in community leadership, politics, and justice and conflict resolution mechanisms. Furthermore, early marriage is highly prevalent, particularly in rural areas: 35 percent of Somali women aged 20-24 were married by the age of 18.¹¹ The vast majority of teachers – 89 percent – are male, a percentage that only increases in leadership positions, with less than five percent of head teachers being female.¹² Childcare services are virtually non-existent, further contributing to the low numbers of female teachers and high drop-out rates for pregnant female students. Females in all geographic areas and demographic groups have lower literacy and education rates than males.¹³ Women with no education have about twice as many children as women with higher education.¹⁴

B. USAID Investments in Education in Somalia (2011-2023)

USAID has invested in accelerated education programs (AEPs) in Somalia over the last decade to target the most marginalized out-of-school children and youth and bring them back into the education system. Through investments with UNICEF Alternative Basic Education (ABE), Bar ama Baro (BaB), and Adolescent Girls Education in Somalia (AGES), USAID/Somalia has partnered with the Federal Ministry of Education, Culture, and Higher Education (MoECHE) and FMS Ministries of Education to develop, approve and implement Somalia's Accelerated Basic Education (ABE) policy and curriculum framework¹⁵ (with four levels to provide the equivalent of a grade 8 education). Following the ABE policy, USAID's investments have contributed to developing, printing, and distributing textbooks and teaching and learning materials, and registering over 104,000 ABE learners in the national Education Information Management System (EMIS). USAID experience and global evidence indicate that ABE needs to run for an extended period to see results, particularly at scale. This requirement is especially true in Somalia, where conflict and crisis have kept many children and youth from accessing education for a prolonged period and resulted in a significant percentage of overage students, which requires a flexible approach.¹⁶

¹⁰ https://pdf.usaid.gov/pdf_docs/PA00X78Z.pdf

¹¹ Directorate of National Statistics, Federal Government of Somalia. The Somali Health and Demographic Survey 2020, pg.87

¹² Somalia Economic Update: Building Education to Boost Human Capital, The World Bank, August 2019, page 23

¹³ SHDS 2020, page 51. Somali Poverty and Vulnerability Assessment, The World Bank, April 2019, page xviii.

¹⁴ SHDS 2020, pages 76, 111, 276 and following

¹⁵ <https://moe.gov.so/wp-content/uploads/2022/04/ABE-Policy-Framework-Translated-to-Somali-Final-1.pdf>

¹⁶ AEWG, 2017, Guide to Accelerated Education Principles

C. Lessons Learned

Through the implementation of BaB, USAID has found it difficult for students to attend ABE's full four-hour afternoon shift regularly. Competing demands from Quranic schools, the need for children to contribute to family income or household chores, and intense demands on teachers, have demonstrated the need for ABE programs in Somalia to be flexible, responsive, and sensitive to community needs to ensure equitable access. In the Somali context, ABE programs have also been used to respond to new crises and to address emerging needs as the security situation changes.

USAID/Somalia has also implemented Non-Formal Education (NFE) activities, such as the Somali Youth Learners Initiative (SYLI, 2011-2017) and Adolescent Girls Education in Somalia (AGES, 2020-2024). NFE programs in crisis and conflict settings vary widely in content, delivery modalities, educational quality, certifications provided, and target populations.¹⁷ Given the challenges faced by many children and youth in Somalia, especially for IDPs who must frequently relocate, NFE serves as an important and necessary component of the education system for those who missed the chance to attend school to gain basic literacy, numeracy, and life skills.

For Somalia, ABE and NFE are important and will continue to play a critical role in overcoming inequities in the country and in supporting the achievement of key national development goals.¹⁸ Demand for ABE programs is clear, particularly as Somalia struggles to provide access to the estimated four million out-of-school children, but meeting goals related to graduation or transition to formal schooling, further vocational or livelihoods training proves challenging. As it is critical to continue offering flexible ABE options to meet the needs of out-of-school children in Somalia aligned with Somalia's ABE policy and curriculum framework (Picture 2), it is just as critical to strengthen pathways from ABE to the formal education system, vocational training, and/or employment and self-employment opportunities at the local level. Likewise, as millions of Somalis missed the opportunity to attend school and lack basic literacy, numeracy, and life skills, age-appropriate NFE options are needed in communities. Consultations with Somali education stakeholders have emphasized the need to avoid the abrupt end of ABE and strongly prioritized the continuation of ABE opportunities within communities and expanding opportunities for adults to gain basic skills.

Annex A includes a more detailed discussion of lessons learned.

¹⁷ Non-formal Education for Adolescents and Youth in Crisis and Conflict, INEE. 2021.

¹⁸ ESSP 2022-2026

III. Technical Approach

A. Theory of Change

While Somalia has initiated important reforms to build its education system in the last decade, key challenges to access, quality, and system capacity remain. Accelerated Education Activity seeks to address these issues through the following theory of change:

If equitable access to safe, free, relevant, quality Accelerated Basic Education (ABE) and Non-Formal Education (NFE) programs is increased;

If learning outcomes in foundational skills areas (literacy, numeracy and SEL) are improved;

If community engagement and local ownership of Accelerated Basic Education (ABE) and Non-formal Education (NFE) programming is strengthened; and

If capacity of government at local and federal levels to oversee the provision of quality public education is strengthened;

Then a greater number – and more equitable distribution – of OOSCY will have the foundational skills necessary to transition to further learning and/or social and economic opportunities within their communities.

These results will contribute to the government and communities' overall objective of increasing equitable access to quality education so out-of-school children and youth achieve key learning outcomes through flexible approaches and transition to formal education, employment, or self-employment.

B. Technical Approach:

The new activity aims to increase opportunities for out-of-school children and youth to access education and develop foundational literacy, numeracy, and SEL skills within USAID's CDCS focal zone (Picture 1). Through the Activity, USAID/Somalia will work in partnership with the Federal Ministry of Education, Culture and Higher Education (MoECHE), Federal Member States (FMS) Ministries of Education and district-level officials, communities and other education stakeholders to provide ABE and NFE and strengthen flexible pathways for accessing learning opportunities, so more children and youth can develop foundational skills and transition from ABE or NFE into formal education, skills training programs or employment, including self-employment. A special focus will be placed on increasing educational access for marginalized adolescent girls and young women, to gain foundational and life skills to more fully participate economically and socially.

Picture 1: USAID/Somalia's 2020-2025 CDCS Focal Zone (revised 2023)



This Activity will build upon the assets and lessons learned from previous and ongoing USAID/Somalia programs such as UNICEF, Bar ama Baro, Adolescent Girls Education Somalia (AGES), and Somali Youth Learners Initiative. Its objective is to provide a comprehensive approach that addresses the learning and well-being needs of marginalized out-of-school children and youth and directly connects them to free and relevant learning opportunities.

The Activity will have four main components, as demonstrated by the following four Intermediate Results:

- 1) Increased equitable access to safe, free, relevant, quality Accelerated Basic Education and Non-Formal Education programs.
- 2) Improved learning outcomes in foundational skills areas (literacy, numeracy and social emotional learning) and other key skills as appropriate.
- 3) Increased community engagement and local ownership of Accelerated Basic Education (ABE) and Non-Formal Education (NFE) programming.
- 4) Strengthened capacity of government at local and national levels to oversee the provision of quality public education.

Non-negotiables:

1. The Recipient must be able to access and work safely in each proposed implementation district.
2. The Recipient must work within Somalia's ABE policy and curriculum framework and Adult Education policy and curriculum framework (Picture 2), and maximize the use of existing textbooks and other teaching and learning materials.
3. The Recipient must prioritize communities previously supported by USAID education projects to ensure the continuity of ABE and NFE services.
4. The Recipient must prioritize rural, hard-to-reach areas with marginalized and minority communities and communities prone to drought.
5. For new enrollments, the Recipient must prioritize out-of-school¹⁹ children and youth (ages 9-16) who have not attended school for the past year or more²⁰.

The Activity will consider sustainability from the beginning to support transition pathways so learners can move between ABE, NFE, formal education, vocational training programs, and employment/self-employment. This Activity will use a phased implementation approach so that program components can be piloted, reviewed, revised, and taken to scale, per CLA Principles, as lessons are learned, and the development context evolves (See Section F). The approach must be flexible and look different across districts and regions to ensure responsiveness and sensitivity to specific needs. The activity must identify age-appropriate options for OOSCY and ensure that each district – and where warranted, each community – has both ABE and NFE programs. The Activity will support target communities to become more resilient through intentional layering, sequencing, and integrating across USAID and other donor-funded activities. The Activity will leverage and track contributions from public and private sector partners and communities.

1. Target Beneficiaries

The Activity will increase the number of out-of-school children and youth with access to quality accelerated basic education (ABE) and non-formal education (NFE).

For ABE, the Activity will target learners ages 9-16 who are unable to enroll in formal education because they are over the age requirements for the grade, older children who have never had the chance to enroll in education, or those who dropped out of primary school.²¹ Fifty percent of children enrolled in ABE must meet the UNESCO definition of out-of-school children and

¹⁹ Refer to the UNESCO definition for out-of-school children - <http://uis.unesco.org/sites/default/files/documents/new-methodology-shows-258-million-children-adolescents-and-youth-are-out-school.pdf>

²⁰ USAID's goal in this activity is to reach children who otherwise would not have access to school in either the private, public or NGO systems. Prior experience has shown that sometimes children and youth will leave the formal system to attend ABE programming when the former is free of charge. For this reason, USAID requires that children who are counted as 'out-of-school' under ABE have been out of school for at least one year in order to avoid creating a parallel and duplicative system.

²¹ Accelerated Basic Education Policy Framework (2021)

youth.²² In addition, for ABE, learners must be between the ages of 9-16, as per Somalia's ABE policy, and have not been previously enrolled in or have not attended school in the past year.

For NFE, the Activity will target adolescents and youth ages 15-25 who have never enrolled in school, have dropped out in grade 1, or only had access to short-term courses without acquiring basic literacy and numeracy skills. The Activity must prioritize young women's participation, but not exclude young men, and propose gender-transformative approaches for working with both young women and young men. The Activity will ensure a safe and supportive learning environment for all learners and educators, with particular attention to the needs of girls and women.

The Activity will focus on providing opportunities for those who have been historically marginalized from access to education.

2. Target Districts

The Activity will be implemented in USAID/Somalia's CDCS focal zone, which includes Banadir, Southwest State, Hirshabelle State, Jubaland State, and newly liberated areas. Given the importance of continuity of service delivery and meeting community expectations for education, the Activity will work in many of the same communities as BAB, but may operate in fewer schools in those communities given resource restrictions and other donor-supported programs. The Activity will provide opportunities for students to complete the full four-year ABE cycle, which may fluctuate depending on the exact number of schools or classes offered for each level. The Recipient may cluster the higher ABE (L3-L4) levels in select schools. The Activity will provide relevant learning opportunities for older youth (who have aged out of ABE) to complete NFE, based on community needs and feasibility. The Activity may offer gender-appropriate NFE in each district, but not necessarily in every community. The Activity may consider ABE and NFE programs in community centers or buildings, including but not limited to schools. Safe learning spaces must adhere to the Inter-agency Network for Education in Emergencies (INEE) Minimum Standards (see Domain 2: Access and Learning Environments)²³.

The Activity will select implementation districts based on continuity of service delivery, household survey data, and findings from the joint education needs assessment (JENA) and humanitarian needs overview (HNO), the presence of large numbers of OOSCY, IDPs and marginalized communities with limited access to basic education, and coverage by other donor-funded education programs. The Activity aims to provide opportunities for learning to those who otherwise would not receive it, or receive it sporadically, so coordination with other donor-funded humanitarian and education projects (i.e., Education Cannot Wait) is critical.

²² "Number of children and young people in the official age range for the given level of education who are not enrolled in pre-primary, primary, secondary or higher levels of education."

²³ <https://inee.org/minimum-standards>

During year one, the Activity will work in the following districts:

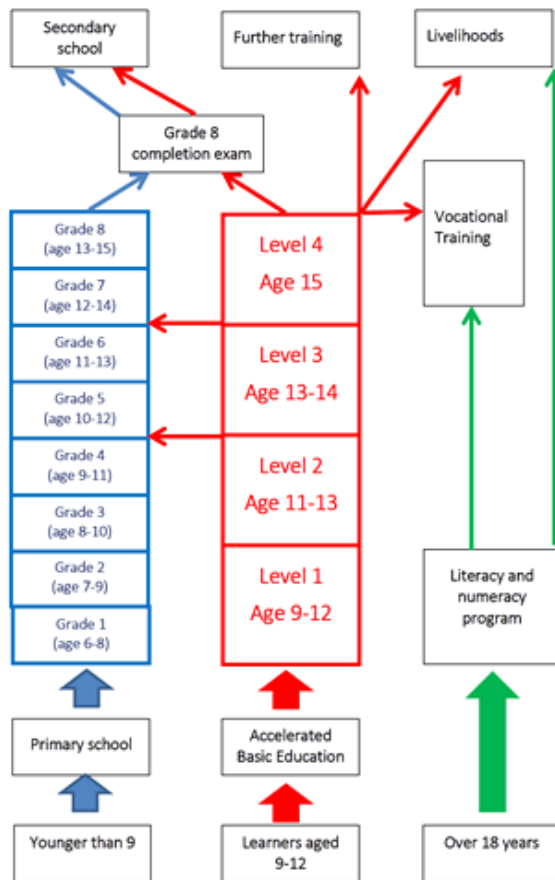
Table 1: Current USAID/Somalia ABE Program Coverage

Federal Member State	Region	District
Banaadir	Banaadir	Daynile, Kahda, Shibis, Hamarweyne, Abdiaziz, Hodan, Howlwadaag, Waberi, Bondhere, Dharkeynley, Yaqshid, Warta Nabada, Karan, Wadajir, Heliwaa, Boondhere
South West State	Bay	Baidoa, Dinsoor, Berdale
	Lower Shabelle	Marka, Barawe, Wanlaweyn, Afgoye
Jubaland	Lower Juba	Kismayo, Jamame, Bardheere
Hirshabelle	Middle Shabelle	Balcad, Jowhar, Mahaday, Warsheikh
	Hiraan	Mahas/Moqokori, Adan Yabal

In consultation with USAID and MoECHE, the Activity may expand into newly liberated areas, based on security, and the need and feasibility of reaching underserved populations and children outside the reach of the formal education system. District selection will include some level of schools and community contribution of matching funds, including in-kind contributions.

