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Place of Performance:	**Uganda**

Subject: **Request for Applications (RFA) Number RFA-617-15-000006: "USAID/Uganda Literacy Achievement and Retention Activity"**

The United States Agency for International Development (USAID) Uganda is seeking applications for a $36,000,000 five-year Cooperative Agreement to address literacy and retention issues in 28 districts in Uganda by geographically expanding the Early Grade Reading (EGR) methodology developed on behalf of Ministry of Education and Sports (MoES) by USAID/Uganda's School Health and Reading Program as described in Section A of this RFA. The overarching purpose of the Literacy Achievement and Retention Activity is to improve the reading skills of primary-grade learners in government schools in Uganda through the scale up of the EGR methodology. The activity aims to improve literacy by supporting interventions that (1) improve key aspects of reading skills in both English and 3 of the 12 selected local languages in the early primary grades, and (2) improve the year-to-year retention of learners in the primary grades through safe school environments.

USAID reserves the right to fund any or none of the applications submitted and expects one award as a result of this solicitation; however, more than one award may result.

For the purposes of this RFA, the term "Grant" is synonymous with "Cooperative Agreement"; "Grantee" is synonymous with "Recipient;" and "Grant Officer" is synonymous with "Agreement Officer."

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If you decide to submit an application, please note that electronic submission is required. Applications are to be sent as email attachments to KampalaUSAIDSolicita@usaid.gov, to the attention of Carol Ssekandi, Assistance Assistant and Nancy Kleinhans, Agreement Officer. Late applications will not be considered for award. Applications must be directly responsive to the terms and conditions of this RFA. Telegraphic, hard copy or fax applications are not authorized for this RFA and will not be accepted.

An applicant under consideration for an award that has never received funding from USAID may be subject to a pre-award survey to determine fiscal responsibility, capacity, and ensure adequacy of financial controls.

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. Further, the Government reserves the right to reject any or all applications received. In addition, final award of any resultant grant 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 USAID from making an award, all preparation and submission costs are at the applicant's expense.

Sincerely,

Tracy J. Miller
Agreement Officer

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SECTION A - ACTIVITY DESCRIPTION

A.1 Introduction

The purpose of the Literacy Achievement and Retention Activity is to address literacy and retention issues in an additional 28 districts in Uganda by geographically expanding the Early Grade Reading EGR) methodology developed by USAID/Uganda's current School Health and Reading Program on behalf of the Ministry of Education and Sports (MoES) as the national early grade reading approach and is being scaled up by MoES to 27 districts through a Global Partnership for Education (GPE) grant. The School Health and Reading Program is implementing the EGR methodology in 30 districts, with an additional four control districts. The Literacy Achievement and Retention Activity will further expand the EGR methodology to approach a national rollout of the methodology (see Attachment F).

The Literacy Achievement and Retention Activity will contribute to the achievement of Development Objective 3 (DO3) of USAID/Uganda's Country Development Cooperation Strategy. The Activity will address DO3's IR3.1.3: Health Seeking Behaviors and Demand for Quality Services Increased, and two IR3.1.3 outcomes- Expected Outcome 7: "Increased children and youth access to quality social, psychological, economic, and protective services" and Expected Outcome 8: "Improved reading at grade level."[1]

The activity is expected to reach up to 1.0 million learners and train 11,000 teachers in the EGR methodology in approximately 3,300 schools based on MoES data from targeted districts.[2] The activity will also contribute to Goal 1 of USAID's worldwide education strategy: "Improved reading skills for 100 million children in primary grades by 2015," and Goal 3.1 "Safe learning spaces for children and youth provided." Thus, the activity will focus on the three key areas identified in USAID's education strategy: (1) improving teacher effectiveness, (2) increasing availability and use of reading materials, and (3) strengthening classroom and school management. The activity stems from USAID's research and experience that demonstrates education is both foundational to sustainable human development and critically linked to broad economic development, health, and democratic governance.[3]

A.2 Activity Description

A.2.1 Background

In 1997, Uganda introduced Universal Primary Education (UPE), and there was a sharp rise in primary enrollment from a pre-UPE number of about 2.5 million to 8.1 million in 2011. This remarkable increase in enrollment was viewed as a major success, both because of the inclusion of the "most vulnerable and disadvantaged children" as well as the achievement of gender parity in access to primary education.[4] While access is a "crucial pre-condition," the quality of education matters more---access alone does not contribute to development goals.[5]

Uganda is confronted by a number of challenges in primary education:

[1] *DO3 Project Appraisal Document*, USAID Uganda, p. 11.
[2] *Uganda Education Statistical Abstract, 2011*, Ministry of Education and Sports, pp. 109-111. This information will be validated and revised as needed by the Recipient in a remapping exercise at the beginning of the activity.
[3] *USAID Education Strategy*, 2011, pp. 10, 27-29.
[4] *Countdown to 2015: Is Uganda on Track? Assessment of Progress to Attainment of EFA Goals in Uganda*, Uganda National Commission for UNESCO: 2012, pp. 1, 12.
[5] *USAID Strategy*, p. 2.

- **Very low literacy rates-** Primary students are often not learning to read. *The Uwezo*[6] *Report of 2012* states that "only one out of every 10 children assessed in P3 was able to read a P2 level story." Further, "only 3 out of 10 of all" P3 through P7 "children assessed nationwide were able to read and understand a Primary 2 level story text. Unsurprisingly, a majority of the children having these skills were in Primary 7." Both reading fluency (words read per minute) and reading comprehension were reported to be very low in English and in local languages, with many students unable to answer even one reading comprehension question after reading a story. *The Uwezo Report* and another study done by USAID's School Health and Reading Program found no significant gender differences in primary-grades reading achievement.[7]

- **Low primary survival rates-** The primary survival rate is the percentage of pupils starting grade one who reach the last grade of primary school and is a Millennium Development Goals (MDG) indicator under universal primary education. Uganda's recent primary survival rates as reported on the MDG indicators website were 2008- 37.8%; 2009- 31.8%; and 2010- 24.8%.[8] Another study reported similar percentages: 2007- 29%; 2009- 29%; and 2011- 31%, with almost no difference between boys and girls.[9]

- **Weak teaching-of-reading practices-** Of 69 P1 classes surveyed in one study, only one had local language reading materials, and teachers did not have a systematic approach to teaching reading. Often, teachers would drill letters without teaching the corresponding sounds the letters represent, and 45% of lessons were taught without a lesson plan. 94% of teachers said they needed reading materials; training was the second most requested support.[10]

- **Unsafe School Environment-** A 2013 UNICEF Research Briefing commissioned by the Ministry of Education and Sports (MoES) reported the following:

    - **Abuse is common in schools**: A range of mistreatment and violent and non-consensual behaviors were found to be common occurrences in schools. A large share of children (81 per cent) in the sample understood and depicted numerous forms of violence that they had experienced at school, including sexual abuse and physical and psychological abuse; many of the children interviewed (68 per cent) said teachers were the main perpetrators of violence in schools, followed by fellow pupils (30.4 per cent).

    - **Sexual abuse**: Some 77.7 per cent of the primary school children and 82 per cent of the secondary school students surveyed reported having experienced sexual abuse at school; 51 per cent of victims were aged between 10 and 13 years and 40.6 per cent between 14 and 17. Some 5.9 per cent of children [were] found to have been subjected to defilement. The interview asked about sexual abuse perpetrated by teachers and peers. Teachers were repeatedly reported to be the major perpetrators of abuse: 67 per cent of children said they were sexually abused by male teachers.

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[6] "Uwezo" is the Kiswahili word for "capability."
[7] *Are Our Children Learning? Annual Learning Assessment Report*, Uwezo-Uganda: 2012, pp.3-5, 13; and *The Status of Early Grade Reading Support to Primary School Teachers to Teach Reading in Uganda*, USAID/Uganda School Health and Reading Activity: 2013, pp. 1-3.
[8] http://mdgs.un.org/unsd/mdg/SeriesDetail.aspx?srid=591
[9] *Is Uganda on Track?* p. 25.
[10] *Status of Early Grade Reading*, p. 4.

Other findings regarding safety in the school environment included severe corporal punishment, lack of mechanisms for reporting violence, and risks to physical safety and security.[11]

A.2.2 USAID Engagement in Uganda's Education Sector

USAID has been a strong development partner of Uganda since the 1960s, providing support to the education sector through a number of mechanisms. Current and recent education initiatives include:

- **The Education Management Information System (EMIS)** was developed to strengthen MoES data collection by building a comprehensive data management system that provides information for analysis and decision-making. USAID provided support for the software development of the EMIS system and training at the central level. Most recently USAID support expanded the EMIS decentralized data management by providing district level software and hardware, training and connecting district-level education offices in all 112 districts and five municipalities to MoES at the central level.

- **USAID/Uganda's School Health and Reading Program** is a five-year activity designed to support MoES to improve the reading ability of primary grade children and improve HIV/AIDS knowledge and health seeking behaviors among adolescents. Since May, 2012, the activity has been using a systems reform approach and working through the MoES Teacher Development and Management System (TDMS) to support reading interventions in 3,300 schools in 30 districts by building capacity at central, district and school levels. Capacity building efforts include enabling Primary Teacher Colleges to train college tutors, Coordinating Center tutors, teachers, and head teachers effectively to teach reading. The activity is also working with the National Curriculum Development Center to strengthen Language Boards and develop grade-specific reading instructional materials for students in English and 12 local languages, and teachers' guides in English. Finally the program is strengthening the support supervision system, developing observation tools and training District Education Officers and supervisors to carry out effective school and classroom visits. By 2015, the activity will have developed orthographies and materials in all 12 local languages and English, trained approximately 11,000 teachers and provided improved reading instruction to almost 800,000 pupils. The program also supports the development of Uganda's National Early Grade Literacy Strategy by utilizing Early Grade Reading Assessment (EGRA) data and providing technical support to MoES counterparts on strategy, policy discussions, and service delivery. Follow-up EGRA assessments in the cohort 1 intervention schools demonstrate very positive results in reading improvement as compared to control schools.

