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Notice of Funding Opportunity (NOFO)

Issue Date:	December 08, 2022
Deadline for Questions:	January 02, 2023 - cob Bamako Time
RFA Amt. & Responses to Questions:	January 09, 2023
Application Deadline:	January 27, 2023 **-** cob Bamako Time

Subject: Notice of Funding Opportunity (NOFO) Number: 72068823RFA00001

Activity Title: USAID Doniya Taabolo Activity

Dear Prospective Applicants:

The United States Agency for International Development in Mali (USAID/Mali) is seeking applications for a Cooperative Agreement from qualified entities to implement the USAID Doniya Taabolo Activity. Eligibility for this award is not restricted. See Section C of this NOFO for eligibility requirements.

USAID intends to make an 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 applying are encouraged to read this NOFO thoroughly to understand the type of program sought, application submission requirements, and selection process.

To be eligible for award, the applicant must provide all information as required in this NOFO and meet eligibility standards in Section C of this NOFO. This funding opportunity is posted on www.grants.gov and may be amended. It is the responsibility of the applicant to regularly check the website to ensure they have the latest information pertaining to this notice of funding opportunity and to ensure that the NOFO has been downloaded from the website 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 requirements detailed in Section D.6.f. 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 NOFO 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's programs.

Sincerely,

Nathan Hilgendorf

Digitally signed by Nathan Hilgendorf
Date: 2022.12.08 12:16:09 +01'00'

Nathan Hilgendorf
Agreement Officer

U.S. Agency for International Development (USAID)
ACI 2000
Rue 243 Porte 297
P.O. Box 34 Bamako, Mali

Tel: (223) 2070-23-00
Fax: (223) 2022-39-33
http://mali.usaid.gov

U.S. Agency for International Development (USAID)
Bamako Place - AAO
1300 Pennsylvania Avenue
Washington, D.C. 20523-2050

Contents

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.

A.1. INTRODUCTION

The key objective of this education activity is to improve the reading, writing and math skills of young learners, ages 6-12, including disabled students (equivalent to grades 1-4) in the regions of Koulikoro, Sikasso, Segou, and Bamako District. The activity will continue efforts of the Selective Integrated Reading Activity (SIRA), but will focus on reading and writing in Bamanankan language for level 2 (Grade 3 and 4) and math for grades 2-4. The approach should consolidate and deepen achievements made under SIRA by improving education quality in one thousand (1,000) U.S. Government (USG) supported Malian schools.

USAID's decision to maintain this focus on instruction in Bamanankan is based on the assumption that if the balanced literacy approach is integrated into the curriculum, appropriate tools are available in a child's mother tongue language for all learners' abilities, educators are adequately trained, and education is made more inclusive, then reading and math skills will improve and the Ministry of National Education (MNE) will have the capacity to replicate these practices. The MNE outlined their plans to extend the use of the bilingual curriculum to additional languages (Fulfulde, Songhai and Tamasheq) in their 2019-2028 Education Development Programme (PRODEC 2).

To achieve this objective, USAID/Mali intends to focus on improving the quality of instruction; boosting community demand and participation; broadening safe, equitable education services; and focusing on educating children who are facing adversity, conflict, and crisis, particularly girls and those with disabilities. USAID funding should bolster the systems and processes for education service delivery and provide children with the skills necessary to build their resiliency and prepare them to attain better economic opportunities in the future. Mali's decentralization goals will provide a basis for reinforcing the mechanisms intended to manage and oversee service provision at the local level, including elevating the needs of the most marginalized. The end goal is to enhance access to quality educational pathways and improve reading and math outcomes.

A.2. BACKGROUND

Malian children are not attaining primary level literacy and numeracy skills. The education system faces a multitude of difficulties including (but not limited to) overcrowded classrooms, a dearth of instructional material, poorly trained teachers, and governance entities ill-equipped to manage their responsibilities. These challenges have resulted in poor learning outcomes.

<u>Country and Sector Context</u>
Mali is one of the poorest countries in the world, ranking 184 out of 189 on the Human Development Index according to the United Nations (UN) in 2019. Though recent increases in agricultural production have resulted in a drop in the extreme poverty rate, more than 42.3% of the population are living on less than $1.25 per day. Close to 90% of the Malians living in extreme poverty live in rural areas. According to the World Bank (WB), the Malian economic slowdown due to the coronavirus pandemic put an end to a decade of progress in poverty reduction, pushing an additional 800,000 people into poverty.

Mali's education achievement rate is 54 percent for boys and 44.8 percent for girls. By age 14, the expectation for girls to marry forces them to leave school; subsequently, their dropout rate is more than 50 percent. To support continued access to quality education for Malian children and youth, USAID programming facilitated reading acquisition, increased enrollment and retention of girls and children with disabilities, provided training of education managers and instructors, encouraged community engagement, and adapted to constraints brought on by unexpected school closures.

In Mali, persons with disabilities face various social, cultural, and economic discrimination, and are very susceptible to violence and exploitation due to their vulnerability. Poverty, negative attitudes, and the unwillingness of society to change and remove barriers perpetuate continued barriers in access to basic services, including education. Moreover, opportunities for Malian children and youth with disabilities are limited as communities and families fail to recognize their potential while schools are not prepared to meet their specific needs.

Children and youth with disabilities are more likely to be out of school and/or in danger of dropping out of school. This is due to various factors including the lack of capacity of the education system to meet their needs. Mali lacks both generic teaching and learning resources (e.g., books, pens, classroom furniture) and specialized materials for children with disabilities. The shortage/lack of teaching specialists (e.g., braille specialists, sign language instructors) constitutes additional barriers.

<u>Relationship to USAID Strategies</u>

By assisting partner communities to structure equitable formal learning opportunities that result in measurable improvements in learning, this intervention should: (1) advance the implementation of the basic education goals of the USG Strategy on International Basic Education, (2) strengthen the systems and processes for education service delivery, and (3) provide children with the reading and mathematics skills needed to improve their learning outcomes, thereby strengthening their resiliency and preparing them to attain better economic opportunities in the future.

USG International Basic Education Strategy (2019-2023) and USAID's Education Policy Priorities:

- Children and youth, particularly the most marginalized and vulnerable, have increased access to quality education that is safe, relevant, and promotes social well-being.

- Children and youth gain literacy, numeracy, and social-emotional skills that are foundational to future learning and success.

<u>Integrated Country Strategy</u>

Mission Goal 3: Mali's population makes significant advances in socio-economic conditions through economic development, increased resilience to shocks and improvement in its business environment.

- Mission Objective 3.1: Improved socio-economic environment for a healthier, better educated, and prosperous population.

Country Development Cooperation Strategy (CDCS, 2022-2026)

Goal: A more stable, peaceful and resilient Mali leading its own sustainable development

DO 1: Improved governance for stronger democratic institutions

- IR 1.3: Institutional capacity in key sectors strengthened to improve public services

DO 2: Solidified and deepened development gains in targeted areas

- IR 2.3: Equitable access to improved quality education services for children and youth enhanced

Geographic Focus

Since this activity continues the efforts made by USAID/SIRA, it will support some of the same communities, but implement primarily in safer areas of Bamako, Koulikoro, Sikasso, Segou, Bougouni, Koutiala, Dioila. The intent is to continue use of Bamanankan as a foundational language so the MNE has a four-year instructional curriculum after the conclusion of the Doniya Taabalo Activity. Criteria for selection of communities will be developed by, or in partnership with, the Applicant and may include strategic opportunities to leverage investments of other donor partners, locations of other USG investments, and local government partnership potential.

Gender and Women's Empowerment

SDG number 5 - Gender Equality: Achieving gender equality and empowering all women and girls, confirms that gender is an important aspect to ensure development for all. Gender discrepancies are pervasive throughout Mali's education system and are a key theme that must be addressed. Since the Educational Reform of 1962 and the Constitution of 1992, the right to education for all citizens has been recognized regardless of gender. This same provision appears in texts on the reform and reorganization of education, Law 97-010, approved on March 24, 1990. However, Malian society is very conservative in its socio-cultural beliefs, which do not favor the personal development of girls, and some parents believe that schools are destabilizing for girls because they allow contact with boys. Major gender gaps remain between boys and girls regarding access to basic education. In 2019, the gross enrollment rate was 86 percent for boys and 74 percent for girls; girls' completion rate was 47 percent compared to 52 percent for boys. The gender gap is also visible among education actors, including teachers and administrators: of twenty Academy Directors in 2019, only two were women, limiting the level of female resources and role models for girls.

The social division of labor, both inside and outside the home, prevents female teachers from taking advantage of training opportunities which contributes to lowering their professional abilities and skills. Additionally, very few male education actors (teachers, school directors, etc.) are knowledgeable and skilled enough to address girls' specific learning needs. Both physical and psychological violence from teachers and classmates towards girls is another contributing factor to low female attendance and academic achievement. According to teachers and school administrators, generally there are similar reasons that both girls and boys do not stay in school: lack of motivation, familial obligations, long distance to school, fatigue and other related health reasons, and family poverty. In addition, respondents thought that girls suffered more from religious norms and the absence of female role models, while boys suffered more from weak academic performance (SIRA Gender Assessment Report, 2016).

Gender issues are central to the achievement of USAID's CDCS objectives. Gender equality and social inclusion is a mandatory consideration of all USAID programming. It aims to ensure that both men and women have equal opportunity to benefit from and contribute to economic, social, cultural and political development; enjoy socially valued resources and rewards; and realize their human rights. The USAID Gender Equality and Female Empowerment Policy can be found at: https://www.usaid.gov/what-we-do/gender-equality-and-womens-empowerment.

USAID/Mali's most recent gender analysis examined girls' access to schooling, poverty and family livelihood security, socio-cultural barriers, and gender-based violence and harassment. Findings showed that:

- Women and children are disproportionately affected by poverty.
- Women and girls are more likely to be victims of gender-based violence.
- Attitudes towards gender roles undermine women's ability to assume positions of leadership
- Policy reform and program evaluation is affected by a shortage of sex-disaggregated data.

On-going conflict and the COVID-19 pandemic exacerbated the situation because of the high number of internally displaced children and the associated psychological trauma (sexual abuse was reported as part of the trauma and gender-based violence faced by girls). It is common to see many girls doing family chores and small trades for their families to ensure livelihoods and more girls are likely to leave school, reversing gains made the past several years. Every effort should be made to overcome these challenges to help girls and female teachers safely and fully participate in educational attainment.

A.3. USAID INVESTMENTS IN EDUCATION

USAID's previous support

It is anticipated that Applicants will review annual reports and/or evaluations from the following interventions in order to inform this particular approach:

USAID/SIRA, 2016-2022, focused on a bilingual, balanced literacy approach by working with the MNE to scale up reading as a subject area within the national curriculum by training teachers in reading and writing instructional practices and the use of the classroom-based assessments; strengthening the MNE's capacity to design, print, and deliver learning materials; increasing parent, community, and private sector support for early grade reading, and establishing private-public partnership.

USAID and the Global Book Alliance built the capacity of local private publishers to develop children's leveled readers in the Bamanankan language. The creation of 21 titles resulted in 105,000 books printed and distributed to 200 schools in late 2022, amplifying work done under USAID/SIRA.

The USAID/Girls Leadership and Empowerment through Education (USAID/GLEE, 2018-2023) activity enrolled out-of-school adolescent girls in non-formal learning spaces and transitioned beneficiaries to formal public schools. Lessons can be taken from this approach to inform efforts to reintegrate and retain girls in the education system.

The USAID Inclusion of Deaf and Blind Children into Mainstream Schools in Sikasso activity focused on promoting school inclusion for children with severe sensory impairments (deaf or blind children). Tasks included community-based awareness of the importance of identification and enrollment of deaf and blind children; implementation of an innovative support system for itinerant teachers who teach the disabled; and weekly school-level interventions for the disabled and other children with very low academic outcomes.

The USAID/We Can Learn activity provided inclusive quality education for blind, partially sighted or low vision primary school children (2017-2020). Achievements included an increased number of blind, partially sighted or low vision children attending mainstream primary schools and introduction of an Early Grade Reading Assessment tool in Braille.

A.4. ACTIVITY DESCRIPTION

The Doniya Taabalo activity is intended to improve the reading and math skills of children, including those with disabilities, in grades 1-4 through both better-quality instruction and expanded access to learning. Empowerment and capacity development of local communities is expected to broaden overall support for secular subjects, even in areas where religious education is the primary demand. Increasing the number of beneficiaries enrolled in various appropriate and relevant educational options, especially girls, children with disabilities and other marginalized/vulnerable groups (i.e. rural inhabitants, displaced learners, and those not previously enrolled or attending school), will have the secondary effect of strengthening resilience and preparing beneficiaries to attain better economic opportunities in the future.

