



# USAID | LIBERIA

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RFA Title: Excellence in Higher Education for Liberian Development (EHELD)  
RFA Number: 669-10-019  
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Closing Date and Time: October 15, 2010 – 5:00pm Liberia Time

Subject: Request for Applications (RFA) 669-10-019 for Excellence in Higher Education for Liberian Development (EHELD)

Dear Prospective Applicants:

The United States Agency for International Development (USAID) Mission in Liberia is seeking applications from U.S. non-governmental and non U.S. non-governmental organizations to implement the program entitled “Excellence in Higher Education for Liberian Development (EHELD).” The authority for this Request for Applications (RFA) is found in the Foreign Assistance Act of 1961, as amended.

This activity will be implemented over the course of the next five (5) years. Implementation should be scheduled to begin in fiscal year 2011. USAID intends to award one (1) Cooperative Agreement providing approximately \$18,500,000 in total USAID funding, subject to the availability of funds

The chosen Recipient will be responsible for ensuring achievement of the program objectives. Please refer to the Program Description (RFA Section I) for a complete statement of goals and expected outcomes.

Pursuant to 22 CFR 226.81, it is USAID policy not to award profit under assistance instruments. However, all reasonable, allocable, and allowable expenses, direct and indirect, which are related to the Cooperative Agreement and are in accordance with applicable cost standards (22 CFR 226, OMB Circular A-122 for Non-Profit Organizations, OMB Circular A-21 for Universities and the Federal Acquisition Regulation (FAR) Part 31 regarding for-profit organizations) may be paid under the Award.

For the purposes of this program, this RFA is being issued and consists of this cover letter and the following:

- Section I – Program Description
- Section II – Award Information
- Section III – Eligibility Information
- Section IV – Application Submission Information
- Section V – Application Review Information
- Section VI – Award Administration Information
- Section VII – Agency Contacts
- Section VIII – Other Information
- Addendum 1 – Certifications and Representations
- Addendum 2 – Cost Proposal Illustrative Budget Worksheet
- Addendum 3 – Branding Strategy and Marking Plan Template
- Addendum 4 – Survey on Ensuring Equal Opportunity for Applicants

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."

Applicants must take account of the expected delivery time required by the RFA and are responsible to ensure that applications are received at USAID/Liberia in Monrovia by the due date and time specified above. Applications received late or submitted incomplete shall be considered for evaluation at the sole discretion of the Agreement Officer if it is in USG interest. Please refer to Section IV – Application Submission Information.

Applicants must retain for their records one copy of all enclosures which accompany their application.

Thank you for your interest in USAID's programs and activities.

Sincerely,

*Brian Aaron*

Brian Aaron  
Agreement Officer  
USAID/Liberia

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## **I. Program Description**

This is a program description for a Cooperative Agreement to be awarded by USAID/Liberia through full and open competition. This program description and Request for Application (RFA) provide the basis for applicants to develop an application for programs of higher education in Liberia. The Cooperative Agreement awarded through this RFA will directly support the USAID/Liberia Education program area. The Applicant will also work in collaboration with the implementing partner of a future USAID/Liberia program that will complete infrastructure related works to complement this Cooperative Agreement.

The Excellence in Higher Education for Liberian Development (EHELD) Program is expected to be implemented from FY2011 through FY 2016 (an anticipated 60-month life of program). The award will be subject to the availability of funding and final approval of the Mission's Annual Operational Plan. The EHELD Program will fall under Functional Objective 3 Investing in People, Program Area 3.2 Education, Program Element 3.2.2 Higher Education. Program activities will be funded under Program Sub-Element 3.2.2.2 Institutional Capacity Development and Program Sub-Element 3.2.2.4 Professional Development.

The Program will be implemented in conjunction with and in support of Cuttington University in Suakoko, Bong County and the University of Liberia, Monrovia. Dependent on implementation experience, future development needs, and the availability of funding, the Cooperative Agreement may be modified to include other Liberian institutions of higher education. Applicants are invited to explore opportunities for public-private alliances with foreign and local investors working in Liberia.

### **1. Background**

#### **1.1 Country Context**

Liberia is emerging from a civil war that lasted close to fifteen years. It is estimated that over 250,000 people were killed and countless others mutilated between 1990 and 2003 (250,000 dead out of a population of 3,000,000 is about 8 percent - if similar scale events occurred in the United States, over 30,000,000 people would have perished). More than human lives were destroyed. Almost every building in the country was damaged, if not rendered completely useless, power supply in all cities was destroyed, communications systems were wiped out, roads were not maintained, the national port was demolished and government systems were devastated. Young and old alike were subject to psychological scarring that cannot be understood by anyone who did not experience it. Even today, after six years of relative stability, people continue to be very risk adverse, although less so each day. New and promising ways of improving things are viewed with skepticism. An attitude of taking what one can now, because everything may fall apart later, persists.

The war spilled over into neighboring countries, disrupting stability in the region, and playing a part in weakening governance in neighboring states. It is in the United States' and the region's interest to ensure that stability continues and that there is no return to conflict. A secure Liberia is the key to a better life for Liberian citizens and to the stability of West Africa.

While Liberia has remained secure and stable since 2003, and confidence increases little by little, the standard development statistics underscore the difficulty that its citizens face. The average annual income is only \$290 (World Bank PPP GNI, 2007), life expectancy is 45 years and imports are three times as great as exports (World Bank, 2007). Transparency International's consolidated Corruption Perceptions Index ranks Liberia 138<sup>th</sup> (out of 180), scoring 2.4. Maternal mortality rates are close to

the highest in the world. Reports of widespread gender-based violence persist. The adult literacy rate is 62% (Ibid) and relatively few girls complete elementary school. Security is maintained by the United Nations. The global financial crisis of 2008-2009 has been a significant impediment to growth and job creation. Weak world markets have stopped exports of timber; two international companies have halted large mining concessions; and expatriate remittances, which never were very big, have decreased. In early summer 2009, the government reported a revenue shortfall jeopardizing basic services, particularly in health and education.

International donor assistance is flowing in and has moved from quick impact, local, humanitarian projects addressing urgent problems to longer term development projects intended to have larger and longer lasting impact. As the development paradigm shifts, investments are needed to establish the groundwork for democracy, economic growth, and future stability.

The Government of Liberia (GOL) seeks to improve the security and stability of the country and improve the lives of its citizens. Commitment to improving the lot of its citizens is evident in the Poverty Reduction Strategy (PRS) approved by the GOL in 2008. The process leading to the finalization of the PRS was exemplary. Senior government officials and international partners travelled to each of Liberia's counties and listened to people present their most pressing issues. Across the country, people ranked roads, education, and health as their main priorities. The priorities of the GOL are clearly and succinctly articulated in the PRS, which provides a vision and action matrices for: a) consolidating peace and security; b) revitalizing the economy; c) strengthening governance and the rule of law; and d) rehabilitating infrastructure and delivering basic services.

Since the launch of the PRS, sectoral strategies were formulated by the GOL and are being implemented in Health and Agriculture. An Education Sector Plan was also approved in early 2010. This demonstrates the government's commitment to continue striving for accomplishment of established benchmarks and goals, including the Millennium Development Goals for 2015. Other ongoing efforts seek to improve government transparency and democratic processes, rule of law and justice, and to fight corruption that threatens all aspects of the development process.

## **1.2 Youth in Liberia<sup>1</sup>**

Among the most pressing issues facing Liberian youth are employment and education. Low levels of secondary school completion, in part due to school closings during the war, match an abysmal, estimated 85 percent unemployment rate among youth. While increasing numbers of youth are interested in pursuing post-secondary education, youth are not necessarily aware of the range of evolving career options. Demand for professionals in engineering and agriculture is so high that foreign engineering firms contracted to address infrastructure construction and rehabilitation must bring in or train basic technical staff. Likewise, agricultural extension services are being developed in the absence of an adequate supply of qualified extension workers and Liberia imports much of its rice and vegetables. A higher education initiative that aims to create Centers of Excellence in engineering and agriculture can simultaneously advance youth employment and development initiatives. These initiatives serve the dual purposes of contributing to economic growth and mitigating fragility.

One of the key challenges to increasing the number of professionals in engineering and agriculture is the disinterest or lack of awareness among youth about these fields as career possibilities. Recent assessments of the agricultural sector indicate that a majority of youth is uninterested in pursuing

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<sup>1</sup> The age range associated with youth in Liberia is generally 15 to 35 years old.

employment opportunities in the agriculture sector.<sup>2</sup> Youth do not consider careers in engineering because of a lack of role models or simply a lack of awareness of the field as a career option<sup>3</sup>.

Once youth are attracted to these fields that are central to Liberia's economic development plans and enroll in higher education, the next key challenge is keeping them enrolled. Of critical importance to the success of Centers of Excellence in engineering and agriculture are prospective students who are adequately prepared at the secondary school level. Universities may need to offer remedial courses to newly enrolled students who are not prepared to succeed in first-year courses to increase their chances of retaining students. Centers of Excellence in agriculture and engineering would require initiatives to first foster interest in these fields among secondary school students, to attract youth to the programs, and then keep them engaged and committed to completing their degrees. Promoting mentorship programs, such as a proposed tutoring program at UL's College of Engineering for first and second year students by their peers in their third and fourth years, is another way to provide support to students and address low retention rates. Engineering and agriculture require practical experience to turn lessons into knowledge, and Centers of Excellence need to ensure that resources are allocated in ways that enable those experiences for students. Additionally, universities can assist students with finding relevant internships and provide job placement or career development services.

Engineering and agriculture training programs are needed to produce the kinds of technically-trained graduates that employers need in Liberia.

### **1.3 Higher Education in Liberia**

The GOL places a high priority on revitalizing the higher education sector and improving access to quality higher education opportunities throughout the country. It asserts that the failure to address the significant resource, faculty, management, and curricular/instructional needs at the tertiary education level will significantly constrain Liberia's ability to reduce poverty, improve social welfare and achieve sustainable economic growth. The GOL is also concerned that the Poverty Reduction Strategy does not sufficiently reflect the importance of the higher education sector to Liberia's short, medium and long-term development goals, particularly as it relates to broad human and institutional capacity development and key concerns such as agriculture, infrastructure, and vocational-technical education. In light of this situation, the GOL requested USAID assistance in strengthening the higher education sector.

Given the merits of the GOL's concern, as well as the degree to which a strengthened higher education sector would advance multiple development goals and objectives, USAID/Liberia proposes to strengthen selected Liberian higher education institutions needed to develop Centers of Excellence in fields critical to future national development. Prospective Congressional mandates regarding higher education in Africa and funding for food security and agricultural development may make additional resources available for investment in higher education. The needs are great, as much remains to be done to rebuild the higher education system in the country and to modernize programs to meet current challenges in national development.

#### Shortcomings in the Level and Mix of Human Capital

Liberia currently lacks the level and mix of human capital needed to achieve many core development objectives:

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<sup>2</sup> This figure was presented in the Liberia Youth Fragility Assessment in reference to an interview with an FAO official on February 16, 2009.

<sup>3</sup> These reasons for low numbers of students interested in Engineering were expressed in interviews with the Liberia Engineering Society in an interview on August 7, 2009.

- Businesses and prospective investors, including those interested in infrastructure development and equipment leasing, highlight the need for better trained mechanics, electricians, and engineers.
- Non-governmental organizations struggle to find individuals with the knowledge and skills needed to work with rural communities to strengthen agricultural production or foster community forestry.
- Health care institutions face sobering shortages in health care professionals and appropriately skilled administrators and staff.
- Educational institutions at all levels need better qualified teachers and administrators.
- Public ministries lack adequately trained personnel capable of effectively implementing and managing various government programs, including programs aimed at strengthening the institutional capacity of such ministries and other institutions in Liberia.

Unless there are rapid and significant changes in the level and mix of human capital, current and future development assistance efforts in the public and private sectors will be significantly limited in their results. In some cases, public and private sector efforts may fail to achieve the level and type of success needed to transition from a fragile reconstruction situation to a more stable environment characterized by robust social and economic development.

#### Shortcomings in the Capacity to Develop Human Capacity

The challenge is all the more daunting because Liberia lacks the human and institutional capacity needed to foster the level and mix of human capital and knowledge that is vital to the country's development. At present, the GOL and donors use international contractors and NGOs to address critical human and institutional gaps via targeted training and technical assistance. While such programs are crucial, they are not sustainable solutions to Liberia's national human and institutional capacity development needs. In addition, they only occasionally develop the local capability needed to provide ongoing human and institutional capacity development.

If Liberia is going to meet its human and institutional capacity development needs, it must: a) strengthen the ability of local institutions to generate such capacity, and b) increase access to such institutions. In theory, Liberian higher education institutions have a vital role to play in capacity development, but in their current state, higher education institutions simply do not have the faculty, staff, curricula, administrative systems, management capacity, infrastructure or institutional relationships required to meet national needs.

An illustrative example of the severity of the situation is the University of Liberia (UL). In terms of faculty constraints, the majority of the 500 foreign-trained faculty at the UL left during the war. Before the conflict, one UL unit had 27 PhDs and 24 Masters, with baccalaureate-trained teaching and research assistants only used as support. Today, this unit has two PhDs and four Masters-qualified faculty with most classes taught by teaching assistants, some of whom have only recently completed their baccalaureate.

Across higher education institutions, instructional quality is undermined by the fact that much of the curriculum has not been revised in 20 years. Collaboration with the private and public sector is extremely limited, further constraining the relevance and quality of the courses and instruction, as well as the applied research and extension programs. Laboratories at many institutions are unequipped or poorly equipped at best; computer resources are equally negligible; and the country's historic flagship vocational technical institution (Tubman College) only reopened for instruction in September 2009.

Problems are rife at the organizational and administrative level as well. Management personnel lack proper training, recordkeeping is inadequate and poor financial management systems lack and hinder transparency, thereby fostering ineffective resource allocation and leading to inefficient staffing patterns. Unreliable salary payments make it difficult to recruit quality instructors and ensure regular attendance among those who are hired.

#### Growing Demand for Higher Education

While these extensive challenges clearly limit the ability of higher education institutions to effectively address the vast human capacity needs that exist across all sectors, they do not appear to be dampening the demand for higher education. The high and growing demand for higher education contributed to more than 30 private colleges and universities opening between 2003 and 2007. The quality of instruction at most of these institutions is debatable; in fact, the GOL recently decided that it would not recognize degrees earned at 18 of these schools. Still, the fact that so many schools could open and stay open in the first five years after the war is a testimony to the population's desire for post-secondary credentials. The top five private institutions of higher education, including Cuttington University, reportedly have more applicants than they can accept.

The GOL and donor investments in basic education, including USAID's support for the Accelerated Learning Program, will undoubtedly further increase the number of Liberians interested in secondary and post-secondary education. If they cannot access quality programs that increase their prospects for viable employment, their unmet expectations might further complicate Liberia's efforts to move past fragility.

Access in areas outside Monrovia is especially problematic as most college and universities are located in and around the city. This not only fails to provide other communities with adequate higher education opportunities, but also acts as a further incentive for rural-urban migration. The reopening of Tubman College in 2009 will help address this issue. However, increased access to quality postsecondary education - which can and should take a variety of forms - is needed throughout the country.

#### **1.4 Higher Education in Agriculture**

A 2007 World Bank review of agricultural education and training (AET) programs in Africa concluded that increased investment in AET is needed, if Africa is to raise its agricultural productivity and production. Key constraints typical to AET programs were: 1) declining enrollment and gender imbalance among students, 2) isolation and weak linkages to national priorities and institutions, 3) obsolete curricula with a focus on production rather than marketing and agribusiness, 4) staff shortages, and 5) inadequate facilities and teaching methods. The World Bank study affirmed that in addition to addressing these constraints, AET reforms need to strengthen post-graduate programs and develop political will for reforms and support for AET programs. Liberia's agricultural education and training programs will need to draw on these findings as they rebuild following the civil war.

Agricultural education is clearly critical for Liberia's future development. Over 75 percent of the country's population of 3.5 million is engaged either directly or indirectly in smallholder subsistence agriculture. Agricultural production potential is substantial, including food crops, plantation crops, livestock, forestry/agro-forestry, and fisheries. Analysis of workforce needs in the agriculture sector is currently not available.<sup>4</sup> A rough estimate, based on a rural population of 150,000 families and the need for four technicians or specialists in the public, private and civil society sectors per 100 families and a thirty-year career would suggest a need for training at least 200 graduates per year. Technically

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<sup>4</sup> The International Labor Organization (ILO) is reported to be in the process of developing a labor market analysis that should provide comprehensive information on workforce needs in key economic sectors.

trained rural community development personnel that can manage multi-disciplinary development programs in rural areas are also needed to complement agricultural expertise.

Training should prepare graduates to work in the public, private, and NGO sectors, but the existing post-secondary programs in agriculture are not producing the kinds of graduates that entrepreneurs or employers in these sectors need. Currently, four post-secondary institutions offer agriculture programs: United Methodist University, Stella Maris Polytechnic, the University of Liberia, and Cuttington University (CU). The latter two are of particular note, because of their relatively well-established and well-staffed programs. The University of Liberia's William R. Tolbert, Jr. College of Agriculture and Forestry offers Bachelor of Science degrees in general agriculture, agronomy, general forestry, home science and community studies, and wood science and technology. Students can supplement the curricula offered in these programs with courses in economics and business. Cuttington University's College of Agriculture and Integrated Development Studies (CAIDS) offers Bachelor of Science degrees in general agriculture and integrated development studies. Most students major in one of these fields and minor in the other, although some students take minors in other fields, such as chemistry or economics.

With bachelor's programs in agriculture and development studies, an on-campus farm, and an agricultural outreach program, CAIDS is the only agriculture college located outside of Monrovia. The Episcopal Church of Liberia founded CU in 1889 in Maryland County. In 1949 it moved to its current location in Suakoko, Bong County after receiving 1,500 acres of land donated by the Liberian government to the Episcopal Church for the university. In 1976, with USAID assistance, CU created the Rural Development Institute (RDI), which granted Associate's degrees in agricultural extension until 1988 when it closed. Cuttington Farm, which co-existed with RDI, remains in operation and serves as a "laboratory" for faculty and staff, a demonstration site for the community, and a revenue-generating enterprise for the university. The Central Agriculture Research Institute (CARI), Liberia's once premier agricultural research institute, is located a few kilometers from the Cuttington campus.

During the Liberian civil war, the school was closed and its facilities damaged extensively. In an effort to assist students with completing their degrees, CU established links with the University of Liberia between 1991 and 1995, as well as with several universities in Europe and America. Since the end of the civil war, CU has received USAID assistance for rehabilitating faculty housing, constructing an administration building, constructing and equipping a power generation facility, and developing a water treatment facility.

CU began offering Bachelor of Science degrees in general agriculture and rural development in 1999. In 2002, when Dr. Henrique Topka began his tenure as CU's sixth president, the university created six colleges: College of Agriculture and Integrated Development Studies, College of Education, College of Humanities and Social Sciences, College of Natural Sciences, College of Nursing, and College of Theology. CU's current enrollment is 2048, of which 178 are enrolled in the College of Agriculture and Integrated Development Studies (CAIDS). Among these 178 students, 155 are male and 23 are female.

CAIDS has nine faculty – two with BS/BA degrees and the rest with one or more masters degrees. However, many of the faculty will be nearing retirement within a few years. Crop sciences are relatively well represented, but livestock, economics, and natural resources management expertise is limited. CAIDS's recently revised curriculum reflects changes to the kinds of degrees it offers. Proposed changes include offering more agribusiness courses such as agricultural economics and food systems marketing, and the option to pursue more specialized agriculture-related fields, such as horticulture or forestry, but CAIDS faculty lack the capacity to provide these kinds of specialized degrees. CAIDS faculty are also planning to develop modules for short courses of one to three weeks,

certificate courses of six weeks, and diploma courses of four to nine months. Provision of these kinds of non-degree courses would address staff upgrading needs in the public and private sectors for skills such as pest management, project planning, and monitoring and evaluation.

One strength of CAIDS is its engagement in outreach activities that meet local community needs, while promoting interest in agriculture among youth. CAIDS students teach in public primary and secondary schools through a service learning course, as part of the agricultural outreach program, and through their involvement with the USAID-funded Agriculture for Children's Empowerment (ACE) program. CAIDS plans to increase the numbers of schools in which they are involved in service learning from six to ten during this academic year. Some students see themselves as role models for younger students and regard their teaching experiences as opportunities to share their enthusiasm for the field.

Other strengths of CAIDS lie in the services it provides, the contribution of its faculty, and its potential to provide, via the school farm, its students with experiential learning opportunities focused on profitable agricultural enterprises. With USAID assistance, Cuttington University has made visible progress in rehabilitating campus infrastructure destroyed during the civil war. Electric power is available from new generators, but fuel cost is a problem and limits daily hours of operation. The rehabilitation includes facilities directly supporting the CAIDS program and much that provides indirect support, but some core infrastructure for CAIDS is still lacking. CU benefits financially from its relationship with the Episcopal Church and other donors who recognize CU's potential to educate students outside of Monrovia. CAIDS is recognized as providing a strong agriculture program in Liberia.<sup>5</sup> Faculty members present a coherent and unified vision for the program and development of CAIDS's Departments of Agriculture and Agribusiness and Integrated Development Studies. They demonstrate a commitment to adapting the curriculum to evolving market needs, but lack the resources to carry this out. CAIDS's potential as a Center of Excellence in agriculture is buttressed by its close proximity to the Central Agricultural Research Institute (CARI), its access to Cuttington Farm, its agricultural outreach program, and its mandatory service learning experience for students.

Despite its apparent strengths, CAIDS lacks a dedicated building to house classrooms and faculty offices, as well as laboratories and the laboratory equipment required to gain practical experience. The need at CU to allocate limited resources for the continued rehabilitation of buildings destroyed during the war poses substantial budget challenges. Both faculty and students note the absence of textbooks in the library for any of their courses; thus faculty members use their personal books and materials when teaching. If faculty members leave, they take these materials with them. This lack of teaching materials extends to resources needed for conducting research by faculty. While the faculty is supposed to devote some of their time to research, they lack the time and resources for this. A lack of vehicles also constrains CAIDS's ability to transport students to service learning activities and to practical learning opportunities at the Cuttington Farm. These activities are critical to enhance practical learning experiences for students.

One threat to CAIDS is the risk of losing faculty to other universities in Liberia or their alma maters or home institutions in other West African countries, where the pay and research opportunities are greater. CAIDS is also at risk of losing students - 90 percent of whom are ex-combatants receiving scholarships that ended in 2009. The inability to recruit enough students to agriculture-related fields,

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<sup>5</sup> Representatives of the Ministry, National Council on Higher Education, and NGOs expressed this belief in interviews.

which are generally unpopular among youth, poses an additional threat to CAIDS's realization of its potential as a Center of Excellence.<sup>6</sup>

Several opportunities enhance the potential for CAIDS's success as a Center of Excellence in agriculture. As Liberia's economy recovers and stabilizes, the potential to revitalize agricultural markets is high. Opportunities for rural diversification, including moving along the value chain to value-added goods production and production of biofuels, offer potential for CAIDS to be relevant to existing and future employment opportunities for students. A policy of decentralization also presents opportunities for faculty and graduates of CAIDS. Demand for employees with technical degrees in agriculture and rural development at the county and district levels will dramatically increase; adding to the demand already felt for these kinds of employees among NGOs working in counties across Liberia. This increased demand can be met by CAIDS graduates with four-year degrees and represents an opportunity for CAIDS faculty to provide additional short courses, certificate courses, and diploma courses on technical topics. In short, demand for CAIDS graduates is expected to increase rapidly.