3. Building on Previous ABE and NFE Investments

Picture 2: Somalia ABE Policy Framework



Accelerated Education Activity will not start from scratch, but build on learning and sustain successes from past USAID and other donor-funded ABE and NFE projects. The Activity must follow the ABE policy and curriculum framework, including utilizing the MoECHE-approved ABE textbooks and other teaching and learning materials. The Activity may consider reviewing and revising the ABE policy, curriculum framework and textbooks after two years of implementing the entire ABE cycle with sufficient data on student performance and teacher feedback, based on and coordinated with MoECHE-led revisions to the formal curriculum. The Activity must follow the Adult Education policy and curriculum framework when implementing NFE.

4. Laying and Sequencing with USAID/Somalia Programs

The Accelerated Education Activity will work at the nexus of stabilization, humanitarian assistance, and development to further stabilization and resilience gains through the provision of educational opportunities and by building human capital and livelihood skills. The Activity will sequence and layer with USAID/Somalia stabilization, resilience, and humanitarian activities which include but are not limited to those listed below.

Table 2: Collaboration Opportunities with USAID/Somalia Programs

Sector	USAID/Somalia Program	Opportunities
Resilience	IRiS (DT Global) 2022 - 2027	Pipeline of Accelerated Education Activity graduates with literacy and numeracy skills for workforce development training
	RECOVER (FAO)	Connections with Village Savings and Loan Associations
Stabilization	TIS 3 (DT Global) 2022-2027	Identifying newly-recovered communities that prioritize education. Determining when appropriate security conditions are in place to consider ABE and NFE programming.
	Stabilization Through Education Program (IOM) 2022 - 2023	Link new school infrastructure with additional Accelerated Education Activity shifts, teacher training, and DEO oversight. Expand Community-Based Education Planning, CEC training, and local fundraising platforms.
	IOM	Identifying newly-recovered communities that prioritize education. Determining when appropriate security conditions are in place to consider educational programming.
Humanitarian Assistance	Social Protection	Identifying at-risk, out-of-school children and adolescents and referring them to accelerated basic education (ABE)
	Camp Cluster Coordination	Establish or strengthen referral pathways between education and protections, to address learners mental health and psychosocial support (MHPSS) and wellbeing needs

5. Collaboration with other Donor-funded Programs

Donors play a critical role in funding education provision and building the education system in Somalia. The Accelerated Education Activity must coordinate with other donor-funded education programs to prevent duplication. The Activity will coordinate with other donor-funded ABE programs to harmonize textbook and TLM procurement, printing, distribution, and review and potential revision as much as possible; harmonize teacher training content; and to ensure greater geographic and level coverage. Accelerated Education Activity will coordinate with other

education programs to ensure complementarity and ensure that developments in key policies and reforms within the formal education system are reflected in the provision of ABE and NFE.

Table 3: Collaboration Opportunities with other Education Programs

Education Sub-Sector	Donor	Opportunities
Somali Education Cluster	Various	Coordination with existing and future programming
ABE	Educate a Child (UNICEF) (CARE)	ABE policy, textbooks
NFE	FCDO, USAID - Adolescent Girls Education in Somalia (CARE)	Adult Education Policy
Education in Emergencies	Education Cannot Wait	Provide longer-term instruction via ABE
	GPE (Accelerator Fund), USAID Somalia Emergency Education Drought Response Program (UNICEF)	ABE in IDP displacement sites
	ECHO	ABE in IDP displacement sites
“Formal” Education	World Bank - Education for Human Capital Development Project	Establish pathways from non-formal to formal education teacher training, curriculum, assessment
	GPE - Partnership Compact 2023-2026	EMIS, pathways from non-formal to formal education, school feeding, teacher training, revision of national curriculum using Teaching at the Right Level
TVET	GIZ	Connection to employment opportunities in Baidoa
	AfDB	

Girls' Education	World Bank - Rajo Kaab	Girls education
	FCDO, USAID - Adolescent Girls Education in Somalia (CARE)	Girls education

6. Contribution to USAID/Somalia's CDCS

The Accelerated Education Activity will contribute to both development objectives (DOs) of the USAID/Somalia CDCS.²⁴ Towards DO 1 -- Targeted local institutions govern in a more legitimate manner, diminishing influence of violent extremist groups, Accelerated Education Activity will strengthen the capacity of local, FMS, and federal government to deliver education, particularly in areas with insufficient educational opportunities and in areas previously controlled by al-Shabaab, further establishing the credibility of the state to respond to citizen demand for quality education. Increasing access to marginalized out-of-school youth and children, directly contributes to IR 1.2 (marginalized citizens' access to inclusive social and economic opportunities increased). Towards DO 2 -- Enable marginalized Somalis to more effectively withstand shocks and stresses, Accelerated Education Activity will strengthen social capital of marginalized groups (IR 2.3), through foundational skill development, fostering peer connections within and outside of classrooms, and through Community Education Committees. The Activity's focus on providing access to education to adolescent girls and young women and connecting to further educational or livelihood opportunities advances IR 2.4 (human capital of women strengthened).

7. Guiding Principles

Community-Driven Approach

USAID recognizes that local leadership and ownership are essential for fostering sustainable results across our development and humanitarian assistance work,²⁵ and that community engagement fosters local ownership, which helps ensure the long-term sustainability of initiatives. The Activity will adopt a collaborative approach to working with community and traditional leaders, youth-led groups, and community organizations to facilitate ownership, sustainability, and support local capacity development.

The Activity will employ community and school-based parent and caregiver engagement models, which focus on empowering caregivers to create a positive and safe environment inside and outside the classroom to support children and youth to strengthen their foundational skills and

²⁴ <https://www.usaid.gov/somalia/document/country-development-cooperation-strategy-cdcs-somalia-2020-2025>

²⁵ https://www.usaid.gov/sites/default/files/documents/What_is_Locally_Led_Development_Fact_Sheet.pdf

wellbeing. Community members engaged in classrooms can further support teacher well-being and improve learning outcomes.

Engaging youth in community awareness raising, out-of-school student identification and mobilization, and remediation, can improve access and learning outcomes. Youth are often an untapped or overlooked community resource in Somalia. Targeting youth for participation in civic dialogue about education gives youth a meaningful voice and can result in a cadre of education and youth champions. Combining education with community or civic engagement opportunities can reduce the likelihood that young people will be interested and participate in violence.

Inclusivity

The Activity will approach interventions using principles of Universal Design for Learning (UDL)²⁶, based upon the premise that all children and youth learn differently and, as a result, the activity needs to provide learners with pathways to (1) be engaged, motivated and to learn through multiple means, (2) receive information in various ways, and (3) express their learning in multiple ways.²⁷

Conflict Sensitivity

USAID/Somalia requires that partners take into account conflict dynamics in all programs in order to support the mission's overarching goal of building the foundation for a more stable, cohesive and resilient Somalia. In an effort to ensure interventions are conflict-sensitive, interventions must be designed, monitored, and periodically reviewed in light of the changing conflict dynamics to ensure that: a) they do not inadvertently create or exacerbate conflict; b) they factor in the possible impact of existing or potential conflict on staff, implementing partners and the activities themselves; and c) they seek appropriate opportunities to mitigate tensions and support or consolidate peace and reconciliation. Applicants must take into account conflict dynamics in all activities and must demonstrate how they will do so throughout implementation to adhere to "do no harm" principles. Specifically, the Applicant must ensure the Activity will be implemented in a conflict-sensitive manner with upfront and continuing contextual analysis and monitoring that informs intervention adaptations throughout the life of the program.

Resilience

Given Somalia's recurrent shocks and stressors, and the high likelihood of future climate-based shocks, it is necessary to ensure that individuals are provided with resilience tools and techniques to ensure the sustainability of past and present investments in education. For USAID, resilience is

²⁶ [Universal Design for Learning \(UDL\)](https://www.cast.org/impact/universal-design-for-learning-udl) (<https://www.cast.org/impact/universal-design-for-learning-udl>) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. UDL's goal is to support learners to become "expert learners" who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal driven. Instead of changing the learner, UDL aims to change the design of learning environments to reduce barriers so that all learners can engage in rigorous, meaningful learning. The UDL Guidelines provide a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

²⁷ USAID's commitment to Disability Inclusive Education can be found [here](https://www.edulinks.org/learning/new-usaid-commitments-disability-inclusive-education-2022-global-disability-summit): <https://www.edulinks.org/learning/new-usaid-commitments-disability-inclusive-education-2022-global-disability-summit>

the ability of people, households, communities, countries, and systems to mitigate, adapt to, and recover from shocks and stresses in a manner that reduces chronic vulnerability and facilitates inclusive growth. A resilient education system ideally continues to provide safe, equitable access to quality and relevant education and social services that help reinforce or grow literacy, numeracy, or social and emotional skills in the face of conflict or crisis. The Recipient will use a resilience lens to improve adaptive management practices to be responsive to shocks and stresses and to strengthen the capacity of individuals and communities to adapt and innovate. The Applicant must consider how to leverage USAID's guidance on resilience and education, as outlined in USAID's White Paper on Resilience and Education (See [USAID's Education and Resilience White Paper](#)²⁸), which provides a framework and guidelines for catalyzing education-based actions, such as crisis preparedness activities and scenario planning.

Safeguarding

Safeguarding refers to the prohibitions and actions necessary to prevent and respond to incidents of abuse, exploitation, and neglect perpetrated by implementing partners' personnel across all sectors of an intervention or program. It includes systems and mechanisms established by organizations to ensure the safety of participants in the presence of staff or outside parties. Being accountable to the populations we work with is critical for designing activities and approaches that reach and include the voices of the most vulnerable and take into account gender, age, ethnicity, language, and special needs. The Recipient will establish safeguarding principles to promote the safety and dignity, meaningful access, accountability, and participation and empowerment of beneficiaries. Safeguarding principles will help to prevent and/or minimize any unintended negative effects of the proposed intervention, which can increase people's vulnerability to both physical and psychological risks.²⁹

Gender-Transformative

The [2023 USAID Gender Equality and Women's Empowerment Policy](#)³⁰ promotes "transformative" as one of seven key principles. Gender-transformative programming in education seeks to utilize all parts of an education system to transform stereotypes, attitudes, norms and practices by challenging power relations, rethinking gender norms and binaries, and raising critical consciousness about the root causes of inequality and systems of oppression.³¹ To

²⁸ <https://www.edu-links.org/resources/transforming-systems-times-adversity-education-and-resilience-white-paper>

²⁹ As stated in ADS 303.3.33, partners must have a code of conduct for their employees and should have clear systems that are safe, accessible, confidential and survivor-centered to ensure the safety and wellbeing of all involved in the Activity. Partners are strongly encouraged to simultaneously report credible allegations of abuse, exploitation, or neglect to USAID's Office of Inspector General (OIG) and to the cognizant Agreement Officer/Contracting Officer (AO/CO). USAID implementing partners are required to consult with the AO/CO and the relevant USAID Mission Director to address and resolve sexual abuse and exploitation violations involving their staff.

³⁰ https://www.google.com/url?q=https://www.usaid.gov/gender-policy&sa=D&source=docs&ust=1693941171931710&usg=AOvVaw2FULiI9PcFxj_oF753L1ws

³¹ Examples of Gender-Transformative Education can be found from USAID at: <https://www.google.com/url?q=https://www.edu-links.org/sites/default/files/media/file/Advancing-Gender-Equality->

achieve gender-transformative education programming, the Recipient will take an intersectional approach that considers and addresses how a person's overlapping identities contribute to their likelihood of accessing and benefiting from education. Note that gender-responsive programming is a good step forward in contexts where gender-transformative programming may not be safe or appropriate.

IV. Results to Be Achieved

The following section details the results to be achieved under Accelerated Education Activity. The Applicant must propose indicators to measure progress towards the outlined results. Applicants must draw on USAID's standard indicators for education as well as propose custom indicators which are contextually appropriate, evidence-based and relevant to the desired outcomes for Accelerated Education Activity. **Applicants must propose ambitious but realistic targets for the number of children and youth enrolled at each level, each year, total number of unique learners³² enrolled for the life of project and for the number of learners who will complete ABE L4 during the life of project.** USAID anticipates that a baseline, midline and endline will be part of the monitoring and evaluation plan and that the baseline will inform out-year targets. Under Accelerated Education Activity, Applicants will be required to disaggregate data by gender for relevant indicators and disability as appropriate. Applicants may refer to the end of this solicitation for a list of resources that may inform applicant's choice of indicators and targets.

Intermediate Result 1:

Increased equitable access to safe, free, relevant, accelerated basic education and non-formal education programs

Interventions under this Intermediate Result will enable out-of-school children and youth to access and complete ABE and NFE programs and identify local opportunities to transition to further education, training, employment or self-employment. The Activity must work within USAID/Somalia's CDCS focal zone and support the continuation of ABE and NFE in communities in which USAID has previously worked.

Sub-IR 1.1 Increased enrolment & attendance in safe, inclusive ABE, NFE, especially for marginalized learners

Accelerated Education Activity must increase equitable access and attendance of OOSCY in safe

In-Through-
Education_FY21.pdf&sa=D&source=docs&ust=1693220916596703&usg=AOvVaw0UokysmDQoVKcaQLveiWak.

³² A unique learner is defined as an individual and will only be counted once regardless of the number of years that the individual participates in the USAID activity (i.e. if a learner completes three years of ABE they are only counted once for the purposes of the unique learner count).

and inclusive ABE and NFE. USAID/Somalia has learned that when the cost of education is not borne by families, children and youth enroll in school and retention levels are high. For example, 83 percent of BAB students who enrolled in cohort one completed the first full year of instruction, despite the drought.

