

BES's Response to Questions from Interested Applicants for the USAID/Ethiopia RFA-663-13-00006, "Reading for Ethiopia's Achievement Developed (READ) Community Outreach Project"

1. Question: Was the RFA released on September 24th (as mentioned in the RFA) or on the 2nd of October (when it appeared on grants.gov)? Since it appeared on grants.gov on October 2nd, we respectfully request an extension of the submission deadline.

Response: The RFA has been extended to November 7, 2013.

2. Question: Page 10 of the RFA, Section 5.1: The project goal specifies that reading and writing skills of children in grades One through Eight will improve in their mother tongue and English language, as measured by improvements in students learning outcomes. Additionally, on page 13, the RFA lists "Outcome Indicators for Which the Implementer Will Contribute" as "achievement in English language learning" and "Proportion of students reading English with fluency and comprehension . . . To what extent is the community aspect of the project expected to promote reading in English?"

Response: The Applicant is expected to indicate how much it will improve student achievement in English learning in the specific grades; as well as the proportion of students reading English with fluency and comprehension after two years of English language instruction.

3. Question: Page 10 of the RFA, Section 5.3: The **Expected Results** section is not clear on what the project is expected to measure . . . can you please clarify the specific outcomes expected to be measured by the implementer of the READ Community Outreach project?

Response: READ Community Outreach Project (READ CO) will be committed to improve reading and writing skills of children in grades One through Eight in their mother tongue (the seven target local languages) and English language in targeted areas/schools as measured by learning achievement. For specific indicators, please refer to outcome, intermediate result and output indicators under 7.1, 7.2 and 7.3.

4. Question: Page 12 of the RFA: Please clarify what is meant by School Incentive Awards (SIAs). Are they provided by any current project (e.g. READ Technical Assistance) or are they expected to be provided by this project?

Response: School Incentive Award (SIA) is money given by the READ – Community Outreach (CO) project to school communities to serve as a catalyst to mobilize additional resources (cash, materials, labor) to establish school library, pedagogical center, purchase of teaching aids that improve students' reading and writing. Out of the estimated US\$19 million READ - CO budget, about 20% is expected to be allocated for SIA. This SIA can be given to each school in two phases (during the first year and the third year of the project).

5. Question: Page 18 of the RFA, Section B1: Key Personnel are listed as a.) the CoP, b.) Deputy CoP, or c.) Financial and Human Resources Manager. The second paragraph refers to "positions in specific

priority technical areas” and “regional coordinators for each targeted region.” Page 31 of the RFA only specifies key personnel as: 1.) Chief of Party (COP) and 2.) Deputy Chief of Party (CDOP). Please clarify what key personnel are required

Response: As shown on page 31 of the RFA, the key personnel for the READ CO project are the Chief of Party, the Deputy Chief of Party and the Financial and Human Resource Manager. Please also note that no replacement of the COP, DCOP, and Financial and Human Resources Manager will be made without written consent of USAID’s Agreement Officer.

6. Question: Page 29 of the RFA: Is the total number of all sub grantees--both local and international--limited to 5 partners? Or does the limit of 5 only apply to local sub grantees?

Response: USAID/Ethiopia seeks to capitalize on the extensive field presence of local development partners by directly funding projects in areas where local organizations can be most effective and maximize the potential for project sustainability. However, it may not be possible to reach all such local partners. Therefore, USAID requires the Applicant to involve such local partners (Ethiopian NGOs and/or Ethiopian Civil Society Organizations, etc.) through broader collaboration and involving them as sub grantees. The prime Applicant is one U.S. or non-U.S. organization and shall include at minimum three and maximum five local partners as subs.

7. Question: Pages 28-31 of the RFA discuss page limitations: Please provide clarification on the following:

A. What specific sections of the proposal may be included as an annex or appendices? i.e. The Implementation Plan in Chart Format (paragraph v on page 29) and also the detailed First Year Plan (paragraph vi). Can one or both of these be included as an annex? Or must they all be part of the 45 page limit of the technical application? i.e. Page 30 of the RFA requires the inclusion of a Performance Monitoring Plan. Is this to be included in the 45 page limit of the technical application, or can the PMP be an annex?

B. Are all sections listed on pages 29, 30, and 31 to be considered part of the 45 page Technical Approach

Response: The technical applications should be specific, complete and presented concisely. Applicants may use appendices for required supplemental information like CVs of key personnel and other personnel, and a list of previous contracts, grants and cooperative agreements and past performance reports. Therefore, exit strategy and Performance Monitoring Plan are part of the 45 pages limit; and Illustrative First Year Implementation Plan (chart) for achieving expected program results must be included as annex.

8. Question: Page 30 of the RFA under paragraph i.) Specifies “that documentation that reflects an “exclusive” relationship between implementing partners is not requested and should not be submitted” . . . for international and local partners, what kind of documentation of the relationship can be or is expected to be submitted? Can letters of support or partnership be included as an annex or appendices?

Response: Organizational structure of the entire READ CO team should be indicated in the 45 page technical application. However, documents or evidence related to Applicant's and its sub-grantees technical and managerial resources and expertise in program management and their experience in managing similar programs in the past and letters of support of partnership must be included as an annex or appendices.

9. Question: The RFA Issuance date is September 24, 2013, but it was posted on Grants.gov on October 2, 2013. The application submission is October 24, 2013, which means that applicants have only 22 days to work on the proposal. Given the very tight turnaround time, we would like to kindly request that the submission date be extended by another two weeks. .

Response: Submission dated extended to November 7, 2013.

10. Question: Grants.gov shows the award ceiling as \$4,200,000 while the RFA speaks of a ceiling of \$19,000,000. What is the correct award ceiling sum?

Response: The Correct award ceiling is \$19,000,000

11. Question: Page 15 paragraph 3 mentions that USAID using an external evaluator will undertake evaluations at the end of the second and fourth years to assess the overall implementation of the READ Community Outreach program. Does USAID expect the applicants to cater for the logistics and data collection under this application?

Response: The cost of the external evaluator will be covered by another USAID project. However, the Recipient will collaborate with the external evaluator and ensure that data are readily available and collected timely.

12. Question: On Page 18, under B1. Key Personnel, the following staff are described as if they are key personnel: Chief of Party, Deputy Chief of Party, Financial and Human Resource Manager. Page 22 section 4 b mentions that the CoP is the position that is considered key at the time of application submission. On page 31, under section 5 ii) it is mentioned that two positions are considered key, CoP and DCOP. Can USAID provide clarity on the number of required key personnel and the position names?

Response: Please see the response given to Q# 5.

13. On page 27, Application Preparation Guidelines paragraph 4 states that the application must be submitted to the location indicated on page (2) of the cover letter accompanying this RFA. Can USAID confirm that the location is the Office of Acquisitions & Assistance at USAID/Ethiopia?

Response: YES

14. Question: On page 29, the technical approach requirements describe implementation plan requirements under points v) and vi). Can USAID clarify whether both a program implementation plan and an illustrative 1st year implementation plan are required?

Response: Yes, both program implementation plan and an illustrative 1st year implementation plan are required.

15. Question: On Page 30, paragraph 1 mentions that the program should “graduate these local NGOs who have made progress towards becoming direct partner with USAID and other donors.” Does USAID have already set benchmarks in mind for the graduations of local NGOs or can these be proposed by the applicant?

Response: The applicant can propose. However, it will be determined by the finding of the USAID financial risk assessment.

16. Question: Pg 18 – B1 Personnel, second paragraph – can USAID clarify what is meant by the term “local experts”?

Response: Local experts are Ethiopian staff of the project that are working on technical part of the project but who don’t have the responsibility of managing, leading or coordinating the project activities.

17. Question: Page 21 – is the disability inclusion plan required at proposal stage?

Response: Yes, it is required.

18. Question: Page28 – can tables and charts be a different font/size?

Response: Yes, but the font size should not be less than 10.

19. Question: Page 29 – please clarify expectations for v) and vi): is v) a 5-yr plan and vi) a detailed first year plan? Can both plans be included as annexes or are they included in the 45 page limit?

Response: In (v), it is expected a consolidated four-year program implementation plan that indicate milestones; and in (vi) it is expected an illustrative 1st year implementation plan. Both can be presented as annexes but the discussion on those charts should be part of the 45 pages .

20. Question Page: 17 – Project sustainability, bullet beginning “Establish an incentive system...” this suggested mechanism, focusing on MOE staff career development issues, seems outside the scope of a this project. Would USAID consider removing this bullet?

Response: The READ CO has to have an incentive system (recognition) for school directors, woreda education heads and school communities that performed well in implementation of the project. This incentive system may have implications/contributions for school and woreda education staff promotion or scholarships. However, it should be noted that host country government staff promotion or scholarship provision is the mandate of the Government. Therefore, the READ CO Project is not expected to promote or provide scholarship for the Government employees. It is only expected to create the incentive system, which may result in staff promotion or in any other career development.

21. Question: Page 10 – 5.3 Expected results, first paragraph. This sentence suggests READ community outreach is responsible for “training in literacy for teachers” and “quality of reading instruction.” Aren’t these the purview of the other READ projects?

Response: Provision of supplementary reading materials (in the target local and English languages) that are in line with READ TA revised curricula is the purview of the READ CO implementer. Training of teachers in improving reading is the responsibility of another READ project.

22. Question: On page 11, Section 6.1 Implementation Mechanism and Partners, first paragraph the RFA states that Recipients will have non-traditional local NGOs as subs. Can you please provide a definition of what USAID means by “non-traditional”?

Response: “Non-traditional local NGOs” are Ethiopian NGOs and/or Ethiopian Civil Society organizations.

23. Question: On page 18, the RFA mentions designated Chief of Party, Deputy Chiefs of Party, Financial and Human Resources Manager, and Monitoring and Evaluation Officer. Are these positions required personnel for this proposal or just suggested positions?

Response: The COP, Deputy COP, Financial & Human Resources Manager, and M&E Officer positions are required. However, M&E Officer is not key position and the Applicant shall define in detail its arrangement and staffing in its application.

24. Question: Are the Regional Coordinators mentioned on page 18 under Section B1. Key Personnel of the RFA considered key positions?

Response: Regional Coordinators are not key personnel.

25. Question: Please confirm that the work plan, exit strategy and PMP can be included in separate annexes

Response: Please see responses given to Q#7 and Q#19

26. Question: On page 22 of the RFA the COP and additional positions are considered key personnel. On page 18 there is mention of COP, DCOP, Financial and Human Resources Manager, and M&E Officer, and on page 31 there is mention of COP and CDOP as key personnel. Please confirm which positions are considered key.

Response: Please see responses given to Q#5 and Q#23.

27. Question: Please confirm the percentage of cost share.

Response: The Recipient will establish school libraries, pedagogical centers, and will purchase teaching aids that improve students’ reading and writing. The minimum cost

share expected from the Recipient is 11.6% (\$2,204,000) of the total estimated READ CO project cost (US\$19,000,000).

28. Question: Please confirm that cover letters and cover sheets can have scanned or DocuSign signatures?

Response: Yes

29. Question: On pages 29-30, section vii) the project PRIME is mentioned but we assume that READ is the application. Does this paragraph limiting the number of NGO partners and expecting NGO graduation to direct partnership with USAID apply to this RFA?

Response: Please see responses given to Q# 6 and Q#15.

30. Question: Can USAID please confirm that the number of local partners can exceed 5 if necessary for the program?

Response: The maximum number of sub grantees will not exceed 5 for the READ CO project.

31. Question: Can USAID please explain what they mean by “partners substantially involved...” on page 30, section (vi) Organizational Past Performance.

Response: The prime Applicant will describe at least 5 past contracts, grants, and cooperative agreements (that are similar to the READ CO) performed in the last 3 years. These 5 past performances might have been implemented by the prime Applicant or any of the proposed sub grantees for the READ CO project.

32. Question: Please confirm that for the organizational PPRs any donor can be used.

Response: The organizational past performance includes any project/work executed in the last 3 years by the prime Applicant or its subs. The source of the fund or the organization for which the work/project was performed could be any donor.

33. Question: Start date: On page 5 it is listed as 1 Dec 2013, on page 22 listed as 1 Jan 2014. Please confirm the start date

Response: Applicants should develop technical and financial descriptions for the READ CO project that begins on or about January 1, 2014 and ends no later than December 31, 2017.

34. Question: Please confirm that applicants are supposed to submit 1 CD with both the technical and cost proposals included or is it 2 CDs one for technical and one for cost proposals?

Response: One separate CD for each (i.e. Technical and Cost application on individual CD for each).

35. Question: As this is a cooperative agreement and not a contract, will applicants still have to acknowledge amendments as per page 32? Will SF33s be issued for this solicitation?

Response: No acknowledgements required and no SF 33 to be issued. Accordingly the relevant RFA section on page 32 is not applicable and therefore deleted vide this RFA amendment.

36. Question: Throughout the RFA different grade levels up to and including grade eight are mentioned (see outcome indicators on page 13). On page 10 an expected result is an increase in survival rates to grade. What are the target grade levels for this project?

Response: The target grade levels for the READ CO are grades One to Eight; and one of the READ CO project expected results is “Increase survival rate to grade Five.”

37. Question: Some of the expected results on page 10 (section 5.3) seem to be misaligned with the expected IRs and illustrative activities, can USAID confirm that decrease in dropout and repeater rates and increase in survival to grade five are expected results of this project?

Response: Yes, they are part of the expected results for the target READ CO areas/schools. It is assumed that repetition and dropout have inverse relation with the quality of education. If students learning achievement is improved dropout and repetition rates will decrease and hence survival rate to grade five will increase. However, please note that low learning achievement is not the only reason for dropping out. But it contributes significantly in early grades.

38. Question: Would USAID consider accepting applications by e-mail?

Response: No. Hard Copies preferred.

39. Question: The RFA Issuance date is September 24, 2013, but it was posted on Grants.gov on October 2, 2013. The application submission is October 24, 2013, which means that applicants have only 22 days to work on the proposal. Given the very tight turnaround time, we would like to kindly request that the submission date be extended by another two weeks.

Response: Please see the response given to Q#9.

40. Question: Grants.gov shows the award ceiling as \$4,200,000 while the RFA speaks of a ceiling of \$19,000,000. What is the correct award ceiling sum?

Response: Please see the response given to Q# 10.

41. Question: Page 15 paragraph 3 mentions that USAID using an external evaluator, will undertake evaluations at the end of the second and fourth years to assess the overall implementation of the READ Community Outreach program. Does USAID expect the applicants to cater for the logistics and data collection under this application?

Response: Please see the response given to Q# 11.

42. Question: On Page 18, under B1. Key Personnel, the following staff are described as if they are key personnel: Chief of Party, Deputy Chief of Party, Financial and Human Resource Manager. Page 22 section 4 b mentions that the CoP is the position that is considered key at the time of application submission. On page 31, under section 5 ii) it is mentioned that two positions are considered key, CoP and DCOP. Can USAID provide clarity on the number of required key personnel and the position names?

Response: Please see the response given to Q# 5.

43. Question: On page 27, Application Preparation Guidelines paragraph 4 states that the application must be submitted to the location indicated on page (2) of the cover letter accompanying this RFA. Can USAID confirm that the location is the Office of Acquisitions & Assistance at USAID/Ethiopia?

Response: Please see the response given to Q# 13.

44. Question: On page 29, the technical approach requirements describe implementation plan requirements under points v) and vi). Can USAID clarify whether both a program implementation plan and an illustrative 1st year implementation plan are required?

Response: Please see the response given to Q# 14.

45. Question: On Page 30, paragraph 1 mentions that the program should “graduate these local NGOs who have made progress towards becoming direct partner with USAID and other donors.” Does USAID have already set benchmarks in mind for the graduations of local NGOs or can these be proposed by the applicant?

Response: Please see the response given to Q# 15.

46. Question: Please clarify the period of performance for this project. Some sections of the RFA indicate 4 years while others 5 years.

Response: The READ CO is a four-year project.

47. Question: Please clarify if implementation plan and work plan are the same document. If different, please explain the difference.

Response: Yes.

48. Question: One section of the RFA indicates an implementation plan is required for 1 year. On page 29, there’s reference of a work plan showing milestones to achieve program results. It is unclear if a 1 year or 4 year work plan or implementation plan is required. Clarification is requested

Response: Please see the response given to Q# 14 and Q#47.

49. Question: Please confirm key personnel positions. Page 18 indicates COP, DCOP and Finance and Human Resource Manager are key personnel; while Page 31 states that key personnel to be considered are COP and DCOP.

Response: Please see the response given to Q# 5.

50. Question: Since the RFA was posted on the publically available web site, grants.gov, on October 2nd, and the USAID Cover Letter says that it was released on September 24th, a full 8 days before October 2nd, will the closing date be extended?

Response: Please see the response given to Q# 1.

51. Question: The grants.gov website indicates that the estimated total program funding is US\$4,200,000, but the RFA indicates that USAID intends to provide approximately US\$19,000,000. Can USAID confirm the total project funding?

Response: Please see the response given to Q# 10.

52. Question: Page 12 of the RFA states that “selection of the target schools and beneficiaries should be based on the overall READ program strategic approach.” As no READ Technical Assistance materials are publicly available on either the Mission or USAID DEC websites, can USAID make those documents available to all applicants?

