



USAID | WEST BANK/GAZA

FROM THE AMERICAN PEOPLE

Issuance Date: April 1, 2011
RFA Clarification Questions Due: April 15, 2011
Closing Date: May 18, 2011
Closing Time: 04:30 PM, local time, Tel Aviv, Israel.

Subject: USAID/West Bank and Gaza Request for Applications (RFA) Number 294-2011-206: “Capacity Building for Education Reform” program

Dear Prospective Applicants:

The United States Agency for International Development (USAID) Mission to the West Bank and Gaza is seeking applications from qualified U.S. and Non-U.S. Non-Governmental Organizations (NGOs)* to implement a program entitled “**Capacity Building for Education Reform**” program in the West Bank and Gaza. The authority for the RFA is found in the Foreign Assistance Act of 1961, as amended. Recipients are encouraged to utilize local expertise and local institutions whenever possible in implementing the program.

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

The successful Applicant will be responsible for ensuring achievement of the program objectives. Please refer to the Program Description in Section C of this RFA for a complete statement of goals and expected results.

Subject to the availability of funds, USAID/West Bank and Gaza intends to provide approximately \$16 Million in total USAID funding for this activity to be allocated over a four- year period. USAID reserves the right to fund any or none of the applications submitted. Although it is planned to make an award of one Cooperative Agreement under this RFA, USAID/West Bank and Gaza in its discretion may make awards to more than one organization or no award.

In accordance with ADS 304.3.1 (b), the principal purpose of the relationship with the Applicant under the subject program is to transfer funds to accomplish a public purpose of support or stimulation, which is authorized by Federal statute. Substantial involvement is anticipated between USAID and the Applicant during the performance of the “**Capacity Building for Education Reform**” program. The vital need for creativity and flexibility in the implementation of the “**Capacity Building for Education Reform**”

* Non-U.S recipients and sub-recipients will be subject to the vetting process prior to the award in accordance with Mission Order No. 21, as applicable.



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program, in addition to the fluid nature of the political environment, necessitates substantial involvement between USAID and the Applicant.

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

- Section A – Application and submission Information
- Section B – Application review Information and Evaluation Criteria
- Section C – Program Description
- Section D - Certifications and Assurances
- Section E – Mandatory Standard Provisions
- Section F – Other relevant award information
- Section G – Useful References
- Section H - VAT Guidance

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

To be eligible for award, Applicants must provide all required information in their application, including the requirements found in any attachments to this Grants.Gov Opportunity. Applications that are submitted late, incomplete or are non-responsive will not be considered. Award will be made to the responsible Applicant whose application best meet the requirements of this RFA and the evaluation criteria contained herein.

The preferred method of distribution of USAID Requests for Application (RFA) is electronically via Grants.gov. This RFA and any future amendments can be downloaded from <http://www.grants.gov>. Select "Find Grant Opportunities," then click on "Browse by Agency," and select the "U.S. Agency for International Development" and search for the RFA. It is the responsibility of the Recipient to ensure that it has received the RFA and any future amendments from <http://www.grants.gov> in its entirety. All interested parties are encouraged to register on <http://www.grants.gov> to receive automatic notification of amendments to this RFA. In the event of an inconsistency between the documents comprising this RFA, it shall be resolved at the discretion of the Agreement Officer.

Applicants may upload applications to <http://www.grants.gov>; however, USAID bears no responsibility for data errors resulting from transmission or conversion processes associated with electronic submissions. **Additionally, USAID/West Bank and Gaza requires that applications be submitted both electronically (e-mailed) to WBG-OCM-CBER@usaid.gov AND in hard copy as further detailed below no later than Wednesday, May 18, 2011, 04:30 pm , Local Time, Tel Aviv, Israel.**

Applicants should also note that the documents listed in this RFA under "Useful References" are intended only as sources for background information that may be helpful to applicants, but are not a part of this RFA. All guidance included in this RFA takes precedence over any reference documents referred to in the RFA.

If you decide to submit an application, it must be received by the closing date and time indicated at the top of this cover letter at the place designated below for receipt of applications. Applicants are requested to submit both technical and cost portions of their applications in separate volumes. Hard copies of the technical application and the cost application and modifications thereof shall be submitted in separate



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envelopes with the name and address of the Applicant as well as the RFA number and program title referenced above inscribed thereon, to:

- Hand-Carried Address:

Ms. Reine Joubran, Acquisition Supervisor
Ms. Linda Maher, Acquisition Specialist
USAID/West Bank-Gaza
Office of Acquisition and Assistance
10th Floor, 25 Hamared Street,
Tel Aviv, Israel
Phone: + 972-3-519-8670 or + 972-3-511-4868

OR:

- Courier Address – Official FedEx or Express Mail:

Ms. Reine Joubran, Acquisition Supervisor
Ms. Linda Maher, Acquisition Specialist
U.S. Embassy/USAID
71 Hayarkon Street
Tel Aviv 63903
Israel

Mailed applications should be sent by certified mail and received no later than the closing date and time at the place specified above, receipt of package will only be accepted during normal working hours Monday to Friday, 8:00 am – 04:30 pm except for holidays.

It is the Applicant's responsibility to ensure that all necessary documentation is complete and received on time. If the Applicant elects to hand carry applications for delivery he/she is encouraged to carry the application through to the Office of Acquisition and Assistance and not leave the application at the facility's front door as specified above.

Issuance of this RFA does not constitute an award commitment on the part of USAID, nor does it commit USAID to pay for any costs incurred in the preparation and submission of an application. Further, USAID reserves the right to reject any or all applications received.

In addition, final award of any resultant Cooperative Agreement will not 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, and all preparation and submission costs are at the Applicant's own expense.

Applicants should take into account the expected delivery time required by the application transmission method they choose, and are responsible to ensure that applications are received at USAID by the due date and time specified above.

USAID/West Bank and Gaza
RFA No. 294-2011-206
“Capacity Building for Education Reform” program

IMPORTANT: USAID requests that all questions regarding this RFA be submitted in writing to Ms. Linda Maher, Acquisition and Assistance Specialist, via internet at WBG-OCM-CBER@usaid.gov **no later than Friday, April 15, 2011.** Answers to all questions will be provided through an amendment to the RFA.

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

Thank you for your interest in USAID Programs. Award will be made to that responsible applicant(s) whose application(s) offers the greatest value.

Sincerely,

/S/

Bruce Gelband
Agreement Officer
USAID/West Bank and Gaza

List of Acronyms

AED	Assessment and Evaluation Department
AQAC	Accreditation and Quality Assurance Commission
CDTP	The Commission for Developing the Teaching Profession
CHE	Council for Higher Education
CTPC	Class Teacher Professional Certificate
DSQ	Directorate General for Supervision and Qualifications
EMIS	Education Management Information Systems
EU	European Union
GIZ	German International Cooperation
HEIs	Higher Education Institutions
HRD	Human Resources Development
MAT	Masters of Arts in Teaching
MENA	Middle East and North Africa
MoEHE	Ministry of Education and Higher Education
MSN	Model Schools Network
NIET	National Institute for Education Training
OSI	Open Society Institute
PFDP	Palestinian Faculty Development Program
QSQT	Quality Systems for Quality Teachers Program
TECG	Teacher Education Consultative Group
TEI	Tertiary Education Institution
TEIP	Teacher Education Improvement Project
TEP	Tertiary Education Project
TES	Teacher Education Strategy
ToT	Training of Trainers
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNRWA	United Nations Relief and Works Agency
USAID	United States Agency for International Development
WB	World Bank

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SECTION A – INSTRUCTIONS TO APPLICANTS

I. PREPARATION GUIDELINES

A. Points of Contact:

Linda Maher, Acquisition and Assistance (A&A) Specialist
USAID/West Bank and Gaza
E-mail: WBG-OCM-CBER@usaid.gov

B. Questions and Answers:

Any questions regarding this RFA should be submitted in writing to Ms. Linda Maher, A&A Specialist via e-mail to the address above.

Questions regarding this RFA should be submitted no later than **Friday, April 15, 2011** to provide sufficient time to address the questions and incorporate the questions and answers as an amendment to this solicitation. Verbal 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 to this RFA, if that information is necessary in submitting applications or if the lack of it would be prejudicial to any other prospective Applicant.

C. Preparation of Applications:

1. Applications shall be submitted in two separate parts: (a) technical application, and (b) cost or business application
2. 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.
3. Each Applicant shall furnish the information required by this RFA. The Applicant must sign the application form (SF-424 and SF-424A) and print or type its name on the Cover Page of the technical and cost applications. Erasures or other changes must be initialed by the person signing the application. Applications signed by an agent shall be accompanied by evidence of that agent’s authority, unless that evidence has been previously furnished to the issuing office.
4. Applicants who include data that they do not want disclosed to the public for any purpose or used by the U.S. Government except for evaluation purpose, should:
 - i. Mark the title page with the following legend:

“This application includes data that shall not be disclosed outside the U.S. Government and shall not be duplicated, used, or disclosed – in whole or in part – for any purpose other than to evaluate this application. If, however, a grant is awarded to this Applicant as a result of – or in connection with – the submission of this data, the U.S. Government shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting grant. This restriction does not limit the U.S. Government’s right to use information contained in this data if it is obtained from another

source without restriction. The data subject to this restriction are contained in sheets
”. and,

ii. Mark each sheet of data it wished to restrict with the following legend:

“Use or disclosure of data contained on this sheet is subject to the restriction on the title page of
this application.”

5. Applicants should retain for their records one copy of the application and all enclosures which accompany it.

II. TECHNICAL APPLICATION FORMAT

The technical application will be the most important factor for consideration in selection for award of the proposed Cooperative Agreement. The technical application should be specific, complete and presented concisely. The application should demonstrate the Applicant's capabilities and expertise with respect to achieving the goals of this program. The application should take into account the requirements of the program and evaluation criteria found in this RFA.

The technical Application should be in English and not exceed 25 pages in length plus appendices (Font 12 point/Times New Roman, single-spaced). Longer applications will be considered non-responsive and will not be reviewed. Detailed information should be presented only when required by specific RFA instructions.

The activities presented in the Program Description are for illustrative purposes only. The Applicant may propose in its Application modified, alternative or additional activities or interventions than those presented in the PD. However, the Applicant shall describe in the application the technical approach for each of the proposed project interventions it identifies and shall list the performance measures and indicators (including USAID Performance Indicators, among others) that it will use to monitor the proposed activities and achievements towards realization of program goals.

The Recipient will abide and strongly support USAID principles of gender equity and equal opportunity in all activities included in the program. The Recipient will be responsible for anticipating and addressing gender equity and follow Automated Directive System (ADS) 201 programming policy and guidance, to ensure gender integration in the application as described in sub-section “E” Section C.

The technical application shall include the following sections:

(i) Cover Page

The Cover Page should include proposed program title, RFA number, name of Applicant organization(s) submitting application, contact person, telephone and fax numbers, e-mail, and address, as follows:

- a. Program title.
- b. Request for Applications reference number.
- c. Name of organization (s) applying for the agreement.
- d. Contact person, telephone number, fax number, address, and types name(s) and title(s) of person(s) who prepared the application, and corresponding signatures.

(ii) **Table of contents** that follows the technical application format outlined herein.

(iii) Executive Summary

- a. Briefly describe the organization, including goal(s), purpose(s), target beneficiaries, anticipated results, and economic effects involved.
- b. Briefly describe the proposed activities and how the Applicant intends to achieve the anticipated results
- c. Briefly describe the human, technical and managerial resources the organization will dedicate to managing the program and how the program will be managed and monitored.
- d. State the total funding requested from USAID for your program, and, if applicable, the funding from other sources which is or will be made available to implement proposed program activities.

(iv) Technical Approach

Applicants should concisely and clearly discuss the nature, scope and timing of proposed result oriented activities under all components of this RFA that they will implement and how the activities will complement each other within this particular context. Present for each component an overview of proposed interventions; and provide detailed outline of the methodology that will be used to implement the interventions and how will the applicant integrate Component I with Components II, III and IV as they are described in the Program Description. Describe appropriate mechanisms which will be used by the applicant for periodic monitoring, evaluation and measuring of the program’s effectiveness, accomplishments and impact. Applicants are expected to provide output and outcome/impact indicators to measure progress towards results. Gender considerations must be explicitly addressed.

(v) Key Personnel and Staffing Plan

The applicant shall propose well-qualified key personnel who will be responsible for managing and carrying out the program. The Applicant must describe the individual’s previous experience and capabilities, which demonstrate his/her capacity to carry out the proposed activities. Applicants shall include curriculum vitae (CVs) of the principal professional personnel implementing the project as Appendix C to the application. Please see Section C of this RFA for illustrative Key Personnel qualifications. However, in order to optimally implement its proposed technical approach, the applicant may submit alternative key positions to those listed in Section C. However, the total number of key positions must remain five positions. The applicant shall clearly identify the roles and responsibilities of the key personnel positions, and provide a detailed explanation regarding how the education, capabilities, and experience of proposed key persons will effectively contribute to a successful implementation of the program and achievement of the Program’s objectives. Applicants shall also submit four (4) references, with complete contact information (including e-mail addresses), for each proposed candidate.

The applicant shall submit a staffing plan that should list all proposed positions under the program, and whether the position is full time, part time, or intermittent, the position location, and the planned person months or days each position will devote to the project. Applicants are not expected to identify non-key personnel, in case included; non-key position candidates will not be evaluated. In addition, the staffing plan shall include an organizational chart that shows the structure and the relationships between positions.

(vi) Institutional Experience and Management Plan

Applicants should demonstrate experience in teacher training and education programs in developing countries. Applicants are expected to describe the blend of technical expertise required to achieve the objective of this program, and to provide specific examples of relevant activities and demonstrate experience and lessons learned.

The Applicants should also propose a management plan and describe how the proposed structure will contribute towards achieving the objectives and results described in their proposed Technical Application. Delineation of roles, responsibilities, authority, and processes for decision making within Applicant's in-country team and between the home office and the field must be spelled out clearly. The plan shall demonstrate how the applicant will efficiently and effectively use the human, technical, and organizational resources at hand to accomplish their proposed program.

(vii) Past Performance

Applicants should describe all programs which the primary Applicant (as well as any partners substantially involved in implementation) implemented involving similar programs over the past three years.

Detailed and specific past performance information should be provided as explained below under “Appendix B” Instructions.

USAID may contact references 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.

(viii) Performance Management Plan

In an appendix to the application, Applicants are expected to describe the system by which to conduct cost-effective and results-oriented monitoring that will provide USAID/WBG and the program itself information to track progress, improve performance and effectiveness, as well as to inform planning and management decisions. The indicators used for the program should include both performance-based indicators (with focus on outputs – e.g. number of trainees) and impact-based indicators (with focus on outcome – e.g. improvement in – choose an educational quality improvement indicator). The indicators should also contribute to USAID/WBG’s Improved Quality of Education IR and Strategic Objective of Supporting a New Generation of Leaders.

The information provided in the Application is expected to serve as the basis for documents that the Recipient will be expected to submit following award of the Agreement. The information in the “Technical Approach” is expected to be integrated at a later date in the Program’s Description, as well as, in the Recipient’s “Implementation Plan”; and idem ditto for the information in the “Performance Management Plan”.

The PMP should identify appropriate milestones, gender sensitive indicators and targets (including sex disaggregated targets), as well as plans to gather and utilize baseline data. In addition, the PMP is expected to reflect concern for results and include proper impact indicators.

(ix) **Appendices** should include only the following (Appendices do not count in the 25 page limitation):

- a. Appendix A - An illustrative Performance Monitoring and Evaluation Plan (PMP):
- b. Appendix B - Relevant Past Performance and experience Information (Recipient and Key Partner Organizations):

Applicants should include a list of programs that the Applicant has implemented involving similar and/or related programs over the past three years with governmental and/or other organizations (i.e.: commercial, governmental, and/or philanthropic).

If an organization is proposing to use partners (sub-grantees), it should provide the same information for partnering organizations that will be directly involved in program implementation. Special attention should be made to establish the relevance of past experience to this program and the basis for reliance upon that experience as an indicator of success for this program.

Information in this section should include (but is not limited to) the following:

- Brief description of organizational history/expertise.
- Pertinent past experience and examples of accomplishments in implementing similar programs.
- Relevant experience with proposed approaches.
- Evidence of a successful record of implementing projects overseas, preferably in the Middle East.
- Institutional strength as represented by breadth and depth of experienced personnel in project-relevant disciplines/areas.
- Sub-Recipient or sub-contractor capabilities and expertise (if any).
- Proposed field management structure and financial controls.
- Home office backstopping and its purpose.
- Name and address of awarding organization or agency.
- Telephone number and email address of responsible representative from each organization or agency listed above.
- Contract/grant name and number (if any) for each project listed.
- Annual amount received for each award listed above.
- Term of each award listed.
- Brief description of the each project/assistance activity listed above.
- Location of performance of services or program.
- Sub-Recipients/Partners (if any): Organizations may not possess all the skills required to achieve all the results identified in this RFA. Organizations are encouraged to enter into partnerships with other non-profit and/or for-profit organizations as sub-Recipients or contractors to supplement skills. Applicants that propose to utilize other implementing partners shall indicate the extent intended, the method of identifying them and the tasks/functions they will be performing. Applicants shall state whether or not they have existing relationships with proposed partner organizations and the nature of the relationship (i.e.: sub-grantee, contractor, partnership etc). Applicants must specify the technical resources and expertise of proposed partner organizations.

USAID will contact past performance references. USAID/WBG reserves the right to obtain information for use in the evaluation of past performance from any and all sources inside or outside the Government.

e. Appendix C - Resumes for Key Personnel

This section should include resumes for all key personnel candidates and any other personnel proposed for significant positions. Resumes may not exceed three pages in length and shall be in chronological order starting with most recent experience. Each resume for the proposed key personnel positions shall be accompanied by a signed Letter of Commitment from each candidate indicating his/her: (a) availability to serve in the stated position, in terms of days after award; (b) intention to serve for a stated term of the service; and (c) agreement to the compensation levels which correspond to the levels set forth in the cost application.

Resumes for key personnel should include at least three references for each proposed key position, including up-to-date telephone numbers and e-mail contact information.

(x) Marking Plan and Branding Strategy under Assistance Instruments

USAID's mandatory branding/marking requirements became effective on January 2, 2006. The Applicant may review and download the regulations, guidance, and graphics at www.usaid.gov/branding. Applicant selected for award will be required to provide a "Branding Strategy" and a "Marking Plan" for review and inclusion in the final award by the Agreement Officer pursuant to ADS 320 and 22 CFR 226.91. See Section E for the full text of the Branding and Marking provisions under Assistance Instruments.

II. COST APPLICATION FORMAT

The Cost or Business Application is to be submitted under separate cover from the technical application. The cost/business application is also to be submitted on CD in Microsoft Excel 2000 or Excel 2003. The Applicant is requested to submit a budget for each program year with an accompanying detailed budget narrative (in Word 2000 or Word 2003 text accessible) which provides in detail the total costs for implementation of the program as further detailed below.

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. There is no page limitation on the Cost Application. However, 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 Applicant's lack of cost consciousness. Elaborate art work, expensive paper and bindings, and expensive visual and other presentation aids are neither necessary nor wanted.

If the Applicant has established a consortium or another legal relationship among its partners, the Cost/Business application must include a copy of the legal relationship between the parties. The agreement should include a full discussion of the relationship between the Applicant and Sub-Applicant(s) including identification of the Applicant with which USAID will treat for purposes of Agreement administration, identity of the Applicant which will have accounting responsibility, how Agreement effort will be allocated and the express agreement of the principals thereto to be held jointly and severally liable for the acts or omissions of the other.