- **Other partners** operating in Uganda's education sector include a number of major international donors working through the Education Development Partners (EDP) group. The EDP group has enabled partners to adopt a common voice for interaction with the government on education topics, and expect to continue the partnership as USAID assumes the chair of the group in January, 2015. EDP members worked with MoES to successfully submit a $100 million proposal for a Global Partnership for Education (GPE) grant.. In August, 2014, Uganda's $100 million GPE grant was signed and $39 million was set aside to improve teacher and school effectiveness in the government primary education system.

The working development hypothesis for this activity is if USAID/Uganda supports primary-grade literacy and complementary retention interventions, to be specifically defined by data collected early in

[11] *Assessing Child Protection, Safety, and Security Issues for Children in Ugandan Primary and Secondary Schools*, UNICEF: 2013, p. 2.

the activity, and works through MoES systems at all levels to strengthen their capacity to sustain EGR methodology implementation at scale, then better quality educational services will become more accessible, higher literacy levels will be achieved, and primary retention rates will increase, providing foundational support to broad-based economic growth and health outcomes.[12]

A.2.3 Intended Results

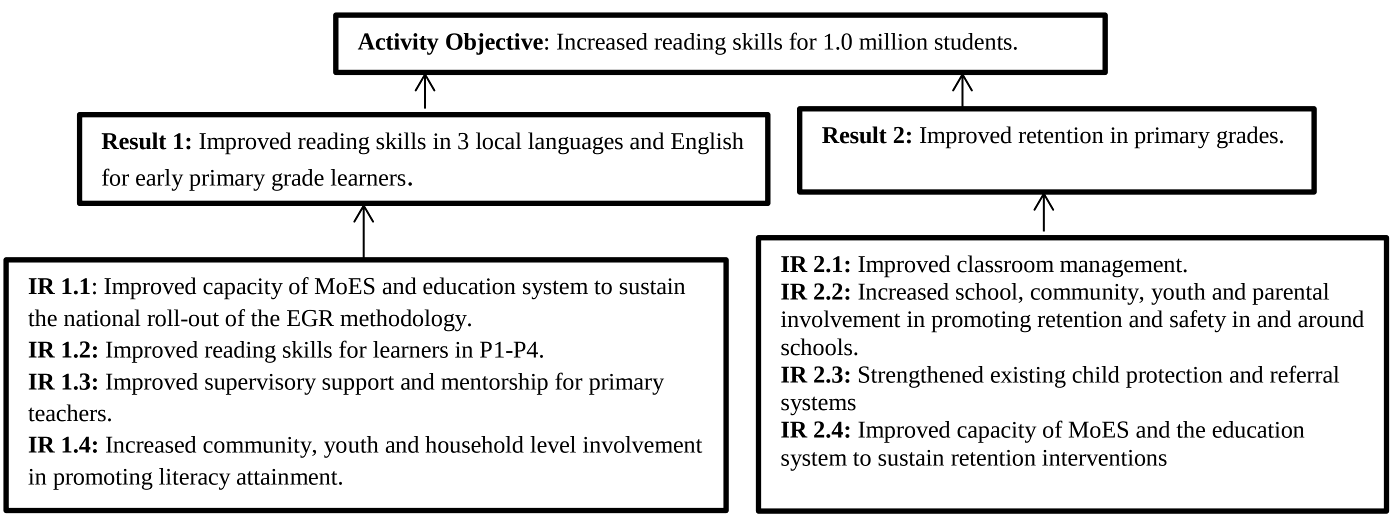
The overarching purpose of the Literacy Achievement and Retention Activity is to improve the reading skills of primary-grade learners in government schools in Uganda through the scale-up of the EGR methodology approved by the MoES. The activity aims to improve literacy by supporting interventions that (1) improve key aspects of reading skills in both English and 3 of the 12 selected local languages in the early primary grades, and (2) improve the year-to-year retention of learners in the primary grades through safe school environments. It is expected that primary learners, over time, will demonstrate improved reading skills at grade level, and complete the primary school cycle. The activity is intended to be an integral part of the government primary grades literacy strategy, along with the School Health and Reading Program and the MoES/GPE EGR interventions. The assumptions of the activity are:

1. The activity will achieve lasting impact by concentrating resources on specific high impact interventions in 28 key focus districts that complement the government's GPE-funded literacy initiative and USAID's School Health and Reading Program. Together, these three programs will cover 85 of Uganda's 112districts using a common EGR methodology.

2. The Government of Uganda through the MoES will commit to maintaining or raising the national allocations for education to ensure funding is sufficient for sustainability of the national implementation of reading activities and measures of student achievement.

3. USAID's financial support, technical inputs, and development diplomacy will help institutionalize permanent reforms in Uganda's education system, positively influence the enabling environment, and promote effective teaching practices at the classroom level, in support of improving national reading outcomes for early grade readers.

Activity Results Framework



[12] *USAID Strategy*, p. 2.

Result 1: *Improved reading skills in 3 local languages and English for primary grade learners.*

The Recipient will scale-up and implement the EGR methodology in 28 districts. This will include training teachers, tutors, and district officials, providing support supervision for teachers, as well as printing and distributing teacher and pupil reading materials[13] in 3 local languages and English. Special emphasis will be placed on collecting data and information on Primary 4, the transition year from local language to English. The program will collect and analyze information on key factors contributing to a successful transition from the use of the local language to English as the main means of gaining academic information and skills. Increased reading comprehension will be the focus of P4 interventions. The Recipient will continue to strengthen MoES support-supervision processes to ensure teachers receive sufficient support as they put into practice the newly acquired teaching methodologies in the classroom. Additionally, the Recipient will develop and carry out community and household level interventions to promote literacy in communities and at homes by mobilizing youth and family members. This activity will complement the current capacity development work of the USAID/Uganda School Health and Reading Program by focusing its efforts of capacity development for effective sustainability of the national implementation of the EGR methodology.

Indicators: The Recipient will use relevant standard foreign (F) assistance indicators from the below list and select other F indicators if needed. The Recipient will develop, in coordination with USAID, other indicators as needed to support the Recipient's technical approach and the program's ability to undergo an impact evaluation.

- Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance. (3.2.1.33)
- Number of learners receiving reading interventions at the primary level. (3.2.1-35)
- Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support. (3.2.1-31)
- Number of Parent Teacher Associations (PTAs) or similar "school" governance structures supported. (3.2.1-18)
- Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. (3.2.1-27)

Required Activities:

- Print and distribute teaching materials, teacher manuals, and complementary materials in English and local languages. A remapping exercise will be conducted to verify and revise information from MoES regarding the number of students, schools, and other important information to support the technical approach.
- Train teachers in methodologies for teaching early grade reading and in the use of the teaching materials. Relevant stakeholders at the school, community, Primary Teacher College, district and central levels should be included in trainings.
- Carry out support supervision of teachers in the use of new teaching methods and materials.
- Engage youth, communities, and parents in literacy advocacy activities.
- Conduct Early Grade Reading Assessments (see page 15).
- Technical assistance on financial and systems planning for sustainable provision of literacy services at scale.

[13] Instructional materials are being developed by the School Health and Reading Program.

- Other activities will be developed as needed to support the Recipient's technical approach.

Expected Outcomes

- Up to 1.0 million students in P1-P4 will demonstrate improved reading skills in a local language and English as measured by the Early Grade Reading Assessment (EGRA) and one or more indicators. [To be developed and quantified by the Recipient]
- MoES budgets aligned to support national level efforts in literacy.
- Trained teacher's ability to teach reading in the early grades is improved

Result 2: *Improved retention in primary grades.*
Promoting a safer primary learning environment and improved classroom and school management are expected to increase retention because learners will be able to focus on their lessons and feel secure enough to stay in school. Acquiring a better reading foundation in the lower classes will enable students to engage in purposeful learning in upper primary classes, alleviating feelings of frustration experienced by unsuccessful learners.

The Recipient will execute a rapid assessment in the first 90 days of the award to identify the most important causes of primary students "dropping out," focusing on critical vulnerabilities for children at schools--special attention will be given to vulnerabilities faced by girls. The activity will use information from the rapid assessment to refine approaches to classroom management practices that will create a safer learning environment and improve retention. The Recipient will propose innovative and culturally appropriate approaches to equip learners with skills to protect themselves from abuse and violence. Community-based approaches will be developed or strengthened to promote accountability for students' safety and to improve retention. These interventions must be coordinated with other USG implementing partners working in child protection, as well as relevant health services. Training will be provided for school management committees, teachers, parents, community members, and learners on how to curb gender-based violence and other forms of abuse in the school system. Activities under this component will create safer learning environments for both girls and boys that promote gender-equitable relationships and reduce school-related violence resulting in improved educational outcomes, recognizing that gender-based violence is not a binary concept with girls as victims and boys/men as perpetrators. Additionally, the Recipient will assess the relationship between safer learning environments and learning.