Special attention should be paid to safety in and around school, as well as gender-based violence at school. All regional education managers (Académies d'Enseignement) and district offices (Centres d'Animation Pédagogique) must be involved to enhance sustainability and provide oversight.

Development Hypothesis

Purpose
Malian children are not attaining primary level literacy and numeracy skills. The aforementioned challenges with insufficient access, low quality instruction, and sub-par governance have resulted in poor learning outcomes. This intervention should make every effort to provide children with the reading and math skills needed to improve their learning outcomes, coupled with psychosocial support and additive measures that may increase their resiliency and prepare them to attain better socio-economic opportunities in the future.

In February 2020, the Mission held Implementing Partners' Consultation Meetings for the design of the new Country Development Cooperation Strategy. Even with these activities, key findings/challenges included:

- In conflict zones and geographic areas affected by climate change, access to food and children's health become central elements for advancing education. Thus, the approach to education needs to be differentiated by regions to address pertinent challenges.
- The population growth rate will have cumulative effects on investments in the sector (infrastructure, certified teachers, learning materials and management systems).
- Recommendations from the meetings were to:

1. capitalize on lasting community level achievements;
2. address ground realities and needs through cross-sectoral activities;
3. build local and national level capacity and ownership; and
4. replicate and mainstream tested approaches.

Furthermore, key focus should be on generating structural changes and anticipating changes in learner and educator needs, curriculum development for grades 1-4, and certification and supervision of teachers. Additional recommendations concentrate on three core areas for future programming:

1. Governance at the local level through decentralization of school management and local learning centers; focus on the capacity of the local community to oversee the use of funds and their role in the quality of pedagogic curriculum at primary schools. National level interventions should involve strengthening the capacity of the MOE and the Ministry of Territorial Administration and Decentralization to manage and oversee teachers and to maintain an updated map of schools.
2. Access should prioritize inclusion of children with disabilities as they constitute at least a third of out-of-school children. Programming must be adapted to local realities and use models that have proven successful to date (model mothers' clubs, mentoring, mobile schools, alternative learning centers, etc.).
3. Quality will improve with successful pedagogic methods and tools that are replicated and mainstreamed, while also testing new and innovative teaching practices and strengthening CAP pedagogic approaches. Invest in curriculum development for grades 1-4 and in the continuing education, certification, and supervision of teachers.

Theory of Change

If the balanced literacy approach is widely adopted and supported as policy, inclusive tools are available in the mother tongue language for all learners' abilities, educators are appropriately trained, and education is made more inclusive, then reading and math skills will improve, and the Ministry will have the capacity to replicate these instructional practices.

Critical Assumptions

The current crisis is acute, highly destructive, and rooted in deep issues that have been constant drivers of violence and exclusion in Mali, particularly in the North. While the assumption is that if such conditions did not exist, outcomes would be more achievable, persistent disruptions to the academic cycle (teachers' strikes, health pandemics, conflict/political upheaval) and its impacts on education can affect the ability of programs operating in such an environment to fully reach expected outcomes.

The country is continually faced with security challenges, weak governance, and insufficient human and financial resources. Despite education being a high priority, the reality is that the system remains too weak to deliver significant positive results. Nevertheless, based on the above recommendations and the achievements of USAID/SIRA, the Education Office recommends implementing a community-based basic education activity designed to address the needs of children in grades 1-4.

Additionally, it is assumed that education will continue to be a priority of both the Government of Mali (GoM) and the USG and that resources will not be dramatically decreased on the USG side.

Purpose and Intermediate Results

Intermediate Results

IR 1: Improved learning outcomes in reading and math -
Implementation of an evidence-based instructional intervention that will furnish the materials, training, and coaching to ensure that children throughout target areas are learning to read, write in the relevant local language, and do math. Previous grade 1 and 2 cohorts supported under USAID/SIRA intervention should now be supported in grades 3 and 4 with continuing instructional support in reading and introduction to math, where feasible.

Sub-IR 1.1: increased access to evidence-based, conflict and gender sensitive, early-grade reading and math material. Focus on providing each student and teacher in the target schools with the reading and math materials such as books, guides, classroom posters, flash cards, and lesson plans that support the daily delivery of evidence-based reading, writing, and math instruction throughout the school timetable. These evidence-based materials must also include conflict and gender sensitive messages related to safety, resilience, inclusion, and reconciliation where appropriate, and cater to children who are deaf and/or blind/partially sighted.

Sub-IR 1.2: improved pre-service training in the use of a core package for evidence-based early-grade reading and math. Under SIRA, the MNE agreed to the development of a supplement to the teacher training curricula that would specify when and how the instruction of reading should be addressed with pre-service trainees in the training institutes (IFM). Evaluation and refinement of that material is highly encouraged to improve teacher instruction.

Sub-IR 1.3: improved in-service teacher training in evidence-based early-grade reading and math. For sustainability of instructional practices, teachers must be provided with the training and support they need to comfortably use the material. To organize both initial and refresher training, USAID encourages close collaboration with DNEF and DNEN along with use of appropriate technologies for training and teacher support. USAID also seeks recommendations on innovative approaches for tracking and reducing teacher mobility which reduces the efficacy of USG-funded training interventions.

Sub-IR 1.4: improved early-grade reading and early-grade math assessment (EGRA and EGMA) tools. The EGRA tool created under previous interventions for beneficiaries with visual impairments can be used and adapted as necessary.

IR 2: Improved service delivery systems at the local/community level -
At this stage of USAID support to the education sector, the MNE should be capable of scaling up the use of evidence-based reading instruction for grades 1-2 in local languages nationwide on their own. This activity will provide support for reading instruction in grades 3-4 and mathematics instruction in grades 1-4.

Sub-IR 2.1: policies implemented in support of evidence-based reading and math instruction. Mali possesses a sound policy framework for early grade reading instruction and math, but ongoing teachers' strikes and insecurity, coupled with the closure of schools during the coronavirus pandemic, have meant that the policy framework has not been implemented to the desired effect. Specific policies may need to be reviewed, updated, and disseminated related to using national languages in instruction. The policy environment for early grade reading and math remains propitious for a nation-wide expansion of evidence-based early grade reading programming, therefore applicants should propose a plan for scale and sustainability based on the efforts of the last five years.

Sub-IR 2.2: research agenda implemented to support additional improvements in reading instruction in local languages and Braille. USAID/Mali recognizes the direct connection between a strong research agenda and effective policies that will advance early grade reading instructional reform. Applicants should consult annually with the relevant ministry authorities and other sector stakeholders to select a research topic, propose that topic to USAID, and receive approval for the research. The proposed topics must assist the MNE in planning for the expansion and generalization of the use of evidence-based early grade reading programming, particularly for children who are deaf or blind/partially sighted. USAID expects applicants to support the resultant dissemination of findings and policy dialogue.

Sub-IR 2.3: research agenda developed to support improvements in math instruction. As with early grade reading programming, USAID expects a research agenda and effective policies that will advance early grade math instructional reform and support for the resultant dissemination of findings and policy dialogue.

IR 3: Broadened community and parental support for reading and math instruction -
Mali has a strong tradition of community engagement in the education sector with Parent-Teacher Associations (PTAs), Students Mothers' Associations (MAs), and School Management Committees (SMCs) serving as valuable resources. In addition, previous USAID activities have increased parents' understanding and awareness of the importance of education generally, and early grade reading specifically.

Sub-IR 3.1: parents' ability to implement specific strategies to support reading and math success improved - it is important to continue to increase parents' understanding of the evidence base that now exists in early grade reading, how that evidence base is relevant to their children's education, and what they can do to support their children's reading success. The same should be done for math instruction. Applicants are encouraged to develop innovative (identified as new in Mali) ways to provide parents, older siblings, and other adults and caretakers with the materials and training to practice reading, writing, and math at home with their children. This Sub-IR is also very critical to garnering support for children with disabilities.

Sub-IR 3.2: community members' and community-based organizations' (CBO) ability to support and monitor early-grade reading and math improved - mobilizing and equipping community members, CBOs, and youth corps volunteers to undertake additional activities to support parents and schools in improving learning outcomes is key to sustainability. This intervention should continue to build the capacity of CBOs and local organizations so that, in turn, they can help community members monitor reading and math activities, promote better learning outcomes, and understand the value of safe learning environments.

Sub-IR 3.3: Safer, more inviting learning environments - schools and learning centers should be places that are conducive to learning, provide children with a sense of safety and belonging, and facilitate well-being. Since this activity continues the efforts made by USAID/SIRA, it will support some of the same communities, but implement primarily in safer areas of Bamako, Koulikoro, Sikasso, Segou, Bougouni, Koutiala, Dioila. The intent is to continue use of Bamanankan as a foundational language so the MNE has a four-year instructional curriculum after the conclusion of this activity. Criteria for selection of communities will be developed by, or in partnership with, the Applicant and may include strategic opportunities to leverage investments of other donor partners, locations of other USG investments, and local government partnership potential.

- <u>Target Beneficiaries</u> - The following targets are proposed:
  1. 1,000 public/community primary schools: schools where all teachers and materials are provided by the GOM, classes in which 100 percent of subjects in grade one are taught in Bamanankan, and oral use of French accounts for only 25% of instruction time starting in second grade.
  2. Potential number of students reached in grades 1-4: 200,000 including approximately 50 percent girls and 3 percent children with disability
  3. Teaching and Learning materials: 266,000
  4. Potential number of Teachers trained: 4,000
  5. Potential number of Head Teachers trained: 1,000
  6. Pedagogical counselors trained: 100

A.5. TECHNICAL APPROACH AND PROGRAM INTERVENTIONS

This activity should incorporate successful approaches and lessons learned from USAID's previous interventions in reading instruction and the support to children with disabilities activities (both in Mali and similar contexts) in order to build on USG investments and capitalize on hard-won relationships at the national and local levels. It is critical that USAID and the MNE not lose momentum in its efforts to increase literacy, expand access - especially to the most marginalized, improve instruction, motivate teachers, and develop communities' ability to oversee the education of their children. The following should be focus areas of the activity:

<u>Quality curriculum</u>
It is expected that this activity will gradually apply and scale-up evidence-based practices and approaches that have proven effective in previous interventions and should focus on the following outcomes:

- A tested and proven strategy and techniques for reading acquisition for grades 3-4. This is intended as a continuation of the USAID/SIRA approach that developed the Bamanankan language reading curriculum for grades 1-2. By the end of this activity, the MNE will have a complete four-year Level 1 reading curriculum for primary school learners. Efforts will also be made to provide beneficiaries with a solid foundation to facilitate transition to reading acquisition in French after grade 4.

- Numeracy skills are also poorly attained at the primary school level, so mathematics instruction will be improved for grades 2-4. Applicants should explore other existing approaches, including those of other donor partners, in numeracy and adapt or improve as necessary to meet learners' needs. Working closely with the MNE to examine the current curriculum will result in creation or revision of appropriate teaching and learning materials and relevant teacher training.

<u>Governance</u>

Proper management and oversight at all levels, along with community participation, are vital to a well-functioning education system. To support IR 1.3: Institutional capacity in key sectors strengthened to improve public services, systems should be strengthened through work at the community level with both local governance structures such as education commissions, CAP, Academy. Also, non-governmental structures such as Parent-Teacher Associations, School Management Committees, mothers' associations, and other civil society organizations. Innovative and/or alternative instruction modalities should be considered to counter the continuing risk of strikes, political unrest, and spreading conflict.

<u>Increased girls' participation</u>

USAID/Mali supports and encourages deliberate efforts to improve the participation of girls in education programming. This activity can build on the achievements of the USAID/GLEE intervention by providing access to improved learning outcomes through increased enrollment and retention. Factors that hinder girls' participation in the education process should also be addressed.

<u>Inclusion of children with disabilities</u>

Sustainable Development Goal (SDG) 4 has set the target of achieving universal pre-primary, primary and secondary education by eliminating disparities and ensuring inclusion by 2030. Inclusive education has become a central theme in research and policy, as nations attempt to focus their efforts on SDG 4, which calls for quality and inclusive learning environments. USAID/Mali supports and encourages deliberate efforts to improve the participation of people with disabilities in all Mission programming. Children with disabilities are among the most marginalized groups lacking access to education in Mali. As in other cultures, disabled Malians are sometimes viewed with an air of regret and misfortune and, as a result, are often hidden from public view. Schools and caregivers alike note the challenge in providing a quality, equitable curriculum for these children. The Doniya Taabalo activity aims to provide access to improved learning outcomes for children with physical and sensory disabilities.

The Doniya Taabalo activity should employ an approach that involves collaboration with institutions or organizations specialized in providing quality education opportunities to this target group. Children with physical and sensory disabilities (low vision, blind, partial hearing, and deaf) should be identified within their communities and provided support.

