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Acquisition and Assistance Team

Issuance Date: July 13, 2015
Questions Due: July 23, 2015; 4:00pm local Kigali Time
Closing Date: August 17, 2015
Closing Time: 4:00 pm local Kigali time

Subject: USAID/Rwanda Request for Application (RFA) No. RFA-696-15-000007 School-Community Partnerships for Education (SCOPE)

Ladies and Gentlemen:

The United States Government, as represented by the United States Agency for International Development in Rwanda (USAID/Rwanda), is seeking applications from qualified and eligible organizations for a four-year activity to improve literacy outcomes for children in primary grades in Rwanda.

It is USAID policy not to award profit under assistance instruments. However, all reasonable, allocable, and allowable expenses, both direct and indirect, which are related to the grant program and are in accordance with applicable cost principles (2 CFR 400 for "non-Federal entities and 48 CFR 31.2 for for-profit entities), may be paid under the agreement.

This RFA is being issued and consists of this cover letter and the following:

1. Section I, Program Description;
2. Section II, Federal Award Information;
3. Section III, Eligibility Information;
4. Section IV, Application and Submission Information;
5. Section V, Application Review Information;
6. Section VI, Federal Award and Administration Information;
7. Section VII, Federal Awarding Agency Contact(s);
8. Section VIII, Other Information; and
9. Annexes/Attachments.

Subject to the availability of funds, USAID intends to provide approximately $8.7 million to be allocated over the 4-year period. USAID anticipates awarding one cooperative agreement as a result of this solicitation. USAID reserves the right to fund any or none of the applications submitted.

Applications must be received by the closing date and time indicated at the top of this cover letter and pursuant to the instructions contained in the RFA. Any questions concerning this RFA must be submitted in writing to Bernard Mutembe at bmutembe@usaid.gov with a copy to Martin Fischer at mfischer@usaid.gov no later than the time and date stated on the cover page of this RFA. If it is determined that the answer to any question(s) is of sufficient importance to warrant notification to all prospective recipients, a Questions and Answer document, and/or if needed, an amendment to the RFA, will be issued.

Applicants are requested to submit both technical and cost portions of their applications in separate electronic attachments. Award will be made to the responsible applicant who submits the best application under the merit review criteria outlined in this RFA.

Issuance of this RFA does not constitute an award commitment on the part of the Government, nor does it commit the Government to pay for costs incurred in the preparation and submission of an application. In addition, final award of any resultant agreement cannot be made until funds have been fully appropriated, allocated, and committed through internal USAID procedures. While it is anticipated that these procedures will be successfully completed, potential applicants are hereby notified of these requirements and conditions for award. Applications are submitted at the risk of the applicant; should circumstances prevent award of a grant, all preparation and submission costs are at the applicant's expense.

Sincerely,

Martin Fischer
Agreement Officer
USAID/Rwanda
mfischer@usaid.gov

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SECTION I - PROGRAM DESCRIPTION

Pursuant to2 C.F.R. Section 200, Appendix I, this section includes: (A) a general program description of the proposed program; and (B) a statement identifying the authorizing legislation.

A. GENERAL DESCRIPTION OF FUNDING OPPORTUNITY

Set forth below is a description of the proposed program, covering:

1. Purpose;
2. Background;
3. Results and Goals;
4. General Program Parameters; and
5. Activity Description.

1. Purpose

The primary purpose of the School-Community Partnerships for Education (SCOPE) is to improve literacy outcomes for children in primary grades.

Student learning is enhanced by supportive home environments and communities, and ensuring the provision of quality education and high levels of student learning is a community issue that extends beyond the classroom and formal education structures. By fostering partnerships between schools and the broader community, SCOPE will lead to greater engagement by education stakeholders to support schools and improve student literacy skills.

SCOPE will consist of three interrelated core activities:

1. Strengthen the capacity of school leadership to improve student literacy through school-community partnerships;
2. Increase effective community and parental involvement to improve literacy skills; and
3. Foster a culture of reading.[1]

In addition, SCOPE activity design will ensure that Rwandans nationwide, including females, people with disabilities and vulnerable populations, are included in activities in ways that bring about empowerment and equitably shared benefits.

2. Background

The relevant background consists of: a. Country Context; b. Key Challenges; c. Government of Rwanda Education Strategy; d. Donors and Development Partners Collaboration and Support; e. USAID Strategy and Policy; and f. USAID/Rwanda Country Development Cooperation Strategy.

[1] In a culture of reading, people value literacy and create opportunities to practice and enjoy reading together.

a. Country Context

Over the past two decades, Rwanda has been transforming quickly, with dramatic economic growth and the goal of becoming a middle income country by the year 2020. An effective education system is necessary to strengthen Rwandan human resources and foster further economic, social, and political advances.
The country has made significant progress in access and equity in education, reaching primary school net enrollment of 96% in 2013 (97.5% for girls, 95.7% for boys).[2] However, ensuring the quality of education remains a challenge, and many children are not learning to read well in the early grades. In a recent assessment of reading fluency conducted by the USAID/Rwanda *Literacy, Language, and Learning* (L3) activity, approximately 60% of students at the end of grade one, 33% of students at the end of grade two, and 21% of students at the end of grade 3 could not read a single word of a grade-level text.[3] Related issues of dropout (11.1%) and repetition (12.5%) also plague primary schools.[4] The development of foundational skills in the early grades is essential for success in school and for Rwanda to achieve its ambitious national development agenda.

SCOPE is designed to improve early-grade reading skills by creating school-community partnerships to support high-quality reading instruction in school, and opportunities for reading practice outside of school. Teachers and educational leaders have the most direct influence on instructional events, but are also well-positioned to encourage school-community partnerships and promote literacy. The community is well-positioned not only to advocate for quality instruction, but also to create an environment beyond the school walls that is conducive to student reading and achievement. However, school-community partnership in education is not easy to achieve.

b. Key challenges include the following:

- A widespread feeling among parents that involvement in schools is not their business;
- Among parents and community members, lack of time and/or lack of confidence in their ability to contribute to schooling and student learning (partially because of low levels of literacy and lack of educational attainment);
- Difficulty recruiting qualified people to serve on school committees. Community participation in school governance has been characterized by low capacity and high turnover;
- Exclusive association of school involvement with financial contribution. Even with the elimination of tuition fees, other schooling costs including financial contributions collected through School General Assemblies, strain the budgets of people living in poverty.[5] This association is at the expense of a more open discussion on the mutual accountability of parents

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[2]MINEDUC.(2014).*Education Statistical Yearbook.* Available at http://www.mineduc.gov.rw/resources/statistics/

[3]Education Development Center.(2014 November). USAID/L3: National Fluency and Mathematics Assessment Baseline Report.

[4]MINEDUC.(2014). Education Statistical Yearbook.

[5]Williams, T.P., Abbott, P., & Mupenzi, A. (2014). 'Education at our school is not free': The hidden costs of fee-free schooling in Rwanda. *Compare: A Journal of Comparative and International Education,* DOI: 10.1080/03057925.2014.938611.

and teachers to achieve learning outcomes;
- Reluctance of management and leadership within schools to involve parents in two-sided dialogue and exchange;
- Inadequate communication and collaboration among educational stakeholders (i.e. parents, teachers, school leadership, local officials) to advance pupils' learning;
- Competing/conflicting demands on the time of head teachers, such that building school-community partnerships and promoting high-quality reading instruction are not given priority;
- Lack of evidence regarding strategies for effective school-community partnerships for improving reading skills in the Rwandan context;
- Lack of access to relevant, high-quality Kinyarwanda-language reading material, associated with the lack of capacity of the local publishing industry;[6] and
- Lack of a nationwide culture of reading.[7]

c. Government of Rwanda Education Strategy

Improving quality and learning outcomes across primary education, including the acquisition of basic literacy in the early grades, is a national priority. The Government of Rwanda's Education Sector Strategic Plan (ESSP 2013-2018) challenges the education sector to improve quality and learning outcomes by*addressing capacity at individual, institutional and systems levels…to facilitate cooperation…and strong partnerships.*[8] SCOPE is designed to improve early-grade literacy outcomes by strengthening the capacity of school leadership, School General Assemblies (SGAs), and the local community to accelerate educational developments and encourage reading outside of school.

d. Donors and Development Partners Collaboration and Support

One of USAID's current investments in Basic Education activities in Rwanda is the *Literacy, Language, and Learning* (L3) initiative (2011-2017), which is working to improve early-grade reading and math outcomes by supporting teacher training, developing and distributing instructional materials for Kinyarwanda and English (grades 1-4), and engaging communities.[9]

SCOPE's focus on enhanced school-community partnerships for improved literacy is intended to complement L3 as well as future USAID/Rwanda Education activities to ensure the acquisition of foundational literacy skills.

SCOPE will build on the following experiences and initiatives of the Government of Rwanda (GOR), USAID, and other development partners related to school leadership, school-community partnerships and a culture of reading:

- With the support of development partners, the Teacher Development and Management Department of the Rwanda Education Board (REB/TDM)

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[6]Honeyman, C. (2014). *Early literacy promotion in Rwanda: Opportunities and obstacles.*Save the Children.

[7]Laterite Ltd. (2014). *Save the Children Literacy Boost: Baseline study for the community component.* Also, Friedlander, E., Habimana, B.N., Goldenberg, C. (2014). *Literacy Boost Rwanda: Home literacy environment survey baseline report.* Both available at https://rwanda.savethechildren.net/resources?page=1.

[8]MINEDUC.*Education Sector Strategic Plan (2013/14 – 2017/18).* Page 28.Available at http://www.mineduc.gov.rw/resources/policies/

[9]See http://l3.edc.org.

established the School Leadership and Management Unit, whose mission is to contribute to teacher effectiveness and student learning by enhancing school leadership and management competencies and community involvement in education.

- Development partners have supported the GOR in the development of standards for effective school leadership, a component of the broader norms and standards for quality education, which articulate expectations for school leaders and provide a framework for professional development (both pre-service and in-service).
- Collaboration of organizations interested or active in community involvement in education has been enhanced through the Rwanda Education NGO Coordinating Platform (RENCP), in particular their Community Involvement Working Group.[10]
- MINEDUC, in collaboration with development partners published a manual (in 2009) explicating the structure and functioning of Parent-Teacher Committees (now referred to as SGACs).
- Collaboration of the large number of institutions and organizations working to promote literacy has been enhanced through *Rwanda Reads,* a platform for networking and collaboration among stakeholders, including public, private, and donor entities.
- Rwanda Library Services has established public libraries throughout the country and coordinates capacity-building and literacy activities involving its community-based libraries.
- The current USAID-funded L3 initiative has been active in promoting school-community partnerships and a culture of reading. For instance,
    - Training school committee members on promoting and supporting teacher motivation, equity in education, and community support to literacy
    - Campaigning for parents to support the use of L3 materials
    - Establishing Community Mobile Libraries[11]
    - Facilitating community literacy volunteers
    - Organizing a national writing competition[12]

e. USAID Strategy and Policy

SCOPE will support Goal One[13] of the USAID Global Education Strategy 2011-2015 for improved reading skills for children in the primary grades, with the understanding that *education is both foundational to human development and critically linked to broad-based economic growth and democratic governance.*[14]

SCOPE will also align with USAID's Gender Equality and Female Empowerment Policy,[15] and USAID's Disability Policy.[16] Interventions must strategically plan to include the

[10] See http://www.rencp.org/committee/community-involvement/for a list of members.

[11] REB, in partnerships with L3 and Peace Corps, is establishing at least 80 community libraries across the country by 2016.

[12] REB, in partnerships with L3 and the USAID-funded Drakkar All Children Reading Rwanda activity conducted the 2014 *Andika Rwanda* competition.

[13] The USAID Global Education Strategy 2011-2015 identifies three global education goals; Goal One is *Improved* ***reading skills*** *for 100 million children in primary grades by 2015.*

[14] USAID. (February 2011). *Education: Opportunity Through Learning: USAID Education Strategy.* Available at http://pdf.usaid.gov/pdf_docs/PDACQ946.pdf

[15] See http://www.usaid.gov/sites/default/files/documents/1870/GenderEqualityPolicy.pdf

[16] See http://pdf.usaid.gov/pdf_docs/PDABQ631.pdf

participation of women and girls, people with disabilities, and other vulnerable populations (as described in the *Inclusive and Gendered Approach to Development* section later in this document).

f. USAID/Rwanda Country Development Cooperation Strategy

The overall Goal of the USAID/Rwanda Mission, as stated in the Country Development Cooperation Strategy (2014-2018), is *to accelerate Rwanda's progress to middle income status and better quality of life through sustained growth and reduction of poverty.* A critical element for this growth is *increased opportunities for Rwandan children and youth to succeed in schooling and the modern workplace*, the Development Objective of USAID/Rwanda's Education program. The Intermediate Result of *improved literacy outcomes for children in primary grades* is necessary for such success in school. SCOPE's interventions to build school-community partnerships will focus on activities expected to improve literacy outcomes for children in primary grades.

3. Results and Goals

The results anticipated under this program and applicable results framework are specified below.

a. Results Framework and Development Hypothesis

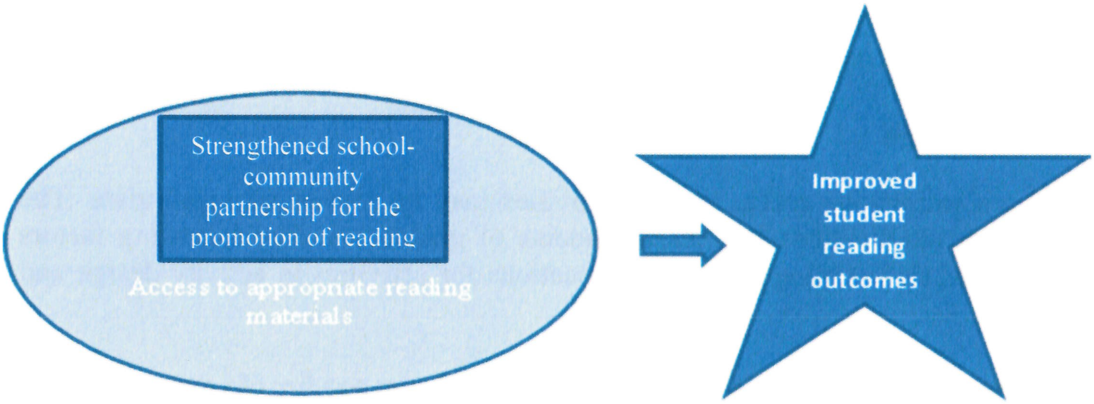
SCOPE aims to build a context of effective school leadership, school-community partnerships, and reading culture that will contribute the development of literacy skills, and will work in collaboration with other USAID-funded initiatives to achieve the project purpose and goal. As shown in the USAID/Rwanda Education Results Framework below, SCOPE's contributions to *increased quality of instruction* and *increased access to high quality, relevant reading materials* will support the classroom interventions of other USAID-funded activities to achieve *improved literacy outcomes for children in the primary grades.*

Table 1 – Results Framework for SCOPE

<table>
<tr><td colspan="2">Project Goal: Increased opportunities for Rwandan children and youth to succeed in schooling and the modern workplace</td></tr>
<tr><td colspan="2">Project Purpose: Improved literacy outcomes for children in primary grades</td></tr>
<tr><td>Outcome 1: Increased quality of instruction</td><td>Outcome 2: Increased access to high quality, relevant reading materials</td></tr>
<tr><td>Output 1.1: Increased capacity of educational leaders to support improved student literacy outcomes</td><td rowspan="3">Output 2.1: Increased supply of appropriate early-grade reading materials available to the community</td></tr>
<tr><td>Output 1.2: Increased capacity of SGACs to support improved student literacy outcomes</td></tr>
<tr><td>Output 1.3: Increased community and parental involvement to support improved student literacy outcomes</td></tr>
</table>

The development hypothesis of SCOPE is: If school-community partnerships for the promotion of literacy are strengthened and complemented by access to reading materials, then student literacy outcomes will improve.

