



USAID | HONDURAS

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Deadline for Questions/Clarifications: 06/06/2022 (17:00 Hours Honduras Time)

Closing Date: 07/23/2022

Closing Time: 17:00 Hours Honduras Time

Subject: Notice of Funding Opportunity (NOFO); Number: 72052222RFA00005

Program Title: Improving Pathways to Education (IPE)

Federal Assistance Listing Number: 98.001

Dear Prospective Applicants:

The United States Agency for International Development (USAID) is seeking applications for a Cooperative Agreement from qualified entities to implement a new activity “Improving Pathways to Education (IPE)” program. Eligibility for this award is not restricted.

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

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

USAID may not award to an applicant unless the applicant has complied with all applicable unique entity identifier and System for Award Management (SAM) requirements detailed in Section D.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 notice of funding opportunity does not constitute an award commitment on the part of the Government nor does it commit the Government to pay for any costs incurred in preparation or submission of comments/suggestions or an application. Applications are submitted at the risk of the applicant. All preparation and submission costs are at the applicant's expense.

Thank you for your interest in USAID programs.

Sincerely,

Nathan Olah
Supervisory Agreement Officer
USAID/Honduras

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SECTION A: PROGRAM DESCRIPTION

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

SECTION A: Program Description - Improving Pathways to Education (IPE)

A.1 Introduction

USAID/Honduras’s goal for its 2020-2025 Country Development Cooperation Strategy (CDCS)¹ is ***“A more prosperous, democratic, and secure Honduras where citizens, especially youth, are inspired to stay and invest in their future.”*** The Improving Pathways to Education (IPE) Activity described in this program description (PD) will contribute to achieving this goal by increasing access to safe, quality basic education for children and youth, particularly those in areas of high out-migration. This PD provides background, scope, purpose, and top-level objectives of this award.

A.2 Summary

The IPE Activity will increase access to safe, quality basic education for children and youth by improving socio-economic opportunities, contributing to the multi-sectoral impacts of violence prevention efforts, and decreasing irregular migration. This will be achieved through evidence-informed interventions under three results.

- 1. Enhanced Governance for Effectiveness, Transparency, and Responsiveness in the Education System**
- 2. Increased Access to and Retention in Inclusive, Quality Education, Particularly for the most Marginalized Learners**
- 3. Improved Safety in and around Schools**

This PD describes the objectives and results to be achieved, but intentionally does not state how the work is to be accomplished. Potential applicants have flexibility to develop creative, cost-effective solutions, and the opportunity to propose innovative approaches to meet the stated objectives and results. Based on this PD, applicants will submit a technical approach which describes a strategy to achieve the results of the Activity. The technical approach must enable USAID/Honduras to assess the performance of the work against specific, clear, and measurable results (i.e., in terms of quality, quantity, timeliness, etc.), and show the method of assessing applicant performance against the required results. It is difficult to anticipate how USAID’s programmatic requirements will evolve over the life of this award due to rapid changes that Honduras faces such as political and financial instability, and emerging shocks and stresses, ranging from natural disasters to pandemics such as COVID-19. These emerging challenges negatively impact education priorities and USAID/Honduras’s ability to operate safely and effectively. As such, the Activity must be able to rapidly incorporate changes. In addition, technical interventions will evolve during the life of

¹ USAID/Honduras’s 2020-2025 CDCS can be found at <https://www.usaid.gov/honduras/cdcs>

performance and the Activity must continuously seek ways to incorporate feasible, innovative, and evidence-based approaches in support of this program's purpose and objectives.

A.3 Purpose

The purpose of the IPE Activity is to increase access to safe learning environments, and to relevant, and quality basic education for children and youth, particularly the most marginalized in communities with high violence and outmigration targeted by USAID. Increased education access, ensuring safe learning spaces, and improved quality in service provision will result in more citizens (stakeholders, families, and youth) committed to education as a means for productive and fulfilling lives in Honduras, thus contributing to higher level Mission objectives of decreasing irregular migration and preventing violence. Through both monitoring and evaluation, this activity also aims to add to the emergent evidence base on the link between education and violence prevention and mitigation. The target population will be at least 300,000 children and youth from 11 to 17 years (grades 6-9) inclusive of at-risk and out-of -school children and youth. This age group is at high risk for both victimization and perpetration of violence. This Activity aims to ensure all learners exit the basic primary education cycle with the necessary foundational skills in reading, math, and social emotional learning to continue their education and be resilient to pull factors leading to violence and irregular migration. The Activity will also address enrollment, repetition, transition, and completion of grades and levels of education. This Activity will approach the stated challenges from a systems perspective, working with stakeholders at national, regional, and local levels to evaluate the key blockages and enablers within the system to identify levers for addressing those blockages and reap the benefits of potential opportunities. One of those particular key blockages that will receive direct attention and metrics in this activity is violence in and around schools, which can lead to life-long negative behavior that impacts the whole Honduran society. Preventing that violence is critical to enabling at-risk youth to stay in school, contributing to better academic outcomes, improved lives, reduced crime, and stronger communities.

A.4. Deliveries or Performance

The IPE Activity will be implemented over a five-year period in selected municipalities and communities across Honduras characterized by high levels of out-migration and insecurity. As appropriate and to the extent possible in accordance with the achievement of the objectives of the Activity, the implementer will focus its interventions in key zones of influence identified by the Mission. Specific community and school selection within the area of influence will be done collaboratively with the Applicant with the final approval resting with USAID/Honduras. The Activity will be expected to closely coordinate with other relevant USAID activities where co-location and coordination will assist in the achievement of higher-level Mission objectives. It will be particularly important, for example, to develop strategic linkages to the Mission's violence prevention activity, Sembrando Esperanza. This could include exploring ways in which successful violence prevention interventions in schools can be leveraged in support of broader violence prevention efforts in the community. Sembrando's work towards supporting violence prevention in the community also could be leveraged to help improve children's safe access to and from schools.

A.5 Background

Public education in Honduras is characterized by low enrollment rates, high dropouts and repetition rates, low achievement scores, insufficient alternative education opportunities, low graduation rates, and a highly politicized, underfunded and ineffective system. National end of grade test results (2019) show that approximately 30 percent of students achieve proficiency in reading and only 10 percent in mathematics at the end of primary education. With the assistance of USAID and other donors, there was some progress particularly in the first 15 years of the current century. However, in the last few years with the reduction of resources assigned to education, dropping from 7.2 percent of the GNP in 2012 to 4.9 percent in 2020, academic achievement has stagnated, and enrollment rates have decreased, particularly in the upper grades of primary education and in secondary education.

Schools and communities face several contextual challenges that affect students' ability to attend school and learn. Poverty levels in Honduras remain high; more than 60 percent of households in the country live in poverty and more than 40 percent in extreme poverty. This fact makes it very difficult for parents to send and keep their children in school. Grades six and nine in particular see high levels of drop out. Parents also struggle to see the value of education as it is often not viewed as relevant to the needs of the marketplace. Widespread insecurity and threats of violence in the home, schools, and communities intimidate students and teachers alike, affecting access to education and learning. A recent study by the Norwegian Refugee Council (NRC) found that half of all children living in neighborhoods where criminal gangs are present are out-of-school or are forced to drop out.²

The limited and precarious conditions of school facilities, including overcrowded classrooms, shortage of basic learning materials, and lack of electricity and water, also compromise the quality of education. These conditions are exacerbated by repeated environmental shocks such as floods, droughts, and hurricanes.

Pandemic-related school closures have resulted in additional drop-outs reducing recent gains in enrollment and retention numbers. Recent data from the National Institute of Statistics indicates that roughly 2 million children and youth are not currently enrolled in the system (almost 50 percent of the school-age population). According to a recent study from the World Bank, the proportion of students under the minimum sufficiency level will increase from 55 to 71 percent in the LAC region. Preliminary data from the Ministry of Education (MOE) indicates that in 2021, approximately 31 percent fewer students in Honduras achieved the reading proficiency for second grade, compared to a similar assessment administered in 2017.

COVID-19 has forced local and national education officials into new territory as they struggle to maintain continuity of learning. Pandemic-related school closures have forced many students into distance learning options that neither the MOE or communities are equipped to support. The MOE does not have an adequate technological platform and curriculum to support this large-scale access to online learning. Only 40 percent of households in the country have access to the internet, and in many instances, where access is available, parents are not able to afford that access. As a result, 76 percent

² Consejo Noruego Para Refugiados (2019) *Centroamérica: Una generación fuera de la Escuela*. <https://nrc.org.co/2019/05/13/centroamerica-una-generacion-fuera-de-la-escuela/>

of learners in public schools are only attending a maximum of five hours of online classes per week. This has also resulted in the drop-out of more than 100,000 students in the current 2021 school year as compared to the previous year. The value of education has also diminished as 52 percent of parents who have kept their children in school report low levels of learning. According to some civil society and other actors, including academic institutions, returning to a blended learning model is the only option to guarantee education to 80 percent of children and young people in the public school system.

Honduras, including its education system, is also dealing with core challenges related to management and governance. In 2020, Honduras ranked 157 out of 180 countries worldwide on Transparency International's Corruption Perceptions Index. Corruption and a lack of transparency in the system have a significant impact, siphoning the limited and much needed resources away from schools, affecting the hiring and professional development of teachers, administrators, and other education staff, investment in school infrastructure, and the procurement of key goods and services. Additionally, there is a lack of commitment to the decentralization process and the sharing of roles and responsibilities among the central government and other actors, including the local government, private sector and local communities, contributing to an over-centralized system that struggles to meet the unique needs of communities.

Emergent evidence indicates that interventions to improve education access and quality, when delivered in collaboration with other multi-sectoral activities, can contribute to decreased irregular migration and violence prevention. According to the previous Development Objective (DO) 1 Victimization and Security Survey (2020), among respondents with some education, willingness to migrate irregularly declines after primary school is complete. Similarly, among workforce development participants (ages 16-29) in USAID/ Honduras's previous Workforce Development Activity, beneficiaries' intent to migrate to the U.S. is highest among those students who have not completed 9th grade. Forty-seven percent of Honduran parents surveyed in opinion surveys stated that education would be their main reason for sending their children to another country. Moreover, quality education can incentivize enrollment in school and encourage families to remain in the country. However, it's incredibly important that education initiatives work in partnership across sectors to holistically address the complex causes of irregular migration, including violence. Youth, in particular, are at a great risk of engaging in and being victims of violence. Although a systematic evidence review revealed more research is needed to establish rigorous causal pathways between education interventions and violence prevention, the review identified several education interventions linked with decreases in violence and crime with emergent or moderate evidence bases. These interventions are often core to basic education programs and include school-wide positive behavioral interventions and supports, dropout prevention programs, classroom management, school-related gender based violence programs, parenting classes, and cash transfers.³ Over the last CDCS period, USAID/Honduras has learned about the importance of protective factors including the acquisition of foundational and targeted academic and social and emotional skills, as well as staying in school, in decreasing the risks of not only engaging in violence and delinquent behavior, but also irregular migration.

³ Evidence review: The effect of education programs on violence, crime, and related outcomes, Bagby et. al. 2021. https://pdf.usaid.gov/pdf_docs/PA00XGXS.pdf

A.6 Performance Objectives and Expected Results

The overall goal of the IPE Activity is to increase access to safe, relevant, and quality basic education for at least 300,000 children and youth in Honduras, particularly students living in areas with high rates of violence and irregular migration. This Activity will aim to ensure that students progress through the higher grades of basic education, allowing them to continue their secondary acquisition with strong foundational skills in reading, math, and Social and Emotional Learning (SEL). In turn, those children and youth will have the knowledge, skills, and motivation to engage as productive citizens in Honduras, thus reducing students' vulnerability to participating in violent or illicit activities and migrating irregularly. The results, intermediate results, expected outcomes, and illustrative indicators are included below. In addition to the USAID standard and supplemental indicators, the applicant shall include proposed indicators to measure progress towards the activity level outcomes of violence prevention and decreased irregular migration. To the extent possible, all indicators should be disaggregated by age, gender, and other demographic factors that would allow further analysis to measure effectiveness of addressing marginalization.

To achieve this, IPE shall concentrate on the following three results:

Result 1: Enhanced Governance of the Education System for Effectiveness, Transparency, and Responsiveness.

- IR 1.1 Strengthened evidence-informed decision management processes.
- IR 1.2 Strengthened transparency, participation and decentralization in education management.
- IR 1.3 Strengthened capacity of the education system to respond to and recover from shocks and stressors.

The goal of this result is to support the MOE and other entities relevant to the education sector to become responsive, transparent, and effective institutions able to provide and oversee quality education for all. This component seeks to identify strengths, gaps, and areas of improvement within the education system in a systematic and collaborative approach and then propose viable short and long-term solutions to address these challenges in a sustainable manner. The Activity shall take a systems change approach⁴ to address the core challenges in education governance and management, identifying the key system changes that are required as well as potential levers for bringing systems-level change.