### **1.5 Higher Education in Engineering**

Prior to the war, engineering education was provided by the two major government-owned higher education institutions: William V. S. Tubman College of Technology and the University of Liberia. Tubman College of Technology offered programs of study in agricultural, civil, electrical and mechanical engineering; however, it was mostly destroyed during the war and was only reopened again in September 2009.

The University of Liberia was founded as Liberia College in 1862 through support of the Trustees of Donations for Education in Liberia. During its early days it suffered from shortages of resources and on several occasions closed as a result. In 1944, the government's increased financial support for the College provided a base for financial stability. In 1951, the College's charter was renewed for the University of Liberia to be a "Center of Learning with high academic standards which is dedicated to the pursuit, promotion and dissemination of knowledge which is immediately useful to economic, social and cultural development needs." Prior to the civil war, the University was recognized as one of the leading institutions of higher education in the country and respected internationally for its education and scholarship. Following the civil war, the University faces the future with the loss of much of its intellectual capital, a decline in academic standards and research activities, and a poor teaching and learning environment. Support from the government does not approach pre-war levels.

Today the University consists of six undergraduate colleges including the T.J.R. Faulkner College of Science and Technology, which houses the Division of Engineering, four professional schools and four graduate programs. The University's Strategic Plan for 2006-2010 articulated the need for the University to contribute to the short- and long-term national technical capacity requirements needed to respond to the nation's infrastructure rebuilding. This truly speaks to the important role of the College of Science and Technology and the Division of Engineering.

Engineering education at the University of Liberia began in 1956 with a pre-engineering program in the College of Engineering and Applied Science. Under this program, students were trained as junior engineers and technicians in the areas of architecture and geology for employment in the government and mining industry. Many of the program's graduates continued their education for undergraduate and advanced degrees. The Division of Engineering was established in 1976 when the pre-

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<sup>6</sup> This threat could be addressed with USAID-supported programs such as ACE, which ACDI-VOCA implements. ACE is designed to raise interest and awareness about opportunities in the agricultural sector and link school initiatives with local agricultural value chains.

engineering program was merged with the Division of Science of the College of Liberal Arts to form the T.J.R. Faulkner College of Science and Technology. The Division of Engineering consists of four undergraduate programs: Civil Engineering, Electrical Engineering, Mining Engineering, and Geology. All programs offer a five-year curriculum leading to a Bachelor of Science Degree. Over the last 30 years, the Division of Engineering has trained most of the country's engineers and geologists.

Currently there are approximately 30 full- and part-time faculty in the Division of Engineering with approximately 60% holding an advanced degree. The enrollment for the Division of Engineering is greater than 800 students with females representing less than 10% of the total. However, the UL 2009 graduating class included less than 50 graduates from the Division of Engineering. Much of the Division's drop out seems to occur between the second and third years, when classes transfer from Monrovia to the Fendell campus located about 15 miles from Monrovia.

The College of Science and Technology is housed at the University of Liberia's Fendell campus. Almost all facilities of the Division of Engineering were either looted or destroyed during the course of the 14 year civil war. The Engineering building, which housed all classrooms, laboratories, libraries, faculty offices, etc. for the Division was extensively vandalized and emptied of all its contents. The USAID-funded Liberian Community Infrastructure Program (LCIP) renovated the infrastructure and provided a water well with pump and internet wiring. Via a donation from the Chinese government, several laboratories were equipped to support classes in geo-technology and surveying.

In addition to the destruction of the Engineering Building, the civil war also led to the loss of almost all the Division of Engineering's faculty. While many fled the country, some lost their lives during the course of the war. The present poor state of the facilities and Liberia's economic plight makes it difficult, if not impossible, to attract expatriates back. Therefore, there is a need to produce the next generation of faculty for the Division of Engineering through training current committed faculty and graduates and recruiting scholars from the region and abroad.

Moreover, the curricula of the four programs in the Division of Engineering have not changed significantly over the past 20 years. Thus the curricula must be reviewed in the context of the University's charter and strategic direction, recent technological developments and improved pedagogical methods.

### **1.6 USAID/Liberia Support for Education**

USAID/Liberia works to improve access to and quality of basic education services through technical assistance to the Ministry of Education for improved management of the overall education system and more defined systems for actual delivery of formal and non-formal education services.

USAID support is filling gaps in human resource capacity, as many professionals have not benefited from advanced training and skills development in more than 15 years. In 2008, capacity-building support was extended to tertiary level institutions. USAID also provides technical assistance to the Ministry of Education to enhance the institution's monitoring and evaluation capabilities. Education activities currently implemented by USAID/Liberia include the following:

**Core Education Skills for Liberian Youth (CESLY)** provides youth with a quality education through Accelerated Learning Programs that condense the usual six years of primary education into three. A follow-on program to the Accelerated Learning Program Plus, CESLY also focuses on providing life and work readiness skills to Liberian youth aged 10 to 35. The program is geared toward some 67,000 over-aged or out-of-school youth who missed the opportunity to participate in formal schooling and also integrates life skills, such as parenting classes (integrated with child care), conflict resolution and civic education. In addition, CESLY has a significant community mobilization component to create

and engage local parent-teacher associations (PTAs), and through service learning, to encourage program graduates to conduct community development projects.

**The Liberia Teacher Training Program (LTTP) II** addresses the critical shortage of teachers in Liberia through pre- and in-service training programs. LTTP has upgraded institutional and staff capacity of the Ministry of Education, the University of Liberia and rural teacher training institutes, developing enhanced standards for teacher accreditation and professional development, and instituting competency-based criteria to evaluate the skills of current and future teachers. Teachers are trained in child-centered methodologies and student monitoring techniques to improve the quality of instruction. USAID assistance to teacher training has also included the rehabilitation of critical infrastructure in the education sector through renovation of two rural teacher training institutes (RTTI) located in Kakata, Margibi County and Zorzor, Lofa County.

**FORECAST** is a participant training, human and institutional capacity development program designed to provide 500 Liberians working in public service with access to professional development training. Training opportunities include certificate, degree, and professional accreditation programs; and training activities take place in-country, in the United States and in other countries around the world.

**Early Grade Reading Assessment (EGRA) Plus** assesses and improves student early grade reading skills and reading instruction. The pilot program is implemented in 180 schools and provides information on reading levels, gives students plenty of reading materials, and furnishes teachers with toolkits, systematic training, support, and supervision. The program includes training and collaboration with Ministry of Education staff on early grade reading assessment and the use of data to drive improved teaching and policy-level decision making.

**The Ambassadors' Girl's Scholarship Program (AGSP)** increases access to education by offsetting the indirect costs of schooling. AGSP recipients who would otherwise have to forego schooling receive uniforms, books, school supplies, raincoats, shoes and other resources/materials that enable children to attend school regularly. Where resources are lacking, textbooks have been provided to classrooms, and in some cases, school fees are paid. Recipients have the support of mentors who also engage parents and communities. In addition to the more than 1000 girls who are supported by the program, beginning in 2008, 610 boys attended school with AGSP support.

**The American Educators for Africa (AEFA) Program** brings volunteers to Liberia to provide technical assistance and capacity-building support to key education institutions. In the 2009/2010 academic year, 8 AEFA volunteers were placed with: the Kakata and Zorzor Rural Teacher Training Institutes (KRTTI & ZRTTI), Cuttington University, the University of Liberia and the Ministry of Education.

## **2. Development Challenge**

Liberia faces a situation in which the higher education system is generally unable to provide the quality education, training, research and extension that is needed by entrepreneurs and employers in the public, private, and NGO sectors. While this situation would be problematic for any country, it is especially alarming in a country struggling to move from fragility and reconstruction to stability and development. The needs for quality higher education programs are particularly acute in the fields of agriculture and engineering. Agriculture is the economic base for much of the country's employment, is critical to sustainable food security, and holds potential to be a driver of future economic growth. Engineering is critical to the immediate challenge of rebuilding the country's infrastructure, maintaining

it, and sustaining economic growth. Investment in local capacity to provide agricultural and engineering education and support for public and private sector development is an urgent need.

### **3. Vision and Strategy for Higher Education in Liberia**

Based upon the recommendation of the National Commission on Higher Education (NCHE), institutions of higher education in Liberia are chartered by the National Legislature. Created by the GOL in 1989, before the beginning of the Civil War, the NCHE is a semi-autonomous body that oversees the quality of education in junior colleges, community colleges, polytechnics, theological seminaries and universities. A National Policy on Higher Education was issued on October 4, 2002 that sets the framework for the governance, administration, evaluation and operation of institutions of higher education in Liberia. The Policy consists of five sections:

1. Philosophy - "...developing quality manpower for the socio-economic development of the Liberian Society and the outside world."
2. Commitment of the Government of Liberia to develop, operate and finance higher education.
3. NCHE's charge to develop and maintain a master plan for higher education in the Republic of Liberia.
4. Articulation of minimum standards for accreditation in higher education.
5. Regulations governing establishment of institutions of higher education in Liberia.

Since the enactment of the National Policy, the number of institutions of higher education now approved by NCHE to operate legally in the country has decreased from a high of 52 to 26. The remaining institutions, including all online courses in the country, have closed for not conforming to national rules and regulations.

The current GOL strategy for higher education is two-pronged. The first prong is for the GOL to invest in the institutional capacities of the University of Liberia and the William V. S. Tubman College of Technology – the flagship public institutions. The second prong is to supplement the existing mix of accredited institutions of higher education, which are mostly located in urban areas, with five middle/community colleges located in under-served regions of the country. At some future time, it is planned to expand the middle/community colleges to four-year institutions.

Current tertiary education challenges in Liberia are affordability, poor preparation of the students leaving the secondary school system and access for female students. Whereas public universities must respond to political pressures to enroll students and keep costs of education low, private universities have greater operational flexibility but many of their decisions are motivated by their ability to make a profit. These differences lead to institutions of variable educational quality.

### **4. Program Goal and Purpose**

#### **4.1 Program Goal**

The five-year Excellence in Higher Education for Liberian Development (EHELD) Program aims to expand access to, improve quality of, and enhance the relevance of higher education programs in engineering and agriculture so that Liberia is better equipped to meet its key development challenges. The long term goal is to establish wholly Liberian institutions that can sustainably build needed human and institutional capacity in-country and can become regionally recognized Centers of Excellence.

#### **4.2 Program Purpose**

The objective of the EHELD Program is to establish higher education Centers of Excellence that supply technically skilled Liberian graduates in engineering and agriculture to support the development of Liberia through professional employment, service and entrepreneurship.

## 5. Expected Results and Performance Management Plan

### 5.1 Expected Results

The EHELD Program will establish two university Centers of Excellence to supply the next generation of professionals and technicians in the engineering and agriculture sectors. These centers, staffed by Liberian administrators and instructors, will have the following attributes:

Attribute	Measure of verification
High performing graduates who are highly sought by prospective employers.	At least 80% of graduates obtaining employment in their field within 3 months of graduation.
Providing innovative solutions to national and local problems, such as: low agriculture yields, new design and construction methodologies for infrastructure renewals, etc.	Faculty actively engaged in developing solutions to national and local problems, as demonstrated by university publications and reports.
Service to the respective professions and nation to promote their respective disciplines, to set standards and disseminate best practices, etc.	Outreach programs that provide services to respective professions and national institutions and stakeholders.
Respected regionally as a Center of Excellence in its field.	Students from other countries enroll and the institution regularly participates and provides leadership for regional technical meetings.

These results will flow from improvements in curricula, faculty, infrastructure, student services, and outreach activities. The agricultural program at Cuttington University and the engineering program at the University of Liberia should meet international standards and comply with relevant certification standards. The rigor, relevance and appropriateness of the two programs should be assessed by a team of international specialists at the end of the Program. The assessment is expected to confirm the soundness of the five elements of program development supported by the Program to establish centers of excellence.

The true impact of the Program will come from the technically skilled graduates in engineering and agriculture that support Liberia's development through professional employment, service, and entrepreneurship. This technically qualified workforce of agricultural and engineering professionals will help Liberia enhance economic growth and food security and improve internal infrastructure, while contributing to the global economy. Specifically, government agencies and decentralized programs will be able to provide needed services to towns and communities across the country. Farms and agribusinesses along agricultural value chains will respond to market signals and opportunities to establish profitable, sustainable businesses. Liberian engineering contractors will deliver design and construction services at an international standard for public infrastructure development. NGOs and civil society organizations will be able to hire staff needed to effectively provide services to assist marginal groups develop sustainable livelihoods. Forward-thinking and innovative entrepreneurs, managers, and employees in the public, private, and NGO sectors will serve as the drivers of productive, poverty-reducing, revenue-generating, and environmentally sound development for the country and region.

## 5.2 Program Performance Management Plan (PMP)

The Applicant's technical application shall include a draft/preliminary Performance Management Plan (PMP), describing how the Recipient and USAID will monitor and evaluate progress, effectiveness and impact of Program activities. This should include performance and impact indicators<sup>7</sup> and targets. The plan will identify means and responsible parties for measuring, collecting, tracking, evaluating, reporting, and validating data, with indicators and targets for accomplishments by year over the five-year life-of-program. This preliminary PMP should comply with USAID Policy Directives and Required Procedures, the Automated Directives System (ADS) 203 series, Assessing and Learning for monitoring for results and data quality.

Within 90 days of the Program start date, the Recipient will submit a final PMP to USAID for approval. This final life-of-program Plan should include key milestones with target completion dates, in addition to the key performance (input, output, outcome) and impact indicators and targets by year for the program. It will outline the work schedules, activities and target dates for completion of all program outputs and will serve as a basis for developing annual work plans. The PMP should include baseline data for each indicator, annual targets, and data collection plans.

## 5.3 Program-Area-Level Impacts

The EHELD Program is expected to result in strengthened programs of higher education in agriculture and engineering sciences. The Recipient should develop indicators to reflect progress in achieving results in the form of technically sound programs that produce: a) high performing graduates who are highly sought by prospective employers; b) solutions to national and local problems; and c) service to the respective professions and nation. The indicators may include illustrative indicators from the following table, with special emphasis on USAID standard indicators. Indicators will be used to measure the achievement of the program-area-level results. The Recipient should develop indicators to measure the high-level impact of the program.

<b>Illustrative Indicators</b>
Gender parity index <sup>1</sup>
Higher education institutions' graduation rates <sup>1</sup>
Number of agriculture and engineering graduates employed in their fields
Number of adult learners enrolled in USG-supported schools or equivalent non school-based settings <sup>1</sup>
Number of textbooks and other teaching and learning materials provided with USG assistance <sup>1</sup>
Number of administrators and officials trained <sup>1</sup>
Number of teachers/educators trained with USG support <sup>1</sup>
Number of host country individuals receiving USG-funded scholarships to attend higher education institutions <sup>2</sup>
Number of host country individuals completing USG-funded exchange programs conducted through higher education programs <sup>2</sup>

<sup>7</sup> Indicators are relevant to different levels of a project results/logical framework hierarchy, linking project activities to expected impacts. Indicators thus typically would relate to:

- Impacts (or goal, overall objective, development objective): The long-term objective, change of state or improved situation towards which the project is making a contribution.
- Outcomes (or results, purpose, or project objective): The immediate project objective, the overall observable changes in performance, behavior, or resource status expected as a result of the project.
- Outputs: The products, services, or results that must be delivered by the project for the component outcomes to be achieved.
- Inputs: The resources required to carry out project activities.

<b>Illustrative Indicators</b>
Number of host country individuals trained as a result of USG investments involving higher education institutions <sup>2</sup>
Public-private funds leveraged <sup>1</sup>
Organizational Capacity Score of higher education institutions and the Ministry of Education <sup>1</sup>
Number of host-country institutions with increased management or institutional capacity as a result of USG investments involving higher education institutions <sup>2</sup>
Number of higher education partnerships between US and host country higher education institutions that address regional, national, and local development needs <sup>2</sup>
Number of USG-supported organizational improvements that support institutional capacity of host-country institutions <sup>2</sup>
Number of institutions with improved management information systems as a result of USG assistance <sup>1</sup>
Number of schools that have adopted girl friendly approaches <sup>1</sup>

<sup>1</sup>USAID/Liberia Assistance Objective indicator.

<sup>2</sup>USAID/Liberia Assistance Objective indicator and Foreign Assistance Framework standard indicator.

## **6. Program Description**

### **6.1 Program Components and Approach**

The USAID/Liberia Mission proposes to fund the five-year EHELD Program to address severe shortages in engineering and agriculture professionals. In addition to this Cooperative Agreement, infrastructure/renovations support to the EHELD Program will also be provided through a future USAID/Liberia program (to be determined).

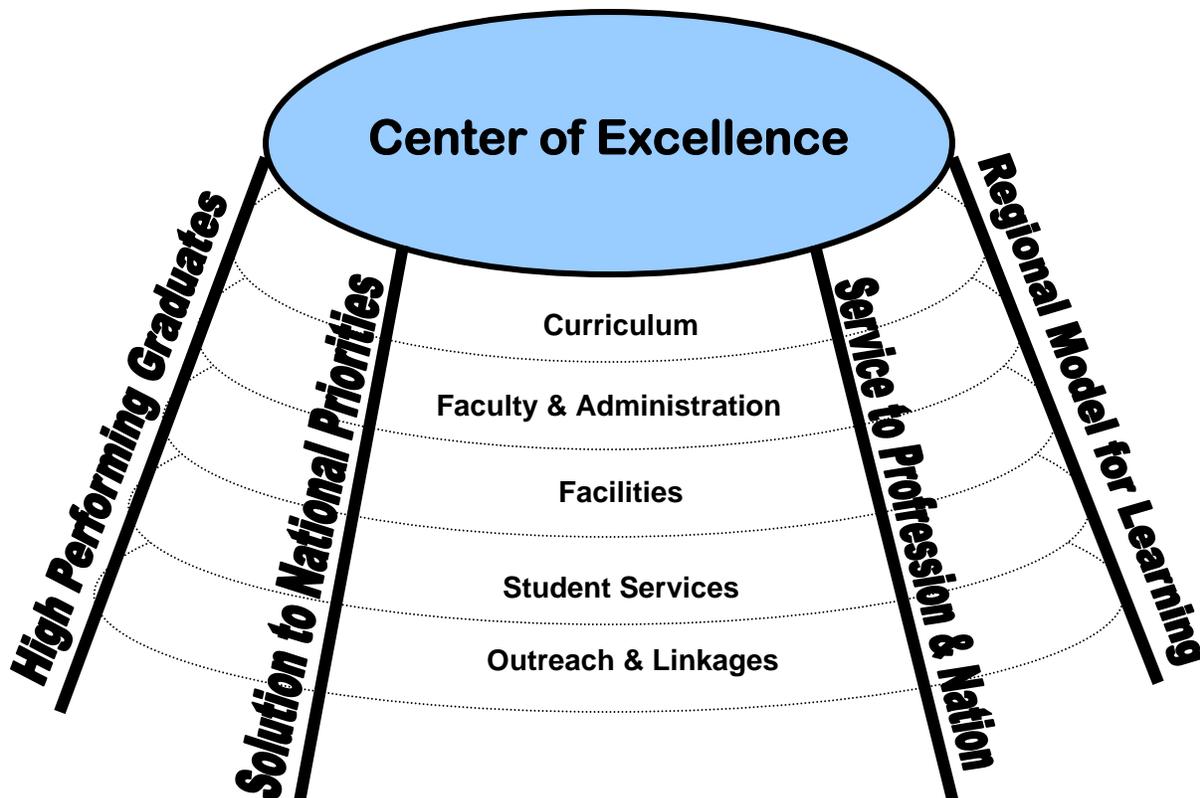
### **6.2 Program Approach**

As Liberia completes a period of relief and humanitarian efforts following many years of war, the country is now turning to activities that will provide sustained development for the country. According to the government's Poverty Reduction Strategy (PRS), the population ranked roads, education and health as their main concerns. Four action and vision items are included in the PRS:

- Consolidating peace and security,
- Revitalizing the economy,
- Strengthening governance and the rule of law, and
- Rehabilitating infrastructure and delivering basic services.

A strong education system will provide the next generation of Liberian workers with skills that they can apply in the engineering and agriculture sectors. The approach of the EHELD Program is to fund two "Centers of Excellence" in the Republic of Liberia. One Center will be associated with the Engineering Division at the University of Liberia and the other will be associated with the College of Agriculture and Integrated Development Studies (CAIDS) at Cuttington University. Both universities are recognized as having potentially strong programs in the respective areas.

The concept and requirements for Centers of Excellence are shown in the following figure:



The legs of the stool represent the four outcomes of the Centers:

- High performing graduates who are highly sought by prospective employers with commensurate levels of recruitment;
- Provision of innovative solutions to national and local problems such as increasing agriculture yields, and new design and construction methodologies for infrastructure rehabilitation;
- Service to the respective professions and nation to promote their respective disciplines, set standards, and develop and disseminate best practices; and
- Serving as models for regional institutions of higher learning.

Five distinct supporting elements are to accomplish these outcomes. The rungs of the stool represent these elements.

- **Curricula Development:** The curricula in agriculture at Cuttington University and engineering at the University of Liberia need to be updated to reflect current problems, modern practices, course work, instructional tools and methodologies. At Cuttington, innovative curricula need to be designed to (a) promote positive attitudes toward agriculture as a business, and (b) address student needs for school, farm-based experiential learning about profitable agriculture enterprises. At the University of Liberia, since the curricula are 20 years old, a thorough revision process is proposed. Visiting professors and consultants, and training activities could support curricula development. (Technical assistance to agriculture curricula review and revision may include providing guidance on the safe and effective application of pesticides. The activity will not involve procurement or application of pesticides.)
- **Faculty Development:** The skill sets of current faculty require upgrading to facilitate instruction of revised curricula. In addition, recently trained persons with advanced degrees are needed to

provide sustainability and build the currency of curriculum, and to reinstate the research enterprise at each institution. Recruiting and training Liberian faculty and staff is essential to ensure the sustainability and credibility of these institutions in addressing local needs. The Program shall provide contract faculty, visiting professors, and other technical specialists necessary to supplement current staff. Degree training programs and short courses would help faculty upgrade technical and pedagogical skills. The faculty development approach must ensure that Liberian staff are prepared to serve the educational needs of the modern workforce.

Additionally, as the success of any organization depends largely on the capacity and commitment of its leadership, university leaders and other key staff will require opportunities to engage in capacity building activities, policy discussions, the strengthening of administrative and management systems, and the creation and support of long-term, institutional strategic plans in order to support the development of the centers of excellence.