The following sections describe the documentation that Applicants for an assistance award must submit to USAID/West Bank and Gaza prior to award. While there is no page limit for this portion, Applicants are encouraged to be as concise as possible, but still provide the necessary details to address the

following:

1. The budget must have an accompanying detailed budget narrative and justification that provides in detail the total program amount for implementation of the program your organization is proposing. The budget narrative should provide information regarding the basis of estimate for each line item, including reference to sources used to substantiate the cost estimate (e.g. organization's policy, payroll document, vendor quotes, etc.).
2. A budget for each program year with an accompanying detailed budget narrative which provides in detail the total costs for implementation of the program. The budget must be submitted using Standard Form 424 and 424A which can be downloaded from the following web site at:

http://www.grants.gov/agencies/aapproved_standard_forms.jsp#1
3. A breakdown of all costs associated with the program according to the costs of, if applicable, headquarters, regional and/or country offices.
4. **Cost Sharing:** Cost sharing is encouraged but not required under this RFA. However, if cost share is proposed, the Applicants should estimate the amount of cost-sharing resources to be mobilized over the life of the agreement and specify the sources of such resources, and the basis of calculation in the budget narrative. Applicants should also provide a breakdown of the cost share (financial and in-kind contributions) of all organizations involved in implementing the resulting Cooperative Agreement.
5. Costs associated with external, expatriate technical assistance and those associated with local in-country technical assistance.
6. The cost application must outline the roles and responsibilities of project staff vis-à-vis budgeting, monitoring, and reporting on the financial status of the project. How the program will track costs incurred, including costs for labor, equipment, supplies, and facilities must also be described. Applicants who intend to utilize sub-contractors or sub-Recipients should indicate the extent intended and a complete cost breakdown. Extensive contracts/agreement financial plans should follow the same cost format as submitted by the primary Applicant. A breakdown of all costs according to each partner organization, sub-contract or sub/awardee involved in the program should be provided as well.
7. Potential contributions of non-USAID or private donors to this Cooperative Agreement.
8. Procurement plan for commodities.
9. The cost/business application should contain the following budget categories:
 - a. **Direct Labor:** Direct salaries, wages and annual increases for all personnel proposed under the application shall be in accordance with the Applicant's established personnel policies. To be considered adequate, the policies must be in writing, applicable to all employees of the organization, is subject to review and approval at a high enough organizational level to assure its uniform enforcement, and result in costs which are reasonable and allowable in accordance with applicable cost principles. The narrative should include a level of effort analysis specifying personnel, rate of compensation, and amount of time proposed. Anticipated salary increases during the period of the agreement should be included.

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b. Fringe Benefits: Fringe benefits should be based on the Applicant's audited fringe benefit rate, supported by a Negotiated Indirect Cost Rate Agreement (NICRA) or historical cost data. If the latter is used, the budget narrative should include a detailed breakdown comprised of all items of fringe benefits (e.g. unemployment insurance, workers compensation, health and life insurance, retirement, FICA, etc.) and the costs of each, expressed in dollars and as a percentage of salaries.

c. Supplies and Equipment: Differentiate between expendable supplies and nonexpendable equipment (NOTE: Equipment is defined as tangible nonexpendable personal property including exempt property charged directly to the award having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit, unless the Applicant's established policy establishes nonexpendable equipment anticipated to be required to implement the program, specifying quantities and unit cost).

d. Allowances: Allowances must be broken down by specific type and by person and must be in accordance with the Applicant's established policies.

e. Travel and Per Diem: The narrative should indicate number of trips, domestic and international, and the estimated unit cost of each travel in accordance with the technical application. Proposed per diem rates must be in accordance with the Applicant's established policies and practices that are uniformly applied to federally-financed and other activities of the Applicant.

f. Other Direct Costs: This could include any miscellaneous costs such as office rents, communications, transportations, supplies and utilities, report preparation costs, passports, visas, medical exams and inoculations, insurance (other than the Applicant's normal coverage), etc. The narrative, or supporting schedule, should provide a complete breakdown and support for each item of other direct costs.

g. Proposed Sub-contracts/agreements (if any): Applicants who intend to utilize sub contractors or sub Recipients should indicate the extent intended and a complete cost breakdown, as well as all the information required herein for the Applicant. **Sub-contract/agreement cost applications should follow the same cost format as submitted by the Applicant.**

h. Organizational Information: Applicants are also required to provide the following organizational information:

- Type of Organization.
- The name and title of individuals authorized to sign the Cooperative Agreement.
- Taxpayer Identification Number (TIN).
- Data Universal Numbering System (DUNS) Number.
- Letter of Credit (LOC) Number, if applicable.
- Estimated costs of communications products that are anticipated under the Cooperative Agreement.

10. A current Negotiated Indirect Cost Rate Agreement (NICRA) if your organization has such an agreement with an agency or department of the U.S. Government.

11. Required assurances, certifications and representations in Section D.

12. 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 resources or the ability to obtain such resources as required during the performance of the award.
 - b. Has the ability to comply with the award conditions, taking into account all existing and currently prospective commitments of the Applicant, nongovernmental and governmental.
 - c. Has a satisfactory record of performance. Past relevant unsatisfactory performance is ordinarily sufficient to justify a finding of non-responsibility, unless there is clear evidence of subsequent satisfactory performance.
 - d. Has a satisfactory record of integrity and business ethics.
 - e. Is otherwise qualified and eligible to receive a Cooperative Agreement under applicable laws and regulations (e.g., EEO).
13. Applicants that have never received a grant, cooperative agreement or contract from the U.S. Government are required to submit a copy of their accounting manual.
14. Certificate of Compliance: Please submit a copy of your Certificate of Compliance if your organization's systems have been certified by USAID/Washington's Office of Acquisition and Assistance (M/OAA, formerly known as M/OP).

IV. STATUTORY AND REGULATORY CERTIFICATIONS

The Applicant shall complete the certifications in Section D and sign and date on the last page in the space provided. The signed and dated printout must then be submitted with the proposal as an annex to the cost proposal. Original signed hardcopy of the certifications will be requested from the successful applicant prior to the agreement award.

V. POTENTIAL REQUEST FOR ADDITIONAL DOCUMENTATION

Upon consideration of award or during the negotiations leading to an award, Applicants may be required to submit additional documentation deemed necessary for the Agreement Officer to make an affirmative determination of responsibility.

<p><u>IMPORTANT NOTE</u></p>

<p>Applicants should <u>not</u> submit the information below with their applications! The information in this section is provided so that Applicants may become familiar with additional documentation that may be requested by the Agreement Officer:</p>

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:

1. Audited financial statements for the past three years that have been audited by a certified public accountant or other auditor satisfactory to USAID.

2. Bylaws, constitution, and articles of incorporation, if applicable.
3. Copies of organizational travel, procurement, financial management, accounting manual and personnel policies and procedures, especially regarding salary, promotion, leave, differentials, etc., and indicate whether such policies and procedures have been reviewed and approved by any agency of the Federal Government. If so, provide the name, address, and phone number of the cognizant reviewing official.

VI. APPLICATION SUBMISSION PROCEDURES

Applicants may upload applications to <http://www.grants.gov>. Additionally, a separate electronic (e-mail) **AND** a hard copy submission are still required by USAID/West Bank and Gaza. All applications received by the submission deadline will be reviewed for responsiveness to the specifications outlined in these guidelines and the application format. No addition or modifications will be accepted after the submission date.

1. Submission of Hard Copy Applications

Hard copies of applications and modifications thereof shall be submitted in **sealed envelopes or packages** (1) addressed to the office specified in the cover letter above, and (2) showing the date and time specified for receipt (i.e., the due date and time), the RFA number, and the name and address of the Applicant.

Applications submitted via courier service or mail, shall be submitted in two separate parts and delivered in two separate envelopes: (a) technical and (b) cost or business application. The hard copy technical application shall consist of one original and three copies. The cost or business application shall consist of one original and two copies. Applications shall be submitted with the name and address of the Applicant and RFA number (referenced *above*) inscribed thereon.

Faxed applications are not acceptable.

Please be advised that in the past, some firms have experienced delays with international air courier services. Applications received after the closing date and time will be processed as late. Also, if you utilize the services of an independent agent in Israel or the West Bank and Gaza to deliver your application, please be certain that he/she understands that additional time may be needed to allow for security review of any packages, and the closing date and time are firm.

Note: Delivery to the air courier representative does not constitute meeting the statutory requirement that applications are received on time at the designated office. For purposes of recording the official receipt of applications, the date/time stamp of the Office of the Acquisition and Assistance at USAID/West Bank and Gaza will govern.

2. Submission of Electronic Applications:

Applications may be uploaded to <http://www.grants.gov>; however, separately submitted applications, by e-mail **AND** in hard copy, are still required by USAID/West Bank and Gaza. USAID/West Bank and Gaza bears no responsibility for data errors resulting from transmission or conversion processes associated with electronic submissions.

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Applications shall be submitted with the name and address of the Applicant and the RFA number (referenced above) inscribed thereon, to Ms. Linda Maher, A&A Specialist, via email to WBG-OCM-CBER@usaid.gov. For electronic submissions, your organization must ensure that the applications are received at USAID/West Bank and Gaza in their entirety. No addition or modifications will be accepted after the submission date. E-mail attachments should be formatted in Microsoft Word and/or Microsoft Excel format with **3 MB limit** per e-mail. Please convert your documents to one of these formats before sending them to USAID/West Bank and Gaza, or provide scanned copies of pages if they include signatures or forms. USAID/West Bank and Gaza cannot accept .zip files, as they will be blocked by USAID's firewall.

In addition to the aforementioned guidelines, the Applicants are requested to take note of the following:

- i.** Applications submitted electronically must be in either Microsoft Word (for narrative text) or Excel (for tables and budgets – formulas should not be locked), unless you are providing scanned copies of pages that include signatures or forms.
- ii.** After you have sent your applications electronically, please immediately check your own email to confirm that the attachments you intended to send were indeed sent. If you discover an error in your transmission, please send the material again and note in the subject line of the email or indicate in the file name if submitted via grants.gov that it is a "corrected" submission.
- iii.** Please do not send the same email more than once unless there has been a change, and if so, please note that it is a "corrected" email.
- iv.** If you send your application by multiple emails, please indicate in the subject line of the email whether the email relates to the technical or cost application, and the desired sequence of multiple emails (if more than one is sent) and of attachments (e.g. "no. 1 of 4", etc.). For example, if your cost application is being sent in two emails, the first email should have a subject line which says: "[organization name], Cost Application, Part 1 of 2".

Our preference is that the technical application and the cost application be submitted as single email attachments, e.g. that you consolidate the various parts of a technical application into a single document before sending them. If this is not possible, please provide instructions on how to collate the attachments. USAID/West Bank and Gaza will not be responsible for errors in compiling electronic applications if no instructions are provided or are unclear.

3. Receipt of Applications:

Applications must be received at the place designated and by the date and time specified in the cover letter of this RFA. Applications which are submitted late or are incomplete run the risk of not being considered in the review process. Late applications will be considered for award if, in the sole discretion of the Agreement Officer, it is determined that it is in the U.S. Government's interest and if the evaluation process has not yet commenced.

The Applicant must ensure that applications sent electronically are received at USAID/West Bank and Gaza in their entirety. Applicants shall confirm with Ms. Linda Maher, that their electronic submissions (either via grants.gov or via email) were successfully received at USAID/West Bank and

Gaza by the required due date.

VII. SPECIAL AWARD CONSIDERATION

1. The Recipient of the award shall comply with and adhere to all USAID West Bank and Gaza Notices to Contractors and Grantees. The notices are posted on the USAID/West Bank Gaza website under Partners resources and can be found at the following link: <http://www.usaid.gov/wbg/notices.html>
2. Any activity (ies) anticipated in Gaza requires USAID’s prior written approval.
3. Implementation of program activities in Gaza: Given the political and security environment in Gaza, the Recipient must adhere to the Mission’s policy guidance and operational principles for operating in Gaza as described in the Contractors’ and Grantees’ Notice No. 2010-WBG-13.
4. Due to the extremely fluid nature of the operational environment in the West Bank/Gaza, it is expected that the Recipient of the award will remain in close contact and collaboration with the AOTR and other appropriate USAID Officers. This collaborative involvement will address informational needs such as analyses, evaluations, assessments, and responses to public information requests in order to maintain flexibility for program success.
5. Dissemination of any press releases or success stories is subject to the AOTR’s prior clearance and written approval.

VIII. SPECIAL MANDATORY PROVISIONS

1. PROHIBITION AGAINST SUPPORT FOR TERRORISM

- (a) The Recipient is reminded that U.S. Executive Orders and U.S. law prohibit transactions with, and the provision of resources and support to, individuals and organizations associated with terrorism. It is the legal responsibility of the Recipient to ensure compliance with these Executive Orders and laws.
- (b) One of the applicable orders is Executive Order 13224, dated September 24, 2001. The website of the Office of Foreign Assets Control (OFAC) of the Department of Treasury contains the text of that order and a list of the individuals and entities designated thereunder. It also contains lists of individuals and entities designated under other anti-terrorism statutes, regulations and Executive Orders. See <http://www.treasury.gov/offices/enforcement/ofac/sdn/>.

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- (c) USAID reserves the right to review, and either approve or reject, the following subawards if proposed under this agreement: (i) any contract or subcontract in excess of \$25,000 with a non-U.S. organization or individual; and (ii) any grant or subgrant to a non-U.S. organization or individual, regardless of the dollar value. Furthermore, the written consent of USAID is required before certain other forms of assistance may be provided to a non-U.S. organization or individual. These include in-kind assistance such as renovation of an NGO’s facilities, repair or replacement of a company’s equipment, and certain training activities. The details of these requirements are described in notices issued by USAID/West Bank & Gaza from time to time. No approval (or failure to disapprove) by USAID shall relieve the Recipient of its legal obligation to comply with applicable Executive Orders and laws.
- (d) USAID reserves the right to rescind approval for a subaward in the event that USAID subsequently becomes aware of information indicating that the subaward is contrary to U.S. law or policy prohibiting support for terrorism. In such cases, USAID’s Agreement Officer will provide written instructions to the Recipient to terminate the subaward.
- (e) USAID reserves the right to terminate this agreement if USAID determines that the Recipient is involved in or advocates terrorist activity or has failed to comply with any of the requirements of this provision.
- (f) This provision, including this paragraph (f), shall be included in all contracts, subcontracts, grants and subgrants issued under this agreement. Upon request, the Recipient shall promptly provide to USAID’s Agreement Officer a copy of the pages from each subaward that contain this provision.

[In addition to the clauses set forth above, the following clause shall appear in each award made directly by USAID and each subaward made by a USAID prime contractor or Recipient.]

- (g) The Recipient agrees to promptly notify USAID’s Agreement Officer Technical Representative (AOTR) in the event of any change in the identity of its “key individuals” or in the identity of “key individuals” of any Recipient of a subaward described in paragraph (c). For purposes of this requirement, “key individuals” means (i) principal officers of the organization’s governing body (e.g., chairman, vice chairman, treasurer and secretary of the board of directors or board of trustees); (ii) the principal officer and deputy principal officer of the organization (e.g., executive director, deputy director, president, vice president); (iii) the program manager or chief of party for the USAID-financed program; and (iv) any other person with significant responsibilities for administration of USAID-financed activities or resources. Note that this definition differs from the definition of “key personnel” under contracts and cooperative agreements.
- (h) Before awarding any grant or similar instrument providing cash assistance under this agreement, the Recipient shall (1) obtain from the proposed subawardee the certification required under USAID’s Acquisition and Assistance Policy Determination 04-14 (AAPD 04-14), “Certification Regarding Terrorist Financing Implementation E.O. 13224 (Revision 2),” and (2) provide a copy of the certification to USAID’s Agreement Officer.

2. PROHIBITION AGAINST CASH ASSISTANCE TO THE PALESTINIAN AUTHORITY

U.S. legislation provides that none of the funding under this Award may be “obligated or expended with respect to providing funds to the Palestinian Authority.” In accordance with that prohibition, the Recipient shall not provide any cash to the Palestinian Authority; to any ministry, agency or instrumentality of the Palestinian Authority; to any municipality or other local government unit; or to

any full-time or part-time employee or official of any of the foregoing entities. This restriction applies to payments of any kind, including salaries, stipends, fees, honoraria, per diem, and so forth.

This restriction does not prohibit the provision of in-kind assistance, such as technical assistance, training, equipment, supplies, or the construction of public works to the extent it is not otherwise prohibited by U.S. law or the terms of this Agreement.

This provision shall be included in all contracts, subcontracts, grants and subgrants or any other instruments or awards issued under this Agreement. Upon request, the Recipient shall promptly provide to USAID’s Agreement Officer a copy of the pages from each subaward that contains this provision.

3. RESTRICTION ON FACILITY NAMES

- (a) No assistance shall be provided under this agreement for any school, community center or other facility that is named after any person or group of persons that has advocated, sponsored or committed acts of terrorism. This includes any facility that has “shuhada” or “shaheed” (“martyr” or “martyrs”) in its name, unless an exception is approved by the USAID Mission Director. In any case where assistance is proposed for a facility that is named after, or is planned to be named after, a person or group of persons, the Recipient shall provide to USAID’s Agreement Officer Technical Representative (AOTR) written information about the person(s) or group and shall not proceed with the assistance unless or until the AOTR has provided written approval therefore. This restriction applies to all forms of cash or in-kind assistance, including construction services, equipment, supplies, technical assistance, and training.
- (b) In case of any failure to comply with this restriction, USAID may disallow any or all costs incurred by the Recipient with respect to the facility and, if necessary, issue a bill for collection for the amount owed. This is in addition to any other remedies that may be available to USAID for such noncompliance.
- (c) This provision, including this paragraph (c), shall be included in all contracts, subcontracts, grants and subgrants issued under this agreement. Upon request, the Recipient shall promptly provide to USAID’s Agreement Officer a copy of the pages from each subaward that contain this provision.

4. GEOGRAPHIC MANAGEMENT INFORMATION SYSTEM (GEO-MIS)

In support of USAID/WBG’s Geo-MIS initiative, the Recipient will report and provide Geo-MIS related information on all USAID-funded activities.

- a. An initial Geo-MIS report shall be submitted within 30 days from approval of the Implementation Plan with follow-on reports following every thirty (30) days (monthly) thereafter. Those monthly reports shall be submitted via e-mail to the AOTR and Geo-MIS manager; and include a summary of actions taken by the Recipient in regard to data entry and updates in the Geo-MIS system over the internet, and a list of Geo-MIS activities added, updated or closed.
- b. Recipient regular quarterly reports/annual reports shall include a section on Geo-MIS actions taken in that period as well as a list of activities added, updated or closed.
- c. The Final Report will reflect that all activities have been fully Geo-MIS reported. Close out actions will not be concluded until such reporting has been completed. Geo-MIS reporting shall

be submitted through the internet application available at your office via accessing the Mission Geo-MIS domain URL: www.usaidgiswbg.com

- d. The Recipient is required to report activity related fields of data and list of output indicators on monthly basis, and program related fields/narratives, PMP indicators and OP indicators on quarterly basis.[1];
- e. Details as to the reporting form and format are published at URL: www.usaidgiswbg.com. Registration for access to and questions regarding the use of the Geo-MIS web site and reporting are to be directed to USAID/WBG/PPDO and the AOTR. The AOTR will arrange for Geo-MIS training, lead the PMP development efforts and data quality assessments/verifications of Geo-MIS data.
- f. The Recipient staff will be provided Geo-MIS training by USAID/WBG/PPDO, This training will be directed toward basic functions of the Geo-MIS and enabling the Recipient to report its work through the system and to use it as a Management Information System (MIS tool) including how to add/update and verify activities and program related info on a monthly and quarterly basis. The Recipient will appoint a member of its staff for training, as responsible for executing the Geo-MIS reports, to serve as liaison with USAID, and participate in GIS working groups.”

5. SUBCONTRACTING WITH GOVERNMENT OR QUASI-GOVERNMENT ENTITIES

No subcontracting with any government or quasi-government entity shall be conducted under this Agreement unless a specific waiver is approved for this purpose.

