



Application No: RFA-668-13-000001

Title: South Sudan Safer Schools Support (5S)

Amendment No.: One (1)

Amendment Issuance Date: February 25, 2013

Closing Date & Time: March 28, 2013, 05:00 PM Local Time (Juba, South Sudan)

Subject: Request for Application (RFA) No. 668-13-000001 – Amendment No. One (1)

Dear Applicants:

The purpose of this amendment is to:

- A. Share the Questions and Answers from the Pre-Application Conference on February 15, 2013 below:

1. What does the conflict/program modifier refer to?

While the Total Estimated Amount (TEA) is \$90 million, a second figure of \$105 million is the planning figure to use when submitting an application. Applicants should plan a budget of \$105 million, including innovative approaches to respond to the potential crisis. This may or may not eventually be used; however the internal planning for this component has been completed.

The five key personnel listed in the RFA are required and at least two positions must be based in the field. An amendment to the RFA will be issued to clarify this. Also see questions #30 & #31.

The implementation of Transition Grants to local organizations needs to be built into the project from the beginning.

2. Why only five (5) States?

These five States have specifically been chosen due to a trend analysis that has been completed.

3. Why only primary education and not pre-primary?

Globally, USAID is not focusing on pre- primary education. The decision was made to focus only on primary, and not on tertiary or secondary, even though there are monumental needs at all levels.

Plug-in figures mean that the budget needs to specifically outline how these aspects will be included, including female involvement as a separate column for community engagement activities.

4. Can additional questions be submitted?

Yes, but we were accepting questions until the cut-off date/time in the Solicitation (February 22, 2013, 5 PM, Juba, South Sudan Time).

5. Given the flight schedules and travel routes throughout the region, can you explain the preference for a hub office in Kwajok rather than in another state capital?

As mentioned, the project is focused in the 5 states, but based on trend analysis; Warrap is the state with the greatest level of need. There is not an alternative to have the hub in any of the other states outside of the five that are listed.

6. What is the anticipated nature of the grants (pass-through/directed versus competed/managed) as well as the ratio?

This depends on your technical approach. It is your program, so you can propose the number of grants. Note that this question may be referring to grants to school communities or to the Transition Grants clause for the RFA as a whole.

7. What is the anticipated program footprint in terms of the number of counties per state?

A few questions were similar to this one. This is part of your technical approach. There is no requirement for specific numbers; however, the intention is to have saturation in the five states outside of the five that are listed.

8. Does USAID expect proposals to offer approaches and budgets for Component 4, which is the program modifier mechanism?

Please plan for up to \$105 million, which includes Component 4. The program modifier should total exactly \$15 million and Components 1 through 3 should total up to and not to exceed \$90 million.

9. What are specific definitions of “youth” and “out-of-school”?

Please refer to the USAID Youth in Development Policy definition.

10. Are all counties in each of the 5 states to be included in the roll-out of the program?

Already addressed.

11. Why is Kwajok stipulated as the preferred place for at least two key personnel?

Trend analysis indicates that Warrap is where there is most need in terms of access and in the existence of learning spaces.

12. How many pages for the executive summary – 1 or 2? The RFA says both.

1 page.

An amendment to RFA will be issued to clarify the number of page.

13. English language training is included in the results for Component 2 but not in the description. Can this please be clarified?

In this case, the reference to English language is an error. An amendment to RFA will be issued.

14. How well aware (including details, agreements with RFAs) are State Ministries of Education?

We cannot speak on behalf of the host government; however consultations were carried out in the states.

15. Will there be further instructions and details on the Program Modifier?

Applicants should plan for up to \$105 million, which includes a \$15 million Program Modifier, although it may not be implemented immediately, or at all. See the answer to question # 8.

16. Is a partner allowed to submit a proposal/application for 2 of the 5 priority states?

The 5S project as a whole needs to address all of the five states specified.

17. Can you suggest a minimum level of coverage that USAID expects to see expressed in terms of payams?

There is no set number of payams that we will be specifying. This is part of applicants' technical approach.