Every effort should be made to enroll and retain children with disabilities in mainstream public schools and train specialized teachers on the use of sign language and braille. Teaching and learning materials that support learning gains in mathematics and reading, including the EGRAtool created under previous interventions for beneficiaries with visual impairments, can be used and adapted as necessary.

<u>Mental Health and Psycho-Social Support</u>

The learning environment should be viewed as a safe space and every effort should be made to reduce risks related to learning. Sexual violence, psycho-social difficulties, and physical violence are highly prevalent throughout Mali. This activity expects to engage with local communities to help schools develop and use risk reduction indicators that address school-based violence, gender, and ethnic bias, while promoting social cohesion, equity, and conflict mitigation/resolution. Attention should be given to the education needs of underserved groups, particularly displaced and out-of-school children who have resettled in the focus communities. An approach should be adopted that prevents stigmatization of these beneficiaries to ensure an adequate provision of services for those traumatized or displaced by conflict.

Efforts should also integrate a conflict-sensitive approach that helps promote social cohesion, contributes to identity formation, and builds peace. However, bear in mind that education can also undermine these processes. When it is not provided responsibly, education can be exclusionary, oppressive, exploitative and corrupt, and it can propagate extremism. All interventions should be designed to avoid reinforcing stereotypes and exclusion.

A.6. GUIDING PRINCIPLES

The recipient must demonstrate the following principles. These principles will be used to evaluate the technical approach and should be integrated into the technical approach.

● Partnership with the GOM

The goal of the GOM MNE is to ensure the right for all Malian citizens to access quality education and vocational training through an inclusive education system better adapted, coherent, and functional. For primary education, the system aims to "ensure equitable access and completion of this cycle for girls and boys all over the country, including crisis/conflict affected and marginalized zones. The education sector provides the country with the qualified human resources to conduct its development."

Self-reliance in education is the capacity of the country's education system to sustainably plan, finance and deliver education services that improve learning outcomes and skills in an equitable manner for all children and youth, from pre-primary through higher education levels. The MNE's national education plan PRODEC 2 has the following main objectives:
1) Improving the internal and external efficiency of the educational system,
2) Improving teacher training and management,
3) Promoting equitable access to quality education,
4) Strengthening governance in the education system, and
5) strengthening the resilience of the education system.

PRODEC 2 covers the period of 2019-2028 to be implemented in three phases with the first being 2019-2023. Of the five objectives, two are focused on governance and resilience of the education system. Key players in implementation of the PRODEC 2 are the local elected bodies (Communes, Conseils de Cercles and Conseils Régionaux) and the local technical services (Education Districts or CAPs and Education Academies as representatives of the central MNE), and finally the school-based organizations (School Management Committees, Parents Teachers Associations and Teachers' Unions). These stakeholders are expected to work hand-in-hand with civil society and the private sector to analyze the educational offerings of their communes and to mobilize resources necessary to meet the needs of the sector with the participation of communities. Decree Number 2015-0678/P-RM of October 20, 2015, determines the details of the competencies transferred from the central government level to the territorial collectivities for education management. The decree defines the roles and responsibilities of entities which should collaborate with the private sector to determine their needs and support to the sector.

● Relationship with other USAID-funded Activities

Health, nutrition, WASH, agriculture-led economic growth, peace, governance, and education remain the core sectors of USAID's development efforts in Mali. Synergy and complementarity with other USAID-funded activities and priorities will be highly considered in selection criteria.

The activity should make efforts to sustain achievements while seeking opportunities to improve learning for young children. Examples might include governance interventions that strengthen community capacity to hold education managers accountable, provision of nutritious meals during the school day, or hygiene practices that mitigate against the spread of infectious disease and keep girls in school.

● Coordination and Collaboration with other Development Partners and Stakeholders

Collaboration between the different actors is critical to success, while conversely - poor collaboration results in stagnation and inefficient use of resources. It is important that the Applicant examines other donor partners and organizations who may be playing a similar role in the education sector, especially in the proposed geographic regions. For instance, the Japan International Cooperation Agency (JICA) is renewing their support in Mali through capacity building for school-based management committees and after-school mathematics instruction. JICA is very interested in engaging with other development partners to expand their own interventions, share lessons learned, and build on what others are doing. Successful proposals will demonstrate innovative approaches to collaboration.

● Guided by Universal Design for Learning (UDL): The Doniya Taabolo activity will approach all interventions using principles of UDL. UDL is a research-based set of principles to guide the design of learning environments that are accessible and effective for all. UDL is 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.

● Gender Equality and Social Inclusion

SDG number 5 - Gender Equality: Achieving gender equality and empowering all women and girls, confirms that gender is an important aspect to ensure development for all. Gender discrepancies are pervasive throughout Mali's education system and are a key theme that must be addressed. Since the Educational Reform of 1962 and the Constitution of 1992, the right to education for all citizens has been recognized regardless of gender. This same provision appears in texts on the reform and reorganization of education, Law 97-010, approved March 24, 1990. However, Malian society is very conservative in its socio-cultural beliefs which do not favor the personal development of girls as some parents believe that schools are destabilizing for girls because they allow contact with boys. Major gender gaps remain between boys and girls regarding access to basic education. In 2019, the gross enrollment rate was 86 percent for boys and 74 percent for girls; girls' completion rate was 47 percent compared to 52 percent for boys. The gender gap is also visible among education actors, including teachers and administrators: of twenty Academy Directors in 2019, only two were women, limiting the level of female resources and role models for girls.

The social division of labor, both inside and outside the home, prevents female teachers from taking advantage of training opportunities which contributes to lowering their professional abilities and skills. Additionally, very few male education actors (teachers, school directors, etc.) are knowledgeable and skilled enough to address girls' specific learning needs. Both physical and psychological violence from teachers and classmates towards girls is another contributing factor to low female attendance and academic achievement. According to teachers and school administrators, generally there are similar reasons that both girls and boys do not stay in school: lack of motivation, familial obligations, long distance to school, fatigue and other related health reasons, and family poverty. In addition, respondents thought that girls suffered more from religious norms and the absence of female role models, while boys suffered more from weak academic performance (SIRA Gender Assessment Report, 2016).

Gender issues are central to the achievement of USAID's CDCS objectives. Gender equality and social inclusion is a mandatory consideration of all USAID programming. It aims to ensure that both men and women have equal opportunity to benefit from and contribute to economic, social, cultural, and political development; enjoy socially valued resources and rewards; and realize their human rights. The USAID Gender Equality and Female Empowerment Policy can be found at: https://www.usaid.gov/what-we-do/gender-equality-and-womens-empowerment. USAID/Mali's most recent gender analysis examined girls' access to schooling, poverty and family livelihood security, socio-cultural barriers, and gender-based violence and harassment.

Findings showed that:

- Women and children are disproportionately affected by poverty
- Women and girls are more likely to be victims of gender-based violence
- Attitudes towards gender roles undermine women's ability to assume positions of leadership
- Policy reform and program evaluation is affected by a shortage of sex-disaggregated data.

On-going conflict and the COVID-19 pandemic exacerbated the situation because of the high number of internally displaced children and the associated psychological trauma (sexual abuse was reported as part of the trauma and gender-based violence faced by girls). It is common to see many girls doing family chores and small trades for their families to ensure livelihoods and more girls are likely to leave school, reversing gains made the past several years. Every effort should be made to overcome these challenges to help girls and female teachers safely and fully participate in educational attainment.

- Digital Development

Offerors are encouraged to develop a digital vision for the proposed activity and, when appropriate, integrate this vision into their proposed technical approach. The offeror's digital vision, when appropriate, would clearly outline and highlight the areas of opportunity for the integration of digital tools and approaches into the proposed technical approach in response to this NOFO. For further information, please review USAID's guidance on digital development, https://www.usaid.gov/digital-development

- School Feeding

The National School Feeding Law in Mali was signed in 2019, and national-led efforts are underway as the law's implementation guidelines are being finalized. With the establishment of a National Center for School Feeding (CNCS), strategies to engage partners and develop robust means of supporting school feeding, notably through decentralized local production, have continued to grow. CNCS is developing a country-wide pilot program to support local production in support of a decentralized school feeding approach. Applicants should look to collaborate with the government, especially CNCS, Ministry of Education, and Ministry of Agriculture. All approaches should align with the National School Feeding Law which underscores local purchases for school meals. This approach has potential to build on current project successes in local engagement, mobilizing community agricultural resources for monetary and in-kind contributions to school canteens, as managed by school management committees. The success of this local engagement is, and will continue to be, enabled through close coordination with the local decentralized offices of the MNE.

As with other elements of this intervention, collaboration with other donor funding activities is highly encouraged. The U.S. Department of Agriculture funds the McGovern-Dole Food for Education and Child Nutrition Project, implemented by Catholic Relief Services (2020-2025). This $25 million project works in 74 communes in Koulikoro, Nara, Bandiagara and Mopti regions to improve student attention and attendance by providing daily school meals and dry rations to take home, while also improving the quality of literacy instruction.

- Psychosocial Support

The applicant should establish a system to identify learners and teachers experiencing psychosocial distress; locate providers of appropriate and accessible psychosocial support and counseling to learners, teachers and other education personnel, as needed; and deliver training to all school staff in recognizing signs of distress and the steps necessary to respond to this behavior in the learning environment in an effort to promote learners' emotional well-being.

- Local Partner Institution Engagement and Capacity Building

This activity is expected to function as an integral part of the current Malian system and to strengthen that system from within to ensure sustainability. For instance, decentralization lays the path to self-reliance for the sector, but now Mali needs to determine where to focus system strengthening in the service delivery value chain. The Decentralization Law allows a foundation for self-reliance, but the sector should clearly designate the key actors for partnerships around schools. Who are the partners and what do they bring to the table? How do they coordinate their efforts? The applicant must address priorities for human and resource management while also developing and implementing tools and metrics for the rigorous monitoring of capacity transfer. Best practices for strengthening government systems to improve the quality of early grade instruction should be institutionalized to sustain efforts of this approach.

- Private Sector Engagement

Public-private partnerships (PPP) can be a critical element of sustainability and expansion of support. Cultivating relationships with a wide range of potential Malian, regional, and international actors and cementing as many PPPs as possible over the life of the activity will create potentially long-lasting relationships between communities and private sector partners. Partnerships can be cultivated to provide in-kind or direct financial investments such as establishing school canteens, community libraries, or any other relevant activities that promote innovation.

- Conflict Sensitivity and Do No Harm

Working towards inter-ethnic peace and tolerance, reduced likelihood of conflict, and increased capacity to manage conflict-related crises are key components of all USAID programming. A conflict sensitive approach should be grounded in a safety framework and index, which are designed to ensure that the intervention provides safety and well-being in the classroom; promotes tolerance, inclusion and peacebuilding for both learners and their communities; and prepares communities in case of crisis or conflict.

- Sustainability

The applicant should ensure alignment with MNE priorities within the sector integrated at all levels. To ensure optimal integration and sustainability, systems are needed for success beyond the life of the intervention, and the technical assistance provided will help develop or strengthen those delivery systems. Cost financing components should help the MNE comprehend the cost of all elements necessary to continue efforts in reading, math, support to girls and children with disabilities, and the provision of teaching and learning materials. USAID will lobby other partners/stakeholders to focus their support on priorities using evidence from this intervention that demonstrates impact on learning outcomes.

- COVID-19 Adaptations:

Any future adaptation to the school learning environment necessary to mitigate the impact of COVID-19 will be directed and managed by the MNE. Because unexpected crises could arise at any time, it is important that communities have the capacity to mitigate risks and prepare for challenges.

- <u>Digital Information Systems and Tools Integration</u>

Within this framework, information, and communications technology (ICT) should be integrated in a way that supplements core, evidence-based interventions that have been proven to achieve results in improvements in learning outcomes. The activity should integrate only technologies that improve the efficiency and effectiveness of specific education interventions and program operations. The focus must be on improving educational processes and making them more effective, decreasing costs, and enabling the development of new practices and innovations that have a positive impact on results. The integration of ICT must take into account a range of factors that may affect implementation, uptake, and sustainability such as the overall budget, cost of ownership and sustainability, existing infrastructure, teachers' skills, and organizational capacity. Opportunities for efficiencies and cost savings resulting from use of technology must also be identified through program operations (e.g., data collection via mobile devices; mobile payments). For example, consideration can be given to using ICT for monitoring and evaluation (e.g., conducting data collection and transfer using tablets/mobile phones, instructional support materials for coaches/tutors/teachers on a tablet).

- <u>Climate Change</u>

Partners should set up preventative measures and appropriate coping strategies to minimize and absorb shocks and stresses generated by negative impacts of climate change. For example, some schools already exist in locations designated as population catchment areas. Partners will also work with schools to develop emergency action plans when deemed appropriate.