- **Infrastructure Development:** The availability of modern facilities is paramount to a quality education for both engineering and agriculture. In engineering, the laboratory experience links theory to practice. Facilities must meet the full range of needs: adequate buildings, sufficient power and water, climate control, internet accessibility, and laboratory equipment. In agricultural sciences, laboratories play a critical role. Farm facilities are required that advance student-centered experiential learning and provide the space, equipment, tools, innovations, and supervision needed for them to engage in profitable agricultural enterprises. **This element will be implemented by and work in collaboration with a future program to be awarded by USAID/Liberia.**
- **Student Services:** Access issues are important to both university programs. The Program shall fund scholarships to attract female students to both engineering and agriculture, subjects in which women have not traditionally enrolled in significant numbers. Additional scholarships will enable ex-combatants to complete courses in agriculture and enable students from rural areas to study agriculture. The Program will facilitate provision of transportation and dormitory facilities to enable female students to enroll. Procurement of textbooks and reference materials and improvements to computer access will provide students with a better learning environment. Academic and career counseling are examples of other services that enrich the university learning experience.
- **Outreach Programs & Linkages:** Outreach activities are essential to enable the universities to stay relevant to stakeholders in Liberia. Outreach activities shall be implemented with local communities and secondary schools with an eye towards preparing and attracting young people to these fields early on and recruiting those young students who will eventually apply for enrollment in the centers of excellence. USAID proposes that internships would expose university students to development activities, public and private sector employers, and will contribute to development efforts. Service learning and extension programs will contribute to development efforts and provide practical learning opportunities. Short courses provided by the universities shall engage faculty and the institutions with stakeholders in the country. Visiting professors, consultants and other specialists will help universities develop and strengthen these outreach services. Modest operational funding will support these programs.

The Program will fund university linkage programs for both participating universities as a mechanism for accessing needed resources and establishing professional networks for on-going cooperation. Strong linkages, with consistent and planned interactions, with the private and the research sectors are also essential to the development of Centers of Excellence. The Program will also align itself with other USAID and national Liberian initiatives, including Feed the Future (FTF) and the Liberia Agriculture Sector Investment Plan (LASIP).

### 6.3 Geographic Focus

The EHELD Program will initially focus activities at Cuttington University located in Suakoko, Bong County, Liberia and at the Fendell Campus of the University of Liberia located approximately 14 miles northeast of Monrovia. The geographic focus could be expanded in the future to include the campuses of other institutes of higher education, such as Tubman College.

### 6.4 Fit with USAID Education Strategy

The EHELD Program will fall under the Foreign Assistance Matrix Functional Objective 3 “Investing in People,” Program Area 3.2 Education, Program Element 3.2.2 Higher Education. Activities under the program will be funded under Program Sub-Element 3.2.2.2: Institutional Capacity Development and Program Sub-Element 3.2.2.4: Professional Development.

### 6.5 EHELD Components, Illustrative Activities and Anticipated Outputs

This section describes **illustrative examples** of the activities to be carried out under this Cooperative Agreement and the expected outputs to be produced under the two components of the EHELD Program: agricultural education and engineering education. **Applicants are encouraged to propose alternative sets of activities or implementation approaches** that may accomplish the desired objectives and produce desired results more efficiently, effectively and sustainably.

## Component 1: Agricultural Education

The Recipient will implement a program to create a Center of Excellence in agriculture at the College of Agriculture and Integrated Development Studies (CAIDS) in Cuttington University. The program should increase the quality, access, and relevance of agriculture education and training. The Recipient’s program should provide for curriculum development, faculty development, development of the school farm as a student-centered agriculture learning laboratory, student support, and ensuring relevance of CAIDS’s programs so that graduates can obtain gainful employment in their fields and contribute to economic growth in Liberia and the broader West African region.

The Recipient will strengthen the CAIDS degree and non-degree training programs, school farm experiential learning and agricultural enterprises for learning purposes, linkages with the private and research sectors, and outreach program activities with a view to supporting Liberia’s agriculture and rural development needs. Activities should seek to integrate the Cuttington University programs with relevant Liberian and USAID programs and institutions and to promote development of an effective and sustainable agricultural and rural development training and education system in Liberia. Activities under this component will include the following:

#### a) Curricula Development

Curricula Development: CAIDS recently completed a revision of the curricula for the Bachelor of Science degrees in agriculture and agribusiness and integrated development studies. The revised curricula provide a good basis for a Center of Excellence in agriculture and rural development education. In the future, there will be a need for options for specialized degrees, but the immediate need is to fine tune the current curricula and develop the detailed course syllabi to support these. The Agricultural Education Specialist, visiting professors, consultants, and other specialists will work with the CAIDS faculty to finalize current curricula. Consideration should be given to expanding the curricula to include agricultural economics, marketing, agribusiness, natural resource management, fisheries, forestry, animal husbandry, and school-farm based experiential learning. In finalizing the curricula, the Recipient will assist Cuttington University to develop detailed course outlines, textbook recommendations, and course objectives. The Recipient may develop and implement a plan for

making these curricula and locally prepared teaching materials available to other higher education institutions with agriculture programs.

**Farm Development:** The Recipient will assist CAIDS to plan and implement activities that use the Cuttington Farm effectively as a student-centered space for engaging in experiential learning about profitable agriculture enterprises and for community demonstration and outreach programs. The Recipient will work with CAIDS faculty and staff to develop and implement plans for farm development which emphasize and maximize (a) practical learning opportunities for students, (b) outreach activities, and (b) demonstrations. Current farm enterprises include *inter alia* rice, rubber, vegetables, livestock, and others. Expansion of areas under rubber and irrigated rice may be a priority. Establishment of a feed mill and seed processing plant are other enterprises that are being considered. The Recipient could assist with completion of detailed financial and technical feasibility analyses as a basis for any farm development investments. **All farm production and processing activities supported should be treated as enterprises promoting student hands-on experience, learning and an understanding of “farming-as-a-business” by students, staff and stakeholders.**

The Central Agricultural Research Institute (CARI) in Bong County is located near the Cuttington campus and could be an excellent partner in this endeavor. CARI is the lead institution for research on rice and other crops and has considerable land and facilities for research. Cuttington University has maintained professional linkages with CARI and should seek to expand collaboration to provide faculty opportunities to be involved in coordinated agricultural research programs, to stay abreast of technical developments in agriculture, and to provide opportunities for students to study and undertake internships at CARI.

**Equipment and materials procurement:** The CAIDS requires equipment and materials to expand and strengthen its programs of education, training, demonstrations, and outreach. Procurement is expected to include: buses for transportation in support of outreach programs; farm equipment and materials; laboratory equipment and installations (benches, hoods, computer equipment, etc.); office and classroom furniture and equipment; textbooks and library reference materials; and teaching materials. Procurement will generally be for capital investment and initial stocking, but not for provision of materials that are recurrent costs for programs. Vehicle and office equipment and supplies will be required for program administration and support. A plug figure of \$840,000 should be included for costs of CAIDS program development equipment and materials (not including costs of vehicles).

b) **Faculty Strengthening and Development**

The Recipient will arrange services to strengthen the capacity of the CAIDS’s faculty to carry out their teaching and outreach programs. Services could include the following:

**Agricultural Education Specialist:** Ideally, the Leader for the Agricultural Education Component will serve as a member of the CAIDS faculty, teaching a limited numbers of courses (possibly 3 – 6 hours per week) each semester and participating in other outreach programs and development and management of the farm as a student-centered learning space, as appropriate to his/her experience and background and as assigned by the Cuttington University administration.

**Contract Faculty:** The CAIDS faculty numbers are limited and challenged by the heavy teaching load and additional professional responsibilities required to ensure a sound and relevant program in agriculture and rural development. Typically research would be a part of the faculty work agenda, but this is currently limited by a lack of facilities and the pressing need for ensuring excellence in teaching and outreach. The Recipient will contract additional faculty members required for the CAIDS to teach

the new curricula for agriculture and integrated development studies. It is expected that the Recipient will need to arrange for the services of approximately six faculty members per year over the five-year program. Contract faculty members will be expected to serve as full members of the CAIDS staff and undertake teaching and outreach assignments and other responsibilities as assigned by Cuttington University administration. [NOTE: Cuttington University informed USAID that the current salary rate for contract faculty with Masters level qualifications is in the range of \$800US to \$1,500US plus benefits per month.]

Specific disciplinary specialties for contract faculty will vary depending on the needs of Cuttington University and its ability to recruit new faculty and release current faculty members for long-term training. Initial needs are in: agricultural economics, agribusiness, animal science, livestock health, food systems marketing, natural resource management, school farm as learning laboratory, and forestry. Some contract faculty may also be required for basic courses such as biology, chemistry, physics, and math, which are essential for sound agricultural degree programs. The plan for contract faculty recruitment will be developed in conjunction with Cuttington University and included in the Annual Work Plans to be approved by the USAID AOTR. Faculty recruitment and selection will be undertaken in conjunction with Cuttington University administration. Cuttington University will be responsible for housing and support costs for contract faculty. The Recipient will cover salaries and benefits, including travel to and from post.

For reasons of cost efficiency and relevance, it is expected that most contract faculty will be recruited from West Africa. Contract teaching staff from India have been used in the past and contract faculty from there, or elsewhere, may bring useful experience with agriculture education and university administration.

Visiting Professors: The Recipient will seek opportunities to obtain services of visiting professors for CAIDS through the Fulbright Program and other programs and contacts. Memoranda of Understanding (MOU) that formalize university linkages between Cuttington University and American and regional universities may facilitate access to such services and resources. The Recipient may provide funding for such linkage programs to facilitate staff exchanges and placement of visiting professors. To be most useful, placements should be for a full school year or, at the very least, a full semester. The Recipient may pay an allowance or honorarium to visiting professors or cover such costs through university linkage MOUs. Plans for placement of visiting professors will be coordinated with Cuttington University, which will provide for housing and support. The Recipient will seek to place at least one visiting professor per year at CAIDS. The Recipient should also seek opportunities to institute a program of distance education with remote lecturers for special seminars and classes and experiment with other applications of information and communication technologies (ICT) for teaching.

Faculty Degree Training: Degree training is a critical need for long-term strengthening of the CAIDS program. The number of degree programs to be financed under this Program is relatively limited. Most current CAIDS faculty members have advanced degrees. Furthermore, faculty numbers are limited and there is a need for faculty on campus for teaching and outreach. Cuttington University also requires staff to serve a number of years before qualifying for leave for advanced study. The Recipient will plan to support 12 degree programs over the course of the five-year program. Most will be MS/MA programs, though one or two may be to the PhD level. Most are expected to be in the latter years of the program and most are expected to be in universities in West Africa for reasons of relevance, cost efficiency, and access. A minimum of one of the training programs should be in the United States. Cuttington University administration may be able to assist in obtaining access to West African universities.

Degree training program plans will be developed in conjunction with Cuttington University and included in Annual Work Plans to be approved by the USAID AOTR. Commitment of the participant trainees to teaching at CU is critical to success of the faculty training program. For this reason, it is desirable that candidates serve on the faculty or staff of the university prior to receiving their scholarship for degree training. The Recipient should require participants to complete an agreement to return and teach at CU for a specified period (perhaps five years or twice the length of the training program, whichever is longer) after completion of long-term training.

The Applicant should seek to advance degree training programs to provide trained Liberian faculty earlier in the program, if options can be found to place qualified and committed individuals in training programs.

University Administration/Leadership: Additionally, as the success of any organization depends largely on the capacity and commitment of its leadership, university leaders and other key staff will require opportunities to engage in capacity building activities, policy discussions, the strengthening of administrative and management systems, and the creation and support of long-term, institutional strategic plans in order to support the development of the centers of excellence.

Study Tours: Study tours can be used to strengthen faculty capabilities, but they will need to be relatively limited, due to the teaching and outreach program demands on the limited faculty. Some or all of these may be arranged under university linkage programs funded by the Recipient. The Recipient may plan to support up to 12 persons on study tours or overseas short courses programs during the five-year program. Two university programs for possible visits that may provide especially good models for development of practical, commercial agriculture-oriented programs, are Zamorano University in Honduras (See: <http://www.zamorano.edu/>) and EARTH University in Costa Rica (See: <http://www.earth.ac.cr/ing/index.php>). On-campus short courses may be arranged for pedagogy as well as other courses that would be relevant to many staff members. Where possible, such on-campus courses may be open to faculty from other institutions in Liberia. Short courses and study tour program plans to be developed in conjunction with Cuttington University and included in Annual Work Plans to be approved by the USAID AOTR.

c) Student Services

The Recipient will carry out activities to improve student access to CAIDS and to enhance the learning potential for students. Illustrative activities include the following:

Scholarships: The Recipient will provide scholarships for CAIDS degrees to address issues of access associated with female students (gender equity), ex-combatants, and others. Scholarships are necessary to ensure that female students, who do not typically pursue agriculture degrees, and qualified low-income students from rural areas have access to four-year degrees in agriculture-related fields. This is expected to also include senior students from the former UNDP tuition subsidy program for ex-combatants, whose scholarship funding ended in 2009, leaving many of the seniors without funding to complete their degrees. The scholarship program may also be open to participants in certificate courses that CAIDS administers, especially female participants. A plug figure of \$468,000 should be allocated for these scholarships. The Recipient should review with Cuttington University options for requiring some type of post-graduation service as a condition for scholarships, but this should only be instituted if practical.

Career Services: The Recipient should assess, in conjunction with Cuttington University, the potential for holding a career fair for agricultural graduates and institute such a fair, if appropriate.

Library and Computer Resources: The Recipient will address the paucity of textbooks in relevant fields and the limited access to computers and on-line resources. Illustrative activities include: 1) provision of textbooks and other resource materials that are relevant to Bachelors of Science degrees in general agriculture and rural development; and 2) provision of computers with which students can access additional reference materials. A plug figure of \$500,000 should be included to cover the costs of textbooks and other resource materials. The Cuttington University library appears fairly well run, though in need of expansion and additional text and reference books and materials. If the need arises, as the library is expanded, the Program should provide technical assistance in library science and management. During the first year of the program, the Recipient should plan to complete an ICT assessment and implementation plan that can guide investments in computer center development to service needs of students and staff.

d) Outreach and Linkages

The Recipient will support the following activities to enhance the CAIDS program's relevance to Liberian agricultural sector development and to position the university to more effectively support sector development:

Stakeholder Advisory Group: It is not clear whether a stakeholder advisory group exists already, but priority should be given to establishing or activating such a board or committee to provide guidance to CAIDS on skills needs for graduates, development of short courses and outreach programs, placement of graduates, and promotion of the agricultural profession. Stakeholders should include government, private sector and civil society.

Service Learning: The CU Service Learning Program involves students in community development activities during the course of their degree programs. Frequently, this consists of the students teaching in community schools. The Recipient will expand CAIDS student opportunities for practical experience by supporting greater integration of the required service learning course within the CAIDS curriculum and the agricultural outreach program. Student time in villages provides valuable experience working at the community level, offers an opportunity to promote agriculture and enterprise development, and enriches teaching in the village schools. This could expand into the establishment and/or expansion of youth programs like 4-H or Future Farmers of America (FFA).

Agricultural Outreach Program: The CU outreach program provides extension and advisory services to nearby communities. The Recipient will assist outreach program coordinators to extend the agricultural outreach program into additional communities and strengthen curricula relevance to meet Liberia's development needs. Possible activities include incorporating agribusiness and marketing into the outreach curriculum and identifying new schools in which to conduct outreach activities among the country's youth population. A team of CAIDS faculty and students should be encouraged to pursue research that assesses the reasons for low interest in agriculture among local youth so that these outreach activities can be more effective. CAIDS may partner with the Central Agriculture Research Institute (CARI) in carrying out such assessments.

Internships: The internship program places seniors in short-term work assignments in their field of study with potential employing agencies or projects and gives them some on-the-job experience. The Recipient will assist Cuttington University in developing a system to help CAIDS students find gainful employment in their fields of study through the expansion of a directed internship program for senior students. This may include arrangements for formalizing an internship program for CAIDS students at the Cuttington Farm. Potential activities include establishing partnerships with NGOs, USAID-supported agricultural activities, branches of local government, and local agribusinesses in an effort to provide sustainable internship opportunities. The Recipient may assist Cuttington University to

support existing or develop new local partnerships and Memoranda of Understanding with public and private organizations active in the agriculture and rural development sectors. The Central Agricultural Research Institute (CARI) in Bong County would be an excellent partner under a Memorandum of Understanding that would allow students to benefit from internship opportunities and supervision in agricultural sciences.

Non-degree Courses: The Recipient will assist CAIDS faculty with developing and conducting non-degree training on topics related to agriculture and development studies in order to meet the skills-development needs in the public, private, and NGO sectors, and to equip entrepreneurs. These non-degree courses will serve as a sustainable revenue source for CAIDS. Non-degree courses may include: 1) Short courses/workshops (1-3 weeks), 2) Certificate courses (6 weeks), and 3) Diploma Courses (4-9 months). CAIDS may also assess the demand for longer technical and vocational education training courses of 18 months and develop such courses, if feasible. A plug figure of \$295,000 should be included to support non-degree courses.

Non-degree courses will be designed to provide intensive transfer of knowledge on topics such as: crop protection, post harvest technology, agriculture extension and education, agricultural marketing, farm management, monitoring and evaluation, program cycle management, rapid rural appraisal, community development, or other topics responding to demand and interest from stakeholders in the sector. The Ministry of Agriculture has expressed an interest in sponsoring staff to attend such courses if available. Enabling activities may include: sending CAIDS faculty abroad to develop course modules or inviting a faculty member or specialist from abroad to assist CAIDS in developing, coordinating, and conducting non-degree courses.

Alignment with National Initiatives: Feed the Future (FTF) represents the USG commitment to sustainably reduce global hunger and poverty by tackling their root causes. FTF concentrates on accelerating inclusive agriculture sector growth and improving nutritional status. USAID/Liberia's FTF initiative clearly mirrors this concentration. It is in-line with the Liberia Agriculture Sector Investment Plan (LASIP), developed within the framework of the African-led Comprehensive African Agriculture Development Program (CAADP), which identifies priority areas from which investment projects aligning national objectives and the CAADP are developed. Linkages between E-HELD, FTF, and LASIP will be important to ensure EHELD activities complement FTF and LASIP. For example, the content of curricula to be developed should consider links with the agriculture and nutrition activities articulated in FTF and LASIP. The program of faculty development should be designed in light of FTF and LASIP. Student services, such as provision of learning materials, should be informed by FTF and LASIP programs and activities.

Resources regarding these initiatives can be found at the following web links:

- the FTF home webpage: <http://www.feedthefuture.gov/>
- Liberia's FTF Implementation Plan: [http://www.feedthefuture.gov/documents/FTF\\_2010\\_Implementation\\_Plan\\_Liberia.pdf](http://www.feedthefuture.gov/documents/FTF_2010_Implementation_Plan_Liberia.pdf)
- FTF at a Glance, an overview of the initiative: [http://www.feedthefuture.gov/gh\\_factsheet.html](http://www.feedthefuture.gov/gh_factsheet.html)

### **Output Indicators**

For the above activities relating to agricultural education, illustrative output indicators and targets are presented below. Applicants should include specific targets for outputs (deliverables) in their applications. Applicants are free to propose other outputs and revise the targets for outputs as appropriate in proposing alternative approaches to accomplishing the desired Program objectives.

Indicator	Agriculture Component Illustrative Target
Curricula revisions completed with detailed course outlines	2 curricula (Agriculture, Integrated Rural Development)
Farm enterprises developed for teaching and demonstrations	8 crop, livestock or processing enterprises
Contract faculty and visiting professors provided	46 person-years
Faculty advanced degree programs completed <sup>1</sup>	9
Faculty short term training courses completed	12
Student scholarship study years completed	270
Classrooms and laboratories furnished <sup>2</sup>	10
Courses supplied with adequate textbooks, laboratory equipment and supplies <sup>3</sup>	48
Outreach programs (service learning, community outreach, internships) improved and involving all students	3
Certificate courses delivered in response to stakeholder demand	44 courses with 1,000 total participants
University linkage relationships establish or strengthened	3

<sup>1</sup> Based upon the completion of the master's and doctoral degrees in 2 and 3 years, respectively.

<sup>2</sup> One furnishing is equivalent to \$10k for a classroom and \$50k for a laboratory.

<sup>3</sup> Based upon five classes utilizing each classroom/laboratory.

## Component 2: Engineering Center of Excellence

The Recipient will implement a program to strengthen the University of Liberia as a national Center of Excellence in engineering education. The focus of the work will be on the Engineering Division of the Faulkner College of Science and Technology at the Fendell Campus of the University of Liberia. The Recipient will strengthen the Division's degree and non-degree training programs, experiential learning opportunities and internships and linkages to the engineering profession with a view to supporting Liberia's reconstruction and economic development. Activities should seek to integrate the University of Liberia's programs with other relevant Liberian programs and institutions and to promote development of an effective and sustainable engineering training and education system.

The Recipient will provide for technical assistance and technical personnel training and study tours, and operating costs necessary to accomplish Program objectives. Activities under this component may include the following:

### a) Curriculum Development

The Recipient will design a curriculum review and development process that is faculty driven. The Recipient could provide content experts and facilitators to ensure the successful completion of the review and delivery of revised curricula for all programs in the Engineering Division within the first six months of the contract. The curriculum review and development process should be: 1) reflective of current national needs and the vision of the country, 2) consistent with the strategic direction of the University and College, 3) informed by input from stakeholders including the Ministers of Public Works, Lands, Mines and Energy and Education, alumni, potential employers of graduates and tertiary institutions that may provide further training for UL engineering graduates, and 4) in-line with guidelines of an international accreditation agency.

The curriculum review and development efforts will build on previous curricula development work done for the Department of Geology with European Union assistance and for the Department of Electrical Engineering with the assistance of Dr. Aristi Salawu, a visiting professor from Nigeria.

b) Faculty Strengthening and Development

The Recipient will arrange for the following services to strengthen the capability of the faculty of the Engineering Division of the University of Liberia to carry out their teaching and outreach programs:

Contract Faculty: The Engineering Division faculty numbers are limited and challenged by their heavy teaching load and additional professional responsibilities. Two-thirds of the current faculty work part-time. The Recipient will contract additional faculty members required to teach the new curricula in the Engineering Division. It is expected that the Recipient will need to provide services of approximately 14 person-years of contract faculty services over the five year Program. Contract faculty members will be expected to serve as full members of the Engineering Division staff and undertake teaching and outreach assignments and other responsibilities as assigned by the Dean of the College of Science and Technology.

Specific disciplinary specialties will vary depending on needs determined from the curriculum review and development process described above and the College's ability to recruit new faculty and release current faculty members for long-term training. Initially it is expected that there will be a need for the following thematic areas: highway engineering; power generation, transmission and distribution; solar energy technology as a source of renewable energy; computer engineering; information technology and telecommunications. Some contract faculty may also be required for teaching basic courses like chemistry, physics, and math to ensure students begin their initial engineering courses with a sound mathematics and science foundation. The plan for contract faculty recruitment will be developed in conjunction with the University of Liberia and included in the Annual Work Plans to be approved by the USAID AOTR. Faculty recruitment and selection will be undertaken in conjunction with University of Liberia administration. The University will be responsible for housing and support costs for contract faculty. The Recipient will cover salaries and benefits, including travel to and from post. For reasons of cost efficiency and relevance, it is expected that most contract faculty will be recruited from West Africa and India.