Learning environments need to be safe given the violence, trauma, and in many cases, displacement learners have experienced during the years of conflict and periodic drought in Somalia. The Activity will ensure learning spaces are safe for all learners and educators, especially female teachers and students, and support cognitive, physical, and socio-emotional development and improve well-being. Learning spaces are also expected to be disability inclusive by providing appropriate training to teachers and ensuring teaching and learning materials are accessible to learners. In some instances this may require the purchase of teaching and learning materials specifically designed for children with disabilities. For issues related to construction, the Activity will coordinate with STEP. The Activity will support safe learning spaces, characterized by having a reliable strategy for identifying and mitigating internal, external and environmental threats to safety, and by consistently meeting clear criteria for qualifying as safe for learners to travel to and to attend. The Activity will mitigate school-based violence, including school-related gender-based violence (SRGBV), which can have a significant impact on students' educational achievements by affecting their ability to concentrate, and promoting absenteeism and school dropout. The activity must identify age-appropriate options for OOSCY and ensure that each district – and where warranted, each community – has both ABE and NFE programs. As the security context evolves and government control expands, the Activity may propose additional districts or communities to provide ABE, NFE or emergency education interventions to meet community demands for education. The Activity may include innovative and community-based approaches that support learners and promote retention.

Sub-IR 1.2: Reduced barriers to education, particularly for marginalized learners

The Activity will support community members and local education authorities to identify specific barriers to education and, in response, provide flexible modalities that are responsive and sensitive to community needs, in particular the needs of girls, rural populations, children with disabilities, IDPs, returnees and pastoralists. This may include flexible timetables to allow for priority household activities, double shifts, and other interventions that have been proven to be successful in Somalia's context. One of the known barriers keeping children out of school is the cost of education. The Activity will propose interventions that reduce the cost of education for communities and families and address community perceptions on the importance of education. The Activity will be continuously reviewed and revised based on assessment findings to ensure that it addresses the – often localized – barriers that prevent the most marginalized children and youth from attending and completing education programs and takes shifting community dynamics into account.

Sub-IR 1.3: Children & youth transition to further education or work opportunities, based on community needs & resources

The Activity will support OOSCY who complete ABE and NFE to successfully transition to

further learning or employment/self-employment opportunities. Flexible pathways need to be identified for ABE learners to transition into age-appropriate grades within primary school as well as transition to secondary education, TVET or other skills training when completing the full cycle of ABE. In order for learners to successfully transition from ABE and NFE, the Activity needs to coordinate with the Government and other education actors to finalize and operationalize guidance on equivalency exams and certification (see IR 4). Furthermore, barriers to enter formal education need to be minimized while ensuring there is available physical space within formal education classrooms. The activity may consider scholarships or transportation subsidies for students to enroll in formal schools where a free option is not available and formal schools are ready to enroll and support ABE graduates. The mandate of the Activity is not to provide secondary education, TVET or workforce development, but to identify local opportunities for further education and training, based on market opportunities at the community level, and facilitate successful transition.

Intermediate Result 2:

Improved learning outcomes in foundational skills areas (literacy, numeracy and social emotional learning) and other key skills as appropriate

The Activity will engage teachers, learners, communities and education officials across federal, regional and district levels to improve the quality of teaching and access to teaching and learning materials in order to ensure improved learning outcomes. In addition to literacy and numeracy, the activity will improve contextually-appropriate social-emotional skills. In addition to supporting the development of foundational skills, the Activity will support adolescents and youth, as appropriate, to develop other skills relevant for entering the workforce, such as financial literacy and soft skills. The Activity will explore connections with social safety net or other support services and referral pathways to enable learners to learn. It is expected that the Activity will measure learning outcomes at baseline, midline and endline.

Sub IR 2.1 Teachers deliver quality, safe, and inclusive instruction on foundational skills

The Activity will provide ongoing professional development, training, and coaching and/or mentoring support to ABE teachers and NFE facilitators to enhance their professional skills and wellbeing. The Activity will continue to build teacher skills through a phased approach. MoECHE has identified that ABE teachers require more in-depth knowledge of ABE approaches, teaching foundational skills, particularly literacy, and L3-L4 curricular content. This may include refresher trainings, based on feedback, formative assessment results for existing ABE teachers; refining the initial ABE teacher training; tailoring levels L3-L4 teacher training, based on the complexity of the material; providing school-based teacher coaching and mentoring. To ensure that the training teachers receive is aligned to the skills needed to teach ABE, the teacher training materials will be reviewed and revised based on feedback from teachers and head teachers to include evidence-based, global best practices for accelerated learning at each level, including the use of formative assessment so teachers consistently adapt their instructional approaches as needed. The activity may pilot innovative approaches to improve teacher skills in reading

pedagogy. Where possible, in-service training will be aligned with MoECHE teacher qualification and continuous professional development frameworks and count toward recognized ABE certification.

Sub IR 2.2 ABE Curriculum reviewed in line with stakeholder feedback & teachers are trained and supported on its effective use

The Activity will enhance the quality of teaching and learning materials using a phased approach. Based on data collected during the first two years of the program, after ABE learners have completed a full cycle and transitioned into formal education, vocational training or employment, the ABE curriculum may be reviewed, and teacher training and support revised, based on feedback. In the second half of the program, ABE curriculum may potentially be revised, contingent on MoECHE revision of the formal curriculum. The Activity may gather evidence and engage education stakeholders on strategically condensing levels 3-4 of the ABE curriculum to focus on foundational skills necessary for succeeding in further education or skills training programs and further integrate SEL, soft skills and basic psychosocial support to improve well-being and support holistic development. The Activity may provide additional reading materials for the classroom, such as decodables and leveled readers, as well as home-based learning materials to provide additional flexibility to continue practicing skills at home.

Sub IR 2.3 Learners & teachers have access to support services

Given the importance of supporting teachers' and learners' wellbeing to achieve desired outcomes, the Activity will identify and/or strengthen referral pathways to other services, such as mental health and psychosocial support (MHPSS), child protection, GBV, or nutrition. The Activity will not directly provide other services, but to identify and connect to other activities that do³³. The Activity may propose innovative solutions to connect teachers and learners with support services to enable teachers to focus on teaching and particularly vulnerable learners have other needs addressed that enable them to learn when participating in the Accelerated Education activity. Providing comprehensive support through integrated programming approaches is encouraged to increase the achievement of holistic outcomes and resilience.

Sub IR 2.4: Teachers use formative assessment to improve student learning

To improve student learning outcomes, particularly in foundational skills, the regular use of formative assessment is critical to enable teachers to understand what students are learning and tailor additional practice to reinforce learning specific skills. The Activity will improve teacher, head teacher, and education officials' ability to utilize formative assessments, analyze results, and inform practice, including the development of end-of-level assessments.

³³ If, at any point during the life of the activity, the AO approves an opportunity module the implementer may be required to directly provide some of these additional support services.

Intermediate Result 3:

Increased community engagement and local ownership of Accelerated Basic Education (ABE) and Non-formal Education (NFE) programming

Interventions under this Intermediate Result will seek to increase community engagement, including in classrooms, and local ownership to effectively implement, monitor and oversee, and sustain ABE and NFE programs.

Sub IR-3.1 Strengthened community involvement in classrooms to promote retention, learning, and safety

The Activity will strengthen engagement of learners, parents/caregivers and community leaders in education programming with the aim of increasing enrollment and retention and preventing drop-out. The Activity will support efforts to meaningfully engage community members to help change behaviors and influence positive social change, particularly to increase gender equity and strengthen positive shifts in community practices towards girls' education. The Activity will encourage community engagement within the classroom to improve learning outcomes, and when possible, find ways to engage parents and caregivers (especially women) to support overburdened teachers, for example, serving as classroom assistants to support classroom management. The Activity will also encourage meaningful youth participation, where youth will hold their peers accountable for attending ABE and NFE classes regularly or provide additional opportunities to build literacy, numeracy, and SEL skills within or outside classrooms. The Activity will create a forum for girls and boys to meet with mentors, build their skills and learn from one another on topics which influence their lives such as sexual reproductive health, financial literacy and work readiness.

Sub IR 3.2: Community Education Committees (CECs) effectively implement their mandate

Building on lessons from BAB, STEP, and UNICEF, the Activity must strengthen engagement in school management structures, such as community education committees (CECs), to create and improve local ownership, accountability and sustainability. The Activity will invest in strengthening the capacity of CECs to understand the importance of their role in education oversight, connecting schools with local government and businesses, and to implement their responsibilities in an equitable and transparent manner. The Activity will support CECs in building acceptance and continuity for ABE and NFE, and ensure that CEC members have the necessary skills and tools to implement their roles and responsibilities. CECs, as leaders of the school community, have a responsibility to hold teachers, administrators, and local officials accountable, keep learning spaces safe and ensure children and youth are learning.

Sub IR 3.3: Communities increase financial investment in education

The Activity will strengthen community ownership of education by supporting communities to increase their financial investment in education. Households are already one of the largest contributors to education, however, due to competing priorities and ongoing crises, systems to support communities to invest in education need to be developed and strengthened. STEP

demonstrated communities are willing to fundraise substantially to support community-developed education priorities. AGES demonstrated the value of connecting students with village savings and loan associations (VSLAs) to improve savings practices to increase resilience and livelihood prospects. Learning from these experiences, the Activity will promote community fundraising for education and expand connections with VSLAs, continuing to work with female youth while exploring ways for other community members to generate income to sustain local education initiatives. The Activity may explore other innovative ways to engage communities in delivering and sustaining education, and increase and quantify in-kind contributions from communities.

Intermediate Result 4: Strengthened capacity of government at local and federal levels to oversee the provision of quality public education

Interventions under this Intermediate Result will seek to strengthen the capacity of MoECHE, FMS Ministries of Education, and district education officials to routinely and sustainably provide quality education for OOSCY.

Sub IR 4.1: Government effectively implements ABE and NFE policies through Quality Assurance Frameworks

Fully implementing the ABE and Adult Education Policies and Curriculum Frameworks requires several key actions to be taken to support examination, accreditation and certification of ABE and NFE programs. This Activity may propose ways to further support the implementation of these policies, to further formalize ABE as an official track within the national education system and to increase the number of communities offering ABE to overage, out-of-school learners. Moreover, the Recipient will develop, evaluate, and refine quality assurance frameworks to ensure ABE and NFE policies and programs are implemented effectively.

Sub IR 4.2: MoECHE advances and effectively implements public-private partnership strategies

The education system receives most of its support from parents, communities, the private sector, and diaspora. This Activity will support the government in developing and implementing public, private partnership strategies to increase financial support for education. The Activity may explore other innovative ways to increase and quantify in-kind contributions from communities, including the Somali diaspora and the local private sector.

Sub IR 4.3 Standardized approach to linking ABE with national assessments and certification adopted

This Activity will support MoECHE to establish standards for equivalency exams for ABE levels (1-3), in addition to making sure ABE learners qualify to sit for the national exam for completion of primary education at grade 8 (level 4), so ABE learners at different levels have the option of mainstreaming into formal education, when appropriate. In addition to supporting MoECHE to

develop standards for equivalency exams, the Activity will support the MoECHE and/or FMS Ministries of Education to issue government recognized certificates that correspond with the completion of ABE after L1-L3. Using a standardized approach to national assessments that are linked to the ABE curriculum will support equivalency exams -- even when generated at the school level -- to assess common skills aligned to the national curriculum, and those necessary for succeeding in formal education.

Sub IR 4.4: Strengthened EMIS to include out-of-school children and youth
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While Somalia has developed a national EMIS system that includes data on ABE students, the Activity will work with MoECHE, FMS Ministries of Education, and district education officials to ensure that data on out-of-school students continues to be collected, analyzed, and utilized for decision making. The Activity will also work with MoECHE to identify how ABE graduates who transition to formal education can be tracked.

[END OF SECTION A]

SECTION B: FEDERAL AWARD INFORMATION

1. Estimate of Funds Available and Number of Awards Contemplated

USAID intends to award one (1) Cooperative Agreement pursuant to this notice of funding opportunity. Subject to funding availability and at the discretion of the Agency, USAID Somalia intends to provide an estimated amount of \$40,000,000 in total USAID funding over a five (5) year period.

The base amount for the core award is approximately **\$30 million**. In addition to this base amount, the Cooperative Agreement will include an unfunded budget allocation for two (2) opportunity modules adding up to \$10 million inclusive of indirect costs as follows:

- Opportunity Module A: \$5,000,000
- Opportunity Module B: \$5,000,000

This unfunded budget allocation for the opportunity modules is not guaranteed and is provided to allow USAID/Somalia the flexibility to place additional funds into this award based on need and performance, without requiring a ceiling amount increase amendment. Opportunity modules may include the ability to expand to additional geographic districts, increase the number of beneficiaries, work in newly liberated areas or regions, and/or the ability to provide more holistic services or additional services as part of current programming (such as workforce training or wrap-around services)

Opportunity modules may be exercised only at the discretion of the Agreement Officer and are contingent upon availability of funds, which may include other funding elements and reporting requirements. USAID/Somalia may invoke the opportunity modules to implement additional interventions at any point in the life of the activity.

Use of the opportunity module is at the discretion of USAID and will require an administrative approval in accordance with the terms and procedures of the award.

All funding will be provided on an incremental basis, subject to the availability of funds and successful performance. USAID reserves the right to change the funding amounts, cycle, and terms of the agreement as a result of availability of funding, U.S. Government requirements, or Recipient performance. If such changes occur, USAID will notify the Recipient.

Furthermore, USAID reserve the right to: (a) reject any or all applications, (b) accept other than the lowest cost application, and (c) waive informalities and minor irregularities in applications received.

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

Applicants must propose performance indicators, targets, and baseline sources per Section A above.

3. Start Date and Period of Performance for Federal Awards

The anticipated period of performance is five (5) years. The estimated start date will be on or about May 30, 2023.

4. Substantial Involvement

USAID anticipates requiring substantial involvement under this program to assist the Recipient in achieving the supported objectives of the agreement. The intended areas of substantial involvement may include, but are not limited to, the following:

a) Collaboration and Approval of the Annual Work Plan

The recipient will submit a budget-loaded Annual Work Plan (AWP) that presents the overall strategic approach to the program and is inclusive of the annual budget, the Activity Monitoring and Evaluation Plan (AMELP), and sets annual priorities for the given fiscal year. The AOR will be involved in the development of the AWP and be responsible for subsequent approval. Where a changing context or new information requires a pivot in the activity, USAID may consider changes to the AWP at any time. Additionally, if opportunity modules are approved by the AO, the full implementation plan and budget for each module will be submitted as part of the AWP for USAID approval. Any substantial changes to the AWP must be approved by the AOR regardless of when they occur.

b) Approval of Stages of Work

Approval from USAID regarding the completion of one stage of work before the rest of the activity can proceed will be required in the following instances: 1) The AOR will approve all tools that are to be used for research, evaluation or assessment purposes (such as a household survey or learning outcome evaluations) before the data collection process begins; 2) The AOR will approve any revised curriculum or other educational tools before they are printed and/or distributed.

c) Approval of Specified Key Personnel

The Recipient must obtain USAID approval for the positions designated essential to the successful implementation of the program as "Key Personnel," which must include the two positions listed in Section D(5)(e)(ii), the COP, and DCOP, and the three additional key personnel positions proposed in the Staffing and Operations Plan.