- <u>Inclusive Development</u>

Recently, USAID/Mali took steps to promote relationships with non-traditional, locally- based partners. The New Partnerships Initiative (NPI) was established to bridge this gap by informing local entities about the process of "Doing Business with USAID". The Mission is committed to creating opportunities targeted at strengthening local capacity and building effective, long-term partnerships with local entities. This commitment will create value and achieve positive impacts contributing to greater ownership of local development interventions, thereby reducing the need for foreign aid over time. USAID/Mali intends to target underutilized partners who have a competitive advantage and specialized expertise, particularly in inclusive education, while harnessing their existing networks and systems in targeted communities. Building on this momentum and in the spirit of NPI, USAID highly encourages an inclusive development approach.

- <u>Flexibility/Crisis Modifier</u>

This activity was designed to allow flexibility in the event of a crisis:
The security situation in Mali is substantially fluid. It could worsen and thus prevent, hinder, or delay the implementation of USAID funded recipient activities in certain areas, or it might show improvement that would allow for the free movement of USAID funded activities in all geographic focus areas of this award. A crisis may occur during the award performance period. If such a crisis develops, it will be important for the recipient to use adaptive management principles to respond in a timely manner and appropriately to the crisis. This includes making all possible attempts to maintain development gains achieved through activity implementation up until the crisis ends.

The recipient is required to set aside $1,500,000,000 over the life of the activity for the "Windows of Opportunity" fund. This will allow the recipient and USAID flexibility in responding to urgent, unexpected or politically sensitive situations which may not be foreseen at the time of the issuance of the award. The recipient should be prepared to react quickly to opportunities or challenges that may emerge and offer the potential to advance the program's objectives. Prior to using the Windows of Opportunity funds, the recipient shall identify the activity to be funded, including the required amount for funding such activity, and obtain written approval from the USAID/Mali Agreement Officer. Funds from the Windows of Opportunity budget line item must not be expended without the prior written approval from the Agreement Officer.

A.7. ENVIRONMENTAL COMPLIANCE

I. General

- The Foreign Assistance Act of 1961, as amended, Section 117 requires that the impact of USAID's activities on the environment be considered, and that USAID include environmental sustainability as a central consideration in designing and carrying out its development programs. This mandate is codified in Federal Regulations (22 CFR 216) and in USAID's Automated Directives System (ADS) Parts 201.5.10g and 204 (http://www.usaid.gov/policy/ADS/200/), which, in part, require that the potential environmental impacts of USAID-financed activities are identified prior to a final decision to proceed and that appropriate environmental safeguards are adopted for all activities. The applicant's environmental compliance obligations under these regulations and procedures are specified in the following paragraphs of the NOFO.

- In addition, the contractor/recipient must comply with host country environmental regulations unless otherwise directed in writing by USAID. In case of conflict between host country and USAID regulations, the latter shall govern.

- No activity funded under this CA will be implemented unless an environmental threshold determination, as defined by 22 CFR 216, has been reached for that activity, as documented in a Request for Categorical Exclusion (RCE), Initial Environmental Examination (IEE), or Environmental Assessment (EA) duly signed by the Bureau Environmental Officer (BEO). (Hereinafter, such documents are described as "approved Regulation 216 environmental documentation.").

II. Compliance with the IEE

An Initial Environmental Examination (https://ecd.usaid.gov/document.php?doc_id=57012 has been approved for the project funding the cooperative agreement expected as a result of this NOFO. The IEE covers activities expected to be implemented under the resulting cooperative agreement. USAID has determined that a Negative Determination with conditions applies to one or more of the proposed activities. This indicates that if these activities are implemented subject to the specified conditions, they are expected to have no significant adverse effect on the environment. The recipient shall be responsible for implementing all IEE conditions pertaining to activities to be funded under this NOFO.

III. Implementation Plans

- As part of its initial Work Plan, and all Annual Work Plans thereafter, the recipient, in collaboration with the USAID AOR and Mission Environmental Officer (MEO) or Bureau Environmental Officer (BEO), as appropriate, shall review all ongoing and planned activities under this cooperative agreement to determine if they are within the scope of the approved Regulation 216 environmental documentation.

- If the recipient plans any new activities outside the scope of the approved Regulation 216 environmental documentation, it shall prepare an amendment to the documentation for review and approval of MEO or BEO. No such new activities shall be undertaken prior to receiving written USAID approval of environmental documentation amendments.

- Any ongoing activities found to be outside the scope of the approved Regulation 216 environmental documentation shall be halted until an amendment to the documentation is submitted and written approval is received from USAID.

IV. Mitigation Measures and Monitoring

When the approved Regulation 216 documentation is (1) an IEE that contains one or more Negative Determinations with conditions and/or (2) an EA, the recipient shall:

- Unless the approved Regulation 216 documentation contains a complete environmental mitigation and monitoring plan (EMMP) or a project mitigation and monitoring (M&M) plan, the recipient shall prepare an EMMP or M&M Plan describing how the recipient will, in specific terms, implement all IEE and/or EA conditions that apply to proposed project activities within the scope of the award. The EMMP or M&M Plan shall include monitoring the implementation of the conditions and their effectiveness.
- Integrate a completed EMMP or M&M Plan into the initial work plan.
- Integrate an EMMP or M&M Plan into subsequent Annual Work Plans, making any necessary adjustments to activity implementation in order to minimize adverse impacts to the environment.

V. Sub-Grants

A provision for sub-grants is included under this award; therefore, the recipient will be required to use an Environmental Review Form (ERF) or Environmental Review (ER) checklist using impact assessment tools to screen grant proposals to ensure the funded proposals will result in no adverse environmental impact, to develop mitigation measures, as necessary, and to specify monitoring and reporting. Use of the ERF or ER checklist is called for when the nature of the grant proposals to be funded is not well enough known to make an informed decision about their potential environmental impacts, yet due to the type and extent of activities to be funded, any adverse impacts are expected to be easily mitigated. Implementation of sub-grant activities cannot go forward until the ERF or ER checklist is completed and approved by USAID. Recipient is responsible for ensuring that mitigation measures specified by the ERF or ER checklist process are implemented.

VI. Applicant's Requirements

USAID anticipates that environmental compliance and achieving optimal development outcomes for the proposed activities will require environmental management expertise. Applicants should therefore include as part of their application, their approach to achieving environmental compliance and management, to include:

- The applicant's approach to developing and implementing an environmental review process for a grant fund and/or an EMMP or M&M Plan.
- The applicant's approach to providing necessary environmental management expertise, including examples of past experience of environmental management of similar activities.
- The applicant's illustrative budget for implementing the environmental compliance activities. For the purposes of this solicitation, applicants should reflect illustrative costs for environmental compliance implementation and monitoring in their cost application and to describe these costs in detail to the degree possible in the budget narrative.

[END OF SECTION A]

SECTION B: FEDERAL AWARD INFORMATION

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

USAID intends to award one (1) Cooperative Agreement pursuant to this NOFO. Subject to funding availability and at the discretion of the mission, USAID/Mali intends to provide $36,000,000 in total USAID funding over a five-year period.

USAID reserves the right to fund any one or none of the applications submitted.

B.2. EXPECTED PERFORMANCE INDICATORS, TARGETS, BASELINE DATA, AND DATA COLLECTION

<u>Indicators</u>

Concerted effort should be made to utilize rigorous monitoring of progress towards outcomes and report on not only outputs (i.e. number of teachers trained), but also outcomes (i.e. how have the daily lives of beneficiaries improved with attainment reading and math skills). A combination of standard and customized indicators are necessary to measure the achievements over the life of the activity. The following indicators are mandatory:

1. Number of educators who complete professional development activities with USG assistance
2. Number of education administrators and officials who complete professional development activities with USG assistance
3. Number of primary textbooks and other teaching and learning materials that are inclusively representative provided with USG assistance
4. Number of primary school educators who complete professional development activities on teaching students with special educational needs with USG assistance
5. Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 4
6. Percent of learners who attain minimum grade-level proficiency in math at the end of grade 4 with USG assistance
7. Percent of teachers that achieve a score of "acceptable" or better on a reading instructional index measuring the use of effective early grade reading and math (EGR/EGM) teaching practices
8. Number of schools reporting grade one to four reading results to their communities on an annual basis
9. Number of schools where trained teachers remain in a grade one to four assignment for the duration of the activity
10. Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance
11. Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations (GNDR-8).

B.3. START DATE AND PERIOD OF PERFORMANCE FOR FEDERAL AWARDS

The anticipated period of award is five (5) years. The estimated start date will be the effective date of the award.

B.4. SUBSTANTIAL INVOLVEMENT

Per ADS 303.3.11 "Substantial Involvement and Cooperative Agreements," A cooperative agreement implies a level of substantial involvement by USAID in certain programmatic elements during performance of the project. This substantial involvement will be through the Agreement Officer (AO), except to the extent that he/she delegates authority to the Agreement Officer's Representative (AOR).

USAID will remain substantially involved during the implementation of this cooperative agreement in the following ways:

1. The Agency's approval of the recipient's implementation plans during performance. USAID generally only requires approval of implementation plans annually; however, where changed contexts or new information require a pivot in the activity, USAID may consider changes to an implementation plan. The Annual Work Plan and subsequent work plans must be submitted to and approved by the AOR as described in "Reporting Requirements", including any significant changes or revisions thereto.
2. The Agency's ability to immediately halt an activity if the recipient does not meet detailed performance specifications (for example, construction specifications). These would be provisions that go beyond the suspension remedies of the Federal Government for noncompliance as stated in 2 CFR 200, including non-performance. The award must state that the AO may immediately halt an activity when identified specifications are not met. The award must include the identified specifications when executed. The AO and Recipient must sign a bilateral amendment for any material changes to the specifications in the award.
3. Per 2 CFR 200.308, the Recipient must obtain the AO's prior approval for the sub-award, transfer, or contracting out of any work under this award. Furthermore, AOR clearance on substantive provisions of subawards is required. The term 'sub-awards' includes both sub-agreements and contracts under assistance. See 2 CFR 200 for complete definitions.
4. The Agency's involvement in the selection of key recipient personnel: USAID may designate as key personnel only those positions that are essential to the successful implementation of the recipient's program. USAID's policy limits this to a reasonable number of positions, generally no more than five positions or five percent of recipient employees working under the award, whichever is greater. Requests for change of key personnel must be submitted to the AOR and AO.
5. Agency and recipient collaboration or joint participation, such as when the recipient's successful accomplishment of program objectives would benefit from USAID's technical knowledge. There should be sufficient reason for the Agency's involvement and the involvement should be specifically tailored to support identified elements in the program description. Additionally, if the program establishes an advisory committee that provides advice to the recipient, USAID may participate as a member of this committee as well. Advisory committees must only deal with programmatic or technical issues, and not routine administrative matters.
6. Agency monitoring to permit specific kinds of direction or redirection of the work because of the interrelationships with other projects or activities. All such direction or redirection must be within the program description, budget, and other terms and conditions of the award.

B.5. TITLE TO PROPERTY

Property title under the resultant agreement shall vest with the recipient in accordance with the requirements of 2 CFR 200.310 through 2 CFR 200.316 regarding use, accountability, and disposition of such property.

B.6. AUTHORIZED GEOGRAPHIC CODE

Code 935 (any area or country including the cooperating country, but excluding foreign policy-restricted countries) is the authorized Geographic Code for procurement of goods and services under this program.

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 USAID Doniya Taabolo activity 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.

B.7. PREVENTING TERRORIST FINANCING

The implementer should consider a risk mitigation plan on how it will comply with the prohibition from engaging in transactions with, or providing resources or support to, individuals and organizations associated with terrorism, including those individuals or entities that appear on the Specially Designated Nationals and Blocked Persons List maintained by the U.S. Treasury (http://www.treasury.gov/resource-center/sanctions/SDN-List/Pages/default.aspx) or the United Nations Security designation list (http://www.un.org/sc/committees/1267/aq_sanctions_list.shtml).

[END OF SECTION B]

SECTION C: ELIGIBILITY INFORMATION

C.1. ELIGIBLE APPLICANTS

Applicants must be non-governmental U.S. and non-U.S. entities, otherwise there is no restriction. Entities such as non-profit organizations, profit making concerns, Private Voluntary Organizations (PVOs), Public International Organizations (PIOs), faith-based and community organizations, educational institutions, etc. are eligible to apply.