Visiting Professors: The Recipient will seek opportunities to obtain services of visiting professors for the Engineering Division through the Fulbright Scholars and other programs and contacts. Memoranda of Understanding (MOU) between the University of Liberia and US and regional universities may facilitate this. The Recipient may provide funding for such linkage programs to facilitate staff exchanges and placement of visiting professors. To be most useful, placements should be for a full school year or, at the very least, a full semester. The Recipient may pay an allowance or honorarium to visiting professors or cover such costs through university linkage MOUs for five placements during the period of the contract. Plans for placement of visiting professors will be coordinated with the University of Liberia, which will provide for housing and support. The Recipient will seek to place at least one visiting professor per year in the Engineering Division. The Recipient should also seek opportunities to institute a program of distance education with remote lecturers for special seminars and classes and experiment with other applications of information and communication technologies (ICT) for teaching.

Faculty Degree Training: Degree training is a critical need for long-term strengthening of the programs in the Engineering Division. Because most current faculty members have advanced degrees, the number of degree programs to be financed under this Program is relatively limited. Furthermore, faculty numbers are limited and there is a need for faculty to be on campus for teaching

and outreach. The Recipient could plan to support five and nine person years of support for committed current or potential faculty to attend and complete masters and doctoral programs, respectively, over the course of the five-year Program. Most of the faculty degree training is expected to be in universities in West Africa for reasons of relevance, cost efficiency, and access. However, a minimum of one of the assignments must be in the United States.

Degree training program plans will be developed in conjunction with the Dean of the College of Science and Technology and included in Annual Work Plans to be approved by the USAID AOTR. Commitment of the participant trainees to teaching at the University of Liberia is critical to success of the faculty training program. For this reason, it is desirable that candidates serve on the faculty or staff of the university prior to receiving their scholarship for degree training. The Recipient should require participants to complete an agreement to return and teach at the University of Liberia for a specified period (perhaps five years or twice the length of the training program, whichever is longer) after completion of long-term training.

University Administration/Leadership: Additionally, as the success of any organization depends largely on the capacity and commitment of its leadership, university leaders and other key staff will require opportunities to engage in capacity building activities, policy discussions, the strengthening of administrative and management systems, and the creation and support of long-term, institutional strategic plans in order to support the development of the centers of excellence.

Short Courses/Study Tours: Short courses and study tours can be used to strengthen faculty capabilities. These will need to be relatively limited, due to the teaching and outreach program demands on the limited faculty. Some or all of these may be arranged under university linkage programs. The Recipient will plan to support 10 persons on study tours or overseas short course programs during the five-year Program. On-campus short courses may be arranged for pedagogy, as well as other courses that will be relevant to many staff members. Where possible, such on-campus courses may be opened to faculty from other institutions in Liberia. Short courses and study tour program plans will be developed in conjunction with the University of Liberia and included in Annual Work Plans to be approved by the USAID AOTR.

c) Student Services

To support a flourishing learning environment, the Recipient will address key student services aimed at enhancing access to education and improving classroom performance for Liberian engineering students. Illustrative examples of student services which the Recipient could support include:

Scholarships: The Recipient will provide up to 750 yearly tuition and fees scholarships to outstanding secondary school students to study at the University of Liberia, College of Science and Technology, Engineering Division. Scholarships should be awarded on a merit-basis with not less than 50% of scholarships given to women students. The Recipient should review with the University of Liberia options for requiring some type of post-graduation service as a condition for scholarships, but this should only be instituted if practical.

Transportation Services: The Recipient will endeavor to strengthen student and faculty transportation services from the University of Liberia, Monrovia Campus to the Fendell Campus in an effort to reduce the negative impact that a lack of (or inconvenient) transportation has on access to an engineering education. The comprehensive transportation program between the two campuses will necessarily service all students and faculty studying and working at the Fendell campus; however, the Recipient's efforts should be focused on the specific needs of engineering students as they relate to class schedule and curriculum. The Recipient will procure two buses that will be used to provide regular

transport between the two University of Liberia campuses and for field trips. The program will also put in place a system to support operation and maintenance of the buses throughout the life of the program.

Library Services: The Recipient will support the establishment of an Engineering Division Library within the Engineering Building for faculty and student study and research. Books procured under the program will be housed in the library and the Recipient will establish a library management system for tracking library loans and returns. The Recipient should make every effort to receive donations of text books relevant to the engineering curriculum from U.S. Universities, professional associations or other institutions.

Internet and communications infrastructure: The engineering building renovation performed by Liberia Community Infrastructure Project (LCIP) includes wiring for internet communications, but will not include associated network hardware and software or access terminals. The Recipient should explore possibilities for providing internet service as well as network hardware and software to support internet connectivity at a level of service that can reasonably be expected from commercial providers in Liberia. At least 45 internet access terminals should be provided in offices and computer laboratories of the Engineering Building.

Equipment and materials procurement: The Recipient will support the procurement of materials and equipment necessary to furnish and make operational the new engineering building to support the 800+ engineering students and faculty. Procurement will include office and classroom furniture and equipment, laboratory equipment and computers. (Note: The Chinese Government rehabilitated and at least partially equipped a soils laboratory and a civil engineering laboratory in the Engineering Building.) The Recipient will proceed with the procurement of basic classroom equipment at the outset of the program; however, a significant portion of the procurement should be planned for Year 2 and later in the program in order to be responsive to the outcomes and recommendations of curriculum reform and accreditation. A line-item, lump sum budget of \$600,000 over five years is set for this activity.

Career Services: The Recipient will develop a list of potential suppliers of internships, practicum and full-time post graduate jobs. The Recipient will develop a sustainable framework for a holding a career fair on an annual basis and conduct a fair within the first three years of the program. Following this initial fair, a document evaluating the fair's successes and failures and ways to improve the fair will be developed within 120 days. Additional career fairs will be held annually.

d) Outreach and Linkages

The Recipient will develop systems and programs to improve critical linkages between the University of Liberia, College of Science and Technology, Engineering Division and the public and private engineering professional sector. Illustrative activities include:

Engineering Advisory Council: Early in the program, the Recipient could work to establish an Engineering Advisory Council to guide the Engineering Division of the University of Liberia on curriculum development and reform and to strengthen the stature of the engineering profession in Liberia. The council should be composed of representatives from the Ministry of Public Works, the Ministry of Mines, Land and Energy, private sector companies, the Liberian Engineers Association and other relevant stakeholders. Guidelines for council conduct, roles and responsibilities may be established. The Dean of the College of Science and Technology and the Associate Dean of the Engineering Division may convene council meetings and discussions at regular and appropriate intervals.

Local and International Linkage Partnerships: The Recipient will work to develop strategic linkages and partnerships with Liberian government agencies, private companies, development agencies and non-governmental organizations to improve ties to the professional engineering sector and to support the relevance of engineering education and research. These linkages may take on different forms including: internships, instructional assistance, joint projects with the Engineering Division, etc. Specific linkages should include:

- Sustained internship programs with the Ministry of Public Works and the Ministry of Lands, Mines and Energy;
- Internship programs with private sector companies in highway engineering, power generation, transmission and distribution, solar energy technology as a source of renewable energy, computer engineering, information technology and telecommunications, and mining and extractive industries;
- Internship programs with development agencies and NGOs, particularly those working on infrastructure projects; and
- Joint training for certificate programs with relevant government agencies.

The partnerships may be partially supported by program funds, but should include a cost-share (cash or in-kind) from the local partner.

The Recipient will also work on building and furthering any partnerships of the University of Liberia with American or other international universities.

Certificate Courses: The Recipient will provide support for the development and pilot testing of two certificate level training courses. The courses will be open to practicing professionals as well as students who are adequately prepared. Examples of possible courses include surveying and feeder road maintenance.

**Output Indicators**

For the above activities relating to engineering education, illustrative output indicators and targets are presented below. Applicants should include specific targets for outputs (deliverables) in their applications. Applicants are free to propose other outputs and revise the targets for outputs as appropriate in proposing alternative approaches to accomplishing the desired Program objectives.

Indicator	Engineering Component Illustrative Target
Curricula revisions completed with detailed course outlines	4 curricula (Civil, Electrical, Mining and Geology)
Civil works completed for teaching and demonstrations	10
Farm enterprises developed for teaching and demonstrations	N/A
Contract faculty and visiting professors provided	27 person-years
Faculty advanced degree programs completed <sup>1</sup>	9
Faculty short term training courses completed	10
Student scholarship study years completed	750
Classrooms and laboratories furnished <sup>2</sup>	10
Courses supplied with adequate textbooks, laboratory equipment and supplies <sup>3</sup>	50
Outreach programs (service learning, community outreach, internships) improved and involving all students	19

Certificate courses delivered in response to stakeholder demand	2 courses with 60 total participants
University linkage relationships establish or strengthened	18

<sup>1</sup> Based upon the completion of the master's and doctoral degrees in 2 and 3 years, respectively.

<sup>2</sup> One furnishing is equivalent to \$10k for a classroom and \$50k for a laboratory.

<sup>3</sup> Based upon five classes utilizing each classroom/laboratory.

## 6.6 Future USAID/Liberia Program to support EHELD Components, Activities and Anticipated Outputs

This section describes the activities to be carried out under a future program to be awarded by USAID/Liberia and the expected outputs to be produced in support of the two components of the EHELD Program: agricultural education and engineering education. The information provided in this section is to inform the EHELD Applicant of the expected activities that will be undertaken expressly for the support of the EHELD program. The Applicant should take this information into account when designing an EHELD program approach and will need to plan for collaboration with a future implementing partner when designing and budgeting for EHELD activities. For simplicity, this future implementing partner (FIP) will be referred to in the rest of this document as FIP.

### Component 1: Agricultural Education

The future implementing partner will support the creation of a Center of Excellence in agriculture at the College of Agriculture and Integrated Development Studies (CAIDS) at Cuttington University by providing: improved educational facilities through renovations, and the development of the school farm as a student-centered agriculture learning laboratory. Activities under this component are expected to include the following:

#### a) Facilities Improvements

In support of the overall EHELD program design, the FIP will arrange for the following construction services in support of infrastructure and facility development for the Cuttington University College of Agriculture and Integrated Development Studies (CAIDS).

Office, laboratory, and classroom building: CAIDS requires classrooms, laboratories, and offices for a sound program. The FIP will fund construction (renovation and expansion) of required facilities, expected to consist of a two-story building with a total of 27,600 square feet, providing for six classrooms, lecture hall, four laboratories, eleven offices, and storage. An existing foundation completed before the period of civil conflict is available and expected to be adequate for use in constructing the required building. Engineering studies and assessments will be required to confirm the soundness and suitability of this foundation. A plan for the office, laboratory, and classroom building is included in Attachment A at the end of this section of the RFA. The FIP may modify the design of the CAIDS building in consultation with Cuttington University and USAID.

Extension to the Cuttington library building: Additional library facilities are required to accommodate expanded CAIDS library reference materials, textbooks and student usage. This extension is expected to be in the form of two new wings added on to the existing library building, providing an additional 4,000 square feet of space. A plan for the library extension building is included in Attachment A. The FIP may modify the design of the library expansion in consultation with Cuttington University and USAID.

Minor works and renovations: Some renovations and expansion is required for existing staff housing, classrooms, laboratories, offices and other physical infrastructure. Several of the facilities damaged during the civil war have not been fully renovated. Staff housing renovations and remodeling will need to be completed in order to upgrade housing to accommodate the additional staff required.

Farm development works and renovations: Small scale construction works, renovations and up-grading is required of the Cuttington Farm infrastructure for efficient operation as a student-centered learning space. Livestock buildings and other facilities damaged during the civil war have not been fully renovated. A feed mill, seed plant, storage facilities, fencing, and processing facilities may be needed to make the farm more useful as a teaching/learning and demonstration facility. Irrigation and drainage works may be needed to improve water management. Technical analyses and planning studies will be required before identifying and designing most of these works and renovations. The FIP will work in collaboration with Cuttington University to identify specific works to be undertaken.

**FIP Output Indicators**

For the above activities relating to agricultural education, an illustrative output indicator and target is presented below.

Indicator	Agriculture Component Illustrative Target
Buildings equipped, renovated and expanded	2 (67,600 sq.ft)

**Component 2: Engineering Center of Excellence**

The FIP will support the EHELD program to strengthen the University of Liberia as a national Center of Excellence in engineering education. The focus of the work will be on the Engineering Division of the Faulkner College of Science and Technology at the Fendell Campus of the University of Liberia. The FIP will play a role in this component by improving educational facilities through renovations. Activities under this component are expected to include the following:

a) Facilities Improvements

The FIP will provide for facilities improvements and equipment that support the Engineering Division’s educational vision and curriculum design. Such support may include building/office/laboratory renovation and construction performed as part of the Division’s practical education activities. At a minimum, the FIP may provide the following facilities improvements:

Power supply: The FIP will provide a 24-hour power supply with minimum specifications for servicing the Engineering Building at the Fendell Campus. This building has been renovated by the USAID-supported Liberian Community Infrastructure Project (LCIP) and consists of approximately 78,000 square feet of laboratory, office and classroom space. The FIP will be asked to consider the use of alternative energy sources, including solar power and bio-fuel, as power supply and to provide educational opportunities for students. The FIP will be encouraged to experiment with thermal power. A dam located near the Fendell campus should be considered as a possible source of hydro-power for the building.

Student demonstration activities: The FIP will support the improvement of campus facilities and provide student opportunities for practical experience through small infrastructure demonstration projects on the Fendell campus. These may include connector roads (e.g. between the College of Science and Technology and the new campus), small buildings (e.g. faculty housing, palaver huts, food service facilities, etc.), and power supply (e.g. generator, solar etc.). Projects would be identified

under the campus master facilities plan which could be conducted by students under faculty guidance and in relation to the engineering program curriculum.

### FIP Output Indicators

For the above activities relating to engineering education, an illustrative output indicator and target is presented below.

Indicator	Engineering Component Illustrative Target
Buildings equipped, renovated and expanded	1 (78,000 sq. ft)

### 6.7 Coordination between EHELD and the Future USAID/Liberia program and IP

USAID/Liberia expects the EHELD program to be awarded in the 1st quarter of FY 2011. An implementing partner under another USAID/Liberia program (to be determined) will be primarily responsible for building renovations in support of EHELD. Therefore, it is expected that a coordinating committee or committees be formed at an appropriate point in EHELD's implementation to coordinate activities between this Cooperative Agreement and the program that will implement infrastructure activities in support of EHELD. Coordination could take the form of or include one overarching inter-program committee, coordination committees for each university or component, construction or procurement sub-committees, or another scheme to be proposed by the Applicant.

The Recipient will be responsible for several coordination-related tasks:

- Providing USAID, the FIP and participating institutions with agree-upon lists and specifications of goods to be procured and facilities to be constructed/renovated;
- Monitoring procurement and construction/renovation activities; and
- Advising USAID and the FIP on procurement and construction issues and requirements.

USAID/Liberia expects to serve as a liaison between the two programs, but it is expected that the implementing partners will directly manage most tasks related to coordination.

### 7. Roles and Responsibilities

The Recipient will be responsible for overall implementation of the EHELD program in accordance with the program description and the terms and conditions of the Cooperative Agreement. In doing this, the Recipient will coordinate implementation activities with the USAID Agreement Officer's Technical Representative(s) (AOTR) assigned to this activity by the USAID Agreements Officer (AO). As support for EHELD will also come under another of USAID/Liberia's programs, the Recipient will also be responsible for coordination with that program's implementing partner (as outlined in Section 6.7 above). The Recipient will need to ensure that those elements of the EHELD work plan whose implementation depends on the other program's implementation will be well-timed and coordinated.

The Recipient will implement the Program within a broader institutional framework for development of Liberian higher education. This may require close collaboration and coordination with other actors including: other USAID staff and USAID-funded programs; the Government of Liberia; local and international universities and other training institutions; the Ministry of Education and other technical ministries of the Government of Liberia; NGOs and community groups; private firms and associations; and other donor partners and aid agencies. The Recipient will primarily need to coordinate activities with the USAID/Liberia Education Team as well as with USAID's Economic Growth Team and its implementing partners working in agriculture and infrastructure development programs.

The major counterparts to the Recipient in implementation of the Program will be a wide range of entities and individuals, including: Liberian university officials and faculty, American and other international universities, private sector producers, traders, processors, community organizations, NGOs, associations, cooperatives, small and medium enterprises (SMEs) and other organizations that may be appropriate collaborators on select Program activities.

## **8. Staffing and Key Personnel**

### **8.1 Staffing**

The Recipient will provide staff required to implement the proposed program. Staffing needs may vary over time and it is expected that staff will be provided through a number of different mechanisms. Applicants must provide for adequate management and administration of all program activities, with special attention provided to any contracts and/or sub-grants with local organizations. The positions and individuals selected will be evaluated by the USAID Technical Evaluation Committee and are subject to the Approval of the Agreement Officer. In accordance with the Substantial Involvement clause in this agreement, any changes to the approved personnel and positions are also subject to the approval of the Agreement Officer.

### **8.2 Key Personnel**

USAID has designated four Key Personnel positions: 1) the Higher Education Specialist/Chief-of-Party, 2) the Deputy Chief-of-Party, 3) the Agricultural Education Specialist and 4) the Engineering Education Specialist. It is expected that the Applicant will make every effort possible to recruit Liberians (locally, if possible) for the four Key Personnel positions. If Expatriates are chosen to fill any of these positions, then the Recipient should plan for the transition from an Expatriate to a Liberian hire by the fourth and fifth years of implementation. The Recipient should immediately notify the Agreement Officer of any proposed changes in the Key Personnel under the Cooperative Agreement and the reasons for the change. The Recipient should take steps to immediately propose a substitute candidate for any vacated Key Personnel position. No replacement of Key Personnel may be made by the Recipient without the written consent of the Agreement Officer.

The Key Personnel positions may vary depending on the Applicant's proposed approach and implementation plan. The Applicant may propose up to 5 key personnel positions. For the four positions proposed in the RFA as Key Personnel, the expected roles and responsibilities and the minimum qualifications for the positions would be as follows:

The **Higher Education Specialist / Chief-of-Party** will have over-all responsibility for the implementation of the EHELD program. This will involve management support to the overall program, higher education policy analysis and support, and university administration and planning assistance. S/he will also be responsible for engaging the Deputy Chief of Party in management of the program, so that the Deputy gains the skills and knowledge necessary to assume the role of the Chief of Party by the fourth and fifth years of the Program. The scope of work for this position is expected to include:

- Liaising with USAID, GOL and other institutions and stakeholders on matters relating to the EHELD Program and higher education in Liberia;
- Coordinating procurement and construction activities undertaken by another USAID/Liberia implementing partner in support of EHELD;
- Managing Memoranda of Understanding linking Cuttington University and the University of Liberia with other institutions of higher education to support university development and enrichment of programs;

- Coordinating training, technical assistance, and other activities across the universities participating in the EHELD program;
- As requested, advising Cuttington University and University of Liberia on matters of university administration, planning, and management;
- Monitoring policies and developments in the higher education sector in Liberia and the West Africa region;
- Providing progress reporting to USAID on the program; and
- Engaging the Deputy Chief of Party in these responsibilities as to build the Deputy's capacity for taking over full management of the EHELD program by years four and five of implementation.

The minimum qualifications for the Higher Education Specialist/Chief-of-Party should include: five (5) to ten (10) years minimum experience holding positions of leadership (preferably in post-conflict settings) with activities similar to those described in the Program Description; management experience; fluency in English; comprehensive knowledge and skills pertaining to building local capacity, female education, educational reform, and monitoring and evaluating for results; a minimum of a master's degree, but PhD preferred; and strong interpersonal skills, working successfully with a variety of local and international partners.

The **Deputy Chief-of-Party** will support the Chief of Party in the overall implementation of the EHELD Program. S/he will be fully engaged in all major program tasks and will simultaneously focus on assisting the Chief of Party and acquiring the skill set necessary to assume the Chief of Party role in the last two years of implementation.

The minimum qualifications for the Deputy Chief-of-Party should include: three (3) to five (5) years minimum experience working in post-conflict settings with activities similar to those described in the Program Description; management experience; fluency in English; comprehensive knowledge and skills pertaining to building local capacity, female education, educational reform, and monitoring and evaluating for results; a minimum of a bachelor's degree, but master's degree or PhD preferred; and strong interpersonal skills, working successfully with a variety of local and international partners.

The **Agricultural Education Specialist** will have over-all responsibility for the implementation of the Agricultural Education Component work plan with the Cuttington University (CU) College of Agriculture and Integrated Development Studies (CAIDS). The scope of work for this position is expected to include:

- Teaching 3-6 hours per week at CU each semester;
- Advising CU staff on curricula and course development;
- Coordinating procurement, training, and constructions activities in support of CU CAIDS program development;
- Advising on development of the student-centered farm experience program;
- Developing scopes of work for and coordinating work of consultants, visiting professors and other resource persons provided to assist the CAIDS program development and implementation;
- Advising CU on development and implementation of outreach activities; and
- Reporting on progress with development of the CAIDS program.

The minimum qualifications for the Agricultural Education Specialist should include: an advanced university degree(s) in a subject relevant to international agricultural development (e.g. agriculture education, technical agriculture, marketing, rural sociology, agricultural economics, etc.); teaching experience; extension experience; fluency in English; management experience; and at least three

years experience in international development. Sub-Saharan Africa experience in agriculture and/or agricultural education programs and Ph.D. level qualifications are desirable. The Agricultural Education Specialist position should be filled by a Liberian national by years four and five of the program.

The **Engineering Education Specialist** will have over-all responsibility for the implementation of the Engineering Education Component work plan with the Division of Engineering within the College of Science and Technology. The scope of work for the position includes the overall responsibility for coordinating and ensuring implementation of all aspects of the engineering education component including the following:

- Implementing the curricula review and revision process;
- Advising UL staff on the development of the Division of Engineering strategic program and laboratory equipment plans;
- Coordinating and implementing procurement, training and construction activities;
- Developing scope of work for and coordination of the work of consultants, visiting professors, and other resource persons needed to assist in the implementation of the Division of Engineering scope of work;
- Advising on the development of outreach and linkage programs; and
- Reporting and assessing the progress of the overall program.

The minimum qualifications for the Engineering Education Specialist should include: a minimum of a master's degree in engineering or a closely related field; 20 years of experience, including at least three years in higher education with an accredited engineering program and experience designing and implementing development programs; excellent communication and team building skills. Sub-Saharan Africa experience, preferably in a post-conflict region in infrastructure programs and/or engineering education programs, and Ph.D. level qualifications are desirable. The Engineering Education Specialist position should be filled by a Liberian national by years four and five of the program.

### **8.3 Contract Faculty**

It is expected that the Recipient will include in its program provision for the recruitment of contract staff to fill teaching positions and to assist with outreach programs from the participating universities. Applicants should propose mechanisms for recruiting such contract faculty members, but should defer final decisions on specific contracting arrangements until detailed consultations have been concluded with participating universities. Arrangements are expected to be made through direct contracts with individuals, but may also include grants to participating universities to contract required staff, or through university linkage grants to enable partner universities to send staff to Liberian universities. Arrangements to fill required positions with volunteer faculty through Volunteers for Prosperity or other volunteer mechanisms would be desirable.

For reasons of cost efficiency, sustainability, and relevance, most visiting professors are expected to be from West Africa. Salary levels should conform, as much as possible, to those prevailing for contract faculty from the region. The Recipient may contract faculty members from countries outside of the region to meet specific needs for program enrichment.