6. CAPITAL ASSISTANCE (611e REQUIREMENTS)

Prior to committing any USAID funds for capital assistance projects proposed under this Agreement, including mechanical items and other equipment that will be purchased for use by local partners, the Grantee will provide USAID with sufficient information to determine that Palestinian counterpart institutions and communities have the capacity to maintain and utilize the assistance effectively. Upon review and analysis of information provided, USAID West Bank and Gaza will advise the Grantee when and if all AID regulations for proceeding with capital assistance have been met.

7. PROHIBITION ON ASSISTANCE TO THE PALESTINIAN BROADCASTING CORPORATION

- a) U.S. legislation provides that none of USAID’s funding “may be used to provide equipment, technical support, consulting services, or any other form of assistance to the Palestinian Broadcasting Corporation.” In accordance with this prohibition, the Grantee shall not provide any assistance to the Palestinian Broadcasting Corporation.
- b) This provision, including this paragraph (b), shall be included in all contracts, subcontracts, grants and subgrants issued under this grant.

8. VALUE ADDED TAX AND CUSTOMS DUTIES

1 PMP: Performance Management Plan; OP: Operational Plan.

Pursuant to agreements with the Palestinian Authority (PA) and the Government of Israel (GOI), all imports and expenditures under this award by the Grantee and by non-local sub grantees and subcontractors (as defined below) will be exempt from Value-Added Tax (VAT) and customs duties imposed by the PA and from customs duties imposed by the GOI. Therefore, in accordance with paragraph 51 of OMB Circular No. A-122, Attachment E, such VAT and customs duties shall not constitute allowable costs under this award. No exemptions from VAT imposed by the GOI are available through USAID.

Therefore, Israeli VAT is an allowable cost under this award, except for VAT from which exemptions are available to the Grantee directly.

The Grantee and any non-local subgrantees or subcontractors shall make reasonable efforts to avoid Palestinian VAT at the point of sale by obtaining 0% VAT exemption. USAID will assist the Grantee to obtain zero percent (0%) VAT status from the PA. The Grantee shall use this exemption to avoid paying any PA VAT to local subcontractors and vendors by obtaining approval from the PA VAT Department for suppliers to issue 0% VAT invoices.

In cases where Israeli and Palestinian VAT cannot be avoided, the Grantee shall obtain original VAT receipts from the vendors. Receipts must be submitted to USAID’s Financial Management Office on a monthly basis to enable USAID to process refund claims with VAT authorities. The Grantee is responsible for ensuring that sub grantees or subcontractors comply with this requirement. All VAT claims for the sub grantees and subcontractors shall be submitted to USAID through Grantee. *(Please refer to VAT Guidance dated April 2, 2003 issued to USAID WBG Contractors and Grantees - see Section G)*. Receipts for sub grantees and subcontractors must be addressed to the project name /Grantee to enable USAID to claim refunds.

Grantees that already have exemption mechanisms in place with the GOI and/or the PA should continue to follow those procedures. Any refund of taxes received directly by the Grantees which were allowed as award costs, should be credited either as a cost reduction or cash refund, as appropriate, to USAID.

"Non-local sub grantees and subcontractors" means sub grantees and subcontractors that are present in the West Bank or Gaza solely for the purpose of performing work financed by USAID or other tax-exempt foreign donors."

9. REPORTING OF FOREIGN TAXES

- (a) The awardee must annually submit one report by April 6 of the next year. The reporting period will cover from October 1 to September 30.
- (b) Contents of Report. The reports must be in the format provided in Section G and contain:
 - (i) Grantee name.
 - (ii) Contact name with phone, fax and email.
 - (iii) Award number(s); separate report needs to be provided for each award.
 - (iv) Amount of foreign taxes assessed by the Palestinian Authority on commodity purchase transactions valued at \$500 or more financed with U.S. foreign assistance funds under this agreement during the prior U.S. fiscal year.
- (v) Only foreign taxes assessed by the foreign government in the country receiving U.S. assistance are to be reported. Foreign taxes by a third party foreign government are not to be reported. For

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- example, if an assistance program for the Palestinian Authority involves the purchase of commodities in Israel using foreign assistance funds, any taxes imposed by Israel would not be reported.
- (vi) Any reimbursements on the taxes reported in (iv) received by the Grantee through March 31. Any refund from the Palestinian Authority that is received directly by the awardee should be reflected. For refunds processed by USAID, we will fill in the VAT refunded amount. If a VAT refund receipt was provided to USAID for refund processing the awardee will need to provide the month under which the claim was submitted to USAID and the serial number of the invoice as included in the claim.
 - (vii) Reports are required even if the Grantee did not pay any taxes during the report period.
 - (viii) Cumulative reports may be provided if the Grantee is implementing more than one program in a foreign country.
 - (c) Definitions. For purposes of this clause:
 - (i) “Agreement” includes USAID direct and country contracts, grants, cooperative agreements and interagency agreements.
 - (ii) “Commodity” means any material, article, supply, goods, or equipment.
 - (iii) “Foreign government” includes only a Palestinian Authority entity.
 - (iv) “Foreign taxes” means value-added taxes and custom duties assessed by a foreign government on a commodity. It does not include foreign sales taxes.
 - (d) Where. Submit the reports by either of the following means:
email attachment (preferred): 579vat@usaid.gov or fax to 972-3-511-4888, attention Mr. Issa Hanna.
 - (e) Subagreements. The awardee must include this reporting requirement in all applicable subcontracts, subgrants and other subagreements.
 - (f) For further information see <http://www.state.gov/m/rm/c10443.htm>.

[END OF SECTION A]

SECTION B - EVALUATION CRITERIA

USAID/WBG will review all applications received in response to the subject RFA. Applications will be reviewed and evaluated in accordance with the following criteria:

Technical Approach and Performance Monitoring and Evaluation Plan (PMP) (maximum points = 40)

The extent to which the proposed technical approach and PMP demonstrate a clear understanding of the objectives of the program and a convincing result oriented approach to achieve them.

Key personnel and staffing plan (maximum points = 25)

- Extent to which the proposed Key Personnel convincingly demonstrate the qualifications to successfully implement the proposed program. (maximum points = 20)
- The extent to which the staffing plan demonstrates the Applicant’s ability to effectively implement the proposed technical approach. (maximum points = 5)

Institutional Experience and Management Plan (maximum points = 25)

- Extent to which the Applicant demonstrates significant experience in implementing similar teacher training and education programs. (maximum points = 15)
- Extent to which the Applicant convincingly demonstrates an effective management approach to implement the proposed application and the range of interventions and activities included herein. (maximum points = 5)

Past performance (maximum points = 10)

Extent to which the applicant and its teaming organizations, if any, demonstrate the applicant’s successful Past Performance in achieving results and ensuring sustainability based on similar projects, preferably in similar development contexts.

II. COST EVALUATION:

Cost has not been assigned a weight, however, the cost applications of the most highly ranked technical applications but will be evaluated for realism, reasonableness, allowability, allocability, and cost effectiveness. Other considerations are the completeness of the application adequacy of budget detail and consistency with elements of the technical application. In addition, the organization must demonstrate adequate financial management capability, to be measured for a responsibility determination. While cost may be a determining factor in the final decision of an awardee, especially between closely ranked Applicants, the technical merit of applications is significantly more important under this RFA.

III. COST SHARING:

USAID recommends that the Applicant and its partners provide a cost share of 15 percent (15%) of the total USAID Contribution. Leveraged non-USAID resources from private firms and institutions (such as equipment, training, level of effort and any in-kind contributions) may be considered part of cost share.

Cost sharing may be also demonstrated either through direct funding, beneficiary contributions, in-kind assistance, or a combination thereof.

USAID shall make the final determination and assess whether or not the Applicant’s cost share contributions (e.g. categories or items) meet the standards set in 22 CFR 226.23.

IV. AWARD AND ADMINISTRATION INFORMATION

1. Award: The Government anticipate awarding one Cooperative Agreement resulting from this RFA to the responsible Applicant whose application conforms to the requirements of this RFA (see also Section B of this RFA for evaluation criteria) and offers the greatest value to the Government. The Government may (a) reject any or all applications, (b) accept other than the lowest cost application, (c) accept more than one application, (d) accept alternate applications, and (e) waive informalities and minor irregularities in applications received.

2. The Government may make an award on the basis of initial applications received, without discussions. Therefore, each initial application should contain the Applicant’s best terms from a technical and cost standpoint.

3. Authority to Obligate the Government: The Agreement Officer is the only individual authorized to commit the U.S. Government to the expenditure of public funds. No costs chargeable to the proposed Cooperative Agreement may be incurred before receipt of either a fully executed Cooperative Agreement or a specific, written authorization from the Agreement Officer.

4. Award Administration: For U.S. organizations, the prospective award will be administered in accordance with 22 CFR 226, OMB Circulars and the Standard Provisions for U.S Non-governmental Recipients.

5. Program Income: Program income is not expected to be generated by the Recipient implementing the Cooperative Agreement. However, any program income that is generated under the resulting award shall be in accordance with 22 CFR 226.24 and shall account for Program Income earned under this award shall be added to the project as follows:

In accordance with 22 CFR 226.24 (b) “Except as provided in paragraph (h) of this section, program income earned during the project period shall be retained by the recipient and, in accordance with USAID regulations, other implementing guidance, or the terms and conditions of the award, shall be used in the following way:

(1) Added to funds committed by USAID and the recipient to the project or program, and used to further eligible project or program objectives.”

V. BRANDING STRATEGY AND MARKING PLAN

In accordance with ADS 303.3.6.3.f and 22 CFR 226.91, the apparent successful Applicant must submit a Branding Strategy and a Marking Plan for evaluation and approval by the Agreement Officer before an award under this solicitation will be made. This plan will is not requested with the application.

[End of Section B]

SECTION C - PROGRAM DESCRIPTION

A. INTENTION

USAID/West Bank and Gaza is competitively soliciting interest from qualified applicants to implement activities in teacher training, capacity building, policy development and monitoring and evaluation that contribute to the national Teacher Education Strategy aiming at improving the quality of teaching and learning in West Bank and Gaza.

B. INTRODUCTION

USAID is proposing a four-year, \$16 million program (\$2 million for Gaza) that focuses on educational reform in Palestine that will have a significant impact on teaching and learning practices, and on individuals and institutions involved in the education process at large.

The new program contributes to the Ministry of Education efforts to implement the Teacher Education Strategy issued in May 2008. The program focuses on upgrading the qualifications, competencies and skills of teachers, as the most important element in educational reform. Research has ascertained that the quality of any educational system will not exceed the quality of its teachers. Through a modular curriculum for teacher training that meets best international standards, the program will introduce to the education system 21st century skills and contemporary pedagogy that focuses on the needs of the learner. The Capacity Building for Education Reform project will work with units and institutions in the MOEHE, as well as those of universities, to implement a comprehensive national plan for in-service teacher training to upgrade teacher qualifications and skills. EDO believes that no improvements could be made to variables that cannot be measured. For that purpose, a monitoring system will be developed within the Ministry to assess teacher performance and measure student learning outcomes during and after conducting teacher training. Assessment tools will be added to the already existing Education Monitoring System. Mechanisms for coaching and mentoring teachers will be developed.

To achieve these goals, the program is divided into five components: I. Policy Development; II. Capacity Building; III. Teacher Training; and IV. A Teacher Performance Monitoring System. The Gaza component is explained in section V.

The proposed program meets the objectives of the PA’s Homestretch Plan for the education sector, the MOEHE five-year Education Development Strategic Plan and the National Teacher Education Strategy.

EDO plans to procure this program in FY 2011 through a full and open competition, releasing the Request for Applications in March 2011.

C. BACKGROUND

The Palestinian education system suffered from many years of neglect before the establishment of the Palestinian Authority. Education in Palestine has endured under-investment in teachers, students, facilities, and equipment. Schools were very crowded (some running on triple shifts), the infrastructure was in a bad repair, and the quality of teaching was rapidly deteriorating. When the Palestinian Authority was established in 1994, the Ministry of Education and Higher Education (MOEHE) took control of a huge system that was in shambles. Donor countries began providing significant financial resources to the educational sector. As a result, the MOEHE was able to begin improving the educational system,

modernizing the curriculum, introducing new textbooks, training teachers, building schools, upgrading facilities, and institutionalizing longer term planning to upgrade the overall quality of education. A recent World Bank report commended the achievements of the MOEHE in this regard despite the challenges and obstacles they have faced.

According to the Palestinian Education for All (EFA) midterm review reports (UNESCO EFA 2007) Palestine is on the right track towards realizing the EFA quantitative basic education goals. Palestinians have achieved one of the highest literacy and primary school enrolment rates in the Arab world; literacy rates stand at 94%, which is the highest in the region and Gross Enrollment Rate in basic education (97%) is again the highest in the region. Dropout rates have decreased and the rate of transition from the basic cycle to the secondary cycle (93% F; 91% M) is increasing. The ratio of female pupils to male pupils both in primary and secondary education is around 1.0 indicating that gender parity is achieved. In addition, the World Bank reports that the Palestinian education system has made significant achievements in terms of access; however, significant attention, efforts and resources are needed to improve the quality of education at all levels. The Palestinian MOEHE with technical support from donors and UN agencies and in consultation with the Education Sector Working Group (ESWG) has produced the Education Development Strategic Plan 2008-2012. This document defines and outlines the central focus areas for the ministry, which include the promotion of quality education at all levels and the linking of educational outcomes to socio-economic development needs.

Through the broad participatory process of the Education Sector Working Group, the MOEHE has identified four primary goals for the education sector (1) to increase access of school-aged children, and students of all education levels, and improve the ability of the education system to retain them (Access); (2) to improve the quality of teaching and learning (Quality); (3) to develop the capacity for planning and management and to improve the financial and management systems of MOEHE (Management); and (4) to realize a gradual transition of the Higher Education and TVET sectors from supply oriented sectors to demand driven ones which will ensure greater compatibility between outputs and labor market needs (Relevance).

The MOEHE has achieved satisfactory results to date in terms of educational access. In 2009/2010, 35 new schools were built in the West Bank, with 55 more schools planned for 2010/2011. Since the launch of the second MOEHE five-year plan (2008 – 2012), the MOEHE has emphasized the need to improve the quality of education. Five specific objectives for improving quality have been identified: (1) improve teacher training and upgrade teacher skills; (2) review the school curriculum and improve its content; (3) introduce IT in education and enhance co-curricular activities; (4) enhance the MOEHE capacity for planning, monitoring and evaluation; and (5) introduce models for comprehensive school development. Teacher education is the MOEHE’s number one priority to ensure a significant impact on the quality of education.

Since 1994, teacher pre-service training has been the responsibility of universities and Teacher Training Colleges. Few teachers emerging from most pre-service training institutions, except for the better prepared graduates of UNRWA Teachers Colleges, had the subject knowledge or practical skills needed to carry out the demanding task of teaching the new national curriculum. University preparatory courses lacked clear standards and were unresponsive to the needs of teachers having to deal with the challenging environment of a rapidly evolving and expanding PA education system.

In order to bring basic practical training to as many teachers as possible in the shortest possible time, a quick obligatory teacher induction training course was implemented to introduce new teachers to the demands of Palestine’s first national curriculum, which was being introduced during the late 90s.

Between 1999 and 2006, approximately 25,000 teachers were trained in a 30-hour course titled “Contents and Methods.”

Apart from some teacher training courses carried out by the UN, donors and NGOs, the task of teacher training was solely the purview of a growing District Offices corps of supervisors formed to provide oversight and support to teachers in schools. The all-important ongoing support to teachers was meant to be done, at least theoretically, by school supervisors. As originally intended, supervisors relationship to teachers and principals was characterized by control and strict enforcement of norms. This later developed into a supporting and developmental role, and to encourage this important shift in emphasis, the MOEHE changed their job title from inspectors to supervisors.

The Education Development Strategic Plan (EDSP) 2008-2012, the MOEHE’s second five year plan, was focused on improving the quality of education and generated the Teacher Education Strategy in Palestine 2008 (TES). The teacher education strategy project was developed by UNESCO who acquired the necessary funding. A Teacher Education Reference Group (TERG) was formed consisting of 14 members with expertise in teacher education chosen from the MOEHE, UNRWA, higher education institutions and civil society. The Group met 15 times on an average of once every two weeks between April 2007 and January 2008. It made use of statistical and field studies on the current situation and reviewed international trends before submitting its recommendations. A Teacher Education Consultative Group (TECG) was also established consisting of 30 members, and headed by the Minister of Education and representatives from higher education institutions, directors at the Ministry, administrators at UNRWA, civil society and some teachers' unions. Reports submitted by TERG were studied, and feedback was given to TERG. A semi-final draft was sent to 93 Palestinian educators and related persons for feedback. Participation in developing the Teacher Education Strategy was large.

The MOEHE Teacher Education Strategy (TES), which is the driving force behind the present teacher training reform movement, highlights the need to reform university pre-service training and sets national standards for both pre and in-service training. The TES encourages the adoption of new approaches for in-service teachers training using information communications technologies, E-Learning, and a number of other new methodologies which have been tested and proven in classrooms around the world. In 2009, MOEHE created the Commission for the Development of the Teaching Profession (CDTP) to oversee the development of standards for teacher and principal qualification, design a system for teacher licensing, support the implementation of the TES, and generally enhance the teaching profession. In June 2010, the MOEHE established the National Task Force on Teacher Education and in July 2010, the MOEHE established a Sub-sector Working Group on Teacher Education to act as an International Advisory Group on Teacher Education efforts. USAID participates in the latter and AMIDEAST / MSN participates in both.

USAID/EDO MISSION PROGRAM

USAID/WBG Education Development Office’s (EDO) goal as articulated in its Strategic statement: *Supports the Palestinian Authority to educate a new generation of Palestinian citizens equipped with globally competitive education and life skills and more able to contribute towards a viable Palestinian State.* One of the key overall objectives of EDO is to improve the quality of learning outcomes of Palestinian children and youth, through formal education and out-of-school learning programs.

USAID/EDO’s education program portfolio focuses on three key sub-sectors: basic education (including early childhood education), tertiary education (higher education) and technical and vocational education. USAID/EDO has aligned its programs to reflect and support the EDSP and has been addressing needs in the four main areas identified by the Ministry of Education namely Quality, Management, Relevance and to a lesser degree Access.

The Capacity Building for Education Reform Program (CBER) will contribute to USAID’s support of the MOEHE’s objective of improving the quality of basic education. Current USAID/EDO programs, directly or indirectly, targeting general education include the Model Schools Network (MSN) program and the Sesame Street project. MSN is a school-based reform program that works to create a model for comprehensive school development, and introduce new teaching and learning methods. The Shara’ Simsim Project (Sesame Street) exposes young children to numeracy and literacy and builds the capacity of local media to create educational programming for children. In higher education, USAID has partnered with the Open Society Institute to implement the Palestinian Faculty Development Program (PFDP), which supports higher education through provision of scholarships to educators for long term (PhD and MA level) and short term training, in addition to supporting innovative approaches to teaching and learning. PFDP also provides direct support to the MOEHE through a one-year Master degree in education in U.S. institutions of higher education, with the aim of developing the human resources of the MOEHE to implement an education reform agenda.

The suggested program complements the work of existing programs and introduces scaled-up interventions that are necessary for reform in the education system. The suggested program has particular linkages to the PFDP and MSN.

PFDP Linkages: PFDP focuses on developing human resources at the tertiary education level. At least 7 PhD graduates under PFDP specialize in education, and will most probably end up teaching at schools of education in the West Bank and Gaza. Other short term trainees are also affiliated with schools of education. Those human resources are expected to assist in the design of new teacher training programs at the universities and probably teach as well. PFDP also has a special component for assisting universities start Centers of Teaching Excellence. These centers will provide opportunities to university faculty to improve their teaching skills. Faculties from the schools of education will have opportunities to contribute and learn from the processes of setting up centers of excellence that would probably impact the upgrading of their teacher training programs. Other components relate to building the capacity of the MOEHE through a Master Scholarship program, whereby 35 ministry staff, district officials and school principals will be able to get higher degrees in education related fields. The graduates under this program will be called upon to take the lead in implementing teacher training programs, supervising and coaching teachers, or devising new systems for teacher performance management. Also, the Master in Teaching (MAT) program run by Bard College and Al Quds University – a unique program for qualifying teachers - is supported partially by PFDP. This program will provide a prototype of a Master’s program in teaching that could be replicated in other Palestinian universities. All these activities lay the ground work for the new program and provide an entry point to universities and other stakeholders involved in teacher training.