C.2. COST SHARING OR MATCHING

Cost sharing is required, in addition to USAID funds. Applicants are required to contribute resources from their own, private or local sources (not from other USG funding sources) for the implementation of this program. The percentage of cost-share contributions is required, at **a minimum** of 5 (five) percent, over the life of the five-year project. Cash or in-kind contributions associated with the proposed project must be reflected separately and clearly defined in the budget (see 2 CFR 200.306, 2 CFR 700.1 and ADS 303.3.10 for guidance on cost share). Cost sharing must be used for the accomplishment of activity objectives and must consist of allowable costs under the applicable USG cost principles (2 CFR 200.400). To be eligible to receive this Cooperative Agreement, an organization must propose to contribute from their own, private, or local sources no less than 5% of the amount of funds provided by USAID for the implementation of this program over the course of the agreement. The 5% cost share will be in addition to the total estimated budget of $36,000,000.

C.3. OTHER INFORMATION

I. Potential New Implementing Partners

In support of the Agency's interest in fostering a larger assistance base and expanding the number and sustainability of development partners, USAID/Mali encourages applications from potential new implementing partners. However, resultant awards to these organizations may be significantly delayed if USAID must undertake necessary pre-award reviews of these organizations to determine their "risk assessment" (see below). Non-U.S. Organization Pre-award Survey Guidelines and Support is available in the following link: http://www.usaid.gov/sites/default/files/documents/1868/303sam.pdf.

II. Pre-award Risk Assessment

In order for an award to be made, the AO must make a positive "risk assessment", as discussed in ADS 303.3.9. This means that the applicant must possess, or have the ability to obtain, the necessary management and technical competence to conduct the proposed program. The applicant must agree to practice mutually agreed-upon methods of accountability for funds and other assets provided or funded by USAID.

In the absence of a positive risk assessment, an award can ordinarily not be made. However, in rare cases, an award can be made with "Specific Conditions" (e.g., additional non-standard award requirements designed to minimize the risk presented to USAID of making an award to an NGO for which a positive risk assessment cannot be made), but only where it appears likely that the applicant can correct the deficiency in a reasonable period.

[END OF SECTION C]

SECTION D: APPLICATION AND SUBMISSION INFORMATION

D.1. Agency Point of Contact

The Agency Agreement Office for this Award is:

USAID/MALI/AAO
Bamako, Mali
bamakoaao@usaid.gov

D.2. Questions and Answers:

Questions regarding this NOFO should be submitted in writing via e-mail to **bamakoaao@usaid.gov.**

Any prospective applicant desiring an explanation or interpretation of this NOFO must request it in writing **by the due date and time specified on the cover page of this NOFO** in order to allow a reply to reach all prospective applicants before the submission of their applications. Oral explanations or instructions given before the award will 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.

D.3. General Content and Forms of Application

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

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

- Name of the organization(s) submitting the application;
- Identification and signature of the primary contact person (by name, title, organization, mailing address, telephone number and email address) and the identification of the alternate contact person (by name, title, organization, mailing address, telephone number and email address);
- Program name
- NOFO number
- Name of any proposed sub-recipients or partnerships (identify if any of the organizations are local organizations, per USAID's definition of 'local entity' under ADS 303.

Any erasures or other changes to the application must be initiated 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 containing consecutive page numbers, date of submission, and applicant's name.
- A 10-point font can be used for graphs and charts. Tables, however, must comply with the 12 point Times New Roman requirement.
- Submitted via Microsoft Word or PDF formats, except budget files which must be submitted in Microsoft Excel.
- The estimated start date identified in Section B of this NOFO must be used in the cost application.
- The technical application must be a searchable and editable Word or 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.

D.4. Application Submission Procedures

Applications in response to this NOFO must be submitted no later than the closing date and time indicated on the cover letter, as amended. Late applications will not be reviewed nor considered. Applicants must retain proof of timely delivery in the form of confirmation from the receiving office/certified mail receipt.

Applications must be submitted by email to bamakoaao@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 should 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. 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. 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/Mali cannot guarantee their acceptance by its internet server. File size must not exceed 10 megabytes.

D.5. Technical Application Format

The technical application is the most important factor for consideration in selection for award of the proposed Cooperative Agreement. The technical application should be specific, complete, and presented concisely. The application should demonstrate the applicant's capabilities and expertise with respect to achieving the goals of this activity. The application should take into account the requirements of the activity and evaluation criteria found in this NOFO.

Technical Application must be written in English and must not exceed 15 pages. Page limitations include the following requirements: single-spaced paragraph, one-inch (1”) margins, 12-point (minimum) Times New Roman font with each page numbered consecutively. Smaller fonts are permitted for graphics and tables as long as the words are clearly readable. Paragraphed texts in annexes must follow the font size requirements. Annexes should be numbered and are not counted into the 15-pages limit of technical application.

The suggested components of the technical application are:

a. Cover Page
b. Table of Contents
c. List of Acronyms (optional)
d. Executive Summary
e. Technical Approach
f. Management and Staffing
g. Organizational Capacity
h. Annexes:
    - Resumes for Key Personnel, including references
    - Letters of Commitment for Key Personnel
    - Management and Staffing Plan, including organizational chart
    - Commitment letters from all proposed partners

A portion of the technical application will become the program description incorporated into the final Cooperative Agreement, if selected.

Applicants should prepare their applications using the following general format:

(a) Cover Page (*not to exceed one page; not included in 15-page limit*)
The cover page will include:
1. The activity title;
2. Request for Application reference number;
3. Name of prime applicant with other organization/institutions involved; any proposed sub-grantees (hereafter referred to as "subs") should be listed separately;
4. Point of contact for prime organization (contact name, title or position with the organization/institution, signature, address, telephone number, and email address); State whether the contact person is the person with authority to contract for the applicant and, if not, that person should also be listed;
5. Date of submission; and
6. Applicant EUI number.

(b) Table of Contents: (not to exceed one page; not included in 15-page limit) listing all parts of the technical application with page numbers and annexes.

(c) Acronym List (optional and not included in the 15-page limit)

(d) Executive Summary (not to exceed two pages, not included in the 15-page limit), must contain a succinct summary of the key elements of the applicant's vision, strategy, and approaches for achieving the results of the proposed activity with relevant highlights from all sections below.

(e) Technical Approach
The applicants must submit a narrative that describes the technical approach to achieving the objectives outlined in the program description and the applicant's expected results. At a minimum, applicants should describe the extent to which the applicant's proposed technical approach:

a. is clear, ambitious yet feasible, innovative, evidence-based, appropriately tailored for each targeted department, and reflects the funding breakdown by program area

b. fully integrates and embodies the Guiding Principles outlined in the Program Description.

(f) Management and Staffing

Applicants must describe the approach to management and staffing as expressed through a Management and Staffing Plan and an appropriate mix of qualified individuals as key personnel to lead the successful implementation of the activity. Applicants should propose other personnel based on the proposed technical approach in order to achieve the results as outlined in Section A of the NOFO. USAID wishes to promote the use of local and regional expertise; thus, applicants are encouraged to include, among staff qualified Malian and African professionals. For sustainability and local capacity building, the applicants are encouraged to hire personnel with proven ability to interact with stakeholders, including French language skills, as the activity will require daily work with local government education authorities and few resources for translation services.

- *Key Positions:*

There are five (05) key personnel positions considered to be essential for the successful implementation of this activity. USAID/Mali has envisioned the following: A Chief of Party (COP), a Deputy Chief of Party, a Senior Pedagogy and Language Advisor, a Senior Math Advisor, and a Monitoring and Evaluation Specialist. The COP, DCOP and M&E Specialist should be nominated from the prime recipient. Below are the minimum requirements for the key positions identified by USAID:

1. Chief of Party : The COP must possess appropriate levels of expertise and relevant work experience in areas identified in the project description; the COP will provide leadership, management, and technical assistance for education program design, delivery and management of education services to improve reading and math. The COP must be able to speak French in a clear, organized way about complex subjects, develop a well-structured argument, and have a minimum of 6 to 8 years of experience in early grade reading and math programs, teacher training and professional development, curriculum and material design or in similar context. Proof of French level must be mentioned in the incumbent's CV.
2. Deputy Chief of Party : The incumbent must possess appropriate levels of expertise and relevant work experience in areas identified in the project description; the DCOP will provide technical assistance for education program design, delivery and management of education services to improve reading and math. S/he must have experience in the management of education in decentralized mode. S/he would be Acting Chief of Party in case of absence of the COP and would liaise with the departments of the MNE. The DCOP must be able to speak French in a clear, organized way about complex subjects, develop a well-structured argument, and have a minimum of 6 to 8 years of experience in early grade reading and math programs, teacher training and professional development, curriculum and material design or in similar context. Proof of French level must be mentioned in the incumbent's CV.
3. Senior Pedagogy Language Advisor : The incumbent must have expert knowledge in the design of effective inclusive curriculum and instructional approaches in a bilingual and transitional learning environment context for early grades. The Senior Advisor will assist in the design of appropriate or use of evidence-based material for reading in primary grades. The incumbent must be able to speak French in a clear, organized way about complex subjects, develop a well-structured argument and have 5 to 8 years of similar experience in training of trainers.
4. Senior Pedagogy Math Advisor: The incumbent must have expert knowledge in the design of effective curriculum and instructional approaches in math learning for early grades. The Senior Advisor will assist in the design of appropriate or use of evidence-based material for math in primary grades. The Senior Advisor must be able to speak French in a clear, organized way about complex subjects, develop a well-structured argument, and have 5 to 8 years of similar experience in training of trainers.
5. Monitoring and Evaluation Specialist: The incumbent must have expert knowledge on monitoring and evaluation of early grade reading and math programs: how to develop, assess and evaluate baseline studies, education-related management information systems, logical frameworks, performance monitoring plans, and performance and impact evaluations related to improvement of reading and math at the primary grade level; project baseline, midline, and endline assessment, classroom-level assessment; knowledge of a range of approaches to performance monitoring, impact evaluation, and research in areas including design, instrument development, sampling design, data collection, data analysis and dissemination. The incumbent must be able to speak French in a clear, organized way about complex subjects, develop a well-structured argument, and have 5 to 8 years of similar experience and have 5 to 8 years of similar experience in managing education programs.

Applicants must provide resumes for the candidates proposed as key personnel and for any long-term candidates not proposed as key personnel. This requirement applies only to senior technical and management staff.

Note: Personnel must include a technical expert who has experience with gender integration in project design and is knowledgeable about how to address gender disparities and create opportunities for girls' inclusion in education programs in order to ensure optimal project results.

(g) Organizational Capacity

Applicants must demonstrate technical and managerial expertise that would directly benefit the activity implementation and reflect comparative advantages in implementing proposed interventions. Applicants should articulate: 1) financial and administrative capacity; 2) technical capacity in relevant programmatic areas.

Information in this section should include (but is not limited to) the following:

- Brief description of organizational history/expertise
- Relevant experience with proposed interventions
- Organizational strength as represented by experience in managing successful programs of similar scope and complexity
- Sub-awardee or subcontractor capabilities and expertise.

D.6. Business (Cost) Application Format

The Business (Cost) Application must be submitted separately from the Technical Application. While no page limit exists for the full cost application, applicants are encouraged to be as concise as possible while still providing the necessary details. The business (cost) application must illustrate the entire period of performance, using the budget format shown in the SF-424A.

Prior to award, applicants may be required to submit additional documentation deemed necessary for the Agreement Officer to assess the applicant's risk in accordance with 2 CFR 200.206. Applicants should not submit any additional information with their initial application.

The Cost Application must 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 Forms
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	http://www.grants.gov/web/grants/form-instructions/sf-424-instructions.html
Application for Federal Assistance (SF-424)	https://www.grants.gov/web/grants/forms/sf-424-family.html
Instructions for SF-424A	http://www.grants.gov/web/grants/form-instructions/sf-424a-instructions.html
Budget Information (SF-424A)	https://www.grants.gov/web/grants/forms/sf-424-family.html
Instructions for SF-424B	http://www.grants.gov/web/grants/form-instructions/sf-424b-instructions.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, Certifications, Assurances, Representations, and Other Statements of the Recipient and ADS 303maz, USAID Policy Guidance on Exemptions to Assistance Reporting Under the Federal Funding Accountability and Transparency Act of 2006 (FFATA) document found at: https://www.usaid.gov/sites/default/files/documents/303mav.pdf
(2) Assurances for Non-Construction Programs (SF-424B), if applicable.
(3) Certificate of Compliance: Please submit a copy of your Certificate of Compliance if your organization's systems have been certified by USAID/Washington's Office of Acquisition and Assistance (M/OAA).

d) Budget and Budget Narrative

The Budget must be submitted as one unprotected Excel file (MS Office 2000 or later versions) with visible formulas and references and must be broken out by project year, including itemization of the federal and non-federal (cost share) amount. Files must not contain any hidden or otherwise inaccessible cells. Budgets with hidden cells lengthen the cost analysis time required to make an award, and may result in a rejection of the cost application. The Budget Narrative must contain sufficient detail to allow USAID to understand the proposed costs. The applicant must ensure the budgeted costs address any additional requirements identified in Section F, such as Branding and Marking. The Budget Narrative must be thorough, including sources for costs to support USAID's determination that the proposed costs are fair and reasonable.