Response: Based on the information provided in the RFA, Applicants are required to show their realistic milestones and number of schools, woredas, institutions, etc. and type of primary and secondary beneficiaries they will target in the various regions. READ – TA has helped the Ministry of education to develop its reading curriculum and currently it is helping the regional state education bureaus to develop textbooks in seven mother tongue languages. The seven mother tongue languages are: Amharic, Afan Oromo, Tigrigna, Af-Somali, Sidama, Welaita and Hadiya.

53. Question: Page 6 of the RFA instructs recipients to use lessons learned from the Social Accountability Assessment of USAID/Ethiopia programs in designing a pilot accountability project. Can USAID make this document available to applicants?

Response: The document is available at www.esap2.org.et

54. Question: Could USAID please confirm the number and type of key personnel required? On page 18, the RFA indicates three positions (COP, DCOP, Financial & Human Resources), page 22 indicates one position (COP), and page 31 and 37 indicate two (COP, DCOP).

Response: See response given to Q# 5.

55. Question: Given the short period between the release of the solicitation and the due date, would USAID accept grants.gov or email submission rather than a hard copy submission?

Response: Please see the response given to Q# 38.

56. Question: Please confirm that the IR listed under ii) on page 11 is IR 2 and not IR 3 as currently written.

Response: It is IR 2.

57. Question: Please clarify what is meant by ‘non-traditional NGOs’ on page 11

Response: Please see the response given to Q# 22.

58. Question: Please clarify the requested language targets for the project. Page 5 includes English as one of the target languages, but page 12 does not.

Response: The seven mother tongue languages (Afan Oromo, Af- Somali, Amharic, Hadiya, Sidama, Tigrinya, and Wolaita) and English are the requested language targets for the READ CO project.

59. Question: Please clarify how the different outcome/output levels should be represented in the monitoring and evaluation plan. Should monitoring be done in cooperation with the Technical Assistance program, or should the Community Outreach project conduct its own separate complimentary monitoring?

Response: The READ CO project must conduct its own separate complementary monitoring.

60. Question: Please confirm that no branding and marking strategy should be submitted with the proposal.

Response: Please refer to Section 6. BRANDING STRATEGY AND MARKING PLAN on page 23 and pages 51-54 of the RFA. However, the Applicant must include all costs associated with branding strategy and marking plan in the cost proposal.

61. Question: Please confirm the expected dates of the project. Page 5 lists December 1, 2013 – November 30, 2017, while page 22 lists January 1, 2014 – December 31, 2017.

Response: Please see the response given to Q# 33.

62. Question: On page 27 in the Application Preparation Guidelines, the RFA states that applications must be submitted “...to the location indicated on page two (2) of the cover letter accompanying this RFA.” However, page 2 of the accompanying letter does not indicate the submission location. Can USAID please provide the location for the hard copy submission?

Response: Please address your applications as follows:

RFA-663-13-000006:

Attention: William Omutelema Ndinya

Office of Acquisition and Assistance – USAID Ethiopia

Entoto Road

US Embassy

P. O. Box 1014

Addis Ababa, Ethiopia

63. Question: Is the first year implementation plan part of the 45 page limit of the technical application or can it be included as an annex?

Response: Please see the response given to Q# 7.

64. Question: Is the Performance Monitoring and Evaluation Plan (p.30) included in the 45 page limit or can it be listed as an annex?

Response: Please see the response given to Q# 7.

65. Question: Page 15 indicates that the recipient is responsible for project monitoring and that USAID will hire an external evaluator. On page 19, there is a mention of the recipient "collecting baseline data". Will USAID/the external evaluator conduct a baseline study or will the recipient? If it is the recipient, will the baseline data collected by the recipient be used by the external evaluator to compare results in years 2 and 4?

Response: The Recipient is responsible for its READ CO project baseline, establishing targets, monitoring, collecting results, reporting, etc. regardless of the support it receives from the external evaluator that USAID will hire.

66. Question: Will the comprehensive PMP/PMEP plan be due 60 days (p. 30) after the award, or three months (p. 15)?

Response: The detailed Performance Monitoring and Evaluation Plan is due 60 days after the effective date of the award.

67. Question Since the RFA was posted on the publically available web site, grants.gov, on October 2nd, and the USAID Cover Letter says that it was released on September 24th, a full 8 days before October 2nd, will the closing date be extended?

Response: Please see the response given to Q# 1.

68. Question: The grants.gov website indicates that the estimated total program funding is US\$4,200,000, but the RFA indicates that USAID intends to provide approximately US\$19,000,000. Can USAID confirm the total project funding?

Response: Please see the response given to Q# 10.

69. Question: I have a question on the Issuance date on Solicitation number *USAID/Ethiopia RFA-663-13-000006*. According to the RFA, the solicitation date was September 24th. However, it was only released on grants.gov on October 2nd. As a result, does the submission date of October 24th still stand?

Response: Please see the response given to Q# 1.

70. Question: The cover page of the RFA states that the RFA was issued on September 24, 2013 and is due October 24, 2013. However, the RFA was not posted to grants.gov until October 2, 2013. As a result,

applicants have less than 30 days to respond to this solicitation. We request that USAID extend the deadline until November 2, 2013 at minimum.

Response: Please see the response given to Q# 1.

71. Question: Page 22 of the RFA indicates that the anticipated start date of this program is January 1, 2014, and the anticipated end date is December 31, 2017. However, page 5 states that “applicants should develop technical and financial descriptions for a four-year project that begins on or about December 1, 2013 and ends no later than November 30, 2017. Could USAID please clarify?

Response: Please see the response given to Q# 33.

72. Question: Please confirm that only two positions are considered key under this award (Chief of Party and Deputy Chief of Party), as stated on page 31 of the RFA.

Response: Please see response given to Q# 5.

73. Question: Page 11 states that the implementation mechanism will be a cooperative agreement awarded to “one recipient having non-traditional local NGOs as subs.” Could USAID please clarify what constitutes a non-traditional NGO?

Response: Please see the response given to Q# 22.

74. Question: Page 9 states, “The Impact Evaluation component is expected to conduct baseline, mid-term and final evaluations of the complete READ program to determine the impact of the program intervention.” Given that USAID anticipates awarding a separate project focused on evaluating the overall READ program, could USAID please clarify which monitoring and evaluation tasks the recipient of the READ Community Outreach project will be responsible for?

Response: Although the “Impact Evaluation Project” is expected to conduct baseline, mid-term and final evaluations of the overall READ program to determine the impact of the program intervention, the READ CO implementer is responsible for its own baseline data and monitoring.

75. Question: Page 12 of the RFA states that the recipient “will propose a standard human capacity plan (with a focus on women) per school, CTE, Woreda, RSEB, and MoE to feed into the Performance Monitoring Plan.” Please confirm that USAID does not require all applicants to develop these human capacity plans at the proposal stage, and that only the successful applicant will develop these plans once the cooperative agreement is awarded.

Response: All Applicants are required to show their READ CO human capacity plan in their proposal.

76. Question: Page 9 of the RFA indicates that 3 of the 4 READ projects (all except the Impact Evaluation project) are expected to support the development and use of language teaching technology and

teaching aids. Could USAID please clarify how, if at all, the scope of this activity will be different for the 3 projects?

Response: This activity is not expected to be different from what is stated in the other READ projects. However, the READ CO Applicant is required to come with development and use of language teaching technology support in its proposal.

77. Question: Could USAID please confirm that the evaluations to be conducted by an external evaluator at the end of the second and fourth years of the project will be funded through a separate contract, and that the recipient of the *Read Community Outreach* project is not expected to budget for these activities?

Response: READ CO is not expected to budget for the external evaluator.

78. Question: Please confirm that only the prime applicant must acknowledge receipt of all amendments, if any, to the RFA by signing and returning the amendment as part of the cost application.

Response: Acknowledgements of receipt of amendments to RFA not required from all prospective bidders as amendment to be posted at grants.gov.

79. Question: Please confirm that a Marking Plan and Brand Implementation Plan will only be required of the final recipient or the presumptive awardee, and not all applicants at the time of proposal submission.

Response: Yes. Please refer to page 23 and 51-54 of the RFA. However, Applicants are required to include all estimated costs associated with branding and marking of the READ CO project in its cost proposal.

80. Question: Page 30-31 of the RFA states that the applicant shall propose 3-5 local partners “to implement components or specific activities of the PRIME project. Please confirm that this also holds true for the READ Community Outreach Project.

Response: Please see the responses given to Q# 6 and Q#30.

81. Question: The synopsis details provided on [grants.gov](https://www.grants.gov) indicate that the award ceiling is \$4,200,000 and that there is no cost share requirement. However, the RFA document states that USAID intends to provide up to \$19,000,000 in total funding for this project, and that the required cost share is \$2,204,000. Please confirm that the synopsis contained an error, and that the figures included in the RFA are correct.

Response: Please see the response given to Q# 10.

82. Question: Please clarify whether USAID expects applicants to submit two separate CDs, one with the technical application and one with the cost application, or one CD with both the technical and cost applications

Response: Please see the response given to Q# 34.

83. Question: The instructions for the technical application indicate that certain graphics or charts specifically requested in the technical application will not count against the page limit. Could USAID please confirm that the illustrative first year implementation plan, program implementation plan (chart), illustrative Performance Monitoring and Evaluation Plan, and past performance references fall into this category? May these charts and graphics be included in the appendix?

Response: Please see the response given to Q# 7.

84. Question: The solicitation states that all applications must be submitted in 12-point Times New Roman font, single-spaced with one-inch margins. Would USAID also please clarify if prefers applications to be submitted on either A4 or 8.5"x11" size paper?

Response: Either paper size is acceptable to us.

85. Question: On page 29, the solicitation describes two types of implementation plans that must be submitted as part of the application – an illustrative First Year Implementation Plan and a program implementation plan (chart). Could USAID please confirm that the illustrative First Year Implementation Plan should also be presented as a chart, rather than narrative?

Response: It should be presented as a chart and there should also be a brief narrative.

86. Question: For the program implementation plan, would USAID consider allowing applicants to reverse the content of the axes (listing the activities on the horizontal axis)?

Response: Yes.

87. Question: Page 30 of the solicitation requires applicants to describe at least 5 contracts, grants, and cooperative agreements which the applicant has implemented involving similar or related program over the past 3 years. However, page 38 states that the applicant should provide references for similar work completed during the past five years. Could USAID please clarify?

Response: The Statement on Page 38 is correct. It should be in “past five years” not in the “past three years”.

88. Question: The pilot social accountability program will be required to be able to be replicated and scaled up. Does USAID envisage this as a stand-alone program or done through the ESAP2 mechanism and its partners?

Response: READ CO is required to devise a pilot social accountability program in selected READ CO woredas during the first two years of the project and then to scale it up to all its target schools and woredas during the second half of the project. The guidance here is the pilot woredas need to overlap with those in which the ESAP2 is operating.

89. Question: Page 6 of the solicitation states that “MOE has minimum learning competencies” but that standards are not defined in terms of words per minute. It then states that “READ Community Outreach project will look at these education standards to help students aspire to achieve them.” Could USAID

clarify whether the READ Community Outreach project will be responsible, either alone or in concert with other programs, to define these competencies? What exactly is meant by “look at these education standards”?

Response: The Ministry of Education with READ –TA project has developed minimum learning competency and defined the standards. READ CO will use those standards.

90. Question: Page 19 of the solicitation describes the project’s financial reporting requirements: “The recipient shall submit a quarterly financial report that will include summary of finances and pipeline analysis of funds obligated, accrued expenditure and funds remaining by budget line item. The recipient must send to USAID reports required under this agreement 30 days after the close of each quarter.” These requirements differ from the financial reporting requirements under 22 CFR 226, which require recipients to use standard form 425 or standard form 425a, Federal Financial report. Please confirm that 22 CFR 226 is applicable to this award and explain this discrepancy.

Response: Besides the usual 22CFR 226 reporting requirements, USAID expects Recipient to submit accrual reports.

91. Question. According to 226.71, “Recipients shall submit, within 90 calendar days after the date of completion of the award, all financial, performance, and other reports as required by the terms and conditions of the award.” However, page 19 states that “a final project report will be due 30 days after project close out.” Please clarify whether USAID expects the cooperative agreement resulting from this RFA to follow the standard regulation

Response: Page 19 reference is in respect to quarterly reports. Final financial reports to be submitted in accordance with applicable 22 CFR 226 regulation.

92. Question: Posted/Issuance Date: On Grants.gov, the posting date is listed as October 2, 2013. However, in the solicitation document the posting/issuance date is listed as September 24th.

In light of the 8 day delay in posting the RFA on Grants.gov, would USAID consider extending the deadline for this proposal from October 24 to November 2nd?

Response: Please see the response to Q#1.

93. Question: Estimated Total Program Funding: On Grants.gov, the estimated total program funding is listed at \$4,200,000. However, in the solicitation document the funding is listed at \$19,000,000. Can USAID kindly clarify which total program funding amount is correct?

Response: Please see the response given to Q# 10.

94. Question: The cover letter of the request for applications notes an RFA issuance date of September 24th, however the notice was not posted on grants.gov until the Second of October. We kindly request that USAID considers extending the closing time for applications until Monday, November the 4th at 17:00 Ethiopia time, to permit the intended application period of one month.

Response: Please see the response given to Q# 1.

95. Question: Page 11 of the Request for Applications states that the CA will be implemented by “one Recipient having non-traditional local NGOs as subs.” Please clarify the definition of non-traditional local NGO.

Response: Please see the response given to Q# 22.

96. Question: On page 29 of the Request for Applications, technical approach guideline vii states that “PRIME applicants shall propose a minimum of three (3) and a maximum of five (5) local partners...” Please confirm that this language does not apply to the READ Community Outreach Request for Applications, and that applicants may engage more or fewer partners as needed.

Response: Please see the response given to Q# 6.

97. Question: I have a question on the Issuance date on Solicitation number *USAID/Ethiopia RFA-663-13-000006*. According to the RFA, the solicitation date was September 24th. However, it was only released on [grants.gov](https://www.grants.gov) on October 2nd. As a result, does the submission date of October 24th still stand?

Response: Please see the response given to Q# 1.



USAID | ETHIOPIA

FROM THE AMERICAN PEOPLE

Issuance Date: September 24, 2013
RFA Clarification Questions Due: October 7, 2013, 1700 Local Time
Closing Date and Time for Application Submission: October 24, 2013, 1700 Local Time
Place of Performance: Addis Ababa, Ethiopia

Subject: Request for Applications (RFA) Number: USAID/Ethiopia RFA-663-13-000006, Reading for Ethiopia's Achievement Developed (READ) Community Outreach Project

Dear Prospective Applicant:

The United States Agency for International Development (USAID) Mission in Ethiopia is seeking applications for Assistance Agreement in support of a four-year program entitled "***Reading for Ethiopia's Achievement Developed (READ) Community Outreach Project***". The authority for this RFA is found in the Foreign Assistance Act of 1961, as amended and the Grants and Cooperative Agreement Act of 1977.

The successful Recipient will be responsible for ensuring achievement of the program objectives as described herein. Please refer to the Program Description for a complete description of goals and expected results.

Subject to the availability of funds, USAID intends to provide approximately US\$ 19,000,000 in total USAID funding to one organization to be allocated over the four-year period to support these activities. U.S. and non-U.S. organizations (other than those from foreign policy restricted countries) are eligible to compete for award.

Pursuant to 22 CFR 226.81, it is USAID's policy not to award profit under assistance instruments. However, all reasonable, allocable, and allowable expenses, both direct and indirect, which are related to the program are in accordance with applicable cost standards (22 CFR 226, OMB Circular A-122 cost principles for non-profit organization, OMB Circular A-21 for universities, and the Federal Acquisition Regulation (FAR) Part 31 for for-profit organizations), may be paid under the agreement.

The Government of Ethiopia laws require prior registration for a foreign and local organization in order to implement programs or conduct any business in Ethiopia. An apparently successful applicant must provide a copy of the certification of registration and license from Federal Democratic Republic of Ethiopia Ministry of Charities and Civil Societies Agency to receiving an award.

The resulting agreement shall be made in accordance with U.S. Federal regulations and USAID policy. For U.S. organizations, awards shall be administered according to 22 CFR 226 and OMB Circulars and USAID Standard Provisions for U.S Nongovernmental Recipients (<http://www.usaid.gov/policy/ads/300/303maa.pdf>). For non U.S. organizations, USAID provisions for Non-U.S., Nongovernmental Recipients will apply (<http://www.usaid.gov/policy/ads/300/303mab.pdf>)

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2030 Addis Ababa Place
Washington, DC 20521-2030

This RFA consists of this cover letter and the following:

- Section I – Funding Opportunity Description
- Section II – Award Information
- Section III – Eligibility Information
- Section IV – Application and Submission Information
- Section V – Application Review Information
- Section VI – Award and Administration Information
- Section VII – Agency Contacts
- Section VIII – Other Information

The preferred method of distribution of USAID RFA information is via the Internet. This RFA and any future amendments to it can be downloaded from <http://www.grants.gov>. If there are problems in downloading the RFA from the Internet, please contact the Grants.gov help desk at 1.800.518.4726 or support@grants.gov for technical assistance.

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

Any questions concerning this RFA should be submitted in writing to Mr. William Ndinya, Senior Acquisition and Assistance Specialist at wndinya@usaid.gov with copy to caddis@usaid.gov no later than October 7, 2013 1700 hrs Ethiopia time. Answers to questions and any additional information regarding this RFA will be furnished through an amendment to this RFA and posted on www.grants.gov.