Figure 1 - SCOPE Development Hypothesis



The development of foundational literacy skills for all children in the first three years of primary school in Rwanda is a challenge that requires not only reforms inside schools, but also reforms outside of the classroom and across the broader system. The support of parents and the community is vital to develop an effective education system that ensures that children acquire foundational literacy skills in the early grades.

b. End of Activity Vision

By the end of the activity, SCOPE envisions the following:

More students will be able to read at grade level with fluency and comprehension because they are participating in out-of-school instructional and practice activities that complement their in-class instructional activities. With the support of local officials and an effective system of professional development, head teachers and SGACs will promote the active participation of men and women in supporting children's reading acquisition, including people with disabilities, the poor, and other vulnerable populations. Parents throughout Rwanda will be aware of what and how their children are reading in school, and will be involved in supporting their children's learning both in and out of school. Parents will deem literacy skills foundational for success in school; promote reading at home and in the community; and set high expectations for the academic achievement of their children. Reading resources in the community will be accessible and well-utilized. The culture of reading will be growing stronger and stronger throughout Rwanda.

It is expected that over the life of the SCOPE activity, head teachers of non-private primary schools nationwide (about 2,700)[17] will be supported to promote literacy through school-community partnerships. Reading materials will be supplied so that students at each of these schools will have access to something appropriate to read outside of school hours.

SCOPE, working in the context of other interventions aimed at improving the quality of classroom instruction and access to high-quality, relevant teaching and learning materials,

[17] MINEDUC's *2013 Education Statistical Yearbook* reports that there were 2,650 primary schools in Rwanda in 2013.

will contribute to improved literacy outcomes for children in the primary grades, leading to increased opportunities for their success in schooling.

4. General Program Parameters

The following principles provide the operational guidance that will be critical for the successful and sustainable implementation of SCOPE.

a. Geographic Scope

SCOPE will have nationwide reach, though activities may be phased as appropriate. The focus should be on interventions that reach students of grades 1-3. The following factors should be considered determining the specific locations for activities in activity design and phasing.

- Penetration of media - 60% of households in Rwanda own a radio; 6% own a television. 71.5% of households in urban areas have a mobile phone, compared with 40.6% in rural areas; 16% of households have access to internet in urban areas, while less than 2% have access to internet in rural areas.[18]
- Levels of education - The literacy rate among the population aged 15 and above is 68.3% (82.4% urban, 65.2% rural; 72.4% male, 64.7% female). About 57% of the resident population aged three and above have attended primary school, 12% have attended either post-primary or secondary school and about 2% have tertiary education.[19]
- Employment - Over 85% of Rwanda's estimated 11 million people live in rural areas. While in Kigali City 52.9% of working adults have non-farm waged employment, only 16.9% do nationwide.[20]
- Previous and current activities in community development and school-community partnerships, including work of local organizations and development partners, should be taken into account to coordinate activities and build on existing developments and lessons learned.

b. Sustainability Considerations

USAID/Rwanda is committed to promoting the sustainability of its investments, and SCOPE's design features should build the skills, knowledge, and institutions that can make

[18]NISR. (2011). *The Third Integrated Household Living Conditions Survey* (EICV3).
[19]NISR.(2012). *Rwanda Fourth Population and Housing Census.*
[20]NISR. (2011). *The Third Integrated Household Living Conditions Survey* (EICV3).

development processes self-sustaining. Specifically, SCOPE should:[21]

- Assist where there is demonstrable local demand and ownership (such as the call for community participation in education by the GOR in the Education Sector Strategic Plan 2013/4-2017/18);
- Build the skills and capacity of local stakeholders so that the elements for maintaining potential gains remain;
- Nurture relevant institutions to analyze, implement, and evaluate activities;
- Ensure that activities are tied to sustainable financing models, and are cost-effective.

The Recipient should promote the sustainability of SCOPE activities, and include consideration of local institutional capacity, social soundness, and financial sustainability.

c. Partnering, Linkages, and Coordination

In addition to SCOPE and the current L3 activity, USAID/Rwanda will be investing in new activities that aim to support improved literacy outcomes for children in the primary grades. The Recipient must establish plans to develop collaborative relationship among GOR initiatives, USAID-funded activities, the efforts of other development partners or local initiatives, and the private sector.

d. Local Capacity Development

In alignment with USAID Forward principles to strengthen local capacity and encourage local solutions by investing in local organizations, SCOPE will, to the extent feasible, work with local partners. Local partners include both governmental and non-governmental partners at the national and local levels, and engagement can be both direct and indirect.[22]The Recipient should work with and support local organizations. If sensible, USAID/Rwanda encourages sub-awards to local non-governmental organizations for implementation of SCOPE activities.

Activity management should be structured to enhance local partners' technical and institutional capacities to sustain SCOPE activities, manage similar activities, or otherwise become stronger institutions.[23]The Recipient should assess the capacity of partners prior to issuing a sub-award or engaging in a different form of capacity-building relationship, use the results of the assessment to guide capacity development approaches, and monitor capacity improvements. Note that local capacity development activities should include but need not be limited to recipients of sub-awards.

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[21]USAID. (2014). *ADS Chapter 200: Introduction to Programming Policy.* Available at http://www.usaid.gov/sites/default/files/documents/1870/200.pdf

[22]USAID. (2013). Local capacity development: suggested approaches. Available at http://www.usaid.gov/sites/default/files/documents/1870/201saf.pdf

[23]See http://www.developmentiscapacity.org/home for best practices related to USAID's Local Capacity Development

e. *Inclusive and Gendered Approach to Development*

SCOPE seeks to improve the literacy skills of all students in primary school - including girls, students with disabilities, children living in extreme poverty, and other vulnerable groups – so as to increase the ability of Rwandan children to succeed in school. SCOPE's interventions are community-focused; as such its interventions should be designed to promote inclusive participation and benefit, reaching beyond the classroom and considering gender issues in the community.

A review of gender/inclusion issues that are likely to relate to SCOPE interventions has found the following:

- While girls progress through primary grades with less repetition and dropout than boys and tend to complete primary school in greater numbers at the correct age,[24] girls are less likely than boys to continue school through higher education, to be high academic achievers, and to assume leadership positions in the education sector.
- Access remains limited for children with disabilities. Those with disabilities are four times more likely to be found not attending school than those with no disabilities, and disabilities tend to hinder girls' access to school more than boys: 33.4% of males with disabilities have no schooling, while 50.2% of females with disabilities have no schooling.[25] People with disabilities in Rwanda face high levels of stigma and discrimination. Many people believe that education is pointless for children with disabilities because they are not confident they can succeed.[26]
- Females are underrepresented in administrative and decision-making roles. At the primary school level, administrative staff is 70% male, 30% female.[27] Sector education officers (SEOs) are 77% male, 23% female.[28]
- SGACs are observed to include many women (both mothers and teacher/student representatives), but they are almost exclusively chaired by men who have the final say on any decisions taken by the committee.[29]
- 34.1% of adult women self-report that they do not know how to read in any language, compared with 24.1% of men.[30]

[24]MINEDUC.(2014). *Education statistics yearbook.*
[25]NISR. (2012). *Rwanda Fourth Population and Housing Census – Thematic Report: Education characteristics of the population.*
[26]NUDOR.(2014). *Girls' education stakeholder position paper.*
[27]MINEDUC.(2014). *Education statistics yearbook.*
[28]Rwanda Education Board. (2014). *Yellow pages Rwanda: sector education officers.*http://www.yellowpagesrwanda.com/slm/seos/index.php. Accessed September 17, 2014.
[29]Nock, S. & Dusenge, A. (2012).*Gender equality in teaching and education management: a participatory qualitative research report by Pro-Femmes Twese Hamwe and VSO Rwanda.*
[30]NISR.(2012). *Rwanda Fourth Population and Housing Census.*

Factors that hinder girls' achievement and advancement include the following:

- A gendered norm of female responsibility for household tasks that diverts time and attention from school.
- Unplanned pregnancy which leads to increasing childcare responsibilities.
- Lower expectations for the high academic achievement of girls than for boys.
- Teacher behavior unconducive to the active participation and comfortable attendance of girls.
- A counterproductive cycle in which the lack of female role models in high-level and decision-making positions reinforces the tendency of girls not to pursue these positions, and the low number of women who complete higher levels of education limits qualifications necessary to reach higher positions in employment. Similarly, there are few teachers with disabilities and this has an impact on providing positive role models.
- A perception of men, rather than women, as opinion leaders.
- A lack of self-confidence among women. The lower literacy rate among women may contribute to their confidence and perception of their ability to participate in SGA activities.
- Dropout and lack of attendance are issues affecting both boys and girls. Students drop out for many of the following reasons: 1) possible repetition, 2) household costs beyond the family's ability to pay, 3) student's domestic responsibilities, 4) parental attitudes around the value of education, 5) low achievement as national examinations approach, 6) long-term illness, 7) employment pull, 8) lack of interest, 9) teacher attitudes and behaviors, and 10) pregnancy.[31]

As SCOPE aims to promote inclusive community growth and development, SCOPE activities must be designed to encourage and facilitate the active participation and voice of all community members and support high learning outcomes for all students, including women and girls, people with disabilities, and other vulnerable populations. Implementation should demonstrate attention to gender equality and empowerment of vulnerable populations. In addition to the interventions and approaches integrated into the overall activity design, SCOPE management should promote gender equality and female leadership in its own organizational structures and staffing. Monitoring plans should include indicators that capture efforts toward gender equality. All person-level indicators must be disaggregated by sex and disparities analyzed and addressed.

[31] REB. (2013). *Study on drop out and repetition in primary and secondary schools.*

f. General Implementation Approach

As articulated above, the ultimate aim of SCOPE is to improve literacy outcomes for students in the first three years of primary school. Toward this goal, SCOPE will increase the capacity of school leadership to support parents as they support their young readers, in a partnership that is characterized by positive relationships, high expectations, parental involvement, mutual accountability, and prioritization of reading skills development. Additionally, SCOPE will work with the *Rwanda Reads* networking platform and communities throughout Rwanda over the course of the four-year activity.

SCOPE's approach aligns with and advances the Rwanda Education Board's Standards for Effective School Leadership which that state, "*school leaders should commit to engaging with parents and the community in order to raise expectations and improve provision and students outcomes.*" Head teachers are community leaders who should be informed and can support community activities for literacy. Moreover, when policies, management structures, and effective professional development support the prioritization of partnerships for literacy, head teachers and other local leaders can spur parental/community participation to increase student literacy levels in the early grades. Best practices for community mobilization for literacy through formal structures in the education sector should be institutionalized for sustained support of school-community partnerships beyond the life of SCOPE.

The *ESSP 2013-2018* highlights the potential of SGACs to contribute to improving the quality of education. However current and past efforts by development partners to build the capacity of school committees have suggested that traditional training of members on their roles and responsibilities within committees is often not sustained because of high turnover and limited transfer of skills and information, along with the other obstacles to parental participation outlined in the *Background* section. SCOPE envisions that a focus on professional development of head teachers and local leaders will prove more successful, equipping these school leaders with a common vision of partnerships, strategies to engage parents and the community, and ability to analyze needs and seek appropriate resources for the capacity-development of their respective SGACs.[32] In turn, SGACs have potential to support the mobilization of the broader SGA/parents for increased parent/community activities that promote the development of students' literacy skills.

5. Activity Description

This Section provides more information about the activities envisioned under SCOPE. The required and illustrative activities for each objective are listed as is the potential indicators involved.

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[32] The School General Assembly Committee (SGAC) is the representative body of the broader School General Assembly (SGA), and includes 4 parents, the school owner, the Head teacher, 2 teachers, and 2 students. The role of the SGAC is to monitor, analyze, and follow-up with selected issues in the school, including school management and governance, and report to the SGA. SGACs are also referred to as Parent-Teacher Committees (PTC). For further details, refer to Law n°23/2012 of 15/06/2012 governing the organization and functioning of nursery, primary and secondary education, which can be accessed at http://www.primature.gov.rw.

Table 2 – Required and Illustrative Indicators for SCOPE

Project Goal	Increased opportunities for Rwandan children and youth to succeed in schooling and the modern workplace	**3.2.1-28** Proportion of students who, by the end of the primary cycle, are able to read and demonstrate understanding as defined by the Rwandan curriculum, standards, and national experts across subject areas	GOR P6 National Primary Leaving Exam (PLE)	GOR Statistics	Annually	Male/Female
Project Purpose	Improved literacy outcomes for children in primary grades	Proportion of students who, by the end of three grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	USAID Implementing Partners	Partner Records	Annually	Male/Female Urban/Rural
Outcome 1	Increased quality of instruction	**3.2.1-35** Number of learners receiving (evidenced-based) reading interventions at the primary level	USAID Implementing Partners	Partner Records	Quarterly	Male/Female
Output 1.1	Increased capacity of educational leaders to support improved student literacy outcomes	**3.2.1-3** Number of administrators and officials successfully trained with USG support	USAID Implementing Partners	Partner Records	Quarterly	Male/Female
		3.2.1-38 Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access	USAID Implementing Partners	Partner Records	Quarterly	
		Illustrative Indicator: • Proportion of head teachers taking specific actions to improve student literacy outcomes				
Output 1.2	Increased capacity of SGACs to support improved student literacy outcomes	**3.2.1-18** Number of PTAs or similar school governance structures supported by USG	USAID Implementing Partners	Partner Records	Quarterly	
		Illustrative Indicators: • Proportion of active SGACs • Proportion of SGACs chaired by women • Number of activities facilitated by the SGAC to improve student literacy • Representation of women, people with disabilities and members of vulnerable populations in SGACs • Proportion of parents and teachers with increased awareness of their role in holding one another accountable for achieving student learning outcomes • Attitudes of community members on issues of inclusion and gender equality				
Output 1.3	Increased community and parental involvement to support improved student literacy outcomes	Illustrative Indicators: • Proportion of parents attending school meetings and events • Attitudes of parents regarding reading and expectations for their children's success in school • Attitudes of students regarding reading and expectations for their own success in school • Number of hours per week students spend reading outside of school • Proportion of parents who listen to their children read at home • Number of community reading models developed				
Outcome 2	Increased access to high quality, relevant teaching and learning materials	Illustrative Indicators: • Proportion of students who have borrowed community reading resources to take home • Proportion of students who have something appropriate to read in their home • Proportion of students who have visited a community library • Proportion of students who visit a community library at least once a week				
Output 2.1	Increased supply of appropriate early-grade reading materials available to the community	**3.2.1-33** Number of appropriate textbooks and other teaching and learning materials (TLM) provided with USG assistance	USAID Implementing Partners	Partner Records	Quarterly	
		Number of TLM and parent-community resources incorporating nutrition and health messages provided with USG assistance	USAID Implementing Partners	Partner Records	Quarterly	
		Illustrative Indicators: • Number of reading materials provided to the community by the SGAC • Number of reading materials provided to the community through a Public-Private partnership • Number of new postings to the Rwanda Reads website • Number of networking opportunities organized by Rwanda Reads				

The Recipient is authorized to include additional innovative approaches to meet the objectives of SCOPE. Activities should be participatory, evidence-based, and results-focused to improve early-grade literacy outcomes.[33]

1. Strengthen the capacity of school leadership to promote school-community partnerships and improve student literacy

Develop standards for effective school-community partnerships for the promotion of literacy, and a model of professional development that strengthens the capacity of school leadership to implement these standards. School leaders will facilitate the delivery of behavior change communication to increase parental and community involvement to improve literacy skills (Objective 2).

Required Activities

- Conduct formative research to develop standards and best practices for literacy-focused effective school-community partnerships.
- Map and analyze existing literacy and learning-focused interventions and materials related to school leadership and community involvement in the Rwandan education system. Promote harmonization and sharing of resources, including training manuals for SGACs.
- Work with REB's School Leadership and Management unit, and the School Leadership and Management Task Force to develop and finalize the standards.[34] Work jointly and through REB and local government structures as much as possible, with a focus on institutionalization and capacity development.
- Support the GOR in the design and implementation of strategies and management plans at the national, district, and school levels to achieve the standards and institutionalize best practices for school-community partnerships and promotion of literacy.
- Foster a supportive environment for the prioritization by head teachers of school-community literacy partnerships through engagement with District and Sector Education Officers (DEOs/SEOs).
- Explore various models for developing the capacity of school and local leaders to promote reading instruction and practice, and identify the most appropriate and effective option(s) for the Rwandan context. To complement traditional face-to-face training, consider peer-to-peer learning, exchange visits to effective SGACs, and/or mentoring or coaching of head teachers by SEOs to implement best practices.
- Build the capacity of school leadership and parents/community to identify and demand high-quality literacy instruction.
- Build the capacity of head teachers and other school leaders to mobilize parents/communities to improve students' reading skills.
- Develop systems to strengthen the capacity of SGACs to be active and effective mechanisms to support literacy instruction. Support head teachers to involve

[34] The School Leadership and Management Task Force has been commissioned by the Teacher Professional Development Technical Working Group to increase collaboration, coordination, and consultation amongst REB and development partners.