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

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

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

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 support market research.

2) Fringe Benefits – (if applicable) If the applicant has a fringe benefit rate approved by an agency of the USG, 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 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. When 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) Construction – No construction activity is allowed under this award.

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 should indicate the subject, venue and duration of any proposed conferences and seminars, and their relationship to the objectives of the activity, along with estimates of costs. Otherwise, the narrative should 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 – The applicant should estimate the amount of cost-sharing resources to be provided over the life of the agreement and specify the sources of such resources, and the basis of calculation in the budget narrative. Applicants should also provide a breakdown of the cost share (financial and in-kind contributions) of all organizations involved in implementing the resulting 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
- UEI Number
- 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 Identification and SAM Requirements

USAID may not award to an applicant unless the applicant has complied with all applicable unique entity identifiers (EUI number) and System for Award Management (SAM) requirements. Each applicant (unless the applicant is an individual or Federal awarding agency that is exempted from requirements under 2 CFR 25.110(b) or (c), or has an exception approved by the Federal awarding agency under 2 CFR 25.110(d)) is required to:

1. Provide a valid UEI number for the applicant and all proposed sub-recipients;
2. Be registered in SAM before submitting its application. SAM is streamlining processes, eliminating the need to enter the same data multiple times, and consolidating hosting to make the process of doing business with the government more efficient (www.beta.sam.gov).
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.

SAM registration: http://www.beta.sam.gov

Non-U.S. applicants can find additional resources for registering in SAM, including a Quick Start Guide and a video on how to obtain an NCAGE code, on www.beta.sam.gov, navigate to Help, then to International Registrants.

h) History of Performance

History of performance reviews will be initiated only on the "apparently successful applicant" as part of the applicant's risk assessment/responsibility determination and will review: extent to which the Applicant demonstrates previous success in implementing programs of similar size and scope including: quality of product or service, consistency in meeting goals and targets, schedule (timeliness of performance), cost control, business relations, and management of key personnel and non-discrimination in the delivery of services.

The “apparently successful 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 five years, as follows:

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

If the applicant encountered problems on any of the referenced Awards, it may provide a short explanation and the corrective action taken. The applicant should not provide general information on its performance. USAID reserves the right to obtain relevant information concerning an applicant’s history of performance from any sources and may consider such information in its review of the applicant’s risk. The Agency may request additional information and conduct a pre-award survey if it determines that it is necessary to inform the risk assessment.

i) Branding Strategy & Marking Plan

The apparently successful applicant will be asked to provide a Branding Strategy and Marking Plan to be evaluated and approved by the Agreement Officer and incorporated into any resulting award.

1. Branding Strategy – Assistance (June 2012)

a. Applicants recommended for an assistance award must submit and negotiate a "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 negotiation 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 http://www.usaid.gov/branding, unless Section VI of the RFA or APS states 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 VI 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

2. Marking Plan – Assistance (June 2012)

a. 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 VI of the RFA or APS will state if an Administrator approved the use of an additional or substitute logo, seal, or tagline.

b. 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.

c. 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.

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 negotiation with the Agreement Officer and will be incorporated into the Total Estimated Amount of the grant, cooperative agreement, or other assistance instrument.

e. 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, audiovisual 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.

f. 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.

g. 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

There are no funding restrictions applicable to this NOFO at this time. USAID in its discretion and at the request of the winning applicant may allow pre-award costs.

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. Should the applicant discover a previously undisclosed conflict of interest after submitting the application, the applicant must disclose the conflict of interest to the AO no later than ten (10) calendar days following discovery.

b. Organizational Conflict of Interest

The applicant must notify USAID of any actual or potential conflict of interest that they are aware of that may provide the applicant with an unfair competitive advantage in competing for this financial assistance award. Examples of an unfair competitive advantage include but are not limited to situations in which an applicant or the applicant's employee gained access to non-public information regarding a federal assistance funding opportunity, or an applicant or applicant's employee was substantially involved in the preparation of a federal assistance funding opportunity. USAID will promptly take appropriate action upon receiving any such notification from the applicant.

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[END OF SECTION D]

SECTION E: APPLICATION REVIEW INFORMATION

E.1. Criteria

The merit review criteria prescribed here are tailored to the requirements of this particular NOFO. Applicants should note that these criteria serve to: (a) identify the significant matters which the applicants should address in their applications, and (b) set the standard against which all applications will be evaluated.

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

E.2. Review and Selection Process

Responsive applications will be reviewed in two parts: 1) A Selection Committee comprised of USAID employees and technical experts will review technical applications in accordance with the merit review criteria described; and 2) thereafter, the cost/business application of the apparently successful applicant will be evaluated to determine reasonableness and allocability of costs in the budget in accordance with ADS 303.3.12. The Government may make an award on the basis of the initial applications received, without further discussions or negotiations. Therefore, each application should contain the applicant's best terms from a cost and technical standpoint. However, the Government reserves the right (but is under no obligation to do so) to enter into discussions with one or more applicants in order to obtain clarifications, additional detail, or to suggest refinements in the activity description, budget, or other aspects of an application. The award decision will be made by the Agreement Officer.

USAID has established a suggested cost share of 5 percent of the Award's projected value of $1,800,000 (5% of $36,000,000) for the recipient of the award. Leveraged non-USAID resources from private firms and institutions (such as equipment, training, level of effort and any in-kind contributions) may be considered part of cost share. Cost sharing may be also demonstrated either through direct funding, beneficiary contributions, in-kind assistance, or a combination thereof. USAID shall make the final determination and assess whether or not the Applicants cost share contributions (e.g. categories or items) meet the standards set in ADS 303.3.10 and 2 CFR 200, Appendix I, Section E.

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**. There are no sub-criteria.

Criterion 1: Technical Approach

The technical approach will be evaluated on the overall merit and feasibility of the activity approach and strategies proposed to achieve the activity's objectives, results, and sub-results. Responsiveness to each of the bullets provided below will be taken into consideration in determining the overall rating.

- The extent to which the applicant's proposed technical approach to achieve the goals and intermediate results outlined in the Activity Description is clear, ambitious, innovative, evidence-based, appropriately tailored for each targeted region, and reflects the funding breakdown by program area as outlined in Section B.1 of the NOFO.

- The extent to which the applicant's proposed technical approach integrates **Guiding Principles** outlined in the Program Description.

Criterion 2: Management and Staffing

USAID will evaluate applications guided by the following related to Management and Staffing:

- The extent to which the applicant presents an appropriate, well-justified, and complete staffing plan including organizational chart, which clearly shows lines of authority, outlines roles and responsibilities of key personnel, demonstrates commitment to building educational management and teaching capacity at the regional and communal levels, proposes use of local staff with appropriate expertise, and promotes inclusion.
- Proposed key personnel have relevant professional qualifications and experience appropriate to manage and achieve the expected results.

Criterion 3: Organizational Capacity

- Demonstrated experience in the education technical areas set forth in the Program Description, including reading and math instructional and curriculum development methodologies using local language.
- Demonstrated success in managing technical, financial, and administrative aspects of complex education sector development projects, delivering technical assistance, and working effectively with key stakeholders, particularly in Africa.

b. Business Review

The Agency will evaluate the cost application of the applicant(s) under consideration for an award as a result of the merit criteria review to determine whether the costs are allowable in accordance with the cost principles found in 2 CFR 200 Subpart E.

The Agency will also consider (1) the extent of the applicant's understanding of the financial aspects of the program and the applicant's ability to perform the activities within the amount requested; (2) whether the applicant's plans will achieve the program objectives with reasonable economy and efficiency; and (3) whether any special conditions relating to costs should be included in the award.

Evaluation points or ratings will not be awarded for cost. Cost will primarily be evaluated for realism, allowability, allocability, and the Applicant's understanding of the requirements. The evaluation will consist of a review of the cost portion of the application to determine if the overall costs proposed are realistic for the work to be performed, if the costs reflect understanding of the requirements, and if the costs are consistent with the technical application. Effective cost saving measures to improve cost efficiency of the program will also be considered.

Proposed cost share, if provided, will be reviewed for compliance with the standards set forth in 2 CFR 200.306, 2 CFR 700.10, and the Standard Provision "Cost Sharing (Matching)" for U.S. entities, or the Standard Provision "Cost Share" for non-U.S. entities.

c. Risk Assessment

The agency will initiate a final risk assessment on the "Apparently Successful Applicant" as described under D.6 - Business (Cost) Application Format in part h). History of Performance.

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[END OF SECTION E]

SECTION F: FEDERAL AWARD ADMINISTRATION INFORMATION

F.1. FEDERAL AWARD NOTICES

The Notice of Award (ADS 303.3.7.1.a) signed by the Agreement Officer is the authorizing document that will be provided to the successful applicant to inform the applicant of its selection to be further considered to negotiate a cooperative agreement. USAID will provide this Notice electronically to the person designated to receive this information in the application.

Notification will also be made electronically to unsuccessful applicants pursuant to ADS 303.3.7.1.b. USAID will follow the procedures included in ADS 303.3.7.2 to receive and accept requests for debriefings from unsuccessful applicants.

Award of the agreement contemplated by this NFO 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.

F.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: Standard Provisions for Non-U.S. Non-governmental Organizations.

See Annex number 2 for a list of the Standard Provisions that will be applicable to the award resulting from this NOFO.

F.3. REPORTING REQUIREMENTS

Reports and related requirements will be included in the Cooperative Agreement issued as a result of this NFO. Requirements for periodic performance reports are contained below and supplemented by 2 CFR 200.328. Copies of all required financial reports will be submitted to the AOR and Agreement Officer at USAID/Bamako. Applicants are reminded to budget prudent and adequate resources for completing the required reporting. All reports shall be in the English language, unless otherwise specified by the AOR. Electronic submissions are preferred. The recipient will provide the following reports to the USAID AOR and the Agreement Officer as specified below and in accordance with 2 CFR 200.328 and the Substantial Involvement provisions in section B.3 of this NOFO.

Not all reports specified in the schedule qualify as development experience materials that must be submitted to the DEC per ADS 540.3.2.5. The following cooperative agreement reports are development experience materials:

- Performance reports (quarterly, semi-annual, or annual).
- Annual, semi-annual, or quarterly reports describing the progress and accomplishments of the USAID-funded activity or project.

- Final performance reports submitted 90 days after the expiration or termination of the cooperative agreement.

I. Financial Reporting

Financial reporting requirements will be in accordance with 2 CFR 200.328. The recipient must submit the Federal Financial Form (SF-425) on a quarterly basis via electronic format to the U.S. Department of Health and Human Services (https://pms.psc.gov). The recipient must submit a copy of the Federal Financial Report (FFR) at the same time to the Agreement Officer and the Agreement Officer's Representative (AOR).

The recipient should submit a quarterly accruals report to the AOR.

Cost Reporting Guidance for USAID-Funded Education Activities

This guidance aims to standardize reporting on costs of USAID-funded activities in the education sector across the USAID education portfolio. It outlines how to capture and report on expenditures and other essential inputs. This guidance builds on existing USAID systems of financial and performance reporting to avoid duplication or parallel reporting. It defines key terms, outlines the cost reporting principles, and provides guidelines for setting up cost reporting systems at an activity level.

II. Performance Reporting

Performance monitoring must consider the requirements for three levels of reporting: (1) the inclusion of indicators required for reporting to USAID/Washington on Mali's contributions to the achievement of the first topline goal of the USG Strategy on International Basic Education , (2) the inclusion of indicators consistent with USAID/Mali's strategy-level Performance Management Plan and annual Performance Plan and Report; and, (3) the selection of custom indicators for internal, program-level management. The applicant may utilize additional customized indicators for each level since some standard indicators may not be appropriate for all levels.

The recipient will submit reports to the USAID AOR as described below.

(a) Annual Work Plan

Annual Work Plans (AWP) are developed yearly and include proposed activities for the given year, time-frame, implementation of activities, an itemized and detailed level of effort and budget, review of the previous year's accomplishments (if applicable), problems and challenges encountered in achieving specified results, proposed annual outputs, and progress towards achieving results. The AWP must also describe a plan and timeline for internal monitoring and evaluation that considers the Activity M&E Plan and the external monitoring and evaluation plan. The AWP will be developed in the country by the applicant in cooperation with USAID/Mali and the GOM.

Annual Work Plans must not deviate from cooperative agreement requirements. All activities planned through this process must be in accordance with the activity/program description and consistent with the approved budget for the agreement.