USAID reserves the right to determine the relevance of education and experience for all Key Personnel positions.

d) Review and Approval of Subawards

The Recipient must obtain AO's prior approval for the sub-award, transfer, or contracting out of any scope under this award. The term 'subaward' includes both sub-agreements and contracts under assistance.

The Recipient must obtain AO's prior approval of substantive provisions of proposed subawards or contracts (defined in 2 CFR 200).

Any subawards to foreign governmental organizations or parastatal of any amount must be approved by the AO and may warrant additional clearances in accordance with ADS 303.3.21.b & c.

e) Agency, Recipient, and Subrecipient Collaboration

USAID collaboration will include involvement in the formation and participation of a Steering Committee (or similar structure), which will include government officials for the activity. USAID will co-chair a Project Management Team (PMT), which will facilitate regular meetings between the recipient and subrecipient Organizations and USAID staff to review program implementation, performance, and operations. The recipient will have biweekly calls and meetings with USAID to update the AOR on the status of the activity.

f) Agency monitoring to provide direction or redirection

USAID will collaborate with the Government and may authorize specific geographic redirection based on emerging needs and government priorities. Additionally, USAID will monitor program implementation and may authorize specific redirection that might be required given the interrelationships with other USG-funded activities, such as those supported by other USAID/Somalia technical offices or other donor-funded activities with which USAID sees value in aligning.

g) Direct agency operational involvement or participation to ensure implementation of gender policy

USAID will collaborate with the recipient and approve a gender-transformative approach that is based on results from the approved gender analysis. The recipient must submit to USAID a Gender Plan of Action, which describes how gender equality is integrated into the work plan and performance monitoring plan based on results from the gender analysis, for approval. Additionally, USAID anticipates receiving reporting on key gender-related outcomes and sex-disaggregated data as part of the activity.

USAID will provide ongoing technical advice throughout program implementation. USAID may also establish additional requirements prior to the award that limit Recipients' discretion with respect to the scope of services offered, organizational structure, staffing, or other management processes. USAID's level of involvement in decision-making will require close communication, cooperation, and coordination between USAID and program staff.

5. Authorized Geographic Code

The geographic code for the procurement of commodities and services under this program is 935. This means any area or country, including the Recipient country but excluding any country that is a prohibited source. The list of countries designated as Prohibited sources is found at <http://www.usaid.gov/ads/policy/300/310mac>

6. Nature of the Relationship between USAID and the Recipient

The principal purpose of the relationship with the Recipient and under the subject program is to transfer funds to accomplish a public purpose of support or stimulation of the Accelerated Education Activity in Somalia, 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.

Applicants must review 22 CFR Part 205 and its requirements when planning activities and must consider ways to collaborate with other partners on the development and financing of the full ABE Curriculum

7. Selection of Instrument

Results of Market Research: As part of the project design phase, USAID/Somalia conducted a robust literature review and interviews with a diverse group of stakeholders, including Ministry of Education Officials and other donors and implementers of past and current education-related activities in Somalia.

Between October 2021-2022, USAID/Somalia interviewed 19 key stakeholders to gain insights into where USAID should focus future investments in the education sector in Somalia. USAID/Somalia also reviewed the progress of USAID's current ABE and NFE programs, BAB and AGES, and consulted technical experts in education in conflict and crisis and foundational learning with USAID's Center for Education. From these discussions and this analysis, USAID/Somalia determined the need for USAID to continue investing in ABE and NFE to reach out-of-school children and youth, given that Somalia continues to host one of the largest out-of-school populations in the world. In November 2022, USAID/Somalia held focus group discussions with MoECHE advisors and directors in Mogadishu, all of whom emphasized USAID's comparative advantage working in ABE and the need to continue, strengthen, and expand ABE.

In January 2023, the extended design team conducted a literature review on ABE programs, including reviewing all ABE programs in Somalia to inform the proposed Activity. To ensure that the proposed activity is feasible and responsive to Somalia's unique operating environment, the design team issued a Request for Information (RFI) on December 16, 2022. A total of 13 organizations participated in this co-design process. In January 2023, USAID/Somalia held focus group discussions with teachers and youth NFE beneficiaries and in March 2023, USAID/Somalia held a structured focus group with MoECHE and FMS Ministry of Education officials to further validate and refine the design.

As a result of this market research, USAID/Somalia identified key lessons learned, successful components of prior interventions, and opportunities for building on or expanding existing initiatives. The results of the market research and consultations are reflected in the current design.

Programmatic Need: This Activity aims to support the Somali government in providing basic education to children and youth who are currently out of school and have limited opportunities to benefit from existing formal and private schools. Accelerated Education Activity will provide children and youth with the opportunity to develop foundational skills that are vital to improving their future educational and work opportunities. At the same time, the activity will support the federal government in the process of rebuilding and strengthening the public education system which has been largely absent over the past three decades.

[END OF SECTION B]

SECTION C: ELIGIBILITY INFORMATION

1. Eligible Applicants

Eligibility for this NOFO is not restricted. USAID encourages applications from a broad range of interested parties, foreign and domestic non-profit organizations, foreign and domestic for-profit companies that forego profit, faith-based organizations, foundations, academic institutions, civic groups, Public International Organizations, and regional organizations. USAID welcomes applications from organizations that have not previously done business with USAID.

Applicants must have established financial management, monitoring and evaluation processes, internal control systems, and policies and procedures that comply with established U.S. Government standards, laws, and regulations. The successful applicant(s) will be subject to a responsibility determination assessment by the Agreement Officer (AO).

The Recipient must be a responsible entity. The AO may determine if a pre-award survey is required and, if so, would establish a formal survey team to conduct an examination that will determine whether the prospective Recipient has the necessary organization, experience, accounting and operational controls, 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.

2. Cost Sharing or Matching

This NOFO requires a minimum of 5% cost share of the projected core award amount for the recipient of the award. Applications that do not meet the minimum 5% cost share requirement are not eligible for award consideration and their application will not be evaluated. The award will include a cost share of 5% of the core program. Each opportunity module, when activated, will increase the total cost share by 5% of the opportunity module's budget.

Applicants must estimate the amount of cost-sharing resources to be mobilized over the life of the agreement and specify the sources of such resources, and the basis of calculation in the budget narrative. Applicants must also provide a breakdown of the cost share (financial and in-kind contributions) of all organizations involved in implementing the resulting Assistance award.

Cost share may be mobilized from 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. Cost Sharing, once accepted, becomes a condition of payment of the federal share. The proposed cost share (cash and/or in-kind contributions) will be monitored in accordance with 2 CFR 200.306 and 2 CFR 700.1. For guidance on cost sharing in grants and cooperative agreements, see 2 CFR 200 and 700, and ADS 303.3.10.

The 5% cost share will be in addition to the total estimated budget of each award under this NOFO.

3. Other

Organizations may submit only one application under this NOFO. All applications received by the deadline will be reviewed for responsiveness and programmatic merit in accordance with the specifications outlined in Section D below. Applications must respond directly to the terms, conditions, specifications, and provisions of this NOFO (including all portions of the program description). Applications that do not meet the requirements of this NOFO will not be considered for award.

[END OF SECTION C]

SECTION D: APPLICATION AND SUBMISSION INFORMATION

1. Agency Point of Contact

Name: Jesse Gutierrez
Title: Agreement Officer

Name: Aziz Alibhai
Title: Senior Acquisition & Assistance Specialist

Email: somaliabids@usaid.gov

2. Questions and Answers

Prospective applicants may submit questions regarding this NOFO to the email addresses above 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 for submitting applications or if the lack of it would be prejudicial to any other prospective applicant.

3. General Content and Form of Application

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 (identify if any of the organizations are local organizations, per USAID's definition of 'local entity' under ADS 303).

Any erasures or other changes to the application must be initialed by the person signing the application. Applications signed by an agent on behalf of the applicant must be accompanied by evidence of that agent's authority unless that evidence has been previously furnished to the issuing office.

Applicants may choose to submit a cover letter in addition to the cover pages, but it will serve only as a transmittal letter to the Agreement Officer. The cover letter will not be reviewed as part of the merit review criteria.

Applications must comply with the following:

- USAID will not review any pages in excess of the page limits noted in the subsequent sections. Please ensure that applications comply with the page limitations.
- Written in English.
- Use standard 8 ½" x 11", single-sided, single-spaced, 12-point Times New Roman font, 1" margins, left justification and headers and/or footers on each page, including consecutive page numbers, date of submission, and applicant's name.
- 10-point Times New Roman font can be used for graphs and charts, text boxes and callout boxes. Tables, however, must comply with the 12-point Times New Roman requirement.
- Submitted in **both** Microsoft Word **and** PDF formats, except budget files which must be submitted in Microsoft Excel with all cells unlocked.
- The estimated start date identified in Section B of this NOFO must be used in the cost application.
- The technical application must be in a searchable and editable Word **and** PDF format as appropriate.
- The Cost Schedule must include an Excel spreadsheet with all cells unlocked and no hidden formulas or sheets. A PDF version of the Excel spreadsheet may be submitted in addition to the Excel version at the applicant's discretion. However, the official cost application submission is the unlocked Excel version.

Applicants must review, understand, and comply with all aspects of this NOFO. Failure to do so may be considered as being non-responsive and may be evaluated accordingly. Applicants should retain a copy of the application and all enclosures for their records. **All applications received by the deadline will be reviewed for responsiveness to the specifications outlined in these guidelines. Applications that are incomplete or not directly responsive to the terms, conditions, specifications, and provisions of this NOFO may be categorized as non-responsive and eliminated from further consideration.**

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 the proof of timely delivery in the form of system-generated documentation of delivery receipt date and time.

Applications must be submitted by email to somaliabids@usaid.gov. Email submissions must include the NOFO number and applicant's name in the subject line heading. In addition, for an application sent by multiple emails, the subject line must also indicate whether the email relates to the technical or cost application, and the desired sequence of the emails and their attachments (e.g., "No. 1 of 4", etc.). For example, if your cost application is being sent in two emails, the first email must have a subject line that states: "[NOFO number], [organization name], Cost Application, Part 1 of 2".

USAID's preference is that the technical application and the cost application each be submitted as consolidated email attachments, e.g., that you consolidate the various parts of a technical application into a single document before sending it. If this is not possible, please provide instructions on how to collate the attachments. USAID will not be responsible for errors in compiling electronic applications if no instructions are provided or are unclear.

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

Applicants are reminded that email is NOT instantaneous, and in some cases, delays of several hours occur from transmission to receipt. Therefore, applicants are requested to send the application in sufficient time ahead of the deadline. For this NOFO, the initial point of entry to the government infrastructure is the USAID mail server.

There may be a problem with the receipt of *.zip files due to anti-virus software. Therefore, applicants are discouraged from sending files in this format as USAID/Somalia cannot guarantee their acceptance by the internet server. File size must not exceed 25MB.

5. Technical Application Format

The technical application must be specific, complete, and presented concisely. The application must demonstrate the applicant's capabilities and expertise with respect to achieving the goals of this program. The application must consider the program's requirements and merit review criteria found in this NOFO.

(a) Cover Page (not included in page limit)

See Section D.3 above for requirements

(b) Table of Contents (not included in page limit)

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

(c) Acronym List (not included in page limit)

(d) Executive Summary (one page, not included in page limit)

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

(e) Technical Application (**no more than 26 pages**)

The technical application body must be organized using the same headings as the merit review criteria. The criteria are listed and further described below:

- (i) Merit Review Criteria # 1 – Technical Approach
- (ii) Merit Review Criteria # 2 – Staffing and Operations Plan
- (iii) Merit Review Criteria # 3 – Draft Monitoring and Evaluation Plan

(iv) Technical Application Annexes (not included in page limit)

(i) Technical Approach (no more than 17 pages)

In this section, the applicant must:

- Describe the development problem and challenges to be addressed, including the context of the current landscape of education in Somalia (with a focus on target districts), the most salient risks and challenges to successfully implementing the Activity, including any past experience.
- Outline a phased plan for identifying, engaging and enrolling the target population and avoiding duplication of efforts by enrolling children and youth who are already accessing educational opportunities.
- Describe an evidence-based approach to achieving the Activity goal and intermediate results as outlined in Section A of this NOFO
- Describe how the activities for each of the four outcomes are interconnected and aligned with the guiding principles.
- Describe how the Applicant will sequence, layer and integrate with other donor-funded education programs, as well as relevant humanitarian/development activities, at the federal, state and local levels in an effort to increase impact and sustainability of the intervention.
- Describe how the Applicant would implement and monitor opportunity modules, when USAID activates them, by outlining activities associated with:
 - Expanding the number of beneficiaries in existing geographic areas of implementation
 - Expanding programming into new geographic areas
 - Expanding wraparound services to existing beneficiaries (i.e. mental health, case management) to improve well-being to foster greater learning outcomes
 - Implementing new activities to further strengthen pathways for ABE/NFE graduates, such as workforce development.

(ii) Staffing and Operations Plan (no more than 6 pages)

In this section, the applicant must:

- Provide a description of roles and responsibilities for the Chief of Party (COP) and Deputy Chief of Party (DCOP) and a list of minimum qualifications.
- Propose three additional key personnel positions, their roles and responsibilities and minimum qualifications, and describe how these positions complement the COP and DCOP with a strong team that is able to meet activity objectives.
- Outline the overall management structure and how work on each of the objectives is logically divided between project staff, partners and consultants and streamlined.
- Propose specific sub-awardees and their areas of relevant technical expertise in relation to the goals and objectives listed in Section A.
- Describe how the proposed management structure will provide oversight in Somalia including consistent, frequent and reliable monitoring of the implementation of project activities.
- Describe how the Applicant will ensure that project staff and partners reflect the diversity of the communities in which proposed interventions would be implemented in, with a

strong emphasis on gender, inclusion, Somali linguistic dialects, and clan diversity within all organizational levels.