The following key principles will guide activities under this component:

1. Use a social mobilization approach at multiple levels: national, district, community, school and individual
2. Address three areas of vulnerabilities – prevention, reporting and response
3. Integrate an approach working with men, women, boys and girls as perpetrators, victims, and guardians
4. Work with appropriate authorities and other USG implementing partners to support referrals to protective and health services
5. Coordination and collaboration with relevant USG and non-USG programs, and leveraging support from private sector and public national level efforts

Indicators: The Recipient will use the below standard foreign (F) assistance indicators and select other F indicators if needed. The Recipient will develop, in coordination with USAID, other indicators as needed to support the Recipient's technical approach, particularly concerning year-to-year enrollment, and the program's ability to undergo an impact evaluation.

- Number of students enrolled in primary schools and/or equivalent non-school based settings with USG support. (3.2.1-14)
- Number of USG supported schools or learning spaces meeting criteria for safe schools program. (3.2.1-40)
- Number of teachers and SMCs trained in retention and safe schools approaches.

Required and Illustrative Activities

- Rapid assessment to identify the most important causes of primary students "dropping out," focusing on critical vulnerabilities for children at schools--special attention will be given to vulnerabilities faced by girls (see A.2.1 – Unsafe School Environment)
- Train School Management Committees or similar structures to advocate and work for retention, child protection, and against violence in and around schools (required)
- Support or develop extracurricular activities that address retention, child protection, and school violence (illustrative)
- Provide training, support supervision, role modeling, and/or mentoring to teachers regarding retention, child protection, and violence in schools (required)
- Develop and implement approaches to strengthen interaction between communities and schools regarding retention, child protection, and violence (illustrative)
- Develop and implement approaches to engage youth in retention, child protection, and violence in and around schools (illustrative)
- Train stakeholders to strengthen community "policing" of areas in and around schools as a child protection intervention (illustrative)
- Training to strengthen existing school referral and reporting systems regarding child protection (illustrative)
- Other activities will be developed if/as needed to support the Recipient's technical approach.

Expected Outcomes

An overall decrease in learners' exposure to physical and sexual abuse and violence in schools and nearby communities will lead to improved retention for all learners, tracked year-to-year, providing overall support to literacy interventions. Improvements in year-to-year retention are expected after a full program cycle. Overall primary survival rate improvements will not be available during the life of the activity because the seven-year primary school cycle in Uganda is longer than the length of the activity. The Recipient is expected to develop methods to quantify achievements in retention and reduction of vulnerabilities at schools.

A.2.4 Activity Emphases

The activity will be implemented within the context of MoES policy and procedures, with the Recipient coordinating and implementing through government systems at all relevant levels except for procurement. All major aspects of the program will be transferable to the government.

- Uganda has adopted a curriculum that uses local languages as the medium of instruction in P1-P3, then transitions to English by P4. The curriculum includes the EGR methodology developed by the USAID/Uganda School Health and Reading Program. A crucial component of the activity will be teacher training---teachers must be trained in EGR methodology, including special emphasis on transitioning from local language to English. Training and instructional materials from the USAID/Uganda School Health and Reading Program will be printed and used. It is not expected that the Literacy Achievement and Retention Activity will develop new reading instructional materials.

- Youth have the potential to be "game changers," yet they are an underutilized resource in the education sector. The program will develop a youth engagement plan as part of the annual work plan to leverage youth enthusiasm and innovation to promote literacy in the community.

- The Recipient will incorporate training and follow-up to the training in classroom management practices that create a safer school environment. During the activity's 90-day start-up period, a rapid assessment to guide specific programming decisions will be conducted to identify key factors that make schools unsafe and increase vulnerabilities for children, disaggregated by gender. The rapid assessment will verify enrollment by grades in districts and schools, retention rates year-to-year, primary survival rates, and other key data. Also, gender-specific issues will be clarified regarding retention and safe schools, with information on sexual violence and non-sexual violence in and around schools. A carefully documented literature review will be done of selected studies and reports on retention and school safety with an initial overall analysis of the problem and a bibliography of the materials used in the analysis, with comments on their usefulness. The Recipient will analyze the relationship between vulnerabilities at school and retention rates, as well as provide data useful for a long-term approach to retention issues. The Recipient will identify best practices in Uganda that have enabled girls and boys to stay in school, and work with schools, communities, and local leaders to adopt these practices to increase retention. The Recipient will also work with schools and communities to create awareness regarding children's safety and well-being.

- The activity will implement a social mobilization approach, defined as actions and processes to influence all relevant segments of society to create an enabling environment for learning, for increased reading achievement, and improved retention rates.

- The activity will require buy-in from MoES at the national level and by district-level education officials as well as community leaders. Use of education systems in place such as Primary Teacher Colleges for teacher training and district education officers, inspectors and head teachers for support supervision will be required to strengthen the sustainability of the activity. The retention component will be designed in collaboration with relevant stakeholders including the PTCs and district and local education authorities as well as social workers and para-social workers in communities.

- The retention component will rely on existing systems to engage government, community and school stakeholders on school-related issues of sexual and physical violence, on referrals of students to social protection and health services and in reporting acts of violence against students.

A.3 Activity Monitoring and Evaluation

Project monitoring and evaluation (M&E) will be conducted in accordance with ADS 203 and applicable policy. Performance will be measured against the Activity Monitoring and Learning Plan (AMLP) that will include performance indicators based on standard F indicators, and other indicators as needed. Data will be disaggregated by gender, class level, and age. Selected indicators must be used to measure activity objectives and results and to evaluate the effectiveness of interventions. The activity will track a range of appropriate indicators (input, output, outcome) that are relevant for each of its components and consistent with USAID's performance monitoring and evaluation policies, including using financial data to permit costing and financial analysis. Baseline and endline data must be collected on indicators. The Recipient will identify the approximate dates for data collection, as well as the method, type and source of information to be collected. Best practices will be documented and presented to appropriate forums. The Recipient is expected to work closely with the USAID/Uganda's evaluation contractor to coordinate, plan and implement a literacy and retention learning agenda as well as prepare for an impact evaluation.

A.4 Collaborating, Learning and Adapting (CLA)

Collaborating: This activity will identify best practices and proven successful interventions including USAID's Safe Schools Project implemented in Ghana and Malawi, and others within the region. The Recipient will work with USAID/Uganda's Orphans and Vulnerable Children (OVC) programs to assist School Management Committees to develop and implement safe school plans, and with teachers to identify children who are at risk of dropping out of school. A high degree of collaboration will be especially important with USAID/Uganda's Governance, Accountability, Participation, and Performance program (GAPP). GAPP is working in a number of districts that the Literacy Achievement and Retention Activity will work in, and both activities will benefit from joint efforts on District Development Plans (see attachment F) and other district-level initiatives.

Learning: The Recipient will conduct an initial rapid assessment under component 2 and use the assessment information in the start-up activities of the program. The Recipient will coordinate closely with MoES, UNICEF, and other organizations regarding violence against children in schools, in view of the planned MoES national strategy regarding school violence. Data assessment and analysis through EGRA will continue throughout the activity. The Recipient will loop new learning and performance information back into the program strategy to inform program management, design USG-GOU policy dialogue opportunities. Additionally, data will be collected and analyzed by an independent monitoring contract to provide lessons learned and enable the activity to respond to changes in the Ugandan implementing context.

Adapting: The Recipient will build on the current School Health and Reading Program to inform the roll-out of reading activities in P1-P4, and will use methods and materials developed by the USAID/Uganda School Health and Reading Program and adopted by MoES. MoES input will be incorporated into the activity. The Recipient will build on other reading and retention development experience and include the resulting learning in strategic and programmatic adjustments. The Recipient is expected to propose an activity management staffing structure that advances learning and results in an adaptive program.

A.5 Implementation Approach

A.5.1 Geographic and Instructional Focus

The activity will be implemented in 28 districts not covered by the USAID/Uganda School Health and Reading Program or the upcoming GPE-funded MoES reading program (Attachment F). These three "sister" programs will use the EGR methodology and materials developed by the USAID/Uganda School Health and Reading Program .

A.5.2 Coordination with Government Entities and District Operation Plans

USAID/Uganda is committed to greater coordination, efficiency, and an effective division of labor. A major component of USAID/Uganda's Country Development Cooperation Strategy applies the principles of selectivity and geographic focus by coordinating programming across Mission Development Objectives (DO) in the 19 districts where all three of the DOs have activities. These "Focus Districts," comprising approximately 17 percent of the country, operationalize this concept through a coordinating mechanism known as the District Operational Plan (DOP). The Mission has signed these DOPs (essentially, memoranda of understanding) with the district government leadership and the Chiefs of Party of each USAID implementing partner operating in that district. The DOPs formalize a process of collaboration, coordination and mutual accountability among the three parties to these agreements. The approach embodies the aid effectiveness principles of country ownership and leadership, consultation and aid coordination, and seeks to utilize the principles in order to leverage greater overall development impact. The three "sister" programs will cover 17 of the 19 DOP districts (see Attachment F).

This activity will be working in two DOP Districts and participate in the implementation of DOPs. In practice, this will mean using the DOP Memorandum of Understanding (MOU) as the framework for district-based interventions rather than signing bilateral MOUs with the local government. The activity will provide quarterly reports, work plans, and other relevant information to the district government and attend scheduled and special meetings with district officials. Senior representation will be expected at some meetings.