One key blockage is related to the culture of assessments and learning. Among other potential interventions, the IPE Activity will aim to strengthen the culture of assessments for learning, data

⁴ USAID/Honduras will facilitate change through a systems change approach, which the Mission defines as “the use of a collection of approaches and principles to achieve long-term, sustainable change through development programming, which realizes fundamental changes in how interdependent parts of a system—roles, rules, relationships, resources and results—across sectors, actors, populations, and geographies, are configured and interact.” The Mission chose to take a systems change approach because, while the Mission achieved results as intended over the previous CDCS, its success was limited to target geographies and populations and was highly dependent on USAID’s ability to invest against the problems being confronted. The Mission recognizes a need to catalyze local systems-led development if sustainable outcomes are to be achieved. Across the country, violence continues to affect large segments of the population, corruption is still endemic, and the majority of people in western Honduras still live in poverty. The Mission has learned that to achieve broad, sustainable change in Honduras, patterns need to be broken; the systems themselves which produce these states need to change.

collection and use, and national and local education management information systems. The Activity will collaborate with the MOE and other stakeholders to increase transparency of critical decisions such as resource management and allocation and teacher hiring and placement to ensure schools are adequately staffed and equipped. Interventions under this result will also support decentralization efforts at all levels within the education system, prioritizing local management and control and providing opportunities for citizen participation in decision-making related to education. Finally, the Activity will also work with the MOE to build capacity within the education system to respond to and recover from shocks and stressors - including endemic violence - by investing in the resilience of the education sector. Some illustrative activities include:

- Support the implementation of the testing system, collection of student learning data and education system management data, and use of its results to improve education quality
- Expand the Early Warning and Response System to monitor enrollment, identify and address potential drop-out risks utilizing youth input and leadership where appropriate, and facilitate the re-enrollment of children and youth that are returned migrants as well as at-risk youth in high violence areas
- Strengthen MOE's internal controls with administrative and clerical support of core operations, technical expertise, and strategic planning
- Support MOE and other stakeholders in strengthening transparency and accountability in the hiring and allocation of teachers
- Support MOE's and other key stakeholders' crisis and disaster preparedness, planning and response at the national, local and school levels
- Strengthen local education offices and coordination with municipalities and school networks
- Strengthen the engagement of citizens, civil society organizations, private sector actors and others in improving the transparency, accountability and effectiveness of the educational system
- Build capacity of local actors supporting the education sector with a special focus on strengthening the technical and organizational capacity of civil society organizations focused on youth, education, and violence prevention (Note that such interventions would be closely linked to Result 1)
- Formation of an intergovernmental steering committee to respond to and address violence with representatives from both the security, youth and education sectors.

Note that the above are illustrative activities. Applicants are encouraged to identify the specific systems-level changes they will address along with potential interventions to support those changes and indicators to better measure impact.

The Applicant will include the following standard indicators and will propose additional indicators to measure both outputs and outcomes under Objective 1. The final list of indicators will be defined in the Activity's Monitoring, Evaluation and Learning (MEL) Plan.

- Supp-16: Education system strengthened through USG assistance
- ES.1-12: Number of education administrators and officials who complete professional development activities with USG assistance
- ES. 1-13 Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance
-

Expected Outcomes under Result 1:

- The MOE, at the central and local level, is able to collect, apply, socialize, and carry out monitoring and data control on key outcomes of interest such as enrollment, retention, academic achievement and transition rates.
- The authority of the MOE at the local level is decentralized, helping to increase transparent, responsive and accountable management, and better coordination with municipalities and regional offices.
- The MOE and key stakeholders of the education sector at the national, local, and school community level have increased ability to plan for, respond to, and recover from shocks and stressors such as hurricanes, pandemics, school closures, etc.
- There is an improvement in citizen perception of transparency, accountability, and effectiveness of the educational system.
- There is increased engagement of citizens and civil society organizations in education decision-making.
- Improved inclusion of, coordination with, and capacity development of local actors who have experience reaching marginalized groups including at-risk youth.

Result 2: Increased Access to And Retention in Inclusive, Quality Education, Particularly for the most Marginalized Learners.

- IR 2.1 Barriers to access reduced, particularly for the most marginalized learners
- IR 2.2 Expanded and strengthened alternative education modalities that provide credible pathways to formal education or completion
- IR 2.3 Increased retention and promotion rates for learners in grades 6-9
- IR 2.4 Improved learning outcomes in reading and math and social and emotional skills
- IR 2.5 Teachers use of evidence-based, instructional practices in reading, math, and SEL increased
- IR 2.6 Families and caregivers value education and have the resources and knowledge needed to ensure their children stay in school

The IPE Activity will work with education stakeholders to reduce the barriers to access education which prevent children and youth from completing basic education and enrolling in secondary education. The Activity will aim to increase retention and promotion rates for students in grades 6-9, and it will expand and strengthen alternative education modalities, including flexible modalities, to provide credible pathways to continuing formal education or completion. Existing alternative education modalities may need to be modified, expanded or strengthened, or new alternative modalities created, to meet the needs of learners, particularly those outside of the education system. Special attention will be given to targeting youth at risk of violence and youth in conflict with the law, identifying appropriate alternative education approaches for these groups and strategically aligning SEL skills and training to target these often-marginalized populations. Through a focus on integrating social and emotional learning into classroom instruction and soft skill development into non-formal education modalities, the Activity will aim to build skills, such as affective empathy. Current evidence suggests a link between affective empathy and violence prevention outcomes in

youth.⁵ SEL interventions should build on previous successful interventions and evidence including recent work from the region by Innovations for Poverty Action.⁶ The Activity will address learning loss and access challenges presented by the pandemic and will ensure that learners participating in non-formal education modalities will develop the necessary reading, math and soft skills. Additionally, under this objective, IPE will improve learning outcomes in reading and math and social and emotional skills with an emphasis on the use of grounded, evidence-based, responsive instructional practices in the classroom. This objective is critical given pandemic-related decreases in enrollment. While in-person schooling remains interrupted or not fully available, it's imperative that students have a distance learning option that works for them and maintains continuity of learning. Once the schools reopen, they will have to make significant efforts to enroll out-of-school children and youth, re-enroll students who lost touch with the education system, and address the critical learning gaps caused by the pandemic, including those related to domestic or communal violence. A critical aspect of the return to learning will be helping families and caregivers identify and access the necessary resources to support the education of their children as well as support families in promoting lifelong learning for their children.

Some illustrative activities include:

- Support processes focused on the safe reopening of schools as outlined in the Plan de Retorno Seguro a Clases developed by the MOE with support from USAID, which includes helping schools implement school-based plans for a safe reopening, re-engagement plans for all learners including the most marginalized, adapting instructional time and curricula, adjustment of academic calendars, modifying exams and learner promotion plans
- Design and implement formative assessments to address learning loss and inform classroom instruction decisions
- Design and implement summative, end of year assessments to measure student learning
- Expand accredited accelerated education options for completing education at the basic education level that are also responsive to the needs of over-age and returned migrant children and youth
- Design and implement catch-up and remedial education methodology and programs at the central and local level
- Implement SEL instruction designed to build resilience, social cohesion, and empathy or other SEL skills proven to advance target outcomes in education and violence prevention
- Expansion or creation of multi-modal distance learning options that meet the needs of all learners, including those who have historically been excluded from the education system
- Implementation of Universal Design for Learning (UDL) principles into education approaches to ensure inclusive learning opportunities for all students
- Pilot and/or expand innovative programs such as conditional or unconditional cash transfers to address family resource gaps and increase enrollment and retention, taking into account the national experience on these kinds of programs

⁵ https://www.youthpower.org/sites/default/files/YouthPower/resources/Key%20Soft%20Skills%20for%20Cross-Sectoral%20Youth%20Outcomes_YouthPower%20Action.pdf

⁶ Socioemotional Skills Development in Highly Violent Contexts: Measurements and Impacts. Diaz, Lelys et al. Jan 21, 2022.

Note that the above are illustrative activities. Applicants are encouraged to identify the specific systems-level changes related to Result 2 that they hope to address along with potential interventions to support those changes.

The applicant will include the following indicators and will propose additional indicators to measure both outputs and outcomes under Result 2. The final list of indicators will be defined in the Activity's MEL Plan.

- Supp-9: Percent of learners with improved social and emotional skills, as locally defined, after participating in USG assisted program⁷
- ES.1-2: Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in reading at the end of primary school
- Supp-3: Percent of learners attaining minimum grade-level proficiency in math at the end of primary school with USG assistance
- Effective transition rate from primary to lower secondary education
- Supp-10: Percent of teachers providing quality classroom instruction with USG support

Expected Outcomes under Result 2:

- Increased enrollment and transitions in the different levels of education, with a focus on transitions from 6th to 7th grade and up to 9th grade
- Increased completion and graduation rates in target grades
- Improved social and emotional skills and learning outcomes in reading and math in the target grades
- Increased number of out-of-school children and youth completing alternative education programs
- Increased number of vulnerable families in targeted communities decide to keep their children in school.

Result 3: Improved Safety in and around Schools

- IR 3.1 Improve education institutions' and support structures' ability to identify, reduce, and prevent threats to safety including violence in schools and communities through the creation of safe learning environments
- IR 3.2 Increased protective factors among students and families
- IR 3.3 Strengthen partnerships for increased participation, decision-making, and funding from the private sector and civil society for preventing or mitigating violence and improving education outcomes

This objective will focus on addressing threats to safety, including violence. Addressing these threats is critical to improving learning outcomes and enabling at-risk youth to stay in school which can prevent victimization and perpetration of violence. To achieve this result, this Activity will work to

⁷ Successful applicants will work with USAID partner [Supporting Holistic & Actionable Research in Education \(SHARE\)](#) as relevant

establish safe learning environments⁸ by locally assessing internal and external threats, empowering local actors, and working with the community including actors beyond the education sector to improve access to safe, relevant education and prevent and/or mitigate violence in schools and communities. The Activity will reduce school-based violence including school related gender-based violence and increase resilience of children and youth. The Activity will use proven, evidence-informed violence prevention methodologies to prevent youth from engaging in delinquent behavior, including specific interventions for children and youth at highest risk of drop-out or violence; such as secondary prevention services, after school activities, and integrated or standalone social and emotional learning. Activities under this result should build on the success of interventions under Asegurando La Educacion and other relevant activities by strengthening community engagement through Community School Committees and/or Municipal Councils of Education Development to support safety in schools and communities. The applicant should capitalize on USAID's investment in and knowledge of safe learning environments and school-based violence prevention.⁹

Finally, the Activity will strengthen partnerships for increased local participation, decision-making, and funding from the private sector and civil society for violence prevention in schools and communities to improve education outcomes such as learning, retention and completion. This last element will be closely linked with other Activity results, notably Result 1. Some illustrative activities include:

- Create safe learning spaces free of violence to increase access, retention, and quality of education. This effort should capitalize on previous and current USAID investments such as Asegurando la Educacion, aiming to scale up proven methodologies to have a broader systems-level impact¹⁰
- Establishing After-School Programs that are designed to foster relevant social and emotional skills like emotional regulation and impulse control and offer mentorship and individualized attention to students exhibiting risky behavior
- Leverage support from the private sector to decrease crime and violence and improve educational outcomes, including scaling up remedial education programs
- Engage local actors to deliver evidence-informed violence prevention methodologies to reduce risk of delinquency and increase youth resilience, capitalizing on USAID's investment
- Support community engagement in school-based violence prevention through strengthened parent teacher associations, school community committees, and other mechanisms, with an eye to scaling successful interventions to have a systems-level impact
- Ensure active referral pathways for students in need of specialized services, particularly students who experienced or perpetrated violence, partnering as relevant with Sembrando Esperanza and other USAID activities
- Assist teachers and administrators to integrate locally tailored violence prevention techniques into teacher training and after school activities

⁸ Learning environment should be interpreted broadly and includes social (e.g. relationships with peers and adults), normative (e.g. attitudes, norms and beliefs), structural (e.g. policies), physical, and digital elements.

⁹ Applicant should draw from, "Evidence review: The effect of education programs on violence, crime, and related outcomes" Bagby et al. 2021. https://pdf.usaid.gov/pdf_docs/PA00XGXS.pdf

¹⁰ Applicants should present an evidence-based intervention package drawing on the learning of Asegurando La Educacion and other relevant activities

- Train educators on applying screening models to identify high-risk youth and to provide early intervention and additional support
- Strategically link school-based violence prevention efforts with broader community efforts to prevent and mitigate violence

Note that the above are illustrative activities. Applicants are encouraged to identify the specific systems-level changes related to Result 3 that they will address along with potential interventions to support those changes.

The Applicant will include the following indicators and shall propose additional indicators to measure both outputs and outcomes under Result 3. The final list of indicators will be defined in the Activity's MEL Plan.