- Describe how the Applicant will achieve a rapid start-up to avoid gaps in Alternative Basic Education (ABE) programming and establish and maintain an operational presence in hard-to-reach and volatile districts in southern Somalia.
- Describe how the management structure might be adapted to respond to the activation of opportunity modules, which would allow for:
 - An increase in Accelerated Education Activity beneficiaries.
 - The expansion of Accelerated Education Activity into additional geographic regions.
 - An increase in services offered to Accelerated Education Activity beneficiaries (such as mental health support, case management) to improve well-being to foster greater learning outcomes.
 - Implement new activities to further strengthen pathways for ABE/NFE graduates, such as workforce development.
- Propose an approach for hiring, vetting, training, timekeeping, remuneration, and performance verification for ABE teachers.

Per Section B (4), USAID will approve key personnel positions. Applicants must propose candidates for two key personnel positions: 1) Chief of Party; and 2) Deputy Chief of Party. The Applicant must propose the key roles & responsibilities for the COP and DCOP and additional qualifications for each (in addition to the minimum qualifications outlined below). Applicants must submit CVs for each of the two proposed key personnel not to exceed three pages; a letter of commitment; and a list of three references (provide the name and contact information of each reference).

See below the minimum qualifications for the Chief of Party and Deputy Chief of Party. USAID will evaluate these two key personnel positions as part of this NOFO.

The minimum qualifications for the COP are:

- Bachelor's degree plus +15 years of relevant experience in leadership roles in development/humanitarian contexts, or
- Master's degree plus 10+ years of relevant experience in leadership roles in development/humanitarian contexts.
- 5+ years experience in a COP or equivalent roles (as part of the 15 or 10 years experience not in addition to them)

The minimum qualifications for the DCOP are:

- Bachelor's degree plus +15 years relevant experience in leadership roles in development/humanitarian contexts
- Master's degree plus 10+ years of relevant experience in leadership roles in development/humanitarian contexts
- 5+ years experience in a management equivalent roles (as part of the 15 or 10 years experience not in addition to them)

The Applicant must also propose three (3) additional key personnel positions, including their titles, roles, responsibilities, and minimum qualifications. At a minimum, the Applicant must require at least 5 years of relevant experience for these key personnel positions. The Applicant must not identify candidates for these three key personnel positions during the application stage.

As a whole, the key personnel team must demonstrate the following qualifications:

- Experience working in Somalia.
- Demonstrated ability to communicate in English, both verbally and in writing.
- Demonstrated ability to communicate in Somali, both verbally and in writing.
- Experience working with USAID and familiarity with Agency processes and procedures.
- Experience managing large-scale national or regional programs in crisis and conflict contexts.
- Technical expertise in relevant areas including: Foundational learning in literacy, numeracy and SEL, youth development, gender, accelerated or non-formal education.

(iii) Monitoring and Evaluation Plan (3 pages)

In this section, the applicant must:

- Describe how success will be measured under the Activity, and provide illustrative outcome and output indicators, including a target for the number of children and youth reached. Applicants must propose a mix of standard and custom indicators. Applicants must provide a process for determining how children and youth will be identified/counted as an “enrolled student,” “unique learner,” and “ABE graduate.”
- Describe how learning and evidence generated from the activity will be used to inform decision-making and program adaptation in real-time.
- Describe how a Gender Action plan will be developed and monitored based on the results of the gender analysis
- Describe how activated opportunity modules will be mobilized and adapted to ensure successful implementation.

(iv) Technical Application Annexes

Applicants must include the following Annexes (not counted toward overall page limit):

Annex 1

- Annex 1.a: Log frame that includes indicators to measure achievement of key results, baseline values and targets for each indicator by year. Indicator targets must be ambitious but realistic.

Note: Annex 1 will be evaluated as part of the Technical Approach Section

Annex 2:

- Annex 2.a: Organizational Chart that includes lines of supervision between project staff and partners (no more than one page).
- Annex 2.b: Resumes/CV, letters of commitment, and references for key personnel - Each CV must not exceed three (3) pages. Applicants must provide a minimum of three (3) current references for each key personnel candidate (provide name and contact

information of each reference). The signed Commitment letters for each key personnel candidate must indicate the date s/he is available to join the activity.

- Annex 2.c: (not to exceed two (2) pages) Draft organogram showing the staffing structure and identifying formal relationships with all project staff, partners and significant sub-awardees.

Note: USAID will evaluate annexes 2.a, 2.b and 2.c as part of the Staffing and Operations Plan Section

Annex 3:

- Annex 3: a draft Y1 work plan that includes specific activities for each of the four outcomes and the timeline for implementation.

Note: USAID will evaluate Annex 4 as part of the Monitoring and Evaluation Plan Section

Annex 4:

- Complete the [beneficiary target table](#) in the format provided to note: 1) children and youth enrolled at each level, each year; 2) the total number of unique learners enrolled for the life of project; and 3) the number of learners who will complete ABE L4 during the life of project.

Note: USAID will evaluate Annex 4 as part of the Draft Monitoring and Evaluation Plan Section

PAGES EXCEEDING THESE PAGE LIMITS WILL NOT BE EVALUATED.

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 must not submit any additional information with their initial application.

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

a) Cover Page (See Section D.3 above for requirements)

b) SF 424 Form(s)

The applicant must sign and submit the cost application using the SF-424 series. Standard Forms can be accessed electronically at www.grants.gov or using the following links:

Instructions for SF-424	https://www.grants.gov/web/grants/forms/sf-424-family.html
Application for Federal Assistance (SF-424)	https://www.grants.gov/web/grants/forms/sf-424-family.html
Instructions for SF-424A	https://www.grants.gov/web/grants/forms/sf-424-family.html
Budget Information (SF-424A)	https://www.grants.gov/web/grants/forms/sf-424-family.html
Instructions for SF-424B	https://www.grants.gov/web/grants/forms/sf-424-family.html
Assurances (SF-424B)	https://www.grants.gov/web/grants/forms/sf-424-family.html

Failure to accurately complete these forms could result in the rejection of the application.

c) Required Certifications and Assurances

The applicant must complete the following documents and submit a signed copy with their application:

- (1) "Certifications, Assurances, Representations, and Other Statements of the Recipient" ADS 303mav document found at <https://www.usaid.gov/ads/policy/300/303mav>
- (2) 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).

Applicants must complete the certifications above and sign and date in the signature spaces provided. The signed and dated copy must then be submitted.

d) Budget and Budget Narrative

Budget figures must be expressed in US dollars. 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. Budgeted costs must be inclusive of Value Added Tax (VAT) costs as applicable. 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 and justification must provide in detail the total program amount for implementation of the program your organization is applying. The budget narrative must provide information regarding the basis-of-estimate for each line item, including reference to sources used to substantiate the cost estimate (e.g., organization's policy, payroll document, vendor quotes, etc.).

A breakdown of all costs associated with the program according to the costs of, if applicable, headquarters, regional and country offices. Applicants who intend to utilize Recipients or sub-Recipients must indicate the extent intended and a complete cost breakdown for each. Extensive contracts/agreements and financial plans must follow the same cost format as submitted by the primary Applicant. The Applicant must provide a breakdown of all costs according to each partner organization, or sub/awardee involved in the program. The Budget Narrative must be thorough, including sources for costs to support USAID's determination that the suggested costs are realistic, fair and reasonable. The budget Narrative must explain cost estimates and provide the rationale and the basis on which costs are derived, including sufficient information to determine the reasonableness and realism of suggested costs.

The Budget must include the following worksheets or tabs, and contents, at a minimum:

- Summary Budget for the 'core program' (\$30 million), 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 Annex 1 for Summary Budget Template.
- Detailed Budget for the 'core program' (\$30 million), including a breakdown by year, sufficient to allow the Agency to determine that the costs represent a realistic and efficient use of funding to implement the applicant's program and are allowable in accordance with the cost principles found in 2 CFR 200 Subpart E.
- Detailed Budgets for each sub-Recipient, for all federal funding and cost share, broken out by budget category and by year, for the entire implementation period of the project.
- Detailed Budgets for each opportunity module, inclusive of all program costs, broken out by major budget category and by year for activities implemented by the applicant and any potential sub-applicants for the period of performance of the opportunity module.

The Detailed Budgets must contain the following budget categories and information, at a minimum:

- 1) Salaries and Allowances – Must be proposed consistent with 2 CFR 200.430 Compensation - Personal Services. The applicant's budget must include position title, salary rate, level of effort, and salary escalation factors for each position. Allowances, when proposed, must be broken down by specific type and by position. Applicants must explain all assumptions in the Budget Narrative. The Budget Narrative must demonstrate that the proposed compensation is reasonable for the services rendered and consistent with what is paid for similar work in other activities of the applicant. Applicants must provide their established written policies on personnel compensation. If the applicant's written policies do not address a specific element of compensation that is being proposed, the Budget Narrative must describe the rationale used and supporting market research.
- 2) Fringe Benefits – (if applicable) If the applicant has a fringe benefit rate approved by an agency of the U.S. Government, the applicant must use such rate and provide evidence of its approval. If an applicant does not have a fringe benefit rate approved, the applicant must propose a rate and explain how the applicant determined the rate. In this case, the Budget Narrative must include a detailed breakdown comprised of all items of fringe benefits (e.g.,

superannuation, gratuity, etc.) and the costs of each, expressed in U.S. dollars and as a percentage of salaries.

- 3) Travel and Transportation – Provide details to explain the purpose of the trips, the number of trips, the origin and destination, the number of individuals traveling, and the duration of the trips. Per Diem and associated travel costs must be based on the applicant's normal travel policies. Where, appropriate please provide supporting documentation as an attachment, such as company travel policy, and explain assumptions in the Budget Narrative.
- 4) Procurement or Rental of Goods (Equipment & Supplies), Services, and Real Property – Must include information on estimated types of equipment, models, supplies and the cost per unit and quantity. The Budget Narrative must include the purpose of the equipment and supplies and the basis for the estimates. The Budget Narrative must support the necessity of any rental costs and reasonableness in light of such factors as: rental costs of comparable property, if any; market conditions in the area; alternatives available; and the type, life expectancy, condition, and value of the property leased.
- 5) Subawards – Specify the budget for the portion of the program to be passed through to any subrecipients. See 2 CFR 200 for assistance in determining whether the sub-tier entity is a subrecipient or contractor. The subrecipient budgets must align with the same requirements as the applicant's budget, including those related to fringe and indirect costs.
- 6) Opportunity Modules - These opportunity modules are intended to support the expansion of programming to new geographic areas or increase the scope and scale of interventions in existing programming locations.

Though this will ultimately depend on when the module(s) are exercised. Each opportunity module is estimated at \$5 Million.

For budgeting purposes, the applicant may utilize the opportunity modules for geographic expansion and / or increasing the scope and scale of interventions in existing locations.

- 7) Other Direct Costs – This may include other costs not elsewhere specified, such as report preparation costs, passports and visas fees, medical exams and inoculations, as well as any other miscellaneous costs which directly benefit the program proposed by the applicant. The applicant must 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 must be minimal.
- 8) Indirect Costs – Applicants must indicate whether they are proposing indirect costs or will charge all costs directly. In order to better understand indirect costs please see Subpart E of 2 CFR 200. The application must identify which approach they are requesting and provide the applicable supporting information. Below are the most commonly used Indirect Cost Rate methods:

Method 1 - Direct Charge Only

Eligibility: Any applicant

Initial Application Requirements: See above on direct costs

Method 2 - Negotiated Indirect Cost Rate Agreement (NICRA)

Eligibility: Any applicant with a NICRA issued by a USG Agency must use that NICRA

Initial Application Requirements: If the applicant has a current NICRA, submit your approved NICRA and the associated disclosed practices. If your NICRA was issued by an Agency other than USAID, provide the contact information for the approving Agency. Additionally, at the Agency's discretion, a provisional rate may be set forth in the award subject to audit and finalization. See USAID's Indirect Cost Rate Guide for Non Profit Organizations for further guidance.

Method 3 - De minimis rate of 10% of modified total direct costs (MTDC)

Eligibility: Any applicant that does not have a current NICRA

Initial Application Requirements: Costs must be consistently charged as either indirect or direct costs but may not be double charged or inconsistently charged as both. If chosen, this methodology once elected must be used consistently for all Federal awards until such time as a non-Federal entity chooses to negotiate an indirect rate, which the non-Federal entity may apply to do at any time. The applicant must describe which cost elements it charges indirectly vs. directly. See 2 CFR 200 for further information.

Method 4 - Indirect Costs Charged As A Fixed Amount

Eligibility: Non-U.S. non-profit organizations without a NICRA may request, but approval is at the discretion of the AO Initial Application Requirements: Provide the proposed fixed amount and a worksheet that includes the following:

- Total costs incurred by the organization for the previous fiscal year and estimates for the current year.
- Indirect costs (common costs that benefit the day-to-day operations of the organization, including categories such as salaries and expenses of executive officers, personnel administration, and accounting, or that benefit and are identifiable to more than one program or activity, such as depreciation, rental costs, operations and maintenance of facilities, and telephone expenses) for the previous fiscal year and estimates for the current year
- Proposed method for prorating the indirect costs equitably and consistently across all programs and activities of using a base that measures the benefits of that particular cost to each program or activity to which the cost applies.

If the applicant does not have an approved NICRA and does not elect to utilize the 10% de minimis rate, the Agreement Officer will provide further instructions and may request additional supporting information, including financial statements and audits, should the application still be under consideration after the merit review. USAID is under no obligation to approve the applicant's requested method.

- 9) Cost Sharing – This NOFO requires a minimum of 5% cost share of the projected award amount for the recipient of the award. The 5% cost share will be in addition to the total

estimated budget of the award. Applications that do not meet the minimum 5% cost share requirement are not eligible for award consideration and their application will not be evaluated. The award will include a cost share of 5% of the core program. Each opportunity module, when activated, will increase the total cost share by 5% of the opportunity module's budget.