The recipient must submit the AWP within thirty (30) calendar days of the effective date of the Cooperative Agreement. Recipient will submit the first annual work plan to cover the period of time from the effective date of the Cooperative Agreement to September 30, 2023. The recipient must prepare the AWP based on the illustrative AMELP and draft Work Plan submitted before the award.

The recipient will work with the AOR throughout the AWP development process prior to submission to ensure the AWP appropriately reflects activity objectives and the program description. In addition to addressing other requirements, the recipient must address the sustainability, gender, and disabilities integration process in the AWP. The AWP must detail the work to be accomplished during the upcoming year. Annual work plans for subsequent years are due to the AOR 30 days before the end of the preceding fiscal year. AWPs should include all sections described in the initial implementation plan above. In addition, the subsequent annual work plans shall review the activities of the year that is ending, the activities that were implemented, the results achieved, and any problems that existed and how they were resolved. These subsequent annual plans should propose program adjustments to reflect any lessons learned. As with the initial implementation plan, the AOR will review the plan and provide comments and recommendations for changes no later than 15 days after receipt of the draft. The recipient must incorporate the AOR's comments and recommendations into the final version of the AWP and submit it for AOR written approval within 15 days. In addition, all substantial changes in AWP require prior written approval of the AOR.

(b) Activity Monitoring, Evaluating, and Learning Plan (AMELP)

The USAID/Mali Doniya Taabolo Activity M&E Plan must guide key program activities, indicators of achievement, and the associated annual and life-of-program targets. This plan must be developed by the recipient and is subject to the review and approval of the AOR. The recipient shall develop an ActivityMonitoring, Evaluation, and Learning Plan (AMELP) for USAID's review and approval within 90 calendar days of the effective date of the Cooperative Agreement for the timeframe of the project. Refer to B.2 for Performance indicators.

Below is a list of illustrative indicators that may be used. Additional indicators may be created; and it is strongly recommended that both quantitative and qualitative outcome indicators be used. Standard USAID indicators should be included also.

- Percent of schools applying the policies included in the EGR/EGM policy framework, including policies mandating 2.5 to 3 hours of reading/math instruction per day;
- Percentage of children with disabilities who transition to the next class in mainstream and special primary schools in the program area
- Number of primary textbooks and other teaching and learning materials adapted for children with disabilities provided with USG assistance
- Number of CAPs assessing reading outcomes at the grade three to four level in the schools in their jurisdictions on a bi-annual basis;
- Number of CAPs assessing math outcomes at the grade two to four level in the schools in their jurisdictions on a bi-annual basis;
- Percent of parents or caregivers who report using take-home learning materials for reading and math with their children or listening to their children read to them daily;
- Number of community-based organizations and parent/caregiver groups advocating for early grade reading and math reform.

The AMELP will be developed in accordance with ADS 203 and USAID Evaluation Policy and it will underpin a coherent monitoring and evaluation system that will objectively assess the overall progress and impact of the project as outlined in the program description.

The AMELP shall be reviewed annually to confirm compliance with USAID requirements. It shall also be tied to the annual work plan and will outline the processes that will be used to harmonize instruments and schedules to support USAID data reporting needs.
Monitoring and evaluation data shall be used to inform management decisions, resource allocation

and to assess where changes to the project may be required to help better ensure that the desired impact will be achieved. Performance reports submitted by the recipient must be focused on reporting progress against the approved AMELP.

The AMELP will include a Results Framework that is aligned with the approved USAID/Mali *Country Development Cooperation Strategy* with a clear indication of the project's contribution. The AMELP will also include the development hypothesis and critical assumptions; baseline values and targets to show progress over time; a Performance Data Table summarizing the key performance monitoring information; Performance Indicator Reference Sheets for each indicator that include, detailed description of performance indicators to be tracked, source, method, and schedule of data collection, known data limitations and planned actions to address the limitations. The AMELP will include a Performance Management Task Schedule that includes any special studies, assessments and surveys that will be conducted as part of monitoring and evaluation of the project. Surveys must meet rigorous scientific standards in all aspects of sampling, instrumental design, and field implementation.

The AMELP will include measurable indicators pertinent to activity-level management, monitoring, and reporting. Illustrative indicators are provided in annexes. Relevant indicators should be considered as appropriate. The performance indicators should include a list of both output-level and outcome-level indicators as appropriate across the hierarchy of results in the project's Results Framework. In addition to these custom indicators, appropriate standard indicators from the U.S. Foreign Assistance Framework should be identified, tracked, and reported on. Whenever applicable, data must be gender disaggregated and gender impacts included in the overall analysis of the project results. USAID performance indicators are subject to change and/or modification. The AMELP will be reviewed at least on an annual basis during project implementation; however, it may be reviewed more often if necessary.

The recipient will report on the performance indicators in coordination with USAID's reporting schedules and feed into USAID/Mali's Performance Monitoring Plan (PMP, Annex 1) and Performance Plan Report (PPR, Annex 2). Periodic Data Quality Assessment (DQA) s will be conducted to ensure that the performance indicators meet USAID's data quality standards on Validity, Precision, Reliability, Integrity, and Timeliness. An initial DQA will be conducted within the first six months of the project's AMELP approval. As necessary, the recipient will provide assistance to selected sub-national government counterparts to develop systems to track and report measures.

The recipient may consult with the USAID AOR and other USAID officials in the development of the AMELP. The recipient will finalize the AMELP in consultation with USAID/Mali and its counterparts through participatory "kick-off" meetings with key implementing partners and other stakeholders. USAID will review the draft AMELP and provide comments/suggestions within 10 working days of receipt. The recipient shall then submit the final AMELP to the USAID AOR for approval not later than 10 working days from receipt of USAID's comments/suggestions.

The recipient must provide ongoing monitoring of the effectiveness of the implementation of the program and shall develop an information and reporting system tied to the AWP to measure progress towards attaining milestones (results) as well as to collect information on agreed-upon indicators. Indicators and targets for each result should illustrate how the activity is achieving its targets for each task and interventions. Measurement of achievements under the award should directly relate to the technical leadership and support provided under this project, including the identification, development, and application of best practices. They should also demonstrate how the activity will leverage and synergize results through USAID activity. It is equally important that similar interventions by other donors are cited with particular emphasis on aid effectiveness.

The recipient must use effective and efficient mechanisms to monitor progress and determine success of the interventions and performance. USAID expects the recipient to be innovative and creative in their efforts to capture, document, and report all the outcomes of USAID assistance.

It is expected that the recipient will assign a high priority to continuous performance monitoring and evaluation of its operations and assistance, not only for the purpose of effective internal self-monitoring and planning, but also to ensure that the recipient can demonstrate results under the objectives of this project. The recipient will be expected to conduct systematic collection and analysis of evaluation data that will improve project effectiveness and planning of activities. The recipient will also be required to report annually (typically in October), to USAID/Mali, on its performance to facilitate the missions requirements in accordance with the USAID Performance Plan Report.

As necessary, the recipient will provide assistance to selected sub-national government counterparts to develop systems to track and report measures. The plan will also lay out additional actions the recipient would carry out to ensure satisfactory monitoring of the project, including mid-term evaluations to ensure overall program effectiveness.

(c) Performance Monitoring Report

(1) Quarterly Performance Reports

The recipient must submit a Performance Monitoring Report on progress toward agreed performance targets every three (3) months, based on the AMELP to be finalized after the award. Quarterly Performance Reports shall be submitted 30 calendar days after the end of the quarter pursuant to 2 CFR 200.328.

The quarterly reports shall contain the information as required in 2 CFR 200.328. The scope and format of the quarterly progress reports will be finalized in consultation with the AOR, but the report should not exceed 1000 words. The quarterly report should seek to be brief yet present a precise description of the activities, with emphasis on issues that have arisen, impacts made, constraints encountered, and suggestions for additional actions that might be taken. At least one success story should be included in each quarterly report. The recipient is not required to follow AMELP for the first quarter of the award. The report can be submitted electronically to the AOR.

(2) Annual Progress Report

The annual progress report shall be a review of the previous year's accomplishments relative to the AMELP, including challenges and success stories. Problems or issues encountered and how they were resolved shall be presented in the report. The report shall be submitted 30 calendar days after the end of fourth quarter, or the end of the fiscal year (September 30), pursuant to 2 CFR 200.328. It shall be submitted in lieu of the fourth quarterly progress report. The scope and format of the annual progress report will be finalized in consultation with the AOR. The report can be submitted electronically to the AOR.

The annual report shall include a discussion, supported with quantitative and qualitative evidence, (which evidence shall remain auditable under the terms of the agreement and USAID program implementation procedures), of progress against indicators and/or impacts achieved to date. This shall include clear identification of which impacts achieved were within the manageable interests of the recipient and which were likely catalyzed by recipient-supported initiatives, leading to substantial, sustained achievement of results. This discussion will be instrumental in helping the

Mission to complete mandatory reporting to Washington such as the Performance Plan Report and the Operational Plan.

(3) Close-out Plan

At least four months prior to the completion date of the Cooperative Agreement, the recipient shall submit a close-out plan to the Agreement Officer and AOR. The close-out plan shall include, at a minimum, an illustrative property disposition plan; a plan for phase out of in-country operations; a delivery schedule for all reports or other deliverables required under the Agreement; and a timeline for completing all required actions in the proposed close-out plan.

(4) Final Report

The recipient must submit the Final Report within 90 calendar days after the expiration of the award. The final report can be submitted electronically to the AOR. The final performance report should contain the following information:

- Describe accomplishments in accordance with the specific paragraphs of the project description.
- A comparison of actual activities and results with the plan established for the life of the project (presented in narrative and table format).
- Describe reasons why targets were not achieved or surpassed and why activities were delayed or not carried out, if appropriate.
- Success stories, including examples of synergy and collaboration with partners.
- A summary of progress made in achieving indicator targets during the program (based on valid data collection and analysis and credible baseline).
- Other pertinent information, including recommendations with in depth analysis and lessons learned related to the overall program results.

F.4. PROGRAM INCOME

Program income is currently not anticipated under this activity. However, if program income is generated during the implementation of the program, the AO reserves the right to determine exactly how that income will be treated and considered under the award, in accordance with 2 CFR 200.307 and the standard provision on Program Income for non-U.S. organizations.

F.5. OTHER REQUIREMENTS

Security Reporting: As part of the overall security requirements, the Recipient shall report any security threats and/or incidents verbally/by telephone, immediately to the following USAID/Mali representatives:

- Executive Officer (EXO);
- AOR or Alternate AOR in the AOR's absence

Subsequently, a written report shall be submitted in accordance with approved procedures delineated below. The Recipient shall develop a list of specific steps to track any potential/identified threats, which will be part of its overall security system. All sub awardees will be required by the Recipient to report any threats/incidents to the Recipient, who will immediately after, notify the above listed USAID/Mali representatives.

SECURITY REPORTING RESPONSIBILITIES

USAID requires appropriate security reports be submitted to the USAID/Mali/ Executive Office; AOR; and other USAID/Mali officials as directed by the USAID Executive Office. The type and frequency of these reports may vary with the project scope, location, and criticality.

The Recipient shall report an Initial Threat Assessment and subsequent changes as often as the situation requires (weekly, bi-weekly, monthly etc.). The recipient is also required to notify USAID of any security related incident in a timely manner according to the following guidelines:

Incident Reporting
There are various types of Incident Reporting: Serious Incident Report (SIR); Incident Report (IR); Situation Report (SITREP); and any other security related report that may be required by USAID.

Serious Incident Report (SIR)
- An incident that involves the death, injury, kidnapping of IP personnel and/or damage to IP property.
- An incident that has critically damaged the funded program, such as fire, catastrophic flood, etc.
- Initial SIR must be reported verbally immediately and within 4 hours of the incident occurrence/discovered.
- A Complete SIR must be filed in writing / email within 24 hours of the incident.
- Updated written SIR will continue to be filed on a timely basis (daily, weekly) as long as the situation exists. The timeline will be adjusted as required by the USAID/Mali/PSLU.
- Final Report SIR will summarize the incident, subsequent events, and the final resolution.

Incident Report (IR)
- An incident involving accidents, potential harm, suspicious persons or acts, threats or harassing actions against personnel or the program.
- IR should be initially reported by phone immediately, follow up with a written report filed as soon as possible (within 24 hours). After the incident is evaluated, a complete detailed written report must be submitted to USAID- Mali, not later than 72 hours after the incident.

Situation Report (SITREP)
- A report that a significant, but not critical action or activity, has taken place that has impacted or may have impact on the well-being of the personnel or the success of the program.
- This report may describe trends and/or secondhand information that may have bearing on the project or impact on future operations.
- There is no predetermined reporting timeline. The report will be issued as needed and required by the USAID/Mali/Executive Office.