A.5.3 Sustainability

Sustainability will depend on the extent the government institutionalizes and funds the EGR methodology and retention interventions. USAID's School Health and Reading Program and the Literacy Achievement and Retention Activity are both designed to assist the government in the institutionalization of the government's EGR methodology. The $100 million three-year GPE-funded MoES reading program will be heavily informed by both USAID programs, and together the three programs will introduce EGR methodology in 85 of 112 districts. At the local level, sustainability will be influenced by the extent to which School Management Committees hold schools accountable for reading instruction, help parents support reading initiatives, and execute safe-schools plans to encourage retention. With only about one-third of students who begin P1 "surviving" to P7, retention is crucial in the overall literacy framework.[14] The Recipient, over the course of the activity will begin implementation of approaches that will result in sustainability of the results.

A.5.4 Local Capacity Development

Local capacity development is inherent in the design of the activity. The activity's interventions will be carried out through relevant education systems at all levels to strengthen their capacity to provide quality education services. The activity provides reading methodology training for local school teachers, encourages local communities to support literacy and retention efforts, and assists School Management Committees to be an integral part of reading and retention initiatives. The intense interaction with district governments in DOP districts will also develop the capacity of local government to support literacy. Capacity development at all levels will focus on the sustainability of the national implementation of the EGR methodology.

A.5.5 Gender

Promoting gender equality and advancing the status of women and girls is vital to achieving USAID's development objectives. It is USAID policy that the activity must mainstream and integrate gender into its interventions. Therefore, the recipient will be expected to demonstrate compliance with USAID Policy ADS 205, and should explicitly state how this activity supports the gender policies and strategies of the United States and the Government of Uganda.[15] While gender parity has been largely achieved in access to primary education in Uganda, girls face unique, often severe challenges in the school environment.[16]

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[14] See page 2.

[15] These U.S. policies and strategies include: The Gender Equality and Female Empowerment Policy; The U.S. National Action Plan on Women, Peace and Security; The U.S. Strategy to Prevent and Respond to Gender-Based Violence Globally; The USAID Vision for Ending Child Marriage and Meeting the Needs of Married Children; The USAID Counter-Trafficking in Persons Policy.

[16] *Water and Environment Sector Performance Report*, Ministry of Water and Environment: 2013, p.191.

The rapid assessment will collect information on the unique challenges girls face in the primary grades that affect retention. (See Attachment B)

A.5.6 Youth

49% of Uganda's population is under age 15 and 70% is under age 25.[17] USAID/Uganda is committed to ensuring the integration of youth considerations into its activities. A youth action plan will be developed as part of the annual work plan to ensure that opportunities for youth involvement in support of literacy and retention are appropriately and effectively integrated, not only into the activity's analyses, approach and interventions, but also into the outcomes realized by it. The activity will also ensure the systematic monitoring of youth activities, outcomes and results is an integral part of the Activity Monitoring and Learning Plan. (See Attachment C)

A.5.7 Measures to Ensure Effective Results

Given the potential for misuse or abuse of funds, the Recipient will have a management system in place that is capable of achieving the below:

- Sub-grants – As part of the overall management of the sub grant program, the Recipient will ensure applicants are thoroughly vetted in terms of technical, operational capacity and past performance. The Recipient will have adequate oversight to validate sub grantees results and corresponding expenditures.
- Personnel – All activity personnel, including consultants, must be appropriately vetted in terms of technical capacity, past performance, legal status (e.g. police check) and trained annually on ethical standards and reporting requirements.
- Activity results – The Recipient will have a robust system in place for validation of results, activities and associated expenditures.

The above actions will ensure that activity resources are used in the most effective manner to achieve desired outcomes and benefit the citizens of Uganda.

A.5.8 Environmental Considerations

All USAID funded activities must comply with 22CFR 216. Pursuant to this, USAID/Uganda Investing in People activities are covered by the extended umbrella Initial Environmental Examination (IEE) file name: Uganda_FY08_SO8_IIP_IEE_092408. Upon review, the following threshold decisions will apply for the activities in this program:

Categorical Exclusion: This includes activities involving trainings, meetings, workshops, research, education, public awareness, capacity building, advocacy, information management, legal systems, etc. These activities will have no adverse effects on the environment.

Any new activities outside the scope of the approved Regulation 216 will require 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. 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.

[17] CIA World Factbook, https://www.cia.gov/library/publications/the-world-factbook/geos/ug.html.

All grantees will undergo a prior environmental screening procedure using the " Environmental Screening Form" contained in the Africa Bureau Environmental Guidelines for Small-Scale Activities in Africa, section 4.3 of the IEE will apply.

Each individual grantee activity will be environmentally screened to ensure that they are within the Categorical Exclusion Threshold Determination. Any activity outside the scope of the Categorical Exclusion Threshold Determination will require an amendment to the current IEE, for USAID review and approval. (See Attachment E)

A.5.9 Other Requirements

The Recipient will also report according to the 2011-2015 USAID Education Strategy, Update to Reporting Guidance:

Provide data, technical materials, and other information produced in the execution of USAID funded activities.

The Recipient will provide USAID with data, technical materials, and other relevant materials produced in the execution of this Award. This includes pedagogical materials and other technical inputs developed to support early grade reading outcomes and other Award objectives, as well as data and information needed for reporting under the relevant foreign assistance objectives, areas and elements.

Pedagogical Materials and Technical Inputs
The Recipient is required to provide pedagogical materials and other technical inputs developed to support early grade reading outcomes and other Award objectives. Examples of technical inputs to be provided to USAID include scripted lesson plans, supplementary readers, assessment instruments, observation tools, training guides, workshop reports, radio programs, assessment tools, sampling frames, photographs, videos, and other recordings. The Recipient will transmit technical materials to the relevant TOCOR (if applicable) and/or AOR/COR, and submit them to the USAID Development Experience Clearinghouse (https://dec.usaid.gov/).

Data for Reporting Under Foreign Assistance Objectives
The Recipient is required to provide datasets and codebooks that include data on student learning outcomes and information needed to estimate the number of unique pupils benefiting from program activities over the life of the program. Implementing partners may be responsible, in collaboration with USAID, for obtaining country level memoranda of understanding that allow for the sharing of the datasets and other data with USAID, as well as public access to the data through the partner organization, where possible.

Within 90 days of the completion of data collection, the Recipient will transmit requested data to USAID. The transmittal shall be according to the following specifications:

- Datasets should be complete, clean, and final, and include any derived or secondary variables used to calculate indicator values provided in assessment reports.
- Datasets must be cleansed of Personally Identifiable Information (PII) prior to transmittal to USAID. PII includes any information that could be used to identify an individual student, teacher, or administrator for whom data have been collected.
- Datasets will include all variables included in the initial data collection, with the exception of any data that must be edited or cleaned to protect the privacy and anonymity of students, teachers, or administrators represented in the data.
- If variables are edited or removed in order to protect the privacy and anonymity of research subjects, steps should be taken to ensure that sufficient information is retained to allow analyses that

require grouping students by school, or track schools/students across datasets if appropriate.

• Data must be transmitted along with relevant supporting materials and instruments. This includes questionnaires and other instruments, codebook, data dictionary, information on sample design, setup and weights, assessment reports, performance management plans or other materials that describe the structure of the assessment and/or program, and any other information a researcher may need when working with the data.

• Learning Assessment data can be transmitted in formats including Stata, SPSS, SAS, R, or an open and machine readable format. Supporting documents can be transmitted in MS Office or an open and machine readable format.

• Recipient will provide information on the number of pupils benefiting from the program, disaggregated by sex and grade for each year that the program is active.

• Datasets will be delivered through email, addressed to the relevant COR/AOR. The Recipient may also be directed by USAID to submit data and related documents to a third party site (e.g. https://sartdatacollection.org).

• All prerequisites to providing the complete, cleaned datasets must be completed by the implementing partner prior to the provision of the dataset to USAID, such as review and approval by Missions and host country governments, as appropriate."

A.5.10 Grants

The Recipient will manage a grants program of $4,200,000. Grants will support achievement of Results 1 and 2. Please note the following:

- The total value of individual grants to local or regional organizations must not exceed $500,000.

- USAID retains the ability to terminate the grant activities unilaterally in extraordinary circumstances.

- Grants will support innovative approaches at the community level in support of reading and retention. In particular grants will be used to support youth led initiatives and initiatives benefitting vulnerable girls and other initiatives to further Results 1 and 2.

- The Recipient must not award grants to host country (Ugandan) government entities including, but not limited to, public universities, district and regional office and/or national ministries.

- All grants must be completed six months prior to the end of the project.

A.5.11 Risk Assessment

USAID/Uganda has developed a guidance document to assist implementing partners (IPs) and its sub-awardees/grantees in assessing risk towards implementation of a planned or current activity. All IPs are encouraged, though not required, to review the document (See Attachment H) and to the extent possible, utilize the information to ensure the safety and security of staff, employees, facilities, records, sub-awardees, and all Recipients. To the extent that costs associated with mitigating the risk environment are identified, approval for these costs must be agreed to by the Agreement Officer.

A.6 Key Personnel

Three required key personnel are listed below. Two additional key personnel positions will be developed by the Applicant to best support the Applicant's technical approach. Qualifications will be specific yet allow some flexibility for retaining the services of the best candidate.

USAID reserves the right to determine relevance of education and experience of key personnel.