MSN Linkages: MSN aims at designing, testing, implementing and disseminating new approaches to teaching and learning that are expected to have a positive impact on the quality of education in the targeted schools and the larger education system when adopted and replicated. MSN is accumulating experience in teacher training and professional development of MOEHE staff through dialogue and engagement at both technical and policy levels. The lessons learned from implementation of the various components of MSN will be crucial to the implementation of the new program. The new program would use the model schools sponsored by MSN as training sites for the university teacher training programs, especially that those schools have been selected with reasonable proximity to university campuses in the West Bank. The teacher training modules developed under MSN, especially in Science, Mathematics and English, will provide models for teacher training modules – mainly for qualification / certification of subject matter teachers. The techniques used by MSN for nurturing critical thinking, will be invaluable to

the universities and experts involved in designing teacher training modules that promote the development of higher cognitive skills in the teaching and learning process.

The Capacity Building for Education Reform program supports objectives 2 and 3 of the MOEHE’s EDSP: quality and management. It also provides particular support to the TES. The proposed project fits also the “F” Foreign Assistance Standardized Program Structure and Definitions: Program Area 3.2: Education; Program Element 3.2.1: Basic Education; Sub-element 3.2.1.7: Education Systems. The sub-element definition is: “Contribute to sustained improvements in education quality, efficiency, and equity through strengthened education policy, governance, financing, facilities, human resources, public information, and management of education services. A range of activities may target the national, regional, district, and community levels of the education system; pre-primary, primary, lower-secondary, upper secondary, and non-formal education; and public or private education.”

D. PROGRAM DESCRIPTION

1) Rationale for the Program

- The need to improve the quality of education in Palestine;
- The need for clear and explicit policies for teacher education and for the continuing development of teachers;
- The need to eliminate differences in the ways teachers are qualified and professionally supported by universities, MOEHE, and other institutions;
- The need to develop the teaching profession; and
- The need to build the capacity of the Ministry of Education and Higher Education (MOEHE) to manage the teacher education system.

2) Following are the Project’s four main objectives

- *To measurably improve teachers’ performance by supporting their enrolment in high quality teacher qualification programs at participating universities;*
- *To strengthen the capacity of universities to deliver quality teacher qualification programs that meet the needs of teachers and follow international standards; and*
- *To develop and implement policies that support teacher’s continuous professional development.*
- *To strengthen the capacity of the MOEHE to supervise, coach, mentor and evaluate new and in-service teachers*

3) Program Components

The planned project focuses on four components:

- I. Policy Development;
- II. Capacity building of institutions involved in teacher training and human resource development;
- III. Training of teachers at both in-service and pre-service levels;
- IV. Monitoring and Evaluation; and
- V. Gaza.

I. Policy Development

One of the main reasons for the development of the National Teacher Education Strategy is the need for clear and explicit policies for teacher education and for the continuing development of teachers. MOEHE recognizes the need to develop policies in line with the TES.

Component I will be focused on clarifying and formulating, in close collaboration with the MOEHE and other active stakeholders, the policies that are necessary for supporting the implementation of the in-

service and pre-service teacher training implementation plan. Policies have to be formulated and ratified regarding teacher selection criteria for training, standards for teacher and principal qualification, teacher licensing requirements, standards for teacher performance, requirements for teachers promotion across the four suggested ranks (new teacher, teacher, first teacher and expert teacher) and the delineation of roles and responsibilities of various units that has direct work relations with teachers and training providers. Such units include the Directorate for Supervision and Qualification , Accreditation and Quality Assurance Commission (AQAC), Planning and Development unit, Assessment and Evaluation department, and the . Also, policies on teacher hiring, promotion, compensation and career development needs to be improved. The MOEHE has set-up an internal working group to begin the process of identifying and revising these policies. The TES suggested amending the Civil Service Law to reflect the need for teacher licensing and the categorization of teachers as New Teacher, Teacher, First Teacher and Expert Teacher. As a result, the MOEHE is now revising the Civil Service Law. More help is needed, in particular from international education and policy experts, to assist in ensuring continued momentum for these reforms.

The project implementer will conduct a comprehensive needs assessment, in collaboration with the MOEHE, the World Bank, European Commission, UNESCO, and others, to identify and prioritize the policy gaps that have to be tackled for operationalizing an effective and sustainable national plan on in-service and pre-service teacher training. This assessment will be the conduit through which the implementer supports the MOEHE in its existing reform efforts. The project implementer is expected to develop means for addressing identified policy gaps, and work closely with all stakeholders on developing these policies through the life of the program. A study by the World Bank is currently underway to provide comparative analysis of the policy environment in 7 Arab countries, including West bank & Gaza, related mainly to teacher education and educational reform at large. The study will be completed in early 2011, and with results announced in a public conference taking place in Amman in Spring 2011. This study could be very useful to implementing Component I. of the planned program.

USAID perceives the proposed program as an educational reform program that will attempt to introduce positive change at the policy and management levels, while providing technical assistance to universities and training thousands of teachers. Below is an illustrative list of policy issues that need to be considered:

- Introducing policies for linking the teacher evaluation process to career advancement and compensation plans.
- Establishing criteria for recruitment of teachers that takes into consideration teacher qualification standards, and a set of criteria for selection of the best and the talented.
- Improving teacher compensation packages in terms of salary scales, benefits, retirement plans, training opportunities, etc. Though resource availability will continue to be an impediment, there is no better way for improving teacher morale, motivation and productivity than making those concrete improvements that affect the lives of teachers.
- Developing a policy on who should be trained among existing teachers, when, where and for how long.
- Identifying best ways for supervision, performance assessment, mentoring and coaching of teachers, that involves District Directors, supervisors and school principals.
- Developing a clear and common understanding of the roles and responsibilities of colleges, universities and training institutions in the process of teacher preparation and qualification/certification.
- Establishing clear criteria for accreditation of teacher (and principal) education and training programs by the Accreditation and Quality Assurance Commission.

The completion of Component I above is not a pre-requisite for starting the implementation for other components mentioned below. As policy development is a continuous process, this activity will be implemented through the life of the program to deal with policy issues as needed for effective implementation of teacher training activities and as new issues come up. In addition, this program can start working within the limitations of the existing policy environment, building on the good work already initiated by MOEHE, UNESCO, the World Bank, the European Commission and others.

II. Capacity Building

Activity 1: Capacity Building for Participating Universities

Pre-service Teacher Programs

According to the TES, universities are designated as the primary providers of professional development for in-service teachers and the sole providers of pre-service teacher training. Current course curricula at Palestinian universities will likely need to be revamped to address the pedagogical approach, content areas, and delivery framework recommended by TES. In addition, new courses and certification programs are needed for those teachers who will focus on early childhood, special education, school counseling, and teacher supervision. In summary, universities need to develop new programs, recruit faculty, and develop appropriate curricula to be able to effectively implement the TES.

The TES recommended developing and accrediting five kinds of programs:

1. Pre-school Teacher: A program that grants a BA in Education with a major in pre-school education provided by Education Departments/Faculties in universities and colleges. In the interim period (ending in 2014/2015), two-year programs by community colleges are also acceptable.
2. Lower Basic Education Teacher (grades 1-4): a program that grants a BA in Education.
3. Upper Basic Education Teacher (grades 5-10): It is possible to enroll in one of the following two programs:
 - i. BA in Education, from the Faculty of Education, with a major in Upper Basic Level.
 - ii. A BA in a subject taught at the Upper Basic Level from the Faculty of Science or Arts + Teacher Education Diploma A (for the Upper Basic Level), from the Faculty of Education.
4. Secondary School Teacher (grades 11 and 12):
BA in a subject taught at Secondary Schools from an appropriate faculty like the Faculty of Science or Arts + Teacher Education Diploma B (for the Secondary Level) from the Faculty of Education. Modifications of this requirement that are congruent with the vocational and technical education strategy are acceptable.
5. Tertiary Level Teachers and Educators: Teacher Education Diploma C, (for higher education and adult education faculty/trainers).

The TES recommends the following framework for the implementation of pre-service programs:

1. MoEHE with other stakeholders develop and endorse a national framework for teacher education.
2. CDTP and AQAC, in harmony with the vision for knowledgeable teachers, set up and announce minimum specific standards for accrediting each type of Teacher Education Programs and for the educational specialists programs (special education and guidance and counseling).

3. CDTP sets minimum standards that set the frame for teacher education programs’ curricula on one hand, and methods of teaching and learning on the other hand.
4. HEIs identify a definite number of Teacher Education Programs they want to develop. Accordingly, they plan for these programs according to the new principles and announced standards, developing their human, physical, and financial resources on the other hand, and all HEIs develop enhance their interaction and their research work.
5. HEIs in coordination with MoEHE and other relevant bodies identify specific schools to cooperate with to conduct practical education and allow for field experience. Accordingly, the capacity of these selected schools have to be built to become special schools for professional development that provide suitable environment that help the student-teacher go through educative experiences that benefit them.
6. HEIs apply for accreditation of new/updated programs, and AQAC reviews applications and provides accreditation the programs meeting the new standards.
7. HEIs according to new accredited programs, accept students, and run programs.

USAID is proposing to build the capacity of universities to enable them to upgrade their teacher education programs and meet the standards set by the TES for the Upper Basic Education teacher category (Grades 5 – 10). Proposed activities under this component include:

1. Assist Higher Education Institutions (HEIs) to finalize their preparation for new programs and apply for accreditation
2. Work closely with AQAC to accredit programs in line with the agreed upon standards
3. Assist HEIs in promoting the new programs, accepting students, and running the programs
4. Assist HEIs in implementing a school-based practicum for students in teacher education programs
5. Assist HEIs in conducting research on the quality of the graduates of their teacher education programs to be used for quality improvement purposes

In-Service Programs

TES is recommending the following for in-service teacher training programs:

1. Specifying the standards for accrediting the providers of in-service teacher education activities by CDTP in coordination with AQAC,
2. Training of trainers and developing the institutions which work in professional development, and choosing and training mentors.
3. Accreditation of providers of in-service teacher education activities according to the developed standards.
4. Higher education institutions design an educational qualification Diploma for experienced teachers who are without sufficient educational qualifications,
5. Principals, managers and educational supervisors qualification programs are designed and offered.
6. Higher education institutions in coordination with MoEHE, UNRWA and private schools design and offer induction programs for the qualified new graduates
7. Mechanisms and methods for evaluating the needs of qualified experienced teachers for continuous professional development are designed, and continuous professional development programs are designed for qualified experienced teachers.
8. Providers develop interaction and research within the institutions and between them.

USAID proposes to support the qualification of in-service teachers who are teaching in Grades 5 – 10. Illustrative activities that the implementer needs to undertake include the following:

1. Assist CDTP and HEIs in development of courses that would qualify in-service teachers for Grades 5 – 10 who do not possess the required qualifications.
2. Assist training providers in meeting accreditation requirements.
3. Assist in building capacity of trainers in adult training methodologies.
4. Assist in training school mentors, or cooperating teachers, and other school-based staff to implement teacher practice programs.
5. Assist in development of induction programs for new graduates of teacher training programs.
6. Assist in research work and networking among training providers.

Illustrative interventions to carry out the activities mentioned above for Pre-service and In-service interventions would include the following:

1. Provide technical assistance to help universities develop courses. This may require using non-traditional and innovative approaches.
2. Provide scholarships for selected university faculty and senior MOEHE technical staff to carry out short-term visits to international centers of excellence for teacher training.
3. Invite experienced international teacher trainers to universities, to build their faculty capacity with regard to teacher education.
4. Finalize and test teacher training curricula and materials with Palestinian universities
5. Initiate actual classroom experience learning for new teachers, with supervision and mentoring by university and MOEHE staff. Collaboration with the Model Schools Program and other on-going school-based programs would be very useful.

Activity 2: Capacity Building for MOEHE and PA Institutions Involved in TES The implementer of the proposed program will conduct assessments of needs for the departments and institutions mentioned below (and others if needed) to determine the type of assistance needed and scope of that assistance. All assistance provided to those units will be focused on enhancing the capacity of those entities to implement the TES.

AQAC

The Accreditation and Quality Assurance Commission (AQC) – founded in January 2002, is an autonomous body under the umbrella of the Ministry of Education and Higher Education, responsible directly to the Minister. The Commission has a full-time Director, a group of professional and support staff, and a Board of 12 professionals whose mandate is to take final decisions—which get ratified by the Minister—about its areas of responsibilities.

The general objective of the Commission is the improvement of the quality of Palestinian higher educational programs and institutions. It has the responsibility of accreditation of new academic programs, and licensing and accrediting of any new educational institution, regardless of specialization and level of degree. Towards this end, it reviews existing criteria; develops new criteria for accreditation and licensing; and develops procedures for the ongoing comprehensive assessment of all programs of study that grant academic degrees.

The Assessment and Evaluation Department (AED)

The Assessment and Evaluation Department plays, and can further play, a very important supportive role to the in-service teacher training as delineated in the TES. The Department provides indicators about quality to decision makers. There are two kinds of indicators:

1. Achievement indicators for students at schools

2. Contextual indicators on teaching

Achievement indicators are provided at three levels:

1. TIMSS: Trends in International Mathematics and Science Study (TIMSS) Conducted on the 8th grade students every 4 years. There has been a 30 point decline between the results of the last two exams.
2. National Exams: Conducted every 2 years on a sample group from the 4th and 10th grades in science, Arabic, and Mathematics. Results show that there is no improvement or positive trends rather to the contrary - a decline.
3. Unified Exams: Started 2 years ago as exams for 4th, 5th, 7th, 8th, and 9th grades but not in all subjects. Covers all students in the West Bank and conducted semi-annually. The exams are conducted and managed by schools themselves which is burdening and costly.

Another area the department is involved in is teacher training. In 2008,2009, and 2010 training on assessment and evaluation took place on a small scale only in the directorates that had funds to cover the cost, as no central funding was available to do that. In 2010, a new vision was reached to develop a learning/ teaching package on assessment that includes, but is not limited only to, developing a good achievement test. An agreement was reached with universities to develop various modules that make up the package. After a lot of efforts, the material were received but was of low standard. The package is not ready despite the great need of teachers for such a material. There is problem in mobilizing funding for conducting the training on one hand, and another problem related to the quality of the training material on the other hand. Good studies based on indicators to help decision and policy making are absent. There is no way to know what studies are available and to access them even If they were conducted as they remain in drawers. Research in education is almost absent.

Assessing programs and curricula is another field of concern. There has been no assessment of the developed curricula and the department has not been involved in that. A good teacher with a bad curriculum will also lead nowhere. There are a large number of pilot educational development projects carried out at the level of the MoEHE. These projects and their impact have not been properly assessed, and many have been scaled up just due to the availability of funding. Assessments are usually in the form of questionnaires which are not taken seriously and are filled by teachers in a manner to protect themselves.

MoEHE’s Directorate General for Supervision and Qualification (DSQ)

DSQ has over 500 supervisors. It has two departments: Supervision, and Teachers and Principals Qualification. It is involved in training programs of teachers - DSQ weekly used to train up to 8,000 teachers. In every directorate, DSQ has a training center. This training is now becoming more limited and little funding is available for it,

The Commission for Developing the Teaching Profession (CDTP):

The Commission was established on 1/9/2009 based on the recommendations of the TES. TES proposed that the Commission submits its recommendations to MoEHE and AQAC. CDTP currently has a Director and three units: Standards, Qualification, and Publication and Media. All in all, 5 persons staff the Commission.

The implementer of the proposed program would provide support to CDTP in the following areas – an illustrative list:

1. *Developing professional standards for teachers and principals.* There 4 types of teachers: New teacher, teacher, 1st teacher, and expert teacher. CDTP has developed almost 95% of the standards for the 1st two types of teachers. In 2011, the standards for the other types of teachers will be

developed along with that for the principals. The development of the standards was a long process that extended over a year. These standards should form a reference for teachers themselves but also to evaluate teachers by supervisors and principals. The vision ten years from now is that principals will be fully responsible for teachers’ evaluation.

2. A second track is related to the *licensing of the teacher profession*. When a new teacher starts the work, he/she should be granted with a professional license to work and then to move to (practicum) and then to get a permanent teaching license. For teachers already in service, new standards have to be developed and adopted. CDTP is looking into the laws needed to achieve the above.
3. CDTP is also working on developing the *policies for acceptance at the Education Faculties* in universities to be proposed to the universities.
4. CDTP is working on the *employment policies of the MoEHE* to hire new teachers. These should be based on the new developed standards (which is not the case till now).
5. CDTP wants to develop a *national qualification framework*. This requires collecting detailed data on teachers. CDTP has done that now for all teachers in the West Bank. There will be a portal to access this information. CDTP does not see itself going out and evaluating teachers to grant a license. This will be automated based on receiving evaluations from principals and others. There are 23 criteria for teachers according to the developed standards, and evaluation should be based on these. The current evaluation is a secret one although the civil service law says that it should be public.
6. CDTP helped set up a committee made up of the education faculty deans that is looking at the *teacher qualification requirements*. There is also a need to look at criteria for continuing teacher training and developing it. AQAC should adopt the standards developed by the Commission and license institutions and programs accordingly.
7. CDTP wants to work on developing *standards for pre-service teacher qualification* at universities but these are more difficult.
8. CDTP wants to work on a “*Ledger*” or a catalogue defining HE institutions and programs that produce qualified teachers be it at the local, Arab, and international scene.
9. Providing professional licenses should be based on an information system which is professional. CDTP is working on developing an up-to-date *MIS system* that can provide reliable information on teachers
10. The Publication and Media Unit works on *promoting the image of the teaching profession* and raise its status. It produces brochures, TV spots, hold celebrations, events, ...etc.
11. CDTP works also on conducting a *study to assess how to improve the teachers’ situation*. *Riyada* consulting firm is working on that and it will conclude the study by the end of 4/2011.

National Institute for Education Training (NIET)

The Institute was established in 2004 and officially opened its doors in 2005 with the support of Norway. Finland also supported the institute since 2006. UNICEF and Finland has also helped NIET financially, but now the funding is over. Similar to DSQ, NIET is heavily involved in the WB supported TEIP. There are currently around 30 employees at NEIT. The development of NEIT’s staff is by itself a major achievement in support of a national TE system.

The National Institute for Education and Training (NIET) played a critical role with the help of UNESCO in developing the Teacher Education Strategy (TES). NIET is now one of the main Ministry units

charged with implementing the TES and is coordinating the efforts and leading the discussions among universities who will be involved in teacher qualification.

In 2005, NIET was given the mandate by the PA cabinet to become the focal point for professional training within the MOEHE, with a vision to eventually serve all PA entities in terms of professional development for civil servants. Since then and due to funding limitations, NIET has provided only limited training to MOEHE staff. NIET has provided training to teachers in specialized courses, including special education and student counseling and has taken the lead in developing, planning and management courses and providing training to school principals and MOEHE staff. After the development of the Teacher Education Strategy, NIET was mandated to work with CDTP, universities, and MOEHE divisions to coordinate efforts and oversee the development of teacher training modules.

NIET also has an important role in strategizing and coordinating teacher training programs, and delivering management training to school principals and MOEHE staff at the District and central ministry levels. USAID believes that teacher training cannot produce the required outcomes if school administrations and MOEHE supervisors and staff are not supportive and are not providing a conducive environment for making meaningful change in teaching and learning practices. NIET would play a central role in preparing school principals and MOEHE staff to support the ongoing and planned reform efforts.