The agricultural education program may require contract faculty in various agriculture and rural development disciplines and basic sciences. The engineering education program may require contract faculty in engineering sciences and geology. Exact numbers of contract faculty and timing will be determined in consultation with participating universities and approved in Annual Work Plans.

#### **8.4 Consultants and Visiting Professors/Specialists**

The Recipient may provide services of consultants and other visiting specialists to assist the participating universities with program development and implementation, teaching, administration, and other tasks. The Recipient should seek to access services as cost-effectively as possible, through partnership programs, voluntary assistance, and access to existing programs, such as Fulbright programs, university study programs, and others. Arrangements to provide services through Volunteers for Prosperity or other volunteer mechanisms would be desirable.

The Recipient should seek to promote longer term relationships between participating universities and other universities in the US, the region, and elsewhere by supporting MOUs between the participating universities and other institutions. The Recipient could consider the relationships with other on-going curricula revision activities at UL. Consideration should be given to supporting partnership planning grants awarded in 2009 through USAID and Higher Education for Development (HED). The Recipient may provide sub-grants to fund such MOUs, which would likely focus on faculty exchange and training.

#### **8.5 Local Staff**

The Recipient will recruit long-term and short-term local staff as required for implementation of the proposed program. It is expected that the numbers of local staff required will be limited, including drivers, administrative assistants, and occasional technical specialists. The Recipient must provide for adequate supervision and quality control for all construction and renovations works undertaken.

### **9. Implementation Requirements**

#### **9.1 Gender Considerations**

Gender is an important issue for the EHELD Program. In Liberia, women are constrained by traditions that encourage early marriage, child-rearing, and household chores. Opportunities for formal employment and economic activity are often restricted because of established gender roles. Women suffered greatly during the civil war, and, perhaps in part due to the war, gender roles are changing and women are entering into more diverse, non-traditional occupations and activities.

Girls' attendance rates in primary and secondary schools are lower than boys' and drop-out rates are high. Still, girls' participation in higher education is substantial. At Cuttington University, approximately 45 percent of the students are women, while at the University of Liberia, about 26 percent of students are women. This however does not carry over into agricultural and engineering courses, where women's participation is low -14 percent in agriculture at CU and three percent in engineering at UL- because of the low participation of women in these traditionally male-dominated careers. This may also be due to the rate of girls' graduation from secondary school and the lack of preparation for higher education. The need for women in agriculture is particularly great given the major role women play in agricultural production and the strong relationship between rural women's command of agricultural assets and the nutritional status of their children.

The EHELD Program will address women's unequal participation and benefit agriculture and engineering education in the following ways:

1. Outreach programs to communities and secondary schools will specifically target the recruitment of girl students, and scholarships will be offered to attract and retain female students in agriculture and engineering bachelor of science programs.

2. Access for women to the UL Fendell Campus engineering courses will be facilitated by improvements in transportation (and later through infrastructure - housing, dining, bathroom facilities, and study facilities, etc.).
3. Efforts to recruit contract faculty and visiting professorships will aim to bring in female teaching staff to improve the dismal gender balance of teaching staff on both campuses.
4. Program reporting will provide gender disaggregated data on students in degree and non-degree programs.
5. The agriculture and integrated development studies programs will consider the introduction of gender modules in the curricula.

To deepen the Program understanding and attention to gender issues, during the first six months of the program, the Recipient should carry out a gender assessment to identify and clarify issues relating to gender in the agricultural and engineering programs, identify mitigating measures to address remaining constraints to women's successful participation in the programs, and developing detailed plans for gender-relating program implementation activities.

## **9.2 Other Cross-cutting Issues**

In addition to Gender, USAID/Liberia has identified Youth, Information and Communications Technology (ICT), and Water and Sanitation as cross-cutting themes to be addressed in planning and design.

Youth: Among the most pressing issues facing Liberian youth following the end of the civil war are employment and education. Low levels of secondary school completion, in part due to school closings during the war, match an abysmal unemployment rate among youth, which is estimated to be 85 percent. While increasing numbers of youth are interested in pursuing post-secondary education, youth are not necessarily aware of the range of evolving career options. Demand for professionals in engineering and agriculture is high. Foreign engineering firms contracted for infrastructure construction and rehabilitation must bring in staff or provide basic level training. Likewise, agricultural extension services are being developed in the absence of an adequate supply of qualified extension workers, needed to promote productive commercial farming that generates employment and produces more of the rice, vegetables, and other agricultural products that are now imported. Centers of Excellence in engineering and agriculture will begin to produce the kinds of technically-trained employees and entrepreneurs that Liberia needs when they can successfully recruit, retain, and help to place students. A higher education initiative that aims to create Centers of Excellence in agriculture and engineering can simultaneously advance a proposed youth development initiative. These initiatives serve the dual purposes of contributing to economic growth and mitigating fragility.

Information and Communications Technology: Science and technology innovations are critical drivers of growth, and information and communication technology (ICT) is a key element of modern education systems. EHELD will merge scientific and technical breakthroughs in the fields of agriculture and engineering with the use of modern and innovative ICT in classrooms, laboratories and field demonstrations. EHELD will strive to equip Liberians with 21<sup>st</sup> century solutions to 21<sup>st</sup> century development challenges. Students and faculty should be engaged with cutting-edge science that begins in the classroom and moves into the field, where new scholars can witness first hand the linkages between their field of study, innovations and improving people's lives.

ICT is essential in higher education to support research, technical analysis and experiential learning, and innovative ICT activities and investments are to be key considerations in the program design of the Centers of Excellence in agriculture and engineering. The curricula at each of the higher education institutions to be supported under EHELD will be reviewed and modernized to draw on ICT applications in those fields. Curricula development under EHELD will draw on innovations that work

and will foster research in new approaches to science and technology solutions for the Liberian context. Based on the resulting revised curricula, EHELD will make investments in ICT technology to support the desired education and skill outcomes and to produce the impact needed to lift Liberia out of poverty.

Water and Sanitation: Water is a foundational element for development. It is essential for life and good health and is a primary resource needed for agricultural production and economic growth. Unfortunately, water can also be a cause of destruction when heavy rainfall leads to flooding and soil destabilization. The EHELD Program focuses on strengthening Liberian higher education in two areas directly related to water. Engineering curricula developed under EHELD will provide education and training in subjects related to water supply and sanitation management and water and wastewater treatment. Agriculture curricula developed will provide education and training on water and sanitation resources planning, water quality analysis and crop water management. As the curricula are developed under EHELD Program guidance, specific courses will be designed to provide broad technical skills and experience in applying concepts in the Liberian context. Taken together the curricula of the two Centers of Excellence to be established the Program will provide the foundation for development of water and sanitation resources expertise among graduates of Liberian higher educational institutions.

### **9.3 Environmental Monitoring and Mitigation**

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

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

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

An Initial Environmental Examination (IEE) has been approved for the Program described in this RFA. The IEE covers activities expected to be implemented under this Cooperative Agreement. USAID has determined that a **Negative Determination with conditions** applies to one or more of the proposed activities. This indicates that if these activities are implemented subject to the specified conditions, they are expected to have no significant adverse effect on the environment. The Recipient shall be responsible for implementing all IEE conditions pertaining to activities to be funded under this solicitation.

As part of its initial Work Plan, and all Annual Work Plans thereafter, the Recipient, in collaboration with the USAID Cognizant Technical Officer and Mission Environmental Officer or Bureau

Environmental Officer, as appropriate, shall review all ongoing and planned activities under this Cooperative Agreement to determine if they are within the scope of the approved Regulation 216 environmental documentation.

If the Recipient plans any new activities outside the scope of the approved Regulation 216 environmental documentation, it shall prepare an amendment to the documentation for 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.

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

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

Cost and technical proposals must reflect IEE or EA preparation costs and approaches.

The Recipient will be expected to comply with all conditions specified in the approved IEE and/or EA.

If an IEE, as developed by the Recipient and approved by USAID, includes a Positive Determination for one or more activities, the Recipient will be required to develop and submit an EA addressing these activities.

#### **9.4 Corruption Considerations**

The EHELD Program will be involved in many procurement transactions, outreach programs and other economic transactions. The Recipient should put procedures in place to reduce opportunities for corruption, which is endemic to the country and the region. The Recipient will support transparency in all activities and by all sub-contractors, sub-grantees, and counterpart organizations. Finally, the Recipient will support, to the extent possible, policy advocacy, regulatory reform and introduction of good practices in university program administration to minimize the prevalence of informal fees and payments relating to university program admission, graduation, and grades.

#### **9.5 Public-Private Alliances**

USAID seeks to leverage private resource flows through the Global Development Alliance (GDA). GDA is a public-private partnership model that allows USAID to leverage resources from private sector and other partners and to use those assets in a way that benefits the business interests of the resource partner while furthering the goals of the USAID Mission. A GDA meets the following criteria:

- At least 1:1 leverage (in cash and in-kind) of USAID resources;

- Common goal defined for all partners;
- Jointly-defined solution to a social or economic development problem;
- Non-traditional resource partners (companies, foundations, etc.);
- Shared resources, risks and results, with a preference for increased impact; and
- Innovative, sustainable approaches to development.

For more information on the GDA, please visit:

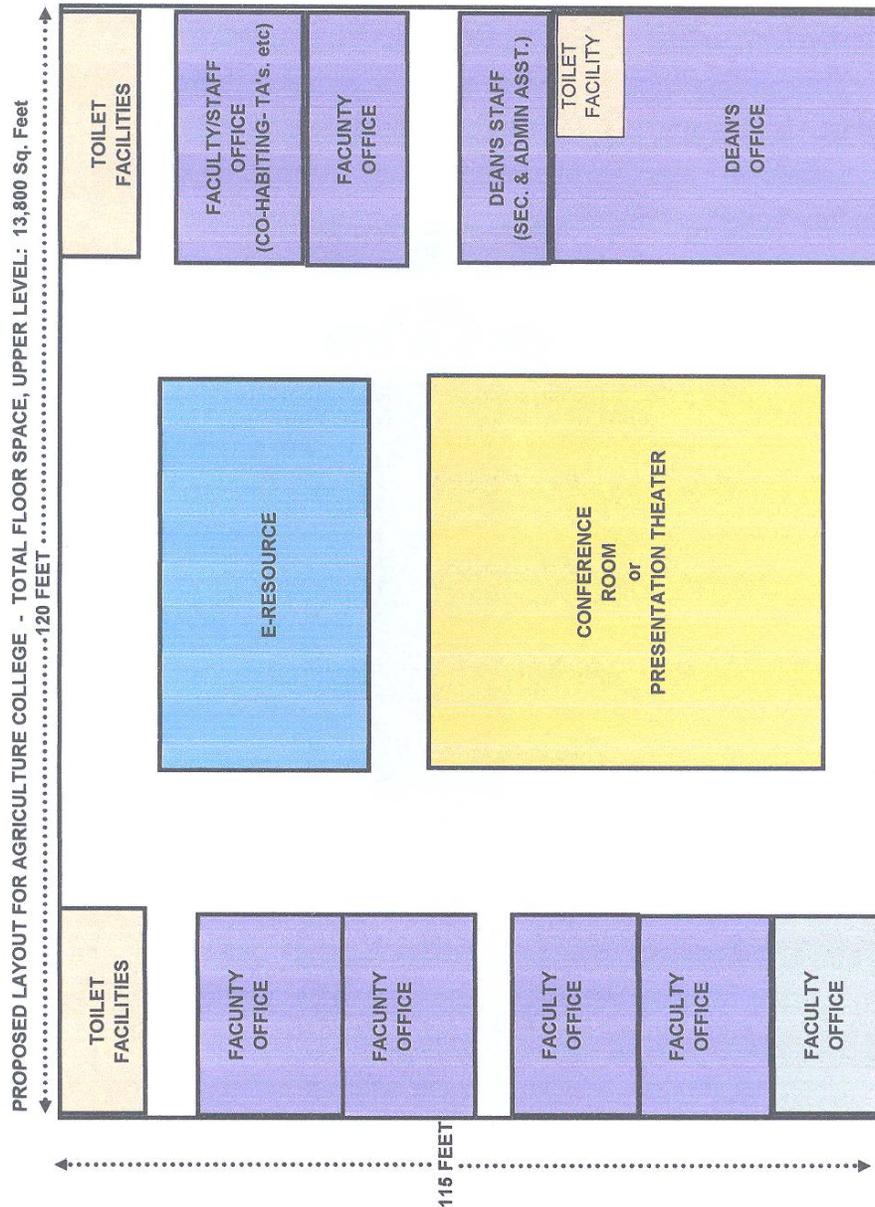
[http://www.usaid.gov/our\\_work/global\\_partnerships/gda/](http://www.usaid.gov/our_work/global_partnerships/gda/)

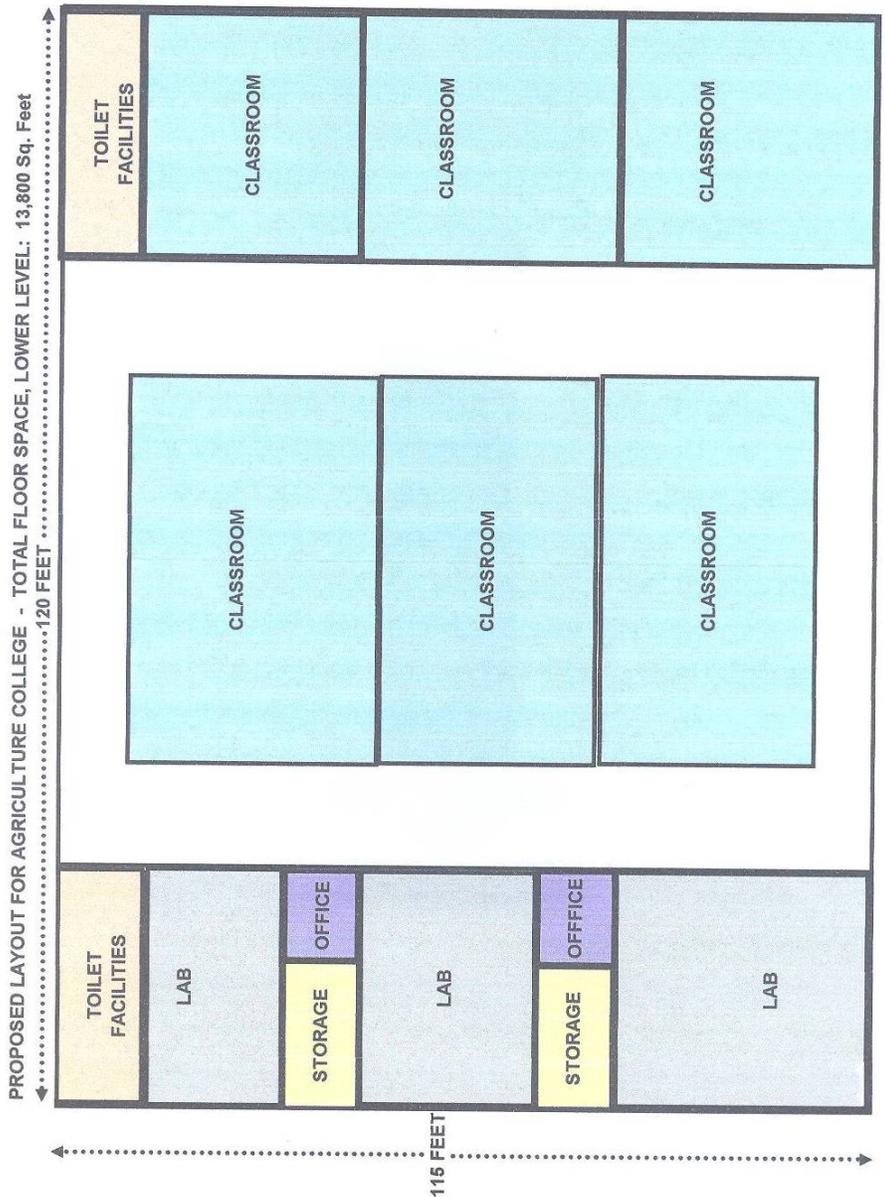
### **9.6 Program Evaluation**

Evaluating Program progress will be particularly important because of the fluid situation in Liberia and the challenges of university program institution building. The Mission expects to fund external evaluations at least twice during the course of the EHELD Program, at about month 18 and month 36 of implementation. These evaluations will assess the implementing organization's performance and the feasibility of completing all activities, as planned. The initial evaluation will focus on the delivery of inputs to assess quality and comprehensiveness of the implementation approach. The second evaluation will assess the output-to-outcome linkages and whether completion of the planned activities will lead to desired results in terms of establishment of centers of excellence in technical education. A final evaluation may be planned as a peer review assessment of the participating institutions and the status of their program development as compared to international standards.

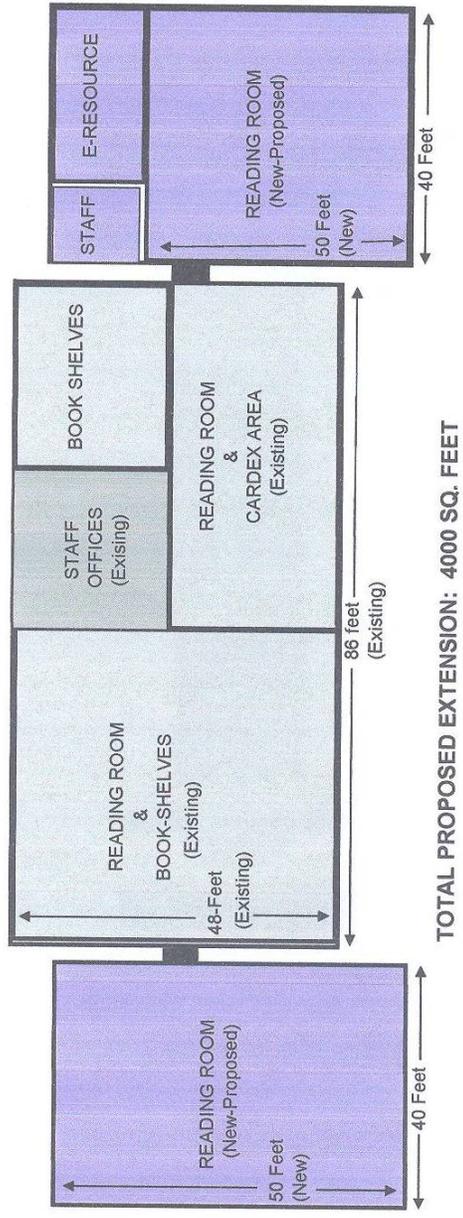
The Recipient will be expected to coordinate and cooperate with USAID evaluation efforts. The Recipient is free to conduct internal assessments and evaluations to guide Program implementation and inform Program reporting.

### Program Description Attachment A: Plans for Cuttington University College of Agriculture and Integrated Rural Development Major Renovations





**PROPOSED LIBRARY EXTENSION - CUTTINGTON UNIVERSITY**



**TOTAL PROPOSED EXTENSION: 4000 SQ. FEET**

## **II. Award Information**

### **1) Total amount of funding**

USAID expects to fund the program in the amount of \$18,500,000 over a period of five (5) years. This amount is subject to the availability of funds and extension of the Assistance Agreement with the Host Government beyond September 30, 2011.

### **2) Type and number of awards**

USAID intends to award one (1) Cooperative Agreement pursuant to this RFA to the responsible applicant whose application conforming to this RFA offers the greatest value to the U.S. Government; however, USAID at its discretion may make awards to more than one organization.

Note: The Government may (a) reject any or all applications, (b) accept other than the lowest cost application, (c) accept more than one application, (d) accept alternate applications, and (e) waive informalities and minor irregularities in applications received. USAID reserves the right to fund any or none of the applications submitted

### **3) Start date and anticipated period of performance**

USAID anticipates making an award not later than December 15, 2010. The period of performance anticipated herein is five (5) years.

## **III. Eligibility Information**

### **1) Eligible applicants**

This is full and open competition, under which all potential applicants may apply, large or small commercial (for profit) firms, faith-based, and non-profit organizations in partnerships or consortia. USAID will accept applications from U.S. or non-U.S., non-profit or for-profit nongovernmental organizations (NGOs) and institutions. USAID strongly discourages local Non-Governmental Organizations (NGOs) to form exclusive relationships with prime applicants in the application process, i.e., small NGOs may pair with one or more prime partners if they wish, and appear in several applications. In support of the Agency's interest in fostering a larger assistance base and expanding the number and sustainability of development partners, USAID encourages applications from potential new partners, particularly if they are joined with a more experienced organization.

### **2) Cost sharing**

A cost share minimum of 3% to 5% of the USAID-funded total amount is required for the proposed award resulting through the RFA process. Applicants proposing cost share less than the required cost share will be ineligible for award and their proposals will not be evaluated.

Contributions can be either cash or in-kind and can include contributions from the Applicant, local counterpart organizations, program clients, and other donors (but not other U.S. government funding sources). Cost sharing contributions must be in accordance with OMB Circular A-122 – Cost Principles for Non-Profit Organizations which can be found at the following link

<http://www.whitehouse.gov/omb/circulars/a122/a122.html>. Information regarding the proposed cost share should be included in the SF 424 (for U.S. organizations only) and the Budget as indicated on those documents. The cost sharing plan should be discussed in the Budget Notes to the extent necessary to demonstrate its feasibility and applicability to the activity

### 3) Other eligibility requirements

In accordance with 22 CFR 226 91(f) Marking, after technical evaluation of applications for USAID funding, the USAID Agreement Officer will request Apparently Successful Applicants to submit a Branding Strategy and Marking Plan. The proposed Branding Strategy and Marking Plan will not be evaluated competitively. The Agreement Officer shall review for adequacy of the proposed Branding Strategy and Marking Plan, and will negotiate, approve and include the Branding Strategy and Marking Plan in the award. Failure to submit or negotiate a Branding Strategy and Marking Plan within the time specified by the Agreement Officer will make the Apparently Successful Applicant ineligible for award. (See Section V (4) Marking and Branding for more information.) The USAID/Liberia Marking Strategy and Branding Plan Template can be found in Addendum 3. The use of this template is not required; however, it will facilitate USAID/Liberia's review. Cost implications of the Branding Strategy and Marking Plan should be considered when preparing the Cost Application.

## IV. Application Submission Information

### 1) General

Applicants are expected to review, understand, and comply with all aspects of this Request for Application (RFA). Failure to do so will be at the Applicant's risk.

All applications received by the deadline will be reviewed for responsiveness to the specifications outlined in these guidelines and the application format.

The application must be prepared according to the structural format set forth below.

Applications are to be submitted electronically by email (see Section IV (2) below, Electronic submission instructions for directions). In addition to the e-mail submission, applicants shall submit **one paper copy of the technical portion** of the application plus **one paper copy of the cost/business portion** of the application to the address specified in the cover letter as well as one CD-ROM of the technical proposal and one CD-ROM of the cost proposal to the following address:

Contracts Office  
USAID/Liberia  
C/O American Embassy  
111 UN Drive, Mamba Point  
Monrovia, Liberia  
Attention: Satish Kumar / Brian Aaron  
Telephone No: 202-216-6353

These paper copies and CD-ROMs must be received by OAA Liberia within 10 business days after the close date of the RFA.