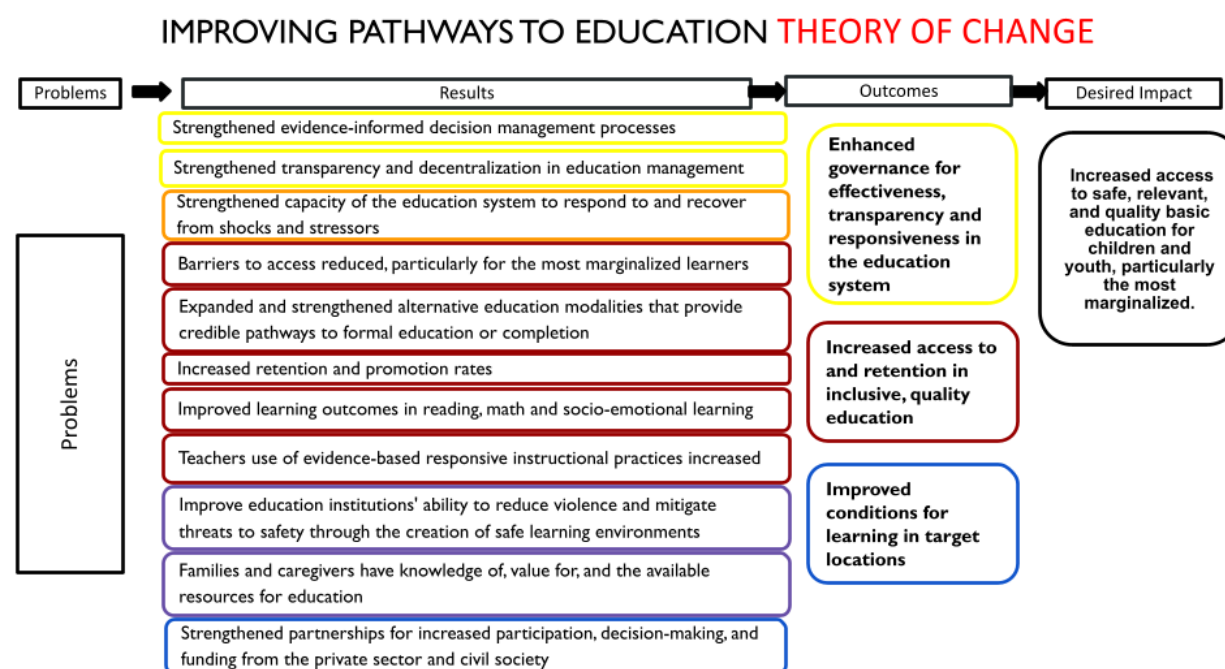
- Supp-7: Number of parents or community members trained to support children's education with USG assistance
- ES.1-51: Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria (linked to CDCS sub IR 3.2.3).
- Custom: Number of incidents of school violence and crime reduced
- Custom: Number/percentage of youth with reduced risk factors that drive crime and violence

Expected Outcomes under Result 3:

- Children, youth, teachers, and other education stakeholders in target communities feel safe in their learning environment in schools and on route to schools.
- Schools and their support structures are actively addressing and reducing threats to safety including school-based violence, cyber bullying, and school-related gender-based violence.
- Improved linkages are established with the other Ministries, local governments, donors, and civil society, including private sector actors, resulting in additional resources and services to improve safety and reduction of violence in schools
- Local organizations, parents and students value education and engage actively with others in planning and decision making around safety in schools
- Improved linkages between violence prevention, education, and economic opportunities for youth, in coordination with other USAID activities
- Improved collaboration among education, community, and security actors to mitigate and prevent violence in schools and communities.

To achieve the results and objectives detailed above, the IPE Activity must actively seek and promote coordination and implementation with other USAID and donor activities and initiatives working towards improving the quality and reach of Honduras's education system, including the reduction of violence.

Figure 1. IPE Activity - Theory of Change



A.7 Adaptive, Flexible, and Collaborative Management

USAID recognizes the importance of thinking critically and shifting strategic decisions to respond to emerging development challenges. The Activity should incorporate adaptive programming that is able to respond nimbly to emerging evidence, opportunities, and challenges. In particular, the Activity should be flexible to provide support for unanticipated needs and initiate support in new contexts or with new local partners as needs arise. While implementation plans will be annual, they should be viewed as living documents, and semi-annual review will be expected to ensure more adaptive and responsive programming. Structured Pause and Reflect discussions to revisit assumptions, review progress, and make course corrections, if necessary, will strengthen programmatic relevancy, promote sustainability, and help the Activity achieve the expected results. Maintaining this flexibility and adaptability to ensure responsiveness to evolving local and contextual dynamics, including pandemic-related health concerns, and to take advantage of opportunities and mitigate challenges is important for successful activity implementation. Interventions require an iterative, adaptive management approach that regularly reassesses and re-evaluates the operating environment(s) where the Activity works and adjusts program planning, implementation, and results measurement as necessary. Changes in the Activity implementation will also be affected by funds availability.

USAID intends to award one Cooperative Agreement pursuant to this notice of funding opportunity. **Subject to funding availability, USAID intends to provide up to \$80 million in total funding over a 5-year period. This \$80 million consists of a base of \$60 million and three program modifiers for a potential total of an additional \$20 million.**

A.8 Program Modifiers

USAID may employ program modifiers¹¹ to respond to evolving programmatic opportunities that require a high degree of flexibility. Unforeseen opportunities or exigencies may entail implementing interventions in other programmatic spheres under the broad mantle of education programming. Program modifiers are subject to availability of funding and will be invoked at the discretion of USAID. As needed and as directed by the Agreement Officer, in consultation with the USAID/Honduras Agreement Officer's Representative, the awardee must be able to present new areas of assistance programming related to the following program modifier categories. The "program modifier" cost line item will allow the release of separate, rapid response funds to the recipient and its partners for immediate activities to address emergencies or seize opportunities.

Subject to the availability of additional funding, USAID/Honduras may choose to invoke any of the following program modifiers to implement additional interventions at any point in the life of the Activity. The program modifiers have an additional total estimated budget of \$20 million. **The concepts for the program modifiers will be developed prior to the modification of the anticipated award.** The expenditure of funds for a program modifier will be dependent on rapid review and approval of a Program Modifier Plan submitted by the Recipient once notified by USAID/Honduras during implementation. The Plan shall include a work plan for the modifier interventions, revised budget and budget narrative, an updated Program Description including staffing and organizational updates reflecting the new interventions (if applicable); and identify linkages with existing award implementation activities, as appropriate.

A. Program Modifier 1. Improved Quality Education

Efforts under this program modifier will support interventions under ***Result 2: Increased access to and retention in inclusive, quality education, particularly for the most marginalized learners.*** Interventions may include but are not limited to expansion to new geographic areas, new grades, increased or additional support for remedial, catch-up, or accelerated education including new or additional alternative education modalities, target support for marginalized populations including over-age and returned migrant children and youth learners, teacher training and support, and school or community level preparedness, planning and response to support continued access to quality learning opportunities.

B. Program Modifier 2. Improved Safety in and around Schools

Efforts under this program modifier will support interventions under ***Result 3: Improved safety in and around schools.*** This modifier is subject to the availability of additional CARSI funds. Outyear increases in CARSI allocation are contingent upon: A) comparable increases to the CARSI account overall, and B) that program results also justify increased use of CARSI. Possible programmatic interventions may include but aren't limited to school and community safety and resilience analyses, advocacy for policy interventions to increase safety and reduction of crime both in schools and communities, support to parents and communities to enroll their children in school, outreach and advocacy with the private sector to reduce security-related barriers to youth employment, and

¹¹ For additional information on the use of Modifiers in awards, please see the following USAID Help Document: https://usaidlearninglab.org/sites/default/files/resource/files/shock_responsive_programming_guidance_compliant.pdf

increased engagement with targeted civil society organizations to improve community linkages to education.

C. Program Modifier 3. Unforeseen Opportunities

The purpose of this modifier is to enable USAID to respond to unforeseen opportunities that may arise to support an expanded geographic scope under IPE, or support the roll-out of a broader range of IPE education-related activities to achieve the Activity's goal and results. In such an instance, USAID will work with the Recipient to integrate additional interventions, expand geographic focus, and/or expand program efforts. This program modifier may be exercised only at the discretion of the Agreement Officer and is contingent upon availability of funds. USAID reserves the right to fund any or none of the applications submitted by the Recipient.

A.9 Operating Parameters

- a. **Beneficiaries:** This Activity will target learners between the ages of 11-17 years old, with a focus on children and youth at-risk of irregular migration, including returned migrants; children and youth at-risk of engaging in violence; and children and youth at risk of dropping out of school, inclusive of children and youth who are out of school. The Activity will also support the learners' parents/caregivers. Additionally, it will enhance the capacity of the education community, including school officials, administrators, and teachers in target municipalities to deliver quality education services.
- b. **Target Grade Levels:** This Activity will focus on basic education in Honduras, with a particular focus on grades 6 through 9, when dropouts accelerate. Depending on available funding, there is the potential to employ a program modifier to work in additional grades, as needed to achieve the Activity goal and results to improve retention and completion within the education system.
- c. **Coordination with USAID Activities:** In alignment with the U.S. Government Strategy for International Basic Education, the Applicant should consider areas for potential coordination with other U.S. Government programs, including but not limited to relevant USAID activities in education and other sectors and the U.S. Department of Agriculture McGovern-Dole school feeding program. It is particularly important that the Applicant coordinate closely with USAID activities in areas such as youth workforce development, school-based violence prevention, nutrition, local governance and transparency and accountability. Coordination is critical for achieving the desired outcomes outlined in the theory of change.
- d. **Coordination with Government of Honduras and other Donors:** The Applicant should consider areas for collaboration and coordination with other donors working in Honduras, particularly donors working in areas such as migration, school-based violence, reading and math. The Applicant will also work closely with the MOE and other ministries, as well as relevant partner government agencies to achieve the results of this Activity, in support of the Government of Honduras's strategic plans. The Applicant shall work closely with USAID to establish the best approach for partnership with the Government of Honduras. The Applicant is encouraged to develop a learning agenda to address policy issues that are a priority of the GOH.
- e. **Mathematics Programming:** The Activity should build on mathematics education interventions that have taken place to date in Honduras. Drawing on lessons learned

from other donors, particularly the Japan International Cooperation Agency, the Applicant should develop an approach to strengthen mathematics education that builds on curriculum, training and materials that have been developed, drawing on lessons learned and best practices to ensure teachers have the necessary knowledge, skills, and materials to provide quality instruction and that classrooms are equipped with grade-level appropriate materials to support mathematics instruction. The Activity should focus on developing, piloting and implementing teacher guides and student workbooks, as well as incorporating problem solving and critical thinking into classroom mathematics instruction.

- f. **Reading Programming:** The Activity should build on previous and current USAID investments to support early grade reading in Honduras. The reading approach should also incorporate best practices outlined in USAID’s Reading MATTERS Conceptual Framework.¹²
- g. **Social Emotional Learning Programming:** The Activity should build on previous and current USAID investments and approaches in social and emotional learning to provide contextually appropriate SEL to beneficiaries. The Activity will aim to integrate principles outlined in the [USAID Social and Emotional Learning or Soft Skills Education Policy Brief](#) to apply or adapt a contextually relevant and evidence-based approach to support the development of social and emotional skills, or soft skills for youth learners in both formal and non-formal education.
- h. **Private Sector Engagement:** Private sector should be motivated to play a substantial role in strengthening the education system, reducing violence in schools and communities, and ensuring access to quality basic education in Honduras. The Applicant must present a plan for engaging the private sector in the education sector and encouraging investment in education.
- i. **Supporting the most Marginalized Students:** The Applicant must consider the barriers the most marginalized students face in accessing and completing a quality basic education. The Applicant will ensure the program is inclusive to all learners, and works to mitigate the specific barriers students face related to, but not limited to gender, language, economic status, disability status, violence in communities by integrating the principles of UDL and inclusive education into the approach.
- j. **Flexibility.** Given the challenges and constraints, the Applicant must present an adaptive management approach, ensuring the Activity can adapt and respond to challenges and shifts that might arise in Honduras over the life of the Activity, as well as potential shifts in policy and priorities for the U.S. Government. USAID may encourage **the implementing partner to undertake additional activities that are within the parameters of this PD in response to unforeseen crises, challenges or changes in strategic priorities.** Adjustments will be agreed upon through changes to annual work plans, and may require corresponding reductions in other planned activities in order to remain within the available obligated amount and budget ceiling.
- k. **Geographic:** The Activity will work in targeted geographic areas of Honduras. The primary focus will be areas that experience high levels of out-migration and insecurity as described above, and if necessary to reach Activity targets areas with high numbers of out-of-school youth. For more information on the Mission’s geo targeting strategy,

¹² Information on the USAID’s Reading MATTERS Conceptual Framework can be found at <https://www.globalreadingnetwork.net/resources/usaids-reading-matters-conceptual-framework>

which includes a focus on 40 municipalities with high out-migration, please see the USAID/Honduras website: <https://www.usaid.gov/honduras/fact-sheets/placed-based-geographic>

- l. **Digital Technologies:** The IPE Activity will integrate and leverage digital technologies to achieve the Activity results. The Applicant must identify ways to utilize digital technologies to support resource management, hybrid learning , as necessary, as well as improving transparency and reducing corruption within the education system. The Applicant will also draw on best practices to leverage technology to support improved learning outcomes, by identifying the ways in which technology can support teachers, and the ways technology can be leveraged to support instruction and learning for students.
- m. **Engaging Local Organizations:** USAID is looking for substantial local buy-in and engagement in this award. The Applicant shall identify opportunities to increase local engagement in decision making and strategic direction of this Activity and build local capacity in the provision of safe, relevant and quality education. The Activity includes a sizable sub-grants mechanism that will be used to engage local partners as well as an intermediary result focused specifically on strengthening the capacity of local CSOs and actors engaged in the education space.