18. In the funding restrictions section, USAID mentions that \$15 million is allocated to program modifier activities?

See the response to question #8.

Can you confirm that this means we should be programming components 1-3 against a budget of \$90M?

See response to question #8.

19. If no Program Modifier activities are required, should we expect to receive \$15 million to support component 1-3 at some point?

No

20. If USAID finds an additional \$15 million, should we expect a total of \$30 million to support program modifier activities?

No

21. Can you please give an overview of the \$40 million grants mechanism?

The \$40 million for grants is to ensure sustainability and local capacity development so that the program can be run by local organizations after the life of the project (LOP). It is also to keep the focus on the community level since that's where educational access can be scaled up with the highest levels of effectiveness.

22. How will this project coordinate with DFID, GPE, and EU funding?

The RFA's annex explains how the program should collaborate with other donors, although the Global Partnership for Education (GPE) is not specifically outlined. Annex B can be found on page 65 of the RFA. USAID has been working closely with other donors to ensure that activities are aligned and so that collaboration between implementing partners can be carried out, however each donor has a slightly different area of emphasis.

23. Has the RFA been endorsed or supported by the Ministry of General Education and Instruction? How will MoGEI be involved in the implementation?

USAID cannot speak on behalf of the South Sudanese government. We ask that potential applicants remain mindful that the MoGEI has already supplied detailed information to USAID for inclusion in the RFA, which was gathered at the national, state, and local levels. We recommend that you should therefore be considerate of the time they are willing to devote to answering questions. MoGEI staff at payam level will be instrumental in 5S implementation, while national level implications could flow from the grants mechanism and parental involvement in schools/learning spaces.

24. On page 49, the RFA provides for a \$40 million grants program and specifies that no more than \$9.5 million is to be used for infrastructure, etc. USAID says, "No single grant can exceed \$500,000 and it is expected that most will be in the \$5,000-\$10,000 range... Conversely, there is no restriction for the use of community grants for purposes other than infrastructure." (a) Would USAID confirm that grant sizes specified (Not to exceed \$5-10K range) apply only to infrastructure grants? (b) Also, could USAID please elaborate more fully on the expected use of grant funds?

- (a) The mention of this on page 49 is mostly about the construction policy. That's where the \$500,000 amount comes from rather than being specifically related to the 5S project. This particular reference is made to the plug-in figures indicated in the RFA.
- (b) Local capacity development. We expect enhancement of the skills of local parents supporting the learning environment or school, as well as improvements through both infrastructure and other methods outlined throughout the RFA.

25. The RFA specifies two types of activities for which the grant can be used: community school structures/infrastructure improvement and community grants for purposes other than infrastructure. Can grant funds be used for other purposes? If so, can USAID provide examples of other purposes for which the grant funds can be used?

This is an education program, so we are referring to a community support group such as a Parent Teacher Association (PTA), School Management Committee (SMC), Community Mothers Group (CMG), and other school community support that entail broad-based involvement rather than executive leadership. In many cases these will need to be formed after the start of the project rather than relying on existing structures, particularly regarding the full involvement of women/mothers. The RFA describes a range of trends and influences, most of which are related to either infrastructure or the learning improvement. Educational access is an undercurrent in prioritization of grants.

26. Would USAID please clarify how it envisions using the Transition Awards mechanism in this project?

There is guidance on what the Automated Directives System (ADS) says on what Transition Awards are and it is also part of a sustainability plan of project activities.

27. What is the expected scale of work at the state level (target populations to be reached) over the life of the project? What process and timing will USAID use to select target counties and payams for interventions within the five states?

No specific targets. In terms of the level of emphasis, it will remain at the community level and to some extent at the payam level, but not at the county or state level.

28. How does USAID envision the coordination and collaboration between 5S and the concurrent cross-sectoral Impact Evaluation program to avoid overlap of data collection and assessment efforts and related duplication of costs?

If you wish to, you may include this as part of your technical approach.