Applicants must estimate the amount of cost-sharing resources to be mobilized over the life of the agreement and specify the sources of such resources, and the basis of calculation in the budget narrative. Applicants must also provide a breakdown of the cost share (financial and in-kind contributions) of all organizations involved in implementing the resulting Assistance award.

e) Prior Approvals in accordance with 2 CFR 200.407

Inclusion of an item of cost in the detailed application budget does not satisfy any requirements for prior approval by the Agency. If the applicant would like the award to reflect approval of any cost elements for which prior written approval is specifically required for allowability, the applicant must specify and justify that cost. See 2 CFR 200.407 for information regarding which cost elements require prior written approval.

f) 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.

g) 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/>.

h) History of Performance

Note: History of Performance will be requested by the AO for the Apparently Successful Applicant(s) (ASA) only.

Only the prime applicant must provide information regarding its recent history of performance for all its cost-reimbursement contracts, grants, or cooperative agreements involving similar or related programs, not to exceed three awards, as follows:

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

If the applicant encountered problems on any of the referenced Awards, it may provide a short explanation and the corrective action taken. The applicant must 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.

i) Branding Strategy & Marking Plan

It is a Federal statutory and regulatory requirement that all overseas programs, projects, activities, public communications, and commodities that USAID partially or fully funds under an assistance award or sub-award must be appropriately marked with the USAID identity.

Under 2 CFR 700.16, USAID requires the submission of a Branding Strategy and Marking Plan

from only the ASA; therefore, applicants do not need to submit a draft Branding Strategy and Marking Plan in the initial applications.

The ASA must submit the Branding Strategy and Marking Plan within 30 Calendar Days after the effective date of award. More information on Branding Strategy and Marking Plan are available at <http://www.usaid.gov/branding/assistance.html>.

At this time, there are not any written determinations from the USAID Administrator for use of an additional or substitute logo or seal and tagline representing a presidential initiative or other high level interagency federal initiative for this project. However, branding exceptions and waivers can be requested post-award.

Branding Strategy – Assistance (June 2012)

- a. Applicants recommended for an assistance award must submit and negotiate "Branding Strategy," describing how the program, project, or activity is named and positioned, and how it is promoted and communicated to beneficiaries and host country citizens.
- b. The request for a Branding Strategy, by the Agreement Officer from the applicant, confers no rights to the applicant and constitutes no USAID commitment to an award.
- c. Failure to submit and negotiate a Branding Strategy within the time frame specified by the Agreement Officer will make the applicant ineligible for an award.
- d. The applicant must include all estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events, materials, and so forth, in the budget portion of the application. These costs are subject to the revision and clarifications with the Agreement Officer and will be incorporated into the Total Estimated Amount of the grant, cooperative agreement or other assistance instrument.
- e. The Branding Strategy must include, at a minimum, all of the following:
 - (1) All estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events, materials, and so forth.
 - (2) The intended name of the program, project, or activity.
 - (i) USAID requires the applicant to use the "USAID Identity," comprised of the USAID logo and brand mark, with the tagline "from the American people" as found on the USAID Web site at <https://www.usaid.gov/branding> unless Section F of the RFA or APS state that the USAID Administrator has approved the use of an additional or substitute logo, seal or tagline.
 - (ii) USAID prefers local language translations of the phrase "made possible by (or with) the generous support of the American People" next to the USAID Identity when acknowledging contributions.
 - (iii) It is acceptable to cobrand the title with the USAID Identity and the applicant's identity.

- (iv) If branding in the above manner is inappropriate or not possible, the applicant must explain how USAID's involvement will be showcased during publicity for the program or project.
 - (v) USAID prefers to fund projects that do not have a separate logo or identity that competes with the USAID Identity. If there is a plan to develop a separate logo to consistently identify this program, the applicant must attach a copy of the proposed logos. Section F of the RFA or APS will state if an Administrator approved the use of an additional or substitute logo, seal, or tagline.
- (3) The intended primary and secondary audiences for this project or program, including direct beneficiaries and any special target segments.
- (4) Planned communication or program materials used to explain or market the program to beneficiaries.
- (i) Describe the main program message.
 - (ii) Provide plans for training materials, posters, pamphlets, public service announcements, billboards, Web sites, and so forth, as appropriate.
 - (iii) Provide any plans to announce and promote publicly this program or project to host country citizens, such as media releases, press conferences, public events, and so forth. Applicants must incorporate the USAID Identity and the message, "USAID is from the American People."
 - (iv) Provide any additional ideas to increase awareness that the American people support this project or program.
- (5) Information on any direct involvement from host-country government or ministry, including any planned acknowledgement of the host-country government.
- (6) Any other groups whose logo or identity the applicant will use on program materials and related materials. Indicate if they are a donor or why they will be visibly acknowledged, and if they will receive the same prominence as USAID.
- f. The Agreement Officer will review the Branding Strategy to ensure the above information is adequately included and consistent with the stated objectives of the award, the applicant's cost data submissions, and the performance plan.
- g. If the applicant receives an assistance award, the Branding Strategy will be included in and made part of the resulting grant or cooperative agreement.

Marking Plan – Assistance (June 2012)

Applicants recommended for an assistance award must submit and negotiate a "Marking Plan," detailing the public communications, commodities, and program materials, and other items that will visibly bear the "USAID Identity," which comprises of the USAID logo and brand mark, with the tagline "from the American people." The USAID Identity is the official marking for the Agency and is found on the USAID Web site at <http://www.usaid.gov/branding>. Section F of the RFA or APS will state if an Administrator approved the use of an additional or substitute logo, seal, or tagline.

1. The request for a Marking Plan, by the Agreement Officer from the applicant, confers no rights to the applicant and constitutes no USAID commitment to an award.
2. Failure to submit and negotiate a Marking Plan within the time frame specified by the Agreement Officer will make the applicant ineligible for an award.
3. The applicant must include all estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events, materials, and so forth, in the budget portion of the application. These costs are subject to the revision and clarifications with the Agreement Officer and will be incorporated into the Total Estimated Amount of the grant, cooperative agreement or other assistance instrument.
4. The Marking Plan must include all of the following:
 - (1) A description of the public communications, commodities, and program materials that the applicant plans to produce, and which will bear the USAID Identity as part of the award, including:
 - (i) Program, project, or activity sites funded by USAID, including visible infrastructure projects or other sites physical in nature.
 - (ii) Technical assistance, studies, reports, papers, publications, audio-visual productions, public service announcements, Web sites/Internet activities, promotional, informational, media, or communications products funded by USAID.
 - (iii) Commodities, equipment, supplies, and other materials funded by USAID, including commodities or equipment provided under humanitarian assistance or disaster relief programs; and
 - (iv) It is acceptable to cobrand the title with the USAID Identity and the applicant's identity.
 - (v) Events financed by USAID, such as training courses, conferences, seminars, exhibitions, fairs, workshops, press conferences and other public activities. If the USAID Identity cannot be displayed, the Recipient is encouraged to otherwise acknowledge USAID and the support of the American people.
 - (2) A table on the program deliverables with the following details:
 - (i) The program deliverables that the applicant plans to mark with the USAID Identity.
 - (ii) The type of marking and what materials the applicant will use to mark the program deliverables.
 - (iii) When in the performance period the applicant will mark the program deliverables, and where the applicant will place the marking.
 - (iv) What program deliverables the applicant does not plan to mark with the USAID Identity, and
 - (v) The rationale for not marking program deliverables.
 - (3) Any requests for an exemption from USAID marking requirements, and an explanation of why the exemption would apply. The applicant may request an exemption if USAID marking requirements would:

- (i) Compromise the intrinsic independence or neutrality of a program or materials where independence or neutrality is an inherent aspect of the program and materials. The applicant must identify the USAID Development Objective, Interim Result, or program goal furthered by an appearance of neutrality, or state why an aspect of the award is presumptively neutral. Identify by category or deliverable item, examples of material for which an exemption is sought.
 - (ii) Diminish the credibility of audits, reports, analyses, studies, or policy recommendations whose data or findings must be seen as independent. The applicant must explain why each particular deliverable must be seen as credible.
 - (iii) Undercut host-country government "ownership" of constitutions, laws, regulations, policies, studies, assessments, reports, publications, surveys or audits, public service announcements, or other communications. The applicant must explain why each particular item or product is better positioned as a host-country government item or product.
 - (iv) Impair the functionality of an item. The applicant must explain how marking the item or commodity would impair its functionality.
 - (v) Incur substantial costs or be impractical. The applicant must explain why marking would not be cost beneficial or practical.
 - (vi) Offend local cultural or social norms or be considered inappropriate. The applicant must identify the relevant norm and explain why marking would violate that norm or otherwise be inappropriate.
 - (vii) Conflict with international law. The applicant must identify the applicable international law violated by the marking.
5. The Agreement Officer will consider the Marking Plan's adequacy and reasonableness and will approve or disapprove any exemption requests. The Marking Plan will be reviewed to ensure the above information is adequately included and consistent with the stated objectives of the award, the applicant's cost data submissions, and the performance plan.
6. If the applicant receives an assistance award, the Marking Plan, including any approved exemptions, will be included in and made part of the resulting grant or cooperative agreement, and will apply for the term of the award unless provided otherwise.

j) 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.

k) 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. If the applicant discovers 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

1. Criteria

The merit review criteria prescribed here correspond to the requirements of this particular NOFO. Note that these criteria serve to (a) identify the significant matters the applicants must address in their applications, and (b) set the standard against which USAID will evaluate all applications.

USAID will evaluate the technical and other factors relative to each other, as described here and prescribed by the Technical Application Format. The Technical Application will be scored by a Selection Committee (SC) using the criteria described in this section.

2. Review and Selection Process

Each application received by the deadline will be reviewed against the eligibility criteria outlined in Section C of this NOFO. Applications that do not meet the eligibility criteria will not be considered for award.

If an application is recommended for an award following this review, technical and cost clarification questions may or may not be issued to the apparently successful applicant(s). USAID will award to the responsible applicant whose application offers the greatest value to the USG based on technical approach and cost. Applications will be reviewed by a Merit Review Committee (MRC) made up of USAID personnel.

a) Merit Review

USAID will conduct a merit review of all applications received that comply with the instructions in this NOFO. Applications will be reviewed and evaluated in accordance with the following criteria shown in descending order of importance. Criterion A is more important than Criterion B. Each main merit review criterion will be assigned an adjectival rating.

Merit Review Criteria #1: Technical Approach

The Technical Approach will be evaluated based upon the extent to which the applicant:

- Demonstrates a deep understanding of the current Somali educational landscape (With specific attention to geographic target areas) and the risks and challenges inherent with implementing the activity.
- Provides a sound approach for identifying, engaging and enrolling the target population and for ensuring that the program doesn't enroll children who are already accessing educational opportunities elsewhere.
- Presents a logical, evidence-based and technically-sound approach to achieving the activity goal and the four IRs of the activity including illustrative activities.
- Clearly describes how activities under each of the four IRs integrate and reflect the guiding principles.
- Presents a clear and reasonable plan for sequencing, layering and integrating with other donor-funded and USAID funded education and relevant humanitarian/development programs at the federal, state and local levels in an effort to increase impact and sustainability of the interventions.

- Provides a realistic plan for implementing technically-sound and evidence-based approaches in response to the activation of opportunity modules and explains how they will be monitored and adapted for feasible implementation

Merit Review Criteria #2: Staffing and Operations Plan

The Staffing and Operations will be evaluated based upon the extent to which the applicant:

- Provides a clear description of the roles and responsibilities of the COP and DCOP and a list of relevant minimum qualifications
- Proposes three additional key personnel positions with roles and responsibilities and minimum qualifications which are relevant to achieving the goals and objectives of the Activity
- Provides a sound explanation for how the management structure and proposed staffing will help achieve the goal and desired outcomes of this activity.
- Proposed an efficient and logical approach for sub-awardees to cover relevant areas of technical expertise and contribute the implementation of the activity.
- Proposes a management structure that will allow for continuous management and oversight in Somalia and ensures frequent monitoring of project implementation
- Provides a sound approach of how project staff and partners will reflect the diversity of the communities in which proposed interventions will be implemented, with a strong emphasis on gender, inclusion, Somali linguistic dialects, and clan diversity within all organizational levels.
- Presents a logical plan for rapid start-up, establishing and maintaining an operational presence, and providing regular oversight of activities in hard-to-reach and volatile districts in southern Somalia and for potentially expanding into new regions as the opportunity arises.
- Describes a logical approach to adapting management and staffing structures in response to the activation of opportunity modules
- Proposes an efficient and logical approach for hiring, vetting, training, timekeeping, remuneration, and performance verification for ABE teachers, and the degree to which the scheme prevents fraud, waste, and abuse.

Merit Review Criteria #3: Monitoring and Evaluation Plan

The Monitoring and Evaluation Plan will be evaluated based upon the extent to which the applicant:

- proposes a sound approach to measure success under the Activity, and provides realistic illustrative outcome and output indicators including a target for the number of children and youth reached,
- describes a logical approach to use learning and evidence generated from the activity to inform decision-making and program adaptation in real-time,
- describes a sound approach to develop a Gender Action Plan and monitor intervention based on the results of the gender analysis,
- Defines approach to effectively and efficiently mobilize the opportunity modules.

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; (3) whether any special conditions relating to costs should be included in the award.

3. Cost Share

Applicant's that do not meet the minimum 5% cost share requirements are not eligible for award consideration and their application will not be evaluated.

4. Pre-award Risk Assessment

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 the 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).

5. Review and Selection Process

An internal USAID Merit Review Committee will review the programmatic merits of the applications. However, the AO makes the final selection.

[END OF SECTION E]

SECTION F: FEDERAL AWARD ADMINISTRATION INFORMATION

1. Federal Award Notices

Award of the agreement contemplated by this NOFO cannot be made until funds have been appropriated, allocated and committed through internal USAID procedures. While USAID anticipates that these procedures will be successfully completed, potential applicants are hereby notified of these requirements and conditions for the award.

The Agreement Officer is the only individual who may legally commit the Government to the expenditure of public funds. No costs chargeable to the proposed Agreement may be incurred before receipt of either a fully executed Agreement or a specific, written authorization from the Agreement Officer.

Following selection of an awardee USAID will inform the successful applicant concerning the award. A notice of award signed by the Agreement Officer is the official authorizing document, which USAID will provide electronically to the successful applicant's main point of contact. USAID also will notify unsuccessful applicants concerning their status after selection has been made.

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.

The award will be administered by USAID/Somalia. The AO will designate an Agreement Officer Representative (AOR) to review, concur and/or approve certain items; please see the Substantial Involvement information of this NOFO and subsequent Award document.