A.10 Monitoring and Evaluation:

USAID/Honduras intends the Activity to be subject to rigorous monitoring and evaluation, including complexity-aware monitoring¹³ to ensure intended results and impact are being generated and to inform Activity course corrections if and when necessary. USAID/Honduras will monitor and evaluate Activity performance based on a Monitoring, Evaluation and Learning (MEL) plan to be developed by the applicant. Activity evaluations will guide major activities and document lessons learned, as well as measure results at the end of the project. In compliance with ADS 201, the activity will also be subject to an external impact assessment.

Monitoring during the life of activity will be critical to ensure programming responds to and addresses relevant contextual factors like rates of violence and irregular migration and the effects of political changes and natural hazards. In collaboration with USAID/Honduras, the applicant should conduct Rapid Education and Risk Analyses,¹⁴ conflict analyses, or a political economy analyses at various points throughout the life of the activity to ensure programming reflects an up to date understanding of the interaction of contextual risks and the education system.

USAID is also retaining the services of a third-party activity to provide support for monitoring and evaluation. The MEL, monitored by the Program Office, will be used to inform technical direction to the applicant regarding within-scope adjustments that may be needed to the Activity work plan during

¹³ Additional information on complexity-aware monitoring can be found at <https://usaidelearninglab.org/library/complexity-aware-monitoring-discussion-note-brief>

¹⁴ Rapid Education and Risk Analysis Toolkit available at: <https://www.edu-links.org/resources/rapid-education-and-risk-analysis-rera-toolkit-1#:~:text=A%20Rapid%20Education%20and%20Risk,multiple%20contextual%20risks%20and%20assets.&text=It%20involves%20the%20collection%20and%20analysis%20of%20secondary%20and%20primary%20data.>

implementation. Applicant implementation at the activity level will require the Applicant to cooperate and provide access to this activity for the purposes of evaluation, under the supervision of USAID/Honduras personnel. The evaluation design will be finalized in consultation with the applicant and will align with the annual work plan. However, the monitoring done by this third-party activity will not substitute nor supersede the applicant's obligations regarding implementation surveillance and reporting to USAID/Honduras officials, as appropriate.

The applicant will coordinate and collaborate with this third-party activity, the anticipated Mission-wide mechanism for Monitoring and Evaluation, and build on the work conducted under MESCLA around teacher training and coaching, enrollment, transition, online and distance learning modalities, and COVID-19. Additionally, the Applicant should consider the [Education in Crisis and Conflict](#) learning agenda and the [foundational skills learning agenda](#), as well as other relevant learning agendas, and consider how this activity can contribute to global or regional learning questions on education outcomes, violence and irregular migration. The awardee should anticipate participating in broader learning efforts aimed at exploring the impact of strategically integrating projects from different sectors with the broader goal of reducing irregular migration.

A.11 Collaboration, Learning and Adapting (CLA)

USAID expects that the implementation of this Activity, and progress towards the aforementioned results, is guided by analysis of a wide variety of information sources and knowledge. These may include: M&E data, internal and/or external performance evaluations, innovations and new learning that bring to light new best practices or call into question received wisdom, collected observations from those who have particularly deep or unique insight in a given area, and complementary research studies, among others. The intent is to ensure that the partway to desired outcomes is continuously assessed and adjusted to yield the most effective course of action.

The MEL Plan should apply best practices that meet USAID and international standards as well as organizational Collaborating, Learning, and Adapting (CLA) approaches/processes throughout the Activity cycle to reward candid knowledge sharing and leadership of/participation in collaborative learning efforts. The Activity should integrate Collaborating, Learning, and Adapting (CLA) into the MEL plan and its implementation to maximize the use of M&E results for course corrections and adjusting implementation plans throughout the Activity life as deemed appropriate.

A.12 Cross-cutting Considerations

Youth: To build youth resilience and agency in order to become healthy, productive, and contributing citizens, USAID/Honduras requires the applicant to apply the [Positive Youth Development \(PYD\) Framework](#) in their technical approach. The PYD framework provides key guiding principles in how to engage youth in their own development, how they can contribute to USAID's work, and to create an enabling environment for their development. Applicants should consider involving youth in activities that promote increased engagement in education and other social and political processes and topical public policy matters as well as initiatives that impart practical technical and leadership skills.

Gender Equality: The applicant must address gender integration during implementation of the award and demonstrate in its application how it would integrate gender equality into core approaches, incorporating the principles outlined in USAID's Gender Equality and Female Empowerment Policy. Incorporating gender considerations into these interventions involves an in-depth analysis of all of the

dimensions of gender inclusion, equality, and empowerment, including employment, access to property and resources, health, education, governance, gender-based violence, and LGBTI rights. Each intervention must be based on gender gaps and dynamics found in the targeted communities, and gender sensitive and responsive to ensure women, men, male and female youth, minorities, disabled, ethnic, religious, and transgender persons are an integrated part of interventions. The applicant should provide local entities guidance, tools, training, resources and defining roles and responsibilities for gender integration in program planning, design, implementation, monitoring, evaluation and reporting, and organizational capacity development.

Constraints or Challenges: The Applicant must demonstrate an understanding of the local context, and the specific challenges and barriers that might impact Activity implementation. The Applicant must develop an Activity that is responsive to the non-permissive environment in Honduras. The Applicant has to consider the challenges from Covid-19 that can impact Activity implementation, including public health concerns and safety, as well as disruptions that can impact operations. Additionally, the applicant must also consider the ways in which corruption and a lack of transparency can impact education management and delivery. The Applicant must clearly articulate plans to mitigate and respond to natural disasters, particularly hurricanes, and the impact on the education system after disasters. Finally, the Applicant must identify the ways in which the Activity will address security concerns, particularly when schools close temporarily, as well as potential political transitions in the upcoming election.

Sustainability and Systems Focus: The Applicant will consider sustainability as a prerequisite to any provided assistance. With a focus on resilience and locally led development, the applicant must demonstrate the ways in which the intervention will be sustained and incorporated into the education system. The Applicant must identify the particular conditions that should be incorporated into the Activity to ensure sustainability of the interventions, including, from a systems perspective, the key blockages or systems-level changes that need to be addressed to achieve the Activity's results. Changes which result in more students completing primary and lower secondary education will require changes in the dynamics between perspectives, roles, relationships, rules, and resources at the individual, household, peer-group, and community levels. The Activity must work to affect change across these dimensions and levels in order to improve the efficiency and effectiveness of moving students through the education system.

The Activity is expected to support, and measure impact related to local sustainability. Sustainability planning is in part expected to address this requirement as well as advance key indicators such as citizen and targeted CSO capacity strengthening. Furthermore, partnership with local non-governmental and civil society organizations to conduct proposed activities is part of a sustainability strategy to promote local participation and ownership and increase impact.

[END OF SECTION A – PROGRAM DESCRIPTION]

SECTION B: FEDERAL AWARD INFORMATION

B.1 Estimate of Funds Available and Number of Awards Contemplated

USAID intends to award One (1) Cooperative Agreement (CA) pursuant to this notice of funding opportunity. Subject to funding availability and at the discretion of the Agency, USAID intends to provide US\$80,000,000.00 in total USAID funding over a Five (5) year period.

USAID reserves the right to change the funding amounts, cycle, and terms of the resulting award as a result of availability of funding and U.S. Government requirements. The recipient will be notified in writing should such changes occur.

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

As described in the Program Description – See Section A of the NOFO.

B.3 Start Date and Period of Performance for Federal Awards

The anticipated period of performance is Five (5) years. The estimated start date will be upon the Agreement Officer's signature of the award, or as determined by the Agreement Officer.

B.4 Substantial Involvement

Consistent with ADS 303.3.11, USAID/Honduras anticipates a close working partnership with the successful Applicant for this activity to assist in achieving the objectives. The specific areas of USAID involvement will include, but are not limited to:

1. Approval of the Recipient's Annual Implementation Plans during performance by the designated Agreement Officer's Representative (AOR). Significant changes to the approved Annual Work Plan will require additional AOR approval.
2. Agency and Recipient Collaboration or Joint Participation: The Recipient must request prior review and written concurrence from the AOR and obtain review and written approval from the AO before entering into any sub-awards under the performance of this agreement.
3. Approval of the Recipient's Monitoring, Evaluation and Learning (MEL) Plan by the AOR.
4. Approval of selection of Recipient Key Personnel: The Recipient shall request prior approval from the USAID Agreement Officer (AO) for the replacement of Key Personnel or changes in the Key Personnel positions.

B.5 Authorized Geographic Code

The geographic code for the procurement of commodities and services under this program is 937, which includes the United States, the Recipient country, and developing countries other than advanced developing countries, but excluding any country that is a prohibited source.

For more information on authorized geographic code, please see ADS 310:

<https://www.usaid.gov/sites/default/files/documents/310.pdf>

B.6 Nature of the Relationship between USAID and the Recipient

The principal purpose of the relationship with the Recipient and under the subject program is to transfer funds to accomplish a public purpose of support or stimulation of the Improving Pathways to Education (IPE) 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 Selection of Instrument

The Improving Pathways to Education (IPE) Activity aims to provide funds to an organization who will provide assistance to the Government of Honduras, specifically the Ministry of Education, and Honduran private and public education sector stakeholders. The overall objective of the IPE Activity is to increase access to safe, quality basic education for children and youth, by improving socio-economic opportunities, contributing to the multi-sectoral impacts of violence prevention efforts, and decreasing irregular migration. This will be achieved through evidence-informed interventions under the following three results:

1. Enhanced governance for effectiveness, transparency, and responsiveness in the education system;
2. Increased access to and retention in inclusive, quality education, particularly for the most marginalized learners; and
3. Improved safety in and around schools

Increased education access, ensuring safe learning spaces, and improved quality in service provision will result in more citizens (stakeholders, families, and youth) committed to education as a means for productive and fulfilling lives in Honduras, thus contributing to higher level Mission objectives of decreased irregular migration and violence prevention. The Activity will approach the stated challenges from a systems perspective, working with stakeholders at national, regional, and local levels to evaluate the key blockages and enablers within the system to identify levers for addressing those blockages and reap the benefits of potential opportunities.

[END OF SECTION B – FEDERAL AWARD INFORMATION]

SECTION C: ELIGIBILITY INFORMATION

C.1 Eligible Applicants

Eligibility for this NOFO is not restricted.

These eligibility requirements apply to both the principal applicant and to any sub-awardee.

While for-profit firms may participate, pursuant to 2 CFR 200.400(g), it is USAID policy not to award profit to prime recipients and subrecipients under assistance instruments. However, while profit is not allowed for sub-awards, the prohibition does not apply when the recipient acquires goods and services in accordance with 2 CFR 200.317 -326, “Procurement Standards.” Forgone profit does not qualify as cost-share.

Each applicant must be found to be a responsible entity before receiving an award. The Agreement Officer (AO) may determine that a pre-award survey is required in accordance with ADS 303.3.9.1 to determine whether the applicant has the necessary organization, experience, accounting and operational controls, and technical skills – or ability to obtain them – in order to achieve the objectives of the program and comply with established U.S. Government standards, laws, and regulations. Applicants who do not currently meet all USAID requirements for systems and controls may still be eligible under special award considerations and should not be discouraged from applying.

USAID welcomes applications from organizations that have not previously received financial assistance from USAID. The prime recipient is encouraged to promote involvement of “underutilized” partners and local organizations in the implementation of this activity.

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

C.2 Cost Sharing or Matching

USAID has established a mandatory minimum recipient cost share of 10% of the total estimated cost for this award, which is approximately US\$8,000,000.00, to be contributed through the life of the activity. Such funds may be provided directly by the recipient; other multilateral, bilateral, and foundation donors; host governments; and local organizations, communities and private businesses that contribute financially and in-kind to implementation of activities at the country level, but not from other USG funding sources. This may include contribution of staff level of effort, office space or other facilities or equipment which may be used for the program, provided by the recipient. For guidance on cost sharing in grants and cooperative agreements please see ADS 303.3.10 and 2 CFR 200.306 for U.S. NGOs. For non-US NGOs, all cost sharing would be subject to the Required as Applicable Provision “Cost Sharing” in the Mandatory Reference for ADS Chapter 303 Standard Provisions for Non-U.S. Nongovernmental Organizations.

C.3 Other

a) Limitations on Submissions

Each applicant is limited to one application submission under this NOFO as the prime Applicant.

There is no limitation on being included as a potential sub-awardee across multiple applications. The use of exclusive teaming arrangements is discouraged.

b) Eligibility of Goods and Services for USAID Financing

● Applicable Rules

The recipient must comply with USAID's *Rules for Procurement of Commodities and Services Financed by USAID* in 22 CFR 228 in the procurement and long-term lease (as defined in 22 CFR 228.01) of goods and services with USAID funds. These rules govern the *source* of USAID financed commodities and the *nationality* of suppliers of USAID-financed commodities and services, which must be in a country that is included in the authorized geographic code. These rules apply to the recipient's procurement contracts (as defined in 2 CFR 200) with vendors and to subcontracts at all tiers under the recipient's procurement contracts.

● Sub-Awards

These rules do not apply to sub-awards (as defined in 2 CFR 200.92) but do apply to the procurement and long-term lease of goods and services by sub-recipients (as defined in 2 CFR 200.93) at all tiers, and to those sub-recipients' procurement contracts and subcontracts with vendors at all tiers. These rules do not apply to procurement or long-term lease of goods and services with cost-sharing or program income funds.