Chief of Party (COP): (100% time commitment)

- Master's Degree in Education, Administration, or Management or related field is required.
- Ten years of relevant activity management and supervisory experience; excellent past performance references; strong knowledge of US Government (USG) policies, regulations, procedures, and documentation
- Demonstrated team player with visionary leadership and demonstration of professional accomplishments
- Excellent managerial and operational experience, preferably in managing large donor projects involving coordination with multiple implementing partners or institutions in Uganda or the region
- Excellent representational and communication skills, written and oral proficiency in English
- A high level of technical and analytical skills relevant to this activity
- Significant experience managing and mitigating fraud and corruption issues preferred

Director of Finance and Administration: (100% time commitment)

- Master's Degree in Business Administration, Finance, Accounting or other relevant field, or a Bachelor's or certified accounting degree with 10 years' experience
- Eight years of experience in financial, human resource, procurement, sub-award and logistics management of large-scale, complex, organizations with international development experience preferred
- Familiarity with USG financial reporting and compliance requirements
- Demonstrated experience and skills in developing and managing budgets of a similar size
- Proficiency in relevant computer applications and databases
- Strong experience managing and mitigating fraud and corruption issues preferred

Monitoring and Evaluation (M&E) Coordinator: (100% time commitment) The M&E Coordinator will provide technical support to the implementation of quantitative and qualitative activities including; recording, documenting, and internalizing experiences within the activity activities and will develop and implement a Monitoring and Evaluation Framework to ensure evidence-based programming and USAID compliance. The M&E Coordinator must:

- Have at least a Master's degree in Project Management, Development Studies, Research or other area relevant to M&E
- Five years of M&E experience including technical experience in managing quantitative and qualitative data collection and analysis
- Experience relevant in leading the development of the AMLP, including designing key indicators
- Have a high level of technical and analytical skills directly related to the work of the proposed project, and excellent writing skills.
  - NOTE: USAID/Uganda retains the right to determine relevance of education and experience.

A.7 Authorizing Legislation

This award is authorized in accordance with the Foreign Assistance Act of 1961, as amended.
22 CFR 226 / 2 CFR is applicable to an award to a U.S. organization made under this RFA.

All provisions of 22 CFR 226 / 2 CFR 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 226, 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.

For any sub awards made with Non-US sub recipients the Recipient shall include the applicable "Standard Provisions for Non-US Nongovernmental Grantees."

[END OF SECTION A]

SECTION B – BASIC AWARD INFORMATION

B.1 ESTIMATED FUNDING: The total estimated budget for this RFA is $36,000,000, subject to the availability of funds.

B.2 PERFORMANCE PERIOD: The anticipated start date of the program is March 2015 for a period of five (5) years from the date of Award.

B.3 AWARD TYPE: USAID anticipates the award shall be a **Cooperative Agreement**. **Substantial Involvement** under the award is expected to be as follows:

a) Approval of the Recipient's Implementation Plans
b) Approval of Specified Key Personnel
c) Agency and Recipient Collaboration or Joint Participation.

   (1) USAID participation as a member of any program advisory committee. The advisory committee will only deal with programmatic or technical issues, not routine administrative matters.

   (2) Concurrence on the substantive provisions of sub-awards.

   (3) Approval of the recipient's monitoring and evaluation plans.

   (4) Monitor to authorize specified kinds of direction or redirection because of interrelationships with other projects. All such activities must be included in the program description, negotiated in the budget, and made part of the award.

d) Agency Authority to Immediately Halt a Construction Activity.

B.4 AUTHORIZED GEOGRAPHIC CODE: The Authorized Geographic Code is 935 for the procurement of goods and services. Reference is made to ADS 308 for current information.

[END OF SECTION B]

SECTION C – ELIGIBILITY INFORMATION

C.1 USAID policy encourages competition in the award of Grants and Cooperative Agreements. In response to this RFA, any U.S. or non-U.S. non-governmental organization, non-profit, or for-profit entity is eligible to apply.

C.2 USAID encourages applications from potential new partners.

C.3 There shall be a minimum cost share of 5% in all applications. Cost Sharing, once accepted, becomes a condition of payment of the federal share.

NOTE: The 5% cost share is in addition to the total estimated budget of $36,000,000 for this RFA.

[END OF SECTION C]

SECTION D - APPLICATION AND SUBMISSION INFORMATION

D.1 Address to request application package

This application is found on the internet at www.grants.gov. Potential applicants that cannot download application materials electronically may request paper copies of the RFA by contacting:

Carol Ssekandi
A&A Assistant
E-mail: cssekandi@usaid.gov
Tel: +256 414 306 628

D.2 Content and Form of Application Submission

All applications received by the deadline will be reviewed for responsiveness to the instructions outlined in this RFA. To facilitate the competitive review of the applications, USAID will consider only applications conforming to the format prescribed below.

Applications must take into account the evaluation criteria provided in **Section E** and must include the Representations and Certifications provided in **Attachment I** in the event Representations and Certifications are not submitted with the Application; they must be completed before final award is made.

1. **Technical Application Format**

Applications must be submitted electronically in Times New Roman 11pt., compatible MS Word and PDF (Adobe Acrobat with Optical Character Recognition) versions and budgets as text accessible, Excel spreadsheets. In case of any conflicts between the MS Word and .pdf versions of the application, the .pdf version will govern as it will be the version presented to the Technical Evaluation Panel.

Applicants are advised that any pages exceeding any of the prescribed limits below will not be considered for evaluation.

Applicants who include data that they do not want disclosed to the public for any purpose or used by the U.S. Government except for evaluation purposes, will:

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, an award results from - 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 award. This restriction does not limit the U.S. Government's right to use information contained in this data if it is obtained from another source without restriction.

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."

The technical application must include the following, in the order presented below:

The technical application (maximum 35 pages – excluding Annexes) must clearly demonstrate an in-depth understanding of the development challenges in Uganda, outline specific activities and explain how the proposed activities would help achieve the activity objectives stated in Section A. Applicants are encouraged to propose innovative yet realistic approaches that are most appropriate in the context of

Uganda, as well as methods by which new approaches will be analyzed and adapted as needed throughout implementation.

Depending on the political climate in the country the implementing partner may need to adjust level of engagement with governmental authorities. The Applicant must describe steps that will be taken, if necessary, to foster stronger community level, non-governmental, including private sector, relationships.

The technical approach must clearly address the factors outlined in the evaluation criteria of this solicitation.

a) Cover Sheet (not to exceed 1 page) that includes the following:
   - Name and contact information of the primary Applicant
   - Name of all organizations that are members of the partnership, if applicable
   - DUNS and EIN number for primary Applicant
   - Approval signatures by appropriate officials of the primary Applicant

b) Table of Contents (not to exceed 1 page)
c) Executive Summary (not to exceed 2 pages)
d) Technical Approach (not to exceed 20 pages)

The technical approach must demonstrate an in-depth understanding of the education development challenges in Uganda, especially challenges to early grades reading achievement and retention. The Applicant must outline specific activities and explain how the proposed activities would help achieve the activity objectives stated in the RFA, organized as two components addressing Results 1 and 2. The component addressing Result 1 must use the EGR methodology developed by the School Health and Reading program and approved by the government of Uganda. The component addressing Result 2 will further identify and explain retention issues and address these issues with special consideration of gender. Technical approaches of the Applicant are expected to be adopted by the government and incorporated into the overall government education structure. Applicants are encouraged to propose innovative yet realistic approaches that are most appropriate in the context of Uganda, as well as methods by which new approaches will be analyzed and adapted as needed throughout implementation. The application will include a plan to incorporate information from the rapid assessment into programming. The technical approach must clearly address the factors outlined in the evaluation criteria of this solicitation.

e) Personnel and Staffing (not to exceed 4 pages).
f) Applicants must describe how the proposed plan will contribute towards achieving the objectives and results described in the activity description; capturing the following**:**

   - Describe and justify the team composition and organizational structure of the activity, as well as the mechanisms by which coordination and knowledge flow across the structure will be assured.
   - Demonstrate the team and organization’s ability to address gender gaps and to empower women and girls
   - Describe how the technical expertise, education and experience of all staff members is conducive to achieving expected results with an emphasis on technical expertise addressing IRs 1 and 2.
   - Describe the roles and responsibilities of all key personnel positions.
   - The plan should specify the estimated amount of time each staff member will devote to the activity and/or specific components within the activity.
   - Equal consideration shall be given to equally-qualified women and men when recruiting for the project.

g) Management Approach and Institutional capability (not to exceed 5 pages)

Delineation of roles, responsibilities, authority, and processes for decision making within Applicant's implementation team and between the Recipient/home office and the implementation team must be clearly spelled out. The applicant must describe steps that will be taken to mitigate fraud, waste and abuse. This could include, but is not limited to: validation of activities and costs incurred, training of staff, oversight from the home office, implementation of policies and requirements for back up documentation, use of technology (e.g. camera or other monitoring equipment with GPS, date and time stamps) etc