[34] The School Leadership and Management Task Force has been commissioned by the Teacher Professional Development Technical Working Group to increase collaboration, coordination, and consultation amongst REB and development partners.

SGACs in the development of the School Improvement Plan, and to identify needs and resources to strengthen SGAC effectiveness at their school.
- SGACs should identify strategies for raising expectations around the quality of literacy teaching and amount of time that students practice reading outside of school, as well as strategies to increase access to reading materials. Strategies must identify ways to include parents who are illiterate and/or living in extreme poverty.
- Encourage teachers and parents to set high expectations regarding the development of foundational literacy skills by third grade and the time spent reading outside of school - for all students, including girls, students with disabilities and other special learning needs, and other vulnerable populations such as children from very poor or very rural backgrounds and children living with HIV/AIDS.
- Promote opportunities for women and members of vulnerable populations to participate and be represented in leadership and decision-making roles in activities to support reading. For example, arrange flexible meeting times, consider the need for childcare during meetings and trainings, and encourage women to strive to chair SGACs.

Illustrative Activities

- Develop and facilitate effective use of materials for training local officials, head teachers, SGAC members, community volunteers, and/or others to promote community partnerships for literacy. Ensure the use of inclusive language in all training materials and activities.
- Develop and facilitate effective use of communication materials for outreach to parents and community members. Consider how materials are accessible to adults with low levels of literacy.
- Strengthen systems/structures to involve parents in literacy instruction (e.g. school open houses, communication between parents and teachers about student progress, information about how to support reading at home).
- Develop systems/structures to inform and involve parents and communities in monitoring literacy learning at schools, including how parents can use data to monitor and support their children's progress (e.g. development of school- and child-level report cards).
- Build capacity of MINEDUC/REB to monitor/assess the support DEOs/SEOs provide to schools and communities for literacy instruction, the effectiveness of head teacher in developing school-community partnerships and promoting quality literacy instruction, and the functioning of SGACs.
- Conduct formative research and evaluation through local channels (i.e. University of Rwanda, College of Education) in a way that builds local capacity. Share SCOPE research and evaluation findings and encourage their use in dialogue with relevant stakeholders.

2. Increase effective community and parental involvement to improve literacy skills

The interventions should target parental/community behaviors that evidence suggests will lead to improved student reading skills

Required Activities

- Through existing structures in the formal education and/or local government systems, develop and implement a social behavior change communications campaign for literacy. Messages will cascade from the head teacher and local education officials (i.e. DEOs, SEOs, and potentially cell leaders as well) to SGACs and SGAs/parents in each school community.
- Mobilize parents and the community to improve student literacy. For example:
  - Develop and promote community reading models (e.g. reading buddies or remedial instructional groups conducted by youth or community literacy volunteers).
  - Encourage students to read outside of school (e.g. to their parents, to other family members, to each other).
- Consider the potential for select members of the SGAC and/or broader SGA to share information, follow-up, and support individual households to adopt practices that contribute to student literacy development.
- Interventions should consider the both mothers and fathers in the community, emphasizing their roles and responsibilities in the literacy development of both their sons and their daughters.

3. Foster a culture of reading

Support the *Rwanda Reads* networking platform to maximize its potential to support stakeholders in building a culture of reading throughout Rwanda.[35] Create environments that facilitate reading opportunities for primary school students, particularly by increasing access to reading material.

Required Activities

- Conduct a survey of local reading resources. Analyze these to assess the availability of resources appropriate for emergent and early readers.
- Increase awareness of reading materials available in the community. Encourage management of literacy resources that maximizes their use by children in the early grades and their parents.
- Increase the availability of Kinyarwanda-language reading material appropriate for emergent and early readers. The material should be accessible for reading outside of school. Consider the feasibility/potential of low-cost technology for reading. Materials should use inclusive language.
- As a member of the *Rwanda Reads* Steering Committee, identify effective strategies through which *Rwanda Reads* can increase the amount of time that children in the early grades spend reading, and support demand for Kinyarwanda reading materials for children.

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[35] *Rwanda Reads* is an initiative of MINEDUC/REB dedicated to promoting a culture of reading and literacy throughout Rwanda. It is a platform for networking, coordination, and information sharing to foster synergies among stakeholders in the promotion of reading. The platform includes public organizations (i.e. ministries, local government officials, public schools, donors), civil society organizations (i.e. local and international non-governmental or faith-based organizations, community libraries), private sector (i.e. telecommunications companies, publishers, booksellers, and others in the book industry), and individuals. See www.rwandareads.org for more information.

- Maintain, alongside a REB counterpart, the *Rwanda Reads* webpage and develop other avenues for promoting networking among *Rwanda Reads* stakeholders for sharing resources and best practices.
- As appropriate and to the extent possible, engage and work through existing local structures and initiatives in a way that builds local capacity to sustain the aims of the activity beyond the life of SCOPE.

Illustrative Activities

- Support the sharing of technical expertise among members of the *Rwanda Reads* network. Facilitate initiatives through which more established stakeholders can contribute to the capacity development of local civil-society organizations, in order to promote a culture of reading.
- Support members of the *Rwanda Reads* network to engage in activities for the promotion of early-grade literacy and a culture of reading.
- Develop Public-Private Partnerships (e.g. to increase community reading resources).
- Support local authors to create leveled and/or decodable readers appropriate for beginning readers.
- Consider how reading resources can promote positive messages, including nutritious feeding practices, hygiene, and inclusion/empowerment of vulnerable populations (including children with disabilities). Nutrition and hygiene messages should match those of USAID/Rwanda Health activities and all messages should be tailored for the Rwandan context. Gender messages should encourage positive masculinity and promote positive images of women, including in leadership and decision-making roles and traditionally male-dominated sectors.

B. AUTHORIZING LEGISLATION/APPLICABILITY of 2 CFR 200

This award is authorized in accordance with the Foreign Assistance Act of 1961, as amended. 2 CFR 200 and 2 CFR 700 are applicable to an award to a U.S. organization made under this RFA. The following provision will be included in any award to a U.S. entity resulting from this RFA.

APPLICABILITY OF 2 CFR PART 200 (MARCH 2015)

(a) All provisions of 2 CFR Part 200 and all Standard Provisions attached to this agreement are applicable to the recipient and to sub recipients which meet the definition of "Recipient" in Part 200, unless a section specifically excludes a sub recipient from coverage. The recipient shall assure that sub recipients have copies of all the attached standard provisions.

(b) For any sub awards made with Non-US sub recipients the Recipient shall include the applicable "Standard Provisions for Non-US Nongovernmental Grantees." Recipients are required to ensure compliance with monitoring procedures in accordance with OMB Circular A-133.

SECTION II – FEDERAL AWARD INFORMATION

A. ESTIMATED TOTAL AMOUNT OF PROGRAM AND EXPECTED NUMBER OF AWARDS CONTEMPLATED

Subject to the availability of funds, USAID intends to provide approximately $8.7 million in total USAID funding for the life of the activity. USAID intends to award one (1) Cooperative Agreement pursuant to this RFA. However, in exceptional circumstances, this amount may be adjusted depending on the Cooperative Agreement timeframe, the applicant's institutional capacity, the geographic scope of the proposed program, and the type and extent of partnership or other teaming arrangements that are proposed. USAID reserves the right to fund any one or none of the applications submitted.

B.START DATE AND PERIOD OF PERFORMANCE

The period of performance anticipated herein is four (4) years. The estimated start date is on or about December 1, 2015.

C.TYPE OF AWARD

USAID plans to negotiate and award an assistance instrument known as a Cooperative Agreement with the successful applicant for this program. A Cooperative Agreement implies a level of "substantial involvement" by USAID. This substantial involvement will be through the Agreement Officer, except to the extent that the Agreement Officer delegates authority to the Agreement Officer's Representative (AOR) in writing. The intended purpose of the substantial involvement during the award is to assist the recipient in achieving the supported objectives of the agreement. The anticipated substantial involvement elements for this award are listed below (this list does not include approvals required by Standard Mandatory Provisions for Non-US NGOs or other applicable law, regulation or provision):

- Approval of implementation plan annually, including planned activities for the following year and any subsequent revisions, international travel plans, planned expenditures, knowledge management plans, international meeting preparation; and changes to any activities, locations, beneficiary population under the cooperative agreement;
- Approval of key personnel, including the following positions:
  1. Chief of Party; and
  2. Technical Advisor;
- Agency and Recipient Collaboration or Joint Participation in implementation, including, but not limited to, participation in advisory committees and direction and/or redirection of activities specified in the program description due to GOR priorities and guidance as well as interrelationships with other programs;
- Approval of the Monitoring and Evaluation (M&E) Plan – the M&E Plan will be developed in consultation with USAID/Rwanda. During the initial project planning period, the recipient shall work closely with USAID/Rwanda to ensure that the ME&L plan clearly links the Recipient's activity with the objectives and targeted outcomes of the Program Description. The jointly developed M&E plan shall be submitted within 150 days of the award; and

- Approval of all sub awards not included and approved in the original Cooperative Agreement

SECTION III – ELIGIBILITY INFORMATION

A.ELIGIBLE APPLICANTS

There are no restrictions on eligibility for this solicitation. Qualified applicants may be any U.S. or non-U.S. organization, individual, non-profit, or for-profit entity. Faith-based and community organizations that fit the criteria above are also eligible to apply. In support of the Agency's interest in fostering a larger assistance base and expanding the number and sustainability of development partners, USAID encourages applications from potential new partners.

Recipients are not required to register with USAID or have previous experience with USAID. When considering making an award to an organization with **limited or no previous USAID experience**, USAID might determine to conduct a pre-award survey which is a risk assessment to determine the organization's capabilities to complete the proposed activities.

B.COST SHARING OR MATCHING

Cost sharing is an important element of the USAID-recipient relationship and is required for this award. (See section IV.F.4). In addition to USAID funds, applicants are required to contribute resources from their own, or other sources for the implementation of this project. Cost share under the proposed award is required to be at least 15% of the total estimated amount of the USAID support (excluding the amount of the proposed cost share). Cost sharing must be consistent with the requirements in 2 CFR 200.306, including, but not limited to consisting of allowable costs under the applicable USG cost principles.

C. OTHER ELIGIBILITY REQUIREMENTS

Applicants can only submit **one** (1) application (there is no limitation on whether an individual associated with an organization can also submit an application). Applicants are directed to review the other requirements for applications specified herein, including, but not limited to, Sections IV and VIII herein.

SECTION IV – APPLICATION AND SUBMISSION INFORMATION

A. POINT OF CONTACT FOR APPLICATION PACKAGE

The application package can be accessed at www.grants.gov. Applicants may also contact Bernard Mutembe via email at bmutembe@usaid.gov for copies of the application package if they have accessibility problems (see Section VII below for more information regarding how to contact Mr. Mutembe).

B. CONTENT AND FORM OF APPLICATION SUBMISSION

For the purposes of this RFA, the term "applicant" is used to refer to the legal entity or organization submitting the application. The application received by the deadline (see Section IV.D) will be reviewed for responsiveness to the guidance set forth below, including, but not limited to, the application format. Applications that are incomplete or not directly responsive to the terms, conditions, and provisions of this RFA may be eliminated from further consideration. Pre-applications, letters of intent, concept papers or white papers **are not required and will not be considered**.

Applications shall be prepared in English. Applications in any other language shall be eliminated from further consideration. The application should be submitted in two parts: 1. Merit Review Application; and 2. Cost and Other Relevant Information Application. These parts shall be prepared according to the structural format set forth below.

1. Merit Review Application Format

The merit review application (not to exceed 25 pages, excluding annexes, the table of contents, and the cover page) shall include: (1) an Executive Summary; (2) a Merit Review Application Body; and (3) Annexes (resumes, references, letters of commitment, and other documents specified below). Applications must be on standard 8-1/2" by 11" paper, (210mm by 297mm paper), single-spaced, 12-point type or larger, and have at least one inch margins on the top, bottom, and both sides. While tables, graphs, and charts may be used with a smaller font, USAID/Rwanda reserves the right to take appropriate action, including elimination of the application from further consideration, if the use of smaller font in tables, graphs, and charts in the application is abused.

Annexes should be lettered (e.g. Annex A), and can include the resumes of key personnel, and other supporting documents as specified below. Note: If the full application exceeds twenty-five (25) pages (excluding annexes, the table of contents, and the cover page), USAID/Rwanda may decide to consider and review ONLY the first twenty-five pages when evaluating the Application.

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 merit review purposes, should:

(a) Mark the title page with the following legend:

"This application includes data that shall not be disclosed outside the U.S. 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 is awarded to this applicant as a result of - or in connection with - the submission of this data, the U.S. Government shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting grant. 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 ____; and

(b) Mark each sheet of data it wishes to restrict 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."

Cover Page: A single page with the names of the organizations/institutions involved in the proposed application, with the lead or primary applicant clearly identified. In addition, the Cover Page should include information about a contact person for the prime applicant, including this individual's name (both typed and his/her signature), title or position with the organization/institution, address, e-mail address, and telephone. Also state whether the contact person is the person with authority to contract for the applicant, and if not, that person should also be listed. This does not count against the page total for the Merit Review application.

Executive Summary: A two-page maximum brief description of the proposed activities, goals, purposes, and anticipated results, technical and managerial resources of the applicant's organization, any public-private partnerships, and how the overall activity will be managed.

The Executive Summary must summarize the key elements of the applicant's Merit Review application, including, but not limited to, the technical approach, and any public-private partnerships, if applicable.

Merit Review Application Body: The Application Body will contain the main parts of the technical application and shall include the following sections:

a. Technical Approach
b. Monitoring and Evaluation Plan
c. Personnel and Management Approach
d. Organizational Capability and Experience

The basic purpose of this Merit Review Application Body is to provide the information necessary to allow USAID/Rwanda to fairly and completely evaluate the applicant under each of the technical merit review criteria specified in Section V of this RFA. Additional specified guidance for each Section of the Merit Review Application Body is set forth below.

a. Technical Approach

This section should include information sufficient to evaluate the application under the technical approach criterion set forth in Section V.A.2.a below. This section should:

- Present a comprehensive yet concise summary of the proposed overall strategic and technical approach that clearly demonstrates how the applicant will achieve the objectives outlined in the Program Description;
- Demonstrate responsiveness to the Rwanda context, as well as consistency of proposed activities with the evidence-base regarding how to improving literacy outcomes for children in primary grades[36];
- Demonstrate an inclusive and gendered approach;
- Reflect understanding of existing community structures, organizations, networks, and education initiatives in Rwanda, and include plans to build on existing initiatives, support existing community structures, and develop collaborative relationships among Government of Rwanda initiatives, USAID funded activities, the efforts of other development partners or local initiatives, and the private sector;
- Demonstrate innovation and adaptability to future changes in the Rwandan context; and
- Describe the strategy to promote the sustainability of activities, including consideration of local institutional capacity, social soundness, and financial sustainability.

The applicant should include a draft life-of-project implementation plan as an annex. This annex should be consistent with the Applicant's technical approach, and clearly indicate the outcome of each activity. The annex should include:

- A description of major planned activities and key achievements over the life of SCOPE; and
- A Gantt chart showing the sequence of activities and timeframes for implementing each activity over the life of SCOPE, on a quarter-by-quarter basis.

b. Monitoring and Evaluation Plan

This section should include information sufficient to properly evaluate the application under the monitoring and evaluation plan criterion set forth in Section V.A.2.b below. This section should:

- Describe the plan to develop a robust and cost-effective M&E system, including a strategy to collect and monitor data, a data quality assurance strategy, and any proposed collaboration or capacity-building with REB and/or URCE
- Provide a framework for monitoring progress toward achieving each of the technical objectives
- Explain the rationale for the proposed targets over the life of the project

The applicant must be prepared to monitor and report results at the sub-national level, either by specific geographic locations or (if that is unavailable) by district and/or sector.