Building the capacity of the entities mentioned above includes the following:

- a) Technical assistance and training to build capacity of staff in areas such as strategic planning, and project management. One of the mechanisms considered for building capacity involves linkages with similar institutes in the region.
- b) Provide consultants to assist in orchestrating the teacher qualification efforts, which involve thousands of teachers and many local and international partners.
- c) Strengthen in-house capacity to conduct research and deliver continuing professional education programs to teachers, administrators, and specialized staff from MOEHE at all levels.

III. Training of Teachers at both Pre-Service and In-service Levels

Literature on educational reform emphasizes the important role school teachers because they have the greatest influence on student achievement. In the MENA region, Palestine included, teachers continue to use outdated teaching strategies. In its five year strategic plan the MOEHE recognized the importance of upgrading teacher skills to improve the quality of education in Palestine. To make this happen, the TES will qualify and prepare teachers who:

1. Are committed to their students educational development
2. Possess general knowledge (as well as subject matter knowledge), use a variety of teaching methods that respect the students and encourage active learning, capably transfer knowledge, and improve and develop students life-skills.
3. Bear the responsibility of monitoring and guiding their students' learning.
4. Think systematically about their teaching practices, learn from their experience, and continue to develop professionally during their service.
5. Work with their colleagues as a community of learners.

In 2010/2011 academic year there were 26,027 public school teachers employed in the West Bank. According to CDTP data, only 28% (7,292) of those teachers are qualified according to CDTP standards. The other 72% or 18,735 teachers are deemed unqualified and are required to upgrade their credentials by 2019/2020. Recognizing that some teachers will retire within the next 10 years, the MOEHE has given priority for qualification of those teachers who are under 50 years of age. There are currently 23,083

teachers who are less than 50 years old in the West Bank, of them there are 6,920 qualified and 16,163 unqualified. In the category of teachers that USAID is targeting (below 50 years of age and teaching Grades 5 – 10) there is a total of 6,073 teachers, 1674 of them are qualified while 4,363 are unqualified. Number of teachers in Gaza for the various categories are not available yet.

The World Bank will provide resources to train teachers of priority who teach grades 1 – 4. Total estimated number of teachers to be qualified by the World Bank is 3,500. MOEHE has requested USAID to qualify teachers who teach in grades 5 – 10. To support the TES, USAID will support the cost of training approximately 4,000 teachers in new teacher qualification programs at Palestinian universities (approximately 3,000 in-service public school teachers in the West Bank and 1,000 pre-service teachers in Gaza).

The MOEHE has tasked a committee of deans of education at 6 universities in the West Bank to draft a framework for the requirements of teacher qualification in terms of courses to be offered, credit hours needed for the various categories of teachers, academic degrees to be offered, etc. The committee has not yet submitted its report to MOEHE. One of the areas that still need to be researched is the category of teachers who have many years of experience working full time in the system, yet do not meet some of the standards of qualification. This category of teachers would require minimal training to get qualified, considering their years of experience. No final conclusions have yet been reached on how to identify this group of teachers and how to get them qualified.

USAID intervention in this area would include:

- a) Ensure that teacher qualification degree programs in participating universities are in place, accredited by the Accreditation and Qualification Assurance Commission and in line with international standards.
- b) Establish selection criteria and identify teachers for participation in the training programs; thus selection criteria will be coordinated with the MOEHE, CDTP, the National Task Force and USAID.
- c) Support the training for 3000 in-service public school teachers in the West Bank, and 1000 pre-service teachers in Gaza. Though no final agreement has been reached yet about the nature, duration and cost of teacher qualification programs, it is envisioned that the training courses will be offered in a modular system, be conducted on a part-time basis, and cost on average \$1,500 per student. At the end of the program, teachers will be certified and qualified according to the standards set by the Center for the Development of the Teacher Profession (CDTP). The Ministry will provide transportation costs for teachers, pay for the substitute teachers, and support learning environments in schools that will allow teachers to practice their newly acquired skills.
- d) Draw lessons from the first cohort of graduates of the new teacher education programs enabling the universities to adjust and refine their training program as necessary.
- e) Use pilot schools for onsite practical training in good pedagogical practices where universities can send their teacher/students.

IV. A Teacher Performance Monitoring and Enhancement System

Recent studies conducted by the British Council, UNESCO, and UNICEF clearly identify the need to monitor and evaluate the impact of both pre and in-service training on a teachers’ classroom performance.

Currently, the process for tracking and monitoring teachers’ classroom performance is done on an ad hoc basis without clear criteria for measuring the teacher’s ability to communicate effectively with students in a way which promotes student learning. Teacher performance monitoring needs to be formalized and there needs to be a clear set of guidelines and standards for classroom teaching that teachers are aware of and evaluated on. Teacher salaries and awards as well must be linked to these same criteria. In addition, this school-based teacher performance monitoring system needs to be integrated into district level supervisory and oversight functions.

An improved monitoring and evaluation system will also provide an opportunity to revitalize the National Education Management Information System (NEMIS). The current system collects data on teacher qualifications but does not collect data on teacher performance.

USAID assistance will include technical support for developing an effective teacher performance system

- i. Strengthen District Offices supervisory capacities to better respond to teacher in-service training needs and develop a culture and approach amongst supervisors that emphasize mentoring and coaching teachers in the school. A training program developed for supervisors would focus on developing these skill sets and on creating master trainers among the supervisory cadre that can in turn train teachers and provide on-the-job support and mentoring.
- ii. Create a supportive environment for improved in-service teacher training delivery and follow-up by:
 1. Improving the quality and relevance of induction and in-service teacher training programs at the district level
 2. Strengthening the capacity of district managers and supervisors to identify teacher needs and respond to those needs through specific training, mentoring and coaching.
- iii. Implement in all 14 districts in the West Bank. Successful implementation of this program requires direct support and commitment from the central officers of the MOEHE to changing the roles, responsibilities and functions of supervisors and, to a lesser extent, school principals. Following is an illustrative list that the implementer of the proposed program needs to consider:
 - i. Review and improve the teachers’ evaluation system in collaboration with the Assessment and Evaluation Department
 - ii. Design and offer new induction courses in collaboration with SQD, UNRWA, and private schools
 - iii. Establish mechanisms and methods for evaluating the needs of qualified experienced teachers for continuous professional development
 - iv. Support research that investigates the quality of teacher training programs, the impact of teacher qualification programs on student achievements, change of classroom practices, etc.

V. GAZA

Education is the largest public sector service supported by the government in Gaza. There are currently 660 schools in Gaza. These are distributed as follows: 387 (58.6%) government schools; 228 (34.5%) UNRWA schools; and 45 (6.8%) private schools. The 387 government schools comprise 225 basic education schools, including lower and upper basic levels, and 132 are secondary schools. Approximately 10,000 teachers are currently employed by the MOEHE to teach in these schools.

Since 2006, UNESCO has been leading the effort to focus attention on the TES in Gaza and the new teacher training requirements promoted by the PA in Ramallah. The two executive entities established to operationalize these efforts are the Teacher Reference Committee and the Advisory Committee. In 2008, the Gaza MOEHE attempted to apply TES directives through the Directorate of Supervision and Training, but has seen little success thus far. The Gaza government also put in place a system to assess the training and competence of newly qualified teachers.

Teachers, who initially enter the system on probation, will be assessed using tests, a final examination, teaching practice and their participation in workshops and seminars. Much as in the WB, pre-service teacher training in Gaza is carried out at the university level. Four universities in Gaza offer almost 65 varied courses. Generally, course offerings for a Bachelor’s degree in education require between 132 and 144 credit hours. Missing in all four institutions is a practical certificate or diploma program that addresses an important training need for Gaza teachers; namely, the need to improve their pedagogical skills and methodologies. Interviews conducted by JBS Intl. with senior professors and faculty, yielded the following observations about current pre-service education programs:

- ✓ Teacher training programs do not provide students with enough practice, or practical training.
- ✓ Theory still dominates in all degree courses.
- ✓ Poor coordination between academic institutions has created uneven standards.
- ✓ Traditional methods of supervision and assessment of servicing teachers are still focused on what they know, not how they do it.
- ✓ Rigid teacher training curricula, all focus on cognitive aspects of teaching only.
- ✓ Due to low academic levels, new teachers begin their teaching careers without having mastered the content of the subjects they are teaching.
- ✓ New teachers do not undergo a thorough quality induction process.
- ✓ Administrators do not have confidence in the teacher training process.
- ✓ The poor quality of school supervision and sporadic visits by supervisors is an issue that negatively impacts the quality of teaching.

Given the current restriction on working in Gaza, there is a need to employ a successful West Bank NGO, or local non-government agency, to assist one or more universities in Gaza to develop courses to improve teachers’ methodological and practical skills.

According to the MOEHE, Al Azhar University is the primary vendor for teacher training in Gaza. As such, the MOEHE is working closely with Al Azhar University to develop and upgrade the teacher education programs at the university. Recently Al Azhar signed an agreement with the World Bank, four universities, and one UNRWA Teacher Training College in the West Bank to implement the Teacher Improvement Program for grades 1 to 4. To ensure all new teachers entering the education system grades 1-10 receive teacher training that meet international standards, USAID will upgrade teacher training programs for grades 5 through 10. USAID will coordinate closely with the World Bank and MOEHE to ensure collaboration and coordination of efforts. The program’s core activities in Gaza include curriculum revision for Al Azhar’s teacher training programs focusing on grades 5 through 10 and support for scholarships for approximately 1,000 students studying to become teachers at Al Azhar University.

The MOEHE considers the Teacher Education Strategy as a national strategy that covers both the West Bank and Gaza. The CDTP is currently collecting information about teachers in Gaza, similar to the effort that has been concluded recently in the West Bank, for planning purposes. The draft report will be completed in Spring 2011.

EDO envisions that most preparatory work conducted with MOEHE in the West Bank will not have to be replicated for Gaza, namely policy dialogue and capacity building components. The outcome of the policy dialogue on teacher education and the systems designed in the West Bank will be implemented in Gaza – to the extent possible. The implementing partner will work closely with USAID and our Regional Legal Advisor to ensure the program adheres to USAID’s current operational policies in Gaza. The identification of students who will receive a scholarship under this program will need to be done using a transparent set of criteria and in collaboration with Al Azhar University and the MOEHE. Activities

would be scaled-up and other components added to the Gaza part of the program, if and when conditions allow for more interventions.

E. EXPECTED OUTCOMES OF THE PROJECT

The Education Capacity Building for Improved Teacher Training Project will achieve the following desired outcomes.

- Improved university capacities to work together to provide in-service training and implement the new in-service teacher training standards stipulated in the TES and developed by CDTP.
- Policies in place to support the reform effort of the MOEHE in implementing the teacher education reform program and efforts to decentralize the decision making process.
- A well-defined and tested national in-service training system capable of being taken to scale.
- Appropriate, well designed and tested in-service training curricula.
- A trained cadre of school and subject supervisors at the District level to provide technical assistance, mentoring and guidance to teachers in schools.
- The offer, by universities, of appropriate and tested in-service training diplomas and certificates to a TES defined national standard.
- The qualification of approximately 4,000 untrained or under-qualified teachers.
- The development of a teacher performance monitoring and evaluation system and the establishment of teacher support mechanisms at the District level.

F. MONITORING AND EVALUATION

Monitoring and evaluation will be carried out through jointly developed procedures that will involve NIET, the Monitoring and Evaluation Unit, Supervision and Qualification Unit of the MOEHE and USAID. The inclusion of new training and teacher performance procedures developed through the program will be an important feature of the program monitoring and evaluation process.

Illustrative Output Indicators:

- Number of MOEHE (NIET, CDTP, District Offices, and various Units) staff benefiting from technical assistance
- Number of teachers trained in new in-service curricula
- Number of student teachers doing their practicum in program targeted schools
- Number of teachers trained in private schools in Gaza
- Number of supervisors trained using the new national in-service strategy
- Number of district offices that use the new performance monitoring system

Illustrative Outcome Indicators:

- Improved teacher training programs
- Policies formulated to support the national strategy for in-service training

Upon award, the program implementer and USAID will agree on the final choice of key indicators that would be most useful for program management and that will credibly reflect the program’s actual performance.

I. COORDINATION AND PARTNERSHIPS

The program will be implemented with substantive collaboration of stakeholders and interested parties. Currently, major donors are working on implementing parts of the Teacher Education Strategy.

UNESCO / **Quality Systems for Quality Teachers (QSQT)**; through funding from the European Commission is supporting the implementation of the Teacher Education Strategy through interventions in the following areas:

- 1) Offering scholarships for 23 PhD students currently working on their degrees in European universities in various fields of specialization related to education. Those students are expected to provide strategic impetus to the implementation of the TES upon their return.
- 2) Developing a database on teachers that has been used to prioritize training needs and set transparent selection criteria for teacher training.
- 3) Assisting the Center for Development of the Teaching Profession to set standards for teacher qualification. The standards have been shared for the first time with a broad audience of local and international organizations in a one-day workshop that took place in Ramallah on May 5, 2010. After considering feedback received from all interested parties, the standards were approved by the MOEHE in July 2010. Universities will have to use those standards and develop new teacher training programs that will be submitted for accreditation to AQAC.
- 4) Assisted in collaboration with ILO in developing a Code of Conduct for Teachers that was approved by the MOEHE.
- 5) Completed the terms of reference for hiring consultants to conduct “An Assessment of Teachers’ Conditions in the West Bank and Gaza”. The assessment will be launched in December.

The World Bank is helping in this process through:

1) The Tertiary Education Project (TEP)

The Tertiary Education Project (TEP) is a project that was started on March 17, 2005 and will continue till October 31, 2011. The project is funded by the World Bank with USD 10.0 million, and by the EU with EUR 4.9 million. The project development objectives are to: (i) improve the policy-making environment for tertiary education management, governance and quality assurance; (ii) increase the internal and external efficiency of tertiary education institutions as a first step towards achieving sustainability; and (iii) create incentives and provide the basis for improvements in quality, relevance and equity of tertiary education institutions in order to meet the socio-economic needs of the Palestinian population.

The Quality Improvement Fund (QIF) constitutes an important component of the TEP. The main objective of (QIF) is to provide support to improve the quality of Palestinian TEIs and programs so they are (i) relevant to the job market and economic development of WB&G; (ii) made competitive with international standards; and (iii) capable of developing income-generating programs. There is a separate additional funding for the QIF of USD 5.0 million, and this allows it to operate till end of December 2012.

2) The Quality Improvement Fund (QIF).

Through a Request for Applications process, the QIF has approved 8 proposals from 6 universities in the West Bank and 2 universities in Gaza to improve educational programs for qualification of teachers. The 8 universities have to partner with universities abroad and bring in international expertise to develop curricula in areas like classroom teaching, contemporary teaching practices, and social sciences. The latest round of QIF funding launched in July 2009, provided \$5 million in WB resources.

3) The Teacher Education Improvement Project (TEIP)

The TEIP is a World Bank USD 5.0 million project that started in September ,2010 and ends in December 2014. The main objective of this project is to improve the competencies and skills of class teachers (i.e., those teaching grades one to four) in West Bank and Gaza schools, and in doing so to contribute to enhancing student learning in primary schools. This objective will be achieved through two types of interventions targeted at teacher educators, student teachers and under-qualified practicing teachers. First, the proposed project will support investments aimed at improving the quality and pertinence of the

school-based practice component of teacher education (the teaching practicum) programs. Second, the proposed project will support the supply of quality programs by higher education institutions to facilitate the upgrading of academic and professional knowledge and skills of the large proportion of practicing class teachers (i.e., teachers teaching in grades one to four) who are currently under-qualified in their academic and/or professional teaching qualifications and who do not satisfy the new standards for teacher certification that are being developed by the Commission for Developing the Teaching Profession (CDTP) with support from EU-UNESCO. The target population of the proposed project is future teachers that are being prepared to become class teachers and under-qualified teachers currently teaching in grades one to four. It is estimated that 3,500 teachers will benefit from this program, which will be implemented in collaboration with four universities and an UNRWA teachers' college.

4) Developing the Index for Readiness to Teach

The WB will be developing the Index for Readiness to Teach, which will be used to measure the tendency of individuals to become good teachers. Also, the WB will be providing monitoring and support tools to supplement the training of teachers in the previous components.

5) Conducting a Comparative Analysis on Teacher Policies in 7 Arab Countries

The study will provide benchmarking about the implementation of approved policies and the gaps in policy development comparing countries in the region including Palestine.

The Spanish Cooperation Quality of Education for All through Partnership

Bethlehem University and through support from *Fundación Promoción Social de la Cultura (FPSC)*, a Spanish NGO and the *Spanish Ministry of Foreign Affairs and Cooperation* implemented a project with two broad objectives: To enhance the quality of education for Palestinian children and to increase the integration of the democratic values and human rights in education throughout creating partnerships and developing active learning in schools. The multi-year project, which was implemented during the period 2007-2010, combined professional training, community meetings, teacher mentoring, educational fairs, conferences and forums to benefit some 5,000 students, teachers and administrators from 11 schools. A new phase of the project just started and will target 50 additional schools.

The International Labor Organization (ILO) has developed and disseminated the Code of Conduct for Teachers. Intel and Microsoft have pledged support to train teachers in IT matters through the **Intel Teach** program and the **Microsoft Live@Edu**. One Laptop per Child, OPIC and others are also considering providing resources for IT training at the school level. The suggested program by USAID will have to work with those donors and international organizations, and others who have expressed some interest in the process, in a concerted manner. The MOEHE sees that USAID can take a leading role in implementing the Teacher Education Strategy, and in coordinating all efforts in this area.

A sense of local ownership of the program will be nurtured throughout the life of the program. In this regard, it is crucial for the program to focus on the following:

- Outcomes of this program should have clear multiplier effects on the education system. Curricula developed through this program, training materials, training modules, organizational assessments, and other documents have to be disseminated to MOEHE institutions and governing bodies. Trained trainers must be encouraged to relay what they have learned to others and replicate the content and format of the training they have received through this project.
- Reform and policy formulation necessitate the involvement of many parties including official PA bodies and educational institutions and civil society organizations.
- Many deliverables under the program can be best performed with local recipients, grantees or contractors. Subawardees are subject to Anti Terrorism Certification requirements and vetting procedures through the USAID for non-U.S organizations.
- Palestinian Authority official entities may not receive USAID funding (cash assistance), though they are eligible for receive training, technical assistance and in-kind assistance through a third party.

- To generate synergies this program should be coordinated with other programs implemented by USAID, mainly the Model Schools Network (MSN) program implemented by AMIDEAST, and the Palestinian Faculty Development Program (PFDP) implemented also by AMIDEAST.
- The Ministry of Education and Higher Education should be considered the lead Palestinian Authority partner in this project.

K. SECURITY

The security and political situation in the West Bank and Gaza is not stable and requires continuous assessment. USAID and the recipient will assess the security situation as needed, but not less than every six months to determine the possible impact on program implementation and decide upon corrective measures if needed. The goal of this effort is to protect the safety of staff and participants in the program, while keeping the program as operational as possible given the circumstances. The recipient should be aware of USAID and State Department notices on matters of security in West Bank and Gaza.

L. KEY PERSONNEL:

The key personnel positions under this program will include the Chief of Party, Teacher Education Specialist, Capacity Building Specialist, Policy Development Specialist and Gaza Coordinator.