- If the Applicant is a consortium/partnership of organizations or groups, the application shall:
    - Describe the proposed consortium model and clearly demonstrate the expertise of the participating partners and the unique set of experience and expertise they bring to strengthen the activities undertaken.
    - The plan should also clearly delineate the roles, responsibilities and lines of communication, authority between all consortium members, while specifying mechanisms through which collaboration and knowledge sharing will occur among teams will occur.
- Among other things, USAID/Uganda expects the Applicant to address the following issues:
    - How will the Applicant mobilize in terms of personnel, logistics set-up, and establishment of management and financial control systems?
    - How will the activity work in a collaborative and inclusive team oriented manner with local partners, the Government of Uganda, other USAID activities/programs, and other implementing organizations to achieve results?
    - What type of strategies or approaches for cost containment will be adopted?
    - USAID/Uganda expects the activity to be managed locally, with all management decisions, including financial decisions, and administrative responsibilities delegated to the implementation team office. The Recipient’s home office is expected to provide managerial oversight and administrative backstop, and technical assistance as needed.
    - Where will project offices outside of Kampala be located and will that selection enhance results, while ensuring collaboration?
    - Applicants shall describe the grants management plan including the process of identifying, vetting and supporting grantees and how the Applicant will ensure that each partnering organization contributes to the overall strategy.

h) Past Performance (not to exceed 2 pages)

The Applicant should describe experience implementing activities of similar size and scope, including past performance demonstrating their ability to address gender gaps and to empower women and girls. This can include a description of both prime and any consortium member/partner experience. This section compliments Annex 5 and as such should not be repetitive or lengthy.

i) Authorized Annexes (The below are the only Annexes authorized under this solicitation. No other supporting documentation will be reviewed and evaluated):

Annex 1. Draft Activity Monitoring and Learning Plan (not to exceed 5 pages). A draft Activity Monitoring and Learning Plan shall be submitted with the application and shall include:

- Performance indicators, planned data sources, data collection and calculation methods, baseline data and annual targets directly linked to proposed activities.
- Specific steps to achieve the proposed results in year 1, including outputs, outcomes, deliverables and milestones.

Annex 2. Resumes of Key Personnel (each resume must not exceed 3 pages)

- This section shall include resume for all key personnel candidates and any other personnel proposed for significant positions. Resumes shall not exceed three pages in length and shall be in chronological order starting with the most recent experience.

- Resumes for all key personnel shall include three performance references for each proposed key position, up-to-date telephone numbers and e-mail contact information.

Annex 3. Key Personnel - Letters of Commitment (not to exceed 1 page per candidate)

- A signed commitment letter from each candidate indicating his or her: (a) availability to serve in the stated position, in terms of days after the award; (b) intention to serve for the stated term of service; and (c) agreement to the compensation levels which correspond to the levels set forth in the cost application.
- Note that documentation that reflects an "exclusive" relationship between an individual and an Applicant is not requested and should not be submitted.

Annex 4. Organizational Chart (not to exceed 1 page)

- Showing the staff reporting lines and relationships between the different positions

Annex 5. Matrix of past performance information (not to exceed 1 page per award) –
The Applicant must provide a Matrix of all its contracts, grants, or cooperative agreements involving similar or related programs during the past three years. The reference information for these awards must include:

- The performance location,
- Award number (if available),
- A brief description of the work performed,
- A point of contact list with current telephone numbers, e-mail address, name and title of someone, outside of the Applicant's organization, who supervised/oversaw the activity.

Annex 6 – Representations and Certifications, Assurances
See Attachment I for the required representations and certifications that shall be included as Annex 6 to the technical proposal.

Annex 7. Draft Sustainability Plan (not to exceed 2 pages)
The applicant shall submit to USAID a draft sustainability plan as part of this application that demonstrates how activity results shall be sustained after completion of the Activity. The applicant shall describe the anticipated sustainable elements of the program and any specific approaches proposed to achieve sustainable outcomes.

2. Cost Application Format

Certain documents are required to be submitted by an applicant in order for the Agreement Officer to make a determination of responsibility. However, it is USAID policy not to burden applicants with undue reporting requirements if that information is readily available through other sources. NOTE: The award will not provide for the reimbursement of pre-award application costs.

The following sections describe the documentation that Applicants for the Assistance award must submit to USAID prior to award. While there is no page limit for this portion, applicants are encouraged to be as concise as possible, but still provide the following:

a) SF-424 forms as follows:
   - 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

b) A summary budget (in US dollars);

c) A detailed/itemized budget (in US dollars) (following the format in Attachment D). It should include:
   - Costs for environmental compliance implementation and monitoring;
   - The breakdown of all costs associated with the activity according to costs of, if applicable, headquarters, regional and/or country offices;
   - The breakdown of all costs according to each partner organization involved in the activity, in the same detail and format as the budget template;

d) One page certification for each key personnel, listing:
   - Name of proposed key personnel
   - Proposed title
   - Proposed annual salary
   - For the prior 3 years - a list of previous employment including: annual salary or daily consulting salary (inclusive of relevant fringe such as insurance, but exclusive of travel and other allowances), number of days worked (for consultancies) or start and end date of full time employment, job title, name and address of employer, and a certification from the applicant's authorized point of contact that the candidate's salary and education information have been verified.

e) Costs notes/budget narrative explaining costs to be incurred; and

f) Information that confirms and ensures that the proposed cost sharing will materialize including potential contributions of non-USAID or private commercial donors to this Cooperative Agreement, including, the breakdown of the financial and in-kind contributions (cost sharing) of all organizations involved in implementing this Cooperative Agreement.

g) Costs supporting the establishment of a secure working environment and that mitigate the risk in implementing the activity must be included in the cost proposal with sufficient description/explanation in the cost application narrative.

h) Details of sub-award arrangements to the extent they are known at the time of application development: In case there are multiple organizations and partners, please explain as clearly as possible the management structure and how the parties are going to interact. If there are formal legal arrangements such as sub awards or sub contracts please clearly explain how these are to be structured and list past experience between the organizations.

   NOTE: If sub-awards are anticipated and not explained in the original application, the agreement officer's approval (after award) is required before the sub-agreement may be executed.

i) A copy of the self-certification for compliance with USAID policies and procedures for personnel, procurement, and travel.

j) A copy of the organization's U.S. Government Negotiated Indirect Cost Rate Agreement (NICRA), if applicable OR Applicants who do not currently have a Negotiated Indirect Cost Rate Agreement (NICRA) from their cognizant agency shall also submit the following information:

- Copies of the applicant's financial reports for the previous 3-year period, which have been audited by a certified public accountant or other auditor satisfactory to USAID;
- Projected budget, cash flow and organizational chart; and
- A copy of the organization's accounting manual.

k) Applicants should submit additional evidence of responsibility they deem necessary for the Agreement Officer to make a determination of responsibility. The information submitted must substantiate that the Applicant:

- Has an adequate financial resources or the ability to obtain such resources as required during the performance of the award.
- Has the ability to comply with the award conditions, taking into account all existing and currently prospective commitments of the applicant, non-governmental and governmental.
- Has a satisfactory record of performance. Past relevant unsatisfactory performance is ordinarily sufficient to justify a finding of non-responsibility, unless there is clear evidence of subsequent satisfactory performance.
- Has a satisfactory record of integrity and business ethics; and
- Is otherwise qualified and eligible to receive a cooperative agreement under applicable laws and regulations (e.g. EEO).

D.3 DUN And Bradstreet Universal Numbering System (DUNS) Number and System 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.4 Submission Date and Time

All applications in response to this RFA are due not later than the date and time indicated on the cover page of this RFA.

D.5 Funding Restrictions

There are no funding restrictions applicable to this RFA at this time. Applicants will be reimbursed only for costs that benefit the Program Description and are allocable, allowable and reasonable.

D.6 Other Submission Requirements

1. Submission Requirements

- Applications must be submitted by email to KampalaUSAIDSolicita@USAID.gov to the attention of Nancy Kleinhans, Agreement Officer. Each e-mail must not exceed 4MB.

- Fax and/or hard copy applications will not be not accepted

- Please note that Technical and Cost Applications must be e-mailed in separate files.

- Multiple emails may be sent to accommodate the application size and content, but each must contain very clear identification of the annexes 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.

2. Marking and Branding

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 320.3.3, 22 CFR 226.91 and the references therein. Please note that the Branding Strategy and Marking Plan will only be submitted by the Applicant after a written request from the Agreement Officer.

[END OF SECTION D]

SECTION E – APPLICATION REVIEW INFORMATION

E.1 Overview

The Technical Evaluation Criteria are tailored to the requirements of this particular RFA and are set forth below. 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. To facilitate the review of applications, applicants must organize the narrative sections of their applications <u>with the same headings and in the same order</u> as the selection criteria.

USAID Uganda intends to evaluate the applications and award an agreement without discussions with the applicants. However, USAID reserves the right to conduct discussions if the latter is determined by the Agreement Officer to be necessary. Therefore, the initial application shall contain the applicant's best terms from a Technical and Cost/Price stand point.

The Government may issue one or more awards resulting from this RFA to the responsible applicant(s) whose application(s) conforming to this RFA are the most responsive to the objectives set forth in this RFA. The Government may (a) reject any or all applications, (b) conduct cost evaluation for only applicants whose technical applications are most highly ranked (c) accept more than one application, (d) accept alternate applications, and (e) waive informalities and minor irregularities in applications received.

E.2 Evaluation criteria

The criteria by which Applications shall be evaluated are as follows; the four criteria are of EQUAL importance:

1. Technical Approach

Extent to which the Applicant's proposed technical approach, represents a collaborative, innovative yet realistic and sound, sustainable approach to achieve the objectives and results specified in the Activity Description.