Sincerely,



Dennis M. Fuentes
Supervisory Agreement Officer
Office of Acquisitions & Assistance
USAID/Ethiopia

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SECTION I – FUNDING OPPORTUNITY DESCRIPTION

1. PURPOSE

The purpose of this Project Description is to obtain applications from qualified Private Voluntary Organizations (PVOs) and Non-Governmental Organizations (NGOs) for a Cooperative Agreement (CA) that implements “*Reading for Ethiopia’s Achievement Developed*” (*READ*) *Community Outreach project* in Ethiopia that will help primary school students learn to read and write. Applicants should develop technical and financial descriptions for a four-year *project* that begins on or about December 1, 2013 and ends no later than November 30, 2017.

This *READ Community Outreach project* will be implemented in direct collaboration with the implementer of the United States Agency for International Development’s (USAID) READ Technical Assistance project, Ministry of Education (MoE), Regional State Education Bureaus (RSEBs), Regional State Women’s Bureaus (RSWBs), Woreda (district) Education Offices (WEOs), School Cluster Centers (SCCs), Colleges of Teacher Education (CTEs), and regional radio and TV stations to mobilize teachers, students, Parent-Teachers Associations (PTAs), Kebele Education and Training Boards (KETBs), communities, Girls Education Advisory Committees (GEACs) and WEOs personnel that are found in project areas. The *READ Community Outreach project* will target primary schools that use the following local languages as medium of instruction: Affan Oromo, Aff Somali, Amharic, Tigrinya, Sidama, Wolaitigna, and Hadiya and English. As Ethiopia has more than 20 languages being used as medium of instruction, the seven local languages that will be targeted by this project are those that cover approximately 90% of the population in the country.

In these target areas/schools the USAID READ Technical Assistance project’s newly developed reading and writing curricular and training materials will be used for early grade primary classrooms (Grades One to Four), teacher training and practicing effective methodologies and strategies of language teaching that are focused on helping students learn to read and write. The new curricular materials and the READ Community Outreach project will serve as model to be replicated by the MoE and RSEBs for the remaining local languages and non-project schools respectively.

The *READ Community Outreach project* will also i) Provide technical expertise, guidance, coordination, and capacity building that is needed for the targeted schools, WEOs, *RSEBs* and the MoE to develop capacity to mobilize communities and fund raising activities that help improve the SCCs and schools related to language-specific, evidence-based, quality reading and writing instruction; ii) Establish reading rooms and clubs with age and grade appropriate reading materials; iii) Identify gaps and find means of availing modest level of language technology support and teaching aids in the SCCs and schools; and iv) Provide technical advice to USAID, WEOs, and RSEBs how they can develop and roll-out community-based campaigns and co-curricular activities on reading and writing.

In addition, Applicants for the *READ Community Outreach project* should devise a pilot social accountability program in selected woredas aimed at helping to achieve the project interventions. The pilot will operate during the first half of the project and will be rolled out broadly in the second half of the program. These pilot woredas will overlap with those in which the Ethiopia Social Accountability Program Phase 2 (www.esap2.org.et) is operating, so as to benefit from the capacity building of community groups already under way in those areas. The pilot should also involve parent teacher associations as channels for accountability.

In the rollout phase intended to boost sustainability, the Applicant will organize experience-sharing visits so that pilot woredas can instruct and inspire other woredas in READ on how community interventions were stimulated through social accountability mechanisms. In this way, *READ Community Outreach project* can seed a much broader accountability effort supportive of national reading goals.

In designing the pilot accountability effort, the recipient will harvest lessons learned from the Social Accountability Assessment of USAID/Ethiopia programs, including education, conducted by the Mission's Democracy and Governance Office in February-March 2013.

The total estimated budget to execute this project for four years, through a CA, will not be more than USD 19, 000,000.

2. BACKGROUND

In 1994, the Government of Ethiopia (GoE) introduced a new Education and Training Policy (ETP), which among other aspects, declared the use of mother tongue in primary (grades One through Eight) education. The ETP states that English will be the medium of instruction for secondary and higher education and will be taught as a subject beginning from grade 1. After the new ETP, a number of policy and strategy changes have been made governing the planning, management and delivery of education services, including decentralization.

The Ethiopian decentralization policy gave important decision-making power to the communities and now PTAs have a role in managing their schools. Further, the decentralization has been bringing educational opportunities to all children. Ethiopia, having diverse languages as medium of instruction, is on the verge of fulfilling its pledge for Education for All (EFA). In 2011/12, student enrollment at the primary level reached 95.4%. However, although enrollment and completion rates are important, learning outcomes in early grade education in the country have not yet met the expectations of the GoE.

Currently, MoE has developed a five-year (2011-2015) Education Sector Development Program IV (ESDP IV) that emphasizes producing democratic, efficient and effective, knowledge-based, inspired and innovative citizens who can contribute to the realization of the long term vision of making Ethiopia a Middle Income Country. One of the ESDP's important priorities is improving and ensuring the quality and efficiency of education at all levels. To realize this, MoE has developed the General Education Quality Improvement Program (GEQIP). GEQIP's impact on improving student achievement, in terms of knowledge, skills and attitudes, will be verified through regular monitoring and evaluation schemes and the Ethiopian National Learning Assessments (ENLAs) which are conducted every three years throughout the country. With the support of USAID, the MoE has conducted Ethiopia's Fourth ENLA for grade Four and grade Eight students in 2012. USAID also supported MoE to undertake an early grade reading assessments (EGRAs) in mother tongues and English in 2010 and 2011 respectively. The lessons learned from the ENLAs and EGRAs will be used as inputs to further enrich GEQIP, increase achievements in education excellence, and improve access to quality education for all.

The MoE has minimum learning competencies. Although this is not defined in terms of words per minute students are expected to read at a "fluent" rate and be "readers" by the end of grade One. However, an Early Grade Reading Assessment (EGRA) conducted in the country shows that most students are not "readers" well past grade One. The *READ Community Outreach project* will look at these education standards to help students aspire to achieve them.

This READ Community Outreach project, will contribute to the ESDP, which is part of Ethiopia's overall Growth and Transformation Plan. The key intervention of this project is mobilizing communities to support children's reading achievement in primary schools. The intervention will directly support the USAID/Ethiopia Development Objective 3 (DO 3), Improved Learning Outcomes, Intermediate Result 3.1 (IR 3.1), Increase achievement in basic education, particularly in early grade reading. The READ Community Outreach will also support USAID's global Education Strategy Goal Objective 1: Improved reading skills for 100 million children in primary grades by 2015.

USAID/Ethiopia has supported a range of creative programs that work with students and teachers, School Development Coordinators (SDCs), GEACs, PTAs, KETBs, Community Health Promoters

(CHPs) Health Extension Workers (HEWs) and Community-Based Reproductive Health Agents (CBRHs), CTEs, WEOs, RSEBs, MoE, etc.

The USAID's Community-Government Partnership Program (CGPP) and Community-School Partnership Program (CSPP) in Ethiopia have been instrumental in supporting PTAs and GEACs in 5,500 communities (schools). The CGPP and CSPP working with PTAs, KETBs, GEACs, SDCs, WEOs, and other sectors offices have been very supportive to students in improving their academic performance and school environment.

The new *READ Community Outreach project* will draw upon lessons learned from the CGPP and CSPP to mobilize communities and strengthen reading and writing programming in targeted schools. During the implementation of the *READ Community Outcome project*, the implementing partner will introduce innovative and best practice and programming in order to share lessons learned with other stakeholders such as the GoE and donors, among non-project schools, and communities. The Project will build upon the existing school organizational management system, mainly PTAs, KETBs, in close coordination with School Directors, School Supervisors/SDCs and Woreda Education Focal Persons (WFPs) to enhance reading and writing efforts targeting primary school children and the general community.

The *READ Community Outreach project* will include a child-to-child approach and promote girls' education as a central element for improved social development. The Project will strengthen linkages between and among schools and existing groups, such as PTAs, GEACs, and other social and community structures. It will empower communities to participate in mobilizing resources to establish school libraries, improve school pedagogical centers, and improve students' reading and writing. The schools, wherever possible, will be linked with CTEs and higher learning institutions to enable them to benefit from educational services and initiatives. Further, the Project will support the government's decentralization efforts by building the capacity of PTAs, KETBs, and WEOs.

However, it is necessary to note possible factors that might affect the implementation of the *READ Community Outreach project*. In some regions, community awareness of the value of education is low; capacity at all levels of administration is low; staff turnover is endemic throughout the education system; and overall education infrastructure is below minimum standard. It is, therefore, critical to identify and implement innovative project approaches that involve communities, schools, institutions, NGOs, and government administration in the design and implementation of the project and that will result in improved students and communities *reading and writing culture*.

Background on Ethiopia and USAID programs in Ethiopia is available at "Ethiopia" in USAID's Development Experience Clearinghouse (DEC) at www.dec.org.

3. JUSTIFICATION FOR THE PROJECT

Although the GoE's capacity building efforts and USAID's series of teachers' trainings have helped teachers to rethink the way they teach, still teachers tend to use the traditional manner of teaching. The ENLAs conducted in the last thirteen years have shown low academic achievements for children in grade Four and grade Eight. The mean scores for grade Four children were 47.9% and 48.5% in the baseline ENLA conducted in 2000 and the second ENLA conducted in 2004 respectively. In the third ENLA conducted in 2007, however, the mean score for grade Four children went down to 40.9%; and it further declined to 40.06% during the Fourth ENLA. It is clear that achievement in Ethiopian primary level is decreasing.

Looking at the reading comprehension scores alone, the grade Four reading mean score in 2007 was 43.9% which was much lower than the previous two national learning assessments' results, i.e. 64.3% in 2000 and 64.5% in 2004. In addition, in 2007, only 14.6% of the grade Four children surveyed were proficient in reading comprehension; over 51.7% of the children achieved below the basic level in reading comprehension and 33.7% only demonstrated basic knowledge in reading comprehension.

Similarly, in 2012, only 19.5% of the grade Four children surveyed were proficient in reading comprehension. Over 54.2% of the children achieved below the basic level in reading comprehension and 26.3% only demonstrated basic knowledge in reading.

In the ENLA in 2004, the mean score for grade Four English language was 38.7%, and 41.1% for grade Eight. Further, the mean scores for English language in the ENLA in 2007 declined to 36.5% and 38.4% for grade Four and grade Eight, respectively. In the 2012 ENLA, the mean score slightly improved to 38.87% for grade Four and it decreased for grade Eight, 36.87%.

However, the 2007 grade Eight ENLA showed a positive impact on achievement if children learn in the same language that they speak at home. Children who took the tests in certain mother tongue languages (e.g. Tigrinya and Affan Oromo) performed better than those who took the test in English. In Biology, for example, there was a mean difference of 13 percentage points between those who took the test in Tigrinya and those who took the test in English.

In 2009, a small study done by DeStefano and Elaheebocus in Wolliso area of Oromiya regional state showed that there is a consistent lack of instruction in reading at the early grade level, little student exposure to text in the classroom, and lack of opportunity for students to spend time reading.

A year later in 2010, USAID conducted an EGRA in collaboration with USAID's Improving Quality Primary Education Program (IQPEP), Research Triangle Institute (RTI) and MoE. The EGRA is considered to be the foremost comprehensive early grade reading assessment by the international community and experts in reading in the United States. The Ethiopia assessment shows shocking results in oral reading fluency and reading comprehension, indicating that students are slow readers and do not understand what they read. It also shows that in Oromiya, Somali, Benishangul-Gumuz, and Sidama only 1 in 6 children had any reading materials (other than textbooks) to learn from.

The primary concern related to the EGRA results was that a significant percentage of children in grade Two read zero words correctly. The results show Sidama zone with the most zero-word readers, at 69.2%, and Harar region and Addis Ababa with the least zero-word readers at 17.9% and 10.1% respectively. In some regions more than half of the children in grade 2 did not understand at all the story that they were asked to read. The findings show that even though the purpose of mother tongue instruction is to ensure that children understand what they read, the children's inability to decode the words meant that they were unable to understand the text. The gap between the reading comprehension and listening comprehension scores was consistently large, and showed that the problems identified by this EGRA were specific to teaching reading and having access to materials to read, and not due to language issues in the children.

The 2010 EGRA results also show that in grade Three, a significant number of children remained nonreaders in their mother tongue: 54.0% in Sidama, 21.4% in Somali, 20.6% in Oromiya, and 17.0% in Amhara. In each of the eight regions, at least 80% of children, and in the case of Sidama, 100%, were not reading at the expected oral reading fluency rate.

Among the critical factors that have contributed to low reading fluency as well as reading comprehension of Ethiopian children is the lack of reading materials at home and schools or tied to lesson plans at school, lack of an established time for reading in the schools, and lack of families' support to their children with reading and homework. Further, the lack of language media technologies and teaching aids coupled with the teacher-centered teaching methodology in most schools has negatively affected all subjects in general and language subjects in particular. Teachers focus mainly on correcting the grammar of students; and the pedagogy encourages memorization rather than the nurturing of students' writing, reading, listening, speaking and decoding skills. In general, the EGRA results show that providing books to children or encouraging families and communities to have books at home improves literacy outcomes in Ethiopia.

4. OVERALL READ PROGRAM

With Millennium Development Goal #2, Achieve universal primary education, nearly being met, USAID/Ethiopia is focusing on quality of curriculum and instruction and evidence-based early grade reading and writing improvement. Improving the quality of curriculum and instruction in primary schools has a remarkably large impact on student reading in a relatively limited amount of time.

The Education Office of USAID/Ethiopia has developed a five-year program, \$86 million reading and writing "READ" program, composed of four separate projects: Technical Assistance, Institutional Improvement, Community Outreach and Impact Evaluation. The READ program will deal with curriculum improvement, pedagogical techniques, appropriate technology and teaching aids, and co-curricular activity and community outreach. In addition, the Impact Evaluation component is expected to conduct baseline, mid-term and final evaluations of the complete READ program to determine the impact of the program intervention. The 2010 EGRA will serve as part of the baseline for the mid-term and final evaluations.

The READ Technical Assistance project is a five-year project that has begun in October 2012 to develop, reading curriculum and training materials. This solicitation is for the third project, READ Community Outreach, which will work in coordination with the other projects that are part of the interconnected READ program, and provide support for the READ Institutional Improvement project.

The READ Institutional Improvement project is a four-year project, that will start in 2014, one year after the READ Technical Assistance project, once the reading curriculum and training materials are developed, consisting of direct grants to the MoE and RSEBs to develop a reading faculty at each public CTE and improve the teacher training, pre-service training and capacity at CTEs related to language-specific and evidence-based quality reading and writing instruction. The READ Community Outreach project is a four-year project to develop and roll-out community-based campaigns on reading and writing.

The READ program focuses on one result: Improved achievement of children in primary grade level reading.

The READ Technical Assistance project Intermediate results (IRs) that will contribute to attaining the READ program result are:

- Reading and writing materials appropriate for primary classrooms (grades One through Eight with the main focus on grades One through Four) and pre-and in-service teacher training developed;
- Language specific teaching and learning methodologies and strategies that focus on helping students learn to read and write effectively are applied;
- Language teaching and learning supported by appropriate technology and teaching aids; and
- Technical Assistance support to RSEBs and MOE for the READ Institutional Improvement Project.

READ Institutional Improvement project interventions will include the following activities led by the RSEBs and MoE:

- Development of a reading faculty at each CTE;
- Development of targeted, evidence-based reading and writing pre-service teacher training programs;
- Institutionalization of pre-service instruction on reading and writing using improved curricula;
- Training of early primary school (grades One through Four) language teachers in teaching reading and writing;
- Teacher and school supervisor trainings and monitoring of the use of reading and writing assessment tools;
- Support for the development of language teaching technology and aids and resource centers; and

- Teacher and support personnel trainings on the development of low-cost-technology and supplemental instructional language materials.

READ Community Outreach project interventions will include:

- Community campaigns that promote awareness raising on the importance of reading and writing;
- Encouragement for the involvement of parents and community in reading and writing program at their schools and at home;
- Establishment of low-cost reading rooms and reading-writing clubs with age and grade appropriate reading materials and student engagement at schools;
- Establishment/improvement of school pedagogical centers; and
- Enhancement of school/cluster/woreda level reading and writing competitions.

5. THE READ COMMUNITY OUTREACH: PROJECT GOAL, OBJECTIVES, EXPECTED RESULTS, AND ACTIVITIES

5.1. PROJECT GOAL: Improve reading and writing skills of children in grades One through Eight in their mother tongue and English language, as measured by improvements in students learning outcomes.

5.2. PROJECT OBJECTIVE: Strengthen community outreach resulting in improved reading and writing skills of primary school children.

5.3. EXPECTED RESULTS:

It is expected that the following data will be utilized to determine success of the Community Outreach project: reading achievement among the target audience, national exam achievement, literacy rate increase among the target population, comparison of EGRA and the ENLA as baselines with subsequent mid-term and final assessments in reading, decrease in dropout and repeater rates, and increase in survival rates to grade Five. Results measurement will also include the provision of supplementary reading materials in local languages and training in literacy for teachers, quality of reading instruction, and satisfaction of MoE, RSEBs, and other partners.