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[36] USAID. (2014). *Out-of-school parental and community involvement interventions: literature review.*

The applicant should include a preliminary monitoring and evaluation plan that covers the four-year period of performance as an annex. This annex should include a preliminary list of indictors, benchmarks, and targets and include potential sources of information that the applicant considers appropriate, reliable, and available to monitor the SCOPE Activity. The annex should follow the sample M&E Plan template attached to this solicitation as Annex 9.

c. *Personnel and Management Approach*

This section should include information sufficient to properly evaluate the application under the personnel and management approach criterion set forth in Section V.A.2.c below. Applicants should first describe their plan to implement and manage the proposed activities and provide a clear description of how the cooperative agreement will be managed, including the approach to addressing potential problems. The discussion of the plan to manage the activity should:

- Include the roles and responsibilities of each sub-grantee and/or partner;
- Include lines of authority and communication among the prime and all proposed sub-recipients and/or partners in order to maximize efficiency and best utilize technical expertise/strengths of each partner;
- Specify the composition and organizational structure of the entire project team (including sub-partners) and describe the role of each staff member named under key personnel as well as technical expertise, and estimated amount of time he or she will devote to the program.

Applicants also should discuss their comprehensive staffing plan to accomplish the objectives and expected results and outcomes of the RFA. The plan should also demonstrate an appropriate balance of skills, expertise, and efficiency and explain how the staffing plan will result in successful implementation of the proposed technical approach and accomplish the objectives of the activity, including addressing the capacity and skill mix of personnel, including key personnel. Applicants should provide an organizational chart for the program as an annex.

Applicants should also include a brief description of the technical background and qualifications of each proposed key personnel in this section, as well as discussing their role, and the estimated amount of time he/she will devote to the award. The experience of proposed key personnel with integrating gender considerations into programming should be discussed. Resumes and letters of commitment for each key personnel proposed should be included as an annex, as well as reference information for each key personnel candidate proposed.

The key personnel positions (mandatory) and qualifications (both required and desired) are set forth below. The applicant's staffing plan should be consistent with both the information below and their proposed technical and management approach.

a. Chief of Party:

The Chief of Party will be responsible for technical leadership, administrative oversight, and overall coordination of the activity. S/he will serve as principle institutional liaison with USAID and key stakeholders. S/he will manage staff and ensure SCOPE meets stated goals and reporting requirements, as well as ensure the quality, timeliness, and efficiency of all products and activities generated under SCOPE. The following qualifications are relevant:

- A Master's degree in education, business, program management, international development, or a related field from an accredited university is required;
- At least seven years of experience managing and implementing education programs in developing countries is highly desired, including at least five years of experience in senior program management (including direct supervision of professional and support staff);
- Experience with effective behavior change communication and early-grade or family literacy programming is desired;
- Previous experience in East Africa is desired;
- Demonstrated ability to establish and sustain professional relationships with host country government counterparts is desired; and
- Excellent written and oral communication skills in English (i.e. Level IV fluent) are required.

b. Technical Advisor

The Technical Advisor will provide technical leadership and oversight of programmatic activities to ensure quality, timeliness, and efficiency of all products and activities generated under SCOPE. The following qualifications are relevant:

- A Master's degree in education or a related field from an accredited university is required;
- Expertise in early-grade reading is required;
- Expertise in school leadership is desired;
- Experience developing training and materials for school leadership and/or early-grade literacy is desired;
- Experience working with Rwanda Board of Education(REB), local officials, and/or school leadership is desired; and
- Excellent written and oral communication skills in Kinyarwanda and English (i.e. Level IV fluent) are required.

d. Organizational Capability and Experience

This section should include information sufficient to properly evaluate the application under the organizational capability and experience criterion set forth in Section V.A.2.d below. The applicant should discuss its capability and experience and also that of any major sub-recipients and how that experience is relevant to successfully implementing the program. Specifically, the applicant should include a specific discussion relating to its relevant capabilities and experience in international development programs, highlighting experience in the specific areas identified in Section V.A.2.d below.

More detailed information can be provided in the project reference information authorized in an annex as discussed below. If applicable, letters from sub-awardees and/or partners that reference what demonstrate their commitment and discuss the expertise they will provide, relevant to the description in the RFA, may be included in an annex.

Annexes

The technical application should contain annexes. The following annexes are authorized.

A. ***Acronyms:*** This annex should list all acronyms used in the application.
B. ***Draft Life of Project Implementation Plan:*** An annex that sets forth a draft work plan for the four years of the activity. The format will be developed by the applicant and should clearly include the information specified in Section IV.B.1.a above.
C. ***Preliminary Monitoring and Evaluation Plan**:* An annex following the format in Annex 9 that sets forth a preliminary monitoring and evaluation plan for the life of the program.
D. ***Organizational Chart**:* An annex consisting of a chart showing the proposed organization for the program.
E. ***Resumes and Letters of Commitment for all proposed Key Personnel**.* A complete and current resume must be submitted for each key personnel position, detailing the requisite qualifications and experience of the individual and references with contact information. Resumes may not exceed five (5) pages in length. Qualifications, experience and skills shall be placed in chronological order starting with most recent information. Each resume shall be accompanied by a SIGNED letter of commitment from each candidate indicating his/her: (a) availability to serve in the stated position, in terms of days after award; (b) intention to serve for a stated term of the service.
F. ***Key Personnel References.*** Applicants shall also submit a minimum of three (3) references of professional contacts within the last five years; with complete current contact information, including email addresses and telephone numbers, for each proposed key personnel candidates.
G. ***Letters of Commitment/MOUs from all key sub-partners/organizations*** signed by relevant officials indicating their commitment to collaboration (if applicable, i.e. if sub-awards are within the applicant's proposed management and implementation plan) and, if appropriate, specifying the expertise that the proposed partner will provide (if applicable).
H. ***Project Reference Information.*** The Applicant shall provide reference information for itself and each major sub-awardee (one whose proposed cost exceeds 15% of the Applicant's total proposed cost) with respect to the following projects: (a) any projects discussed in the *Organizational Capability and Experience* section and (b) the Applicant's five most-recently completed projects (contracts, task orders, cooperative agreements, grants, or other implementing mechanisms) that involved international development [if a project meeting this criteria is discussed in the *Organizational Capability and Experience* section of the merit review application, then this list can be less than five]. For each project referenced, provide the following information:

   - Agreement, Grant, contract, order or other identifying number;
   - Agency or entity providing the funding;
   - Description of the program or scope of work, including, but not limited to a brief discussion of the complexity/diversity of tasks;
   - Primary location(s) of program or work;
   - Period of performance;
   - Skills/expertise required;

- Dollar/value;
- Type of agreement, contract, order or grant, e.g. fixed-price or amount or cost; and
- Contact information for two persons, including name, job title, mailing address, phone numbers and e-mail address.

2. Cost and Other Relevant Information Application Format

The Cost and Other Relevant Information Application (Cost Application) is to be submitted separately from the Merit Review Application. While there is no page limit for this portion, applicants are encouraged to be as concise as possible, but still provide the necessary details. The application must include completed SF-424 forms which can be downloaded from the web site listed above under section IV.B.3.

In addition, the following information should be provided in the Cost Application.

a. Guidelines:
   - ➢ The Cost Application should be for a period of 48 months.
   - ➢ Budget should be stated in US Dollars and the USAID/Rwanda support should total approximately $8.7 million.
   - ➢ Applicants should assume notification of an award as set forth in Section II.B.
   - ➢ All requests for cost summaries and breakdowns should include the required cost share information in addition to the amounts anticipated to be funded by USAID/Rwanda.

b. An overall budget should be included in the Cost Application that provides, in detail to the individual line item, a breakdown of the costs anticipated. The types of costs should be organized based on the cost categories in the SF-424 budgets. All budgets shall include a sheet relating to the entire 48-month period and separate sheets for each 12 month program year [applicants can alternatively include one worksheet that includes the detailed cost breakdown per year AND a 48-month summary]. The electronic version of the budgets should be provided in the unprotected Microsoft Excel format.

c. The budget shall include a summary and breakdown of the costs allocated to any sub-recipient or sub-contractor involved in the activity (unless the agreement or contract is on a fixed-amount basis). The applicant has the option of including separate sub-agreement or subcontract budgets for the sake of clarity, again as an unprotected Microsoft Excel spreadsheet.

d. Budget notes are required. These budget notes must provide an accompanying narrative by line item which explains in detail the basis for how the individual line item costs were derived. The budget notes must be sufficient to ensure that USAID/Rwanda can determine the purpose of every cost item proposed, as well as understand the basis for the cost estimate (units and unit cost).

e. The following Section provides guidance on line item costs.

   Salary and Wages- Direct salaries and wages should be proposed in accordance with the organization's personnel policies. Details on the basis of estimate for each proposed salary should be sufficiently addressed in the budget narratives for all positions [key, consultants, and non-key personnel]. Any proposed salary increase [initial or annual] must be sufficiently justified and supported with the organization's personnel policies.

Fringe Benefits- If the organization has a fringe benefit rate that has been approved by an agency of the Government, such rate should be used and evidence of its approval should be provided. If a fringe benefit rate has not been so approved, the application should propose a rate and explain how the rate was determined. If the latter is used, the narrative should include a detailed breakdown comprised of all items of fringe benefits (e.g., unemployment insurance, workers compensation, health and life insurance, retirement) and the costs of each, expressed in dollars and as a percentage of salaries.

Travel and Transportation- the application should indicate the number of trips, domestic and international, and the estimated costs. Specify the origin and destination for each proposed trip, duration of travel, and number of individuals traveling. *Per Diem* should be based on the applicant's normal travel policies (applicants may however choose to refer to the Federal Standardized Travel Regulations for cost estimates).

Other Direct Costs- This includes communications, report preparation costs, passports and visas fees, medical exams and inoculations, insurance (other than insurance included in the applicant's fringe benefits), equipment (procurement plan for commodities), office rent abroad, branding/marking supplies, etc. The narrative should provide a breakdown and support for all and each other direct costs.

Indirect Costs- Local/ regional or other organizations that do not have a Negotiated Indirect Cost Rate Agreement (NICRA) letter with the US Government, these organizations should exclude all indirect costs from the cost estimate and instead use the de minimis rate of 10% of modified total direct costs as specified in 2 CFR 200.414(f) if appropriate. Otherwise shared costs should be treated as direct and a basis for the allocation should be provided.

Seminars and Conferences - The application should indicate the subject, venue, and duration of proposed conferences and seminars, and their relationship to the objectives of the program, along with estimates of costs.

Foreign Government Delegations to International Conferences- Funds in this agreement may not be used to finance the travel, per diem, hotel expenses, meals, conference fees, or other conference costs for any member of a foreign government's delegation to an international conference sponsored by a public international organization, except as provided in ADS Mandatory Reference "Guidance on Funding Foreign Government Delegations to International Conferences or as approved by the AOR [http://www.info.usaid.gov/pubs/ads/300/refindx3.htm].

Source and Nationality Requirements - The authorized Geographic Code for this Agreement will be 935.

Training Costs - If there are any training costs to be charged to this Agreement, they must be clearly identified.

Audit Fees - If the applicant proposes expending more than $300,000 of USAID funding during a single fiscal year of the applicant, the applicant must include funds within the budget to contract an audit, with the Statement of Work approved by USAID. Any sub awards for more than $300,000 per year or $750,000 in total are required to be audited.

f. In the case of an application where the entity receiving the award is a joint venture, partnership or some other type of group where the proposed applicant is not a legal entity, the Cost Application must include a copy of the legal relationship between the prime applicant and its partners. The application document should include a full discussion of the relationship between the applicant and its partners, including identification of the applicant with which USAID will directly engage for purposes of Agreement administration, the identity of the applicant which will have accounting responsibility, how Agreement effort will be allocated and the express Agreement of the principals thereto to be held jointly and severally liable for the acts or omissions of the other.

g. The required Certifications, including the SF 424s, should be included with the Cost Application.

h. The Cost Application should describe headquarters and field procedures for financial reporting. Discuss the management information procedure you will employ to ensure accountability for the use of U.S. Government funds. Describe program budgeting, financial, and related program reporting procedures.

i. Indicate if financial commitments were made among partners during the preparation of the application. Budgets shall indicate the amounts committed to each member of the team. Letters of commitments from partners should be included in an annex in the Technical application.

j. <u>If requested by USAID after submission of applications</u>, please provide information on the Applicant's financial and management status, including:

   1. Audited financial statements for the past three years;
   2. Organization chart, by-laws, constitution, and articles of incorporation, if applicable; and
   3. If the applicant has made a certification to USAID that its personnel, procurement and travel policies are compliant with applicable OMB circular and other applicable USAID and Federal regulations, a copy of the certification should be included with the application. If the certification has not been made to USAID/Washington, the applicant should submit a copy of its personnel (especially regarding salary and wage scales, merit increases, promotions, leave, differentials, etc.), travel and procurement policies, and indicate whether personnel and travel 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.

k. If applicable, approval of the organization's accounting system by a U. S. Government agency including the name, addresses, and telephone number of the cognizant auditor.

l. The Cost Application should also address the applicant's resources and capacity in the following areas in narrative form:

1. Have adequate financial resources or the ability to obtain such resources, as required during the performance of the award;
2. Has the ability to comply with the agreement conditions, considering all existing prospective recipient commitments both nongovernmental and governmental;
3. Has a satisfactory record of performance. Generally, relevant unsatisfactory performance in the past is enough to justify a finding of non-responsibility, unless there is clear evidence of subsequent satisfactory performance or the applicant has taken adequate corrective measures to assure that it will be able to perform its functions satisfactorily;
4. Has a satisfactory record and business ethics; and
5. Is otherwise qualified to receive an award under applicable laws and regulations.

m. <u>If requested by USAID after submission of applications</u>, the Applicant shall provide any additional information relating to risk assessment considered necessary in order for the Agreement Officer to evaluate risk. Please note that a positive risk assessment is a requirement for award, and all organizations will be subject to a review to verify the information provided and substantiate the determination, including, but not limited to, checking references and, possibly, a pre-award survey.

n. Cost Sharing: It is required that a minimum 15% of the proposed budget will be generated from non-U.S. Government funding or in- kind support for the proposed program.

o. Unnecessarily elaborate applications: Unnecessarily elaborate brochures or other presentations beyond those sufficient to present a complete and effective application in response to this RFA are not desired and may be construed as an indication of the applicant's lack of cost consciousness. Elaborate artwork, expensive paper and bindings, and expensive visual and other presentation aids are neither necessary nor wanted.

<u>3. Required Forms</u>

All Applicants must submit the application using the SF-424 series, which includes the:

- **SF-424, Application for Federal Assistance**
- **SF-424A, Budget Information – Non-construction Programs**
- **SF-424B, Assurances – Non-construction Programs**

    - SF-424, Application for Federal Assistance at: http://www.grants.gov/agencies/aapproved_standard_forms.jsp

- SF-424A, Budget Information – Non-construction Programs at: http://www.grants.gov/techlib/SF424A-V1.0.pdf
- SF-424B, Assurances – Non-construction Programs at: http://www.grants.gov/techlib/SF424B.PDF

The program described in Section I above includes non-construction elements. Therefore, these mandatory forms for non-construction programs must be completed. Costs to non-construction activities should be included on the SF-424A. Copies of these forms are included as part of the application package for this RFA posted at www.grants.gov.

4. Pre-Award Certifications, Assurances and Other Statements of the Recipient

In addition to the certifications included in the Standard Form 424, the AO must obtain the following certifications, assurances, and other statements from both U.S. and non-U.S. organizations (except as specified below) before making an award and as otherwise required by the regulations listed in this section. The AO must also incorporate the solicitation standard provisions and provide links to the applicable award standard provisions in all solicitations.

The AO may choose to ask that the applicant submit the certifications either as part of the application or during negotiations. The AO should consider the administrative burden of requiring certifications as part of the application in light of potential delays in making the award while waiting for the certifications. The required certifications, assurances, and other statements are:

a. A signed copy of ADS 303mav, Certifications, Assurances, and Other Statements of the Recipient and Solicitation Standard Provisions, which includes:

1. Assurance of Compliance with Laws and Regulations Governing Nondiscrimination in Federally Assisted Programs (This assurance applies to Non-U.S. organizations, if any part of the program will be undertaken in the U.S.);
2. Certification on Lobbying;
3. Prohibition on Assistance to Drug Traffickers for Covered Countries and Individuals (ADS 206, Prohibition of Assistance to Drug Traffickers);
4. Certification Regarding Terrorist Financing Implementing Executive Order 13224; and
5. Certification of Recipient.

b. Other certifications and statements found in ADS 303mav, Certifications, Assurances, and Other Statements of the Recipient and Solicitation Standard Provisions:

1. A signed copy of the Survey on Ensuring Equal Opportunity for Applicants;
2. Representation by Organization regarding a Delinquent Tax Liability or Felony Criminal Conviction (August 2014); and
3. Other Statements of Recipients.