Provide the name, address, telephone and facsimile numbers, and e-mail address of the individual in the Applicant's organization to be contacted, if necessary, during the evaluation of the application. Also, provide the name(s) of the person(s) who drafted the Technical and Cost Applications.

The Applicant will sign the application and print or type its name on the Cover Page of the Technical and Cost Applications. Erasures or other changes must be initialed by the person signing the application. Applications signed by an agent shall be accompanied by evidence of that agent's authority, unless that evidence has been previously furnished to the issuing office.

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, must:

- a) Mark the title page with the following legend:
  - i) "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 Agreement is awarded to this Applicant as a result of - or in connection with - the submission of this data, the U.S. Government shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting Agreement. This restriction does not limit the U.S. Government's right to use information contained in this data if it is obtained from another source without restriction. The data subject to this restriction are contained in sheets \_\_\_\_\_."; and
- b) Mark each sheet of data it wishes to restrict with the following legend:
  - i) "Use or disclosure of data contained on this sheet is subject to the restriction on the title page of this application."

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

Applicants shall acknowledge receipt of any amendment to this RFA by signing and returning the amendment. USAID must receive the acknowledgement by the time specified for receipt of applications.

## **2) Electronic submission instructions**

Applications and modifications thereof shall be submitted with the name and address of the Applicant and the RFA number inscribed thereon, via e-mail, to [phabrown@usaid.gov](mailto:phabrown@usaid.gov) with a copy to [baaron@usaid.gov](mailto:baaron@usaid.gov).

Applications must be submitted electronically via e-mail attachments formatted in Microsoft Word and/or Excel (version 2000). Before sending your documents to USAID as e-mail attachments, convert them into Microsoft Word (for narrative text), Excel (for budgets and other tables), or PDF format (for documents requiring signature).

### **Do not send files in Zip format.**

To avoid confusion, duplication, and congestion problems with our e-mail system, only one authorized person from your organization should send in the e-mail submissions.

Applicants are warned that sending multiple emails with multiple documents often causes confusion, and applicants who do so, do so at their own risk. If you send your application by multiple e-mails, indicate in the subject line of the email whether the e-mail relates to the technical or cost proposal, and the desired sequence of multiple e-mails and sequence of attachments (e.g. Organization X, Cost Proposal, Part 1 of 4, etc.). You are requested to consolidate, as much as possible, the various parts of your technical application into one technical application document and the various parts of your cost application into one cost application document.

Once sent, check your own e-mails to confirm that your attachments were indeed sent. If you discover an error in your transmission, re-send the material again and note in the subject line of the email that it is a "corrected" submission. Do not send the same e-mail more than once unless there has been a change, and if so, note that it is a corrected e-mail. Do not wait for USAID to advise you that certain documents intended to be sent were not sent, or that certain documents contained errors in formatting, missing sections, etc. Each Applicant is responsible for its submissions.

Applicants must confirm with USAID whether their e-mail submissions were successfully received by the required due date.

**3) Inconsistency in the RFA**

In the event of an inconsistency between the documents comprising this RFA, it shall be resolved by the following descending order of precedence:

- (1) Section V – Application Review Information;
- (2) Section IV – Application Submission Information;
- (3) Section I – Program Description.

**4) Technical application guidance/format**

Applications must be written in English using Microsoft Word and typed/printed on standard 8 ½” x 11” paper. Applications shall use Times New Roman 11 point font, single spacing, and no less than 1” margins on all sides. Pages must be sequentially numbered with a page number on each page.

**The technical proposal should not exceed thirty-five (35) pages** in length, including the Executive Summary, tables, and charts and diagrams. Supporting documents and/or annexes specifically required (e.g. CVs/resumes, past performance information and certificates) will not count against the page limitation. CV/resumes shall be provided for key personnel and the Home Office Program Coordinator/Director.

The front and back sides of a single sheet are counted as 2 pages. Any pages that exceed the 35-page limit will not be furnished to the Evaluation Committee.

The technical application must, at a minimum, include the following sections. Within the maximum page limitation of 35 pages, suggested maximum page lengths for the required sections are noted below:

<b>Section</b>	<b>Recommended page maximum</b>
- Executive Summary	1
- Applicant’s Program Description	20
- Performance Management Plan	2 <i>(Draft PMP will be provided in an annex)</i>

- Key Personnel	3	<i>(CVs/resumes will be provided in an annex; no page limitation)</i>
- Staffing and Management Plans	5	
- Institutional Experience	3	
- Past Performance	1	<i>(references will be provided in an annex; no page limitation)</i>

The technical application must be submitted separately from the cost application.

It is the premise of this RFA that there is substantial global knowledge about approaches, policy dialogue, stakeholder and community mobilization, application of quality assurance systems, and the utilization of information technology and other tools and skills to improve administrative and financial management and quality of services. It is the intent of this RFA to solicit as much of that knowledge as possible. This RFA was written to allow the Applicant as much scope as possible to lay out an innovative approach.

The technical proposal shall describe an implementation plan and programming approach that outlines how the Applicant will achieve Results stated in this RFA. Particular attention should be given to the plan's proposal to build capacity so that program activities will be sustained by local counterparts upon phase out.

The technical application sections must present information as described below:

#### **Applicant's Program Description**

Applicants should present a strategy and proposed approach for achieving the Program Goal and long-term development impacts. Applicants should describe in detail the following:

- a. A description of the challenges and potential development impacts to be addressed in developing effective, relevant, and sustainable higher education programs in agriculture and engineering and the characteristics of such programs;
- b. An overall vision for the higher education program, desired end-of-program results and an innovative, coherent and comprehensive strategy and methodology, and milestones for results;
- c. Knowledge of lessons learned from other higher education programs and higher education institutional development activities, and a strategy for drawing on this knowledge in the proposed approach.
- d. An approach to assure that all plans, designs, and interventions are situated within the national policy context and plans of the higher education institutions themselves, the Government of Liberia, and current donor/partner contributions;
- e. A proposed strategy to build partnerships to maximize the use of scarce resources, advance reforms and achieve end-of-program results with a view to impact and sustainability.
- f. Gender considerations at the secondary school and tertiary level, identified through a comprehensive gender analysis at the commencement of the program, must be addressed throughout all program activities with an eye toward the recruitment and retention of females. The Applicant must clearly describe how the differential impacts on male and female participants in all activities will be tracked.
- g. The incorporation of innovative technologies in the program design.

### **Draft Performance Management Plan**

Applicants should propose a comprehensive and realistic approach to building a draft Performance Management Plan (PMP), based on the proposed strategy. The draft Plan should include, at a minimum, a thorough discussion of the items below.

- a. Applicants shall present a draft PMP with proposed output and outcome indicators and annual targets to measure achievement of objectives presented in the Program Description. Proposed indicators should be well-defined, measurable and use appropriate data sources to monitor achievement of expected program results.
- b. Included should be a preliminary time line for major tasks. Applicants must demonstrate the ability to plan for implementation of activities that will promote development of efficient, effective and sustainable university teaching and outreach programs in agriculture and engineering.
- c. Applicants shall propose a system to collect, analyze, track, and report on indicator/performance data; this includes identifying what data will be collected, the frequency, the method/instrument, and the responsible parties. This also includes establishing baselines and collecting quarterly data for proposed indicators to track progress and inform managers.
- d. Also included should be a proposed strategy for disseminating timely information to USAID, the GOL, other higher education institutions, and other relevant actors.

The PMP must take into consideration the following criteria when choosing the indicators:

- **Direct:** An indicator should measure as closely as possible the result it is intended to measure.
- **Unambiguous:** The definition of the indicators should be operationally precise and there should be no ambiguity about what is being measured or how to interpret the results.
- **Adequate:** Taken as a group, indicators should sufficiently measure the result in question. Developers of the PMP should strive for the minimum number of indicators sufficient to measure the result.
- **Practical:** An indicator is practical if data can be obtained in a timely way and at a reasonable cost.
- **Useful:** Indicators selected for inclusion in the PMP must be useful for management and oversight.

### **Key Personnel**

The position descriptions shall reflect a clear understanding of the technical skills necessary to achieve the results specified in the Program Description.

The name, title/organization, relationship, phone number and email address of at least four (4) professional references should also be provided for each proposed key personnel and for the Home Office Program Coordinator/Director. References should not include individuals associated with the Applicant or any of its proposed sub-contractors or sub-grantees. These should be given in an annex.

In addition to the references provided by the Applicant, USAID may also contact other individuals knowledgeable about the proposed individual's performance, technical qualifications, and leadership abilities and may draw on information from other sources, including, but not limited to other government agencies, published media, and electronic data bases. USAID reserves the right to request the Applicant to make their proposed key personnel candidates and other representatives available for interviews and oral discussions in Monrovia, Liberia or Washington, D.C. Interviews may be by phone since USAID will not pay for travel costs associated with these interviews.

Key personnel proposed by an Applicant should be available to staff the program should the Applicant be selected for award. Failure to provide such assurances and letters of commitment may disqualify the Applicant from being considered for award. Failure of the Applicant selected for award to provide the proposed personnel may result in termination of the cooperative agreement for default.

### **Staffing and Management Plans**

The Application should include an overall staffing plan which shows the totality of individuals proposed for implementing all aspects of the proposed Program. The staffing plan should include the following:

- a. The proposed staffing arrangements for administration, management and implementation of the Program, explaining roles and responsibilities of each position, and explaining the time allocation of any staff that is less than full time; including the assignment of responsibilities for the Higher Education Specialist/Chief-of-Party, Deputy Chief-of-Party, two proposed Key Personnel Education Specialists, and the Home Office Program Coordinator/Director.
- b. An appropriate mix of local talent and expertise to implement the Program and the utilization of non-Liberian expertise only when skills or experience in specific program areas are lacking in Liberia.
- c. A demonstrated familiarity with and commitment to addressing gender equality in education, through the overall staffing plan and among Key Personnel.
- d. Arrangements for contracting faculty members for participating universities and arrangements for accessing additional visiting faculty or technical expertise through university linkage programs or other means.

The Applicant's proposed management plan should demonstrate quality, responsiveness, and comprehensiveness, including at a minimum:

- e. An organizational structure/chart, including proposed lines of responsibility, authority and communication, and procedures to ensure productivity as well as cost and quality control; incorporating mechanisms for the participation and support of local counterparts.
- f. A description of arrangements for communication and coordination between local institutions, the Program office, the Home Office, USAID and other staff; and a timeframe for mobilizing. USAID expects that the Applicant shall maintain open, timely and effective communications with USAID, resulting in an implementing partnership that proactively addresses potential problems with flexible, workable solutions.
- g. Clearly defined roles of any proposed sub-contractor or sub-grantee and their relation to the overall management plan for achieving results. The Application should describe how the Program may involve Minority Serving Institutions (MSI), minority-controlled private and voluntary organizations and/or minority owned businesses.

### **Institutional Experience**

Applicants should describe institutional experiences relevant to the Program, including:

- a. A description of the Applicant's institutional experience with university agricultural and engineering program development, international educational development, and experiences in Africa, especially in post-conflict situations.
- b. A description of the Applicant's experience managing similar large-scale, complex development programs; and experience building and maintaining relationships with host country counterparts, and coordinating with donors and other education institutions.

- c. Applicants should include institutional experience in addressing gender equality issues, with gender analysis, conducting gender trainings, or other relevant capacity and experience with gender issues.
- d. A description of the skills and experience of any proposed sub-contractors or sub-grantees with regard to development program management in conditions relevant to Liberia.

**Past Performance**

Past performance is the degree to which an Applicant has completed related work successfully, satisfied its customers/sponsors under past agreements, and complied with relevant laws and regulations. Applicants should include a description of past or current, work relevant to the proposed Program, undertaken by the Applicant and major sub-contractors or sub-grantees (responsible for 20 % or more of the total budget). Past performance references provided should be for current programs or those completed during the past ten years.

Applications should list seven (7) to ten (10) references in accordance with the table below. Applicants should list at least seven (7) references for any sub-contractor or sub-grantee proposed to be responsible for 20 percent or more of the total budget execution. References should not include individuals associated with the Applicant or any of its proposed sub-contractors or sub-grantees.

PD/SOW summary	Primary location of work	Term of performance	Dollar Value	Contract type & Number	AOTR/COTR name	AOTR/COTR e-mail address and Tel. No.

Any past performance references older than ten years will not be evaluated. In addition to the references provided by the Applicant, USAID may also contact other firms knowledgeable about the proposed individual's performance, technical qualifications, and leadership abilities and may draw on information from other sources, including, but not limited to other government agencies, published media, and electronic data bases.

**5) Cost application guidance**

Applicants must submit the Cost Application in a separate volume. There is no page limit for the Cost Application. It must include required forms, certificates and schedules and other information necessary to support and/or explain the proposed costs. The Applicant's estimating processes must be clearly evident and as concise as possible but still provide necessary details. Financial data and information must be fully supported and organized in a manner that facilitates review.

The proposed budget should provide cost estimates for the management of the program (including program monitoring). Applicants should minimize their administrative and support costs for managing the program to maximize the funds available for program activities. Accordingly, those applications with minimal administrative costs may be deemed to offer a "greater value" than those with higher costs for program administration. A cost share of 3% to 5% is expected under this cooperative agreement.

The following describes the documentation that Applicants for assistance awards must submit to USAID prior to award:

i) Budget

- (1) A budget with an accompanying budget narrative that provides in detail the total costs for implementation of the program the Applicant is proposing. The budget must be submitted using Standard Form 424 and 424A which can be downloaded from USAID web site, <http://www.gsa.gov/Portal/gsa/ep/formslibrary.do>, or at Federal Offices. The following forms must be completed and included in the Cost Application submitted in response to this request for application:
  - (a) SF 424
  - (b) SF 424A, Budget Information - Non-Construction Programs
  - (c) Certification, Assurances, Statements and Other Required Forms (per Addendum 1 of the RFA)
  - (d) Detailed data to support each cost element (object class categories) as shown below
  - (e) Current Negotiated Indirect Cost Rate Agreement (NICRA) or proposal for Indirect Cost Rate as detailed below (if the applicant organization does not have a NICRA)
- (2) In addition to providing summary cost data in the SF424A format noted above, applicants are required to summarize cost data using elements -focused budgeting (EFB) in cost applications submitted in response to this solicitation. Please refer to the Illustrative Budget Worksheet in Addendum 2.
- (3) The following section provides guidance on budget line items.
  - (a) Personnel
    - (i) Identify, by title and name, each position to be supported under the proposed award.
    - (ii) For home office support staff, identify who will be compensated by USAID, the percentage of time and briefly specify related duties.
    - (iii) State the amounts of time, such as months and percent of time that will be expended by each position, their base pay rate and total direct compensation under this program, e.g., Position/Person Time XX Rate = \$XXXX.
    - (iv) Provide rate verification documentation.
  - (b) Fringe Benefits
    - (i) Indicate the rate(s) used and the base of application for each rate.
    - (ii) Provide a copy of any Government approval of your indirect cost rates.
  - (c) Travel
    - (i) Identify international and domestic travel as separate items.
    - (ii) Indicate the estimated number of trips, number of travelers, position of travelers, number of days per trip, point of origin, destination and purpose of travel.
    - (iii) For each trip, itemize the estimate of transportation and/or subsistence costs, including airfare and per diem.
  - (d) Allowances
    - (i) Identify and itemize for each eligible or policy-covered employee/position.
  - (e) Equipment, Materials and Supplies
    - (i) Itemize the equipment, materials and supplies and briefly justify the need for the items to be purchased as they apply to the Program Description.
    - (ii) Indicate the estimated unit cost and number of units for each item to be purchased.
    - (iii) Provide the basis for the cost estimates, e.g., pro forma invoice, published price lists, etc.
  - (f) Contractual
    - (i) For each proposed sub-award provide a Statement of Work or Program Description and concerned detailed costs for each of the partner.
    - (ii) Provide complete details of costs that may be incurred.
  - (g) Other Direct Costs
    - (i) Identify other costs and briefly justify the need for each cost item proposed relative to the Program Description.

- (ii) Indicate the estimated unit cost and number of units for each item proposed.
- (iii) Provide the basis for the cost estimates.
- (h) Indirect Costs
  - (i) State the percentages and amounts used for the calculation of indirect costs.
  - (ii) Provide a copy of your latest Government-approved Negotiated Indirect Cost Rate Agreement (NICRA).
  - (iii) If indirect costs have not been approved by a Federal agency, state the basis for the proposed indirect cost rates, if any.
  - (iv) Applicants who do not currently have a Negotiated Indirect Cost Rate Agreement (NICRA) from their cognizant agency shall also submit the following information:
    1. 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;
    2. Projected budget, cash flow and organizational chart; and
    3. A copy of the organization's accounting manual.
  - (i) If local institutions are proposed for sub-awards, these institutions usually do not have a Negotiated Indirect Cost Rate Agreement (NICRA) letter with the US Government. Therefore no indirect costs should be included in the cost/business application. All costs a local institution will incur will be treated as direct costs and must be proposed as such.
- (j) Non-Federal Contributions
  - (i) Provide a breakdown of the financial (cash) and in-kind contributions (services, property, donated supplies and equipment, un-recovered indirect costs, etc.) of all organizations (Prime Applicant, participant #1, participant #2, etc.) that would be involved in implementing this Cooperative Agreement. See "Section III (2) Cost sharing" for more information.
- ii) Evidence of Responsibility
  - (1) Applicants must submit any additional evidence of responsibility deemed necessary for the Agreement Officer to make a determination of responsibility. The information submitted must substantiate that the Applicant:
    - (a) Has adequate financial resources or the ability to obtain subject resources as required during the performance of the award.
    - (b) Has the ability to comply with award conditions, taking into account all existing and currently prospective commitments of the Applicant, non-governmental and governmental.
    - (c) 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.
    - (d) Has a satisfactory record of integrity and business ethics; and
    - (e) Is otherwise qualified and eligible to receive a Grant under applicable laws and regulations (e.g., Equal Employment Opportunity).
- iii) Applicants that have never received a Grant, Cooperative Agreement or Contract from the U.S. Government are required to submit a copy of their accounting manual. If a copy has already been submitted to the U.S. Government, the Applicant must advise which Federal Office has a copy.

## 6) Submission dates and times

Any Prospective Applicant desiring an explanation or interpretation of this RFA must request it in writing by the date and time below. Oral explanations or instructions given before award of a Cooperative Agreement will not be binding. Any information given to a Prospective Applicant concerning this RFA will be furnished promptly to all other Prospective Applicants as an amendment of this RFA, if that information is necessary in submitting applications or if the lack of it would be prejudicial to any other Prospective Applicants.

Applications must be submitted no later than the date and time specified below. Applications received late shall be reviewed and considered for award at the sole discretion of the Agreement Officer, if it is determined that it is in the U.S. Government's interest.

The schedule for this acquisition is anticipated to be as follows:

	<u>Date &amp; Time</u>
RFA issued	September 2, 2010
Questions due	September 17, 2010 – 5:00pm Liberia Time
Answers to questions posted	September 24, 2010
Proposals due	October 15, 2010 – 5:00pm Liberia Time
Technical evaluation	October 18 to November 5, 2010
Award Date	December 15, 2010
Debriefings	December 31, 2010

## **7) Funding restrictions**

The initial funding for this agreement will be \$3,800,000. The geographic code is 000.

## **8) Address to request application package**

The federal grant process is now web-enabled. As of December 19, 2005, grant and cooperative agreement Request for Application (RFA) and Annual Program Statement (APS) announcements, modifications to the announcements, and the corresponding application packages must be posted via Grants.gov on the World Wide Web to allow for electronic submission of applications. This RFA and any future amendments can be downloaded from [www.grants.gov](http://www.grants.gov). It is the responsibility of the Recipient of the application document to ensure that it has been received from [www.grants.gov](http://www.grants.gov) in its entirety. USAID bears no responsibility for data errors resulting from transmission or conversion processes associated with electronic submissions.

## **V. Application Review Information**

### **1) Basis for award**

Award will be made to the responsible applicant whose application offers the greatest value, cost and other factors considered. The final award decision is made by the Grant Officer, with consideration of the Technical Evaluation Committee recommendations

### **2) Technical evaluation**

The Applicant must demonstrate in its application not only strong gender programming but also a conflict-sensitive approach. The Applicant is expected to discuss and challenge the logic underlying the activities and the assumed links between inputs, outputs, and outcomes. The Applicant should also include benchmarks in a draft Performance Management Plan needed to measure progress in implementing the proposed solutions. The Applicant should propose a limited number of indicators to measure progress and impact, clearly stating how proposed activities and indicators relate to the objectives and how data will be collected, tracked, verified, and reported. The proposed approach

should be innovative and present a plan for program activities to be sustained by local counterparts upon phase out.

The submitted technical information will be scored by a technical evaluation committee using the technical criteria shown below. The evaluation committee may include industry experts or host government officials who are not employees of the Federal Government. When evaluating the application, the Government will consider the written qualifications and capability information provided by the Applicant, and any other information obtained by the Government through its own research. An award will be made to the responsible applicant whose application offers the greatest value to the government, cost and other factors considered.

### **Technical Proposal Evaluation Criteria (100 points)**

The criteria listed below are presented by major category so that the Applicant will know which areas require emphasis in the preparation of information. The Applicant should note that these criteria serve as the standard against which all technical applications will be evaluated, and serve to identify the significant areas which the Applicant should address:

- Applicant's Program Description (30 points)
- Draft Performance Management Plan (10 points)
- Key Personnel (25 points)
- Staffing and Management Plans (10 points)
- Institutional Experience (20 points)
- Past Performance (5 points)

The technical evaluation of the application will be based on the extent and appropriateness of proposed approaches and feasibility of achieving the strategic objectives, in accordance with the following criteria.

### **Applicant's Program Description** (30 points)

The merit of an Applicant's Program Description shall be scored on the following:

- a. The strength of the Applicant's understanding of the challenges and potential development impacts to be addressed in developing effective, relevant, and sustainable higher education programs in agriculture and engineering and the characteristics of such programs;
- b. A clear and compelling overall vision for the higher education program, desired end-of-program results and an innovative, coherent and comprehensive strategy and methodology, and milestones for results;
- c. The extent to which the Applicant draws on lessons learned from other higher education programs and higher education institutional development activities, and the proposed strategy for incorporating this knowledge in the proposed approach.
- d. The strength of the approach to assure that all plans, designs, and interventions are situated within the national policy context and plans of the higher education institutions themselves, the Government of Liberia, and current donor/partner contributions;
- e. A quality and reasonable strategy to build partnerships to maximize the use of scarce resources, advance reforms and achieve end-of-program results with a view to impact and sustainability.
- f. The extent to which the Applicant's program design considers gender issues at the secondary school and tertiary level; addressing gender throughout all program activities with an eye toward the recruitment and retention of females.

- g. The extent to which the Applicant incorporates innovative technologies in the program design and the quality and appropriateness of those proposed technologies.