In order to contribute to USAID/Ethiopia's Education Development Objective, Improved Education Outcomes for Increased Economic Growth, and USAID/Ethiopia's Education Intermediate Result 1, Increased Achievement in Basic Education, Particularly in Reading. *The READ Community Outreach project will focus on one result: Improved achievement of children in early grade reading.*

Intermediate results (IRs) from this project that will contribute to attaining this result are:

- Reading rooms/corners and reading-writing clubs established;
- A system that enhances school/cluster level reading and writing established;
- Access to supplementary reading materials *on* vernacular languages increased; and
- Language teaching and learning supported by appropriate technology and teaching aids;

ILLUSTRATIVE ACTIVITIES:

The achievement of the project objective and the above four expected IRs will depend on the Recipient's innovativeness, suggested activities, and strategies. Those related milestones and targets that will be achieved over the project period shall be refined when the Recipient is on the ground. The activities listed below are illustrative and not exhaustive. *While this project's overall activities are the same throughout the target regions, given regional differences and preferences, this project is expected to have different specific activities and approaches across the regions. Hence, the project will have a slightly different appearance in different regions.*

- i) **Illustrative Activities for IR 1:** Reading rooms/corners and reading-writing clubs established.
- Establish reading rooms and clubs with age, grade and local appropriate reading materials;
 - Help develop reading culture through reading, debating, drama and theater clubs, and language study groups;
 - Organize training for librarians, early grade teachers, school directors and parents;
 - Support teachers (or work with schools to assign trained teachers) to provide training on reading and writing skills for reading club students;
 - Establish special reading and writing sessions for girls and disadvantaged children; etc.
- ii) **Illustrative Activities for IR 3:** A system that enhances school/cluster level reading and writing established.
- Organize parent/community events on the importance of reading and writing;
 - Help schools to set time for storytelling and reading and writing based games and activities;
 - Conduct school/cluster level reading and writing skills competitions and award best performing individuals and schools;
 - Enhance engagement of parents and communities in supporting their children in their homework and reading at home and school, auditing and monitoring reading and writing improvement activities;
 - Involve renowned personalities in fostering reading and writing skills in schools; and
 - Strengthen the capacity of teachers, students, parents, PTAs, WEO professional staff and other educational bodies to work closely with schools and local communities in improving children's reading and writing skills;
 - Increase community understanding of key factors that improve reading and writing ability of students; etc.
- iii) **Illustrative Activities for IR 3:** Access to *supplementary reading materials* in vernacular languages *increased*.
- collect, print and distribute tales and stories in local languages to schools;
 - Increase accessibility of books for early grade students at home and in schools;
 - Support teachers to develop local-based supplementary reading materials;
 - Solicit reading and writing materials from various institutions and distribute them to schools;
 - Assist communities to prioritize the need of their school and allocate resources more efficiently.
- iv) **Illustrative Activities for IR 4:** Language teaching and learning supported by appropriate technology and teaching aids.
- Identify gaps and find means of availing modest level of reading and writing teaching and learning technology support and aids in the primary schools and CTEs appropriate for grades One through Four;
 - Help organize language resource centers in schools for grades One through Four;
 - Build the capacity of education officials to assess learning technology needs and determine appropriate options for addressing the needs;
 - Air radio spot messages that promote early grade reading and writing; etc.

6. IMPLEMENTATION MECHANISM AND PARTNERS, TARGET BENEFICIARIES, AND GEOGRAPHIC FOCUS

6.1. IMPLEMENTATION MECHANISM AND PARTNERS

The *READ Community Outreach project* implementation mechanism is a CA that will be implemented by one Recipient having non-traditional local NGOs as subs and will contribute to the achievement of the *USAID/Ethiopia Education Development Objective*. The Recipient will, at each

design and implementation phase, assess applicable community and external resources available to beneficiaries and facilitate linkages to wrap additional services.

Teachers as key players in the implementation and providing tutorial support and supporting clubs should be aware of the objective and goal of the *READ Community Outreach project* and the role that they can play to make the project successful. The project shall work to ensure the use of resources available in the primary schools, CTEs, and higher learning institutions by teachers in the school cluster group (satellite schools), help roll out early grade reading and writing teaching aids and methodologies, and promote use of reading and writing materials developed for teachers, children, and adults.

The READ Community Outreach project shall directly support and coordinate with the READ Technical Assistance and Institutional Improvement projects to ensure synergies and achievement of the overarching program goal. Furthermore, the READ Community Outreach project's results require close collaboration and coordination with the USAID partners, Peace Corps, International Foundation for Education and Self-Help (IFESH), USAID, RSEBs, and MOE to improve the capacity of teachers, school leadership, PTAs, KETBs, and the community in general to enable them to manage educational services in their schools. By involving key stakeholders, especially teachers, the school leadership, PTAs, and WEOs, in this process, mutual understanding of all aspects of the project will develop which will lead to better collaboration and results.

Through the project's School Incentive Awards (SIAs), the PTAs in close collaboration with the school leadership will work to improve reading and writing. However, since resources are scarce the *READ Community Outreach project* Implementer (Recipient) shall envisage ways for communities, as has been the case in the USAID's CGPP and CSPP, to contribute for their children's reading and writing improvement. The Applicant will propose technical approaches which enhance child-to-child approach and linking the school to parents and the general community.

In order to maximize the potential for project sustainability, USAID strongly encourages the Implementer to incorporate participation of Ethiopian NGOs and/or Ethiopian civil society organizations in its plan to achieve the project results. The Recipient shall have limited technical staff. Existing staff and resources of the Ethiopian Government and its partners will be drawn upon through partnerships to implement a linkage approach and creative ways will be identified to reach other schools not covered by this *READ Community Outreach project*.

6.2. TARGET BENEFICIARIES

The *READ Community Outreach project* will potentially benefit students; teachers; Teacher Trainers; School Directors; School Cluster Coordinators/Supervisors; communities; Woreda and Regional Education Officers; and the MoE. By the end of the life of the project, it is expected that all students in the targeted primary schools will improve their reading and writing skills.

Selection of the target schools and beneficiaries should be based on the overall READ program strategic approach. USAID/Ethiopia has supported training of thousands of individuals annually. Lessons learned from the past show that careful selection of training recipients is necessary to facilitate implementation and sustainability of capacity building efforts. The Recipient will propose a standard Human Capacity plan (with focus on women) per school, CTE, woreda, RSEB, and MoE to feed into the Performance and Monitoring Plan.

6.3. GEOGRAPHIC FOCUS

Regions that use one of the following seven languages, Affan Oromo, Aff Somali, Amharic, Tigrinya, Sidama, Wolaitigna, and Hadiya as their medium of instruction for primary education will be targeted. MoE will be supported in scaling up and expanding the intervention to additional languages to improve reading and writing skills of children in grades One through Eight in their mother tongue and

English language, as measured by improvements in students learning outcomes. The project is expected to reach 650,000 children in 1,100 schools and all regions.

7. ILLUSTRATIVE PERFORMANCE INDICATORS

USAID is committed to measuring the learning outcomes of students as its highest level of result and impact. Therefore, the USAID/Ethiopia education portfolio is now focusing entirely on the elements of the teaching and learning process that directly yield improved learning outcomes for students. The education program will no longer measure and determine success based on the rising quality of education to USAID's inputs to the education system. All measures will be directly related to achievement and outcomes at the student level.

Below is a list of indicators; however, a final list of indicators and measurable learning outcomes shall be reflected in the Implementer's four-year plan. The Implementer shall focus on those indicators that show real impact rather than lower-level indicators and shall include relevant standard learning outcome indicators.

7.1. OUTCOME INDICATORS FOR WHICH THE IMPLEMENTER WILL CONTRIBUTE

- Number of grade One through Four students with improved scores on reading and writing assessments (in medium of instruction);
- Percentage of students in grade Two and Three proficient in reading (in medium of instruction);
- Percentage of children in grade Two and Three who have proficiency in reading comprehension;
- Mean scores of standardized learning achievement test in grade Four and grade Eight;
- Student achievement in English language learning in grades Two, Three, Six, and Eight;
- Proportion of students reading English with fluency and comprehension after two years of English language instruction; etc.

7.2. ILLUSTRATIVE INTERMEDIATE RESULT INDICATORS FOR WHICH THE IMPLEMENTER WILL CONTRIBUTE

- Number of schools with teacher reading and writing resource books for every grade One through Four teacher; and reading and writing texts for every grade One through Four student;
- Percent of teachers observed using reading and writing materials provided by the project;
- Percent of teachers observed using interactive and communicative methodologies in the classroom;
- Percent of teachers who use formative continuous assessment methods using sound tools;
- Percent of teachers using technologies to support reading and writing learning in their classrooms;
- Percent of education officials capable of assessing language learning technology needs and determine appropriate options for addressing the needs built; etc.

7.3. ILLUSTRATIVE OUTPUT INDICATORS FOR WHICH THE IMPLEMENTER SHALL BE ACCOUNTABLE

- Number of school libraries or reading rooms established;
- Number of school pedagogical centers established and are functional;
- Number of language clubs established and functional in target schools;
- Number of radio spot messages aired explaining the importance of reading and writing (including current reading levels of students in the region and tips for parents on what and

how to support their children at home, and schools' efforts to help children learn how to read and write);

- Frequency of cluster/schools competition in reading and writing;
- Number of meetings conducted with PTA members and community to discuss student performance and progress in reading and writing;
- Number of school directors, supervisors/School Development Coordinators, Woreda Focal Persons, and educators trained;
- Number of GEACs and PTAs/KETBs members trained;
- The capacity of education officials to assess language learning technology needs and determine appropriate options for addressing the needs built;
- Capacity of SCCs, CTEs, WEOs, and RSEBs to mobilize community that support reading and writing improvement and to establish reading rooms developed;
- Percent of schools that have language media technology support and teaching aids available that support reading and writing.

8. USAID INVOLVEMENT

USAID has substantial involvement with the recipient as defined in ADS 303.5.11a. USAID will be involved during the implementation of the *READ Community Outreach project* Agreement in the following areas:

- i) Approval of a comprehensive four-year plan and annual work plans with corresponding targets, budgets and monitoring and evaluation plans that are consistent with the terms and conditions of the Agreement;
- ii) Designation of key positions and approval of key personnel; and
- iii) Monitoring of the implementation of the *READ Community Outreach project* by assigning USAID/Agreement Officer's Representative (AOR) and alternate AOR to permit specified kinds of direction or redirection because of interrelationships with other projects.

9. DELIVERABLES AND PERFORMANCE REQUIREMENTS

9.1. PROJECT DELIVERABLES

USAID has supported the development of a number of innovative and effective approaches to the Ethiopian education system. The Implementer shall bring innovative and best practices to promote reading and writing and demonstrate technically, culturally, and economically sound, appropriate, cost-effective and feasible approaches to achieve the deliverables of the CA. The key outputs that the Implementer shall be responsible for are:

- Reading rooms and reading-writing clubs established;
- Semester breaks used as an occasion to celebrate reading and writing achievements and to motivate students who have excelled academically during the semester;
- A system that enhances school/cluster level reading and writing competitions established;
- Modest level of media technology support and teaching aids that improve early grade reading and writing made available in the primary schools/SCCs;
- *Capacity to mobilize community* that support reading and writing *and that help establish* reading rooms developed;
- A group of adequately trained teachers, teacher trainers, supervisors, and education experts made ready at the regional states to advise the RSEBs and roll out the READ Community Outreach project initiatives;
- At least three fundraising events organized during the four years at the community/school level; and
- Organizing experience sharing events at the regional level.

9.2. PERFORMANCE MONITORING AND EVALUATION

A monitoring and support system shall be made available by the Recipient to realize the objectives of the project. The Recipient shall have a limited number of technical staff; they shall have a strong capacity to implement, monitor, and evaluate community support in primary grade reading and writing and student reading and writing assessment tools. Reports of monitoring visits by the project staff will be collected and synthesized to assess challenges, problems and successes and then consolidated reports will be submitted to USAID.

The monitoring system shall share lessons learned with project beneficiaries and other stakeholders such as the GoE, donors, and among non-project communities. Within three months of the Agreement signing, the Recipient shall submit a comprehensive Performance Monitoring Plan (PMP), directly related to the results and standardized performance indicators of the *READ Community Outreach* project, to the designated USAID/Ethiopia AOR for approval. The Recipient shall describe proposed data collection and verification strategies to ensure reliability and accuracy of progress towards expected results. In all cases, the Recipient will be encouraged to collaborate with relevant stakeholders in monitoring efforts to assure that monitoring and evaluation systems are as cost-effective as possible. Further, the Recipient shall establish the necessary project baseline data as per the agreed upon indicators at the commencement of the project.

USAID, using an external evaluator, will undertake evaluations at the end of the second and fourth years to assess the overall implementation of the READ Community Outreach program. The evaluation that will be conducted at the end of the second year will inform the project and contribute to improved methods of implementation during the third and fourth years of the project. Similarly, the evaluation that will be conducted at the end of the fourth year will determine the level of impact of the entire READ program, including the *READ Community Outreach* project.

9.3. MARKING AND BRANDING REQUIREMENTS

As required by the ADS 320, markings under this Cooperative Agreement shall comply with the USAID "Graphic Standards Manual" available at www.usaid.gov/branding, or any successor branding policy. The USAID Identity should be of equal or greater prominence than all other logos and symbols and must be used on all reports and printed materials. Where applicable a host-country symbol or ministry logo or another U.S. Government logo may be used. The project under this Agreement will be known as the USAID *READ Community Outreach* project in Ethiopia.

Markings under this CA shall comply with the USAID "Graphic Standards Manual" available at www.usaid.gov/branding, or any successor branding policy. The project under this CA will be known as the "USAID *READ Community Outreach*" in Ethiopia.

Unless USAID agrees otherwise,

- All USAID-financed equipment and materials must be marked with the USAID red, white and blue logo and their shipping containers must be marked with the logo and the USAID financing document number.
- All construction sites and other locations receiving USAID financing must display signs marked with the USAID logo and indicating participation by the United States of America. These signs should be erected at an early date in the construction or implementation phase and be replaced by permanent signs, plates or plaques, marked with the USAID logo, at the end of the phase.

USAID/Ethiopia envisions that this project will be promoted among targeted audiences to increase awareness that i) the project improves students' reading and writing achievement in target regions; and ii) that this assistance is from the American people.

The target audience includes schools, students, teachers, school directors, school supervisors/SDCs, parents, communities, CTEs, MoE, RSEBs, and WEOs. Proper branding of the READ Community Outreach project is essential in order to market or position the project among the target audience.

The desired level of USAID's visibility for this project is high. The USAID Identity must be used on all reports and printed materials. USAID receives exclusive marking with the USAID identity under Agreement and sub-agreements exclusively funded by USAID-funded projects and programs.

The Recipient shall prepare two plans concurrently. The first will be the Branding Implementation Plan (BIP) describing how the Recipient will implement the Branding Strategy. The BIP should detail how the program will be promoted to beneficiaries and host-country citizens. It should outline the events and materials the Recipient will organize and produce to assist USAID in delivering the message that the assistance is from the American people. More specific instructions on the BIP can be found in ADS 320.3.2.1 and should be followed closely.

The second will be the Marking Plan to enumerate all of the public communications, commodities, program materials and other items and the Contractor's identities. The Mission will evaluate the proposed BIP and Marking Plan for sufficiency, but not competitively as part of the technical evaluation of the application.

BIPs and Marking Plans should all be unique, and address the specific circumstances, implementation challenges and working environments that each USAID award faces.

9.4. PROJECT SUSTAINABILITY

A one off training or workshop on sustainability does not ensure sustainability. Furthermore, uncertainty over government commitment and lack of explicit plan for transferring responsibility put education projects' sustainability/initiatives at risk. Other aspects that affect sustainability are

- If there is no official agreement among stakeholders (in the case of this Project, the Recipient, Schools, and WEOs) or plan to maintain the results of the project interventions/initiatives;
- Frequent staff turnover at regional, woreda, CTEs and school levels result in interruption of project activities and decelerate the momentum generated;
- Transfer of core personnel (school directors, teachers, woreda education officers, RSEBs heads, etc.) affect maintaining the skills and knowledge acquired through the project;
- If training materials are not made available for future references;
- If orientation for new staff on the project principles, objective, practices/process and understanding that foster sustainability do not exist (if new staff assume responsibility without catch-up training on project activities); etc.

In an attempt to ensure the continuation of the initiatives of the READ Community Outreach project beyond its life, the Recipient together with the schools, SCCs, CTEs, WEOs, and RSEBs shall employ the following and other similar mechanisms:

- Develop an effective organization and management Community Outreach system;
- At the woreda level, foster sustainability through the design and implementation of policy that integrates the principles and practices of the Project into everyday woreda work plans;
- Ensure prominent public disclosure at the woreda level of plans and actions related to Community Outreach activities along with appropriate dissemination to schools, parent-teacher associations and the broader community;
- WEOs and RSEBs, through Government of Ethiopia-endorsed community engagement approaches, to allocate adequate recurrent budget to support and sustain Community Outreach activities at the SCCs – for training, supervision, equipment, library and pedagogical centers maintenance;

- Establish a system of accountability through supervision and evaluation, including a social accountability mechanism complementary to the Ethiopia Social Accountability Program Phase 2 piloted in selected woredas for expansion to all READ CO areas;
- Establish an incentive system such as recognition and certificates or points that will have implications for promotions or position upgrading and scholarships for school directors and WEO heads that performed well; and
- Assign capable and responsible personnel (coordinators, supervisors, school directors) for organizing Community Outreach activities; etc.

The Recipient shall work with stakeholders to identify and document best practices of the project for sustainability and to scale up early grade reading and writing assistance. It shall also capacitate WEOs and RSEBs to develop similar Community Outreach support appropriate for primary classrooms instruction that are focused on helping students learn to read and write.