C.DUN AND BRADSTREET UNIVERSAL NUMBERING SYSTEM (DUNS) NUMBER AND SYSTEMF FOR AWARD MANAGEMENT (SAM)

Each applicant is required to: (i) be registered in SAM before submitting its application; (ii) provide a valid DUNS number in its application; and (iii) 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 Federal awarding agency will not make a Federal award to the winning applicant until the applicant has complied with all applicable DUNS and SAM requirements. If an applicant has not fully complied with the requirements by the time the Federal awarding agency is ready to make a Federal award, the Federal awarding agency may determine that the applicant is not qualified to receive a Federal award and use that determination as a basis for making a Federal award to another applicant.

D.SUBMISSION DATES AND TIMES

All applications in response to this RFA shall be due at not later than 4:00 p.m. Kigali Time on the date indicated on the cover page to this RFA. Consistent with ADS 303.3.6.6, applications that are submitted late may be eliminated from the competition. If a late application is evaluated and considered for award, all similarly-situated late applications (in terms of time of receipt) will also be evaluated and considered for award.

E.FUNDING RESTRICTIONS

Funding will not be allowed for construction activities. The funds expected to be used on the agreement contemplated by this solicitation are Basic Education funds. The successful applicant will have to track this type of funds and ensure that activities funded are consistent with the restrictions on this type of funds.

Applicants will be reimbursed only for costs that benefit the program description and are allocable, allowable and reasonable. Pre-award costs may be reimbursed under the resulting award, but only with the prior specific written approval of the Agreement Officer.

E. REQUIRED CERTIFICATIONS

All required certifications, assurances, and solicitation provisions are included in this RFA.

F.OTHER SUBMISSION REQIREMENTS

USAID will accept applications from the qualified entities as defined in Section III of this RFA. The Applicant should follow the instructions set forth herein. If an applicant does not follow the instructions, the Applicant's Application may be down-graded and may not receive full credit under the applicable merit review criteria, or, at the discretion of the Agreement Officer, be eliminated from the competition. All applications received by the deadline will be reviewed against the merit review criteria in Section V.

1. Submission, Marking and Copies

The Applicant must submit the application electronically. Applications should be submitted through internet email with up to 10 attachments (5MB limit) per email. The following documents should be attached:

a. The Merit Review Application in Adobe Acrobat portable document format (.pdf) (if necessary to comply with email size restrictions, this may be broken into separate, but sequential, parts);
b. The Merit Review Application Body submitted in Microsoft Word;
c. The Cost Application in Adobe Acrobat portable document format (.pdf) (if necessary to comply with email size restrictions, this may be broken into separate, but sequential, parts); and
d. All spreadsheets in **unprotected** Microsoft EXCEL format (must also include subcontractor spreadsheets).

Multiple emails may be sent to accommodate the application size and content, but each must contain very clear identification of the attachment and instructions for assembling the application, including, but not limited to, the RFA Title and Number and whether a part of the Technical or Cost Application is included.

Applicants shall also provide one (1) original and two (2) hard copies of the merit review application and one (1) original and two (2) hard copies of the cost application, with the goal that these hard copies will be received within five days of the closing date for receipt of applications electronically; please note that lateness of the applications will be determined by the electronic submission, not the submission of hard copies.

2. Addresses

Applications shall be delivered to the following email addresses –bmutembe@usaid.gov with a copy to mfischer@usaid.gov. Courtesy hard copies are to be provided to the following address:

U.S. Agency for International Development
Attn: Bernard Mutembe, Acquisition and Assistance Specialist
Acquisition & Assistance Office
United States Embassy Compound
2657 Avenue de la Gendarmerie, Kacyiru
Kigali, Rwanda

Telegraphic or faxed applications are not authorized for this RFA and will not be accepted.

4. Branding Strategy and Marking Plan

Pursuant to ADS 303.3.6.3.f and ADS 320.3.1.2, the apparently successful applicant will be requested to submit a Branding Strategy and Marking Plan that will have to be successfully negotiated before a cooperative agreement will be awarded. These plans shall be prepared in accordance with the guidance in ADS 320.3.1.2, 2 CFR 700.16 and the references therein.

Please note that the Branding Strategy and Marking Plan shall not be included with the original application but shall be provided only after a written request of the Agreement Officer. Cost of Branding and Marking should be included in cost application.

USAID/Rwanda does not intend to make an award without an approved Branding Strategy and Marking Plan.

ADS Chapter 320 sections concerning "assistance" apply to this RFA. ADS Chapter 320 sections concerning "acquisition" do not apply to this RFA. ADS Chapter 320 can be found on the USAID website: http://www.usaid.gov/policy/ads/300/320

4. Cost Sharing

While cost share is not included in the merit review criteria, a cost share of 15% minimum is required for this award (see section III.B). Applications failing to meet this requirement will be eliminated from further consideration.

SECTION V – APPLICATION REVIEW INFORMATION

This Section includes information regarding: A. the criteria that will be used; and B. a discussion of the merit review and selection process.

A. CRITERIA

The criteria presented below have been tailored to the requirements of this particular RFA. Applicants should note that these criteria serve to: (a) identify the significant matters which applicants should address in their applications and (b) set the standard against which all applications will be evaluated. The following selection criteria will be used to make an award decision.

1. Summary

The following criteria will be evaluated. The Selection Committee (SC) will assign values totaling 100 points to score the various components of the application set forth below.

40 points – Technical Approach
20 Points – Monitoring and Evaluation Plan
20 points – Personnel and Management Approach
20 points – Organizational Capability and Experience
100 points – TOTAL

2. Guidance on Specific Selection Criteria

The following guidance is provided regarding the specific selection criteria in order to help applicants prepare better applications.

a. Technical Approach (40 points)

The technical approach will be evaluated in terms of overall quality, including, but not limited to, the following considerations (these considerations are not sub-criteria with specific points assigned but merely aspects of the evaluation of technical approach criterion that may be considered in the evaluation of this criterion):

- The extent to which the proposal is well-reasoned, technically sound, takes into account the considerations identified in the RFA, and reflects understanding of the situation in Rwanda;
- The extent to which the proposed activities are appropriate, realistic, and directly relevant to the achievement of results, namely the extent to which evidence-base supports that the proposed activities will increase early-grade reading skills;
- The extent to which the implementation plan effectively integrates gender considerations;
- The extent to which the proposal promotes the sustainability of SCOPE activities, plans for the development of collaborative relationships, and supports existing community structures, organizations, networks, and associations;
- The extent to which the proposal demonstrates innovation and adaptability to future changes in the Rwandan context.

b. Monitoring and Evaluation Plan (20 points)

The monitoring and evaluation plan will be evaluated for its technical soundness. The extent to which the applicant's M&E strategic framework provides a complete and feasible plan for monitoring progress, collecting data, and disseminating lessons learned and best practices will be evaluated. The quality of the data quality assurance plan will also be considered, as will the extent to which the illustrative indicators, proposed targets , and end-of-project results are challenging, meaningful and have a real impact on the development goal, as well as being appropriate and realistic.

c. Personnel and Management Approach (20 points)

The personnel and management approach will be evaluated for its effectiveness to successfully implement SCOPE activities and achieve program objectives including, but not limited to, the following considerations (these considerations are <u>not</u> sub-criteria with specific points assigned but merely specific aspects of the personnel and management approach criterion that may be considered in the evaluation of this criterion):

- The extent to which the proposed management structure supports the technical approach and the realism and effectiveness of the plans to manage the activity described in the application;
- The effectiveness and efficiency of the proposed overall staffing plan, such that personnel possess the full range of experience, skill, and expertise required to successfully implement the project; and
- The extent to which key personnel possess relevant and demonstrated qualifications, experience, performance and skills applicable to the key personnel positions, including experience integrating gender into activities.

d. Organizational Capability and Experience (20 points)

The organizational experience criterion will be evaluated on the existing capacity of the applicant and its major sub-recipients as demonstrated by its actual experience in providing similar programs and activities. Specifically, experience in the following areas will be considered:

- ➢ Development programs in the technical areas set forth in the Program Description (Section I.A), including, implementing and managing activities for capacity building for school leadership, improving early-grade reading, and/or school behavior change communication /community mobilization ;
- ➢ Demonstrated experience in managing a project of similar size and complexity; and
- ➢ Experience collaborating with host country institutions, other public sector organizations, and/or private sector partners.

B. REVIEW, SELECTION AND AWARD PROCESS

The required format and content for the application are described in Section D. The selection criteria will be evaluated in accordance with the selection criteria set forth above by a Selection Committee comprised of USAID employees, other U.S. Government representatives, and/or host country experts. The SC will make a recommendation regarding which applicant should receive the award.

Prior to negotiating an actual award, the Agreement Officer will review the apparently successful applicant's budget to ensure that costs, including cost sharing, are in compliance with OMB's and USAID's policies. The costs proposed must be determined to be reasonable, based on the Cost Application and other information, before award can be made.

Award will be made to the responsible applicant whose application is determined to be the best based on technical and cost factors specified in this RFA. The Agreement Officer must also evaluate risk of the apparently successful applicant and is charged with the final determination of whether to make an award to the apparently successful applicant. Among other issues, the apparently successful applicant's history of performance will be reviewed using the reference information contained in the Merit Review Application, along with any other information deemed relevant by the Agreement Officer or Selection Committee.

Authority to obligate the Government: the Agreement Officer is the only individual who may legally commit the U.S. Government to the expenditure of public funds. No costs chargeable to the proposed Agreement may be incurred before receipt of either an Agreement signed by the Agreement Officer or a specific, written authorization from the Agreement Officer.

SECTION VI – FEDERAL AWARD ADMINISTRATION INFORMATION

A. FEDERAL AWARD NOTICES

The Cooperative Agreement signed by the Agreement Officer is the authorizing document, which shall be transmitted to the Recipient for countersignature to the authorized agent of the successful organization electronically, to be followed by original copies for execution.

Notification will also be made electronically to unsuccessful applicants pursuant to ADS 303.3.7.1.b. USAID/Rwanda will consider requests for additional information pursuant to ADS 303.3.7.2.

B. ADMINISTRATIVE AND NATIONAL POLICY REQUIREMENTS

No deviations are currently contemplated to the standard provisions for the cooperative agreement contemplated by this RFA. The standard provisions to be used will be the Mandatory Standard Provisions for U.S. Nongovernmental Recipients or the Mandatory Standard Provisions for Non-U.S. Nongovernmental Recipients (other types of provisions may be used if other types of eligible organizations, *e.g.* Public International Organizations, are selected for award).

The following regulations and policies are expected to govern award administration.

- For U.S. organizations, 2 CFR 700, 2 CFR 200 and the *Standard Provisions for U.S. Nongovernmental Recipients* will be applicable.
- For non-U.S. organizations, the *Standard Provisions for Non-U.S., Nongovernmental Recipients* will apply. While 2CFR 200 does not directly apply to non-U.S. applicants, the Agreement Officer will use the standards of 2CFR 200 in the administration of the award.
- For Public International Organizations (PIOs), the Standard Provisions for Grants to Public International Organizations, along with selected provisions from the Standard Provisions for Non-U.S., Nongovernmental Recipients and other negotiated provisions, will be used.

These documents may be accessed through the internet as follows:

- 2 CFR 200: http://www.ecfr.gov/cgi-bin/text-idx?SID=058338fa3254c782718e94843a3e4e09&node=pt2.1.200&rgn=div5
- Standard Provisions for U.S., Nongovernmental Recipients: http://www.usaid.gov/policy/ads/300/303maa.pdf
- Standard Provisions for Non-U.S., Nongovernmental Recipients: http://www.usaid.gov/policy/ads/300/303mab.pdf
- Standard Provisions Public International Organizations: http://www.usaid.gov/policy/ads/300/308mab.pdf
- FAR Part 31: https://www.acquisition.gov/far/html/FARTOCP31.html

You may contact Bernard Mutembe via email at bmutembe@usaid.gov for copies of these regulations.

C. REPORTING REQUIREMENTS

The Recipient shall be responsible to USAID/Rwanda for all matters related to the execution of the agreement. Specifically, the Recipient shall report to the Agreement Officer (AO) and to the Agreement Officer's Representative (AOR), who will be designated by the AO prior to award.

The Recipient will be expected to provide the following reports:

1. Implementation Plans

The Recipient will have submitted a draft life-of-project implementation plan with the application. The Recipient will work closely with the AOR to finalize the plan. The final version of the life-of-project implementation plan is due within the first 90 days of the Cooperative Agreement.

30 days before the beginning of each subsequent fiscal year, the Recipient will submit annual implementation plans, based on the life-of-project implementation plan. The annual implementation plan for each fiscal year will be finalized in consultation with USAID/Rwanda Education Office with approval by the Agreement Officer's Representative. If during the course of implementation, the Recipient wishes to make changes to the plan, the Recipient must submit the requested changes in writing for technical review.

2. Monitoring, Evaluation and Learning Plan

The Recipient will design and implement a Monitoring, Evaluation, and Learning (ME&L) plan that includes output and outcome monitoring using indicators that reflect the nature of the interventions and aid in the management of SCOPE activities, as well as an internal midterm performance evaluation to highlight and address any needed adjustments to SCOPE's approach. The intent of the ME&L plan is to clearly link the Recipient's activities with the objectives and targeted outcomes of the Program Description. The Recipient will work closely with USAID/Rwanda to finalize the plan and the final version of the ME&L plan is due within the first 150 days of the Cooperative Agreement.

a. Output and Outcome Monitoring

The Monitoring, Evaluation, and Learning plan will include the standard indicators from the Foreign Assistance Framework, as well as custom indicators. Gender standard indicators should be used to the extent possible, and all people-level indicators should be sex-disaggregated. The Recipient will collect baseline data on key indicators agreed with USAID. Monitoring will allow for ongoing assessments of progress toward numeric targets and guide activity course corrections. The targets for each year will be negotiated with USAID based on an agreed phasing plan, but will reflect nationwide reach by the end of the activity and will be guided by Table 2 in Section I.A.5 above.

b. Adaptive Learning

SCOPE's M&E Plan should inform the development and adaptation of SCOPE interventions. In addition, findings that might be useful to others in the education sector should be shared with relevant stakeholders and used to inform relevant dialogues, which may include the meetings of technical working groups, steering committees, or Joint Sector Review meetings. As appropriate, research should be conducted collaboratively with University of Rwanda, College of Education and the Rwanda Education Board (REB) in order to build the capacity of those institutions to implement SCOPE interventions and M&E activities into the future.

3. Quarterly Progress and Financial Reports

The Recipient will submit separate Quarterly Progress and Financial reports to USAID/Rwanda within 30 days after the end of each quarter of the fiscal year during the performance period. The Quarterly Progress reports shall include the following information: i) a summary of activities and key achievements; ii) describe progress made during the reporting period actual achievements of the quarter; and iii) assess overall progress to date against: performance indicators agreed upon in the ME&L plan, and the planned outputs for the quarter in the annual implementation plan. The report should also highlight key accomplishments , at least one success story (with one accompanying photo), any issues that are affecting the delivery or timing of SCOPE activities, steps being taken or proposals being made to resolve issues, plans and intended outputs for the following quarter.

The Quarterly report should also include reference information for any media coverage of SCOPE activities, and at least 5 photographs that are illustrative of the project's achievements, in jpeg format. Each photograph should comply with the guidance provided in the USAID Graphic Standards Manual, and include a brief explanation of its subject.

4. Performance Evaluation

The Recipient will conduct an internal performance evaluation before the midline of the activity to assess implementation fidelity and analyze needed course corrections. This evaluation should be submitted by January 2018. The purpose will be to analyze the approach and inform necessary course corrections (if any) after initial activities and before phasing in the intervention to a wider group. The performance evaluation will be designed to answer at least the following questions (illustrative):

- To what extent have head teachers, SGACs, DEOs, and SEOs, and others taken desired actions to promote community partnerships and literacy? What obstacles remain, if any? How can the approach to mobilize communities be strengthened?
- How have SCOPE interventions changed literacy promotion behaviors among parents and students? What obstacles remain to student reading outside of school?
- Are SCOPE interventions reaching vulnerable populations? What obstacles exist to inclusive participation, if any?

In addition, USAID is intending to contract a separate external end line performance evaluation of SCOPE. For reference, illustrative questions for this evaluation include:

- How have interventions to promote school-community partnership changed literacy promotion behaviors among (a) head teachers and other school or local leaders, (b) parents, and (c) students?
- What obstacles remain to student reading outside of school?