29. In IR/Component 2, USAID refers to ways of improving reading outcomes for primary grades. Page 18 of the RFA states that, "Instruction will be provided in languages students speak and understand to the extent possible and all efforts will be made to increase the provision of home languages instruction over the life of the project." The RFA also notes that a result of Component 2 would be English language proficiency of

teachers enhanced to support delivery of curriculum instruction. Can USAID provide any clarity on the latest policies regarding the language of instruction in early primary grades?

USAID cannot speak on behalf of the RSS as to what the policy is, but you may look at the Transitional Constitution and the General Education Act.

We can broadly say that during the P1- 3 years of primary education, instruction is intended to be in the mother tongue/local language, and then the transition is made to English in P4. In society as a whole, the RSS is transitioning to the use of English as the official language.

30. The RFA notes on page 41 that one of the Key Personnel should be based outside of Juba, for example in Kwajok. Yet on page 44, the RFA states that two Key Personnel should be based outside of Juba, for example in Kwajok. Can USAID please clarify how many Key Personnel are expected to be based in Kwajok?

A minimum of two key personnel need to be based outside of Juba and in Kwajok. Kwajok is not listed as an example, but rather as the actual location being specified for one of the two key personnel outside of Juba.

31. Pages 31 and 41 of the RFA refer to 5 Key Personnel positions. However, page 44 (section 1b) lists 4 Key Personnel. Can USAID clarify how many key personnel are expected?

See the responses to questions #1 and #30. Applicant should not prosper more than these (5) key personnel positions.

32. Page 52 of the RFA (Section 3.d) notes that local personnel are required in key technical leadership positions. Is our understanding correct that not all key personnel are required to be South Sudanese?

Correct, not all five (5) key personnel positions need to be South Sudanese. We do encourage the use of local personnel whenever practicable.

33. USAID has used the term “Project Director” instead of the traditional “Chief of Party.” Are USAID’s expectations of the Project Director different from those of a COP?

No, Project Director it is the same as COP. We feel it is time we standardize the position naming in line with what is in the local development partner/donor context environment rather than standing apart from what others understand.

34. Would you consider Agok as part of Warrap in the context of this solicitation?

We cannot speak on behalf of any government about international border issues. However, there is mention in the Program Modifier about Abyei on page 20, which serves merely as a

contingency. For now, we only refer to the five states, which is intended to refer to including those in Agok who are within Warrap State.

35. Does the \$40 million grants program need to follow a competitive process (call for proposal, etc.) or can these grants be issued non-competitively?

In South Sudan, it is common for the same communities which are lacking a learning environment to also have lower abilities to apply for a grant, particularly in areas where there's no school at all. It is recommended that these grants have an element of competition, particularly so that there are practice runs in the learning continuum, however this should not be the only determining factor.

36. Would USAID fund under this RFA long-term (2 years) scholarships for primary school teachers to be trained in national level tertiary education institutions?

The focus of this program is primary education. It also goes beyond the community level to the teacher levels, however in South Sudan primary school teachers are trained either through in-service or pre-service teacher training systems, institutes, and shorter-term colleges rather than through tertiary education. Although we do not intend to focus on tertiary teacher training, applicants may propose in their technical approach teacher capacity enhancement approaches as they relate to supporting parents' ability to sustain the learning environment. University level education in South Sudan that's focused on the primary school system is exclusively related to areas beyond the immediate learning environment, which would be beyond the scope of the 5S project.

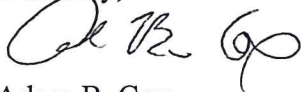
37. Should the budget for program modifier activities be included as a separate tab in the budget from the overall budget (meaning 1 budget for up to \$90 million and 1 budget for \$15 million)?

Yes, the program modifier should be separated from the rest of the budget. The overall Total Estimated Amount (TEA) cannot exceed \$105 million. The main budget should not exceed \$90 million and the program modifier portion of the budget should total exactly \$15 million.

B. 5S Pre – Application Conference Slides for the subject RFA (see Attachment A).

All Other terms and conditions of this RFA remain unchanged.

Sincerely,



Adam B. Cox
Supervisory Agreement Officer
USAID/Juba, South Sudan