3. Reporting Requirements

The Recipient will be subject to the following reporting requirements covering financial reporting, program planning and performance monitoring reporting in accordance with 2 CFR 200.328 and 2 CFR 200.329

All written documentation (correspondence, reports, information sheets, etc.) for submission to USAID/Somalia Agreement Officer Representative (AOR) must be in English language, unless otherwise specified by the AOR.

(A) Financial Reporting:

The Recipient must account for expenditures for activities carried out to ensure funds are used for their intended purposes. Financial reports must be in accordance with 2 CFR 200.327.

The Recipient must submit the Federal Financial Form (SF-425) on a quarterly basis within 30 calendar days after the end of each USG fiscal quarter (i.e., October 30, January 30, April 30, July 30) to the AOR, the AO and to USAID/Washington M/CFO/CMP-LOC Unit at loc@usaid.gov in electronic format. A final financial report is due later than 90 days after the estimated completion date of this Agreement.

Accruals are the value of the liability recognized during the period for goods and/or services received but not disbursed, or goods and/or services invoiced but not recorded. USAID performs a quarterly accrual exercise at the end of each quarter; i.e., December 31, March 31, June 30, and September 30. Awardees are required to submit four quarterly accrual expenditures reports 15 days before the end of a quarter per year. The Recipient must submit a spreadsheet showing cumulative disbursements and estimated (un-disbursed) accruals to the AOR.

Electronic copies of the SF-425 can be found at <https://www.usaid.gov/forms/sf-425>. Line item instructions for completing the SF-425 can be found at: <https://www.usaid.gov/sites/default/files/documents/1868/636mab.pdf>.

(B) Performance Reporting

i. Annual Work Plan:

The Recipient will develop an initial Annual Work Plan (AWP) for the first full fiscal year of the activity within 60 days after the effective date of the award. The AWP will be reviewed and approved by the AOR. The AWP will describe the Recipient's overall strategic approach to the program, describe the types of interventions the Recipient is likely to pursue and methods for measuring progress towards those objectives for the given fiscal year. Subsequent AWP's will cover each fiscal year (October 1 – September 30) and will be due 30 days before the beginning of each USG fiscal year (i.e., September 1).

ii. Activity Monitoring, Evaluation and Learning Plan:

The Recipient will submit an Activity Monitoring, Evaluation and Learning Plan (AMELP) within 90 days of award. The AMELP will cover the entire period of the Agreement and will be revised as needed, and in cases of a program modification including the addition of activities under the opportunity modules. The AOR will review and approve this plan. The AMELP must include a list of performance indicators and explain how data will be collected and analyzed for each indicator. The AMELP must consider indicator disaggregation by geographic location, gender, IDP status, and disability. When geographically disaggregated indicators are included, the AMELP must indicate the level of geographic detail at which the indicator data will be collected.

iii. Gender Action Plan:

The Recipient will submit a Gender Action Plan within 90 days of award that will specify how the award will address the gender-related issues identified in this solicitation, how gender-integration and progress will be monitored and what indicators will be used to

measure progress on gender-related issues.

iv. **Performance Reports:**

The Recipient will prepare and submit Quarterly Performance Reports to USAID. Reporting periods will coincide with USAID fiscal year quarters, with reports due no later than thirty (30) days after the end of each quarter (i.e., January 30th for Q1, April 30th for Q2, July 30th for Q3 and October 30th for Q4). The AOR will review and approve these reports. The fourth quarterly report will serve as an Annual Performance Report and cover achievements during the previous fiscal year. A Final Performance Report is due within 90 days of the expiration of the award, with the Final Performance Report taking the place of the last Annual Performance Report.

v. **Weekly Update:**

The Recipient will provide a weekly report to the AOR highlighting key achievements, major activities, and a lookahead for upcoming activities and events. The report must also include information on 1) Site Visits 2) Data collected on students and teachers and any challenges that would impede progress towards the Activity goals and objectives. This report will feed into USAID/Somalia's weekly report to the Interagency. The Recipient, in consultation with the AOR, will decide upon the frequency of these updates.

vi. **Submissions to USAID's Development Experience Clearinghouse:**

Recipient is required to submit performance reports, in English, to USAID's Development Experience Clearinghouse (DEC) by one of the following methods: through the public-facing and searchable <https://dec.usaid.gov/>, by email (docsubmit@usaid.gov), or through U.S. Postal Service delivery to the following address:

USAID Development Experience Clearinghouse
M/CIO/ITSD/KM
Ronald Reagan Building M. 01
U.S. Agency for International Development
Washington, DC 20523

The title page of all reports forwarded to USAID must include a descriptive title, the author's name, agreement number, the project number and titles, the Recipient's name, the name of the USAID office, and the publication or issuance date of the report.

vii. **Data Reporting Requirements:**

The Recipient must submit to the Development Data Library, at www.usaid.gov/data, in a machine-readable, non-proprietary format, a copy of any Dataset created or obtained in performance of this award, including Datasets produced by a sub-grantee. This report must also be distributed to the AOR, AO, and the Mission's M&E focal point.

viii. **Additional Data Collection and Reporting Requirements:**

The Recipient will upload performance results and narratives demonstrating progress

against activity indicators through the Development Information Solution (DIS)³⁴, USAID's new data management system. DIS reporting requirements, including timing and frequency of submissions, format, and types of data will be determined in collaboration with the AOR.

Activity Location Data must be submitted by the Recipient/Contractor to USAID Somalia through the Development Information System (DIS) on a quarterly basis. In the event that there are exceptional limitations with uploading the location data in DIS, the IP must submit the location data to the respective A/COR through the Mission-approved Activity location data template. The Recipient must notify their A/COR of these exceptional limitations at the point of submission of the data.

The Recipient must collect and submit Activity Location Data according to the following requirements and the geographic data collection and submission standards:

- a. Location of Implementation: The location(s) where the activity is implemented must be collected at the Country, State, Region, and District Level but not at the Village Level due to concerns about security. Exceptions to this requirement must be discussed and agreed upon with the activity A/COR.
- b. Location of Intended Beneficiaries: The location of the activity's intended beneficiaries must be collected at the District Level. Exceptions to this requirement must be discussed and agreed upon with the activity A/COR.

Activity Location Data must exclude personally identifiable information. If the Activity Location Data collected by the Recipient requires protection from unauthorized access to mitigate data risk, the Recipient must notify USAID before submitting the Activity Location Data to USAID and implement mitigation techniques to protect the data from unauthorized access in consultation with USAID. The Recipient must reference the following relevant guidance: ADS Chapter 579, ADS Reference 579MAA, ADS Reference 579MAB, ADS Reference 579SAA, ADS Reference 579 SAB.

ix. Risk Management Plan:

The Recipient must submit a risk management plan within 120 days of the effective award date. The risk management plans must include a description of the Recipient's assessment of the security and terrorist financing risks; mitigation plans to address the risks; and reporting plans in case funds are diverted or there are allegations of fraud, waste, or abuse.

x. Demobilization Plan:

Six months prior to the completion date of the agreement, the Recipient will submit a demobilization plan to the AO and AOR for approval. The demobilization plan must include:

³⁴ DIS is a web-based, Agency-wide portfolio management system designed to capture one cohesive development story - from strategy to results. DIS enables USAID staff and implementing partners to perform a broad range of business operations, reporting and planning tasks in one place.

- i. Draft property disposition plan in accordance with award requirements, which must be approved by the AO.
- ii. Plan for the phase-out of project operations
- iii. Delivery schedule for all final liquidations, remaining reports or other deliverables required under the agreement.
- iv. Report on the estimated amount of funds required for the completion of the award.
- v. Report on compliance with all local labor laws, tax clearances, and other appropriate compliance matters.
- vi. A schedule to address office leases, bank accounts, utilities, cell phones, personnel notification, outstanding payments, household shipments, vehicles, phone subscriptions, etc.
- vii. Timetable for completing all required actions in the demobilization plan, including the submission date of the final property disposition plan to the AO.

If timelines for submissions are not identified above, they will be determined by the AOR. More detail on each reporting deliverable will be included in the eventual award. The Recipient will also consult with the AOR on the format and expected content of all reports prior to submission.

4. Program Income

USAID does not anticipate that there will be program income generated from this NOFO. However, if program income is generated, the AOR will provide direction to the Recipient in accordance with applicable federal regulations and/or Agency provisions.

5. Environmental Compliance

The Foreign Assistance Act of 1961, as amended, Section 117 requires that the impact of USAID's activities on the environment be considered and that USAID include environmental sustainability as a central consideration in designing and carrying out its development programs. This mandate is codified in 22 CFR 216 and in USAID's ADS Parts 201 and 204, which, in part, requires that the potential environmental impacts of USAID-financed activities are identified prior to a final decision to proceed and that appropriate environmental safeguards are adopted for all activities. All Recipient's environmental compliance obligations under these regulations and procedures are specified in the following paragraphs of this NOFO.

In addition, the Recipient must comply with host country environmental regulations unless otherwise directed in writing by USAID. In case of conflict between host country and USAID regulations, the latter governs.

USAID prepared an Initial Environmental Examination (IEE) for the People-Centered Governance Activity. The IEE will be approved prior to implementation. USAID may share the IEE with the Recipient upon request. The IEE covers activities expected to be implemented under this activity.

The Recipient will be responsible for implementing all IEE conditions pertaining to activities to be funded under this contract. As part of its initial Work Plan, and all Annual Work Plans thereafter, the contractor in collaboration with the USAID Agreement Officer Representative and

Mission Environmental Officer, will review all ongoing and planned activities under this contract to determine if they are within the scope of the approved Regulation 216 environmental documentation.

The Recipient will prepare an Environmental Mitigation and Monitoring Plan (EMMP) describing how the Recipient will, in specific terms, implement all IEE conditions that apply to proposed project activities within the scope of the award. The EMMP must include monitoring the implementation of the conditions and their effectiveness. The Recipient will integrate a completed EMMP into the initial work plan and integrate an EMMP into subsequent Annual Work Plans, making any necessary adjustments to activity implementation in order to minimize adverse impacts to the environment.

Climate Change: Climate Risk Executive Order 13677 on "Climate-Resilient International Development" requires USAID to assess and address climate risk across all its investments. Accordingly, a climate risk assessment was conducted for this activity. The CRM assessment under the IEE for this activity was rated as Moderate impact. The Recipient will develop a climate risks adaptation plan as part of the EMMP showing how the climate change risks to the activity will be addressed. The adaptation plan must include monitoring the implementation of the adaptation actions and their effectiveness.

6. Other Requirements

- a) **Safety and Security Plan:** USAID/Somalia's 2020-2025 CDCS focuses in areas of south-central Somalia where violent extremist organizations such as al-Shabaab have the greatest influence. USAID/Somalia's primary concern is that implementing partners take all reasonable precautions to minimize risks to all staff and communities resulting from operations funded by USAID. While risk can never be fully eliminated, USAID's partners must be adequately prepared to work in any environment for which they submit an application. The Recipient will submit a location-specific Safety and Security Plan within 90 days of award. The Safety and Security Plan will detail how the Recipient will continuously monitor risks and ensure the safety and security of program staff, partners and physical assets. Submission of global security handbooks and/or policy documents does not satisfy USAID's requirements for a safety and security plan. Safety and security plans must be demonstrably written for and apply directly to the areas where activities are being proposed. USAID implementing partners must pay attention to the unique threats and vulnerabilities faced by national staff and directly address these threats and vulnerabilities in the Safety and Security Plan. Al-Shabaab (AS) has an extensive extortion network in Somalia and extracts extortion payments from people and businesses, including taxation on goods transported on roads through AS controlled territory and business profits. AS uses violence to enforce their extortion racket and businesses and people who refuse to pay AS are threatened with extreme violence. The Safety and Security plan must detail how the applicant plans to mitigate these risks and how it will report on allegations of aid diversion, fraud, waste, and abuse.

b) **Electronic Payments System**

SPECIAL SOMALIA CONDITIONS

The Recipient and its implementing partners have sole responsibility and discretion to determine the appropriate level of due diligence and procedures to prevent accidental, unintentional, or incidental payments or benefits to excluded parties (as defined below). Further guidance relating to this matter, as well as updates, is available in the Department of Treasury's Office of Foreign Assets Control (OFAC) regulations at title 31, chapter V of the Code of Federal Regulations and/or on OFAC's web site at <http://www.treasury.gov/about/organizational-structure/offices/Pages/Office-of-Foreign-Assets-Control.aspx>

The Recipient agrees to submit informational copies of its due diligence implementation plans to the Agreement Officer.

The parties agree that the following Special Conditions will apply to this award:

1. Consistent with the September 10, 2009, memorandum from the Department of State (State) to the Department of Treasury's OFAC, and with the September 16, 2009, memorandum from OFAC to State, both relating to State/USAID Somalia Programs (such memoranda attached hereto at Tab 1), the Recipient agrees that it and/or its implementing partners (including contractors, grantees, sub-contractors, and sub-grantees) will not knowingly and voluntarily make payments or provide any other benefits to al-Shabaab, or to entities controlled by al-Shabaab, or to individuals acting on behalf of al-Shabaab (collectively, "excluded parties"). Such prohibited payments or other benefits would include:
 - (a) cash facilitation fees or other similar fees at roadblocks, ports, warehouses, airfields, or other transit points to excluded parties.
 - (b) purchases or procurement of goods or services from excluded parties; and
 - (c) payments to excluded parties as the de facto municipal authority.
2. The Recipient and its implementing partners (including sub-grantees) agree to exercise enhanced due diligence when providing assistance to Somalia under this award to avoid the accidental, unintentional, or incidental provision of such payments or benefits to excluded parties.
3. In the event that the Recipient or its implementing partners (including sub-grantees) becomes aware that it made a payment or provided a benefit to excluded parties, the Recipient must, in accordance with 2 CFR 200.328 (d) and within ten days after becoming aware of such payment or provision of benefit, notify the Agreement Officer in writing, with a copy to the AOR, of such payment or provision of benefit. This notification must include the following information:
 - (a) actual description of each such event.
 - (b) Amount of funds expended, or other benefit provided for each such event.
 - (c) Safeguards and procedures, including management and oversight systems, that were in place to help avoid the occurrence of such event; and,
 - (d) Explanation of the reasons for each such payment or each such benefit provided, including whether it was made or provided knowingly, voluntarily, accidentally, unintentionally, incidentally, or forced.