5. Close out Plan

The Recipient should provide a closeout plan for all SCOPE activities (administration, information, finance, procurement and management) for review and approval, no less than 180 days before the end date of the Cooperative Agreement.

6. AIDtracker Plus Partner Portal for Reporting Performance

The Recipient is required to monitor and report against activity performance pursuant to requirements in CFR 200.328.USAID/Rwanda utilizes a performance management information system called AIDtrackerPlus to track activities for mission-funded activities at the national, regional, district, and village levels. The Mission will work with the Recipient to design an M&E plan that works with AIDtracker Plus and includes not only project-related data, but provides requisite indicators for USAID Agency-wide and USAID/Rwanda Mission reporting requirements. The frequency of data collection, as well as the level of detail and degree of comparability of the data collected, shall be proposed by the Recipient in the ME&L plan. NOTE: The data collection process for monitoring critical assumptions and results supported by the Recipient is generally not expected to be as rigorous or systematic as the data collection process for monitoring performance indicators of USAID's Program Areas. However, the information collected must be at a level of detail and quality that insures that the technical team has an accurate understanding of the Recipient's progress toward its results and whether each critical assumption continues to hold.

The purpose of AIDtrackerPlus is, in part, to reduce both USAID and implementing partners' staff time in aggregating information and generating reports for USAID and interested parties, including but not limited to USAID/Washington, Congress, the Government of Rwanda, and other donors and stakeholders. This reporting process also supports the bilateral agreement between the U.S. Government and Government of Rwanda by sharing information on USAID/Rwanda's Mission-funded activities. This system replaces more traditional formats for reporting performance.

As established in its agreement and approved work plan, the Recipient shall provide a quarterly update of information including, but not limited to, performance results, performance report, geospatial coordinates, success stories, and photographs on performance by entering this information into the AIDtracker Plus Partner Portal. The Recipient can access the public website with information on all USAID/Rwanda projects at http://map.usaid.gov. AIDtracker Plus will require the Recipient to enter information on the performance indicators that will be tracked; specify the source, method of collection, and schedule of collection for all required data. The Recipient shall enter information via an Internet website; USAID will provide the URL address and a user ID/password. USAID/Rwanda will train implementing partners' Monitoring and Evaluation staff on AIDtracker Plus. Once trained, the Recipient will enter and manage the data accordingly. The implementing partner will be required to appoint an AIDtrackerPlus Point-of-Contact - typically, the Monitoring and Evaluation Specialist - to aid in communication and implementation.

7. Annual Report

The Recipient will submit an Annual Report to USAID/Rwanda each year within 90days after the end of the fiscal year. The Annual Report shall contain the following information: i) a summary of key achievements; ii) a comparison of actual accomplishments against goals established for the period in the annual work-plan; iii) cumulative quantitative Monitoring and Evaluation data, including information on progress towards targets, and explanations of any issues related to data quality; iv) a summary of funds expended during the fiscal year by funding source; v) a cumulative list of reports/studies/documents sent to USAID's DEC; vi) lessons learned and success stories, vii) information on major challenges and constraints faced during the performance period being reported; and viii) prospects for the next year's performance. Upon receiving AOR approval, the approved Annual Report shall be submitted to the USAID's DEC.

8. Final Report

The Recipient shall submit a draft of the final report to the AOR within 90 days following the estimated completion date of the cooperative agreement. This Final Report will include the following information: i) overall program accomplishments, presented in quantitative terms and described in a narrative that relates activities, products, and results to the Performance, Monitoring, and Evaluation Plan (PME); ii) discussion of why unexpected progress, positive or negative, was made toward the planned results; if the performance monitoring system (indicators) indicates that expected results were not achieved, the partner shall seek to determine and explain the reason; and iii) analysis of lessons learned, summary of responses to problems encountered during project implementation, and a bibliography of all products, tools, reports, and studies produced through the project. Upon receiving AOR approval, the approved Final Report shall be submitted to the USAID's DEC.

The reports described above are in addition to any financial or performance reporting otherwise required under the standard provisions of the Agreement. Copies of all required financial reports will be submitted to the Agreement Officer's Representative at USAID/Rwanda.

9. Geographic Information Systems (GIS)

USAID/Rwanda is in the process of building internal capacity to manage GIS-related information within the Mission to support greater utilization of GIS tools among implementing partners, promote coordination among stakeholders, and to share information about USAID-funded activities, their impact in Rwanda, as well as relevant data about the country. A few implementing partners currently use GIS tools, but the level of application varies and access to relevant and useful data in Rwanda remains a challenge. USAID/Rwanda hopes to open and foster a dialogue about ways to apply GIS tools to improve decision-making and management for results.

As defined in the USAID Policy Framework (2011-2015), USAID is committed to strategically allocating resources through geographically targeting aid investments, monitoring & evaluating overall aid effectiveness, and upholding the Agency's open data and transparency goals. Utilizing GIS technology, geographic data, and analysis is essential to effectively achieving these objectives.

The Recipient should apply geospatial methods using GIS technology to support USAID's effort to incorporate geographic data and analysis into USAID's overall development planning, design, and monitoring & evaluation. Geographic data collection, analysis, and submission methods should be included in Monitoring and Evaluation and the Work Plan as a separate section. When geographic data is acquired through data use or ownership agreements with the host-country government or other entity, the Recipient must ensure that the agreement makes it permissible for the geographic data to be submitted to, and used by, USAID and other U.S. Embassy agencies.

There are three types of geographic data that the USAID/Rwanda Mission will collect in a standardized manner:

a. ***Project and Activity Location Data:*** Project and Activity Location Data will be submitted according to the Mission's data requirements. Project and Activity Location Data refers to data that records a discrete point location for project and activity sites. Project and Activity Location Data is essential in establishing an effective method for managing, analyzing, and communicating project and activity information.

b. ***Thematic Data:*** This refers to data such as demographic and health indicators, land use land cover, hydrology, and transportation infrastructure. Thematic Data is essential for USAID's development planning and project design purposes. When created or acquired using USAID funds, these datasets must be submitted to the AOR.

c. ***Project Specific Geographic Data:*** This refers to data such as the analytical output of a geographic analysis that is conducted while implementing a project and is useful to USAID's development planning and project design purposes. When created or acquired using USAID funds, these datasets must be submitted to the AOR.

All geographic data must be submitted to the AOR and will be reviewed in consultation with the Mission GIS Specialist, Program Office or other technically qualified USAID staff to ensure that it meets the geographic data reporting requirements which will be provided by the AOR. As part of its quarterly and annual reports, or as agreed upon with the AOR, the Recipient shall submit geographically referenced data via CD, DVD, USB drive, external hard drive, or digitally (e-mail, etc.).

The Recipient will submit any geographic data that is acquired or created during the implementation of the award. Project and Activity Location Data must be submitted to USAID. If Thematic Data, Project Specific Data, or any other geographic data or satellite imagery is created or purchased under this award with U.S. Government funds, the data will be submitted to USAID.

Project and Activity Location Data must be submitted as latitude and longitude coordinates in Decimal Degrees (DD.MMMM) format as derived from Global Positioning System (GPS) units, GPS-enabled mobile devices, or a digital map interface, such as Google Earth or Google Maps. When providing exact latitude and longitude coordinates poses sensitivity issues, another geographic resolution for reporting Project and Activity Locations will be agreed upon with the AOR. According to the USAID Mission's data requirements, additional attribute data such as, project name, activity name, implementing partner name, project start and end dates, project description, beneficiaries, etc. will be submitted along with Project and Activity Location Data for reporting and portfolio management needs.

Geographic Data must be submitted to USAID in industry standard formats such as Esri Shapefile, GeoTIFF, or in a File Geodatabase and include metadata. Metadata is a summary document providing content, quality, type, creation, and spatial information about a data set. It represents who, what, when, where, why and how of the resource. It can be stored in any format such as a text file, Extensible Markup Language (XML), or database record. Metadata records include core library catalog elements such as Title, Abstract, and Publication Data; geographic elements such as Geographic Extent and Projection Information; and database elements such as Attribute Label Definitions and Attribute Domain Values. The suggested metadata format is the XML schema, ISO 19139, which was developed to provide a consistent manner for presenting the ISO 19115 standard.

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.

Cartographic products created or purchased under this award with U.S. Government funds will be provided. 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. Cartographic products shall be submitted in Adobe PDF format. 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).

The selection and use of subnational administrative boundary datasets must be done in consultation with and approved by the Mission and/or the USAID GeoCenter.

In consultation with the Mission's GIS specialist, Program Office or as directed by the USAID GeoCenter, the AOR will oversee the use of this geographic data for project management, communications, and evaluation.

When bilateral data use agreements, proprietary, or contractual restrictions, prevent the submission/publication of geographic data, the partner must provide justification to the AOR in consultation with the Mission GIS Specialist and/or Program Office.

Geographic Data will be submitted in accordance to the following:

a. Office of Management and Budget (OMB) Circular A-16, Executive Order 12906;
b. Automated Directives System (ADS) 507 (Freedom of Information Act);
c. Automated Directives System (ADS) 557 (Public Information).
d. Automated Directives System (ADS) 579 (USAID Development Data)

The Mission GIS Specialist may provide training to the Recipient that provides for fulfilling the requirements listed above.

10. Submission to the Development Experience Clearinghouse and Publications

Per ADS 540.3.2.3, documents and development assistance activity descriptions produced or funded with USAID resources and created in support of Intellectual Work must be submitted for inclusion in the Development Experience Clearinghouse (DEC) database. The recipient must provide the Agreement Officer's Representative one copy of any Intellectual Work that is published, and a list of any Intellectual Work that is not published.
In addition, the recipient must submit Intellectual Work, whether published or not, to the DEC, either on-line (preferred) or by mail. The recipient must review the DEC Web site for submission instructions, including document formatting and the types of documents to submit. Submission instructions can be found at: http://dec.usaid.gov. For purposes of submissions to the DEC, Intellectual Work includes all works that document the implementation, 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 recipient under the award, whether published or not. The term does not include the recipient's information that is incidental to award administration, such as financial, administrative, cost or pricing, or management information.

Each document submitted should contain essential bibliographic information, such as 1) descriptive title; 2) author(s) name; 3) award number; 4) sponsoring USAID office; 5) development objective; and 6) date of publication.

The recipient must not submit to the DEC any financially sensitive information 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 documents to the DEC.

In the event award funds are used to underwrite the cost of publishing, in lieu of the publisher assuming this cost as is the normal practice, any profits or royalties up to the amount of such cost must be credited to the award unless the schedule of the award has identified the profits or royalties as program income. For SCOPE this will include the midline Performance Evaluation and the Final Completion Report, as well as program and communication materials.

D. ENVIRONMENTAL COMPLIANCE

An Initial Environmental Examination (IEE) for the Project is completed and is attached as Annex 7. The IEE includes determinations of Categorical Exclusion.

1. General

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

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

c. No activity funded under this Grant 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.")

2. Work Plans

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

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

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

SECTION VII – FEDERAL AWARD AGENCY CONTACT(S)

Points of Contact:

Any questions regarding this RFA may be addressed to:

Bernard Mutembe, Acquisition and Assistance Specialist
USAID/Rwanda
+250-252-596-400
United States Embassy Compound
2657 Avenue de la Gendarmerie, Kacyiru
Kigali, Rwanda

SECTION VIII – OTHER INFORMATION

The following additional information is provided in this Section:

A.USAID DISABILITY POLICY - ASSISTANCE (DECEMBER 2004)

1. The objectives of the USAID Disability Policy are (1) to enhance the attainment of United States foreign assistance program goals by promoting the participation and equalization of opportunities of individuals with disabilities in USAID policy, country and sector strategies, activity designs and implementation; (2) to increase awareness of issues of people with disabilities both within USAID programs and in host countries; (3) to engage other U.S. government agencies, host country counterparts, governments, implementing organizations and other donors in fostering a climate of nondiscrimination against people with disabilities; and (4) to support international advocacy for people with disabilities. The full text of the policy paper can be found at the following website:
pdf.usaid.gov/pdf_docs/PDABQ631.pdf

2. USAID therefore requires that the recipient not discriminate against people with disabilities in the implementation of USAID funded programs and that it make every effort to comply with the objectives of the USAID Disability Policy in performing the program under this grant or cooperative agreement. To that end and to the extent it can accomplish this goal within the scope of the program objectives, the recipient should demonstrate a comprehensive and consistent approach for including men, women and children with disabilities.

(END OF PROVISION)

B. CONDOMS (ASSISTANCE) (SEPTEMBER 2014)

Information provided about the use of condoms as part of projects or activities that are funded under this agreement shall be medically accurate and shall include the public health benefits and failure rates of such use and shall be consistent with USAID's fact sheet entitled, "USAID HIV/STI Prevention and Condoms. This fact sheet may be accessed at:http://www.usaid.gov/sites/default/files/documents/1864/CondomSTIIssueBrief.pdf

The prime recipient must flow this provision down in all subawards, procurement contracts, or subcontracts for HIV/AIDS activities.
(END OF PROVISION)

C. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING (ASSISTANCE) (SEPTEMBER 2014)

(a) The U.S. Government is opposed to prostitution and related activities, which are inherently harmful and dehumanizing, and contribute to the phenomenon of trafficking in persons. None of the funds made available under this agreement may be used to promote or advocate the legalization or practice of prostitution or sex trafficking. Nothing in the preceding sentence shall be construed to preclude the provision to individuals of palliative care, treatment, or post-exposure pharmaceutical prophylaxis, and necessary pharmaceuticals and commodities, including test kits, condoms, and, when proven effective, microbicides.

(b)(1) Except as provided in (b)(2), by accepting this award or any subaward, a non-governmental organization or public international organization awardee/subawardee agrees that it is opposed to the practices of prostitution and sex trafficking.

(b)(2) The following organizations are exempt from (b)(1):

(i) the Global Fund to Fight AIDS, Tuberculosis and Malaria; the World Health Organization; the International AIDS Vaccine Initiative; and any United Nations agency.

(ii) U.S. non-governmental organization recipients/subrecipients and contractors/subcontractors.

(iii) Non-U.S. contractors and subcontractors if the contract or subcontract is for commercial items and services as defined in FAR 2.101, such as pharmaceuticals, medical supplies, logistics support, data management, and freight forwarding.

(b)(3) Notwithstanding section (b)(2)(iii), not exempt from (b)(1) are non-U.S. recipients, subrecipients, contractors, and subcontractors that implement HIV/AIDS programs under this assistance award, any subaward, or procurement contract or subcontract by:

(i) providing supplies or services directly to the final populations receiving such supplies or services in host countries;

(ii) providing technical assistance and training directly to host country individuals or entities on the provision of supplies or services to the final populations receiving such supplies and services; or

(iii) providing the types of services listed in FAR 37.203(b)(1)-(6) that involve giving advice about substantive policies of a recipient, giving advice regarding the activities referenced in (i) and (ii), or making decisions or functioning in a recipient's chain of command (e.g., providing managerial or supervisory services approving financial transactions, personnel actions).

(c) The following definitions apply for purposes of this provision:

"Commercial sex act" means any sex act on account of which anything of value is given to or received by any person.

"Prostitution" means procuring or providing any commercial sex act and the "practice of prostitution" has the same meaning.

"Sex trafficking" means the recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act. 22 U.S.C. 7102(9).

(d) The recipient shall insert this provision, which is a standard provision, in all subawards, procurement contracts or subcontracts for HIV/AIDS activities.

(e) This provision includes express terms and conditions of the award and any violation of it shall be grounds for unilateral termination of the award by USAID prior to the end of its term.

(END OF PROVISION)

D. SUBMISSION OF DATASETS TO THE DEVELOPMENT DATA LIBRARY (OCTOBER 2014)

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 recipient 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 recipient'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 M21. SUBMISSIONS TO THE DEVELOPMENT EXPERIENCE CLEARINGHOUSE AND PUBLICATIONS (JUNE 2012).

(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 recipient under the award, whether published or not. The term does not include the recipient'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)

(1) 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 subawardee or a contractor 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.

(2) Unless otherwise directed by the Agreement Officer (AO) or the Agreement Officer Representative (AOR), the recipient must submit the Dataset and supporting documentation to the DDL 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 agreement officer representative, 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.

(3) The recipient must submit the Datasets following the submission instructions and acceptable formats found at www.usaid.gov/data.

(4) 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.

(5) The recipient must not submit classified data to the DDL.

