



USAID | RWANDA

FROM THE AMERICAN PEOPLE

Issuance Date: Thursday, January 20, 2011
RFA Clarification Questions Due: Thursday, January 27, 2011
Closing Date and Time for Application Submission: Monday, February 21, 2011
3:00 p.m. (Kigali Time)

**Subject: Request for Applications (RFA) No. USAID-RWANDA-RFA-696-11-000001
“LITERACY, LANGUAGE AND LEARNING” - EARLY LITERACY AND
NUMERACY INITIATIVE**

Ladies and Gentlemen:

The United States Agency for International Development (USAID) is seeking applications for an Assistance Agreement for funding to support a program entitled “*Literacy, Language and Learning*” - *Early Literacy and Numeracy Initiative* in Rwanda. The main objective of this program is to strengthen teaching and learning in Rwanda so that children leave primary school with strong literacy and numeracy skills. These skills, aided by improvements in active teaching methods that the program will support, will give Rwandan children the foundation and tools for developing the analytical, critical thinking, and communication skills needed to participate fully in the knowledge-based economy that is the centerpiece of Rwanda’s Vision 2020. The authority for this RFA is found in the Foreign Assistance Act of 1961, as amended.

The Recipient will be responsible for ensuring achievement of the program objective as described in the program description. Please refer to the Program Description (RFA Section C) for a complete statement of goals and expected results.

While for-profit firms may participate, pursuant to 22 CFR 226.81, it is USAID policy not to award profit under assistance instruments such as cooperative agreements. However, all reasonable, allocable, and allowable expenses, both direct and indirect, which are related to the grant program and are in accordance with applicable cost standards (22 CFR 226, OMB Circular A-122 for non-profit organization, OMB Circular A-21 for universities, and the Federal Acquisition Regulation (FAR) Part 31 for-profit organizations), may be paid under the Cooperative Agreement.

Applicants under consideration for an award that have never received funding from USAID will be subject to a pre-award audit to determine fiscal responsibility, ensure adequacy of financial controls and establish an indirect cost rate.

Subject to the availability of funds, USAID intends to provide approximately US\$22 million in total USAID funding to be allocated over the five year period. USAID reserves the right to fund any or none of the applications submitted in response to this RFA.

Awards will be made to the responsible applicant whose application offers the greatest value to the U.S. Government. Issuance of this RFA does not constitute an award commitment on the part of the

Government, nor does it commit the Government to pay for costs incurred in the preparation and submission of an application.

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. In the event of an inconsistency between the documents comprising this RFA, it shall be resolved at the discretion of the Agreement Officer.

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. Any clarification questions concerning this RFA should be submitted in writing to Lauralea Gilpin, the Regional Agreement Officer via email at lgilpin@usaid.gov with a copy to Aster Kebede, Sr. A&A Specialist, at askebede@usaid.gov by the date listed above. **No questions will be responded to after Thursday, January 27, 2011.** If there are problems in downloading the RFA from the Internet, please contact the Grants.gov help desk at 1.800.518.4726 or support@grants.gov for technical assistance.

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".

The applicant shall submit applications electronically via e-mail in two separate parts: (a) technical, and (b) cost or business application to Lauralea Gilpin, the Regional Agreement Officer at lgilpin@usaid.gov.

Applications must be received by the closing date and time indicated at the top of this cover letter. Late applications will not be considered for award. Applications must be directly responsive to the terms and conditions of this RFA. Telegraphic or fax applications (entire proposal) are not authorized for this RFA and will not be accepted.

To be eligible for award, the applicant must provide all required information in its application, including the requirements found in any attachments to the grants.gov opportunity. It is the responsibility of the recipient of the application document to ensure that it has been received from <http://www.grants.gov> in its entirety.

The federal grant process is now web-enabled, allowing for applications to be received on-line on the grants.gov website, <http://www.grants.gov>. USAID bears no responsibility for data errors resulting from transmission or conversion processes associated with electronic submissions.