9.5. IMPLEMENTATION PLAN, STAFFING, AND REPORTING REQUIREMENTS

A. Implementation Plan

The successful Recipient shall develop a plan for a four-year period to begin on or about December 1, 2013 and ends no later than November 30, 2017. The first detailed work plan with exit strategy shall be submitted to USAID within 60 days of the Award and the successive annual plans shall be submitted on the first week of July of each year to fit to the planning cycle of the GoE. The annual plan has to include its estimated deployment of the Implementer's resources (personnel, equipment, budget) necessary to achieve proposed milestones and targets. Where necessary, proposed revisions to previously agreed upon targets shall be made by agreement with USAID as part of its involvement in the Agreement activities.

The successive annual work plans shall include specific mention of an "exit strategy" for the Project and will demonstrate how that will be implemented over the life of project. The "exit strategy" will specifically demonstrate how project impact and critical processes will be continued after the Agreement termination date.

The Recipient shall coordinate development of its annual plans with other USAID funded Basic Education Services (BES) implementing partners to assure that the USAID-specific plans and budgets reflect USAID's management and technical principles and that the plans are well coordinated and mutually reinforcing.

The Recipient shall assure that all research or data collection under the *READ Community Outreach* project are coordinated with USAID BES partners and/or other Ethiopian or Mission entities. In this regard, the Recipient will utilize existing resources of collaborating partners; including libraries, documentation centers, and field personnel, to the extent practical in the collection of selected datasets, as opposed to generating parallel data and/or hiring separate staff.

USAID encourages broad Private Voluntary Organization/NGO and private sector networking and collaboration in all activity undertakings. The Recipient will participate in periodic seminars and conferences to share and disseminate experiences among key actors in the public and private sectors.

B. Designation of Key Positions and Personnel

Based on: (a) an understanding of the issues/problems and the challenges and opportunities and activities described herein; and (b) the Recipient's proposed activities, milestones, and targets to be accomplished over the life of the *READ Community Outreach project*, USAID/Ethiopia strongly encourages the employment of host country nationals who can bring appropriate technical expertise, language and cultural experience of these key personnel.

The Applicant is advised that appropriate gender balance of proposed professional personnel and commitment to maintaining 50% women professionals and 10% disabled personnel throughout the life of plan is highly desired and is encouraged to propose staff accordingly. Further, the Recipient should include a discussion of proposed head quarter's supervision.

Within one month of the award, those designated as Chief of Party (CoP), Deputy Chiefs of Party, Financial and Human Resources Manager, Monitoring and Evaluation Officer and other staffs of the Project are hired and available to commence work.

B1. Key Personnel

Before assignment of key personnel his/her bio data shall be communicated to USAID and approval made in writing by the USAID Agreement Officer. Further, prior to diverting any of a) the CoP and b) Deputy CoP or c) Financial and Human Resources Manager to other duties, the Recipient will notify the USAID Agreement Officer and the AOR reasonably well in advance, and will submit justification and explanation including proposed substitutions in sufficient detail to permit evaluation of the impact on the Project (including budget implications). No diversion or replacement of key personnel will be made by the Recipient without prior written consent of the USAID Agreement Officer.

The Applicant will indicate a staffing structure that includes other full-time or regular part-time project positions in specific priority technical areas that are clearly defined and accepted by USAID within the Agreement. USAID anticipated that the Recipient will hire regional coordinators for each targeted regions that will work with local experts in each of the target regions.

Approval of specified key personnel: Only those positions which are considered to be essential to the successful implementation of the project shall be designated as key personnel.

B2. Head Office and Regional Representation

The Recipient shall register with the Government of Ethiopia and establish an office in Addis Ababa equal to the requirements needed to provide necessary support for management and technical assistance activities under the Agreement. It will operate under the general supervision of the CoP.

The Recipient should plan to provide all administrative and management support necessary to the functioning of the *READ* Community Outreach *project* and for the selected languages of intervention as it is phased in. This includes support to visiting Contractor staff, implementation of financial and accounting systems for local commodity procurement, arranging for and supporting local training and events, provision of all travel and support for long- and short-term personnel, etc.

In addition to the long-term technical positions necessary to the achievement of Project outputs, the Recipient is expected to propose adequate technical and support staff for the central office. Further, the Recipient is encouraged to maintain a low budget and minimal administrative costs, and to define in detail its proposed arrangements and staffing.

The Recipient may at its option establish some mode of permanent representation as necessary in regions and zones (woredas) of interventions. The Recipient is encouraged to consider "least-cost" possible means of achieving such representation, i.e., obtaining office space from the relevant RSEBs OR WEOs.

B3. Headquarters' Supervision and Support

Given provisions for designation of a fully authorized CoP, and provision for project-funded full-time staff at the local office, any direct level of effort attributable to headquarters activities is expected to be focused primarily on that required for sourcing information and technical expertise to support the field team.

C. Reporting Requirements

- **Work plan, Exit Strategy and Performance Monitoring Plan (PMP):**

The initial work plan will include a proposed Exit Strategy documenting steps the Recipient will take to strengthen host country ability to sustain the deliverable of the CA; and a proposed PMP for the entire period of performance including the process for collecting baseline data. This will include a proposed list of standardized indicators that will be used by the Contractor. The Work plan, Exit Strategy, and the PMP will be subject to the written approval of the AOR and budget negotiations with the USAID/Ethiopia Agreement Officer.

- **Progress Reports:**

The Recipient shall submit one original annual narrative performance report per year to the AOR, and one copy each to the USAID/Ethiopia Agreement Officer, the RSEBs, and Basic Education Technical Working Group (TWG) members not later than July 31 of each year. The performance reports are required to be submitted on a quarterly basis (at the end of September, December, March and June) not later than 30 days after the close of each quarter and shall contain the following: description of activities carried out during the quarter, specific results achieved and costs of these results (detailing cumulative expenditure per result), problems encountered, remedial actions taken and proposed USAID actions. Cumulative expenditures per line item will be reported along with the activity progress report. Any projected delays in meeting work plan targets shall be immediately communicated to the AOR. The June Report will be one that summarizes all the results obtained against the PMP during the preceding 12 months.

- **Financial Project Report:**

The Recipient shall submit a quarterly financial report that will include a summary of finances and pipeline analysis of funds obligated, funds expended, accrued expenditure and funds remaining by budget line item. The Recipient must send to USAID reports required under this Agreement 30 days after the close of each quarter.

- **Outreach Materials:**

The Recipient shall submit success stories on a quarterly basis in accordance with USAID guidance on "success stories" available at <http://www.usaid.gov/stories/>.

- **Demobilization:**

Six months prior to the completion date, the Recipient shall submit a Demobilization Plan for AOR approval. The plan will include, at a minimum, an illustrative Property Disposition Plan; a plan for phase-out of operations; a delivery schedule for all required actions, including the submission date of the final Property Disposition Plan to the Agreement Officer. A final project report will be due 30 days after project closed-out.

- **Performance indicators:**

Refer to Section 7

10. RELATIONSHIPS

Criteria for judging the performance of the Implementer will include the ability to foster good working relationships with MoE, RSEBs, WEOs, CTEs, SCCs and schools, parents and communities,

and USAID partners; and ability to seek resources from within and outside sources to improve reading and writing, teaching methodologies and strategies.

All schools are now required to establish and have fully engaged PTAs which help set the direction of the school. The project can help encourage full participation of parents and community members and foster a proactive PTA that understands the benefits of its investment for the children and the role that they can play in improving their children's early grade reading and writing.

10.1. RELATIONSHIP WITH USAID ETHIOPIA. The CoP will serve as Representative in Ethiopia for the purpose of this Agreement and shall be responsible for the activities of all short- and long-term personnel under the READ Community Outreach project, with the possible exception of Agreement amendments for which authority shall be delegated at the discretion of the Implementing partner institution.

The CoP will receive technical direction from the USAID AOR or his/her designee. The CoP shall request concurrence from the AOR prior to departing the country for periods exceeding five working days.

USAID shall be involved during the performance of the Recipient in provisions of technical directions as indicated in Section 8 above.

10.2. RELATIONSHIP WITH MoE, RSEBs, AND OTHER RELEVANT GOVERNMENT INSTITUTIONS. USAID/Ethiopia believes that coordination and decision making regarding ongoing implementation of USAID education activities are assured through a consultative process that involve the USAID Basic Education (BE) Technical Working Group (TWG) and BE Core Technical Committee. The Core TWG comprises the Ministry of Finance and Economic Development; USAID Education Office; and MoE's Planning and Resource Mobilization Directorate, Curriculum Development and Implementation Directorate, and Teacher Development and Leadership Directorate. The TWG includes members of the Core TWG, heads of RSEBs, and representatives from the MoE's Center of Educational Information and Communication Technology, and National Agency for Examinations. Both the TWG and the Core TWG are chaired by the EMIS, Planning and Resource Mobilization Directorate of the MoE. The TWG meets quarterly and provides a broad-based forum for consultation and input as the *READ Community Outreach project* progresses.

The Recipient will establish a close working relationship with relevant government entities. It should obtain approval of plans and share quarterly project technical and financial progress reports as required. The CoP or his/her designee will participate in BES TWG meeting on a quarterly basis.

10.3. RELATIONSHIP WITH IMPLEMENTING ORGANIZATIONS. The Recipient will work closely with the key Ethiopian, American, and international partners of USAID and donors, such as DFID and the World Bank involved in education implementation to assure that all activities are collaboratively programmed, resources are delivered, and project related monitoring and evaluation of impact.

In accordance with USAID protocols and subsequent to USAID introductions, in its schools, woredas, zones, and regions of intervention, the Recipient shall coordinate with PVOS/NGOs, international organizations; grassroots organizations; and other implementing partners receiving USAID funds from, or otherwise collaborating with the USAID/Ethiopia Education Office.

11. GENDER, DISABILITY, AND ENVIRONMENTAL CONSIDERATIONS

USAID/Ethiopia's Basic Education Services (BES) Office has a priority to target underserved groups, including women and girls and students with disabilities and supports the GoE in reducing gender inequality and disparity levels between men and women. The BES Office will apply gender analysis in reviewing the Applicant's proposal, designing baseline and impact assessments, and tracking

indicators. It will also work to minimize unintended consequences, including an increase of burden on people with disabilities, female teachers, and education experts at the different levels of the education system. USAID will work with the Implementer to consider gender issues as well as to ensure maximum female teachers and students are targeted for trainings during the work plan preparation.

USAID/Ethiopia will also work with the Recipient to ensure that all curricula, materials and training are promoting teaching techniques known to be inclusive for all students, including those with disabilities. Every effort will be made to accommodate the needs of people with disabilities in this project. Furthermore, the Implementer shall include a disability inclusion plan specifically delineating how the project will address barriers for people with disabilities relevant to the project and ensure equal access and disability inclusive development practices.

Additionally, this activity complies with USAID's environmental regulations, found at 22 CFR, Part 216. It falls under the Initial Environmental Examination (IEE) for USAID/Ethiopia, BES Office (663-SO 14.3, August 26, 2004).

Categorical Exclusions from environmental examination are recommended for the following activities covered by the following citations in Reg. 216, by subparagraph of 22 CFR 216.2(c) (2):

- (i) Activities involving education, training, technical assistance or training programs;
- (ii) Activities involving controlled experimentation exclusively for the purpose of research and field evaluation and carefully monitored;
- (iii) Activities involving analyses, studies, academic or research workshops and meetings;
- (iv) Activities involving document and information transfers;
- (v) Studies, projects or programs intended to develop the capacity of recipient countries and organizations to engage in development planning.

An Environmental Review was conducted by USAID/Ethiopia's Environmental Officer. Based on the project activities and pursuant to 22 CFR 216.2(c) (2) (i, ii, iii, v, and xiv), the *READ Community Outreach project* is **Categorically Excluded** from environmental review. If additional activities not described in this document are added to this project, an amended environmental examination will be prepared and approved.

[END OF SECTION I]

SECTION II – AWARD INFORMATION

1. ESTIMATE OF FUNDS AVAILABLE

Subject to the availability of funds, USAID intends to provide up to **US \$19,000,000 (nineteen million)** in total funding for the **Reading for Ethiopia's Achievement Developed (READ) Community Outreach Project**.

2. ANTICIPATED START DATE AND PERIOD OF PERFORMANCE

Activities pursuant to this RFA will be for a 4 year period. The anticipated start date of this program is January 1, 2014 through December 31, 2017.

3. NUMBER OF AWARDS CONTEMPLATED

USAID/Ethiopia anticipates awarding one (1) Cooperative Agreement resulting from this RFA to the responsible applicant whose application offers the greatest value to the U.S. Government. To the extent that it is necessary, negotiations will be conducted with the Apparently Successful Applicant. **USAID reserves the right to fund any or none of the applications submitted.**

4. TYPE OF AWARD AND SUBSTANTIAL INVOLVEMENT:

USAID plans award Cooperative Agreement pursuant to this RFA. A Cooperative Agreement allows "substantial involvement" by USAID (active involvement by USAID in certain programmatic elements during performance of the activity). Anticipated substantial involvement elements for this award are listed below:

- a. Approval of Annual Work Plans and budgets. Any significant changes to the approved Work Plan shall require additional approval. The first Annual Work Plan shall be submitted to USAID for approval 45 days after the proposed Award is signed. Subsequent Annual Work Plans should be submitted 30 days prior to commencement of the next Annual Work Plan period. USAID will provide additional guidance on the Work Plan in a post-award conference.
- b. Review and approval of key personnel and changes in key personnel;
 - Chief of Party
 - Additional position(s) as may be proposed by the Applicant or designated by USAID at time of award
- c. Approval of the Monitoring and Evaluation (M&E) Plan as part of the first Annual Work Plan and any subsequent changes to the M&E Plan.
- d. Concurrence from the USAID Agreement Officer's Representation (AOR), in writing, on the selection of all Sub-Awardee's of proposed Sub-Awards.
- e. Approval of all construction activities in advance and authority to immediately halt any construction activity.

5. AUTHORIZED GEOGRAPHIC CODE:

The Authorized Geographic Code is 937 for the procurement of goods and services.

6. BRANDING STRATEGY AND MARKING PLAN:

The successful applicant will be required to submit a Branding Strategy and Marking Plan together with its detailed work plan with exit strategy to USAID within 60 days of the Award. Branding and Marking plan will be evaluated and approved by the Agreement Officer with concurrence from the Agreement Officer's Representative (AOR). A Branding Implementation Strategy and Marking Plan shall be in accordance with USAID Branding and Marking plan as required per ADS 320. Please refer to ADS 320, (<http://www.usaid.gov/policy/ads/300/>) specifically 320.3.3.3 for more information. The Recipient shall comply with the requirements of the USAID "Graphic Standards Manual" available at www.usaid.gov/branding, or any successor branding policy. Pending formal Mission guidance, activity with a government entity will be branded, as appropriate, for the program's stabilization goals (USAID Graphic Standards Manual 4.10).

[END OF SECTION II]

SECTION III – ELIGIBILITY INFORMATION

1. QUALIFIED/ELIGIBLE APPLICANTS

Qualified applicants may be U.S. private voluntary organizations (USPVOs) and/or U.S., other non-U.S. non-governmental organizations (NGOs) or private, non-profit organizations (or for-profit companies willing to forego profits). USAID encourages applications from potential new partners.

2. LOCAL REGISTRATION

All local institutions or affiliates of international organizations must be registered as a legal entity in Ethiopia. Local registration is not a requirement at application time, but it is required prior to the launch of program activities.

3. LOCAL PARTNER DEFINITION:

A “local partner” may be an individual or sole proprietorship or a legal entity of any type. To be considered an eligible local partner for the purposes of the intended RFA, the partner must meet the following criteria:

- Be organized under the laws of the recipient country;
- Have its principal place of business in the recipient country;
- Be majority owned by individuals who are citizens or lawful permanent residents of the recipient country or be managed by a governing body, the majority of whom are citizens or lawful permanent residents of a recipient country; and
- Not be controlled by a foreign entity or by an individual or individuals who are not citizens or permanent residents of the recipient country.

The term “controlled by” means a majority ownership or beneficiary interest as defined above, or the power, either directly or indirectly, whether exercised or exercisable, to control the election, appointment, or tenure of the organization’s managers or a majority of the organization’s governing body by any means, e.g., ownership, contract, or operation of law. “Foreign entity” means an organization that fails to meet any part of the “local organization” definition.

4. COST SHARE/ MATCHING

The required cost share for this award is (11.6%) or \$2,204,000 of the total estimated U.S. Government cost. In addition to USAID funds, applicants are required to contribute resources from their own, private or local sources for the implementation of this program.

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.

5. RESOURCE LEVERAGING

This RFA encourages applicants to leverage additional resources from the private sector in this program. USAID is looking for innovative, practical approaches to using these resources while promoting the program objectives. In accordance with ADS 303.3.10.2, leveraging represents all of the non-USAID resources that are expected to be applied to a project. It may include cost sharing, but may also include resources that third parties bring to the program without necessarily providing them to the recipient. Thus, the recipient is not responsible for any leveraging in excess of the agreed-upon cost share.