**Draft Performance Management Plan** (10 points)

The Applicant's draft Performance Management Plan (PMP) will be evaluated on the extent to which the approach is comprehensive, realistic and based on the proposed strategy. The draft Plan will be evaluated on the merit of the proposed approach, in light of the following:

- a. The quality of the draft PMP with proposed output and outcome indicators and annual targets to measure achievement of objectives presented in the Program Description. Proposed indicators will be evaluated based on the extent to which they are: direct, unambiguous, adequate, practical, and useful.
- b. The time line for major tasks, and the strength of the Applicant's plan for implementation of activities that will promote development of efficient, effective and sustainable university teaching and outreach programs in agriculture and engineering.
- c. The quality of the proposed system that will be used to collect, analyze, track, and report on indicator/performance data; this will include a plan to identify what data will be collected, the frequency, the method/instrument, and the responsible parties; as well as a plan for establishing baselines and collecting quarterly data for proposed indicators to track progress and inform managers.
- d. The quality of a proposed strategy for disseminating timely information to USAID, the GOL, other higher education institutions, and other relevant actors.

**Key Personnel** (25 points)

The demonstrated quality of proposed personnel (including the Higher Education Specialist/Chief-of-Party, Deputy Chief-of-Party, two proposed Key Personnel Education Specialists, and the Home Office Program Coordinator/Director) will be scored based on the following:

- a. Qualifications for personnel shall include relevant formal training and professional experience, relevant university teaching and outreach program experience, program management, and experience with university programs in developing and post-conflict countries.
- b. The strength of the proposed Chief-of-Party based on the following: five (5) to ten (10) years minimum experience holding positions of leadership (preferably in post-conflict settings) with activities similar to those described in the Program Description; management experience; fluency in English; comprehensive knowledge and skills pertaining to building local capacity, female education, educational reform, and monitoring and evaluating for results; a minimum of a master's degree, but PhD preferred; and strong interpersonal skills, working successfully with a variety of local and international partners.
- c. The strength of the proposed Liberian Deputy Chief-of-Party based on the following: three (3) to five (5) years minimum experience working in post-conflict settings with activities similar to those described in the Program Description; management experience; fluency in English; comprehensive knowledge and skills pertaining to building local capacity, female education, educational reform, and monitoring and evaluating for results; a minimum of a bachelor's degree, but master's degree or PhD preferred; and strong interpersonal skills, working successfully with a variety of local and international partners.
- d. Evidence that the proposed Engineering Education Specialist has adequate and appropriate qualifications, experience and leadership ability to successfully support development of a center of excellence in engineering at the University of Liberia.

- e. Evidence that the proposed Agricultural Education Specialist has adequate and appropriate qualifications, experience and leadership ability to successfully support development of a center of excellence in agriculture and rural development at Cuttington University.

**Staffing and Management Plans** (10 points)

Applicants shall be scored based on the quality, responsiveness and comprehensiveness of the staffing and management plans, including the following:

- a. The merit of the proposed staffing arrangements for administration, management and implementation of the Program, including explanations for roles and responsibilities of each position and the time allocation of any staff that is less than full time.
- b. The extent to which the Applicant proposes an appropriate mix of local talent and expertise to implement the Program and the utilization of non-Liberian expertise only when skills or experience in specific program areas are lacking in Liberia
- c. The merit of the Applicant's demonstrated familiarity with and commitment to addressing gender equality in education, through the overall staffing plan and among Key Personnel.
- d. The quality of proposed arrangements for contracting faculty members for participating universities and arrangements for accessing additional visiting faculty or technical expertise through university linkage programs or other means.
- e. The extent to which the management plan is considered to be solid and streamlined with an organizational structure that includes proposed lines of responsibility, authority and communication, and procedures to ensure productivity as well as cost and quality control; incorporating mechanisms for the participation and support of local counterparts.
- f. The strength of arrangements for communication and coordination between local institutions, the Program office, the Home Office, USAID and other staff; and a timeframe for mobilizing. The Applicant's approach to maintaining open, timely and effective communications with USAID, resulting in an implementing partnership that proactively addresses potential problems with flexible, workable solutions.
- g. The extent to which the role of any proposed sub-contractor or sub-grantee and their relation to the overall management plan is described clearly and thoroughly, in line with the overall strategy; with preference given to proposed Minority Serving Institutions (MSI), minority-controlled private and voluntary organizations and/or minority owned businesses that have a significant role in the project.

**Institutional Experience** (20 points)

Applicants shall be evaluated based on the overall quality, responsiveness, and comprehensiveness of the Applicant's Institutional Experience, in light of the following:

- a. The quality and relevance of institutional experience with university agricultural and engineering program development, international educational development in Africa, especially in post-conflict situations.
- b. The strength of the Applicant's experience managing similar large-scale, complex development programs; and experience building and maintaining relationships with host country counterparts, and coordinating with donors and other education institutions.
- c. Evidence of appropriate institutional experience in addressing gender equality issues, with gender analysis, conducting gender trainings, or other relevant capacity and experience with gender issues.

- d. The merit of the skills and experience of any proposed sub-contractors or sub-grantees with regard to development program management in conditions relevant to Liberia.

**Past Performance** (5 points)

As part of the evaluation of performance, USAID will evaluate the extent to which the Applicant complies with the following:

- a) Demonstrated recent and relevant technical and field experience in programs of similar technical content and scope as described in the Program Description;
- b) Demonstrated record in quality of product of service and assuring requisite coordination and collaboration among implementing partners;
- c) Demonstrated record of forecasting and controlling costs including administrative aspects of performance;
- d) Demonstrated record of conforming to grant requirements and to standards of good workmanship, timeliness of performance, including adherence to grant schedules, timely delivery of short-term technical advisors, and effectiveness of home and field office management to make prompt decisions and ensure efficient operation of tasks;
- e) Demonstrated reasonable and cooperative behavior and commitment to customer satisfaction of clients and of end users (host country persons and institutions);
- f) Demonstrated record in effectiveness of key personnel, including effectiveness and appropriateness of personnel for the job, and prompt and satisfactory changes in personnel when problems with clients were identified.

**3) Cost evaluation**

Cost has not been assigned a weight but will be evaluated for cost realism, reasonableness, allowability, allocability, and cost effectiveness. Applications that have more efficient operational systems that reduce operation costs will be more favorably considered. As technical scores converge, applications that maximize direct activity costs and that minimize administrative costs will be more favorably considered. Other considerations are the completeness of the application, adequacy of budget detail, and consistency with elements of the technical application. In addition, the organization must demonstrate adequate financial management capability, to be measured by a responsibility determination.

**4) Anticipated announcement and award dates**

See RFA Section IV (6) Submission Dates and Times.

**5) Branding and Marking**

BRANDING STRATEGY - ASSISTANCE (December 2005)

(a) Definitions

Branding Strategy means a strategy that is submitted at the specific request of a USAID Agreement Officer by an Apparently Successful Applicant after evaluation of an application for USAID funding, describing how the program, project, or activity is named and positioned, and how it is promoted and

communicated to beneficiaries and host country citizens. It identifies all donors and explains how they will be acknowledged.

Apparently Successful Applicant(s) means the applicant(s) for USAID funding recommended for an award after evaluation, but who has not yet been awarded a grant, cooperative agreement or other assistance award by the Agreement Officer.

The Agreement Officer will request that the Apparently Successful Applicants submit a Branding Strategy and Marking Plan. Apparently Successful Applicant status confers no right and constitutes no USAID commitment to an award.

USAID Identity (Identity) means the official marking for the Agency, comprised of the USAID logo and new brandmark, which clearly communicates that our assistance is from the American people. The USAID Identity is available on the USAID website and is provided without royalty, license, or other fee to recipients of USAID-funded grants or cooperative agreements or other assistance awards or subawards.

(b) Submission.

The Apparently Successful Applicant, upon request of the Agreement Officer, will submit and negotiate a Branding Strategy. The Branding Strategy will be included in and made a part of the resulting grant or cooperative agreement. The Branding Strategy will be negotiated within the time that the Agreement Officer specifies. Failure to submit and negotiate a Branding Strategy will make the applicant ineligible for award of a grant or cooperative agreement. The Apparently Successful Applicant must include all estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events and materials, and the like.

(c) Submission Requirements

At a minimum, the Apparently Successful Applicant's Branding Strategy will address the following:

(1) Positioning

What is the intended name of this program, project, or activity?

Guidelines: USAID prefers to have the USAID Identity included as part of the program or project name, such as a "title sponsor," if possible and appropriate. It is acceptable to "co-brand" the title with USAID's and the Apparently Successful Applicant's identities. For example: "The USAID and [Apparently Successful Applicant] Health Center."

If it would be inappropriate or is not possible to "brand" the project this way, such as when rehabilitating a structure that already exists or if there are multiple donors, please explain and indicate how you intend to showcase USAID's involvement in publicizing the program or project. For example: School #123, rehabilitated by USAID and [Apparently Successful Applicant]/ [other donors].

Note: the Agency prefers "made possible by (or with) the generous support of the American People" next to the USAID Identity in acknowledging our contribution, instead of the phrase "funded by." USAID prefers local language translations.

Will a program logo be developed and used consistently to identify this program?

If yes, please attach a copy of the proposed program logo.

Note: USAID prefers to fund projects that do NOT have a separate logo or identity that competes with the USAID Identity.

## (2) Program Communications and Publicity

Who are the primary and secondary audiences for this project or program?

Guidelines: Please include direct beneficiaries and any special target segments or influencers. For Example: Primary audience: schoolgirls age 8-12, Secondary audience: teachers and parents—specifically mothers.

What communications or program materials will be used to explain or market the program to beneficiaries?

Guidelines: These include training materials, posters, pamphlets, Public Service Announcements, billboards, websites, and so forth. What is the main program message(s)?

Guidelines: For example: "Be tested for HIV-AIDS" or "Have your child inoculated."

Please indicate if you also plan to incorporate USAID's primary message – this aid is "from the American people" – into the narrative of program materials. This is optional; however, marking with the USAID Identity is required.

Will the recipient announce and promote publicly this program or project to host country citizens?

If yes, what press and promotional activities are planned?

Guidelines: These may include media releases, press conferences, public events, and so forth. Note: incorporating the message, "USAID from the American People", and the USAID Identity is required.

Please provide any additional ideas about how to increase awareness that the American people support this project or program.

Guidelines: One of our goals is to ensure that both beneficiaries and host-country citizens know that the aid the Agency is providing is "from the American people."

Please provide any initial ideas on how to further this goal.

## (3) Acknowledgements

Will there be any direct involvement from a host-country government ministry? If yes, please indicate which one or ones. Will the recipient acknowledge the ministry as an additional co-sponsor?

Note: it is perfectly acceptable and often encouraged for USAID to "co-brand" programs with government ministries.

Please indicate if there are any other groups whose logo or identity the recipient will use on program materials and related communications.

Guidelines: Please indicate if they are also a donor or why they will be visibly acknowledged, and if they will receive the same prominence as USAID.

(d) Award Criteria. The Agreement Officer will review the Branding Strategy for adequacy, ensuring that it contains the required information on naming and positioning the USAID-funded program, project, or activity, and promoting and communicating it to cooperating country beneficiaries and citizens. The Agreement Officer also will evaluate this information to ensure that it is consistent with the stated objectives of the award; with the Apparently Successful Applicant's cost data submissions; with the Apparently Successful Applicant's project, activity, or program performance plan; and with the regulatory requirements set out in 22 CFR 226.91. The Agreement Officer may obtain advice and recommendations from technical experts while performing the evaluation.

#### MARKING PLAN – ASSISTANCE (December 2005)

##### (a) Definitions

Marking Plan means a plan that the Apparently Successful Applicant submits at the specific request of a USAID Agreement Officer after evaluation of an application for USAID funding, detailing the public communications, commodities, and program materials and other items that will visibly bear the USAID Identity. Recipients may request approval of Presumptive Exceptions to marking requirements in the Marking Plan.

Apparently Successful Applicant(s) means the applicant(s) for USAID funding recommended for an award after evaluation, but who has not yet been awarded a grant, cooperative agreement or other assistance award by the Agreement Officer.

The Agreement Officer will request that Apparently Successful Applicants submit a Branding Strategy and Marking Plan. Apparently Successful Applicant status confers no right and constitutes no USAID commitment to an award, which the Agreement Officer must still obligate.

USAID Identity (Identity) means the official marking for the Agency, comprised of the USAID logo and new brandmark, which clearly communicates that our assistance is from the American people. The USAID Identity is available on the USAID website and USAID provides it without royalty, license, or other fee to recipients of USAID funded grants, cooperative agreements, or other assistance awards or subawards.

A Presumptive Exception exempts the applicant from the general marking requirements for a particular USAID-funded public communication, commodity, program material or other deliverable, or a category of USAID-funded public communications, commodities, program materials or other deliverables that would otherwise be required to visibly bear the USAID Identity.

The Presumptive Exceptions are:

Presumptive Exception (i). USAID marking requirements may not apply if they would compromise the intrinsic independence or neutrality of a program or materials where independence or neutrality is an inherent aspect of the program and materials, such as election monitoring or ballots, and voter information literature; political party support or public policy advocacy or reform; independent media, such as television and radio broadcasts, newspaper articles and editorials; and public service announcements or public opinion polls and surveys (22 C.F.R. 226.91(h)(1)).

Presumptive Exception (ii). USAID marking requirements may not apply if they would diminish the credibility of audits, reports, analyses, studies, or policy recommendations whose data or findings must be seen as independent (22 C.F.R.

226.91(h)(2)).

Presumptive Exception (iii). USAID marking requirements may not apply if they would undercut host-country government “ownership” of constitutions, laws, regulations, policies, studies, assessments, reports, publications, surveys or audits, public service announcements, or other communications better positioned as “by” or “from” a cooperating country ministry or government official (22 C.F.R. 226.91(h)(3)).

Presumptive Exception (iv). USAID marking requirements may not apply if they would impair the functionality of an item, such as sterilized equipment or spare parts (22 C.F.R. 226.91(h)(4)).

Presumptive Exception (v). USAID marking requirements may not apply if they would incur substantial costs or be impractical, such as items too small or otherwise unsuited for individual marking, such as food in bulk (22 C.F.R. 226.91(h)(5)).

Presumptive Exception (vi). USAID marking requirements may not apply if they would offend local cultural or social norms, or be considered inappropriate on such items as condoms, toilets, bed pans, or similar commodities (22 C.F.R. 226.91(h)(6)).

Presumptive Exception (vii). USAID marking requirements may not apply if they would conflict with international law (22 C.F.R. 226.91(h)(7)).

(b) Submission. The Apparently Successful Applicant, upon the request of the Agreement Officer, will submit and negotiate a Marking Plan that addresses the details of the public communications, commodities, program materials that will visibly bear the USAID Identity. The marking plan will be customized for the particular program, project, or activity under the resultant grant or cooperative agreement. The plan will be included in and made a part of the resulting grant or cooperative agreement. USAID and the Apparently Successful Applicant will negotiate the Marking Plan within the time specified by the Agreement Officer. Failure to submit and negotiate a Marking Plan will make the applicant ineligible for award of a grant or cooperative agreement. The applicant must include an estimate of all costs associated with branding and marking USAID programs, such as plaques, labels, banners, press events, promotional materials, and so forth in the budget portion of its application. These costs are subject to revision and negotiation with the Agreement Officer upon submission of the Marking Plan and will be incorporated into the Total Estimated Amount of the grant, cooperative agreement or other assistance instrument.

(c) Submission Requirements. The Marking Plan will include the following:

(1) A description of the public communications, commodities, and program materials that the recipient will produce as a part of the grant or cooperative agreement and which will visibly bear the USAID Identity. These include:

(i) program, project, or activity sites funded by USAID, including visible infrastructure projects or other programs, projects, or activities that are physical in nature;

(ii) technical assistance, studies, reports, papers, publications, audiovisual productions, public service announcements, Web sites/Internet activities and other promotional, informational, media, or communications products funded by USAID;

(iii) events financed by USAID, such as training courses, conferences, seminars, exhibitions, fairs, workshops, press conferences, and other public activities; and

(iv) all commodities financed by USAID, including commodities or equipment provided under humanitarian assistance or disaster relief programs, and all other equipment, supplies and other materials funded by USAID, and their export packaging.

(2) A table specifying:

(i) the program deliverables that the recipient will mark with the USAID Identity,

(ii) the type of marking and what materials the applicant will be used to mark the program deliverables with the USAID Identity, and

(iii) when in the performance period the applicant will mark the program deliverables, and where the applicant will place the marking.

(3) A table specifying:

(i) what program deliverables will not be marked with the USAID Identity, and(ii) the rationale for not marking these program deliverables.

(d) Presumptive Exceptions.

(1) The Apparently Successful Applicant may request a Presumptive Exception as part of the overall Marking Plan submission. To request a Presumptive Exception, the Apparently Successful Applicant must identify which Presumptive Exception applies, and state why, in light of the Apparently Successful Applicant's technical proposal

And in the context of the program description or program statement in the USAID Request For Application or Annual Program Statement, marking requirements should not be required.

(2) Specific guidelines for addressing each Presumptive Exception are:

(i) For Presumptive Exception (i), identify the USAID Strategic Objective, Interim Result, or program goal furthered by an appearance of neutrality, or state why the program, project, activity, commodity, or communication is 'intrinsically neutral.' Identify, by category or deliverable item, examples of program materials funded under the award for which you are seeking an exception.

(ii) For Presumptive Exception (ii), state what data, studies, or other deliverables will be produced under the USAID funded award, and explain why the data, studies, or deliverables must be seen as credible.

(iii) For Presumptive Exception (iii), identify the item or media product produced under the USAID funded award, and explain why each item or product, or category of item and product, is better positioned as an item or product produced by the cooperating country government.

(iv) For Presumptive Exception (iv), identify the item or commodity to be marked, or categories of items or commodities, and explain how marking would impair the item's or commodity's functionality.

(v) For Presumptive Exception (v), explain why marking would not be cost beneficial or practical.

(vi) For Presumptive Exception (vi), identify the relevant cultural or social norm, and explain why marking would violate that norm or otherwise be inappropriate.

(vii) For Presumptive Exception (vii), identify the applicable international law violated by marking.

(3) The Agreement Officer will review the request for adequacy and reasonableness.

In consultation with the Cognizant Technical Officer and other agency personnel as necessary, the Agreement Officer will approve or disapprove the requested Presumptive Exception. Approved exceptions will be made part of the approved Marking Plan, and will apply for the term of the award, unless provided otherwise.

(e) Award Criteria: The Agreement Officer will review the Marking Plan for adequacy and reasonableness, ensuring that it contains sufficient detail and information concerning public communications, commodities, and program materials that will visibly bear the USAID Identity. The Agreement Officer will evaluate the plan to ensure that it is consistent with the stated objectives of the award; with the applicant's cost data submissions; with the applicant's actual project, activity, or program performance plan; and with the regulatory requirements of 22 C.F.R. 226.91. The Agreement Officer will approve or disapprove any requested Presumptive Exceptions (see paragraph (d)) on the basis of adequacy and reasonableness. The Agreement Officer may obtain advice and recommendations from technical experts while performing the evaluation.

## **VI. Award Administration Information**

### **1) Award notices**

All applicants will be notified in writing about the final decision regarding their application.

See RFA Section IV (6) Submission Dates and Times.

### **2) Administrative requirements**

For awardees who are US Non-governmental recipients, the Standard Provisions for US Non-governmental recipients will be included in any final agreement. They can be found at the following link:

<http://www.usaid.gov/policy/ads/300/303maa.pdf>

For awardees who are Non-US Non-governmental recipients, the Standard Provisions for Non-US Non-governmental recipients will be included in any final agreement. They can be found at the following link:

<http://www.usaid.gov/policy/ads/300/303mab.pdf>

The final award will not include any deviations to the standard provisions.

### **3) Reporting**

The Recipient will be required to submit the following performance reports to the Agreement Officer's Technical Representative (AOTR) in hard copy (one original and one copy) and electronically.

### **Life of Agreement Strategic Plan**

Within 60 days of award of the Cooperative Agreement, the Recipient will be required to submit a broad brush Life of Agreement Strategic Plan for approval by the USAID AOTR. The Plan shall include a description of activities, timelines and budgets, and will identify any start up activities required, as well as critical paths and milestones for the entire period of the agreement. The Recipient shall include in the Life of Agreement Strategic Plan all results and activities described in the Program Description, the Environmental Mitigation Measures applicable, branding strategy and the management and programmatic tools proposed to implement and monitor the various components of the award, measure leveraged resources, sign Memoranda of Understanding, sign sub-awards, and to report to USAID. The approved Life of Agreement Strategic Plan will inform the development of the Annual Work Plans.

### **Annual Work Plan**

Within 90 days of award of the Cooperative Agreement, the Recipient will submit for USAID AOTR approval its first Annual Work Plan covering the period from award date through September 30, 2011. The second Annual Work Plan covering the period October 1, 2011 – September 30, 2012 shall be submitted on August 30, 2011. The third Annual Work Plan covering the period October 1, 2012 – September 30, 2013 shall be submitted on August 30, 2012. The fourth Annual Work Plan covering October 1, 2013 to September 30, 2014 shall be submitted on August 30, 2013, and the fifth Annual Work Plan covering the October 1, 2014 to September 30, 2015 shall be submitted on August 30, 2014.

The Annual Work Plans must include:

- Proposed accomplishments for the fiscal year, and expected progress toward achieving Cooperative Agreement results that are linked to the Performance Management Plan (PMP);
- Timeline for implementation of the year's proposed activities, including target completion dates;
- Information on how activities will be implemented;
- Analysis of possible obstacles hindering achievement of objectives;
- Detailed budget by principal activities and also by line item. Beginning on year 2, the Annual Work Plan must show planned expenditures and actual expenditures to date;
- Activity Fact Sheet or Activity Profile that summarizes pertinent information regarding the Cooperative Agreement that can be used for preparing media kits and for disseminating to interested stakeholders;
- A description of any information, communication, education, and training materials planned. These materials will be submitted for approval by the AOTR at the design stage prior to printing, reproducing, disseminating or airing. AOTR approval will focus on the materials' technical content, presentation, and compliance with the Branding Strategy and Marking Plan. The Recipient must ensure that all branding and marking specifications laid out in the Branding Strategy and Marking Plan have been followed prior to submitting the material for AOTR approval;
- Steps to be taken to monitor and ensure compliance with U.S. Government Policy and Statutory Requirements for Family Planning programs.

### **Performance Management Plan**

Based on the information in the application, the Recipient will be required to develop a Performance Management Plan (PMP) in accordance with the Strategic Objective PMP for the complete award

period and submit for USAID/Liberia review and approval within 90 days after the effective date of the Cooperative Agreement. The EHELD PMP shall comply with USAID Policy Directives and Required Procedures, the Automated Directives System (ADS) 203 series, on Assessing and Learning for monitoring results and data quality. The Recipient shall consider data quality issues for all indicators reported to USAID. Specifically, as part of the final PMP to be submitted to USAID, the Recipient should conduct Data Quality Assessments (DQAs) for all F standard indicators. The DQAs should be conducted as soon as the program is implemented and updated at least every three years.

The PMP will contain the performance indicators (outcome, output and input) that the Recipient proposes to use to objectively measure progress towards achieving each of the results described in the Program Description, with definition and unit of measure, as well as baselines and targets (annual and end-of-program). Population indicators shall be disaggregated by sex. Once approved, this plan will provide the basis for the Recipient's progress reporting throughout the life of the Cooperative Agreement. The Plan shall clearly describe the data collection method, data source, time-frame and cost of data acquisition. The Recipient shall apply the USAID criteria for selecting performance indicators – that is, that they be direct, objective, practical, adequate, management useful, reflect progress toward achieving results, and attributable to USAID (except for context indicators). The Recipient must also pay attention to the data collection process to ensure that quality data are collected and available to inform management decisions. The key criteria for assessing the quality of performance data are: validity, reliability, timeliness, precision, and integrity. Posterior to award, USAID will provide the list the Standard and Development Objective indicators that the Recipient must include in the PMP and report in performance reports.