Sincerely,

Lauralea Gilpin
Regional Agreement Officer
USAID/EAST AFRICA

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I. LIST OF ACRONYMS

AED	Academy for Educational Development
ALP	Accelerated Learning Program
COE	College of Education
CAPACE	Contextual, Active, Participative, Applicable, Communicative, Experiential VSO
CPD	Continuous Professional Development
DEO	District Education Officer
DfID	Department for International Development UK
EDC	Education Development Center
EFA	Education for All
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EDPRS	Economic Development and Poverty Reduction Strategy
ESSP	Education Sector Strategic Plan
FTE	Full Time Equivalent
FTI	Fast Track Initiative
GoR	Government of Rwanda
GER	Gross Enrollment Rate
GTZ	Gesellschaft für Technische Zusammenarbeit Germany
ICT	Information Communication Technologies
JICA	Japan International Cooperation Agency
LoI	Language of Instruction
LTTA	Long Term Technical Assistance
MLA	Measuring Learning Assessment
MINEDUC	Ministry of Education
NCDC	National Curriculum Development Center
NER	Net Enrollment Rate
PIRLS	Progress in International Reading Literacy Study
PMP	Project Management Plan
REC	Rwanda Education Commons
RNEC	Rwanda National Examinations Council
SACMQ	Southern African Consortium for Monitoring in Education Quality
SBS	Sector Budget Support
TIMSS	Trends in International Mathematics and Science Study
TSC	Teacher Service Commission
TTC	Teacher Training College
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USG	United States Government
VSO	Voluntary Service Overseas UK
WDA	Workforce Development Authority

II. AWARD INFORMATION

USAID expects to award one cooperative agreement based on this RFA. The anticipated total federal funding amount is \$22,000,000. The period of performance is June 2011 to June 2016 with an anticipated start date of June 1, 2011.

The Government may issue one award resulting from this RFA to the responsible applicant whose application conforming to this RFA is the most responsive to the objectives set forth in this RFA and which offers the greatest value. 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.

The Government may make award on the basis of initial applications received, without discussions or negotiations. Therefore, each initial application should contain the applicant's best terms from a cost and technical standpoint. The Government reserves the right (but is not under obligation to do so), however, to enter into discussions with one or more applicants in order to obtain clarifications, additional detail, or to suggest refinements in the program description, budget, or other aspects of an application.

Neither financial data submitted with an application nor representations concerning facilities or financing, will form a part of the resulting agreement(s).

The Agreement Officer is the only individual who may legally commit the Government to the expenditure of public funds. No costs chargeable to the proposed award may be incurred before receipt of either a fully executed cooperative agreement or a specific, written authorization from the Agreement Officer.

USAID will be substantially involved during the implementation of this Cooperative Agreement in the following ways:

1. Approval of the recipient's annual work plans, reports, monitoring and evaluation plan, and all modifications that describe the specific activities to be carried out under the Cooperative Agreement;
2. Approval of and any changes to specified key personnel; and
3. Agency and recipient collaboration or joint participation (collaborative involvement in selection of advisory committee members, concurrence on selection of sub-award recipients, and/or the substantive provisions of the sub-awards).

SECTION A - APPLICATION FORMAT

PREPARATION GUIDELINES

- a. All applications received by the deadline will be reviewed for responsiveness and programmatic merit in accordance with the guidelines herein. Section B addresses the evaluation procedures for the applications. Applications shall be submitted by e-mail in two separate parts: (a) technical, and (b) cost or business application as described in the cover letter of this RFA.
- b. Applications must be received no later than the date and time indicated on the cover page of this RFA, to the location stated in the cover letter accompanying this RFA. Applications which are received late or are incomplete run the risk of not being considered in the review process. Such late or incomplete applications will be considered in USAID's sole discretion depending on the status of USAID's application review process as of the time of receipt and/or the quality of other applications received.
- c. Technical applications should be specific, complete and presented concisely. A lengthy application does not in and of itself constitute a well thought out proposal. Applications shall demonstrate the applicant's capabilities and expertise with respect to achieving the goals of this program. Applications should take into account the evaluation criteria found in Section B.
- d. Explanations to Prospective Recipients: Any prospective applicant desiring an explanation or interpretation of this RFA must request it in writing to the Sr. A&A Specialist at the e-mail address set forth in the RFA cover letter. The questions and answers (Q&A) will be posted as an amendment to the RFA on www.grants.gov. **The deadline for receipt of questions is Thursday, January 27, 2011.** Oral explanations or instructions given before award of a Cooperative Agreement will not be binding. Any information given to a prospective recipient concerning this RFA will also be furnished to all other prospective recipients 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 recipients.
- e. Applicants should retain for their records one copy of the application and all enclosures which accompany their application. To facilitate the competitive review of the applications, applications should conform to the format prescribed below.
- f. Submission of Applications by e-mail: Software for e-mail attachments: Microsoft Word (for narrative text) or Excel (for tables). Please convert your documents to one of these software programs before sending them to USAID. Zipped files cannot be accepted due to firewall restrictions; however, PDF files (for all files except budgets) are acceptable. Applicants are responsible for confirming that their complete applications were received electronically by USAID.
- g. Telegraphic or fax applications will not be considered.
- h. Preparation of Applications:
 1. 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.