Applicants may propose and justify a configuration of key staff positions, qualifications and roles in addition to or in substitution to those described below. The desired illustrative education and work experience for key personnel for implementation of the program are listed below:

- **Chief of Party:** The COP will be responsible for the overall management of the project. S/he will supervise implementation and ensure the project meets its goals. S/he will also serve as the main representative of the project and the principal interlocutor with USAID/WBG, as well as with Palestinian ministries, and other local and international counterparts. S/he will be the point of contact in the West Bank and Gaza for all purposes of this project, unless delegations of authority are presented to and agreed by the Mission AOTR. The desired illustrative education and work experience are listed below:
 - An advanced degree in a relevant field from an accredited university.
 - Experience in implementing/managing education programs in developing countries, preferably in complex conflict settings.
 - Experience in the Middle East Region is highly desirable.
 - Demonstrated exemplary diplomatic, communication, and interpersonal skills to ensure internal coherence amongst team members as well as positive relations with counterparts.
 - Experience in community-based approaches is desirable.
 - Experience in teacher training, capacity building of educational institutions and policy formulation is desirable.
- **Teacher Education Specialist:** The TES will be responsible for managing the training components, including selecting the beneficiaries, monitoring implementation, and content of the teacher training, development of curriculum, and managing resources for developing a high-quality teacher education program. The TES will report to the COP. The TES should have experience in teacher training, curriculum development, and monitoring and evaluation.

- **Capacity Building Specialist:** The CBS will be responsible for managing capacity building at various levels within the MOEHE and institutions of higher education. The CBS will report to the COP. The CBS should have experience in education management, preferably in adult training. Relevant technical expertise may include experience in educational quality improvement and teacher professional development.
- **Policy Development Specialist:** The PDS will be responsible for assessing policy gaps related to professional development of teachers, proposing an incentives system to teacher development, and following through on implementation mechanisms. The PDS reports to the COP. The PDS should have experience in educational policy development, public policy or public administration.
- **Gaza Coordinator (Gaza Rep):** Due to the physical separation of Gaza from the West Bank, and given the expected political developments in Gaza, a Gaza Representative position is needed to oversee project implementation in Gaza, in coordination with project activities in the West Bank. The Gaza Rep should have an advanced degree in a relevant field from an accredited university. S/he should have experience working in developing country settings and complex environments. The Gaza Rep must have excellent diplomatic, communication and interpersonal skills, and complementary technical skills to the PD. Relevant technical expertise might include, for example, management experience, educational development, and training experience.

USAID will entertain up to two expatriates under this program.

C. FUNDING LEVEL

The anticipated estimated maximum life-of-project funding for this requirement is \$16 Million, with an initial obligation of \$3.5 at the award stage, subject to the availability of funds. Additional funds may be made available contingent upon the availability of funding, successful achievement of results and continued relevance to USAID programs,

Specifically, no award or obligation will be made until funds are available and have been fully allocated and committed through USAID internal procedures for this specific activity. Accordingly, this request does not constitute a commitment on the part of the Government nor USAID to make an award or to obligate funds, and bid and application costs (to include all preparation and submission costs) are assumed by the Applicant/Recipient at its own risk.

D. REPORTING AND EVALUATION REQUIREMENTS

The Recipient shall adhere to all reporting requirements listed below solely with respect to USAID-funded activities. All reports as required shall be submitted by the due date for approval of the USAID Agreement Officer’s Technical Representative (AOTR) designated by USAID/WBG’s Agreement Officer in the AOTR Designation Letter. Additional reports requiring review and clearances, when necessary, are listed under each requirement. The Recipient will consult the AOTR on the format and expected content of reports prior to submission.

1. Financial Reporting

The Recipient shall submit an original and two copies. Financial Reports shall be in keeping with 22 CFR 226.52.

- a) In accordance with 22 CFR 226.52, the Recipient shall submit the Federal Financial Form SF-425 on a quarterly basis via electronic format to the U.S. Department of Health and Human Services (<http://www.dpm.psc.gov>) with a copy to the Agreement Officer’s Technical representative (AOTR).
- b) The Recipient must submit the original and two copies of all final financial reports to USAID/Washington M/CFO/CMP-LOC Unit, to the Agreement Officer and to the AOTR. The Recipient must submit an electronic version of the final SF-425 to U.S. Department of Health and Human Services in accordance with paragraph (a) above.

2. Program Reporting

a. Performance Monitoring and Evaluation Plan (PMP)

The Recipient is expected to demonstrate how its project will contribute toward the program outcomes through developing a Performance Monitoring and Evaluation Plan (PMP) that will show how the Recipient will manage performance including developing appropriate base lines and targets for the life of the program.

The Performance Monitoring and Evaluation Plan for all program activities should specify indicators and baseline data, targets and requisite monitoring arrangements in order to measure and report progress toward meeting the program objectives.

Within 30 days from approval of the first-year implementation plan, the Recipient will submit to the AOTR a Performance Monitoring and Evaluation Plan that establishes clear indicators for systematically monitoring the impact of program activities over the three-year performance period.

- The development of the PMP should be concurrent with the submission of the initial GEO-MIS report.
- The PMP should at a minimum include baselines, indicators, and targets that directly measure progress towards achieving the intended results of this Cooperative Agreement.
- The PMP should also include USAID standard performance measures that meet the reporting requirements for relevant program areas in the West Bank Gaza Mission’s annual Operational Plan
- The Recipient will report against performance targets quarterly.

A complete PMP should be finalized in close coordination with USAID, incorporated in to USAID’s Geographic Management Information System (Geo-MIS) and updated by the Recipient on a regular basis.

b. Quarterly Performance Reports

The Recipient shall submit electronically in Word Quarterly Performance Reports to the designated AOTR. The Recipient shall comply with the performance reporting requirements in accordance with 22 CFR 226.51. Quarterly Performance Reports should be submitted to the AOTR no later than 30 days after the end of each quarter. These reports should include a comparison of actual accomplishments with the goals and objectives established for each period.

Reasons why established goals were not met should be addressed.

The Recipient will submit Quarterly Performance Reports that track progress made against the implementation plan in a format to be agreed upon with USAID/WBG. The Quarterly Performance Reports shall include a report on project activities, achievements, challenges, and plans including sub-awards. These reports shall identify progress, problems, remedial action and resources/costs associated with specific sub-activities.

c. Annual Progress Reports

Within 30 days after the end of the first year of program implementation, the Recipient shall submit an annual report in lieu of the quarterly report. The Annual Progress Report will explain in detail the progress during the past year in achieving the results and performance benchmarks identified.

The Annual Report shall be similar in format to the Quarterly Reports, but include an additional section summarizing achievements and expenditures for the entire year.

d. Final Report

At the conclusion of the program, the Recipient shall provide a Final Report to the Mission containing the information specified in 22 CFR 226.51. Within 90 days following the completion of the award, the Recipient shall submit electronically in PDF format the final report to the USAID/West Bank and Gaza AOTR. In addition, one copy shall be submitted to USAID Development Experience Clearinghouse to one of the following: (a) via U.S. Postal Service, ATTN: 8403 Colesville Road, Suite 210, Silver Spring, MD 20910; (b) via e-mail: docsubmit@dec.cdie.org; (c) via fax: (301) 588-7787; or (d) online: <http://www.dec.org/index.cfm?fuseaction=docSubmit.home>.

The final report shall include an executive summary of the Grantee’s accomplishments in achieving the results and a detailed description of the project’s successes and measurable impact, including lessons learned.

In addition the Final Report shall include the following information:

- A detailed description of the activities that were implemented under the program during the period of the award.
- A description of the methods of assistance used and the pros and cons of these methods.
- Project results and a discussion of project achievements including the performance indicators, as well as an analysis of how the indicators illustrate the project’s impact on the Palestinian civil society sector and key stakeholders.
- Discussion of the issues and challenges that emerged during program implementation
- Lessons learned during the implementation of the activities within the life of the award.
- Recommendations regarding any unfinished work and/or program continuation and direction, as well as the recommendations to the Mission on ways in which it can maximize and improve its engagement with civil society through other USAID-funded projects.
- The Final Report must attest that all relevant activities have been fully reported in the Geo-MIS. Close out actions will not be concluded until such reporting has been completed.

6. TraiNet Reporting:

The Recipient shall meet all **TraiNet** reporting requirements for reporting to TraiNet of the Agency’s participant training data system for any in-country training programs or sub-programs of more than three consecutive class days in duration, or 15 contact hours scheduled intermittently, in accordance with **ADS 253.3.3**. In addition, the Recipient shall report on training expenditures under the three cost categories captured by TraiNet: Instruction, Participant, and Travel in accordance with ADS 253.3.6.

All the above reports should be submitted to USAID electronically and in hard copies.

Additional informal reports or requests for information may be required by the AOTR when necessary. The Grantee will consult the AOTR on the format and the expected content of the requested information prior to submission.

E. GENDER

Women’s labor force participation in the WBG is 16%; one of the lowest in a region where female labor force participation is already low compared with global rates. In the West Bank, women’s participation rate is 18.2% as compared to men at 68% while it is 12% in the Gaza strip as compared to 63.2% for men. Nonetheless, these numbers reflect an increase from 1995, when women’s labor force participation in the WBG was 11.2%, while men’s was 66.9%. The largest employment sectors for women are agriculture and the service sector, with 83% of working women absorbed into those two areas. The reasons for women’s low employment are varied and involve societal attitudes and constraints. But women’s unemployment is also impacted by the political situation that Palestine is in, including the necessity of competing with a large pool of men seeking employment, as well as travel and movement restrictions which have a particular impact on women’s mobility in the pursuit of employment.

Women and Men in the Education Sector

Education is one of the service sectors that absorb large numbers of women. Women’s representation in the education sector, both as teachers and administrators, is significant. In WBG’s government schools (grade 1-12), there are approximately 11,169 male teachers and 14,858 female teachers as well as 2,606 male and 2,456 female administrators. Consequently, a large portion of participants in this program will be women. In the management ranks, the situation is positive. Palestinian social attitudes place a preference on female school principals for girls’ schools, thus making school directorships more evenly divided among the sexes. At the decision-making level of the MOEHE inequalities persist, although discussions with MOEHE staff indicate that there is forward movement and more women are being appointed to district directorates and senior positions at the MOEHE.

Furthermore, discrepancies between female and male at the school level are evident especially with regards to teachers’ attitudes to their profession. According to JBS consultants “Female teachers taught better, were more engaged, answered questions in the classroom in a more approachable and supportive manner, and worked harder to involve their students as much as possible in the lesson. Teachers in girls’ schools also faced much milder and more manageable disciplinary challenges than teachers in boys’ schools. In sharp contrast, boys’ schools seemed to be more challenged infrastructure-wise, were disorganized as compared to girls’ schools and the relationship between the male teachers and their students was comfortable at best. Male teachers expressed frustration with their students, their lack of interest in education, and the minimal salaries and status that the teaching profession provided. In the classroom, male teachers were authoritarian and disengaged from the process of teaching.

During multiple focus group discussions with educators, and especially teachers and school principals, the assessment team recorded the following perceptions among educators for this disparity:

- i. Female teachers choose to be teachers while men only become teachers if they are unable to enter engineering, science, law, or any of the other desirable professions.
- ii. Women have few options in the work arena and teaching is the most desirable – particularly since it allows women to be home early and attend to their family.
- iii. Girls need their education to be able to stand on their own feet in the face of constraining cultural attitudes, traditions, and behavioral expectations. Men, on the other hand, are free to operate in the public arena and can do whatever they need to do to earn a living.
- iv. Male teachers consider teaching almost emasculating, since it pays very little and requires them to work two or three more jobs in order to fulfill their financial responsibility to their family.

There is a general problem with boys’ schooling. Although the differentials in enrollment and retention of boys, as compared to girls, are minimal, the trend could have long-term social implications. Furthermore, attitudes towards boys in school are negative with the blame being placed on the boys themselves, and their attitude and work ethic. It is quite possible that the general security and political situation in the WBG is affecting boys’ behavior and their perception of self as males. Nonetheless, what the assessment team observed in boys’ schools, both in terms of the condition of schools and the quality of teaching, contrasts unfavorably with girls’ schools. The quality of teaching in boys’ schools, and the approach to disciplining, seem particularly ineffective in meeting the learning needs of boys.

Despite girls’ performance in the educational system, two salient factors remain constant. Girls’ still do not have quite the same opportunities as boys in the labor market, or as much mobility and freedom in terms of social expectation. Early marriage for girls remains a constraint that affects their enrollment at the secondary level, and other health and poverty issues that are well outlined in the international literature on early marriage.”

The table below indicates that the largest percentage of General Education teachers currently teaching in the West Bank as well as Gaza hold a Bachelor’s degree. The data also indicates that a larger percentage of teachers in Gaza hold a Bachelor’s degree plus an educational diploma than in the West Bank. At the same time, a larger number of female teachers (28%) in Gaza hold only a lower diploma as compared to (17.3%) male teachers while approximately 26% of both male and female teachers in the WB have only a lower diploma. The West Bank and Gaza are generally comparable in terms of educational attainment of their teacher workforce with slight variations in the type of educational qualification of teachers.

Table 1: Male and female teachers by qualification

Qualification Level/Sex of Teacher	Lower Diploma	BA/BS	BA/BS w/Educational Diploma
West Bank			
Male	26.7%	63.7%	2.4%
Female	26.8%	65.7%	3.5%
Gaza			
Male	17.2%	58.7%	18.0%
Female	28.9%	52.3%	16.1%

It is an important component of this project to qualify female teachers according to the standards set by the MOEHE. The recipient should give special emphasis to identifying the obstacles to female teacher

qualification and find means of tackling those obstacles. While many of those obstacles are culturally related, but some are related to economic, technical and other factors that impose barriers to female enrollment in teacher qualification programs.

The Capacity Building for Education Reform program will work with MOEHE to identify ways to incorporate gender equality in all of the USAID program activities.

F. PEOPLE WITH DISABILITIES

The West Bank and Gaza Mission follows USAID’s Standards for Accessibility for the Disabled in Cooperative Agreements (http://pdf.usaid.gov/pdf_docs/PDACG011.pdf). These standards promote a universal design over an accessible design. Accessible design means products and buildings that are accessible and usable by people with disabilities. Universal design means products and buildings that are accessible and usable by everyone, including people with disabilities. Furthermore, in order to stimulate sustainable, developmentally sound attention to the needs of people with disabilities, the first preference is to use local or regional standards for universal access in construction, if they exist. These standards must result in at least substantially equivalent accessibility and usability as the standard provided in the Americans Disabilities Act of 1990 (ADA) and Architectural Barriers Act (ABA) Accessibility Guidelines. In the absence of a local or regional standard that meets the ADA/ABA threshold, the standard prescribed in the ADA and ABA Accessibility Guidelines must be used. The Recipient of this program must also coordinate with the General Union of Palestinian Disabled Persons to ensure accessibility to sites, facilities, buildings, and elements for people with disabilities.

G. SUBSTANTIAL INVOLVEMENT

USAID/WGB anticipates a close working partnership with the implementing partner. USAID’s substantial involvement in this program will extend to those areas identified below. The Agreement Officer herein delegates the following approvals list to the Agreement Officer’s Technical Representative (AOTR) in accordance with the ADS Chapter 303.3.11:

a. Review and Approval of the Recipient’s implementation plans:

The Recipient will submit an initial first year implementation plan for USAID’s review and approval within 45 days from the award date of the Agreement. An outline for a three-year implementation plan will be submitted within four months of the signing of the award.

The Implementation Plan will include a general timeframe and description of activities that are intended to address and achieve the specific objectives of the program as follows:

- A description of the type and magnitude of planned activities during the year, where and when the activities will be conducted, expected outputs and results for each activity, and an overall timeline for activities.
- Plans for publications, reports, workshops, seminars, trainings and other information dissemination activities.

The AOTR will review the plan and provide comments and recommendations for changes no later than 15 days after receipt of the draft plan. The recipient shall incorporate AOTR comments and recommendations into the final version of Implementation Plan and submit electronically for AOTR

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approval within seven (7) working days. In addition, all substantial changes in the Annual Implementation Plan require prior written approval of the AOTR.

Subsequent Annual Implementation Plans are due to the AOTR within 30 days of the anniversary date of the award.

These plans will use the format of the initial Implementation Plan. In addition, the subsequent annual Implementation Plans shall review the activities of the year that is ending, and propose program adjustments reflecting any lessons learned.

Plans are required no more than annually. Annual review of implementation plans will provide USAID an opportunity to update information and provide collaborative input as appropriate on specific activities, sites of operation, expected results and milestones for each 12-month period. This information is an essential element of effective USAID project and program management. These plans will form the basis for an annual management review by USAID and program staff to review program directions, achievements and the prior year implementation plan objectives and major management and implementation issues, and to make recommendations for any changes as appropriate. Approval of the implementation plan will also provide USAID an opportunity to ensure that proposed activities are in conformance with statutory requirements. The implementation plan will include the list of activities to be implemented during that year. Any changes to the list of approved activities will require additional approval.

b. Review and approval of the Performance Monitoring and Evaluation Plan:

The Recipient should work closely with the AOTR in order to develop relevant indicators for measuring and reporting on outputs and impacts of the activities described in the Cooperative Agreement. The Performance Monitoring and Evaluation Plan will specify indicators and baseline data and target -- and requisite monitoring arrangements -- to measure and report progress toward meeting the program objectives. This plan will be submitted to USAID/WBG within thirty (30) days from approval of the first-year implementation plan.

The initial and all updated PMPs should include realistic and appropriate performance indicators and plans for periodic evaluation of activities.

c. Approval of specified Key Personnel. USAID may designate as Key Personnel only those positions that are essential to the successful implementation of the award. USAID’s policy limits this to a reasonable number of positions, generally no more than five positions or five percent of Recipient employees working under the award, whichever is greater.

d. Agency and Recipient collaboration or joint participation in the following areas:

- i. Collaborative involvement in selection of advisory committee members. USAID may also choose to become member of this type of committee. Advisory committees shall only concern themselves with technical or programmatic issues.
- ii. Concurrence on the selection of sub-award Recipients and subcontractors, and/or concurrence on the substantive provisions of the sub-awards and subcontracts, including vetting of sub-awardees in accordance with the West Bank/Gaza Mission order 21 and/or

any amendment(s) to it thereafter. USAID’s approval of sub-award Recipients is required in accordance with 22 CFR 226.25.

- iii. Monitoring to permit specified kinds of direction or redirection because of interrelationships with other projects.
- iv. Due to the extremely fluid nature of the operational environment in the West Bank/Gaza, it is expected that the Recipient will remain in close contact and collaboration with the AOTR and other appropriate USAID Officers. This collaborative involvement will address informational needs such as analyses, evaluations, assessments, and responses to public information requests in order to maintain flexibility for program success.

H. AWARD ADMINISTRATION

The resulting Cooperative Agreement shall be subject to 22 CFR 226, OMB Circulars, and the Standard Provisions for Non-Governmental Recipients. These documents may be accessed through the world-wide website at: <http://www.usaid.gov/business/regulations/>

I. AUTHORIZED GEOGRAPHIC CODE

The authorized geographic code for procurement of goods and services under this Cooperative Agreement is **000** unless otherwise falling within the parameters and limitations stated in the USAID Worldwide blanket waiver authorizing local procurement from the Cooperating Country as specified in Mission Order No. 2011-WBG-03 and any amendments thereafter. The mission Notice can be accessed through the following link:
<http://www.usaid.gov/wbg/misc/2011WBG/2011-WBG-03.pdf>

J. AUTHORIZING LEGISLATION

This award is authorized in accordance with the Foreign Assistance Act of 1961, as amended.

K. START DATE AND PERIOD OF PERFORMANCE

The period of performance anticipated herein is four (4) years. The anticipated start date is on or about September 29, 2011.

L. TYPE OF AWARD

USAID plans to award one Cooperative Agreement to the successful Applicant who offers the greatest value to the Government.

[END OF SECTION C]

SECTION D – CERTIFICATIONS & REPRESENTATIONS

**CERTIFICATIONS, ASSURANCES AND OTHER STATEMENTS OF THE
RECIPIENT (MAY 2006)**

NOTE: [1] When these Certifications, Assurances, and Other Statements of Recipient are used for Cooperative Agreements, the term "Grant" means "Cooperative Agreement". [2] The Recipient must obtain from each identified sub-grantee and (sub) contractor, and submit with its application/proposal, the Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Transactions, set forth in Attachment A hereto. The Recipient should reproduce additional copies as necessary.