[END OF SECTION III]

SECTION IV – APPLICATION AND SUBMISSION INFORMATION

1. AGENCY POINTS OF CONTACT

Supervisory Agreement Officer

Dennis M. Fuentes
Office of Acquisition and Assistance
USAID/Ethiopia
P.O. Box: 1014
Addis Ababa, Ethiopia
dfuentes@usaid.gov

The Acquisition and Assistance Specialist:

Mr. William Ndinya
Office of Acquisition and Assistance
USAID/Ethiopia
P.O. Box: 1014
Addis Ababa, Ethiopia
wndinya@usaid.gov

Any questions concerning this RFA must be submitted in writing to Mr. William Ndinya, Sr. Acquisition and Assistance Specialist via email at wndinya@usaid.gov and copy to Mr. Dennis M. Fuentes, Supervisory Agreement Officer via email at dfuentes@usaid.gov and to be submitted no later than 17:00. USAID/Ethiopia, P.O. Box: 1014, Addis Ababa, Ethiopia on October 7, 2013. Oral explanations or instructions given before award 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.

2. SUBMISSION OF APPLICATIONS USING REQUIRED FORMAT

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

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

Forms are available on www.grants.gov.

3. PRE-AWARD CERTIFICATIONS, ASSURANCES AND OTHER STATEMENTS OF THE RECIPIENT

In addition to the certifications that are included in the SF 424, non-U.S. organizations (except as specified below) must provide the following certifications, assurances and other statements. Complete copies of these Certifications, Assurances, and Other Statements see link in Section “Attachments and Documents”.

- a) For U.S. organizations, a signed copy of the mandatory reference, Assurance of Compliance with Laws and Regulations Governing Nondiscrimination in Federally Assisted Programs. This certification applies to Non-US organizations if any part of the program will be undertaken in the United States.
- b) A signed copy of the certification and disclosure forms for “Restrictions on Lobbying” (see 22 CFR 227);
- c) A signed copy of the “Certification Regarding Terrorist Funding” required by AAPD 04-14;
- d) Survey on Ensuring Equal Opportunity for Applicants; and

- e) Submission of a Data Universal Numbering System (DUNS) Number. DUNS number is a nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. A DUNS number may be obtained from D&B by internet at www.dnb.com.
 - i) Access the web page: <http://www.dnb.com>;
 - ii) Click on D&B D-U-N-S Number;
 - iii) Click on "Are you a government contractor, vendor, or grant recipient?"
 - iv) Click on "Click here to request your D-U-N-S Number via the web";
 - v) Follow the instructions. Questions should be directed to Dun and Bradstreet.
- f) System for Award Management (SAM) is the U.S. Government Federal repository into which an entity must provide information required for the conduct of business as a recipient. Additional information about registration procedures may be found at the SAM Internet site (currently at <http://www.sam.gov>).
- g) Organizations that apply and do not have an exception must ensure they have the necessary processes and systems in place to comply with the reporting requirements of 2 CFR 170 should they receive funding. See Attachment 2 entitled "Reporting Subawards and Executive Compensation."

4. APPLICATION PREPARATION GUIDELINES

USAID will accept applications from the qualified entities listed in Section III of this RFA. Applications may be submitted by institutions individually or in group. In the case of a group, the application must include only one prime applicant, which shall enter into sub-agreements or contracts with partnering institutions. In this case, the Prime Applicant(s) will be responsible for establishing and maintaining subagreement and/or contracting relationships with proposed partners. For the purposes of this RFA, the term "applicant" is used to refer to the prime and any proposed partners.

Applicants are expected to review, understand, and comply with all aspects of this 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. Section V addresses the technical evaluation procedures for the applications. Applications which are incomplete are not directly responsive to the terms, conditions; specifications and provisions of this RFA may be categorized as non-responsive and eliminated from further consideration.

Applications shall be submitted in two separate volumes: (a) technical and (b) cost or business application. Technical portions of applications should be submitted in an original and four (4) copies and cost portions of applications in an original and one (1) copy. All copies of the technical and cost/business applications must be separately placed in sealed envelopes clearly marked on the outside with the following words "USAID/Ethiopia RFA-663-13-000006" Technical or Cost/Business (as appropriate) Application". These individual envelopes must then be bundled together to be received as one complete package. One CD with the same contents as the Technical and Cost Applications hardcopy must also be included in this package.

The application should be prepared according to the structural format set forth below. Applications must be submitted no later than the date and time indicated on the cover page of this RFA, to the location indicated on page two (2) of the cover letter accompanying this RFA. Applications shall be prepared in English. Applications in any other language shall be treated as non-responsive and eliminated from further consideration.

Applicants should retain for their records one copy of the application and all enclosures which accompany their application. Erasures or other changes must be initialed by the person signing the application. To facilitate the competitive review of the applications, USAID will consider only applications conforming to the format prescribed below.

Telegraphic, e-mailed or faxed applications are not authorized for this RFA and will not be accepted. Applications that are submitted late, incomplete or are considered to be non-responsive to this RFA may be eliminated from further consideration.

5. TECHNICAL APPLICATION FORMAT

(i) General

USAID requests that applications provide all information required by following the format described below. USAID requests that the application be kept as concise as possible. Detailed information should be presented only when required by specific RFA instructions.

The technical applications shall not exceed **45 pages** (12 point single-spaced Times New Roman font, and a minimum of 1 inch margins all around), not including the cover page, executive summary, appendices, and certain graphics as specified below. Pages should be paginated at the bottom. Graphics and charts specifically requested in this technical application will not count against the page limit for the application, and may be included in the 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 prospective recipient's lack of cost consciousness. Elaborate art work and other presentation aids are neither necessary nor wanted.

Applicants may use appendices for such required supplemental information as key personnel resumes, resumes of other personnel, and a list of previous contracts, grants, and cooperative agreements and past performance reports. Applicants are requested to limit appendices to those relevant to the RFA.

Technical applications should be specific, complete and presented concisely. A lengthy application may not in and of itself constitute a well thought out application. Applications shall demonstrate the applicant's capabilities and expertise with respect to achieving the goals of this program. The applications should take into account the technical evaluation criteria found in Section V.

(ii) Technical Application Content

The technical application will be the most important item of consideration in selection for award of the proposed activity. The technical application may contain the following sections, as more fully explained below: (a) Cover Page, (b) Table of Contents, (c) Executive Summary, (d) Program Description, (e) Monitoring and Evaluation Plan, and (f) Annexes (Curriculum Vitae/Resumés, Past Performance References, and Letters of Commitment from Recipients, if any and key personnel). The technical application shall not include any cost information.

The format for the technical application is the following:

Cover Page

Include proposed Project title, "**Reading for Ethiopia's Achievement Developed Community Outreach Project**" name of organization(s) submitting application, authorized individual, telephone and fax numbers, e-mail, and address.

Executive Summary (1-3 pages)

This section should allow technical reviewers to quickly understand the critical elements of the application including the most salient features of the applicants' technical vision and approach, the key personnel and management plan proposed, and the capabilities of the partners to accomplish the desired results.

Technical Application (maximum 45 pages)

The technical application will meet the requirements of the program description and address the Evaluation Criteria. The application will be evaluated in accordance with the Evaluation Criteria which will give due consideration for the following elements.

(iii) Technical Approach

- i) The Technical Approach must include a clear description of the conceptual approach and the general strategy (i.e. methodology and techniques) being proposed; identify mechanisms to ensure ongoing coordination with other donors, implementing agencies, and related programs; outline specific, focused activities; include a well-articulated strategy for replication and long-term impact; explain how the approach is expected to achieve the proposed objectives; and describe a plan that will enable the activities to continue after the grant is completed. Applicants must specify annual and end-of program results in the design of the program that directly contribute to the expected results. Applicants are encouraged to propose innovative programs designed to reach the desired outcomes/results.
- ii) Applicants must discuss how resources will be organized to obtain expected results. The applicant should discuss fully the “what” and the “how” of its plan. The purpose of this approach is to allow the applicant greater creative freedom to develop a plan for resource organization and use.
- iii) Applicants must provide a description of any partnership, including with the subrecipient relationships planned with partners. The Applicant should detail any existing relationships with partner organizations and/or the methods proposed to establish new relationships. In this regard it is necessary to describe how elements of the grant will be implemented with non-governmental organization partners and other types of partners.
- iv) Gender equality: In accordance with USAID policies, activities will address gender issues as appropriate, and promote gender equality as a goal of program activities. The Recipient should address gender concerns in a fundamental way. USAID encourages all applicants to provide additional or alternative recommendations on how to address gender consideration in this program.
- v) Applicants must provide a program implementation plan (chart) including main activities of the program. List on the vertical axis the activities, and on the horizontal axis the following information:
 - (a) Name of implementer(s); and
 - (b) time frame, noting estimated dates of completion. Indicate when the proposed program will be fully operational.
- vi) The applicant must provide an illustrative First Year Implementation Plan for achieving expected program results. The applicant is encouraged to propose innovative implementation mechanisms to reach the desired results and an aggressive but realistic schedule of performance milestones as steps toward achieving proposed results. The implementation plan should clearly outline links between the proposed results, conceptual approach, and performance milestones, and should include a realistic timeline for achieving the annual and end-of-program results. This plan will be considered illustrative for the purposes of evaluating applications; however, once the award is made, finalizing the implementation plan within the first 60 days will be a key activity.
- vii) In order to meet the objectives and aspirations of the USAID FORWARD, PRIME applicants shall propose at minimum of three (3) and a maximum of five (5) local partners e.g. local NGOs, private sector actors and/or community based institutions to implement

components or specific activities of the PRIME project. The successful recipient is expected to provide adequate capacity development to the selected local partners in the areas of financial management systems, staff capacity development amongst others and graduate those local NGOs who have made progress towards becoming direct partners with USAID and other donors. This transition should be addressed in the technical approach.

(iv) Management and Institutional Capacity

As part of the technical application, applicants must submit a Management Plan. The applicant should specify the organizational structure of the entire program team, including home office support and implementing partners, if any, for the entire program, and describe how each of the components will be managed. "Implementing partners" are organizations that will have substantial implementation responsibilities. The management plan should identify potential implementing partners and clearly state the responsibilities of each proposed implementing partner in achieving the proposed results and the unique capacities/skills they bring to the program. Note that documentation that reflects an "exclusive" relationship between implementing partners is not requested and should not be submitted. Applicants must also offer evidence of their technical and managerial resources and expertise (or their ability to obtain such) in program management and their experience in managing similar programs in the past. Information in this section should include (but not limited to) the following information:

- (a) Brief description of organizational history and experience;
- (b) Examples of accomplishments in developing and implementing similar programs;
- (c) Relevant experience with proposed approaches;
- (d) Institutional strength as represented by breadth and depth of experienced personnel in program relevant disciplines and areas;
- (e) Sub-recipient or subcontractor capabilities and expertise, if applicable;
- (f) Proposed field management structure and financial controls;
- (g) Home office backstopping and its purpose.

(v) Performance Monitoring Plan

Illustrative Performance Monitoring and Evaluation Plan

As part of the program approach, Applicants shall submit a Performance Monitoring and Evaluation (PMEP). However, within 60 days of the effective date of the award, the successful Applicant will be required to submit a revised/updated plan, which will be approved by the USAID Agreement Officer's Representative (AOR). The Applicant shall propose a plan for establishment of baseline data for indicators and performance targets, data collection and annual reporting.

(vi) Organizational Past Performance

Describe at least five (5) contracts, grants and cooperative agreements which the organization, both the primary Applicant (as well as any partners substantially involved in implementation) has implemented involving similar or related program over the past three years. Applicants should include the following:

- Name and address of the organization for which the work was performed and primary location(s) of work
- Current telephone number and e-mail address of a responsible representative of the organization for which the work was performed
- Contract/grant name and number (if any); annual amount received for each of the last three years; beginning and ending dates
- A brief description of the program/assistance activity

USAID may contact references (for both the applicant and for personnel proposed) and use the past performance data regarding the organization, along with other information to determine the applicant's responsibility. The Government reserves the right to obtain information for use in the evaluation of past performance from any and all sources inside or outside the Government.

(vii) Required Qualifications for Key Personnel

The CoP should at a minimum have a Master's degree and eight years of relevant experience (post this degree) including four years of relevant experience in developing countries; or a PhD/EdD degree plus six years of experience of relevant experience (post PhD/EdD degree), including three years of relevant experience in Africa (or similar developing countries) directly related to educational development and management tasks described in this PD (community mobilization, capacity development and participation of GEACs, PTAs, students, teachers, school leadership, CTEs, WEOs, and RSEBs, etc.).

The Deputy CoP must have Master's degree plus eight years of experience (post this degree) working in human capacity development, civil society strengthening, and primary education as well as have demonstrated knowledge of Ethiopia's education sector structure, planning, and management. In general, staffing proposals will be evaluated based on the following factors:

- Adequate and cost effective staffing plan maximizing Ethiopian staff to accomplish the objective of the project;
- Demonstrated ability to effectively bring the disciplines, functional skills, and experiences of the proposed staff to bear on the proposed project;
- Qualifications of proposed local and international personnel (including meeting the standards outlined in the paragraph above) and appropriateness for the responsibilities of each position; and
- Appropriate gender balance of proposed personnel and commitment to maintaining at least 50% women professionals and 10% disabled personnel throughout the life of project.

The following positions are considered key for the performance of this cooperative agreement:

- 1) Chief of Party (COP)
- 2) Deputy Chief of Party (DCOP)

6. COST/BUSINESS APPLICATION GUIDELINES

The Cost or Business Application is to be submitted under separate cover from the technical application. Certain documents are required to be submitted by an applicant in order for the Agreement Officer to make a determination of responsibility. However, it is USAID policy not to burden applicants with undue reporting requirements if that information is readily available through other sources. One CD with the same contents as the Cost Application hardcopy must also be included within the Original Application. The Cost Application shall consist of the following:

Cover Page: A single page with the names of the organizations/institutions involved and the lead or primary Applicant clearly identified. Any proposed sub grantees (or implementing partners) should be listed separately. In addition, the cover Page should provide a contact person for the prime Applicant, including this individual's name (both typed and his/her signature), title or position with the organization/institution, address, telephone and fax numbers and e-mail address. State whether the contact person is the person with authority to contract for the Applicant, and if not, that person should also be USAID-Ethiopia RFA-663-13-000006 Reading for Ethiopia's Achievement Developed (READ) Community Outreach Project listed with contact information. 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. Erasures or other changes must be initialed by the person signing the application. The TIN and DUNs numbers of the applicant should also be listed on the

cover page.

SF-424, SF-424A and SF-424B

All Applicants must submit their applications using the SF-424 series which includes:

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

The SF-424 forms are not included in this RFA but can be found at the following website:

http://www.grants.gov/agencies/aapproved_standard_forms.jsp

Mandatory Certifications and Assurances

Applicants must submit the following mandatory certifications:

- PART I – Certifications and Assurances
 - Assurances of Compliance with Laws and Regulations Governing Non-Discrimination in Federal Assisted Programs
 - Certification regarding Lobbying
 - Certification Covering Terrorist Financing
- PART II – Other Statements of Recipient

Acknowledgement of Any Amendments to the RFA

Applicants shall acknowledge receipt of all amendments, if any, to this RFA by signing and returning the amendment as part of the cost application. The Government must receive the acknowledgement by the time specified for receipt of applications.

Budget

Applicants must submit an overall summary budget as well as a detailed annual budget defined by result area or component. Stated another way, the budget should relate to results while also showing a type of cost for each result. The budget must clearly display:

- The breakdown of all costs associated with the program according to costs of, if applicable, headquarters, regional and/or country offices
- The breakdown of all costs according to each partner organization involved in the program
- The costs associated with external, expatriate technical assistance and those associated with local in-country technical assistance
- The breakdown of the financial and in-kind contributions of all organizations involved in implementing this Cooperative Agreement
- The potential contributions of non-USAID or private commercial donors to this Cooperative Agreement

Budget Narrative

To support the costs proposed, please provide detailed budget narrative for all costs that clearly identifies the basis of all costs, such as market surveys, price quotations, current salaries, historical experience, etc. The combination of the cost data and breakdowns specified above and the budget narrative must be sufficient to allow a determination whether the costs estimated are reasonable and

realistic. The following section provides guidance on issues involving specific types of costs. Please note that applicants are not required to present their costs in the budget or budget narrative in the format or order below.

- i) **Salaries and Wages:** Direct salaries and wages should be proposed in accordance with the applicant's personnel policies.
- ii) **Fringe Benefits:** If the applicant has a fringe benefit rate that has been approved by an agency of the U.S. Government, such rate should be used and evidence of its approval should be provided. If a fringe benefit rate has not been so approved, the application should include a detailed breakdown comprised of all items of fringe benefits and the costs of each, expressed in dollars and as a percentage of salaries.
- iii) **Travel and Transportation:** The application should indicate the number of trips, domestic and international, and the estimated costs per trip. Specify the origin and destination for each proposed trip, duration of travel, and number of individuals traveling. Per diem should be based on the applicant's normal travel policies (applicants may choose to refer to the Federal Standardized Travel Regulations for cost estimates).
- iv) **Equipment:** Specify all equipment to be purchased, including the type of equipment, the manufacturer, the unit costs, the number of units to be purchased and the expected geographic source.
- v) **Materials and Supplies:** Specify all materials and supplies expected to be purchased, including type, unit cost and units.
- vi) **Communications:** Specific information regarding the type of communication cost at issue (i.e. mail, telephone, cellular phones, internet etc.) must be included in order to allow an assessment of the realism and reasonableness of these types of costs.
- vii) **Subcontracts/Sub-awards/Consultants:** Information sufficient to determine the reasonableness of the cost of each specific subcontract/sub-award and consultant expected to be hired must be included. Similar information should be provided for all consultants as is provided under the category for personnel.
- viii) **Allowances:** Allowances should be broken down by specific type and by person. Allowances should be in accordance with the applicant's policies and the applicable regulations and policies.
- ix) **Direct Facilities Costs:** Specific information regarding the cost of any facilities needed to perform program activities. The information provided should include the unit cost (rent), the time period the facilities are needed and the number of facilities. Only facilities that directly benefit the program activities should be included in this category; all other facility costs should be included in the indirect cost category.
- x) **Other Direct Costs:** This may include the costs not elsewhere specified, such as report preparation costs, passports and visas fees, medical exams and inoculations, insurance (other than insurance included in the applicant's fringe benefits) as well as any other miscellaneous costs which directly benefit the program proposed by the applicant. The narrative should provide a breakdown and support for all other direct costs. If seminars and conferences are included, the applicant should indicate the subject, venue and duration of proposed conferences and seminars, and their relationship to the objectives of the program, along with estimates of costs.