2. Personnel and Staffing

Extent to which the proposed personnel have the technical, analytical and interpersonal skills and experience to convincingly demonstrate the Applicants ability to achieve activity objectives and results specified under Activity Description. This includes evaluation of Annex 2 Resumes for Key Personnel, Annex 3 Letters of Commitment and Annex 4 Organizational Chart. Reference checks of key personnel will be conducted for top rated Applicants.

3. Management Approach and Institutional capability

Extent to which the Applicant convincingly demonstrates how its management approach and institutional capability will lead to successful and effective implementation of the proposed technical approach, objectives and results including demonstrated capacity for reaching high priority populations (children, youth and women) and addressing gender issues in the context of a comprehensive fraud mitigation approach to the activity.

4. Past Performance

Extent to which the Applicant demonstrates previous success in implementing programs of similar size and scope including: quality of product or service, consistency in meeting goals and targets, schedule (timeliness of performance), cost control, business relations, and management of key personnel and non-discrimination in the delivery of services.

Note: In cases where (i) an Applicant lacks relevant past performance history, (ii) information on past performance is not available; the Applicant shall not be evaluated either as favorable or unfavorable on past performance.

USAID reserves the right to obtain past performance information from other sources including those not named in the applicant's application. Past performance references will not be checked for applicants that receive an 'Unsatisfactory' rating.

E.3 Cost Application

Note: Only the most highly rated Applicantions Cost applications will be evaluated.

This will consist of a review of the cost portion of the applicant's application to determine if the overall costs proposed are realistic for the work to be performed, if the cost reflects the applicant understands of the requirements and if the costs are consistent with the technical application. Evaluation of the cost application will consider, but not be limited to, the following:

- Cost reasonableness and cost realism;
- Completeness and adequacy of proposed budget information;
- Overall cost control/cost savings evidenced in the application (avoidance of excessive salaries, excessive home office visits and other costs in excess of reasonable requirements);
- Cost share of at least 5 percent is required for this program. Cost share will be evaluated as a component of cost effectiveness and may have an impact in the evaluation of the cost application. In addition, the Applicant's cost share contribution will be reviewed for realism and to verify that the applicants meet the standards set in 22 CFR 226.23 for U.S. organizations, or the Standard Provision entitled "Cost Sharing" for Non-U.S. organizations (see 22 CFR 226.23 and Standard Provisions for Non-U.S. Non-Governmental Recipients.)

[END OF SECTION E]

SECTION F – AWARD ADMINISTRATION INFORMATION

1) Following selection for award, a Recipient will receive an electronic copy of the notice of award signed by the Agreement Officer which serves as the authorizing document. USAID will issue the award to the contacts specified by the Applicant in its application documents and/or the Authorized Individuals submitted by the Applicant.

2) The applicable Standard Provisions that will apply in any resulting award document can be viewed or downloaded from USAID's Web Site: http://www.usaid.gov/policy/ads/300/303.pdf.

In addition, the following Standard Provisions issued through **Acquisition & Assistance Policy Directive No: 14-04** shall apply in any resulting award;

3) The following Special provisions will be made part of any award issued under this RFA:

a) Value Added Tax and Customs Duties

Pursuant to bilateral agreements with the Government of Uganda (GOU), all imports and expenditures under this agreement by the Recipient and by non-local subcontractors/sub Recipients (as defined below) are exempt from Value-Added Tax (VAT) and Customs Duties imposed by the GOU. The GOU does not allow tax exemption at the point of sale. The Recipient must follow the guidance noted below to ensure VAT funds are appropriately refunded to USAID Uganda:

- The Recipient must include VAT expenses in the award budget and bill USAID for payment of VAT.
- USAID will lead the process for obtaining a refund from the GOU. The refund takes process currently takes several years and as such will not be credited back to the Recipient award.
- The Recipient shall maintain complete files with original VAT tax invoices/receipts from vendors.
- The Recipient is responsible for ensuring that subcontractors and sub grantees comply with this requirement.
- All VAT claims, for the Recipient, subcontractors and sub grantees, shall be submitted to USAID through the prime Recipient.
- USAID will assist the Recipient to obtain customs exemption certificate on imports.

The USAID point of contact for submission of quarterly VAT information is:
kampalavatusaid@usaid.gov.

[End of Provision]

b) Non-Discrimination in implementation of USAID-funded Programs

In the implementation of USAID-funded programs, the Recipient or Subrecipient shall not discriminate against any beneficiary or potential beneficiary, such as but not limited to, by capriciously or selectively withholding or denying assistance or benefits under the project, on the basis of any non-merit factor, including one or more of the following bases: race, color, religion, sex (including gender identity or perceived gender non-conformity, and pregnancy) national origin, disability, age, sexual orientation, genetic information, marital status, parental status, political affiliation, veteran's status, or other factors that adversely impact the beneficiaries' access to, or participation in, services provided under the award.

Nothing in this provision is intended to limit the ability of a Recipient to target assistance to certain populations as defined in the approved workplan of a USAID-funded program.

[End of Provision]

c) Support to the Government of Uganda

Salary supplements are not to be paid to GOU officials, except in very exceptional circumstances. Salary supplements are payments made that augment an employee's base salary or premiums, overtime, extra payments, incentive payment, and allowances for which the GOU employee or official would normally qualify under GOU rules or practice for the performance of their regular duties, or for work performed during their regular office hours. Examples of salary supplements include, but are not limited to, Sitting Fees and Facilitation Fees. Should such a need arise, salary supplements can only be paid after obtaining specific written approval (waiver) by the USAID Assistant Administrator in Washington D.C. Recipients shall submit waiver requests to the AOR/COR for action.

Notwithstanding the waiver process, no GOU policy-making officials can ever receive salary supplements. Policy-making officials are high level elected or appointed officials, such as those serving on the cabinet or in an immediately subordinate sub-cabinet position.

Any costs determined to be salary supplement by the CO/AO may be deemed unallowable.

[End of Provision]

d) Support to the Ministry of Education and Sports (MoES)

The Recipient is not authorized to enter into agreements with the Government of Uganda, Ministry of Education and Sports (MoES) central headquarters staff, to provide salaries, travel expenses or other financial support, including secondment of staff, without specific written authorization from the USAID/Uganda Mission Director. Any costs supporting GOU MOH officials may be deemed unallowable.

[End of Provision]

e) Procurement Executive's Bulletin No. 2014-06: "Electronic Payments System"

1. Definitions:

a. "Cash Payment System" means a payment system that generates any transfer of funds through a transaction originated by cash, check, or similar paper instrument. This includes electronic payments to a financial institution or clearing house that subsequently issues cash, check, or similar paper instrument to the designated payee.

b. "Electronic Payment System" means a payment system that generates any transfer of funds, other than a transaction originated by cash, check, or similar paper instrument that is initiated through an electronic terminal, telephone, mobile phone, computer, or magnetic tape, for the purpose of ordering, instructing or authorizing a financial institution to debit or credit an account. The term includes debit cards, wire transfers, transfers made at automatic teller machines, and point-of-sale terminals.

2. The Recipient agrees to use an electronic payment system for any payments under this award to beneficiaries, subRecipients, or contractors.

3. Exceptions. Recipients are allowed the following exceptions, provided the Recipient documents its files with the appropriate justification:

a. Cash payments made while establishing electronic payment systems, provided that this exception is not used for more than six months from the effective date of this award.

b. Cash payments made to payees where the Recipient does not expect to make payments to the same payee on a regular, recurring basis, and payment through an electronic payment system is not reasonably available.

c. Cash payments to vendors below $3000, when payment through an electronic payment system is not reasonably available.
d. The Recipient has received a written exception from the Agreement Officer that a specific payment or all cash payments are authorized based on the Recipient's written justification, which provides a basis and cost analysis for the requested exception.

4. More information about how to establish, implement, and manage electronic payment methods is available to Recipients at http://solutionscenter.nethope.org/programs/c2e-toolkit."

Additional information on Digitizing Payments for USAID Beneficiaries in Uganda is available to Recipients at - Pilot Report: www.usaid.gov/documents/1860/digitizing-payments-usaid-beneficiaries-uganda-pilot-report

[End of Provision]

f) **Acquisition & Assistance Policy Directive No:14-03: "Representation by Organization regarding a Delinquent Tax Liability or a Felony Criminal Conviction (August 2014)"**

(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.

[End of Provision]

4) Reporting requirements

The following programmatic reporting requirements shall be made part of any award issued under this RFA:

1. Annual Work Plan: Based on the program description the Recipient shall prepare and submit an initial, detailed annual, costed work-plan within 60 days after the start of the award to guide the implementation process with a breakdown of activities and timelines and anticipated progress in the achievement of the activity results (consistent with the Activity M&E Plan), as well as the associated costs. Work plans will be approved by the AOR. The initial work plan will capture the key features and activities to pursue the project's three-month start-up and inception phase which will illuminate what the final Performance Management Plan will look like. A 90-day project start-up/inception period will be offered for the Recipient to conduct broader environment scanning, establish staffing and operations, develop short studies and make refinements to the annual work plan, conduct baselines, and finalizing the AMLP. For every annual planning period, the Recipient shall ensure a collaborative process in work plan development, consulting beneficiaries, partners, USAID and other relevant stakeholders in preparing the first and subsequent annual work plan to ensure complementarity and shared ownership. The AOR may work with the Recipient to define particularly relevant sections of the work plan that would enhance implementation, such as soliciting perspectives or joint work planning opportunities from other USAID partners, key assumptions and risks (as well as plans to mitigate and update these), lessons learned and work plan adjustments going forward.