PART I

CERTIFICATIONS AND ASSURANCES

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

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

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

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

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

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

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

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

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

2. CERTIFICATION REGARDING LOBBYING

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

(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 grant, the making of any Federal loan, the entering into of any Cooperative Agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or Cooperative Agreement.

(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 shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and Cooperative Agreements) and that all sub-Recipients shall certify and disclose accordingly.

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

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report

Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

3. CERTIFICATION REGARDING TERRORIST FINANCING IMPLEMENTING 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 list is maintained by the U.S. Treasury’s Office of Foreign Assets Control (OFAC) and is available online at OFAC’s website: <http://www.treas.gov/offices/eotffc/ofac/sdn/t11sdn.pdf>, or (ii) is not included in any supplementary information concerning prohibited individuals or entities that may be provided by USAID to the Recipient.
 - b. Before providing any material support or resources to an individual or entity, the Recipient also will verify that the individual or entity has not been designated by the United Nations Security (UNSC) sanctions committee established under UNSC Resolution 1267 (1999) (the “1267 Committee”) [individuals and entities linked to the Taliban, Usama bin Laden, or the Al Qaida Organization]. To determine whether there has been a published designation of an individual or entity by the 1267 Committee, the Recipient should refer to the consolidated list available online at the Committee’s website: <http://www.un.org/Docs/sc/committees/1267/1267ListEng.htm>.
 - c. Before providing any material support or resources to an individual or entity, the Recipient will consider all information about that individual or entity of which it is aware and all public information that is reasonably available to it or of which it should be aware.
 - d. The Recipient also will implement reasonable monitoring and oversight procedures to safeguard against assistance being diverted to support terrorist activity.
3. For purposes of this Certification-
 - a. “Material support and resources” means “currency or monetary instruments or financial securities, financial services, lodging, training, expert advice or assistance, safehouses, false documentation or identification, communications equipment, facilities, weapons,

lethal substances, explosives, personnel, transportation, and other physical assets, except medicine or religious materials.”

- b. “Terrorist act” means-
 - (i) an act prohibited pursuant to one of the 12 United Nations Conventions and Protocols related to terrorism (see UN terrorism conventions Internet site: <http://untreaty.un.org/English/Terrorism.asp>); or
 - (ii) an act of premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents; or
 - (iii) any other act intended to cause death or serious bodily injury to a civilian, or to any other person not taking an active part in hostilities in a situation of armed conflict, when the purpose of such act, by its nature or context, is to intimidate a population, or to compel a government or an international organization to do or to abstain from doing any act.
- c. “Entity” means a partnership, association, corporation, or other organization, group or subgroup.
- d. References in this Certification to the provision of material support and resources shall not be deemed to include the furnishing of USAID funds or USAID-financed commodities to the ultimate beneficiaries of USAID assistance, such as Recipients of food, medical care, micro-enterprise loans, shelter, etc., unless the Recipient has reason to believe that one or more of these beneficiaries commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts.
- e. The Recipient’s obligations under paragraph 1 are not applicable to the procurement of goods and/or services by the Recipient that are acquired in the ordinary course of business through contract or purchase, e.g., utilities, rents, office supplies, gasoline, etc., unless the Recipient has reason to believe that a vendor or supplier of such goods and services commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts.

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

4. 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):

As applicable:

RFA/APS No.: _____

Application: _____

Date of Application: _____

Name of Recipient: _____

Typed Name and Title: _____

Signature: _____

Date: _____

PART II

OTHER STATEMENTS OF RECIPIENT

1. AUTHORIZED INDIVIDUALS

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

<u>Name</u>	<u>Title</u>	<u>Telephone Number</u>	<u>Facsimile Number</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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 Applicant's/grantee's TIN:

TIN: _____

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

(a) In the space provided at the end of this provision, the Recipient 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 obtain the location and phone number of the local Dun and Bradstreet Information Services office from the Internet Home Page at <http://www.dbisna.com/dbis/customer/custlist.htm>. If an offeror is unable to locate a local service center, it may send an e-mail to Dun and Bradstreet at globalinfo@dbisma.com.

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. 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 non-governmental 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 U.S. entity, it is, is not a Gray Amendment entity, as defined below.

(c) If the Recipient is a Gray Amendment Entity, it is a business concerns (as defined in 48 CFR 19.001) owned and controlled by socially and economically disadvantaged individuals (as defined in 48 CFR 726.101), an institution designated by the Secretary of Education, pursuant to 34 CFR 608.2, as a historically black college or university (HBCU) , a college or university having a student body in which more than 40% of the students are Hispanic American, or a private voluntary organization which is controlled by individuals who are socially and economically disadvantaged (as defined in 48 CFR 726.101).

(d) 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.

6. PAST PERFORMANCE REFERENCES

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

7. 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.

8. 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 sub-grant or sub-agreement) to a sub-grantee or sub-Recipient in support of the sub-grantee's or sub Recipient's program. Provision by the Recipient of the requested information does not, in and of itself, constitute USAID approval.

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

(c) Nonexpendable Property. If the Recipient plans to purchase nonexpendable equipment, which would require the approval of the Agreement Officer, please indicate below (using a continuation page, as necessary) the types, quantities of each, and estimated unit costs. Non-expendable equipment for which the Agreement Officer's approval to purchase is required is any article of nonexpendable tangible

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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.

<u>Type/Description (Generic)</u>	<u>Quantity</u>	<u>Estimated Unit Cost</u>

(d) Source, Origin, and Component of Goods. If the Recipient plans to purchase any goods/commodities which are not of U.S. source and/or U.S. origin, and/or does not contain at least 50% component entry which are not at least 50% U.S. source and origin, please indicate below (using a continuation page, as necessary) the types and quantities of each, estimated unit costs of each, and probable source and/or origin, to include the probable source and/or origin of the components if less than 50% U.S. components will be contained in the commodity. "Source" means the country from which a commodity is shipped to the cooperating country or the cooperating country itself if the commodity is located therein at the time of purchase. However, where a commodity is shipped from a free port or bonded warehouse in the form in which received therein, "source" means the country from which the commodity was shipped to the free port or bonded warehouse. Any commodity whose source is a non-Free World country is

ineligible for USAID financing. The "origin" of a commodity is the country or area in which a commodity is mined, grown, or produced. A commodity is produced when, through manufacturing, processing, or substantial and major assembling of components, a commercially recognized new commodity results, which is substantially different in basic characteristics or in purpose or utility from its components. Merely packaging various items together for a particular procurement or relabeling items does not constitute production of a commodity. Any commodity whose origin is a non-Free World country is ineligible for USAID financing. "Components" are the goods which go directly into the production of a produced commodity. Any component from a non-Free World country makes the commodity ineligible for USAID financing.

<u>Type/Description (Generic)</u>	<u>Estimated Quantity</u>	<u>Probable Unit Cost</u>	<u>Source of Goods</u>	<u>Probable Origin of Components</u>	<u>Goods</u>

(e) Restricted Goods. If the Recipient plans to purchase any restricted goods, please indicate below (using a continuation page, as necessary) the types and quantities of each, estimated unit costs of each,

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intended use, and probable source and/or origin. Restricted goods are Agricultural Commodities, Motor Vehicles, Pharmaceuticals, Pesticides, Rubber Compounding Chemicals and Plasticizers, Used Equipment, U.S. Government-Owned Excess Property, and Fertilizer.

<u>Type/Description (Generic)</u>	<u>Estimated Quantity</u>	<u>Probable Unit Cost</u>	<u>Probable Intended Use</u>	<u>Source</u>	<u>Origin</u>

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

<u>Type/Description (Generic)</u>	<u>Estimated Quantity</u>	<u>Probable Unit Cost</u>	<u>Supplier Nationality (Non-U.S. Only)</u>	<u>Rationale for Non-U.S.</u>

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

<u>Type/Description (Generic)</u>	<u>Quantity</u>	<u>Estimated Unit Cost</u>	<u>Proposed Disposition</u>
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END OF CERTIFICATIONS, ASSURANCES AND OTHER STATEMENTS OF RECIPIENT

Name and Title: _____

Name of Organization: _____

Date: _____

The cost/business application must be submitted using the Standard Form (SF) 424 series in excel format, which includes the following:

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

These Standard Forms be accessed electronically at the following URL:

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

SECTION E – STANDARD PROVISIONS

I. All applicable standard provisions shall be incorporated into the resultant award. The standard provisions for U.S. Nongovernmental and Public International Organizations may be accessed at the following location:

1. Standard Provisions for U.S. Nongovernmental Recipients can be accessed through following URL:

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

2. Standard Provisions for PIO Recipients can be accessed through the following URL:

<http://www.usaid.gov/policy/adsI300/308mab.pdf>

II. The following Standard Provisions which are indicated below in full text should be specially noted by the prospective Applicants.

1. MARKING UNDER ASSISTANCE INSTRUMENTS:

I. BRANDING STRATEGY -ASSISTANCE (December 2005)

(a) Definitions

Branding Strategy means a strategy that is submitted at the specific request of a USAID Agreement Officer by an Apparently Successful Applicant after evaluation of an application for USAID funding, describing how the program, project, or activity is named and positioned, and how it is promoted and communicated to beneficiaries and host country citizens. It identifies all donors and explains how they will be acknowledged.

Apparently Successful Applicant(s) means the Applicant(s) for USAID funding recommended for an award after evaluation, but who has not yet been awarded a grant, cooperative agreement or other assistance award by the Agreement Officer. The Agreement Officer will request that the Apparently Successful Applicants submit a Branding Strategy and Marking Plan. Apparently Successful Applicant status confers no right and constitutes no USAID commitment to an award.

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

(b) Submission

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

(c) Submission Requirements

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

(1) Positioning

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

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

If it would be inappropriate or is not possible to "brand" the project this way, such as when rehabilitating a structure that already exists or if there are multiple donors, please explain and indicate how you intend to show case USAID's involvement in publicizing the program or project.

For example: School #123, rehabilitated by USAID and [Apparently Successful Applicant]/ [other donors]. Note: the Agency prefers "made possible by (or with) the generous support of the American People" next to the USAID Identity in acknowledging our contribution, instead of the phrase "funded by." USAID prefers local language translations.

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

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

(2) Program Communications and Publicity

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

Guidelines: Please include direct beneficiaries and any special target segments or influencers. For Example: Primary audience: schoolgirls age 8-12, Secondary audience: teachers and parents-specifically mothers. What communications or program materials will be used to explain or market the program to beneficiaries?

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

What is the main program message(s)?

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

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

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

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

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

(3) Acknowledgements

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

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

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

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

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

II. MARKING PLAN – ASSISTANCE (December 2005)

(a) Definitions

Marking Plan means a plan that the Apparently Successful Applicant submits at the specific request of a USAID Agreement Officer after evaluation of an application for USAID funding, detailing the public communications, commodities, and program materials and other items that will visibly bear the USAID

Identity. Recipients may request approval of Presumptive Exceptions to marking requirements in the Marking Plan.

Apparently Successful Applicant(s) means the Applicant(s) for USAID funding recommended for an award after evaluation, but who has not yet been awarded a grant, Cooperative Agreement or other assistance award by the Agreement Officer. The Agreement Officer will request that Apparently Successful Applicants submit a Branding Strategy and Marking Plan. Apparently Successful Applicant status confers no right and constitutes no USAID commitment to an award, which the Agreement Officer must still obligate.

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

A ***Presumptive Exception*** exempts the Applicant from the general marking requirements for a *particular* USAID-funded public communication, commodity, program material or other deliverable, or a *category* of USAID-funded public communications, commodities, program materials or other deliverables that would otherwise be required to visibly bear the USAID Identity. The Presumptive Exceptions are: Presumptive Exception (i). USAID marking requirements may not apply if they would compromise the intrinsic independence or neutrality of a program or materials where independence or neutrality is an inherent aspect of the program and materials, such as election monitoring or ballots, and voter information literature; political party support or public policy advocacy or reform; independent media, such as television and radio broadcasts, newspaper articles and editorials; and public service announcements or public opinion polls and surveys (22 C.F.R. 226.91(h)(1)).

Presumptive Exception (ii). USAID marking requirements may not apply if they would diminish the credibility of audits, reports, analyses, studies, or policy recommendations whose data or findings must be seen as independent (22 C.F.R. 226.91(h)(2)).

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

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

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

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

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

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

(c) **Submission Requirements.**

The Marking Plan will include the following:

(1) A description of the public communications, commodities, and program materials that the Recipient will be produced as a part of the grant or Cooperative Agreement and which will visibly bear the USAID Identity. These include:

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

(2) A table specifying:

- (i) the program deliverables that the Recipient will mark with the USAID Identity,
- (ii) the type of marking and what materials the Applicant will be used to mark the program deliverables with the USAID Identity, and
- (iii) when in the performance period the Applicant will mark the program deliverables, and where the Applicant will place the marking.

(3) A table specifying:

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

(d) **Presumptive Exceptions.**

(1) The Apparently Successful Applicant may request a Presumptive Exception as part of the overall Marking Plan submission. To request a Presumptive Exception, the Apparently Successful Applicant must identify which Presumptive Exception applies, and state why, in light of the Apparently Successful Applicant’s technical proposal and in the context of the program description or program statement in the USAID Request For Application or Annual Program Statement, marking requirements should not be required.

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

(i) For Presumptive Exception (i), identify the USAID Strategic Objective, Interim Result, or program goal furthered by an appearance of neutrality, or state why the program, project, activity, commodity, or communication is ‘intrinsically neutral.’ Identify, by category or deliverable item, examples of program materials funded under the award for which you are seeking exception 1.

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

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

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

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

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

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

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

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

(e) **Award Criteria:** The Agreement Officer will review the Marking Plan for adequacy and reasonableness, ensuring that it contains sufficient detail and information concerning public communications, commodities, and program materials that will visibly bear the USAID Identity. The Agreement Officer will evaluate the plan to ensure that it is consistent with the stated objectives of the award; with the Applicant’s cost data submissions; with the Applicant’s actual

project, activity, or program performance plan; and with the regulatory requirements of 22 C.F.R.226.91. The Agreement Officer will approve or disapprove any requested Presumptive Exceptions (see paragraph (d)) on the basis of adequacy and reasonableness. The Agreement Officer may obtain advice and recommendations from technical experts while performing the evaluation.

III. MARKING UNDER USAID-FUNDED ASSISTANCE INSTRUMENTS (December 2005)

(a) Definitions

Commodities mean any material, article, supply, goods or equipment, excluding Recipient offices, vehicles, and non-deliverable items for Recipient’s internal use, in administration of the USAID funded grant, Cooperative Agreement, or other agreement or subagreement.

Principal Officer means the most senior officer in a USAID Operating Unit in the field, e.g., USAID Mission Director or USAID Representative. For global programs managed from Washington but executed across many countries, such as disaster relief and assistance to internally displaced persons, humanitarian emergencies or immediate post conflict and political crisis response, the Cognizant Principal Officer may be an Office Director, for example, the Directors of USAID/W/Office of Foreign Disaster Assistance and Office of Transition Initiatives. For non-presence countries, the Cognizant Principal Officer is the Senior USAID officer in a regional USAID Operating Unit responsible for the non-presence country, or in the absence of such a responsible operating unit, the Principal U.S Diplomatic Officer in the non-presence country exercising delegated authority from USAID.

Programs mean an organized set of activities and allocation of resources directed toward a common purpose, objective, or goal undertaken or proposed by an organization to carry out the responsibilities assigned to it.

Projects include all the marginal costs of inputs (including the proposed investment) technically required to produce a discrete marketable output or a desired result (for example, services from a fully functional water/sewage treatment facility).

Public communications are documents and messages intended for distribution to audiences external to the Recipient’s organization. They include, but are not limited to, correspondence, publications, studies, reports, audio visual productions, and other informational products;

applications, forms, press and promotional materials used in connection with USAID funded programs, projects or activities, including signage and plaques; Web sites/Internet activities; and events such as training courses, conferences, seminars, press conferences and so forth.

SubRecipient means any person or government (including cooperating country government) department, agency, establishment, or for profit or nonprofit organization that receives a USAID subaward, as defined in 22 C.F.R. 226.2.

Technical Assistance means the provision of funds, goods, services, or other foreign assistance, such as loan guarantees or food for work, to developing countries and other USAID Recipients, and through such Recipients to subRecipients, in direct support of a development objective – as opposed to the internal management of the foreign assistance program.

USAID Identity (Identity) means the official marking for the United States Agency for International Development (USAID), comprised of the USAID logo or seal and new brandmark, with the tagline that clearly communicates that our assistance is “from the American people.” The USAID Identity is available on the USAID website at www.usaid.gov/branding and USAID provides it without royalty, license, or other fee to Recipients of USAID-funded grants, or Cooperative Agreements, or other assistance awards.

(b) Marking of Program Deliverables

(1) All Recipients must mark appropriately all overseas programs, projects, activities, public communications, and commodities partially or fully funded by a USAID grant or Cooperative Agreement or other assistance award or subaward with the USAID Identity, of a size and prominence equivalent to or greater than the Recipient’s, other donor’s, or any other third party’s identity or logo.

(2) The Recipient will mark all program, project, or activity sites funded by USAID, including visible infrastructure projects (for example, roads, bridges, buildings) or other programs, projects, or activities that are physical in nature (for example, agriculture, forestry, water management) with the USAID Identity. The Recipient should erect temporary signs or plaques early in the construction or implementation phase. When construction or implementation is complete, the Recipient must install a permanent, durable sign, plaque or other marking.

(3) The Recipient will mark technical assistance, studies, reports, papers, publications, audio-visual productions, public service announcements, Web sites/Internet activities and other promotional, informational, media, or communications products funded by USAID with the USAID Identity.

(4) The Recipient will appropriately mark events financed by USAID, such as training courses, conferences, seminars, exhibitions, fairs, workshops, press conferences and other public activities, with the USAID Identity. Unless directly prohibited and as appropriate to the surroundings, Recipients should display additional materials, such as signs and banners, with the USAID Identity. In circumstances in which the USAID Identity cannot be displayed visually, the Recipient is encouraged otherwise to acknowledge USAID and the American people’s support.

(5) The Recipient will mark all commodities financed by USAID, including commodities or equipment provided under humanitarian assistance or disaster relief programs, and all other equipment, supplies, and other materials funded by USAID, and their export packaging with the USAID Identity.

(6) The Agreement Officer may require the USAID Identity to be larger and more prominent if it is the majority donor, or to require that a cooperating country government’s identity be larger and more prominent if circumstances warrant, and as appropriate depending on the audience, program goals, and materials produced.

(7) The Agreement Officer may require marking with the USAID Identity in the event that the Recipient does not choose to mark with its own identity or logo.

(8) The Agreement Officer may require a pre-production review of USAID-funded public communications and program materials for compliance with the approved Marking Plan.

(9) SubRecipients. To ensure that the marking requirements “flow down” to subRecipients of subawards, Recipients of USAID funded grants and Cooperative Agreements or other assistance

awards will include the USAID-approved marking provision in any USAID funded subaward, as follows: *“As a condition of receipt of this subaward, marking with the USAID Identity of a size and prominence equivalent to or greater than the Recipient’s,*

subRecipient’s, other donor’s or third party’s is required. In the event the Recipient chooses not to require marking with its own identity or logo by the subRecipient, USAID may, at its discretion, require marking by the subRecipient with the USAID Identity.”

(10) Any ‘public communications’, as defined in 22 C.F.R. 226.2, funded by USAID, in which the content has not been approved by USAID, must contain the following disclaimer: *“This study/report/audio/visual/other information/media product (specify) is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of [insert Recipient name] and do not necessarily reflect the views of USAID or the United States Government.”*

(11) The Recipient will provide the Agreement Officer Technical representative (AOTR) or other USAID personnel designated in the grant or Cooperative Agreement with two copies of all program and communications materials produced under the award. In addition, the Recipient will submit one electronic or one hard copy of all final documents to USAID’s Development Experience Clearinghouse.

(c) Implementation of marking requirements.