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2. Each applicant shall furnish the information required by this RFA. The applicant shall sign the application and certifications and print or type its name on the Cover Page of the technical and cost applications.
3. Applicants which include data that they do not want disclosed to the public for any purpose or used by the U.S. Government except for evaluation purposes should:

(a) 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 pages____."; and

(b) Mark each sheet of data it wishes to restrict with the following legend:

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

I. TECHNICAL APPLICATION FORMAT

The application is limited to 25 pages, **OVER 25 PAGES WILL NOT BE EVALUATED**, and typed on standard 8 1/2" x 11" or A4 sized paper with each page numbered consecutively. Items such as graphs, charts, cover pages, dividers, table of contents, and attachments (i.e. key personnel resumes, table summarizing qualifications of proposed personnel, past performance summary table and past performance report forms) are not included in the 25-page limitation.

The technical application shall follow the following format:

1. Cover Page (not included in page limit)
 - Name of organization(s) submitting application
 - Name and title of contact person
 - Telephone and fax numbers
 - Postal and physical addresses
 - E-mail address (if available)
2. Executive Summary (up to 2 pages)
3. Technical Approach (up to 15 pages)
 - Overall program vision, objective and expected results
 - Monitoring and Evaluation Plan
 - Collaboration and Leveraged Resources
 - Equity/Gender
4. Management and Staffing (up to 5 pages)
 - Management and Implementation

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- Management team and key personnel
5. Organization capability (up to 3 pages)
- Institutional Capacity and Past Performance

II. COST APPLICATION FORMAT

The Cost or Business Application shall be submitted separately from the technical application. Certain documents are required to be submitted by an applicant in order for the Agreement Officer to make a determination of responsibility.

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

- A. Include a budget with an accompanying budget narrative which provides in detail the total costs for implementation of the program your organization is proposing. Detailed budget notes and supporting justification of all proposed budget line items should be included. In addition, a summary of the budget must be submitted using Standard Form 424 and 424A.

The budget shall include:

1. The breakdown of all costs associated with the program according to costs of, if applicable, headquarters, regional and/or country offices;
 2. The breakdown of all costs according to each partner organization or subcontractor/subgrantee involved in the program;
 3. The costs associated with external, expatriate technical assistance and those associated with local in-country technical assistance;
 4. The breakdown of the financial and in-kind contributions of all organizations involved in implementing this Cooperative Agreement;
 5. Potential contributions of non-USAID or private commercial donors to this Cooperative Agreement;
 6. A procurement plan for commodities.
- B. A copy of the latest Negotiated Indirect Cost Rate Agreement if your organization has such an agreement with the US Government;
- C. Applicants which do not currently have a Negotiated Indirect Cost Rate Agreement (NICRA) from their cognizant agency shall also submit the following information:
1. Copies of the applicant's financial reports for the previous 3-year period, which have been audited by a certified public accountant or other auditor satisfactory to USAID;
 2. Projected budget, cash flow and organizational chart; and

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3. A copy of the organization's accounting manual.
- D. Applicants should submit additional evidence of responsibility they deem necessary for the Agreement Officer to make a determination of responsibility. The information submitted should substantiate that the Applicant:
1. Has adequate financial resources or the ability to obtain such resources as required during the performance of the award.
 2. Has the ability to comply with the award conditions, taking into account all existing and currently prospective commitments of the applicant, nongovernmental and governmental.
 3. 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.
 4. Has a satisfactory record of integrity and business ethics; and
 5. Is otherwise qualified and eligible to receive a cooperative agreement under applicable laws and regulations (e.g., EEO).
- E. **Cost Sharing or Matching:** The minimum cost share for this RFA is **10%** of the total USAID funds. Applications with a cost share less than this are non-responsive and will not be considered for award.
- F. 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, personnel policies, travel policies, and procurement policies, and audits received for the past three years. If this material has already been submitted to the U.S. Government, the applicant should advise which Federal Agency has a copy.
- G. **Certificate of Compliance:** Please submit a copy of your Certificate of Compliance if your organization's systems have been certified by the USAID/Washington's Office of Acquisition and Assistance (M/OAA, formerly known as M/OP).
- H. Required certifications and representations (as attached in Section D of this RFA).