- xi) **Indirect Costs:** The applicant should support the proposed indirect cost rate with a letter from a cognizant U.S. Government audit agency or with sufficient information for USAID to determine the reasonableness of any such costs proposed to be associated with this agreement. (For example, a breakdown of labor bases and overhead pools, the method of determining the direct versus the indirect costs, a description of all costs in the pools, etc.).

Local 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 submitted by local NGOs. Local institutions submitting applications should treat all indirect costs as direct costs.

- xii) **Seminars and Conferences:** The applicant should indicate the subject, venue and duration of proposed conferences and seminars, and their relationship to the objectives of the program, along with estimates of costs.
- xiii) **Foreign Government Delegations to International Conferences:** Funds in this agreement may not be used to finance the travel, per diem, hotel expenses, meals, conference fees or other conference costs for any member of a foreign government's delegation to an international conference sponsored by a public international organization, except as provided in ADS Mandatory Reference "Guidance on Funding Foreign Government Delegations to International conferences or as approved by the COTR
<http://www.info.usaid.gov/pubs/ads/300/refindx3.htm>.
- xiv) **Source and Origin Requirements:** The authorized geographic code for goods and services provided by the Recipients under this USAID-financed award is 937 and shall comply with 22 CFR 228 requirements.

Current Negotiated Indirect Cost Rate Agreement (NICRA) - A current Negotiated Indirect Cost Rate Agreement must be submitted, if the applicant has one.

Other Documentation

- a. **Teaming:** If the applicant is a group of organization that has actually formed a separate entity – i.e. a joint venture – for the purposes of this application, then the cost application must include a copy of the documents that set forth the legal relationship between the partner organizations. If no joint venture is involved, the cost application should include a complete discussion of the relationship between the applicant and its partner organizations, how work under the program will be allocated and how work will be organized and managed. The Budget Narrative described above should discuss which team member is bearing a particular cost where appropriate and justify and explain the cost in question.
- b. **Financial and Other Resources:** The cost application should include information on the applicant's financial status and management. All applicants should submit information relating to whether there has been approval of the organization's accounting system by a U.S. Government agency, including the name, address, and telephone number of the cognizant auditor. If the applicant has made a certification to USAID that its personnel, procurement and travel policies are compliant with applicable OMB circular and other applicable USAID and Federal regulations, a copy of the certification should be included with the application. Organizations that have never been awarded a U.S. government contract or grant must present the following documentation:
- (a) Audited financial statements for the past three years
 - (b) Organization chart, by-laws, constitution, and articles of incorporation, if applicable
 - (c) Copies of the applicant's accounting, personnel, travel and procurement policies. Please indicate whether any of these policies have been reviewed and approved by any agency of

the U.S. government. If so, provide the name, address, email and phone number of the cognizant reviewing official. Similar information should be submitted for all partner organizations. Unnecessarily elaborate applications: unnecessarily elaborate brochures or other presentations beyond those sufficient to present a complete and effective application in response to this RFA are not desired and may be construed as an indication of the applicant's lack of cost consciousness. Elaborate artwork, expensive paper and bindings, and expensive visual and other presentation aids are neither necessary nor wanted.

- c. **Responsibility:** Applicants should submit any additional evidence of responsibility deemed necessary for the Agreement Officer to make a determination of responsibility. The information submitted should substantiate that the Applicant:
- (a) Has adequate financial resource or the ability to obtain such resources as required during the performance of the Agreement
 - (b) Has the ability to comply with the Agreement conditions, taking into account all existing and currently prospective commitments of the applicant, non-governmental and governmental
 - (c) Has a satisfactory record of performance. In the absence of evidence to the contrary or circumstances properly beyond the control of the applicant, applicants who are or have been deficient in current or recent performance (when the number of grants, contracts, and Cooperative agreements, and the extent of any deficiency of each, are considered) shall be presumed to be unable to meet this requirement. Past unsatisfactory performance will ordinarily be sufficient to justify a determination of non-responsibility, unless there is clear evidence of subsequent satisfactory performance. The Agreement Officer will collect and evaluate data on past performance of applicants using information from sources provided in accordance with Paragraph 10 above.
 - (d) Has a satisfactory record of integrity and business ethics
 - (e) Is otherwise qualified and eligible to receive a Cooperative Agreement under applicable laws and regulations (e.g., EEO)

An award shall be made only when the Agreement Officer makes a positive determination that the applicant possesses, or has the ability to obtain, the necessary management competence in planning and carrying out assistance programs and that it will practice mutually agreed upon methods of accountability for funds and other assets provided by USAID.

The contents of the Budget Narrative and Detailed Budget documents shall mirror and reflect one another. The Budget Narrative shall have appropriate headings that match those of the Detailed Budget. For example, the Budget Narrative shall explain how salaries and wages were determined and give the appropriate rationale under the Salaries and Wages heading. The Detailed Budget shall display the estimated costs for salaries and wages under the Salaries and Wages budget line item. The Budget Narrative shall explain in great detail how costs were derived and the methodologies used to derive and estimate costs. The Detailed Budget shall display the estimated costs proposed for each budget line item.

[END OF SECTION IV]

SECTION V – APPLICATION REVIEW INFORMATION

1. EVALUATION CRITERIA FOR THE PROPOSALS

1.1 EVALUATION PROCEDURES

The technical portion of Applications will be evaluated by a Technical Evaluation Committee composed of USAID Ethiopia and possibly GoE staff in accordance with the Technical Evaluation Criteria (total 100 points) set forth below. Then, the proposed cost management portion of the applications achieving the highest technical score(s) will be reviewed and costs will be evaluated for general reasonableness, allowability, and allocability.

The criteria are intended to capture quality of services to be provided by the Recipient. Technical, cost, and other factors will be evaluated relative to each other, as described below. Applicants should note that these criteria: (1) serve as the standard against which all proposals will be evaluated, and (2) serve to identify the significant matters which Applicants should address in their applications.

To the extent that they are necessary, negotiations will be conducted with the Applicant(s) whose application(s) have a reasonable chance of being selected for award(s), and submission of revised application(s) may be requested. An award(s) will be made to the responsible and responsive Applicant(s) whose application(s) offer(s) the greatest value, based on technical and other factors set forth below. Selected applicant should submit a copy of its registration through the new Ethiopian Civil Society Organization (CSO) law to commence implementation immediately after the award.

1.1.1 TECHNICAL APPROACH (35 points)

Applications must demonstrate technically, culturally, and economically sound, appropriate, cost effective and feasible approaches to achieve the objective of the *READ* Community Outreach *project*. Applications will be scored based on the degree to which they:

- Demonstrate a sound, adequate analytical basis for proposed Community Outreach approaches, strategies, interventions (including gender and disability) and an understanding of the cultural, demographic, and socio-economic factors related to strengthening early grade reading and writing in Ethiopian primary schools.
- Provide a clear summary of what is to be accomplished, including:
 - a) the Agreement outputs that will be achieved, with realistic milestones and targets defined and demonstrated linkages with the project objective;
 - b) how the outputs, milestones and targets will be achieved, demonstrating innovative, cost-effective, technically and culturally sound approaches;
 - c) discussions under each result that adequately explain and show feasibility of how the Recipient will apply its preferred methods and strategies to achieve the project goal and results accounting for the different level of education system development; of the various regions;
- Demonstrate how the Recipient will effectively bring various skills, experience, and data-informed choices to the local context, considering factors such as languages, culture and regional, woreda and school contexts;
- Ensure that all trainings and materials are promoting early grade reading and writing teaching techniques for students, including those with disabilities;
- Offer appropriate and feasible mechanisms to incorporate, mentor, and facilitate the capacity development and participation of PTAs, students, teachers, school leadership, CTEs, WEOs, RSEBs, and the community at large;
- Delineate the number of students, teachers, supervisors, teacher trainers, GEACs, PTA members, and schools to be served per local language and target region;
- Demonstrate the capacity of the Recipient to coordinate with and to build on the work done by the GoE, USAID partners, other donors, local NGOs, schools and CTEs;

- Demonstrate a commitment to the training and retention of women education professionals throughout the life of the project; and
- Provide an explicit, feasible and realistic “exit strategy” that provides a high likelihood of leaving in place a sustainable, country-owned Community Outreach early grade reading program that can be scaled up at the end of the life of the project.

1.1.2 MANAGEMENT/INSTITUTIONAL CAPACITY (20 points)

The Applicant shall include in its application a full management plan, including an organizational chart that is appropriate to undertake the proposed strategies, interventions, and innovations. The organizational chart should demonstrate lines of authority and staff responsibility, and a brief position description for each technical staff. Applications will be scored based on the degree to which they provide appropriate and feasible:

- Plans for coordinating, managing and integrating the Applicant's activities with other ESDP and USAID education partners engaged in promoting student language proficiency and teacher professional development;
- Innovative systems to manage diverse activities expeditiously, soundly, and at reasonable cost;
- Systems to incorporate and nurture participation of beneficiaries and the host government institutions (MoE, RSEBs, WEOs, CTEs, SCCs, primary schools, etc.) in planning, implementing and managing the project;
- Plans for collaborating closely with education officials at various levels in the host country education systems; and
Plans for addressing the significant logistical, coordination and monitoring needs of a comprehensive nation-wide project.

1.1.3 QUALIFICATIONS AND EXPERIENCE OF PROPOSED KEY PERSONNEL AND STAFFING PATTERN (20 points)

The CoP should at a minimum have a Master's degree and eight years of relevant experience (post this degree) including four years of relevant experience in developing countries; or a PhD/EdD degree plus six years of experience of relevant experience (post PhD/EdD degree), including three years of relevant experience in Africa (or similar developing countries) directly related to educational development and management tasks described in this PD (community mobilization, capacity development and participation of GEACs, PTAs, students, teachers, school leadership, CTEs, WEOs, and RSEBs, etc.). Similarly, the Deputy CoP must have Master's degree plus eight years of experience (post this degree) working in human capacity development, civil society strengthening, and primary education as well as have demonstrated knowledge of Ethiopia's education sector structure, planning, and management. In general, staffing proposals will be evaluated based on the following factors:

- Adequate and cost effective staffing plan maximizing Ethiopian staff to accomplish the objective of the project;
- Demonstrated ability to effectively bring the disciplines, functional skills, and experiences of the proposed staff to bear on the proposed project;
- Qualifications of proposed local and international personnel (including meeting the standards outlined in the paragraph above) and appropriateness for the responsibilities of each position; and
- Appropriate gender balance of proposed personnel and commitment to maintaining at least 50% women professionals and 10% disabled personnel throughout the life of project.

1.1.4 MONITORING AND EVALUATION PLAN (15 points)

USAID is committed to measuring the learning outcomes of students as its highest level of result and impact. The overall quality of the monitoring and evaluation plan of the Applicant will be reviewed and scored. Factors for review will include the appropriateness and feasibility of indicators, milestones, and targets addressing each IR of this project; critical assumptions; and data collection

methods for monitoring the Applicant's outputs within the context of the USAID Education Development Objective.

1.1.5 PAST PERFORMANCE (10 points)

The Applicant institution should provide references for similar work completed during the past five years that includes the type of agreement/contract implemented, name of organization, program/project manager contact information, dollar value, performance period, and summary of the work performed. It should also demonstrate past collaboration with host country governments at the national, regional and local levels and donors.

Applications will be scored based on the degree to which they demonstrate successful relevant past performance of their institution specifically related to:

- Developing, implementing, and managing innovative, sustainable host country education system development projects of similar size and complexity to this project in close collaboration with the host government;
- Developing, implementing, managing and evaluating school directors, teachers, students and community-based capacity building activities in countries with similar contexts as Ethiopia;
- Building capacity of host country government officials to instate sustainable education development projects;
- Promoting and coordinating participation in development, accounting for diversity of participants;
- Collaborating closely with various levels of host country education personnel;
- Implementing cost-sharing and/or resource generating activities for school and community activities;
- Transferring responsibilities to host country or local institutions, PTAs, schools, woredas and regional education offices, and other partner communities; and
- Evidence of building local capacity in project design, implementation, and evaluation.

[END OF SECTION V]

SECTION VI - AWARD AND ADMINISTRATION INFORMATION

1. NOTIFICATION TO APPLICANTS

A notice of Award signed by the Agreement Officer is the authorizing document for this RFA. The notice of award will be provided electronically to the successful applicant's point of contact listed in the application. Notification will also be made electronically to unsuccessful applicants pursuant to ADS 303.3.7.1.b.

Prior to issuance of award, some applicants may be required to submit additional information on the organization and key individuals for vetting. For example, for those organizations that have not had previous grants or cooperative agreements with the US Government, Articles of Incorporation or other documentation which substantiates the legal character of the entity will be requested. In such cases, issuance of an award is contingent on the timely receipt of the information requested and the successful completion of the vetting process.

The vetting process may include pre-award responsibility determination which will be conducted and will include an examination of the application's budget details to ensure it is a realistic financial expression of the proposed program and does not contain estimated costs which may be unreasonable or unable to be charged under the program. Staff salaries will be considered reasonable to the extent that they are comparable to that paid for similar work in the relevant labor market; salary history will not be used to determine the salary range for a particular job category.

2. DEVIATIONS

No deviations are currently contemplated to the standard provisions for the cooperative agreement contemplated by this RFA.

3. GENERAL INFORMATION ON REPORTING REQUIREMENTS

3.1 Implementation Plan

The successful Recipient shall develop a plan for a four-year period to begin on or about December 1, 2013 and ends no later than November 30, 2017. The first detailed work plan with exit strategy shall be submitted to USAID within 60 days of the Award and the successive annual plans shall be submitted on the first week of July of each year to fit to the planning cycle of the GoE. The annual plan has to include its estimated deployment of the Implementer's resources (personnel, equipment, budget) necessary to achieve proposed milestones and targets. Where necessary, proposed revisions to previously agreed upon targets shall be made by agreement with USAID as part of its involvement in the Agreement activities.

The successive annual work plans shall include specific mention of an "exit strategy" for the Project and will demonstrate how that will be implemented over the life of project. The "exit strategy" will specifically demonstrate how project impact and critical processes will be continued after the Agreement termination date.

The Recipient shall coordinate development of its annual plans with other USAID funded Basic Education Services (BES) implementing partners to assure that the USAID-specific plans and budgets reflect USAID's management and technical principles and that the plans are well coordinated and mutually reinforcing.

The Recipient shall assure that all research or data collection under the *READ* Community Outreach project are coordinated with USAID BES partners and/or other Ethiopian or Mission entities. In this regard, the Recipient will utilize existing resources of collaborating partners;

including libraries, documentation centers, and field personnel, to the extent practical in the collection of selected datasets, as opposed to generating parallel data and/or hiring separate staff.

USAID encourages broad Private Voluntary Organization/NGO and private sector networking and collaboration in all activity undertakings. The Recipient will participate in periodic seminars and conferences to share and disseminate experiences among key actors in the public and private sectors.

3.2 Reporting Requirements

- **Work plan, Exit Strategy and Performance Monitoring Plan (PMP):**

The initial work plan will include a proposed Exit Strategy documenting steps the Recipient will take to strengthen host country ability to sustain the deliverable of the CA; and a proposed PMP for the entire period of performance including the process for collecting baseline data. This will include a proposed list of standardized indicators that will be used by the Contractor. The Work plan, Exit Strategy, and the PMP will be subject to the written approval of the AOR and budget negotiations with the USAID/Ethiopia Agreement Officer.

- **Progress Reports:**

The Recipient shall submit one original annual narrative performance report per year to the AOR, and one copy each to the USAID/Ethiopia Agreement Officer, the RSEBs, and Basic Education Technical Working Group (TWG) members not later than July 31 of each year. The performance reports are required to be submitted on a quarterly basis (at the end of September, December, March and June) not later than 30 days after the close of each quarter and shall contain the following: description of activities carried out during the quarter, specific results achieved and costs of these results (detailing cumulative expenditure per result), problems encountered, remedial actions taken and proposed USAID actions. Cumulative expenditures per line item will be reported along with the activity progress report. Any projected delays in meeting work plan targets shall be immediately communicated to the AOR. The June Report will be one that summarizes all the results obtained against the PMP during the preceding 12 months.

- **Financial Project Report:**

The Recipient shall submit a quarterly financial report that will include a summary of finances and pipeline analysis of funds obligated, funds expended, accrued expenditure and funds remaining by budget line item. The Recipient must send to USAID reports required under this Agreement 30 days after the close of each quarter.

- **Outreach Materials:**

The Recipient shall submit success stories on a quarterly basis in accordance with USAID guidance on "success stories" available at <http://www.usaid.gov/stories/>.