(1) When the grant or Cooperative Agreement contains an approved Marking Plan, the Recipient will implement the requirements of this provision following the approved Marking Plan.

(2) When the grant or Cooperative Agreement does not contain an approved Marking Plan, the Recipient will propose and submit a plan for implementing the requirements of this provision within N/A after the effective date of this provision. The plan will include:

(i) A description of the program deliverables specified in paragraph (b) of this provision that the Recipient will produce as a part of the grant or Cooperative Agreement and which will visibly bear the USAID Identity.

(ii) the type of marking and what materials the Applicant uses to mark the program deliverables with the USAID Identity,

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

(3) The Recipient may request program deliverables not be marked with the USAID Identity by identifying the program deliverables and providing a rationale for not marking these program deliverables. Program deliverables may be exempted from USAID marking requirements when:

(i) USAID marking requirements would compromise the intrinsic independence or neutrality of a program or materials where independence or neutrality is an inherent aspect of the program and materials;

(ii) USAID marking requirements would diminish the credibility of audits, reports, analyses, studies, or policy recommendations whose data or findings must be seen as independent;

(iii) USAID marking requirements would undercut host-country government “ownership” of constitutions, laws, regulations, policies, studies, assessments, reports, publications, surveys or audits, public service announcements, or other communications better positioned as “by” or “from” a cooperating country ministry or government official;

(iv) USAID marking requirements would impair the functionality of an item;

(v) USAID marking requirements would incur substantial costs or be impractical;

(vi) USAID marking requirements would offend local cultural or social norms, or be considered inappropriate;

(vii) USAID marking requirements would conflict with international law.

(4) The proposed plan for implementing the requirements of this provision, including any proposed exemptions, will be negotiated within the time specified by the Agreement Officer after receipt of the proposed plan. Failure to negotiate an approved plan with the time specified by the Agreement Officer may be considered as noncompliance with the requirements is provision.

(d) Waivers.

(1) The Recipient may request a waiver of the Marking Plan or of the marking requirements of this provision, in whole or in part, for each program, project, activity, public communication or commodity, or, in exceptional circumstances, for a region or country, when USAID required marking would pose compelling political, safety, or security concerns, or when marking would have an adverse impact in the cooperating country. The Recipient will submit the request through the Cognizant Technical Officer. The Principal Officer is responsible for approvals or disapprovals of waiver requests.

(2) The request will describe the compelling political, safety, security concerns, or adverse impact that require a waiver, detail the circumstances and rationale for the waiver, detail the specific requirements to be waived, the specific portion of the Marking Plan to be waived, or specific marking to be waived, and include a description of how program materials will be marked (if at all) if the USAID Identity is removed. The request should also provide a rationale for any use of Recipient’s own identity/logo or that of a third party on materials that will be subject to the waiver.

(3) Approved waivers are not limited in duration but are subject to Principal Officer review at any time, due to changed circumstances.

(4) Approved waivers “flow down” to Recipients of subawards unless specified otherwise. The waiver may also include the removal of USAID markings already affixed, if circumstances warrant.

(5) Determinations regarding waiver requests are subject to appeal to the Principal Officer’s Cognizant Assistant Administrator. The Recipient may appeal by submitting a written request to reconsider the Principal Officer’s waiver determination to the Cognizant Assistant Administrator.

(e) Non-retroactivity.

The requirements of this provision do apply to any materials, events, or commodities produced prior to January 2, 2006. The requirements of this provision do not apply to program, project, or activity sites funded by USAID, including visible infrastructure projects

(For example, roads, bridges, buildings) or other programs, projects, or activities that are physical in nature (for example, agriculture, forestry, water management) where the construction and implementation of these are complete prior to January 2, 2006 and the period of the grant does not extend past January 2, 2006.

[END OF PROVISION]

2. EQUAL PROTECTION OF THE LAWS FOR FAITH-BASED AND COMMUNITY ORGANIZATIONS (December 2009)

(a) All the requirements of 22 CFR Part 205, Participation By Religious Organizations In USAID Programs, are applicable to the Recipient and to subRecipients which meet the definition of " Recipient" in 22 CFR Part 226. The requirements of 22 C FR Part 205 apply to both religious and secular organizations.

(b) If the Recipient makes subawards under this agreement, faith-based organizations must be eligible to participate on the same basis as other organizations, and must not be discriminated for or against on the basis of their religious character or affiliation.

(c) The Recipient must not engage in inherently religious activities, such as worship, religious instruction, or proselytization, as part of the programs or services directly funded with financial assistance from USAID. If the Recipient engages in inherently religious activities, such as worship, religious instruction, and proselytization, it must *offer* those services at a *different* time or location from any programs or services directly funded by this award, and participation by beneficiaries in any such inherently religious activities must be voluntary. These restrictions do not apply to programs where USAID funds are provided to chaplains to work with inmates in prisons, detention facilities, or community correction centers, or where USAID funds are provided to religious or other organizations for programs in prisons, detention facilities, or community correction centers, in which such organizations assist chaplains in carrying out their duties.

(d) The Recipient must not use USAID funds for the acquisition, construction, or rehabilitation of structures to the extent that those structures are used for inherently religious activities. Where a structure is used for both eligible and inherently religious activities, USAID funds may not exceed the cost of those portions of the acquisition, construction, or rehabilitation that are attributable to eligible activities in accordance with applicable cost accounting principles. Sanctuaries, chapels, or other rooms that the Recipient uses as its principal place of worship are ineligible for acquisition, construction, rehabilitation, or improvements using USAID funds.

(e) The Recipient may not discriminate against any beneficiary or potential beneficiary under this award on the basis of religion or religious belief. Accordingly, in providing services supported in whole or in part by this agreement or in its outreach activities related to such services, the Recipient may not discriminate against current or prospective program beneficiaries on the basis of religion, a religious belief, a refusal to hold a religious belief, or a refusal to actively participate in a religious practice.

(f) When the Recipient is a religious organization, the Recipient

(1) retains its independence and may continue to carry out its mission, including the definition, practice, and expression of its religious beliefs, provided that it does not use direct financial assistance from USAID to support any inherently religious activities, such as worship, religious instruction, or proselytization.

(2) retains its authority over its internal governance and may retain religious terms in its organization's name, select its board members on a religious basis, and include religious references in its organization's mission statements and other governing documents.

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(3) retains its exemption from the Federal prohibition on employment discrimination on the basis of religion, set forth in Sec. 702(a) of the Civil Rights Act of 1964, 42 U.S.C. 2000e-1.

(4) may use space in its facilities, without removing religious art, icons, scriptures, or other religious symbols.

- (g) The Secretary of State may waive the requirements of this provision in whole or in part, on a case-by-case basis, where the Secretary determines that such waiver is necessary to further the national security or foreign policy interests of the United States.

[END OF PROVISION]

[END OF SECTION E]

SECTION F – OTHER RELEVANT INFORMATION

A. USAID/WEST BANK AND GAZA MISSION NOTICES

For your reference, please note the link to all USAID West Bank and Gaza notices to Contractors and Grantees. In particular, Applicants should take note of the following notices that are posted on the USAID/West Bank Gaza website under Partners resources <http://www.usaid.gov/wbg/business.htm> .

II. STATUTORY AND REGULATORY CERTIFICATIONS

Applicants are advised that, pursuant to ADS 303.3.8, an executed set of Certifications and Representations must be provided prior to award of an Agreement. Should negotiations commence, the Agreement Officer will request the requisite documentation from the successful Applicant at that time.

III. APPLICABLE REGULATIONS AND REFERENCES

- ADS Series 300 Acquisition and Assistance
<http://www.usaid.gov/pubs/ads/>
- Mandatory Standard Provisions for U.S., Nongovernmental Recipients
<http://www.usaid.gov/pubs/ads/300/303maa.pdf>
- Mandatory Standard Provisions for Non-U.S. Nongovernmental Recipients:
<http://www.usaid.gov/policy/ads/300/303mab.pdf>
- 22 CFR 226
http://www.access.gpo.gov/nara/cfr/waisidx_02/22cfr226_02.html
- OMB Circular A-122
<http://www.whitehouse.gov/omb/circulars/a122/a122.html>
- OMB Circular A-110
<http://www.whitehouse.gov/omb/circulars/a110/a110.html>
- SF-424 Downloads
http://www.grants.gov/agencies/aapproved_standard_forms.jsp
- Reference to USAID West Bank and Gaza Mission Notices to Contractors and Grantees
<http://www.usaid.gov/wbg/business.htm> (Applicants should take note of the notices that are posted on the USAID/West Bank Gaza website under Partners Resources)

SECTION G – USEFUL REFERENCES

Annotated Resource Listing of Relevant Document		
	Document Details (Author, Title, Date of Publication)	Annotation
	ENGLISH	
	Cristillo, L. – Palestinian Faculty Development Program – USAID and AMIDEAST, <i>National Study of Undergraduate Teaching Practices in Palestine</i> , November 2009	146 pages in English with additional 4 pages Arabic summary
	MoEHE – CDTP, <i>Insufficiently Qualified Teachers and How to Qualify Them</i> , January 2011	Full Arabic version, and an English 11-pages summary
	MoEHE – NIET, <i>School Improvement Based on Standards – The Palestinian Standards of Effective Schools</i> , June 2010	121 pages in English
	MoEHE – UNESCO and Rep. Office of Norway to PA, <i>Teacher Education Strategy in Palestine</i> , May 2008	48 pages in English and 47 pages in Arabic
	Shinn, C and Assaf, S. - Model School Network (MSN) Program – USAID and AMIDEAST, <i>In-service Teacher Professional Development: Recommendations for Policy and Practice in Palestinian Education (Discussion Paper)</i> , August 2010	28 pages English and 23 pages Arabic
	Mazen Hashweh – Model Schools Network – USAID, <i>Teacher Education Strategy – Review, Draft</i> , January 2011	
	The Tertiary Education Project – Additional Funding, The Quality Improvement Fund (QIF) – Operations Manual, March 2010	
	ARABIC	
	الهيئة الوطنية للاعتماد والجودة والنوعية لمؤسسات التعليم العالي، دليل إرشادي لتقييم البرامج التعليمية الفاعلة في مؤسسات التعليم العالي الفلسطيني وإعداد التقارير الخاصة بها، آب 2010	55 pages in Arabic
	المعهد الوطني للتدريب التربوي – وزارة التربية والتعليم العالي، الدليل التدريبي، 2009	28 pages in Arabic
	هيئة تطوير مهنة التعليم، المعايير المهنية للمعلمين (مسودة)، تشرين أول 2010	39 pages in Arabic
	هيئة تطوير مهنة التعليم، المعايير المهنية للمعلم الجديد (مسودة)، تشرين أول 2010	25 pages in Arabic
	هيئة تطوير مهنة التعليم، أخلاقيات مهنة التعليم وقواعد السلوك (نسخة أولية تجريبية)، تشرين أول 2010	23 pages in Arabic
	هيئة تطوير مهنة التعليم، المعلم صاحب مهنة	6 pages in Arabic brochure
	Papers	
	Bekhradnia, B., Faramand, G., and Kuhail, H. - HEPI for WB TIP, <i>The Governance of the Higher Education System in Palestine</i> , September 2008	67 pages
	NIET Action Plan for WB project	
	QIF Cycle 4 Projects Outputs and Achievements	16 pages
	QIF Presentation, December 2010	6 pages
	QIF Project Cycles and Projects List	7 pages
	QIF, Concept Note about QIF 4 th Cycle titled: Partnerships to Modernize Teacher Education Programs in Tertiary Education Institutions in Palestine, July 2008	4 pages
	Quality Improvement Fund – Overview, Achievements, and Future Work	3 pages
	Teachers Statistics on 10/11/2010, CDTP	2 pages
	The Pre-Service Teacher Education Development Program,	26 pages power-point

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December 2010	presentation
The Quality Improvement Fund (QIF)	2 pages
World Bank TIP, Conducting a Comparative Study on Existing Management Structures at Tertiary Education Institutions (TEIs) with the Aim of Improving their Governance and Management, October 2005	101 pages in English and several annexes
World Bank, Project Appraisal Document on a Proposed Grant of USD 10.0 million to WBG for a Tertiary Education Project, March 2005	96 pages
World Bank, Project Appraisal Document on a Proposed Grant of USD 5.0 million to the PLO for a Teacher Education Improvement Project, May 2010	87 pages
صندوق تطوير الجودة	2 pages
خطة هيئة تطوير مهنة التعليم لثلاث سنوات 2011 - 2013	2 pages
Electronic Links	
http://www.cdtg.ps/ http://www.aqac.mohe.gov.ps/	

SECTION H-VAT GUIDANCE



U.S. AGENCY FOR
INTERNATIONAL
DEVELOPMENT

ANNEX D

APRIL 2, 2003

NOTICE FOR USAID CONTRACTORS AND GRANTEES

SUBJECT: VAT GUIDANCE

As per the guidance provided to all contractors and grantees in our letter of July 30th, 2002, VAT is an extremely sensitive and important issue for our Mission. Careful attention must be paid to avoiding VAT whenever possible and, failing that, obtaining valid VAT receipts so that USAID may seek VAT refunds from tax authorities. Failure to do so could put the Mission's programs in jeopardy and possibly lead to a USAID determination that VAT costs are unallowable.

USAID will reimburse contractors and grantees for Israeli and Palestinian VAT if and only if the following procedures are followed:

1. For Grantees, reasonable efforts must be made to avoid Israeli and Palestinian VAT at the point of sale whenever possible. This includes taking all reasonable steps to obtain a 0% VAT exemption from the Palestinian Authority before making any further purchases. Grantees that already have exemption mechanisms in place with Israel and/or the PA should continue to follow those procedures.
2. For grantees that recently received a 0% VAT exemption from the Palestinian VAT department, they are required to pass these exemptions to their partners (i.e. suppliers, vendors, and contractors), by sending a letter to the VAT Department notifying it about the partner, description of the transaction and the amount of the transaction before the purchase is completed.
3. For both Contractors and Grantees, in cases where Israeli or Palestinian VAT cannot be avoided at the point of sale, original VAT receipts must be obtained from all vendors that are legally authorized to issue such receipts. To be considered valid and acceptable, receipts must conform to the requirements stated in the checklist attached to this notice. Receipts shall be submitted to USAID's Financial Management Office on a monthly basis, no later than the fifteenth day after the end of the month. This will enable USAID to process refund claims with VAT authorities on a timely basis.

Financial Management Office
Att. VAT Coordinator, USAID
c/o American Embassy
71 Hayarkon Street,
Tel Aviv 63903

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Failure to comply with both of these requirements may result in a determination that the VAT costs in question are unallowable under your contract or grant, in which case those costs would be financed from your organization's own funds.

Given that USAID will be reimbursing VAT expenses in contractor and grantee billings that are charged as disbursement to the contracts/grants, the refunds, once received, will be recorded as off-sets to the applicable contract or grant by USAID.

Please note that separate procedures will be provided for processing refunds for contractors and grantees under Letter of Credit (LOC) method of payment.

Please submit the original VAT receipts and one copy to USAID. In addition, contractors and grantees must retain on file copies of receipts and related documentation reflecting their VAT submissions to USAID. This is needed to avoid the risk that VAT costs may be questioned during an audit and possibly disallowed.

In addition, we have attached for your use 2 matrixes, one for the Israeli and one for Palestinian VAT submissions. Please keep the following guidance in mind when submitting this document to USAID:

1. Report the VAT invoices in the correct chronological order. i.e. start from the first of the month through to the 30th.
2. Provide a hard and electronic copy of the form with the respective receipts attached to each one in order to avoid confusion.
3. The electronic copy has to be sent to ilpavat@usaid.gov.
4. Attach all related supporting documents to each receipt with that invoice.
5. Submit this form, receipts and supporting documents no later than the 15th of the following month.
6. You will notice that we have entered some figures already on the matrix. This is just to provide you with an example and to activate the formulas. Kindly replace those with your own figures.
7. For any specific issues with regards to the VAT, please contact Ms. Abeer Odeh, our Supervisor Financial Analyst, at 03-511-4806, 050 259407, and 059 246777 or at e-mail aodeh@usaid.gov.

The requirements discussed in this notice apply to not just prime contracts and grants, but also subcontracts and sub-grants with non-local entities – that is, entities that are present in the West Bank or Gaza solely for the purpose of performing work financed by USAID or other tax-exempt donors.

USAID provided some guidance with regards to this issue in July 2002. However, some partners have failed to report their VAT in a timely manner. Therefore, we hereby request that all Contractors and Grantees report to us by COB noon April 21st, 2003, all pending invoices from January 1st, 2002 until the present.

We thank you for your cooperation in this matter.

Attachments:

1. VAT Invoices Required Attributes
2. VAT Refund Sheet – Includes 2 documents for the Israeli and the Palestinian VAT respectively.

07/30/2002

NOTICE FOR USAID CONTRACTORS AND GRANTEES
Subject: VAT GUIDANCE

As discussed at previous meetings with contractors and grantees, VAT is an extremely sensitive and important issue for our Mission. Careful attention must be paid to avoiding VAT whenever possible and, failing that, obtaining valid VAT receipts so that USAID may seek VAT refunds from tax authorities. Failure to do so could put the Mission’s programs in jeopardy and possibly lead to a USAID determination that VAT costs are unallowable.

The Mission is continuing its dialogue with Palestinian VAT authorities to effect broad implementation of a 0% VAT procedure whereby VAT expenses would be avoided at the point of sale. In the meantime, for both Israeli and Palestinian VAT, USAID will reimburse contractors and grantees for incurred costs in accordance with the payment provisions of their agreements; provided, however, that the following procedures are followed:

1. Reasonable efforts must be made to avoid Israeli and Palestinian VAT at the point of sale whenever possible. Those contractors and grantees that have exemption mechanisms in place should continue to follow those.
2. In cases where Israeli or Palestinian VAT cannot be avoided at the point of sale, original VAT receipts must be obtained from all vendors that are legally authorized to issue such receipts. To be considered valid and acceptable, receipts must conform to the requirements stated in the checklist attached to this notice. Receipts shall be submitted to USAID’s Financial Management Office on a monthly basis, no later than the fifteenth day after the end of the month. This will enable USAID to process refund claims with VAT authorities on a timely basis.

Failure to comply with both of these requirements may result in a determination that the VAT costs in question are unallowable under your contract or grant, in which case those costs would be financed from your organization’s own funds.

Since USAID will be reimbursing VAT expenses in contractor and grantee billings, the refunds, when received, will be deposited to the account of USAID.

In addition to submitting original VAT receipts to USAID, contractors and grantees must retain on file copies of receipts and related documentation reflecting their VAT submissions to USAID. This is needed to avoid the risk that VAT costs may be questioned during an audit and possibly disallowed.

The requirements discussed in this notice apply to not just prime contracts and grants, but also subcontracts and subgrants with non-local entities – that is, entities that are present in the West Bank or Gaza solely for the purpose of performing work financed by USAID or other tax-exempt donors.

If you have any questions, please contact Robert Bonnaffon (03-511-4880) or Leonel Pizarro (03-511-4852)

Attachment: a/s

ATTACHMENT 1

**VAT INVOICES
REQUIRED ATTRIBUTES**

ISRAELI VAT INVOICES

The following information is required on Israeli VAT invoices in order for them to be accepted for purposes tax refunds:

- Vendor’s name
- Invoice date
- Vendor’s tax identification number (TIN)
- Tax invoice number
- Document must be an original, copies are not accepted
- The document must indicate on its face that it is a tax invoice...a hishbunit mas, or in Hebrew: חשבונית מס

PALESTINIAN VAT INVOICES

The following information is required on Palestinian VAT invoices in order for them to be accepted for purposes of tax refunds:

- The purchaser’s name and address
- Name of the vendor
- The document must state “Authorized Dealer” and then the dealer number. For example:
- The document must state on its face that it is a “Tax Invoice” and an invoice number. For example: فاتورة ضريبية
- The invoice must state on its face “Original”. For example: النسخة الاصلية

END OF SECTION H