● Restricted Commodities

"Restricted Commodities" are certain agricultural commodities, motor vehicles (excluding driver service), pharmaceuticals, condoms and contraceptives, pesticides, used equipment, and non-local purchase of fertilizer. Special rules apply to restricted commodities and are described in ADS 312.3.3.

[END OF SECTION C – ELIGIBILITY INFORMATION]

SECTION D: APPLICATION AND SUBMISSION INFORMATION

D.1 Agency Point of Contact

Only the Agreement Officer is authorized to make commitments on behalf of USAID. The Agreement Officer is listed below:

Nathan Olah
Supervisory Agreement Officer
USAID/Honduras
Email: nolah@usaid.gov

The point of contact for information about this NOFO is:

Anne L. Busaka
Sr. Acquisition & Assistance Specialist
USAID/Honduras
Email: abusaka@usaid.gov

The above contact information is only for informational purposes. The NOFO itself and any subsequent amendments can be found at www.grants.gov. All Applications must be submitted according to instructions contained in this NOFO.

In order to maintain a fair and transparent funding opportunity, USAID maintains strict guidelines on who within USAID may be contacted regarding applications or questions about the opportunity. Applicants may only contact USAID via the email address provided above in this NOFO. Failure to comply with the USAID points of contact guidance mandated in the NOFO may disqualify the Applicant(s).

D.2 Questions and Answers

Questions regarding this NOFO should be submitted in writing via email to oaahonduras@usaid.gov no later than the date and time indicated on the cover letter, as amended. Any information given to a prospective applicant concerning this NOFO will be furnished promptly to all other prospective applicants as an amendment to this NOFO on www.grants.gov, if that information is necessary in submitting applications or if the lack of it would be prejudicial to any other prospective applicant. Please check www.grants.gov for any amendments.

D.3 General Content and Form of Application

Preparation of Applications:

Each applicant must furnish the information required by this NOFO. Applications must be submitted in two separate parts:

- (a) the Technical Application; and
- (b) the Business (Cost) Application.

This subsection addresses general content requirements applying to the full application. Please see subsections 5 and 6, below, for information on the content specific to the Technical and Business (Cost) applications. The Technical application must address technical aspects only while the Business (Cost) Application must present the costs, and address risk and other related issues.

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

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

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

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

Applications must comply with the following:

- USAID will not review any pages in excess of the page limits noted in the subsequent sections. Please ensure that applications comply with the page limitations.
- Written in English .
- Use standard 8 ½" x 11", single sided, single-spaced, 12 point Times New Roman font, 1" margins, left justification and headers and/or footers on each page including consecutive page numbers, date of submission, and applicant's name.
- 10 point 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 system generated documentation of delivery receipt date and time/confirmation from the receiving office/certified mail receipt.

Applications must be submitted by email to oaahonduras@usaid.gov. Email submissions must include the NOFO number and applicant's name in the subject line heading (**NOFO No.: 72052222RFA00005; Title: Improving Pathways to Education (IPE); name of the Applicant.** 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. If this is not possible, please provide instructions on how to collate the attachments. USAID will not be responsible for errors in compiling electronic applications if no instructions are provided or are unclear.

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

Applicants are reminded that e-mail 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/Honduras cannot guarantee their acceptance by the internet server. File size must not exceed 10 MB limit per email.

Restriction on Disclosure and Use of Data

a. Applicants that include in their applications data that they do not want disclosed to the public for any purpose, or used by the Government except for evaluation purposes shall:

i. Mark the title page with the following legend: “This application includes data that shall not be disclosed outside the Government and shall not be duplicated, used, or disclosed - in whole or in part - for any purpose other than to evaluate this application. If, however, a grant or cooperative agreement is awarded to this Applicant as a result of - or in connection with - the submission of this data, the Government shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting award. This restriction does not limit the 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 numbers or other identification of sheets*]”; and

ii. Mark each page containing restricted data with the following legend: “Use or disclosure of data contained on this sheet is subject to the restriction on the title page of this application.”

b. Applicants are advised that it is anticipated that the successful program narrative, submitted as part of the technical application, will become the Program Description of the cooperative agreement awarded as a result of this NOFO. Pursuant to the Freedom of Information Act of 1981, the public is entitled to request information from Agency award files. As a general rule, information will be disclosed except:

i. Information submitted in response to this NOFO, prior to award of the grant, or modifications or revisions thereto.

ii. Information properly classified or administratively controlled by USAID.

iii. Information specifically exempted from disclosure under the Freedom of Information Act.

c. Upon award of the cooperative agreement resulting from this NOFO, USAID will disclose, use, or duplicate any information submitted in response to this NOFO to the extent provided in the award, and as required by the Freedom of Information Act.

Pre-Award Audits/Surveys and Discussions

USAID reserves the right to perform a pre-award audit/survey which may include but is not limited to: (1) interviews with individuals to establish their ability to perform award duties under project conditions; (2) a review of the Applicant's financial condition, business and personnel policies and procedures, etc.; and (3) site visits to the Applicant's institution. However, it must be understood that USAID undertakes no obligation to perform any of the foregoing elements. Accordingly, Applicants should submit their best and most complete application initially.

Authority to Commit USAID

The Agreement Officer is the only individual who may legally commit USAID to the expenditure of public funds. No costs allocable to the proposed award will be reimbursed by USAID before receipt of either a fully executed grant or cooperative agreement, or a specific written authorization from the Agreement Officer.

D.5 Technical Application Format

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

Please note that per ADS 303.3.20, it is USAID policy that English is the official language of all award documents because a translation may not convey the full meaning of the original. Therefore, applications in response to this NOFO must be in English, and in U.S. dollars.

Applicants must organize the application to follow the technical evaluation criteria specified in Section E. The page length for the application shall not exceed fifteen (25) pages. Within these pages, the executive summary shall not exceed three (3) page. The only annexes to be evaluated are listed hereunder and have page limitation as indicated below.

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

(b) Table of Contents

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

c) Executive Summary (Three (3) pages)

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

i) Technical Understanding and Approach

ii) Management Approach

iii) Institutional Capacity

iv) Annexes: (see below)

Annex C – Activity Monitoring and Learning Plan (not to exceed 3 pages)

Annex D - Activity Work Plan (not to exceed 3 pages)

Annex E - Rapid Start-Up Plan (not to exceed 3 pages)

Annex F - Sustainability and Local Engagement Plan (not to exceed 2 pages)

Annex G - Past Performance Narrative (not to exceed 3 pages)

d) Content of the Technical Application

Technical applications should include the sections and content below and should be directed at the program as described in Section A. Funding Opportunity Description. The technical application will be the critical item of consideration in selection of an Applicant for an award. The information provided in the technical application must be specific, complete, and presented concisely. The technical application must demonstrate the Applicant's capabilities and expertise with respect to achieving the goals of this program and specify the specific results to be achieved. The merit review criteria set forth in Section E. Application Review Information of this NOFO indicate the relative

importance of each criterion so that Applicants will know which areas require emphasis in the preparation of the technical application. Applicants are advised that lack of completeness or superficiality of the application may constitute grounds for excluding it from consideration.

It is anticipated that a portion of the successful application will become the Program Description for the award resulting from this NOFO. Thus, applications submitted in response to this NOFO should, in addition to being responsive to the requirements described herein, be written in the active voice and in results-oriented terms in order to address what is proposed to be done; why it is proposed to be done, how it is proposed to be done, who will do it, where it will be done, when it will be done, and the anticipated results and impact.

The Technical Application includes the information set forth below:

1) Technical Understanding and Approach (See Section E.2.1)

Technical understanding and approach will be the most important factor for consideration in selection for award of the proposed Cooperative Agreement. The technical understanding and approach 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 the RFA/NOFO.

The Applicant in the technical understanding and approach narrative should present an overall strategic approach, with proposed activity components, and specific interventions, that will effectively and efficiently contribute to achieving the activity goal, expected results, and outcomes. The Recipient will serve as the technical lead, working with both public and private sectors, to accelerate and sustain improvements in basic education in Honduras. The technical approach will describe in sufficient detail the conceptual methodology and techniques for the implementation of a dynamic, innovative, and results oriented IPE activity. The expected results and outcome of the proposed technical approach is to dramatically improve education outcomes for children and youth in Honduras by ways of improving the equity and quality of basic education services and strengthening the Ministry of Education and key stakeholder capacity to act as a stewards for improving quality of basic education services, particularly in those areas with high outmigration.

Applicants should present a comprehensive plan to achieve specific, measurable, and sustainable results through technically sound and cutting-edge approaches which align with the Program Description's expected results and outcomes. This plan is expected to include innovative solutions to address the major education and youth challenges confronting Honduras, with an emphasis on strengthening Honduran systems.

As part of the Applicant's narrative, the Applicant is expected to clearly articulate the project's technical approach, indicating how it will address Honduras' core educational challenges from a systems perspective, including identifying core systems-level changes that are expected and how the project would seek to bring about those changes. The plan should indicate how the private sector and other stakeholders would be engaged to advance educational outcomes. The application should also demonstrate the Applicant's understanding of Honduras current children and education context and landscape, including both challenges and opportunities. The contextual analysis should also reflect a strong understanding of the impact of COVID-19 on education, the migration context and

the security environment. In addition to demonstrating this contextual understanding, the application should also indicate how the project will address these factors.

Additionally, Applicants should highlight how their proposed plans address the following: 1) gender and social inclusion; 2) Elevation of youth voice and engagement, with an emphasis on strategically engaging with youth throughout the project cycle to address educational challenges; 3) Demonstrating realistic innovative models that can be institutionalized based on results; and 3) adaptive collaborative learning; 4) country ownership. And finally, the Applicant's approach should demonstrate how they will partner with existing USAID/Honduras activities in order to create synergies, maximize resources, and promote a holistic approach to improving basic education outcomes and results.

In support of the above narrative, the Applicant must include the following as Annexes, which are included within the Evaluation Criteria. The Work Plan should include a clearly defined and comprehensive Gantt chart that outlines milestones and demonstrates linkages across different activities. The Monitoring and Evaluation Plan should incorporate systems-related indicators and clearly reflect a plan for incorporating Collaborating, Learning and Adapting (CLA) approaches into the project.

- Annex C- Activity Monitoring and Learning Plan (**not to exceed 3 pages**)
- Annex D- Activity Work Plan (**not to exceed 3 pages**)

2) Management Approach (See Section E.2.2)

The Management Approach will be the second most important factor for consideration in selection for award of the proposed Cooperative Agreement. This Approach should include both a management and staffing plan and a rapid start-up plan.

The applicants must propose a Management Approach of how they will implement the proposed Technical Approach. Specifically, applicants must provide the following:

(i) The Management and Staffing Plan should propose a core management and staffing structure for the Activity. The core management and staffing structure should possess the technical competence and strategic management skills to manage the project, and supplement that team as needed with technical specialists. The staffing structure should describe how the proposed combination of management, long-term staff, and short-term technical assistance will collectively possess the requisite technical and management expertise, skills and capabilities to effectively implement the proposed Technical Approach. Additionally, applicants may propose requisite consortia, partnerships, and/or sub-partnering arrangements and other relationships necessary to implement the Technical Approach. If so, Applicants should explain how they will manage the proposed arrangement to foster a single unified identity under the Activity.

Other key considerations include the following: maximizing use of local staff (with additional considerations of gender balance); integrating capacity building of relevant local stakeholders into activity implementation; integrating gender equality and inclusive development throughout activity implementation; and measures to ensure collaborative learning and adaptive management are fully integrated throughout activity implementation.

(ii) **An Organizational Chart** displaying the Activity’s organizational structure and office(s) with lines of authority, and general descriptions for all home office and field employees. It will be used as a reference for the Management and Staffing Plan. It will be an Annex to the Technical Application and is not included in the page limitation.

(iii) **A Table of Management Positions with Qualifications** displaying minimum (required) and preferred qualifications/attributes to determine qualified candidates for the core management positions proposed in the Management and Staffing Plan. This table may include strategic and technical positions that are critical to implementing the proposed Technical Approach. It will be an Annex to the Technical Application and is not included in the page limitation.

Applicants MUST NOT submit names, CVs, or other information on candidates (actual or illustrative) for the proposed key personnel positions in the Technical Application. Applicants can propose up to four (4) key personnel positions. Subject to approval by USAID, the qualifications for the selected key personnel positions will be included in the resulting award. After award, the Awardee will propose qualified candidates for key personnel positions no later than 30 days after award, subject to the review and approval of the Agreement Officer’s Representative and the Agreement Officer. At that time, the Awardee will provide a Statement of Qualifications (SOQ) for all proposed key personnel describing how the candidate meets or exceeds the qualifications of the proposed position. SOQs include items normally associated with CVs or resumes, including but not limited to information such as work experience, references, language capability, and progressive levels of responsibilities.

In terms of the Rapid Start Up Plan, the Applicant must describe a proposed rapid start-up plan to support a rapid, effective and efficient start-up of the proposed activity. *Refer to Instructions under Criterion 2.*

In support of the above narrative, the Applicant must include the following as Annex:

Annex E - Rapid Start-Up Plan (not to exceed 3 pages)

3) Institutional Capacity (See Section E.2.3)

The extent to which the Applicant demonstrates effective engagement with local organizations and institutions as well as strong organizational capacity and management expertise for implementing IPE’s objectives.