2. Quarterly Report: The Recipient shall submit quarterly reports that include narratives of quarterly achievements, and progress against the work plan, and agreed upon performance indicators. A format for the quarterly report shall be approved by the AOR. The quarterly report shall describe and assess the overall progress to date based upon agreed performance indicators. The reports shall also describe the accomplishments of the Recipient and the progress made during the past quarter; include information on key activities, both ongoing and completed during the quarter (e.g. meetings, trainings, workshops, significant events, and grants). The quarterly reports will provide information on how gender issues have been addressed, whether and how certain gaps between males and females were closed; how the project's actors and key activities created any new opportunities for men and women, what differential negative impacts on males/females were addressed or avoided; and what needs and gender inequalities emerged or remained. Quarterly reports will document the Recipient's interactions with district authorities, including participation and associated issues raised in District Management Committees and DOP meetings. The Recipient shall notify USAID of developments that have a significant impact on award-supported activities.

The quarterly report provides the opportunity to discuss impacts of learning on the activity, updates in key assumptions and the underlying development hypotheses. Notification shall also be given in the case of problems, delays, or adverse conditions which materially impair the ability to meet the objectives of the award or which may have an impact on the development hypothesis or theory of change for the activity, and/or other activities (USG-funded or not) which might be informed by such learning. This notification shall include a statement of the action taken or contemplated, and any assistance needed to resolve the situation. The Recipient shall also prepare quarterly financial reports showing the amount of funding and level of effort spent and accrued during the quarter, cumulative spending, and estimates for the next quarter. The quarterly activity and financial reports are to be submitted within 30 days after the end of each fiscal quarter to the AOR at USAID/Uganda for approval. A presentation to USAID of the quarterly and financial report is required.

3. Annual Report: Within one month of the close of each activity year, the Recipient shall submit an annual report to the AOR, inclusive of the final quarter report, which reflects the progress of the program over the last year against the work plan. Annual and cumulative data will be included, along with stories, photos and other information that gives insight into the progress of the activity.

4. Close-out and disposition plan: The Recipient will develop and implement an AOR-approved closeout plan. The close-out of an award is described in the Automated Directives System (ADS) as the process by which USAID determines that all applicable administrative actions and required work of the award have been completed by the awardee and USAID. In the final fiscal year of the program awardees should submit the Close-out Schedule, an attachment to the Yearly Implementation Plan submitted for the final fiscal year of the program. The closeout plan will be submitted for AOR approval no later than six months prior to the award end date. Approval of the close-out plan will take into consideration each component listed below:

- Executive summary;
- Summary of program resources;
- Equipment inventory;
- Property disposition plan;
- Outstanding claims, financial obligations and invoices;
- Key audit information;
- Close-out budget and budget narrative; and
- Contacts.

5. Activity Monitoring and Learning Plan (AMLP): The AMLP is a management tool that enables the Recipient and USAID to track whether results are being achieved and project implementation is being adapted to changing conditions. This plan should define critical performance indicators, data collection methods and the Recipient's plans for analyzing utilizing and sharing information for reporting, accountability, learning and adaptation. The AMLP is a required document, due within 90 days of the award to be approved by the AOR. The Recipient will consult with USAID during the development of the AMLP.

(a) Baseline report and ongoing EGRA assessment: Under Result 1, the EGRA baseline and endline study and report will be done during the 90-day activity inception period using the EGR methodology and instruments adapted by the School Health and Reading Program for Uganda. Data collection methods must be compatible and coordinated with the School Health and Reading Program and the MoES-GPE program. The assessment will provide gender and grade-level disaggregated data and report gender differences that exist between males and females regarding reading achievement and the associated IRs and indicators of the activity. The baseline report include a remapping component that will verify the number of teachers and students in selected districts and schools essential to begin program activities, as well as identify coordinating center tutors, precise local-language distribution, and other targets of the activity. The baseline-EGRA data collection will be logistically aligned with the rapid assessment for efficiency because some data will be common to Results 1 and 2.

(b) Rapid Assessment: The Recipient will conduct an initial rapid assessment under Result 2 in the first 90 days of the award in selected schools and districts and use the information in the start-up activities of the program. The rapid assessment will identify the important causes of primary students “dropping out,” of school, focusing on critical vulnerabilities for children at school, and use the information to refine approaches to classroom management and other interventions that create a safer learning environment and improve retention. The rapid assessment will verify enrollment by grades in districts and schools, retention rates year-to-year, primary survival rates, and other key data. The rapid assessment will be logistically aligned with the baseline-EGRA data collection.

(c) Final Performance Report: A draft final report should be submitted to the AOR for approval no later than 30 calendar days after the completion of the activity. The final report is due 90 calendar days after the end of the award. The report shall summarize the accomplishments of the agreement, methods of work used, and recommendations regarding unfinished work and/or program continuation, as well as key learnings from the total implementation experience. In addition the report should specifically address how the activity addressed differences between males and females; what new opportunities for males and females were created; what differential negative impacts on males/females were addressed or avoided; and what needs and gender inequalities emerged or remained. It shall cover the entire period of the award and include the cumulative results achieved, an assessment of the impact of the program, lessons learned and recommendations, any particularly notable impact stories (or challenges), and detailed financial information. It will be grounded in evidence and data and be referenced to activity indicators. The final/completion report shall also contain an index of all reports and information products produced under the award.

2. Financial Reporting

1. In accordance with 22 CFR 226.52 the Federal Financial Reporting Form (FFR) will be required on a quarterly basis.
2. Program financial reports will be submitted monthly for the first six months and quarterly thereafter.
3. Pipeline and accrual reports will be submitted quarterly.

Synopsis of Reports/Plans:

Type of Document/Report	**Due Date**	**Distribution**
First Year Work Plan	First draft due within 60 days after award.	AOR
Activity Monitoring and Evaluation Plan	Within 90 days after award	AOR, PPD
Quarterly Activity Reports	Within 30 days after the end of each fiscal quarter	AOR
Baseline report and ongoing EGRA assessment	First 90 days of the award	AOR
Annual Work Plans	First draft due no later than 30 days before beginning of each fiscal year	AOR
Rapid Assessment	First 90 days of the award for use in the start-up activities of the program	AOR
Annual Performance Report	30 days following the end of the fiscal year	AOR
Final Performance Report	90 calendar days after the expiration or termination of the award	AOR
Financial Reporting	Due every quarter	AOR
Close out Report	Six months before end of award	AOR, AO

[END SECTION F]

SECTION G – AGENCY CONTACTS

Nancy Kleinhans
Agreement Officer
USAID/Uganda
US Embassy Compound
Plot 1577 Ggaba Road
Kampala, Uganda
Email: nkleinhans@usaid.gov

[END SECTION G]

SECTION H – OTHER INFORMATION

Resulting awards to U.S. Non-government Organizations will be administered in accordance with Chapter 303 of USAID's Automated Directives System (ADS 303), 22 CFR 226, and Standard Provisions for Non-Governmental Organizations.

- ADS 303 is available at: http://www.usaid.gov/policy/ads/300/303maa.pdf.
- 22 CFR 226 is available at: http://www.access.gpo.gov/nara/cfr/waisidx_06/22cfr226_06.html. Applicable
- Standard Provisions for U.S. Non-Governmental Organizations are available at: http://www.usaid.gov/policy/ads/300/303maa.pdf.

Resulting award to Public International Organizations (PIOs, or IOs) will be administered in accordance with Chapter 308 of USAID's ADS including the Standard Provisions set forth in ADS 308.5.15.

Potential for-profit applicants should note that USAID policy prohibits the payment of fee/profit to the prime recipient under grants and cooperative agreements. However, if a prime recipient has a subcontract with a for-profit organization for the acquisition of goods or services (i.e., if a buyer-seller relationship is created), fee/profit for the subcontractor is authorized.

Standard Provisions for Non-U.S. Non-Governmental Organizations are available at:
http://www.usaid.gov/policy/ads/300/303mab.pdf

ADS 308 is available at:
http://www.usaid.gov/policy/ads/300/308mab.pdf.

The USAID Inspector-General's "Guidelines for Financial Audits Contracted by Foreign Recipients" is available at: http://www.usaid.gov/sites/default/files/documents/1868/591maa.pdf

[END SECTION H]

SECTION I – ATTACHMENTS

Attachment A	USAID Strategy 2011-2015 http://pdf.usaid.gov/pdf_docs/PDACQ946.pdf
Attachment B	USAID Gender Policy http://www.usaid.gov/sites/default/files/documents/1870/GenderEqualityPolicy.pdf
Attachment C	USAID Youth Development Policy http://www.usaid.gov/sites/default/files/documents/1870/Youth_in_Development_Policy.pdf
Attachment D	Budget Template
Attachment E	Initial Environmental Examination and Request or Categorical Exclusion: https://www.usaid.gov/documents/1860/initial-environmental-examination-and-request-or-categorical-exclusion
Attachment F	Table of Districts & Languages by cluster (including DOP Districts)
Attachment G	Digitizing Payments for USAID Beneficiaries in Uganda at: www.usaid.gov/documents/1860/digitizing-payments-usaid-beneficiaries-uganda-pilot-report
Attachment H	USAID Uganda Risk Assessment Instrument - 2014 at: http://www.usaid.gov/documents/1860/usaid-uganda-risk-assessment-instrument-2014
Attachment I	Representations and Certifications
Attachment J	Draft National Reading Improvement Strategy

[END SECTION I]