Telephonic communication is the preferred method to provide the initial information of an incident. A written report by e-mail must follow as soon as possible within the above described guidelines and it shall be as detailed as possible. The report shall follow the format approved in the original Security Plan but at a minimum it shall contain the name of the company, name of the victim(s), date, time, a description of what happened, where the incident occurred, and any other relevant details surrounding the incident. If this is an ongoing incident, progress reports should be submitted in accordance with the guidelines provided in order to keep USAID/Mali Executive Office personnel apprised of the situation.

SECURITY CONDITIONS

The Recipient must be aware of security conditions in Mali and assumes full responsibility for the safety of its employees. Prior to commencing work, the Recipient shall ensure that it has adequate procedures in place to advise its employees of situations or changed conditions that could adversely affect their security. In order to keep abreast of security conditions in Mali, the Recipient shall seek information from all available sources, including the USAID/ Mali EXO, for all areas in which its employees work or travel. Recipient acknowledges that security conditions are subject to change at any moment, that USAID cannot guarantee the accuracy of any information that it may provide to the Recipient and that USAID assumes no responsibility for the reliability of such information. The Recipient has sole responsibility for approving all travel plans for its employees and her/his dependents traveling to post if allowed by the Recipient’s personnel internal policies. The Recipient is also responsible for immediately notifying USAID/Mali and the U.S. Embassy American Citizen Services section in the event a U.S. citizen employee does not return from travel as expected or does not report to work. In the event that USAID requests the Recipient to do so, the Recipient's Chief of Party (COP) shall assume responsibility for contacting all of its employees. The Recipient shall provide to the USAID/Mali EXO the name, current address, and current home and/or cellular telephone number of the COP and of an alternate designated employee. The Recipient is responsible for ensuring that the information on file in the USAID/Mali EXO is up-to-date so that in case of emergency, the COP or alternate representative can be reached immediately and he/she can rapidly contact all other affected employees.

The Recipient is requested to notify the USAID/Mali AOR and EXO personnel about any changes to the individuals listed in the security plan and in charge of security.

The Recipient shall be required to submit a list of all personnel involved in the implementation of the project, including sub awardees' personnel. The required list shall be submitted to the AOR and EXO personnel no later than 30 days after the start date of the agreement and must be updated as necessary and /or if a change of personnel happens. “Recipient’s personal identifying data " is included as an Attachment.

SECURITY PROTOCOL

The Recipient shall develop a security plan to safeguard all project operations. The plan is to be implemented and maintained also by all sub-awardees to the maximum extent practicable under the circumstances and in accordance with the recipient’s plan. The security plan will be reviewed by the Agreement Officer in consultation with USAID/Mali’s EXO.
The plan shall include, at a minimum:

- Procedures for reporting and addressing security threats.
- Procedures for reporting any deaths related to the project.
- Procedures for reporting and addressing any persons missing or kidnapping incidents.
- Name and contact information of the security contact person for the head office and regional office(s).
- An internal “cascade” list for communicating with staff, which should be updated, maintained by the Recipient. The prime Recipient shall provide the name, address and telephone numbers of the COP and their designee to USAID as principal contacts in case of security situations/emergencies. The Recipient will be responsible for passing information to their staff.

LIFE SUPPORT AND SECURITY SERVICES

The Recipient is responsible for maintaining the security of its personnel, materials and equipment. All employees of the Recipient must meet the requirements of their work-site, which may include, but not limited to background checks, security/restricted area clearances, drug-free workplace, safety training and/or any other company safety and security requirements.

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[END OF SECTION F]

SECTION G: FEDERAL AWARDING AGENCY CONTACT(S)

G.1. NOFO Points of Contact

The Agreement Officer for this Award is:
Nathan Hilgendorf
Agreement Officer
USAID/Mali
C/O American Embassy
Hamdallaye ACI-2000 Street 243, Door 297
P.O. Box 34 - Bamako, Mali

The Acquisition and Assistance Specialist for this Award is:
Adama Dicko
Acquisition & Assistance Specialist
USAID/Mali
C/O American Embassy
Hamdallaye ACI-2000 Street 243, Door 297
P.O. Box 34 - Bamako, Mali

Email: bamakoaao@usaid.gov

G.2. Acquisition and Assistance Ombudsman

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

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

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[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, used, or disclosed – 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."

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[END OF SECTION H]

ANNEX 1 - STANDARD PROVISIONS

(Note: the full text of these provisions may be found at:
https://www.usaid.gov/ads/policy/300/303maa and https://www.usaid.gov/ads/policy/300/303mab).

The actual Standard Provisions included in the award will be dependent on the organization that is selected. The award will include the latest Mandatory Provisions for either U.S. or non-U.S. Nongovernmental organizations**.**

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)
X		RAA5. EXCHANGE VISITORS AND PARTICIPANT TRAINING (JUNE 2012)
	X	RAA6. VOLUNTARY POPULATION PLANNING ACTIVITIES – SUPPLEMENTAL REQUIREMENTS (JANUARY 2009)
	X	RAA7. PROTECTION OF THE INDIVIDUAL AS A RESEARCH SUBJECT (APRIL 1998)
	X	RAA8. CARE OF LABORATORY ANIMALS (MARCH 2004)
X		RAA9. TITLE TO AND CARE OF PROPERTY (COOPERATING COUNTRY TITLE) (NOVEMBER 1985)
X		RAA10. COST SHARING (MATCHING) (FEBRUARY 2012)
	X	RAA11. PROHIBITION OF ASSISTANCE TO DRUG TRAFFICKERS (JUNE 1999)
	X	RAA12. INVESTMENT PROMOTION (NOVEMBER 2003)
X		RAA13. REPORTING HOST GOVERNMENT TAXES (DECEMBER 2014)
X		RAA14. FOREIGN GOVERNMENT DELEGATIONS TO INTERNATIONAL CONFERENCES (JUNE 2012)
	X	RAA15. CONSCIENCE CLAUSE IMPLEMENTATION (ASSISTANCE) (FEBRUARY 2012)
	X	RAA16. CONDOMS (ASSISTANCE) (SEPTEMBER 2014)
	X	RAA17. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING (ASSISTANCE) (SEPTEMBER 2014)
X		RAA18. USAID DISABILITY POLICY - ASSISTANCE (DECEMBER 2004)
	X	RAA19. STANDARDS FOR ACCESSIBILITY FOR THE DISABLED IN USAID ASSISTANCE AWARDS INVOLVING CONSTRUCTION (SEPTEMBER 2004)
	X	RAA20. STATEMENT FOR IMPLEMENTERS OF ANTI-TRAFFICKING ACTIVITIES ON LACK OF SUPPORT FOR PROSTITUTION (JUNE 2012)
	X	RAA21. ELIGIBILITY OF SUBRECIPIENTS OF ANTI-TRAFFICKING FUNDS (JUNE 2012)
	X	RAA22. PROHIBITION ON THE USE OF ANTI-TRAFFICKING FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE FOR THE LEGALIZATION OR PRACTICE OF PROSTITUTION (JUNE 2012)
X		RAA23. UNIVERSAL IDENTIFIER AND SYSTEM FOR AWARD MANAGEMENT (NOVEMBER 2020)
X		RAA24. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (NOVEMBER 2020)
	X	RAA25. PATENT REPORTING PROCEDURES (NOVEMBER 2020)
	X	RAA26. ACCESS TO USAID FACILITIES AND USAID'S INFORMATION SYSTEMS (AUGUST 2013)
X		RAA27. CONTRACT PROVISION FOR DBA INSURANCE UNDER RECIPIENT PROCUREMENTS (DECEMBER 2014)
X		RAA28. AWARD TERM AND CONDITION FOR RECIPIENT INTEGRITY AND PERFORMANCE MATTERS (April 2016)
		RAA29. RESERVED
	X	RAA30. PROGRAM INCOME (AUGUST 2020)
	X	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)
X		RAA6. UNIVERSAL IDENTIFIER AND SYSTEM OF AWARD MANAGEMENT (NOVEMBER 2020)
X		RAA7. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (NOVEMBER 2020)
X		RAA8. SUBAWARDS (DECEMBER 2014)
X		RAA9. TRAVEL AND INTERNATIONAL AIR TRANSPORTATION (DECEMBER 2014)
X		RAA10. OCEAN SHIPMENT OF GOODS (JUNE 2012)
X		RAA11. REPORTING HOST GOVERNMENT TAXES (JUNE 2012)
	X	RAA12. PATENT RIGHTS (JUNE 2012)
X		RAA13. EXCHANGE VISITORS AND PARTICIPANT TRAINING (JUNE 2012)
	X	RAA14. INVESTMENT PROMOTION (NOVEMBER 2003)
X		RAA 15. COST SHARE (JUNE 2012)
	X	RAA16. PROGRAM INCOME (AUGUST 2020)
X		RAA17. FOREIGN GOVERNMENT DELEGATIONS TO INTERNATIONAL CONFERENCES (JUNE 2012)
	X	RAA18. STANDARDS FOR ACCESSIBILITY FOR THE DISABLED IN USAID ASSISTANCE AWARDS INVOLVING CONSTRUCTION (SEPTEMBER 2004)
	X	RAA19. PROTECTION OF HUMAN RESEARCH SUBJECTS (JUNE 2012)
	X	RAA20. STATEMENT FOR IMPLEMENTERS OF ANTI-TRAFFICKING ACTIVITIES ON LACK OF SUPPORT FOR PROSTITUTION (JUNE 2012)
	X	RAA21. ELIGIBILITY OF SUBRECIPIENTS OF ANTI-TRAFFICKING FUNDS (JUNE 2012)
	X	RAA22. PROHIBITION ON THE USE OF ANTI-TRAFFICKING FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE FOR THE LEGALIZATION OR PRACTICE OF PROSTITUTION (JUNE 2012)
	X	RAA23. VOLUNTARY POPULATION PLANNING ACTIVITIES – SUPPLEMENTAL REQUIREMENTS (JANUARY 2009)
	X	RAA24. CONSCIENCE CLAUSE IMPLEMENTATION (ASSISTANCE) (FEBRUARY 2012)
	X	RAA25. CONDOMS (ASSISTANCE) (SEPTEMBER 2014)
	X	RAA26. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING(ASSISTANCE) (SEPTEMBER 2014)
	X	RAA27. LIMITATION ON SUBAWARDS TO NON-LOCAL ENTITIES (JULY 2014)
X		RAA28. CONTRACT PROVISION FOR DBA INSURANCE UNDER RECIPIENT PROCUREMENTS (DECEMBER 2014)
X		RAA29. CONTRACT AWARD TERM AND CONDITION FOR RECIPIENT INTEGRITY AND PERFORMANCE MATTERS (April 2016)
		RAA30. RESERVED
	X	RAA31. NEVER CONTRACT WITH THE ENEMY (NOVEMBER 2020)

ANNEX 2 - ABBREVIATIONS AND ACRONYMS

ACRONYMS

AE	Académie d'Enseignement / Education Academy
AFD	Agence Française pour le Développement / French Agency for Development
CAP	Centre d'Apprentissage Pédagogique / Education District
CBO	Community Based Organization
CDCS	Country Development Cooperation Strategy
DBC	Deaf and Blind Children
DNEF	Direction Nationale de l'Enseignement Fondamental
DNEN	Direction Nationale de l'Enseignement Normal
DO	Development Objective
DPO	Disabled People Organizations
EDC	Education Development Center
EGM	Early Grade Math
EGMA	Early Grade Math Assessment
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EU	European Union
FONGIM	Forum des ONG Internationales au Mali
GLEE	Girls' Leadership and Empowerment through Education
GOM	Government of Mali
HI	Humanity & Inclusion (Former Handicap International)
IFM	Institut de Formation des Maîtres/Teacher Training College
IMAGINE	Improving Adolescent Girls' Inclusion and Education
IR	Intermediate Result
JICA	Japanese International for Cooperation Agency
MNE	Ministry of National Education
NGO	Non-Governmental Organization
NORAD	Norwegian Agency for Development Cooperation
OMAES	Oeuvre Malienne d'Aide à l'Enfance au Sahel
PACETEM	Programme d'Appui à l'Éducation pour Tous les Enfants du Mali
PAES	Projet d'Amélioration de l'Environnement Scolaire
PAPEM	Projet d'Appui à la Professionnalisation de l'Enseignement
PRODEC2	Programme Décennal de l'Education 2
PTA	Parent-Teachers Association
SBO	School Based Organization
SDG	Sustainable Development Goal
SIRA	Selective Integrated Reading Activity
SMA	Students Mothers' Association
SMC	School Management Committee
Sub-IR	Sub Intermediate Result
TLM	Teaching and Learning Materials
USDA	US Department of Agriculture
USG	United States Government
WASH	Water, sanitation, and hygiene

[END OF NOTICE OF FUNDING OPPORTUNITY]