This includes, but is not limited to:

- Explanation of the Applicant’s plan for engagement with local civil society and other stakeholders in the context of the IPE activity, and their plan for helping to increase local civil society’s voice in the project and in achieving the project’s objectives (Special consideration will be given to applications that focused on increasing meaningful youth engagement in the IPE activity and in education decision-making)

- Explanation of how Applicant will substantively involve and build capacity of local partners to advance Honduras' journey to self-reliance.
- Applicant's previous experience in working with local organizations and stakeholders on projects of similar scope and objectives of the IPE activity.
- Applicant's previous experience successfully implementing projects with a similar scope and objectives of the IPE activity.

In support of the above points, the Applicant must include the following Annexes:

Annex F - Sustainability and Local Engagement Plan (not to exceed 2 pages)

Annex G- Past Performance Narrative (not to exceed 3 pages)

The Application must include a Sustainability and Local Engagement Plan that outlines how the Applicant will substantially involve and build the capacity of local partners, including youth, to contribute to IPE's goals and objectives. The Application must also include a brief narrative outlining the Applicant's previous experience in successfully implementing projects with similar scope and objectives of the IPE activity. The latter should include the names and contact information of the persons responsible for overseeing the projects (i.e., the agreements officer's representatives).

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.

Budget summaries must show US Dollars (USD)

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 Form(s)

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

Instructions for SF-424	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 document found at
<http://www.usaid.gov/sites/default/files/documents/1868/303mav.pdf>
- (2) Assurances for Non-Construction Programs (SF-424B)
- (3) Certificate of Compliance: Please submit a copy of your Certificate of Compliance if your organization's systems have been certified by USAID/Washington's Office of Acquisition and Assistance (M/OAA).

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 award, and may result in a rejection of the cost application. The Budget Narrative must contain sufficient detail to allow USAID to understand the proposed costs. The applicant must ensure the budgeted costs address any additional requirements identified in Section F, such as Branding and Marking. The Budget Narrative must be thorough, including sources for costs to support USAID’s determination that the proposed costs are fair and reasonable.

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

- Summary Budget, inclusive of all program costs (federal and non-federal), broken out by major budget category and by year for activities implemented by the applicant and any potential sub-applicants for the entire period of the program. See Section H, Annex 1 for Summary Budget Template
- Detailed Budget, including a breakdown by year, sufficient to allow the Agency to determine that the costs represent a realistic and efficient use of funding to implement the applicant's program and are allowable in accordance with the cost principles found in 2 CFR 200 Subpart E.
- Detailed Budgets for each sub-recipient, for all federal funding 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 supporting market research.
- 2) Fringe Benefits – (if applicable) If the applicant has a fringe benefit rate approved by an agency of the U.S. Government, the applicant must use such rate and provide evidence of its approval. If an applicant does not have a fringe benefit rate approved, the applicant must propose a rate and explain how the applicant determined the rate. In this case, the Budget Narrative must include a detailed breakdown comprised of all items of fringe benefits (e.g., superannuation, gratuity, etc.) and the costs of each, expressed in U.S. dollars and as a percentage of salaries.
- 3) Travel and Transportation – Provide details to explain the purpose of the trips, the number of trips, the origin and destination, the number of individuals traveling, and the duration of the trips. Per Diem and associated travel costs must be based on the applicant's normal travel policies. 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 – Construction will not be authorized 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 program, 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		Eligibility	Initial application requirements
Direct Charge Only		Any applicant	See above on direct costs
Existing Negotiated Indirect Cost Rate Agreement (NICRA)		Any applicant with an approved NICRA	Submit your approved NICRA and the associated disclosed practices.
De minimis rate of 10% of Modified Total Direct Costs (MTDC)		Any applicant that does not have a current NICRA	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 for a 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.
Indirect Costs Charged As A Fixed Amount		Certain U.S. educational institutions & non-U.S. non- profit	Provide the proposed fixed amount and a worksheet that includes the following (For Education institutions, see 2 CFR 200 App III): • Total costs incurred by the organization for previous fiscal year and estimates for the current year

	organizations may request, but approval is at the discretion of the AO	• 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(ies), 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(ies) to which the cost applies.
No current NICRA, but applicant has an indirect rate other than the de minimis	Any applicant may request but approval is at the discretion of the Agency	A NICRA may be negotiated after award at the discretion of the Agency. Provisional rates may be set forth in the award subject to audit and finalization. The applicant must identify the indirect cost rate and base it is proposing. See USAID's Indirect Cost Rate Guide for Non Profit Organizations for further guidance.

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.

e) 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
- DUNS 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.

f) Dun and Bradstreet and SAM Requirements

USAID may not award to an applicant unless the applicant has complied with all applicable unique entity identifier (DUNS 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 DUNS 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.

DUNS number: <http://fedgov.dnb.com/webform>

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.

g) History of Performance

The applicant must provide information regarding its recent history of performance for all its cost-reimbursement contracts, grants, or cooperative agreements involving similar or related programs, not to exceed three (3) 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 three (3) 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.

h) 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. The Marking Plan may include a request for approval of one or more exceptions to the marking requirements in 2 CFR 700.16.

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 brandmark, 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 announcement, 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. Applicant must incorporate the USAID Identity and the message, “USAID is from the American People.”

(iv) Provide any additional ideas to increase awareness that the American people support this project or program.

(5) Information on any direct involvement from host-country government or ministry, including any planned acknowledgement of the host-country government.

(6) Any other groups whose logo or identity the applicant will use on program materials and related materials. Indicate if they are a donor or why they will be visibly acknowledged, and if they will receive the same prominence as USAID.

f. The Agreement Officer will review the Branding Strategy to ensure the above information is adequately included and consistent with the stated objectives of the award, the applicant's cost data submissions, and the performance plan.

g. If the applicant receives an assistance award, the Branding Strategy will be included in and made part of the resulting grant or cooperative agreement.

Marking Plan – Assistance (June 2012)

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 landmark, 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, audio- visual productions, public service announcements, Web sites/Internet activities, promotional, informational, media, or communications products funded by USAID;
- (iii) Commodities, equipment, supplies, and other materials funded by USAID, including commodities or equipment provided under humanitarian assistance or disaster relief programs; and
- (iv) It is acceptable to cobrand the title with the USAID Identity and the applicant's identity.
- (v) Events financed by USAID, such as training courses, conferences, seminars, exhibitions, fairs, workshops, press conferences and other public activities. If the USAID Identity cannot be displayed, the recipient is encouraged to otherwise acknowledge USAID and the support of the American people.

(2) A table on the program deliverables with the following details:

- (i) The program deliverables that the applicant plans to mark with the USAID Identity;
 - (ii) The type of marking and what materials the applicant will use to mark the program deliverables;
 - (iii) When in the performance period the applicant will mark the program deliverables, and where the applicant will place the marking;
 - (iv) What program deliverables the applicant does not plan to mark with the USAID Identity, and
 - (v) The rationale for not marking program deliverables.
- (3) Any requests for an exemption from USAID marking requirements, and an explanation of why the exemption would apply. The applicant may request an exemption if USAID marking requirements would:

- (i) Compromise the intrinsic independence or neutrality of a program or materials where independence or neutrality is an inherent aspect of the program and materials. The applicant must identify the USAID Development Objective, Interim Result, or program goal furthered by an appearance of neutrality, or state why an aspect of the award is presumptively neutral. Identify by category or deliverable item, examples of

material for which an exemption is sought.

(ii) Diminish the credibility of audits, reports, analyses, studies, or policy recommendations whose data or findings must be seen as independent. The applicant must explain why each particular deliverable must be seen as credible.

(iii) Undercut host-country government “ownership” of constitutions, laws, regulations, policies, studies, assessments, reports, publications, surveys or audits, public service announcements, or other communications. The applicant must explain why each particular item or product is better positioned as 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.

[END OF PRE-AWARD TERMS]

i) Funding Restrictions

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

Construction will not be authorized under this award.

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

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

j) Conflict of Interest Pre-Award Term

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 the applications. 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 nonpublic information regarding a federal assistance funding opportunity, or an applicant or applicant's employee was substantially involved in the preparation of a federal assistance funding opportunity. USAID will promptly take appropriate action upon receiving any such notification from the applicant.

[END OF PRE-AWARD TERMS]

D.7 Pre-Award Responsibility Determination and Risk Assessment

Upon consideration of award or during the discussions leading to an award, the selected Applicant may be required to submit additional documentation deemed necessary for the Agreement Officer to make an affirmative determination of responsibility.

IMPORTANT NOTE:

Applicants should not submit the information below with their Applications. The information in this section is provided so that Applicants may become familiar with additional documentation that may be requested by the AO before award in order to make the responsibility determination:

These documents may include, but are not limited to:

1. Audited financial statements for the past three (3) years that have been audited by a certified public accountant or other auditor satisfactory to USAID;
2. Bylaws, constitution, and articles of incorporation, if applicable;
3. Copies of organizational travel, procurement, financial management, accounting manual and personnel policies and procedures, especially regarding salary, promotion, leave, differentials, etc., and indicate whether such policies and procedures have been reviewed and approved by any agency of the Federal Government. If so, provide the name, address, and phone number of the cognizant reviewing official;
4. Other documentation, as required by the Agreement Officer, to substantiate that the Applicant:
 - Has adequate financial resources or the ability to obtain such resources as required during the performance of the Cooperative Agreement;
 - Has the ability to comply with the award's terms and conditions, taking into account all existing and currently prospective commitments of the Applicant, non-governmental and governmental;
 - Has a satisfactory record of performance. Past relevant unsatisfactory performance is ordinarily sufficient to justify a finding of non-responsibility, unless there is clear evidence of subsequent satisfactory performance;
 - Has a satisfactory record of integrity and business ethics;
 - Is otherwise qualified and eligible to receive a Cooperative Agreement/Grant under applicable laws and regulations (e.g., Equal Employment Opportunity Laws).

An award may be made only by the Agreement Officer after making a positive responsibility determination that the Applicant possesses, or has the ability to obtain, the necessary management competence in planning and carrying out assistance programs, specifically the proposed Activity; and that it will practice mutually agreed upon methods of accountability for funds and other assets provided by USAID.

For organizations that are new to working with USAID or for organizations with outstanding audit findings, or otherwise at USAID's discretion, USAID may perform a pre-award survey to assess the Applicant's management and financial capabilities. If notified by USAID that a pre-award survey is necessary, Applicants must prepare, in advance, the required information and documents. See ADS 303.3.9.1 at <https://www.usaid.gov/ads/policy/300/303> for more information on pre-award surveys.

Please note that a pre-award survey does not commit USAID to make any award.

[END OF SECTION D – APPLICATION AND SUBMISSION INFORMATION]

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

The submitted technical information will be evaluated by a technical evaluation committee using the criteria shown above. The cost/business application will be reviewed by the Agreement Officer/Agreement Specialist.

As a result of this process, USAID intends to select the apparently successful recipient based upon the initial application submission. Once the selection is made, the Government may address any concerns to the selected recipient for resolution. However, the Government reserves the right to negotiate with all applicants prior to selection of the successful recipient if in the best interest of the Government.

If USAID and the apparently successful Applicant cannot come to a mutual understanding during the course of discussions, or if the apparently successful Applicant is unable to provide satisfactory Technical and Cost Applications, or does not meet deadlines for submissions, or presents an unacceptable risk as a result of the risk assessment, then the Agreement Officer may designate the next highest-evaluated Applicant as the apparently successful Applicant. This decision is at the sole discretion of the Agreement Officer. The Agreement Officer's decision regarding funding of an award is final and not subject to review.

Note: Section C.2 provides a minimum required cost share of 10% for this activity. Applications that do not meet the minimum cost share requirement may not be eligible for award consideration. While it is a minimum requirement for eligibility, cost share will not be considered in the merit review criteria.

The Technical application will be evaluated in accordance with the Merit Evaluation Criteria set forth below:

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 by major categories and shown in **descending order of importance**. This will allow the Applicants identify which areas require emphasis in the preparation of the applications.

Criteria	Criterion Name
Criterion 1	Technical Understanding and Approach
Sub Criterion 1.1	Systems and Technical Approach
Sub Criterion 1.2	Work Plan and Monitoring and Evaluation Plan
Sub Criterion 1.3	Contextual Understanding
Criterion 2	Management Approach
Sub Criterion 2.1	Management and Staffing Plan
Sub Criterion 2.2	Rapid Start-Up Plan
Criterion 3	Institutional Capacity
Sub Criterion 3.1	Local stakeholder engagement
Sub Criterion 3.2	Past performance

E.2.1 Technical Understanding and Approach

The applicants Technical Understanding and Approach will be evaluated based on the following:

The extent to which the Applicant’s proposed technical approach (including systems approach; development/country context, including understanding and incorporation of migration, COVID-19, and security factors; approach to private sector engagement; strategic approach to youth engagement, and broader plan for gender and social inclusion; implementation strategy and collaboration with existing efforts to address the basic education needs of children and youth in high out migration areas) comprehensively describes convincing, sound, realistic, and sustainable approaches which will achieve the results specified in the Program Description.