(END OF PROVISION)

E. PROHIBITION ON PROVIDING FEDERAL ASSISTANCE TO ENTITIES THAT REQUIRE CERTAIN INTERNAL CONFIDENTIALITY AGREEMENTS - REPRESENTATION (APRIL2015)

(a) In accordance with section 743 of Division E, Title VII, of the Consolidated and further Continuing Resolution Appropriations Act, 2015 (Pub. L. 113-235), Government agencies are not permitted to use funds appropriated (or otherwise made available) under that or any other Act for providing federal assistance to an entity that requires employees, subawardees or contractors of such entity seeking to report fraud, waste, or abuse to sign internal confidentiality agreements or statements prohibiting or otherwise restricting such employees, subawardees, or contractors from lawfully reporting such waste, fraud, or abuse to a designated investigative or law enforcement representative of a Federal department or agency authorized to receive such information.

(b) The prohibition in paragraph (a) of this provision does not contravene requirements applicable to Standard Form 312, Form 4414, or any other form issued by a Federal department or agency governing the nondisclosure of classified information.

(c) By submission of its application, the prospective recipient represents that it does not require employees, subawardees, or contractors of such entity seeking to report fraud, waste, or abuse to sign internal confidentiality agreements or statements prohibiting or otherwise restricting such employees, subawardees, or contractors from lawfully reporting such waste, fraud, or abuse to a designated investigative or law enforcement representative of a Federal department or agency authorized to receive such information.

(END OF PROVISION)

ANNEXES

The following annexes are provided:

Annex 1 – Certifications, Assurances and Other Statements
Annex 2 – Central Contractor Registration and Universal Identifier
Annex 3 – Reporting Sub awards and Executive Compensation
Annex 4 – Trafficking in Persons
Annex 5 – Survey of Ensuring Equal Opportunity for Applicants
Annex 6 – Representation by Organization Regarding a Delinquent Tax Liability or Felony Criminal Conviction
Annex 7 – Initial Environmental Examination (IEE)
Annex 8 –Results Framework
Annex 9 –M&E Plan proposed format

Documents can be accessed at the following:

SF-424 Forms - http://www.grants.gov/agencies/aapproved_standard_forms.jsp

Annex 1

Certifications, Assurances and Other Statements of the Recipient

NOTE: When these Certifications, Assurances, and Other Statements of Recipient are used for cooperative agreements, the term "Grant" means" Cooperative Agreement".

Part I – Certifications and Assurances

1. Assurance of Compliance with Laws and Regulations Governing Non-Discrimination in Federally Assisted Programs

Note: This certification applies to Non-U.S. organizations if any part of the program will be undertaken in the United States.

(a) The recipient hereby assures that no person in the United States will, on the bases set forth below, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under, any program or activity receiving financial assistance from USAID, and that with respect to the Cooperative Agreement for which application is being made, it will comply with the requirements of:

(1) Title VI of the Civil Rights Act of 1964 (Pub. L. 88-352, 42 U.S.C. 2000-d), which prohibits discrimination on the basis of race, color or national origin, in programs and activities receiving Federal financial assistance;

(2) Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance;

(3) The Age Discrimination Act of 1975, as amended (Pub. L. 95-478), which prohibits discrimination based on age in the delivery of services and benefits supported with Federal funds;

(4) Title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et seq.), which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance (whether or not the programs or activities are offered or sponsored by an educational institution); and

(5) USAID regulations implementing the above nondiscrimination laws set forth in Chapter II of Title 22 of the Code of Federal Regulations.

(b) If the recipient is an institution of higher education, the Assurances given herein extend to admission practices and to all other practices relating to the treatment of students or clients of the institution, or relating to the opportunity to participate in the provision of services or other benefits to such individuals, and must be applicable to the entire institution unless the recipient establishes to the satisfaction of the USAID Administrator that the institution's practices in designated parts or programs of the institution will in no way affect its practices in the program of the institution for which financial assistance is sought, or the beneficiaries of, or participants in, such programs.

2. Certification Regarding Lobbying

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal Cooperative Agreement, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned must complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned must require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients must certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification will be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

"The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned must complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement will be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure."

3. Prohibition on Assistance to Drug Traffickers for Covered Countries and Individuals (ADS 206)

USAID reserves the right to terminate this Agreement, to demand a refund or take other appropriate measures if the Grantee is found to have been convicted of a narcotics offense or to have been engaged in drug trafficking as defined in 22 CFR Part 140. The undersigned must review USAID ADS 206 to determine if any certifications are required for Key Individuals or Covered Participants.

If there are COVERED PARTICIPANTS: USAID reserves the right to terminate assistance to or take other appropriate measures with respect to, any participant approved by USAID who is found to have been convicted of a narcotics offense or to have been engaged in drug trafficking as defined in 22 CFR Part 140.

4. Certification Regarding Terrorist Financing, Implementing Executive Order 13224

By signing and submitting this application, the prospective recipient provides the Certification set out below:
1. The Recipient, to the best of its current knowledge, did not provide, within the previous ten years, and will take all reasonable steps to ensure that it does not and will not knowingly provide, material support or resources to any individual or entity that commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated, or participated in terrorist acts, as that term is defined in paragraph 3.

2.The following steps may enable the Recipient to comply with its obligations under paragraph 1:

a. Before providing any material support or resources to an individual or entity, the Recipient will verify that the individual or entity does not (i) appear on the master list of Specially Designated Nationals and Blocked Persons, which is maintained by the U.S. Treasury's Office of Foreign Assets Control (OFAC), or (ii) is not included in any supplementary information concerning prohibited individuals or entities that may be provided by USAID to the Recipient.

b. Before providing any material support or resources to an individual or entity, the Recipient also will verify that the individual or entity has not been designated by the United Nations Security (UNSC) sanctions committee established under UNSC Resolution 1267 (1999) (the "1267 Committee") [individuals and entities linked to the Taliban, Osama bin Laden, or the Al-Qaida Organization]. To determine whether there has been a published designation of an individual or entity by the 1267 Committee, the Recipient should refer to the consolidated list available online at the Committee's Web site: http://www.un.org/Docs/sc/committees/1267/1267ListEng.htm.

c. Before providing any material support or resources to an individual or entity, the Recipient will consider all information about that individual or entity of which it is aware and all public information that is reasonably available to it or of which it should be aware.

d. The Recipient also will implement reasonable monitoring and oversight procedures to safeguard against assistance being diverted to support terrorist activity.

3. For purposes of this Certification -

a. "Material support and resources" means currency or monetary instruments or financial securities, financial services, lodging, training, expert advice or assistance, safe-houses, false documentation or identification, communications equipment, facilities, weapons, lethal substances, explosives, personnel, transportation, and other physical assets, except medicine or religious materials."

b. "Terrorist act" means -

(i) an act prohibited pursuant to one of the 12 United Nations Conventions and Protocols related to terrorism (see UN terrorism conventions Internet site: **http://untreaty.un.org/English/Terrorism.asp**); or

(ii) an act of premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents; or (iii) any other act intended to cause death or serious bodily injury to a civilian, or to any other person not taking an active part in hostilities in a situation of armed conflict, when the purpose of such act, by its nature or context, is to intimidate a population, or to compel a government or an international organization to do or to abstain from doing any act.

c. "Entity" means a partnership, association, corporation, or other organization, group or subgroup.

d. References in this Certification to the provision of material support and resources must not be deemed to include the furnishing of USAID funds or USAID-financed commodities to the ultimate beneficiaries of USAID assistance, such as recipients of food, medical care, micro-enterprise loans, shelter, etc., unless the Recipient has reason to believe that one or more of these beneficiaries commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts.

e. The Recipient's obligations under paragraph 1 are not applicable to the procurement of goods and/or services by the Recipient that are acquired in the ordinary course of business through contract or purchase, e.g., utilities, rents, office supplies, gasoline, etc., unless the Recipient has reason to believe that a vendor or supplier of such goods and services commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts.

This Certification is an express term and condition of any agreement issued as a result of this application, and any violation of it will be grounds for unilateral termination of the agreement by USAID prior to the end of its term.

5. Certification of Recipient

By signing below the recipient provides certifications and assurances for (1) the Assurance of Compliance with Laws and Regulations Governing Non-Discrimination in Federally Assisted Programs, (2) the Certification Regarding Lobbying, (3) the Prohibition on Assistance to Drug Traffickers for Covered Countries and Individuals (ADS 206) and (4) the Certification Regarding Terrorist Financing Implementing Executive Order 13224 above.
These certifications and assurances are given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts, or other Federal financial assistance extended after the date hereof to the recipient by the Agency, including installment payments after such date on account of applications for Federal financial assistance which was approved before such date. The recipient recognizes and agrees that

such Federal financial assistance will be extended in reliance on the representations and agreements made in these assurances, and that the United States will have the right to seek judicial enforcement of these assurances. These assurances are binding on the recipient, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign these assurances on behalf of the recipient.

Request for Application or
Annual Program Statement No. ___________________________
Application No. ________________________________
Date of Application ________________________________
Name of Recipient ________________________________
Typed Name and Title ________________________________
Signature ________________________________
Date ________________________________

Part II – Key Individual Certification Narcotics Offenses and Drug Trafficking

I hereby certify that within the last ten years:

1. I have not been convicted of a violation of, or a conspiracy to violate, any law or regulation of the United States or any other country concerning narcotic or psychotropic drugs or other controlled substances.

2. I am not and have not been an illicit trafficker in any such drug or controlled substance.

3. I am not and have not been a knowing assistor, abettor, conspirator, or colluder with others in the illicit trafficking in any such drug or substance.

Signature: ____________________________
Date: ____________________________
Name: ____________________________
Title/Position: ____________________________
Organization: ____________________________
Address: ____________________________
Date of Birth: ____________________________

NOTICE:

1. You are required to sign this Certification under the provisions of 22 CFR Part 140, Prohibition on Assistance to Drug Traffickers. These regulations were issued by the Department of State and require that certain key individuals of organizations must sign this Certification.

2. If you make a false Certification you are subject to U.S. criminal prosecution under 18 U.S.C. 1001.

Part III – Participant Certification Narcotics Offenses and Drug Trafficking

1. I hereby certify that within the last ten years:

a. I have not been convicted of a violation of, or a conspiracy to violate, any law or regulation of the United States or any other country concerning narcotic or psychotropic drugs or other controlled substances.

b. I am not and have not been an illicit trafficker in any such drug or controlled substance.

c. I am not or have not been a knowing assistor, abettor, conspirator, or colluder with others in the illicit trafficking in any such drug or substance.

2. I understand that USAID may terminate my training if it is determined that I engaged in the above conduct during the last ten years or during my USAID training.

Signature: ______________________________
Name: ______________________________
Date: ______________________________
Address: ______________________________
Date of Birth: ______________________________

NOTICE:

1. You are required to sign this Certification under the provisions of 22 CFR Part 140, Prohibition on Assistance to Drug Traffickers. These regulations were issued by the Department of State and require that certain participants must sign this Certification.

2. If you make a false Certification you are subject to U.S. criminal prosecution under 18 U.S.C. 1001.

Part IV – Other Statements of Recipient

1. Authorized Individuals

The recipient represents that the following persons are authorized to negotiate on its behalf with the Government and to bind the recipient in connection with this application or grant:

Name	Title	Telephone No.	Facsimile No.

2. Taxpayer Identification Number (TIN)

If the recipient is a U.S. organization, or a foreign organization which has income effectively connected with the conduct of activities in the U.S. or has an office or a place of business or a fiscal paying agent in the U.S., please indicate the recipient's TIN:
TIN: ______________________________

3. Data Universal Numbering System (DUNS) Number

(a) Unless otherwise specified in the solicitation using an applicable exemption, in the space provided at the end of this provision, the recipient should supply the Data Universal Numbering System (DUNS) number applicable to that name and address. Recipients should take care to report the number that identifies the recipient's name and address exactly as stated in the proposal.

(b) The DUNS is a 9-digit number assigned by Dun and Bradstreet Information Services. If the recipient does not have a DUNS number, the recipient should call Dun and Bradstreet directly at 1-800-333-0505. A DUNS number will be provided immediately by telephone at no charge to the recipient. The recipient should be prepared to provide the following information:

(1) Recipient's name.
(2) Recipient's address.
(3) Recipient's telephone number.
(4) Line of business.
(5) Chief executive officer/key manager.
(6) Date the organization was started.
(7) Number of people employed by the recipient.
(8) Company affiliation.

(c) Recipients located outside the United States may e-mail Dun and Bradstreet at globalinfo@dbisma.com to obtain the location and phone number of the local Dun and Bradstreet Information Services office.

The DUNS system is distinct from the Federal Taxpayer Identification Number (TIN) system.

DUNS: ______________________________

4. Letter of Credit (LOC) Number
If the recipient has an existing Letter of Credit (LOC) with USAID, please indicate the LOC number:

LOC: ______________________________

5. Procurement Information

(a) Applicability. This applies to the procurement of goods and services planned by the recipient (i.e., contracts, purchase orders, etc.) from a supplier of goods or services for the direct use or benefit of the recipient in conducting the program supported by the grant, and not to assistance provided by the recipient (i.e., a subgrant or subagreement) to a subgrantee or subrecipient in support of the subgrantee's or subrecipient's program. Provision by the recipient of the requested information does not, in and of itself, constitute USAID approval.

(b) Amount of Procurement. Please indicate the total estimated dollar amount of goods and services which the recipient plans to purchase under the grant:

$__________________________

(c) Nonexpendable Property. If the recipient plans to purchase nonexpendable equipment which would require the approval of the Agreement Officer, indicate below (using a continuation page, as necessary) the types, quantities of each, and estimated unit costs. Nonexpendable equipment for which the Agreement Officer's approval to purchase is required is any article of nonexpendable tangible personal property charged directly to the grant, having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.

TYPE/DESCRIPTION (Generic) __________________________
QUANTITY __________________________
ESTIMATED UNIT COST __________________________

(d) Source If the recipient plans to purchase any goods/commodities which are not in accordance with the Standard Provision "USAID Eligibility Rules for Procurement of Commodities and Services," indicate below (using a continuation page, as necessary) the types and quantities of each, estimated unit costs of each, and probable source. "Source" means the country from which a commodity is shipped to the cooperating country or the cooperating country itself if the commodity is located in the cooperating country at the time of purchase. However, where a commodity is shipped from a free port or bonded warehouse in the form in which received, "source" means the country from which the commodity was shipped to the free port or bonded warehouse. Additionally, "available for purchase" includes "offered for sale at the time of purchase" if the commodity is listed in a vendor's catalog or other statement of inventory, kept as part of the vendor's customary business practices and regularly offered for sale, even if the commodities are not physically on the vendors' shelves or even in the source country at the time of the order. In such cases, the recipient must document that the commodity was listed in the vendor's catalog or other statement of inventory; that the vendor has a regular and customary business practice of selling the commodity through "just in time" or other similar inventory practices; and the recipient did not engage the vendor to list the commodity in its catalog or other statement of inventory just to fulfill the recipient's request for the commodity.

TYPE/DESCRIPTION __________________________
QUANTITY __________________________
ESTIMATED GOODS __________________________
PROBABLE GOODS __________________________
PROBABLE (Generic) __________________________
UNIT COST __________________________
SOURCE __________________________

(e) Restricted Goods. If the recipient plans to purchase any restricted goods, indicate below (using a continuation page, as necessary) the types and quantities of each, estimated unit costs of each, intended use, and probable source. Restricted goods are Agricultural Commodities, Motor Vehicles, Pharmaceuticals, Pesticides, Used Equipment, U.S. Government-Owned Excess Property, and Fertilizer.

TYPE/DESCRIPTION __________________________
QUANTITY __________________________
ESTIMATED __________________________

PROBABLE ______________________________
INTENDED USE (Generic) ______________________________
UNIT COST ______________________________
SOURCE ______________________________

(f) Supplier Nationality. If the recipient plans to purchase any goods or services from suppliers of goods and services whose nationality is not in accordance with the Standard Provision "USAID Eligibility Rules for Procurement of Commodities and Services," indicate below (using a continuation page, as necessary) the types and quantities of each good or service, estimated costs of each, probable nationality of each non-U.S. supplier of each good or service, and the rationale for purchasing from a non-U.S. supplier.

TYPE/DESCRIPTION ______________________________
QUANTITY ______________________________
ESTIMATED ______________________________
PROBABLE SUPPLIER ______________________________
NATIONALITY ______________________________
RATIONALE (Generic) ______________________________
UNIT COST (Non-US Only) ______________________________
FOR NON-US ______________________________

6. Past Performance References

On a continuation page, please provide past performance information requested in the RFA.