[END OF SECTION F]

SECTION G: FEDERAL AWARDING AGENCY CONTACT(S)

Any prospective applicant desiring an explanation or interpretation of this NOFO must request it in writing by the deadline for questions specified in the cover letter to allow a reply to reach all prospective applicants before the submission of their applications. Oral explanations or instructions given before award of a Cooperative Agreement are not be binding. Any information given to a prospective applicant concerning this NOFO will be furnished promptly to all other prospective applicants as an amendment of this NOFO, if that information is necessary in submitting applications or if the lack of it would be prejudicial to any other prospective applicants.

1. NOFO Points of Contact

See Section D for Point of Contact (POC) for questions while this NOFO is open. For technical assistance related to Grants.gov, applicants may contact Helpdesk at 1-800-518-4726 or via email at support@grants.gov

2. Acquisition and Assistance Ombudsman

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

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

[END OF SECTION G]

SECTION H: OTHER INFORMATION

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

Applications with Proprietary Data

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

“This application includes data that must not be disclosed, duplicated 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.”

[END OF SECTION H]

ANNEXES

ANNEX 1 - SUMMARY BUDGET TEMPLATE

The cost application must follow the attached format under Annex 1. Please provide the information requested for each year, the totals and a by line-item explanation. Add rows as necessary. All amounts in US \$. If more sub awardees are proposed, please insert additional worksheets as needed.

ITEM	Year 1	Year 2	Year 3	Year 4	Year 5	Totals (\$)
LABOR						
FRINGE BENEFITS						
ALLOWANCES						
TRAVEL, TRANSPORTATION & PER DIEM						
EQUIPMENT						
SUPPLIES						
SUBAWARDS (Provide Detailed Budgets for each subaward)						
OTHER DIRECT COSTS						
INDIRECT COSTS						
TOTAL ESTIMATED AMOUNT (Without the Opportunity Modules)						
OPPORTUNITY MODULE A (Provide Detailed Budget – Please note each Opportunity Module is estimated at \$5M)						5,000,000
OPPORTUNITY MODULE B (Provide Detailed Budget – Please note each Opportunity Module is estimated at \$5M)						5,000,000
TOTAL ESTIMATED AMOUNT						

[END OF ANNEX 1]

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)
	No	RAA5. EXCHANGE VISITORS AND PARTICIPANT TRAINING (JUNE 2012)
	No	RAA6. VOLUNTARY POPULATION PLANNING ACTIVITIES – SUPPLEMENTAL REQUIREMENTS (JANUARY 2009)
	No	RAA7. PROTECTION OF THE INDIVIDUAL AS A RESEARCH SUBJECT (APRIL 1998)
	No	RAA8. CARE OF LABORATORY ANIMALS (MARCH 2004)
	No	RAA9. TITLE TO AND CARE OF PROPERTY (COOPERATING COUNTRY TITLE) (NOVEMBER 1985)
	No	RAA10. COST SHARING (MATCHING) (FEBRUARY 2012)
	No	RAA11. PROHIBITION OF ASSISTANCE TO DRUG TRAFFICKERS (JUNE 1999)
	No	RAA12. INVESTMENT PROMOTION (NOVEMBER 2003)

Notice of Funding Opportunity (NOFO): 72064923RFA00002
USAID/Somalia's Accelerated Education Activity

Yes		RAA13. REPORTING HOST GOVERNMENT TAXES (DECEMBER 2014)
Yes		RAA14. FOREIGN GOVERNMENT DELEGATIONS TO INTERNATIONAL CONFERENCES (JUNE 2012)
	No	RAA15. CONSCIENCE CLAUSE IMPLEMENTATION (ASSISTANCE) (FEBRUARY 2012)
	No	RAA16. CONDOMS (ASSISTANCE) (SEPTEMBER 2014)
	No	RAA17. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING (ASSISTANCE) (SEPTEMBER 2014)
Yes		RAA18. USAID DISABILITY POLICY - ASSISTANCE (DECEMBER 2004)
Yes		RAA19. STANDARDS FOR ACCESSIBILITY FOR THE DISABLED IN USAID ASSISTANCE AWARDS INVOLVING CONSTRUCTION (SEPTEMBER 2004)
	No	RAA20. STATEMENT FOR IMPLEMENTERS OF ANTI-TRAFFICKING ACTIVITIES ON LACK OF SUPPORT FOR PROSTITUTION (JUNE 2012)
	No	RAA21. ELIGIBILITY OF SUBRECIPIENTS OF ANTI-TRAFFICKING FUNDS (JUNE 2012)
	No	RAA22. PROHIBITION ON THE USE OF ANTI-TRAFFICKING FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE FOR THE LEGALIZATION OR PRACTICE OF PROSTITUTION (JUNE 2012)
Yes		RAA23. UNIVERSAL IDENTIFIER AND SYSTEM FOR AWARD MANAGEMENT (NOVEMBER 2020)
Yes		RAA24. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (NOVEMBER 2020)
	No	RAA25. PATENT REPORTING PROCEDURES (NOVEMBER 2020)
	No	RAA26. ACCESS TO USAID FACILITIES AND USAID'S INFORMATION SYSTEMS (AUGUST 2013)
Yes		RAA27. CONTRACT PROVISION FOR DBA INSURANCE UNDER RECIPIENT PROCUREMENTS (DECEMBER 2014)
Yes		RAA28. AWARD TERM AND CONDITION FOR RECIPIENT INTEGRITY AND PERFORMANCE MATTERS (April 2016)
	No	RAA29. RESERVED
	No	RAA30. PROGRAM INCOME (AUGUST 2020)
Yes		RAA31. NEVER CONTRACT WITH THE ENEMY (NOVEMBER 2020)

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

Required	Not Required	Standard Provision
TBD		RAA1. ADVANCE PAYMENT AND REFUNDS (NOVEMBER 2020)
		RAA2. REIMBURSEMENT PAYMENT AND REFUNDS (DECEMBER 2014)
TBD		RAA3. INDIRECT COSTS – NEGOTIATED INDIRECT COST RATE AGREEMENT (NICRA) (NOVEMBER 2020)
		RAA4. INDIRECT COSTS – CHARGED AS A FIXED AMOUNT (NONPROFIT) (JUNE 2012)
		RAA5. INDIRECT COSTS – DE MINIMIS RATE (NOVEMBER 2020)
Yes		RAA6. UNIVERSAL IDENTIFIER AND SYSTEM OF AWARD MANAGEMENT (NOVEMBER 2020)
Yes		RAA7. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (NOVEMBER 2020)
Yes		RAA8. SUBAWARDS (DECEMBER 2014)
Yes		RAA9. TRAVEL AND INTERNATIONAL AIR TRANSPORTATION (DECEMBER 2014)
	No	RAA10. OCEAN SHIPMENT OF GOODS (JUNE 2012)
Yes		RAA11. REPORTING HOST GOVERNMENT TAXES (JUNE 2012)
	No	RAA12. PATENT RIGHTS (JUNE 2012)
	No	RAA13. EXCHANGE VISITORS AND PARTICIPANT TRAINING (JUNE 2012)
	No	RAA14. INVESTMENT PROMOTION (NOVEMBER 2003)
Yes		RAA 15. COST SHARE (JUNE 2012)
	No	RAA16. PROGRAM INCOME (AUGUST 2020)
Yes		RAA17. FOREIGN GOVERNMENT DELEGATIONS TO INTERNATIONAL CONFERENCES (JUNE 2012)
Yes		RAA18. STANDARDS FOR ACCESSIBILITY FOR THE DISABLED IN USAID ASSISTANCE AWARDS INVOLVING CONSTRUCTION (SEPTEMBER 2004)
	No	RAA19. PROTECTION OF HUMAN RESEARCH SUBJECTS (JUNE 2012)

Notice of Funding Opportunity (NOFO): 72064923RFA00002
USAID/Somalia's Accelerated Education Activity

	No	RAA20. STATEMENT FOR IMPLEMENTERS OF ANTI-TRAFFICKING ACTIVITIES ON LACK OF SUPPORT FOR PROSTITUTION (JUNE 2012)
	No	RAA21. ELIGIBILITY OF SUBRECIPIENTS OF ANTI-TRAFFICKING FUNDS (JUNE 2012)
	No	RAA22. PROHIBITION ON THE USE OF ANTI-TRAFFICKING FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE FOR THE LEGALIZATION OR PRACTICE OF PROSTITUTION (JUNE 2012)
	No	RAA23. VOLUNTARY POPULATION PLANNING ACTIVITIES – SUPPLEMENTAL REQUIREMENTS (JANUARY 2009)
	No	RAA24. CONSCIENCE CLAUSE IMPLEMENTATION (ASSISTANCE) (FEBRUARY 2012)
	No	RAA25. CONDOMS (ASSISTANCE) (SEPTEMBER 2014)
	No	RAA26. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING(ASSISTANCE) (SEPTEMBER 2014)
	No	RAA27. LIMITATION ON SUBAWARDS TO NON-LOCAL ENTITIES (JULY 2014)
Yes		RAA28. CONTRACT PROVISION FOR DBA INSURANCE UNDER RECIPIENT PROCUREMENTS (DECEMBER 2014)
Yes		RAA29. CONTRACT AWARD TERM AND CONDITION FOR RECIPIENT INTEGRITY AND PERFORMANCE MATTERS (April 2016)
	No	RAA30. RESERVED
Yes		RAA31. NEVER CONTRACT WITH THE ENEMY (NOVEMBER 2020)

[END OF ANNEX 2]

ANNEX 3 – LESSONS LEARNED

The “lessons learned” in this section draws on a review of findings from the following programs which had formal endline or midline evaluations available: the Accelerated Primary Education Support program (APES) (EU 2009-2013); Alternative Basic Education in Somalia program (ABE) (USAID, 2015-2020); The Somalia Girls Education Promotion Project-Transition (SOMGEP-T) (USAID/FCDO), 2017-2022); midline findings from Accelerated Girls Education Support (AGES) (USAID/DFID), and findings from UNICEFs initial programming in the early 2000s.

Enrollment: Given the lack of a robust public sector education system programs generally do not encounter issues with meeting goals for students enrolled but do, at times, face challenges in engaging the target population. For example, USAID Soamlia’s first ABE activity intended to reach children ages 8+ but, in the end, allowed children ages 6-14 to enroll in response to demand (USAID, 2022). ABE was also designed to target primarily nomadic children but realized that in order to ensure the ongoing attendance of pastoralists children it was necessary to establish TLS on migrations routes which then allowed families to enable the continuation of their children’s education. Several of the programs reviewed did not reach their targets for female enrollment with both ABE and APES noting that this was a challenge due to perceptions about the value of education for girls, early marriage, and girls responsibilities in the home. Few children with disabilities were enrolled in any program, with the APES program noting that only 77 of 293 children identified as having a disability in the Kakar region were enrolled in school. USAID has also found that, in some communities, parents will withdraw children and youth from private schools in order to enroll them in a free ABE program. Thus, it is critical when enrolling students to have a specific, and detailed plan for reaching and enrolling the target group.

Programmatic Flexibility: All programs included in this review noted that some adjustments had to be made in terms of the regions selected for the program due to conflict, drought or other crises impacting the implementation. ABE stated that in its first year of implementation enrollment goals were not met due to the breakout of conflict in the Gedo region (USAID, 2022). Likewise, the APES projects had to suspend activities in the Hiran region due to security concerns (APES, 2015). Overall, the literature makes clear that building flexibility into a project and planning (to the extent possible) for crises is necessary to ensure the success of any accelerated education project. Likewise, flexibility in regards to the time that programs are offered may increase participation from IDPS and older students who benefit from flexible schedules since many have to work to help support their families (USAID 2015-2020)

Teachers: Factors contributing to improvement or lack thereof in learning outcomes are diverse but all evaluations noted the importance of teachers in determining the outcomes. A common theme across evaluations was the need to provide a clear definition not just for what was meant by “quality education” but more narrowly to define “teacher quality” due to the significant impact teachers had on learning outcomes. Among the key challenges to ensuring teacher quality, the one most frequently mentioned was that teachers were not always equipped with the necessary skills and knowledge to effectively teach all the content (SOMGEP, 2019; UNICEF, 2012). For these reasons, all evaluations emphasized the importance of investing in teacher training in more learner-centered and interactive methodologies. In terms of the format for teacher training, all

programs found that up-front teacher training with no follow-up was largely ineffective and a key weakness was the lack of ongoing monitoring of teacher attendance and performance (APES, 2015; USAID, 2022). While some programs did incorporate coaching elements there were challenges to this approach as well. For example, the APES program received strong pushback from teachers and the MOE when they attempted to implement peer-to-peer coaching (APES, 2015). Teachers did not want to be coached by those they perceived as peers and the MoE preferred to adhere to traditional models of group-based training. Other programs reverted to more traditional models which used outside coaches and found this to be more effective.

Additionally, some programs noted that high levels of turnover and absenteeism rates among teachers were of particular concern. The evaluations strongly recommended prioritizing the timely payment of teacher incentives in order to address issues of absenteeism and high-levels of turnover (AGES, 2022; USAID, 2022). The ABE endline noted that high teacher turnover was due to the low salaries paid to teachers who transitioned to other jobs after receiving training (USAID, 2022). In some cases, however, teacher absenteeism was related to outside issues of violence and ongoing conflict and incentives were not sufficient to address the problem (AGES, 2022). The demand for teachers often outpaced the number of qualified individuals available and programs had to adjust to provide additional budgeted for the hiring of teachers (APES, 2015).

Creating Safe Learning Environments: Addressing safety and gender issues was of concern across all programs and was noted as a critical consideration by all programs. SOMGEP found that while corporal punishment in classrooms has diminished harassment and violence (including on the way to and from school) remained a significant barrier to female participation in the program (SOMGEP, 2019). WASH facilities and the provision of dignity kits also proved an important factor in increasing female participation for both teachers and students (SOMGEP, 2019). In recognition of cultural norms, all programs made efforts to reach out to local leaders to encourage female participation in the program.

[END OF ANNEX 3]

ANNEX 4 – USAID INDICATOR RESOURCES

Please refer to the link below:

[Compendium of Standard PIRS for Education Programming](#)

[END OF ANNEX 4]

[END OF NOFO]