E.2.2 Management Approach

The applicants Management Approach will be evaluated based on the following:

(a) The extent to which the Applicant’s Management Approach demonstrates the capability to successfully implement the proposed Technical Application, which fully integrates maximizing use of local staff (with additional considerations of gender balance); integrating capacity building of relevant local stakeholders into activity implementation; integrating gender equality and inclusive development throughout activity implementation; and measures to ensure collaborative learning and adaptive management.

(b) The Applicant’s Management and Staffing Plan and Organizational Chart will be evaluated as part of this evaluation criteria.

(c) The applicant’s Rapid Start-up Plan will be evaluated in terms of timelines, feasibility and purported effectiveness.

E.2.3 Institutional Capacity

The applicants Institutional Capacity will be evaluated based on the following:

The extent to which the Applicant demonstrates a strategic and feasible plan for meaningfully engaging local stakeholders, including youth, in the IPE activity, and demonstrated past performance in successfully implementing projects with a similar scope and set of objectives.

This includes two sub-criteria in descending order of importance:

1. Local Stakeholder Engagement
2. Past Performance

For the first aspect, the Applicant must describe a plan for engaging with local civil society and other stakeholders in the context of the IPE activity, including plans for increasing local civil society's voice in the project and in achieving the project's objectives (Special consideration will be given to applications that focused on increasing meaningful youth engagement in the IPE activity and in education decision-making). The Applicant must also demonstrate previous experience in effectively engaging with local stakeholders. *Refer to Instructions under Criterion 3.*

The Local Stakeholder Engagement will be evaluated to the extent to which the Applicant's Sustainability and Local Engagement Plan demonstrates a strategic and effective approach for engaging stakeholders, including youth, in the IPE project and in achieving IPE objectives, as well as demonstrated past performance in effectively engaging with local stakeholders. In terms of past performance, the Applicant must describe its past performance in successfully implementing projects with a similar scope and set of objectives to the IPE activity. *Refer to Instructions under Criterion 3.*

In terms of evaluation, applicants will be evaluated based on the demonstration of experience and success in implementing similar activities in terms of scope, magnitude, and complexity; and the extent to which the Applicant demonstrates how they have achieved previous program successes.

b) Business Review

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

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

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

The AO will perform a risk assessment (2 CFR 200.206). The AO may determine that a pre-award survey is required to inform the risk assessment in determining whether the prospective recipient has the necessary organizational, experience, accounting and operational controls, financial resources, and technical skills – or ability to obtain them – in order to achieve the objectives of the program and comply with the terms and conditions of the award. Depending on the result of the risk assessment, the AO will decide to execute the award, not execute the award, or award with “specific conditions” (2 CFR 200.208).

[END OF SECTION E – APPLICATION REVIEW INFORMATION]

SECTION F: FEDERAL AWARD ADMINISTRATION INFORMATION

F.1 Federal Award Notices

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

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 2, for a list of the Standard Provisions that will be applicable to any awards resulting from this NOFO.

F.3 Reporting Requirements

- **Financial Reporting:**

Financial Reports will be in keeping with 2 CFR 200.327. In accordance with 2 CFR 200.327, the SF-425 will be required as follows:

The Recipient must submit the Federal Financial Form (SF-425) on a quarterly basis via electronic format. These reports must be submitted within 30 calendar days from the end of each quarter.

- **Performance Reporting**

1. Annual Work Plans. A draft annual work plan for the first year of the program will be submitted within 60 days of award, developed in consultation with USAID and relevant stakeholders. In subsequent years, an annual work plan will be submitted at least 30 days prior to the beginning of the next U.S. fiscal year (i.e. by September 1).

2. M&E Plan. A detailed M&E Plan will be submitted within 90 days of award. The M & E will cover the entire period of the Agreement and will be revised as needed, and in cases of a program modification including the additional of activities under the opportunity modules

3. Quarterly and Annual Results Reports.

Quarterly Reports: The recipient shall submit quarterly results reports describing performance and results achieved. Quarterly narrative reports should generally not exceed 20 pages, excluding Annexes, and must be submitted within 30 days of the end of each U.S. Government fiscal quarter.

Annual Report: The annual results report should cover the period of October 1 through September 30th, or any part thereof in which the project was active, and must be submitted within 90 days of the end of each fiscal year.

4. Final Report

The recipient must submit a final life-of-project report not later than 90 days after the award end date. The final report shall meet the requirements set forth in 2 CFR 200. It shall cover the entire period of the award and include the cumulative results achieved, an assessment of the impact of the program, lessons learned and recommendations, notable impacts, and detailed financial information. It should be grounded in evidence and data.

F.4 Program Income

Program Income earned under this resultant award will be added to the Total Estimated Amount (exclusive of cost share) in accordance with 2 CFR 200.307(e)(2).

F.5 Environmental Compliance

The Foreign Assistance Act of 1961, as amended, Section 117 requires that the impact of USAID's activities on the environment be considered and that USAID include environmental sustainability as a central consideration in designing and carrying out its development programs. This mandate is codified in 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. Recipient environmental compliance obligations under these regulations and procedures are specified in the following paragraphs of this NOFO.

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

An Initial Environmental Examination (IEE) LAC-IEE-20-49 (Annex 4) has been approved for Honduras IPE activity, which covers activities expected to be implemented under this agreement. USAID has determined that these do not have an effect on the natural or physical environment.

F.6 Other Requirements

F.6.1 Terrorism Risk Assessment

USAID/Honduras's 2021 Risk Based Assessment for Terrorist Financing (RBA), which considers the terrorism threat environment in Honduras and is intended to reduce the risk of USAID assistance benefitting terrorist groups, their members, or their supporters, was approved by the USAID's Office of Security on August 3, 2021. The RBA covers this Activity.

SPECIAL PROVISIONS – REQUIRED

F.6.2 Climate Risk Screening

Climate change is having and will continue to have far-reaching impacts on human health, agriculture, urban development, and other sectors for decades to come. By assessing and addressing climate risk, USAID can increase the sustainability and impact of its investments. Climate-resilient development will deliver better, more sustainable project results in the countries where we work, save taxpayers' money, and safeguard our investments.

If USAID/Honduras identifies that this activity has moderate or high climate risk, there will be a need to do further assessment and build climate resilience into the activity. The Recipient] may be asked to carry-out this assessment following USAID guidelines and guidance from the Mission Environmental Officer. Relevant findings from this assessment shall be incorporated into the activity as inputs to the work plan.

F.6.3 Interface with USAID/Honduras' Third-Party Monitoring, Evaluation, and Learning Activity

USAID/Honduras Program Office manages the Monitoring and Evaluation Support for Collaborative Learning and Adapting (MESCLA) activity, implemented by DEXIS. This Activity provides technical support to the Mission's multi-level monitoring, evaluation, and learning needs. With support from this Activity, USAID is designing a structured and ambitious learning agenda to allow the Mission to gather and analyze evidence that will help improve inter and intra-Mission learning, as well as improve management and design of interventions at the activity and project level in order to achieve the intended results.

Under the direction of USAID/Honduras personnel, Recipients are required to cooperate and allow MESCLA access to activity documentation, planning, monitoring, and other related documents for the purposes of evaluation and learning. MESCLA's third-party monitoring and evaluation will not substitute nor supersede the Recipients' obligations regarding activity implementation, monitoring, evaluation, learning, and reporting to USAID/Honduras officials, as

appropriate. The Recipient] must interface effectively with MESCLA to provide operational and technical support for project level evaluation and learning, and activity level monitoring and evaluation without superseding the Recipients' responsibilities under this activity award.

F.6.4 Submissions of Datasets to the Development Data Library (DDL)

(a) Definitions. For the purpose of submissions to the DDL:

- (1) "Dataset" is an organized collection of structured data, including data contained in spreadsheets, whether presented in tabular or non-tabular form. For example, a Dataset may represent a single spreadsheet, an extensible mark-up language (XML) file, a geospatial data file, or an organized collection of these. This requirement does not apply to aggregated performance reporting data that the applicant submits directly to a USAID portfolio management system or to unstructured data, such as email messages, PDF files, PowerPoint presentations, word processing documents, photos and graphic images, audio files, collaboration software, and instant messages. Neither does the requirement apply to the applicant's information that is incidental to award administration, such as financial, administrative, cost or pricing, or management information. Datasets submitted to the DDL will generally be those generated with USAID resources and created in support of Intellectual Work that is uploaded to the Development Experience Clearinghouse (DEC) (see AIDAR 752.7005 "Submission Requirements for Development Experience Documents").
- (2) "Intellectual Work" includes all works that document the implementation, monitoring, evaluation, and results of international development assistance activities developed or acquired under this award, which may include program and communications materials, evaluations and assessments, information products, research and technical reports, progress and performance reports required under this award (excluding administrative financial information), and other reports, articles and papers prepared by the applicant under the award, whether published or not. The term does not include the applicant's information that is incidental to award administration, such as financial, administrative, cost or pricing, or management information.

(b) Submissions to the Development Data Library (DDL)

The Recipient must submit to the Development Data Library (DDL), at

www.usaid.gov/data, in a machine-readable, non-proprietary format, a copy of any Dataset created or obtained in performance of this award, including Datasets produced by a subrecipient at any tier. The submission must include supporting documentation describing the Dataset, such as code books, data dictionaries, data gathering tools, notes on data quality, and explanations of redactions.

Unless otherwise directed by the Agreement Officer (AO) or the Agreement Officer Representative (AOR), the Recipient must submit the Dataset and supporting documentation

within thirty (30) calendar days after the Dataset is first used to produce an Intellectual Work or is of sufficient quality to produce an Intellectual Work. Within thirty (30) calendar days after award completion, the Recipient must submit to the DDL any Datasets and supporting documentation that have not previously been submitted to the DDL, along with an index of all Datasets and Intellectual Work created or obtained under the award. The Recipient must also provide to the AOR an itemized list of any and all DDL submissions.

The Recipient is not required to submit the data to the DDL, when, in accordance with the terms and conditions of this award, Datasets containing results of federally funded scientific research are submitted to a publicly accessible research database. However, the Recipient must submit a notice to the DDL by following the instructions at www.usaid.gov/data, with a copy to the AOR, providing details on where and how to access the data. The direct results of federally funded scientific research must be reported no later than when the data are ready to be submitted to a peer-reviewed journal for publication, or no later than five calendar days prior to the conclusion of the award, whichever occurs earlier.

The Recipient must submit the Datasets following the submission instructions and acceptable formats found at www.usaid.gov/data.

The Recipient must ensure that any Dataset submitted to the DDL does not contain any proprietary or personally identifiable information, such as social security numbers, home addresses, and dates of birth. Such information must be removed prior to submission. The Recipient must not submit classified data to the DDL.

F.6.5 Private Public Partnerships

The success of USAID/Honduras' Country Development Cooperation Strategy (CDCS) relies on strong partnerships, which are key to ensuring that development solutions can be sustained in the long-term by local stakeholders and markets. Private sector engagement is crucial to the success of this proposed activity because (describe how private sector involvement will contribute to Activity objectives). The private sector refers to businesses, entrepreneurs, investors, business associations, chambers of commerce, private grant-making foundations and philanthropic entities.

The goal of private sector engagement, including but not limited to public private partnerships, is to help solve a development challenge and/or to further advance development objectives by leveraging and applying private sector expertise, capabilities, networks and other resources. The latter includes, but is not limited to, business expertise, market access, networks, financial resources and in-kind contributions such as equipment, technology or personnel time.

USAID/Honduras has a Mission Alliance Builder and Public Private Partnerships Working Group (WG). The WG is in the process of developing relationships with locally based companies that have the potential to contribute to USAID/Honduras' CDCS development objectives. As

such, the Awardee will be expected to submit its private sector engagement plan to the AOR prior to formalizing any partnerships.

Given the importance of private sector engagement, including public-private partnerships, USAID/Honduras has developed guidance for Implementing Partners (IPs) on due diligence and steps to take prior to engaging a private sector entity as a partner. The objective of this guidance is to assist USAID IPs in weighing the benefits and risks associated with partnering with a private sector entity to support an informed decision. The Awardee will be expected to plan and budget for due diligence procedures, and the Chief of Party/Director of the Activity will be required to document the analysis of the due diligence in a memorandum that will require AOR concurrence. IPs will be expected to adhere to the due diligence guidance.

USAID/Honduras tracks public private partnerships under its Performance Monitoring Plan. This information is included in the public USAID Partnerships Database. The Awardee will be expected to report all leveraging under public private partnerships using a format to be provided by USAID/Honduras.

F.6.6 Survey Datasets

The Recipient shall submit raw data collected through the activity monitoring and evaluation process in an appropriate format to USAID/Honduras. USAID/Honduras will retain ownership of the survey and all datasets developed. The Recipient must follow the standard and ethical practices of the American Association for Public Opinion Research (<http://www.aapor.org/Standards-Ethics.aspx>) in developing and conducting survey work. The Recipient must also comply with USAID's Human Subject Protection Policy and other survey relevant policies, including those of the GOH, as applicable. Safeguarding the rights and welfare of human subjects involved in the survey research supported by USAID is the responsibility of the Recipient]. USAID has adopted the Common Federal Policy for the Protection of Human Subjects, Part 225 of Title 22 of the Code of Federal Regulations (the "Policy"): <https://www.usaid.gov/sites/default/files/documents/1864/303maa.pdf>

F.6.7 Geographic Data and Cartographic Product Reporting Requirement

Throughout data collection (where practical and economical) for both, context and performance indicators, the Recipient must include geographic information. USAID/Honduras has a dedicated Geographic Information Systems (GIS) Specialist who will develop a GIS database. The GIS database could support geographic mapping and representation of geocoded performance information in MESCLA's performance system. The Recipient must support this GIS function by working with the specialist and implementing partners to ensure that relevant performance information is geocoded. Once the Recipient, USAID, and implementing partners agree on which indicators can be geocoded, USAID will require implementing partners to include this additional information in their regular reporting processes. The awardee should plan and budget to comply with GIS requirements. Further GIS details will be provided post-award.