7. Type of Organization

The recipient, by checking the applicable box, represents that –

(a) If the recipient is a U.S. entity, it operates as [ ] a corporation incorporated under the laws of the State of, [ ] an individual, [ ] a partnership, [ ] a nongovernmental nonprofit organization, [ ] a state or local governmental organization, [ ] a private college or university, [ ] a public college or university, [ ] an international organization, or [ ] a joint venture; or

(b) If the recipient is a non-U.S. entity, it operates as [ ] a corporation organized under the laws of ______________________________ (country), [ ] an individual, [ ] a partnership, [ ] a nongovernmental nonprofit organization, [ ] a nongovernmental educational institution, [ ] a governmental organization, [ ] an international organization, or [ ] a joint venture.

8. Estimated Costs of Communications Products

The following are the estimate(s) of the cost of each separate communications product (i.e., any printed material [other than non-color photocopy material], photographic services, or video production services) which is anticipated under the grant. Each estimate must include all the costs associated with preparation and execution of the product. Use a continuation page as necessary.

Part V – Standard Provisions for Solicitations

1. BRANDING STRATEGY - ASSISTANCE (JUNE 2012)

a. Applicants recommended for an assistance award must submit and negotiate a "Branding Strategy," describing how the program, project, or activity is named and positioned, and how it is promoted and communicated to beneficiaries and host country citizens.

b. The request for a Branding Strategy, by the Agreement Officer from the applicant, confers no rights to the applicant and constitutes no USAID commitment to an award.

c. Failure to submit and negotiate a Branding Strategy within the time frame specified by the Agreement Officer will make the applicant ineligible for an award.

d. The applicant must include all estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events, materials, and so forth, in the budget portion of the application. These costs are subject to the revision and negotiation with the Agreement Officer and will be incorporated into the Total Estimated Amount of the grant, cooperative agreement or other assistance instrument.

e. The Branding Strategy must include, at a minimum, all of the following:

(1) All estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events, materials, and so forth.

(2) The intended name of the program, project, or activity.

(i) USAID requires the applicant to use the "USAID Identity," comprised of the USAID logo and brandmark, with the tagline "from the American people" as found on the USAID Web site at transition.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 the Administrator approved the use of an additional or substitute

(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.

e. 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.

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

(END OF PROVISION)

2. MARKING PLAN – ASSISTANCE (JUNE 2012)

a. Applicants recommended for an assistance award must submit and 17 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 brandmark, 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 in the award criteria, and will approve and 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 PROVISION)

3. CONSCIENCE CLAUSE IMPLEMENTATION (ASSISTANCE)- SOLICITATION PROVISION (FEBRUARY 2012)

An organization, including a faith-based organization, that is otherwise eligible to receive funds under this agreement for HIV/AIDS prevention, treatment, or care—

Shall not be required, as a condition of receiving such assistance—

to endorse or utilize a multisectoral or comprehensive approach to combating HIV/AIDS; or to endorse, utilize, make a referral to, become integrated with, or otherwise participate in any program or activity to which the organization has a religious or moral objection; and

Shall not be discriminated against in the solicitation or issuance of grants, contracts, or cooperative agreements for refusing to meet any requirement described in paragraph (a)(1) above.

An applicant who believes that this solicitation contains provisions or requirements that would require it to endorse or use an approach or participate in an activity to which it has a religious or moral objection must so notify the cognizant Agreement Officer in accordance with the Mandatory Standard Provision titled "Notices" as soon as possible, and in any event not later than 15 calendar days before the deadline for submission of applications under this solicitation. The applicant must advise which activity(ies) it could not implement and the nature of the religious or moral objection.

In responding to the solicitation, an applicant with a religious or moral objection may compete for any funding opportunity as a prime partner, or as a leader or member of a consortium that comes together to compete for an award. Alternatively, such applicant may limit its application to those activities it can undertake and must indicate in its submission the activity (ies) it has excluded based on religious or moral objection. The offeror's proposal will be evaluated based on the activities for which a proposal is submitted, and will not be evaluated favorably or unfavorably due to the absence of a proposal addressing the activity (ies) to which it objected and which it thus omitted. In addition to the notification in paragraph (b) above, the applicant must meet the submission date provided for in the solicitation.

(END OF PROVISION)"

Annex 2

CENTRAL CONTRACTOR REGISTRATION AND UNIVERSAL IDENTIFIER (OCTOBER 2010), AAPD 11-01

a) **Requirement for Central Contractor Registration (CCR).** Unless you are exempted from this requirement under 2 CFR 25.110, you as the recipient must maintain the currency of your information in the CCR until you submit the final financial report required under this award or receive the final payment, whichever is later. This requires that you review and update the information at least annually after the initial registration, and more frequently if required by changes in your information or another award term.

b) **Requirement for Data Universal Numbering System (DUNS) numbers.** If you are authorized to make subawards under this award, you:

(1) Must notify potential subrecipients that no entity (see definition in paragraph C of this award term) may receive a subaward from you unless the entity has provided its DUNS number to you.

(2) May not make a subaward to an entity unless the entity has provided its DUNS number to you.

c) **Definitions.** For purposes of this award term:

(1) Central Contractor Registration (CCR) means the Federal repository into which an entity must provide information required for the conduct of business as a recipient. Additional information about registration procedures may be found at the CCR Internet site (currently at http://www.ccr.gov).

(2) Data Universal Numbering System (DUNS) number means the nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. A DUNS number may be obtained from D&B by telephone (currently 866-705-5711) or the Internet (currently at http://fedgov.dnb.com/webform).

(3) Entity, as it is used in this award term, means all of the following, as defined at 2 CFR part 25, subpart C:
(i) A Governmental organization, which is a State, local government, or Indian tribe;
(ii) A foreign public entity;
(iii) A domestic or foreign nonprofit organization;
(iv) A domestic or foreign for-profit organization; and
(v) A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.

(4) Subaward:
(i) This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
(ii) The term does not include your procurement of property and services needed to carry out the project or program (for further explanation, see Sec. --.210 of the attachment to OMB Circular A-133, —Audits of States, Local Governments, and Non-Profit Organizations‖).

(iii) A sub award may be provided through any legal agreement, including an agreement that you consider a contract.

(5) Sub recipient means an entity that:
(i) Receives a sub award from you under this award; and
(ii) Is accountable to you for the use of the Federal funds provided by the sub award.

Annex 3

REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (OCTOBER 2010) REPORTING OF FIRST-TIER SUB AWARDS, AAPD 11-01

(1) Applicability. Unless you are exempt as provided in paragraph d. of this award term, you must report each action that obligates $25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5) for a sub award to an entity (see definitions in paragraph e of this award term).

(2) Where and when to report.

(i) You must report each obligating action described in paragraph a.1. of this award term to www.fsrs.gov.
(ii) For sub award information, report no later than the end of the month following the month in which the obligation was made. (For example, if the obligation was made on November 7, 2010, the obligation must be reported by no later than December 31, 2010.)

(3) What to report. You must report the information about each obligating action that the submission instructions posted at www.fsrs.gov specify.

b) **Reporting Total Compensation of Recipient Executives.**

(1) Applicability and what to report. You must report total compensation for each of your five most highly compensated executives for the preceding completed fiscal year, if –

(i) the total Federal funding authorized to date under this award is $25,000 or more;

(ii) in the preceding fiscal year, you received—

(A) 80 percent or more of your annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and

(B) $25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and

(iii) The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at http://www.sec.gov/answers/execomp.htm.)

(2) Where and when to report. You must report executive total compensation described in paragraph b.(1) of this award term:

(i) As part of your registration profile at www.ccr.gov.

(ii) By the end of the month following the month in which this award is made, and annually thereafter.

c) Reporting of Total Compensation of Sub recipient Executives.

(1) Applicability and what to report. Unless you are exempt as provided in paragraph d. of this award term, for each first-tier sub recipient under this award, you shall report the names and total compensation of each of the sub recipient's five most highly compensated executives for the sub recipient's preceding completed fiscal year, if –

(i) in the sub recipient's preceding fiscal year, the sub recipient received—

(A) 80 percent or more of its annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and seawards); and

(B) $25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts), and Federal financial assistance subject to the Transparency Act (and subawards); and ii. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at http://www.sec.gov/answers/execomp.htm.)

(2) Where and when to report. You must report subrecipient executive total compensation described in paragraph c.(1) of this award term:

(i) To the recipient.

(ii) By the end of the month following the month during which you make the subaward. For example, if a subaward is obligated on any date during the month of October of a given year (i.e., between October 1 and 31), you must report any required compensation information of the subrecipient by November 30 of that year.

d) **d. Exemptions**
If, in the previous tax year, you had gross income, from all sources, under $300,000, you are exempt from the requirements to report:

(1) subawards, and

(2) the total compensation of the five most highly compensated executives of any subrecipient.

e) **Definitions. For purposes of this award term:**

(1) Entity means all of the following, as defined in 2 CFR part 25:

(i) A Governmental organization, which is a State, local government, or Indian tribe;

(ii) A foreign public entity;
(iii) A domestic or foreign nonprofit organization;
(iv) A domestic or foreign for-profit organization;
(v) A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.

(2) Executive means officers, managing partners, or any other employees in management positions.

(3) Subaward:

(i) This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
(ii) The term does not include your procurement of property and services needed to carry out the project or program (for further explanation, see Sec. --.210 of the attachment to OMB Circular A- 133, —Audits of States, Local Governments, and Non- Profit Organizations‖).
(iii) A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.

(4) Subrecipient means an entity that:

(i) Receives a subaward from you (the recipient) under this award; and
(ii) Is accountable to you for the use of the Federal funds provided by the subaward.

(5) Total compensation means the cash and noncash dollar value earned by the executive during the recipient's or subrecipient's preceding fiscal year and includes the following (for more information see 17 CFR 229.402(c)(2)):

(i) Salary and bonus.
(ii) Awards of stock, stock options, and stock appreciation rights. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.
(iii) Earnings for services under non-equity incentive plans. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.
(iv) Change in pension value. This is the change in present value of defined benefit and actuarial pension plans.
(v) Above-market earnings on deferred compensation which is not tax-qualified.
(vi) Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds $10,000.

Annex 4

TRAFFICKING IN PERSONS (OCTOBER 2010); AAPD 11-01

a. Provisions applicable to a recipient that is a private entity.

(1) You as the recipient, your employees, subrecipients under this award, and subrecipients' employees may not—

(i) Engage in severe forms of trafficking in persons during the period of time that the award is in effect;

(ii) Procure a commercial sex act during the period of time that the award is in effect; or

(iii) Use forced labor in the performance of the award or subawards under the award.

(2) We as the Federal awarding agency may unilaterally terminate this award, without penalty, if you or a subrecipient that is a private entity —

(i) Is determined to have violated a prohibition in paragraph a. (1) of this award term; or

(ii) Has an employee who is determined by the agency official authorized to terminate the award to have violated a prohibition in paragraph a. (1) of this award term through conduct that is either—

(A) Associated with performance under this award; or

(B) Imputed to you or the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 2 CFR part 180, ''OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement),'' as implemented by our agency at 22 CFR 208 or its superseding Part in 2 CFR.

b. Provisions applicable to a recipient other than a private entity.

(1) We as the Federal awarding agency may unilaterally terminate this award, without penalty, if a subrecipient that is a private entity—

(i) Is determined to have violated an applicable prohibition in paragraph a. (1) of this award term; or

(ii) Has an employee who is determined by the agency official authorized to terminate the award to have violated an applicable prohibition in paragraph a. (1) of this award term through conduct that is either—

(A) Associated with performance under this award; or

(B) Imputed to the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 2 CFR part 180, ''OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement),'' as implemented by our agency at 22 CFR 208 or its superseding Part in 2 CFR.

c. Provisions applicable to any recipient.

(1) You must inform us immediately of any information you receive from any source alleging a violation of a prohibition in paragraph a. (1) of this award term.

(2) Our right to terminate unilaterally that is described in paragraph a. (2) or b of this section:

(i) Implements section 106(g) of the Trafficking Victims Protection Act of 2000 (TVPA), as amended (22 U.S.C. 7104(g)), and

(ii) Is in addition to all other remedies for noncompliance that are available to us under this award.

(3) You must include the requirements of paragraph a. (1) of this award term in any subaward you make to a private entity.

d. Definitions. For purposes of this provision:

(1) ''Employee'' means either:

(i) An individual employed by you or a subrecipient who is engaged in the performance of the project or program under this award; or

(ii) Another person engaged in the performance of the project or program under this award and not compensated by you including, but not limited to, a volunteer or individual whose services are contributed by a third party as an in-kind contribution toward cost sharing or matching requirements.

(2) ''Forced labor'' means labor obtained by any of the following methods: the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

(3) ''Private entity'':

(i) Means any entity other than a State, local government, Indian tribe, or foreign public entity, as those terms are defined in 2 CFR 175.25(b).

(ii) Includes:

(A) A nonprofit organization, including any nonprofit institution of higher education, hospital, or tribal organization other than one included in the definition of Indian tribe at 2 CFR 175.25(b).

(B) A for-profit organization.

(4) ''Severe forms of trafficking in persons,'' ''commercial sex act,'' and ''coercion'' have the meanings given at section 103 of the TVPA, as amended (22 U.S.C. 7102).

Annex 5

SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

The Survey on Ensuring Equal Opportunity for Applicants can be found at http://www2.ed.gov/fund/grant/apply/appforms/surveyeo.pdf

Annex 6

REPRESENTATION BY ORGANIZATION REGARDING A DELINQUENT TAX LIABILITY OR FELONY CRIMINAL CONVICTION (AUGUST 2014) AAPD 14-03

(a) In accordance with section 7073 of the Consolidated Appropriations Act, 2014 (Pub. L. 113-76) none of the funds made available by that Act may be used to enter into an assistance award with any organization that –

(1)Was "convicted of a felony criminal violation under any Federal law within the preceding 24 months, where the awarding agency has direct knowledge of the conviction, unless the agency has considered, in accordance with its procedures, that this further action is not necessary to protect the interests of the Government"; or

(2)Has any "unpaid Federal tax liability that has been assessed for which all judicial and administrative remedies have been exhausted or have lapsed, and that is not being paid in a timely manner pursuant to an agreement with the authority responsible for collecting the tax liability, where the awarding agency has direct knowledge of the unpaid tax liability, unless the Federal agency has considered, in accordance with its procedures, that this further action is not necessary to protect the interests of the Government".

For the purposes of section 7073, it is USAID's policy that no award may be made to any organization covered by (1) or (2) above, unless the M/OAA Compliance Division has made a determination that suspension or debarment is not necessary to protect the interests of the Government.

(b) Applicant Representation:

(1)The Applicant represents that it is [ ] is not [ ] an organization that was convicted of a felony criminal violation under a Federal law within the preceding 24 months.

(2)The Applicant represents that it is [ ] is not [ ] an organization that has any unpaid Federal tax liability that has been assessed for which all judicial and administrative remedies have been exhausted or have lapsed, and that is not being paid in a timely manner pursuant to an agreement with the authority responsible for collecting the tax liability

Annex 7

INITIAL ENVIRONMENTAL EXAMINATION (IEE)

– Please Locate the Document at:

http://gemini.info.usaid.gov/egat/envcomp/repository/pdf/43131.pdf

Annex 8

Results Framework

Project Goal: Increased opportunities for Rwandan children and youth to succeed in schooling and the modern workplace	
Project Purpose: Improved literacy outcomes for children in primary grades	
Outcome 1: Increased quality of instruction	**Outcome 2:** Increased access to high quality, relevant reading materials
Output 1.1: Increased capacity of educational leaders to support improved student literacy outcomes	**Output 2.1:** Increased supply of appropriate early-grade reading materials available to the community
Output 1.2: Increased capacity of SGACs to support improved student literacy outcomes	
Output 1.3: Increased community and parental involvement to support improved student literacy outcomes	

Annex 9

Monitoring and Evaluation Plan - Sample Template

Result *(Purpose, Intermediate Result, Sub-IR)*	**Performance Indicator**	**Data Acquisition**			**Disaggregation**	**Baseline**		**FY 2016**	**FY 2017**	**FY 2018**	**FY 2019**
		Data Source	**Method of Collection**	**Frequency**		**Date / Source**	**Actual**	**Target**	**Target**	**Target**	**Target**