- **Demobilization:**

Six months prior to the completion date, the Recipient shall submit a Demobilization Plan for AOR approval. The plan will include, at a minimum, an illustrative Property Disposition Plan; a plan for phase-out of operations; a delivery schedule for all required actions, including the submission date of the final Property Disposition Plan to the Agreement Officer. A final project report will be due 30 days after project closed-out.

4. ENVIRONMENTAL COMPLIANCE

4.1 GENDER, DISABILITY, AND ENVIRONMENTAL CONSIDERATIONS

USAID/Ethiopia's Basic Education Services (BES) Office has a priority to target underserved groups, including women and girls and students with disabilities and supports the GoE in reducing gender inequality and disparity levels between men and women. The BES Office will apply gender analysis in reviewing the Applicant's proposal, designing baseline and impact assessments, and tracking indicators. It will also work to minimize unintended consequences, including an increase of burden on people with disabilities, female teachers, and education experts at the different levels of the education system. USAID will work with the Implementer to consider gender issues as well as to ensure maximum female teachers and students are targeted for trainings during the work plan preparation.

USAID/Ethiopia will also work with the Recipient to ensure that all curricula, materials and training are promoting teaching techniques known to be inclusive for all students, including those with disabilities. Every effort will be made to accommodate the needs of people with disabilities in this project. Furthermore, the Implementer shall include a disability inclusion plan specifically delineating how the project will address barriers for people with disabilities relevant to the project and ensure equal access and disability inclusive development practices.

Additionally, this activity complies with USAID's environmental regulations, found at 22 CFR, Part 216. It falls under the Initial Environmental Examination (IEE) for USAID/Ethiopia, BES Office (663-SO 14.3, August 26, 2004).

Categorical Exclusions from environmental examination are recommended for the following activities covered by the following citations in Reg. 216, by subparagraph of 22 CFR 216.2(c) (2):

- (i) Activities involving education, training, technical assistance or training programs;
- (ii) Activities involving controlled experimentation exclusively for the purpose of research and field evaluation and carefully monitored;
- (iii) Activities involving analyses, studies, academic or research workshops and meetings;
- (iv) Activities involving document and information transfers;
- (v) Studies, projects or programs intended to develop the capacity of recipient countries and organizations to engage in development planning.

An Environmental Review was conducted by USAID/Ethiopia's Environmental Officer. Based on the project activities and pursuant to 22 CFR 216.2(c) (2) (i, ii, iii, v, and xiv), the *READ Community Outreach project* is **Categorically Excluded** from environmental review. If additional activities not described in this document are added to this project, an amended environmental examination will be prepared and approved.

USAID DISABILITY POLICY - ASSISTANCE (JUNE 2012)

The recipient must not discriminate against people with disabilities in the implementation of USAID funded programs and should demonstrate a comprehensive and consistent approach for including men, women, and children with disabilities. The text of the USAID Disability Policy can be found at the following Web site: pdf.usaid.gov/pdf_docs/PDABQ631.pdf.

[END OF SECTION VI]

SECTION VII – AGENCY CONTACTS

The USAID contacts for this solicitation are indicated in Section VI above.

[END OF SECTION VII]

SECTION VIII – OTHER INFORMATION

A. CERTIFICATIONS, ASSURANCES, OTHER STATEMENTS OF THE RECIPIENT AND SOLICITATION STANDARD PROVISIONS

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

PART I – CERTIFICATIONS AND ASSURANCES

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

- (a) The recipient hereby assures that no person in the United States will, on the bases set forth below, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under, any program or activity receiving financial assistance from USAID, and that with respect to the Cooperative Agreement for which application is being made, it will comply with the requirements of:
- (1) Title VI of the Civil Rights Act of 1964 (Pub. L. 88-352, 42 U.S.C. 2000-d), which prohibits discrimination on the basis of race, color or national origin, in programs and activities receiving Federal financial assistance;
 - (2) Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance;
 - (3) The Age Discrimination Act of 1975, as amended (Pub. L. 95-478), which prohibits discrimination based on age in the delivery of services and benefits supported with Federal funds;
 - (4) Title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et seq.), which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance (whether or not the programs or activities are offered or sponsored by an educational institution); and
 - (5) USAID regulations implementing the above nondiscrimination laws, set forth in Chapter II of Title 22 of the Code of Federal Regulations.
- (b) If the recipient is an institution of higher education, the Assurances given herein extend to admission practices and to all other practices relating to the treatment of students or clients of the institution, or relating to the opportunity to participate in the provision of services or other benefits to such individuals, and must be applicable to the entire institution unless the recipient establishes to the satisfaction of the USAID Administrator that the institution's practices in designated parts or programs of the institution will in no way affect its practices in the program of the institution for which financial assistance is sought, or the beneficiaries of, or participants in, such programs.

2. CERTIFICATION REGARDING LOBBYING

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

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of

a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal Cooperative Agreement, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned must complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned must require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients must certify and disclose accordingly.

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

Statement for Loan Guarantees and Loan Insurance

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

3. PROHIBITION ON ASSISTANCE TO DRUG TRAFFICKERS FOR COVERED COUNTRIES AND INDIVIDUALS (ADS 206)

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

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

4. CERTIFICATION REGARDING TERRORIST FINANCING, IMPLEMENTING EXECUTIVE ORDER 13224

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

1. The Recipient, to the best of its current knowledge, did not provide, within the previous ten years, and will take all reasonable steps to ensure that it does not and will not knowingly provide, material support or resources to any individual or entity that commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated, or participated in terrorist acts, as that term is defined in paragraph 3.
2. The following steps may enable the Recipient to comply with its obligations under paragraph 1:
 - a. Before providing any material support or resources to an individual or entity, the Recipient will verify that the individual or entity does not (i) appear on the master list of [Specially Designated Nationals and Blocked Persons](#), which is maintained by the U.S. Treasury's Office of Foreign Assets Control (OFAC), or (ii) is not included in any supplementary information concerning prohibited individuals or entities that may be provided by USAID to the Recipient.
 - b. Before providing any material support or resources to an individual or entity, the Recipient also will verify that the individual or entity has not been designated by the United Nations Security (UNSC) sanctions committee established under UNSC Resolution 1267 (1999) (the "1267 Committee") [individuals and entities linked to the Taliban, 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 should refer to the consolidated list available online at the Committee's Web site: <http://www.un.org/Docs/sc/committees/1267/1267ListEng.htm>.
 - c. Before providing any material support or resources to an individual or entity, the Recipient will consider all information about that individual or entity of which it is aware and all public information that is reasonably available to it or of which it should be aware.
 - d. The Recipient also will implement reasonable monitoring and oversight procedures to safeguard against assistance being diverted to support terrorist activity.
3. For purposes of this Certification -
 - a. "Material support and resources" means currency or monetary instruments or financial securities, financial services, lodging, training, expert advice or assistance, 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 must not be deemed to include the furnishing of USAID funds or USAID-financed commodities to the ultimate beneficiaries of USAID assistance, such as recipients of food, medical care, micro-enterprise loans, shelter, etc., unless the Recipient has reason to believe that one or more of these beneficiaries commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts.
- e. The Recipient's obligations under paragraph 1 are not applicable to the procurement of goods and/or services by the Recipient that are acquired in the ordinary course of business through contract or purchase, e.g., utilities, rents, office supplies, gasoline, etc., unless the Recipient has reason to believe that a vendor or supplier of such goods and services commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts.

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

5. CERTIFICATION OF RECIPIENT

By signing below the recipient provides certifications and assurances for (1) the Assurance of Compliance with Laws and Regulations Governing Non-Discrimination in Federally Assisted Programs, (2) the Certification Regarding Lobbying, (3) the Prohibition on Assistance to Drug Traffickers for Covered Countries and Individuals (ADS 206) and (4) the Certification Regarding Terrorist Financing Implementing Executive Order 13224 above.

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

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

PART II – KEY INDIVIDUAL CERTIFICATION NARCOTICS OFFENSES AND DRUG TRAFFICKING

I hereby certify that within the last ten years:

1. I have not been convicted of a violation of, or a conspiracy to violate, any law or regulation of the United States or any other country concerning narcotic or psychotropic drugs or other controlled substances.
2. I am not and have not been an illicit trafficker in any such drug or controlled substance.
3. I am not and have not been a knowing assistor, abettor, conspirator, or colluder with others in the illicit trafficking in any such drug or substance.

Signature: _____

Date: _____

Name: _____

Title/Position: _____

Organization: _____

Address: _____

Date of Birth: _____

NOTICE:

1. You are required to sign this Certification under the provisions of 22 CFR Part 140, Prohibition on Assistance to Drug Traffickers. These regulations were issued by the Department of State and require that certain key individuals of organizations must sign this Certification.
2. If you make a false Certification you are subject to U.S. criminal prosecution under 18 U.S.C. 1001.

Part III – Participant Certification Narcotics Offenses and Drug Trafficking

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

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

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

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

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

Signature: _____

Name: _____

Date: _____

Address: _____

Date of Birth: _____

NOTICE:

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

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

PART IV – SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

[Survey on Ensuring Equal Opportunity for Applicants](#)

Part V – Other Statements of Recipient

1. AUTHORIZED INDIVIDUALS

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

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

2. TAXPAYER IDENTIFICATION NUMBER (TIN)

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

TIN: _____

3. DATA UNIVERSAL NUMBERING SYSTEM (DUNS) NUMBER

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

(b) The DUNS is a 9-digit number assigned by Dun and Bradstreet Information Services. If the

recipient does not have a DUNS number, the recipient should call Dun and Bradstreet directly at 1-800-333-0505. A DUNS number will be provided immediately by telephone at no charge to the recipient. The recipient should be prepared to provide the following information:

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

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

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

DUNS: _____

4. LETTER OF CREDIT (LOC) NUMBER

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

LOC: _____

5. PROCUREMENT INFORMATION

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

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

\$ _____

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

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

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

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

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

TYPE/DESCRIPTION	_____
QUANTITY	_____
ESTIMATED	_____
PROBABLE	_____
INTENDED USE (Generic)	_____
UNIT COST	_____
SOURCE	_____

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

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

6. PAST PERFORMANCE REFERENCES

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

7. TYPE OF ORGANIZATION

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

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

8. ESTIMATED COSTS OF COMMUNICATIONS PRODUCTS

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

Part VI – Standard Provisions for Solicitations

1. Branding Strategy - Assistance (June 2012)

- a. Applicants recommended for an assistance award must submit and negotiate a "Branding Strategy," describing how the program, project, or activity is named and positioned, and how it is promoted and communicated to beneficiaries and host country citizens.
- b. The request for a Branding Strategy, by the Agreement Officer from the applicant, confers no rights to the applicant and constitutes no USAID commitment to an award.
- c. Failure to submit and negotiate a Branding Strategy within the time frame specified by the Agreement Officer will make the applicant ineligible for an award.
- d. The applicant must include all estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events, materials, and so forth, in the budget portion of the application. These costs are subject to the revision and negotiation with the Agreement Officer and will be incorporated into the Total Estimated Amount of the grant, cooperative agreement or other assistance instrument.
- e. The Branding Strategy must include, at a minimum, all of the following:
 - (1) All estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events, materials, and so forth.
 - (2) The intended name of the program, project, or activity.
 - (i) USAID prefers to have the "USAID Identity," comprised of the USAID logo and landmark, with the tagline "from the American people" as found on the USAID

Web site at transition.usaid.gov/branding, included as part of the program or project name.

- (ii) USAID prefers local language translations of the phrase “made possible by (or with) the generous support of the American People” next to the USAID Identity when acknowledging contributions.
 - (iii) It is acceptable to cobrand the title with the USAID Identity and the applicant's identity.
 - (iv) If branding in the above manner is inappropriate or not possible, the applicant must explain how USAID's involvement will be showcased during publicity for the program or project.
 - (v) USAID prefers to fund projects that do not have a separate logo or identity that competes with the USAID Identity. If there is a plan to develop a separate logo to consistently identify this program, the applicant must attach a copy of the proposed logos.
- (3) The intended primary and secondary audiences for this project or program, including direct beneficiaries and any special target segments.
 - (4) Planned communication or program materials used to explain or market the program to beneficiaries.
 - (i) Describe the main program message.
 - (ii) Provide plans for training materials, posters, pamphlets, public service announcement, billboards, Web sites, and so forth, as appropriate.
 - (iii) Provide any plans to announce and promote publicly this program or project to host country citizens, such as media releases, press conferences, public events, and so forth. Applicant must incorporate the USAID Identity and the message, “USAID is from the American People.”
 - (iv) Provide any additional ideas to increase awareness that the American people support this project or program.
 - (5) Information on any direct involvement from host-country government or ministry, including any planned acknowledgement of the host-country government.
 - (6) Any other groups whose logo or identity the applicant will use on program materials and related materials. Indicate if they are a donor or why they will be visibly acknowledged, and if they will receive the same prominence as USAID.
- f. The Agreement Officer will consider the Branding Strategy's adequacy in the award criteria. The Branding Strategy will be reviewed to ensure the above information is adequately included and consistent with the stated objectives of the award, the applicant's cost data submissions, and the performance plan.
 - g. If the applicant receives an assistance award, the Branding Strategy will be included in and made part of the resulting grant or cooperative agreement

(END OF PROVISION)

2. MARKING PLAN – ASSISTANCE (JUNE 2012)

- a. Applicants recommended for an assistance award must submit and negotiate a “Marking Plan,” detailing the public communications, commodities, and program materials, and other items that will visibly bear the “USAID Identity,” which comprises of the USAID logo and brandmark, with the tagline “from the American people.” The USAID Identity is the official marking for the Agency, and is found on the USAID Web site at <http://transition.usaid.gov/branding>.
- b. The request for a Marking Plan, by the Agreement Officer from the applicant, confers no rights to the applicant and constitutes no USAID commitment to an award.
- c. Failure to submit and negotiate a Marking Plan within the time frame specified by the Agreement Officer will make the applicant ineligible for an award.
- d. The applicant must include all estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events, materials, and so forth, in the budget portion of the application. These costs are subject to the revision and negotiation with the Agreement Officer and will be incorporated into the Total Estimated Amount of the grant, cooperative agreement or other assistance instrument.
- e. The Marking Plan must include all of the following:
 - (1) A description of the public communications, commodities, and program materials that the applicant plans to produce and which will bear the USAID Identity as part of the award, including:
 - (i) Program, project, or activity sites funded by USAID, including visible infrastructure projects or other sites physical in nature;
 - (ii) Technical assistance, studies, reports, papers, publications, audio-visual productions, public service announcements, Web sites/Internet activities, promotional, informational, media, or communications products funded by USAID;
 - (iii) Commodities, equipment, supplies, and other materials funded by USAID, including commodities or equipment provided under humanitarian assistance or disaster relief programs; and
 - (iv) It is acceptable to cobrand the title with the USAID Identity and the applicant's identity.
 - (v) Events financed by USAID, such as training courses, conferences, seminars, exhibitions, fairs, workshops, press conferences and other public activities. If the USAID Identity cannot be displayed, the recipient is encouraged to otherwise acknowledge USAID and the support of the American people.
 - (2) A table on the program deliverables with the following details:
 - (i) The program deliverables that the applicant plans to mark with the USAID Identity;
 - (ii) The type of marking and what materials the applicant will use to mark the program deliverables;
 - (iii) When in the performance period the applicant will mark the program deliverables, and where the applicant will place the marking;

- (iv) What program deliverables the applicant does not plan to mark with the USAID Identity , and
 - (v) The rationale for not marking program deliverables.
- (3) Any requests for an exemption from USAID marking requirements, and an explanation of why the exemption would apply. The applicant may request an exemption if USAID marking requirements would:
- (i) Compromise the intrinsic independence or neutrality of a program or materials where independence or neutrality is an inherent aspect of the program and materials. The applicant must identify the USAID Strategic Objective, Interim Result, or program goal furthered by an appearance of neutrality, or state why an aspect of the award is presumptively neutral. Identify by category or deliverable item, examples of material for which an exemption is sought.
 - (ii) Diminish the credibility of audits, reports, analyses, studies, or policy recommendations whose data or findings must be seen as independent. The applicant must explain why each particular deliverable must be seen as credible.
 - (iii) Undercut host-country government “ownership” of constitutions, laws, regulations, policies, studies, assessments, reports, publications, surveys or audits, public service announcements, or other communications. The applicant must explain why each particular item or product is better positioned as host-country government item or product.
 - (iv) Impair the functionality of an item. The applicant must explain how marking the item or commodity would impair its functionality.
 - (v) Incur substantial costs or be impractical. The applicant must explain why marking would not be cost beneficial or practical.
 - (vi) Offend local cultural or social norms, or be considered inappropriate. The applicant must identify the relevant norm, and explain why marking would violate that norm or otherwise be inappropriate.
 - (vii) Conflict with international law. The applicant must identify the applicable international law violated by the marking.
- f. The Agreement Officer will consider the Marking Plan's adequacy and reasonableness in the award criteria, and will approve and disapprove any exemption requests. The Marking Plan will be reviewed to ensure the above information is adequately included and consistent with the stated objectives of the award, the applicant's cost data submissions, and the performance plan.
- g. If the applicant receives an assistance award, the Marking Plan, including any approved exemptions, will be included in and made part of the resulting grant or cooperative agreement, and will apply for the term of the award unless provided otherwise.

(END OF PROVISION)