#### **Quarterly and Annual Performance Reports**

Fifteen (15) days after the end of each quarter, on January 15, April 15, July 15, the Recipient will be required to provide quarterly performance reports to describe activities undertaken during the quarter, report on progress made toward achieving results, and make necessary adjustments for activities, timelines, etc. that will be undertaken in the next quarter.

**Three success stories** (not more than two-pages in length each) will also be submitted each quarter, accompanied by high-resolution (dpi 300) photographs. Success stories may be submitted during the quarter in question or along with the quarterly report; this includes submission with the Annual Reports. Success stories will be used for publication and should include the amount and source of funds and in-kind resources leveraged.

The fourth quarterly report shall also serve as the Annual Performance Report and shall be submitted on October 15 of each year. Any implementation problems should be discussed in the reports as well as proposed corrective actions and the costs associated with the delay. These reports must include specific sections on: compliance with U.S. Government Policy and Statutory Requirements for Family Planning programs; specify gender considerations in implementation and performance during the quarter. The annual report should also consolidate data from the previous quarterly reports in order to present annual totals for the numerical targets.

The annual report should focus on accomplishments, progress and problems toward achievement of results, performance measures, indicators and benchmarks, tied to the Annual Work Plan and the Performance Management Plan targets, for the quarter and the entire previous fiscal year. Starting on year 3 of implementation, the final report shall include a summary of lessons learned and recommendations that might be relevant to programming, design and implementation of similar or follow-on activities.

As part of each quarterly report, the Recipient shall submit a list of all in country training events performed during the reporting period. This report shall include at a minimum: name of the training program, field of study, relationship to the objectives of this instrument, start and end dates, estimated cost (USAID's cost and partner's cost disaggregated by instruction, trainee, and travel) and number of male and female participants. For U.S. and third country training, the Recipient shall follow the guidelines described in ADS 252 and 253 and shall allow at least twelve weeks prior to the begin date of the training program to comply with the requirements therein described. U.S. and third country training information shall also be included in each quarterly report.

The Recipient is required to provide quarterly data for the required Performance Indicators. An excel sheet will be provided for standardized reporting. The excel indicator report must be submitted as an annex to the quarterly reports. Regular reporting by the implementing partner to the AOTR/COTR will include a section on environmental compliance.

The Recipient will be required to submit technical reports to USAID's Development Experience Clearinghouse (DEC) in either electronic (preferred) or paper form to one of the following: (A) Online: <http://dec.usaid.gov>; or (B) By Mail (for pouch delivery): DEX Document Submissions, M/CIO/KM/DEC, RRB M.01-010, Washington, DC 20523-6100.

### **Accrual Reports**

The Recipient will be required to submit to the AOTR, and other administrative staff as indicated by USAID, on a quarterly basis (30 days prior the close of the quarter), an estimated accrual report including the following information, in a format to be provided by USAID:

1. Total amount obligated,
2. Total amount invoiced for, and
3. Total amount expended but not yet invoiced.

### **Final Performance Report**

This report is required within 90 days of the expiration of the Cooperative Agreement. The final performance report should include a description of the activity, the accomplishments and successes achieved during the Cooperative Agreement period in terms of the expectations of activity design and changes in the activity environment as well as any shortcomings and/or difficulties encountered; an assessment of the progress towards achievement of the objectives or results, including gender aspects; a summary of performance indicators used and an assessment of their relative usefulness. It also must include a list of all publications, evaluations and media products that were sent to the USAID Development Experience Clearing House during the life of the Cooperative Agreement.

The Recipient will be required to submit technical reports to USAID's Development Experience Clearinghouse (DEC) in either electronic (preferred) or paper form to one of the following: (A) Online: <http://dec.usaid.gov>; or (B) By Mail (for pouch delivery): DEX Document Submissions, M/CIO/KM/DEC, RRB M.01-010, Washington, DC 20523-6100.

### **Financial Reporting**

(1) The recipient must submit the Federal Financial Form (SF-425) on a quarterly basis via electronic format to the U.S. Department of Health and Human Services (<http://www.dpm.psc.gov>). The recipient must submit a copy of the FFR at the same time to the Agreement Officer and the Agreement Officer's Technical Representative (AOTR).

(2) The recipient must submit the original and two copies of all final financial reports to USAID/Washington, M/CFO/CMPLOC Unit, the Agreement Officer, and the AOTR. The recipient must

submit an electronic version of the final Federal Financial Form (SF-425) to U.S. Department of Health and Human Services in accordance with paragraph (1) above.

#### **4) Anticipated substantial involvement**

USAID will be involved in the following activities with the Recipient during the implementation of the Project:

- a. Approval of the Recipient's implementation plans.
- b. Approval of specified Key Personnel and their remuneration.
- c. Agency and recipient collaboration or joint participation.
- d. Collaborative involvement in selection of advisory committee members.
- e. Concurrence on the substantive provisions of the subawards.
- f. Approval of the recipients' PMP / monitoring and evaluation plans.
- g. Agency monitoring to permit specified kinds of direction or redirection because of interrelationships with other projects.
- h. Information, Communication and Education (ICE) Materials and Campaigns  
Approval of all training, learning/instructional, promotional, education, communication, or behavior-change oriented materials, otherwise known as "IEC materials" and IEC campaigns that the Recipient proposes to develop prior to printing, reproducing, disseminating or airing.
- i. Agency Authority to Immediately Halt a Construction Activity

#### **VII. Agency Contact(s)**

Brian Aaron  
Agreement Officer  
[baaron@usaid.gov](mailto:baaron@usaid.gov)  
Cell: 231-77-798-521  
Phone: 202-216-6353 ext 1461

Satish Kumar  
Lead Contract Specialist  
[skumar@usaid.gov](mailto:skumar@usaid.gov)  
Cell: 231-77-098-706  
Phone: 202-216-6353 ext 1471

#### **VIII. Other Information**

##### **1) Website**

USAID/Liberia website: <http://liberia.usaid.gov/>

##### **2) Proprietary information**

Applicants are requested to clearly mark all pages that are considered proprietary information.

**3) Amendments**

Any amendments to this RFA will be posted on [grants.gov](https://www.grants.gov).

**4) Other notices to applicants**

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

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

## **Addendum 1 - Certifications and Representations**

### **CERTIFICATIONS, ASSURANCES, AND OTHER STATEMENTS OF RECIPIENT (May 2006)**

U.S. Agency for International Development

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Note: [1] When these certifications, Assurances, and Other Statements of Recipient are used for cooperative agreements, the term "Grant" means "Cooperative Agreement". [2] The recipient must obtain from each identified sub-grantee and (sub) contractor, and submit with its application/proposal, the Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Transactions. The recipient should reproduce additional copies as necessary.

#### **PART I - CERTIFICATIONS AND ASSURANCES**

##### **1. ASSURANCE OF COMPLIANCE WITH LAWS AND REGULATIONS GOVERNING NON-DISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS**

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

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

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

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

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

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

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

(c) This assurance is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts, or other Federal financial assistance extended after the date hereof to the recipient by the Agency, including installment payments after such date on account of applications for Federal financial assistance which was approved before such date. The recipient recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this Assurance, and that the United States shall have the right to seek judicial enforcement of this Assurance. This Assurance is binding on the recipient, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this Assurance on behalf of the recipient.

## 2. CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

3. CERTIFICATION REGARDING TERRORIST FINANCING IMPLEMENTING E.O. 13224

Certification

By signing and submitting this application, the prospective recipient provides the certification set out below:

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

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

a. Before providing any material support or resources to an individual or entity, the Recipient will verify that the individual or entity does not (i) appear on the master list of Specially Designated Nationals and Blocked Persons, which list is maintained by the U.S. Treasury's Office of Foreign Assets Control (OFAC) and is available online at OFAC's website : <http://www.treas.gov/offices/eotffc/ofac/sdn/t11sdn.pdf>, or (ii) is not included in any supplementary information concerning prohibited individuals or entities that may be provided by USAID to the Recipient.

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

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

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

3. For purposes of this Certification-

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

b. "Terrorist act" means-

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

(ii) an act of premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents; or

(iii) any other act intended to cause death or serious bodily injury to a civilian, or to any other person not taking an active part in hostilities in a situation of armed conflict, when the purpose of such act, by its nature or context, is to intimidate a population, or to compel a government or an international organization to do or to abstain from doing any act.

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

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

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

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

Signed: \_\_\_\_\_  
(Typed Name and Title) (Name of Organization) (Date)

4. KEY INDIVIDUAL CERTIFICATION NARCOTICS OFFENSES AND DRUG TRAFFICKING

I hereby certify that within the last ten years:

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

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

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Date of Birth: \_\_\_\_\_

**NOTICE:**

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

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

**5. PARTICIPANT CERTIFICATION NARCOTICS OFFENSES AND DRUG TRAFFICKING**

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

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

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

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

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

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Date of Birth: \_\_\_\_\_

**NOTICE:**

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

## 6. . CERTIFICATION OF RECIPIENT

By signing below the recipient provides certifications and assurance for (1) the Assurance of Compliance with Laws and Regulations Governing Non-Discrimination in Federally Assisted Programs, (2) The Certification Regarding Lobbying, (3) the Prohibition on Assistance to Drug Trafficking for covered Countries and Individuals (ADS 206) and (4) the Certification Regarding Terrorist Financing Implementing Executive Order 13224 and (5) Key Individual Certification Narcotics Offenses and Drug Trafficking and (6) Participant Certification Narcotics Offenses and Drug Trafficking above.

RFA No.: \_\_\_\_\_  
Application No: \_\_\_\_\_  
Date of Application: \_\_\_\_\_  
Name of Recipient: \_\_\_\_\_  
Typed Name and Title: \_\_\_\_\_  
Signature:- \_\_\_\_\_  
Date: \_\_\_\_\_

## PART II - OTHER STATEMENTS OF RECIPIENT

### 1. AUTHORIZED INDIVIDUALS

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

Name	Title	Telephone No.	Facsimile No.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### 2. TAXPAYER IDENTIFICATION NUMBER (TIN)

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

TIN: \_\_\_\_\_

### 3. CONTRACTOR IDENTIFICATION NUMBER - DATA UNIVERSAL NUMBERING SYSTEM (DUNS) NUMBER

(a) In the space provided at the end of this provision, the recipient must supply the Data Universal Numbering System (DUNS) number applicable to that name and address. Recipients must take care to report the number that identifies the recipient's name and address exactly as stated in the proposal.

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

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

(c) Recipients located outside the United States may obtain the location and phone number of the local Dun and Bradstreet Information Services office from the Internet Home Page at <http://www.dbisna.com/dbis/customer/custlist.htm>. If an offeror is unable to locate a local service center, it may send an e-mail to Dun and Bradstreet at [globalinfo@dbisma.com](mailto:globalinfo@dbisma.com).

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

DUNS: \_\_\_\_\_

#### 4. LETTER OF CREDIT (LOC) NUMBER

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

LOC: \_\_\_\_\_

#### 5. PROCUREMENT INFORMATION

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

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

\$ \_\_\_\_\_

(c) Nonexpendable Property. If the recipient plans to purchase nonexpendable equipment which would require the approval of the Agreement Officer, please indicate below (using a continuation

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

TYPE/DESCRIPTION  
QUANTITY  
ESTIMATED UNIT COST

(d) Source, Origin, and Componentry of Goods. If the recipient plans to purchase any goods/commodities which are not of U.S. source and/or U.S. origin, please indicate below (using a continuation page, as necessary) the types and quantities of each, estimated unit costs of each, and probable source and/or origin. "Source" means the country from which a commodity is shipped to the cooperating country or the cooperating country itself if the commodity is located therein at the time of purchase. However, where a commodity is shipped from a free port or bonded warehouse in the form in which received therein, "source" means the country from which the commodity was shipped to the free port or bonded warehouse. Any commodity whose source is a non-Free World country is ineligible for USAID financing. The "origin" of a commodity is the country or area in which a commodity is mined, grown, or produced. A commodity is produced when, through manufacturing, processing, or substantial and major assembling of components, a commercially recognized new commodity results, which is substantially different in basic characteristics or in purpose or utility from its components. Merely packaging various items together for a particular procurement or relabeling items does not constitute production of a commodity. Any commodity whose origin is a non-Free World country is ineligible for USAID financing. "Components" are the goods which go directly into the production of a produced commodity. Any component from a non-Free World country makes the commodity ineligible for USAID financing.

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

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

TYPE/DESCRIPTION  
QUANTITY  
ESTIMATED UNIT COST  
PROBABLE SOURCE  
PROBABLE ORIGIN  
INTENDED USE

(f) Supplier Nationality. If the recipient plans to purchase any goods or services from suppliers of goods and services whose nationality is not in the U.S., please indicate below (using a continuation page, as necessary) the types and quantities of each good or service, estimated costs of each, probable nationality of each non-U.S. supplier of each good or service, and the rationale for purchasing from a non-U.S. supplier. Any supplier whose nationality is a non-Free World country is ineligible for USAID financing.

TYPE/DESCRIPTION  
QUANTITY  
ESTIMATED UNIT COST  
PROBABLE SUPPLIER  
PROBABLE NATIONALITY  
RATIONALE FOR NON-U.S.

(g) Proposed Disposition. If the recipient plans to purchase any nonexpendable equipment with a unit acquisition cost of \$5,000 or more, please indicate below (using a continuation page, as necessary) the proposed disposition of each such item. Generally, the recipient may either retain the property for other uses and make compensation to USAID (computed by applying the percentage of federal participation in the cost of the original program to the current fair market value of the property), or sell the property and reimburse USAID an amount computed by applying to the sales proceeds the percentage of federal participation in the cost of the original program (except that the recipient may deduct from the federal share \$500 or 10% of the proceeds, whichever is greater, for selling and handling expenses), or donate the property to a host country institution, or otherwise dispose of the property as instructed by USAID.

TYPE/DESCRIPTION  
QUANTITY  
ESTIMATED UNIT COST  
PROPOSED DISPOSITION

## 6. PAST PERFORMANCE REFERENCES

On a continuation page, please provide a list of the ten most current U.S. Government and/or privately-funded contracts, grants, cooperative agreements, etc., and the name, address, and telephone number of the Contract/Agreement Officer or other contact person.

## 7. TYPE OF ORGANIZATION

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

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

(b) If the recipient is a non-U.S. entity, it operates as  a corporation organized under the laws of \_\_\_\_\_ (country),  an individual,  a partnership,  a

nongovernmental nonprofit organization, [ ] a nongovernmental educational institution, [ ] a governmental organization, [ ] an international organization, or [ ] a joint venture.

#### 8. ESTIMATED COSTS OF COMMUNICATIONS PRODUCTS

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

**Addendum 2 – Cost Proposal Illustrative Budget Worksheet**

**COST PROPOSAL ILLUSTRATIVE BUDGET WORKSHEET**

**Budget summary breakdown by year for ( ) Prime and for ( ) Subawardees**

<i>Item</i>	<i>Period(Year 1-Year 5)</i>					<i>Total Budget for Year 1 - Year 5</i>
	<i>Program Element</i>	<i>Program Element</i>	<i>Program Element</i>	<i>Program Element</i>	<i>Program Element</i>	
Salaries and Wages						
Fringe Benefits						
ST Expatriate Consultants						
ST Local Consultants						
Travel, Transportation and Per Diem						
Equipment and Supplies						
Subcontracts						
Allowances						
Participants Training						
Other Direct Costs						
Indirect Costs:						
a) Overhead						
Material Overhead						
G&A						
Total Estimated Cost						
Total Estimated Cost						
<b><i>Non-Federal Contribution</i></b>						
<b><i>Total Program Cost</i></b> <i>(Federal + Non-Federal Contribution)</i>						

### Addendum 3 – Branding Strategy and Marking Plan Template

**[THIS IS A SAMPLE/TEMPLATE BASED ON ADS 320.3.3 BRANDING AND MARKING REQUIREMENTS FOR ASSISTANCE AWARDS. BY RESPONDING TO THE QUESTIONS IN ITALICS, THE RECIPIENT WILL BE ABLE TO SUBSTANTIALLY COMPLY WITH THE ADS REQUIREMENTS]**

**“USAID BRANDING STRATEGY”  
AWARD TITLE  
AWARD NUMBER  
DATE OF PLAN**

1) Positioning

***What is the intended name of this program, project, or activity?***

Guidelines: USAID prefers to have the USAID Identity included as part of the program or project name, such as a "title sponsor," if possible and appropriate. It is acceptable to "co-brand" the title with USAID's and the Grantees's identities. For example: "The USAID and [Grantee] Health Center."

***Will a program logo be developed and used consistently to identify this program? If yes, please attach a copy of the proposed program logo.***

Note: USAID prefers to fund projects that do NOT have a separate logo or identity that competes with the USAID Identity.

2) Program Communications and Publicity

***Who are the primary and secondary audiences for this project or program?***

Guidelines: Please include direct beneficiaries and any special target segments or influencers. For Example: Primary audience: schoolgirls age 8-12, Secondary audience: teachers and parents—specifically mothers.

***What communications or program materials will be used to explain or market the program to beneficiaries?***

Guidelines: These include training materials, posters, pamphlets, Public Service Announcements, billboards, websites, and so forth.

***What is the main program message?***

Guidelines: For example: "Be tested for HIV-AIDS" or "Have your child inoculated."  
Please indicate if you also plan to incorporate USAID's primary message – this aid is "from the American people" – into the narrative of program materials. This is optional; however, marking with the USAID Identity is required.

Will the recipient announce and promote publicly this program or project to host country citizens? If yes, what press and promotional activities are planned?

***Will the recipient announce and promote publicly this program or project to host country citizens? If yes, what press and promotional activities are planned?***

Guidelines: These may include media releases, press conferences, public events, and so forth. Note: incorporating the message, "USAID from the American People", and the USAID Identity is required.

***Please provide any additional ideas about how to increase awareness that the American people support this project or program.***

Guidelines: One of our goals is to ensure that both beneficiaries and host-country citizens know that the aid the Agency is providing is "from the American people." Please provide any initial ideas on how to further this goal.

3) Acknowledgements

***Will there be any direct involvement from a host country government ministry? If yes, please indicate which one or ones. Will the recipient acknowledge the ministry as an additional co-sponsor?***

Note: it is perfectly acceptable and often encouraged for USAID to "co-brand" programs with government ministries. Please indicate if there are any other groups whose logo or identity the recipient will use on program materials and related communications.

Guidelines: Please indicate if they are also a donor or why they will be visibly acknowledged, and if they will receive the same prominence as USAID.

**“USAID MARKING PLAN”  
AWARD TITLE  
AWARD NUMBER  
DATE OF PLAN**

- (1) Describe the public communications, commodities, and program materials that the recipient will produce as a part of the grant or cooperative agreement and which will visibly bear the USAID identity.

Guidelines: This description should include the following four sections:

- (i) program, project, or activity sites funded by USAID, including visible infrastructure projects or other programs, projects, or activities that are physical in nature;
- (ii) technical assistance, studies, reports, papers, publications, audiovisual productions, public service announcements, websites/Internet activities, and other promotional, informational, media, or communication products funded by USAID;
- (iii) events financed by USAID, such as training courses, conferences, seminars, exhibitions, fairs, workshops, press conferences, and other public activities; and
- (iv) all commodities or equipment provided under humanitarian assistance or disaster relief programs, and all other equipment, supplies and other materials funded by USAID, and their export packaging.

- (2) Table of Deliverables expected to be produced in the conduct of this program:

All deliverables will be marked in a visible manner with the USAID identity; below is an indication of what type of marking will be used and where on the deliverable the USAID identity will be placed.

<b>Deliverable</b>	<b>Type of marking</b>	<b>Where and when the marking will be placed</b>
Reports?	USAID printed identity	Front cover when delivered
Publications (brochures)?	USAID printed identity	Front cover when produced
Website?	USAID web identity	Front page at project startup

- (3) Table of Deliverables expected to be produced in the conduct of this program that will not be marked:

<b>Deliverable</b>	<b>Rational for not marking</b>

- (4) Sub-recipient: As specified in the standard provisions, the marking requirements will “flow down” to sub-recipients or sub-awards, and will include the USAID-approved marking provision in all USAID funded sub-awards, as follows:

*“As a condition of receipt of this sub-award, marking with USAID identity of a size and prominence equivalent to or greater than the recipient’s, sub-recipient’s, other donor’s or third party’s is required. In the event the recipient chooses not to require marking with its own identity or logo by the sub recipient, USAID may, at its discretion, require marking by the sub recipient with the USAID Identity.”*

(5) Any “public communications,” as defined in 22 C.F.R. 226.2, funded by USAID, in which the content has not been approved by USAID, will contain the following disclaimer:

*“This study/report/audio-visual/other information/media product (specify) is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of [insert recipient’s name] and do not necessarily reflect the views of USAID or the United States Government.”*

(6) As specified in the standard provisions, \_\_\_\_\_ will provide the Cognizant Technical Officer (CTO) or other USAID personnel designated in the grant or cooperative agreement with two copies of all program and communications materials produced under the award. In addition, \_\_\_\_\_ will submit one electronic or one hard copy of all final documents to USAID’s Development Experience Clearinghouse.

## Addendum 4 - Survey on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 1/31/2006

**Purpose:** The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

**Instructions for Submitting the Survey:** If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

**Applicant's (Organization) Name:** \_\_\_\_\_

**Applicant's DUNS Number:** \_\_\_\_\_

**Grant Name:** \_\_\_\_\_ **CFDA Number:** \_\_\_\_\_

1. Does the applicant have 501(c)(3) status?

Yes  No

2. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer  15-50  
 4-5  51-100  
 6-12  over 100

3. What is the size of the applicant's annual budget? (Check only one box.)

Less than \$150,000  
 \$150,000 - \$299,999  
 \$300,000 - \$499,999  
 \$500,000 - \$999,999  
 \$1,000,000 - \$4,999,999  
 \$5,000,000 or more

4. Is the applicant a faith-based/religious organization?

Yes  No

5. Is the applicant a non-religious community based organization?

Yes  No

6. Is the applicant an intermediary that will manage the grant on behalf of other organizations?

Yes  No

7. Has the applicant ever received a government grant or contract (Federal, State, or local)?

Yes  No

8. Is the applicant a local affiliate of a national organization?

Yes  No

## Survey Instructions on Ensuring Equal Opportunity for Applicants

**Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.**

1. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
2. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
3. Annual budget means the amount of money our organization spends each year on all of its activities.
4. Self-identify.
5. An organization is considered a community-based organization if its headquarters/service location shares the same zip code as the clients you serve.
6. An "intermediary" is an organization that enables a group of small organizations to receive and manage government funds by administering the grant on their behalf.
7. Self-explanatory.
8. Self-explanatory.

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0014. The time required to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651.

**If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Joyce I. Mays, Application Control Center, U.S. Department of Education, 7th and D Streets, SW, ROB-3, Room 3671, Washington, D.C. 20202-4725.