When Geographic Data is acquired through data use or ownership agreements with the host-country government or other entity, the Applicant must ensure that the agreement makes it permissible for the Geographic Data to be submitted to, and used by, USAID.

A. Standards

I. Geographic Data:

a. Geographic Data must be submitted in industry standard formats such as Shapefile (.shp) or GeoTIFF, or in a File Geodatabase.

b. Geographic Data submitted shall include metadata following the XML schema, ISO 19139, which was developed to provide a consistent manner for presenting the ISO 19115 standard.

c. Geographic Data must be projected to the Geographic Coordinate System World Geodetic System 1984 (GCS WGS 1984). All data must use the World Geodetic System 1984 (WGS 1984) datum.

a. Cartographic products shall be submitted in Adobe PDF format.

b. Cartographic products generated using GIS technology shall be submitted in the industry standard formats of an Esri Map Document (.mxd) or Quantum GIS Project (.qgs). Use of any other format requires the express written approval of the Agreement Officer.

B. Definitions

I. Activity Location Data

The Recipient must submit Activity Location Data which indicates the geographic location or locations where an activity is implemented. Activity Location Data shall be compiled and submitted electronically in Microsoft Excel format using the USAID/Mission Activity Location Template (attached, Section J). If Activity Location Data exists in a Geographic Information System (GIS) data format, it shall be submitted in accordance with the Geographic Data formatting requirements outlined above in addition to the USAID/Mission Activity Location Template. Activity Location Data shall be submitted as part of the second (2nd) and fourth (4th) quarterly reports.

II. Geographic Data

The Applicant shall submit Geographic Data that is acquired or created from an analysis during the implementation of the activity. Geographic Data that is acquired during the process of implementing an activity refers to geographically-referenced data such as demographic and health indicators, infrastructure, and land use land cover that is obtained by the Applicant during the implementation of the activity. Geographic Data that is created during the process of

implementing an activity refers to geographically-referenced data that is generated as the result of an analysis, survey, or by any other means by the Applicant. This includes geographically explicit indicators included in the PMEP. Geographic Data shall be submitted to the COR digitally or on a DVD or an external hard drive, as a part of annual reports.

III. Cartographic Products

Cartographic Products refer to maps or geographic data visualizations that are generated using Activity Location Data or Geographic Data during the implementation of an activity. All Cartographic Products must be clearly labeled with the source of the data and a legend that defines the symbols used. When submitting cartographic products in industry standard formats such as an Esri Map Document (.mxd) or Quantum GIS Project (.qgs), all data contained in the .mxd or .qgs must be also be submitted according to the Geographic Data standards specified above. Cartographic Products shall be submitted as part of annual reports.

SPECIAL PROVISIONS – REQUIRED WITH CONDITIONS

F.6.8 Monitoring, Evaluation, and Learning Plan

The Monitoring, Evaluation, and Learning (MEL) plan shall guide key activities, indicators of achievement, and the associated annual and life-of-activity targets. This plan shall be developed by the Recipient and reviewed and approved by the AOR. The Recipient shall submit a final MEL plan no later than 90 calendar days after award. It is expected that the Recipient will mobilize within 30 days after award. The final MEL plan shall be incorporated into the award by reference.

Performance monitoring must take into account the requirements for two levels of reporting: (1) the selection of indicators consistent with USAID/Honduras' strategic reporting requirements as well as USAID's Standard Foreign Assistance Indicators; and (2) the selection of indicators for internal, activity-level management. While the Recipient may suggest more relevant indicators to better illustrate progress and outcomes of the Activity, the AOR will make final indicator selection upon the review and approval of the MEL plan. These indicators will take into account the results and performance requirements outlined in Section C. All people-level indicators must be sex disaggregated. At a minimum, the indicators outlined in Section C must be included in the MEL Plan. Standard Foreign Assistance Indicators must be listed with their standard indicator numbers. Within the MEL Plan, the Recipient is also encouraged to propose research studies, evaluations, assessments, and other learning activities that are relevant to the overall goals and objectives of this Activity.

The Recipient shall also include the following "integration" indicator in the MEL plan:

- Percentage of interventions implemented in coordination with other USAID/Honduras activities.

Further, the USAID Evaluation Policy defines evaluation as the systematic collection and analysis of information about the characteristics and outcome of programs and projects to

improve effectiveness and/or inform decisions about current and future programming. The Recipient may be expected to include specific evaluation activities throughout the life of the Activity. These could include performance or impact evaluations. For all external evaluations, the Recipient]is expected to cooperate fully with the evaluators.

F.6.9 Collaboration, Learning, and Adapting

The Recipient is expected to contribute to USAID/Honduras' commitment to a multi-faceted Collaborating, Learning and Adapting (CLA) approach to development. The CLA approach is based on the understanding that development efforts yield more effective results if they are coordinated and collaborative, test promising, new approaches in a continuous manner, and seek to generate improvements and efficiencies in programming. Further, CLA stresses the importance of building on what works and eliminating what does not. To support CLA efforts in creating conditions that foster broader development success, the Recipient is expected to promote:

- Collaboration: Facilitating collaboration both within and outside USAID. This collaboration includes that with other USAID Activities, with the Government of Honduras, local actors and other groups operating in the same sector, municipality, or region. This may involve enhancing existing stakeholder engagement in learning and coordinating with other USG- or other donor activities to ensure complementarity, while also facilitating information sharing and the strengthening of knowledge networks.
- Learning: Integrating new learning, innovations, and performance information back into the Activity to inform program management, design, USG-GOH policy dialogue opportunities, and funding allocations. This is achieved by creating regular pauses within the Activity implementation plan wherein stakeholders and partners reflect on progress and lessons learned to date. Further, by conducting an analytical review of existing and/or new evidence that may inform the Activity's implementation. Learning activities relevant to the overall goals and objectives of this Activity will be reviewed and approved by the AOR.
- Adapting: Translating learning from implementation experience or external sources into strategic and programmatic adjustments, considering changing conditions and emerging risks and game changers. This is achieved by adjusting work plans, interventions, and management structures and operational approaches to account for contextual shifts or tacit learning from a team's experience, while explicitly sharing a clear, well-articulated rationale for adjustments along the way. Changes to the work plans and interventions, and allowable changes to management structures and operational approaches, will be reviewed and approved by the AOR.

It is also understood that CLA takes into account programmatic learning and shifts generated by the Activity (outward-generating) as well as those adopted by the Recipient from external learning sources.

F.6.10 Reducing Irregular Migration

The United States Government, including USAID, has prioritized efforts to reduce irregular

migration to the United States. Specifically, USAID seeks to mitigate its drivers and maximize the potential to reintegrate returned migrants. As a result, each Applicant for a USAID/Honduras Activity is required to include a discussion of how a final award would affect irregular migration and/or the reintegration of returnees.

The Applicant must also discuss adherence to Do No Harm principles that can ensure an Activity would not inadvertently create perverse incentives for irregular migration, dangers to returnees or obstacles to their reintegration.

F.6.11 Youth Programming and Development

Given the key roles youth ages 10-29 play in Honduran society, the challenges they face, and that 75 percent of Honduran migrants at the U.S. Southwest border between 2013 and 2019 were under age 30, USAID has increased efforts to effectively engage youth as partners. USAID is pursuing more responsive, innovative, and cost-effective approaches for empowering youth to contribute to and benefit from their country's development.

In response to Agency requirements and to increase the effectiveness of the Activity, the Applicant, following Positive Youth Development principles established in the USAID Youth in Development Policy, must incorporate in the application clear and practical approaches to involve youth and address the challenges they face to accomplish the Activity's results. The Applicant must describe its specific experience implementing, and monitoring sector-specific and cross-sectoral youth programs in diverse settings, including conflict-affected areas, as well as include illustrative youth indicators to measure the Activity goals.

F.6.12 Anti-Corruption and Transparency

The United States Government, including USAID, has prioritized and increased its focus on integrating anti-corruption and transparency efforts across its interventions. As defined in [USAID Honduras's Country Development Cooperation Strategy](#), anti-corruption efforts are paramount to effecting positive change across its Development Objectives. Given the endemic levels of corruption in Honduras, the Applicant must incorporate in the application clear, practical, and measurable approaches to promote anti-corruption, access to information, and transparency principles and initiatives in the sectors where interventions are planned. To prevent or mitigate inherent risks in doing business in Honduras, as applicable, the Applicant must describe in its application the preventive measures to be applied to reduce the risk that USAID resources inadvertently contribute to corruption, its supporters, financiers, or affiliates.

To the extent possible and as appropriate the Applicant should include at least one illustrative indicator that measures advancement of anti-corruption and transparency efforts.

F.6.13 Geographic Approach

To achieve the goal and results set forth in USAID/Honduras's Country Development

Cooperation Strategy (CDCS), the Mission has defined geographic zones of influence to guide its programming and strategic implementation. The purpose of the zones of influence is to create synergies and promote integration across activities and portfolios, fostering an environment conducive to results achievement and reduced irregular migration and its drivers as articulated in the Development Objectives.

As a data-driven Mission, USAID/Honduras incorporates evidence-based data to define the geographies that meet the basic conditions to achieve its CDCS goal and Development Objectives. A robust spectrum of dimensions are considered in this analysis, including: irregular migration trends, USAID historic intervention, citizen security metrics, youth demographics, gender based violence indicators, poverty and unsatisfied needs, existing judicial and security structures that provide access to justice, economic conditions, education metrics, COVID-19 pandemic, and patterns of land use and production potential. The final list of municipalities within the defined zones of influence where the Activity will focus its implementation will be reviewed and approved by the Mission.

While the Applicant may suggest the expansion to other municipalities that meet USAID/Honduras' geo targeting criteria and improve the Activity's progress and outcomes, the Mission will make the final selection.

F.6.14 Title to Property

Property title under the resulting agreement, except for motor vehicles, shall vest with the recipient in accordance with the requirements of 2 CFR 200.310 - 200.316. Title to motor vehicles shall be vested in the USG (2 CFR 200.313) until changes in the corresponding GoH Resolution/Document state otherwise.

[END OF SECTION F – FEDERAL AWARD ADMINISTRATION INFORMATION]

SECTION G: FEDERAL AWARDING AGENCY CONTACT(S)

1. NOFO Points of Contact

Agreement Officer:

Nathan Olah
USAID/Honduras
Office of Acquisition and Assistance
Ave. La Paz
Tegucigalpa, Honduras
Email: nolah@usaid.gov

Acquisition and Assistance Specialist

Anne L. Busaka
USAID/Honduras
Office of Acquisition and Assistance
Ave. La Paz
Tegucigalpa, Honduras
Email: abusaka@usaid.gov

Agreement Officer's Representative: To be Determined (TBD)

Questions to this NOFO should be sent to the following Email address: oaahonduras@usaid.gov

2. Acquisition and Assistance Ombudsman

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

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

[END OF SECTION G – FEDERAL AWARDING AGENCY CONTACT]

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.”

[END OF SECTION H – OTHER INFORMATION]

ANNEX 1 - SUMMARY BUDGET TEMPLATE

Line Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total Amount (USD)
Salaries and Allowances						
Fringe Benefits						
Travel and Transportation						
Procurement or Rental of Goods (Equipment and Supplies)						
Sub-awards						
Other Direct Costs						
Total Direct Charges						
Indirect Charges (if any)						
Sub-Total						
Cost Share						
Total Costs						

ANNEX 2 - 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.

ANNEX 3 - ABBREVIATIONS AND ACRONYMS

ACRONYMS

ADS	Automated Directive System
AOR	Agreement Officer's Representative
CARSI	Central America Regional Security Initiative
CDCS	Country Development Cooperation Strategy
CLA	Collaboration, Learning and Adapting
CoP	Chief of Party
CRS	Catholic Relief Services
CSO	Civil Society Organization
DO	Development Objective
DQA	Data Quality Assessment
GNP	Gross National Product
INE	<i>Instituto Nacional de Estadística</i> (National Statistics Institute)
IP	Implementing Partner
IPE	Improving Pathways to Education
LAPOP	Latin American Public Opinion Project
MELP	Monitoring, Evaluation and Learning Plan
MESCLA	Monitoring & Evaluation Support for Collaborative Learning and Adapting
MOE	Ministry of Education
NGO	Non-gubernamental Organizations
NRC	Norwegian Refugee Council
PD	Program Description
PTA	Parent Teacher Association

SEDUC	Secretaria de Educación
SEL	Social and Emotional Learning
UDL	Universal Design for Learning
UNICEF	United Nations Children Fund
USAID	United States Agency for International Development
USG	United States Government
ToC	Theory of Change
WASH	Water, Sanitation and Hygiene

ANNEX 4 - INITIAL ENVIRONMENTAL EXAMINATION

See attachment – LAC-IEE-20-49