III. COOPERATIVE AGREEMENT AWARD

A written award mailed or otherwise furnished to the successful applicant within the time for acceptance specified either in the application or in this RFA (whichever is later) shall result in a binding cooperative agreement without further action by either party. Before the application's specified expiration time, if any, the Government may accept an application, whether or not there are negotiations after its receipt, unless a written notice of withdrawal is received before award. Negotiations or discussions conducted after receipt of an application do not constitute a rejection or counteroffer by the Government.

Neither financial data submitted with an application nor representations concerning facilities or financing, will form a part of the resulting cooperative agreement unless explicitly stated otherwise in the agreement.

To be eligible for award of a cooperative agreement, in addition to other conditions of this RFA, organizations must have a politically neutral humanitarian mandate, a commitment to non-discrimination

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with respect to beneficiaries and adherence to equal opportunity employment practices. Non-discrimination includes equal treatment without regard to race, religion, ethnicity, gender, and political affiliation.

Applicants are reminded that U.S. Executive Orders and U.S. law prohibits 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. This provision must be included in all subcontracts/subawards issued under this contract/agreement.

IV. REFERENCES

Applicable Regulations & References

- 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>
- ADS Series 300 Acquisition and Assistance
<http://www.usaid.gov/pubs/ads/>
- SF-424 Downloads
http://www.grants.gov/agencies/aapproved_standard_forms.jsp

V. SPECIAL CONSIDERATIONS

The Standard Provisions for U.S. NGOs and Non-U.S. NGOs referenced above under Section V, are required to be used when applicable. The following Standard Provisions are provided below in full text:

- Marking Under Assistance Instruments
- Executive Order on Terrorist Financing
- Anti-Trafficking Activities
- USAID Disability Policy

MARKING UNDER ASSISTANCE INSTRUMENTS (DEC 2005)

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 brand mark, which clearly communicates that our assistance is from the American people. The USAID Identity is available on the USAID website and is provided without royalty, license, or other fee to recipients of USAID-funded grants or cooperative agreements or other assistance awards or subawards.

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

(c) Submission Requirements

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

(1) Positioning

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

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

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

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

Will a program logo be developed and used consistently to identify this program? If yes, please attach a copy of the proposed program logo. Note: USAID prefers to fund projects that do NOT have a separate logo or identity that competes with the USAID Identity.

(2) Program Communications and Publicity

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

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

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

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

What is the main program message(s)?

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

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

Guidelines: These may include media releases, press conferences, public events, and so forth. Note: incorporating the message, "USAID from the American People", and the USAID Identity is required. *Please provide any additional ideas about how to increase awareness that the American people support this project or program.*

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

(3) Acknowledgements

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

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

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

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

(d) **Award Criteria.** The Agreement Officer will review the Branding Strategy for adequacy, ensuring that it contains the required information on naming and positioning the USAID-funded program, project, or activity, and promoting and communicating it to cooperating country beneficiaries and citizens. The Agreement Officer also will evaluate this information to ensure that it is consistent with the stated

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objectives of the award; with the Apparently Successful Applicant's cost data submissions; with the Apparently Successful Applicant's project, activity, or program performance plan; and with the regulatory requirements set out in 22 CFR 226.91. The Agreement Officer may obtain advice and recommendations from technical experts while performing the evaluation.

MARKING PLAN – ASSISTANCE (December 2005)

(a) Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) A description of the public communications, commodities, and program materials that the recipient will 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,

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(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.

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(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.

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 brand mark, 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:

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“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 Cognizant Technical Officer (CTO) or other USAID personnel designated in the grant or cooperative agreement with two copies of all program and communications materials produced under the award. In addition, 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 45 days 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;

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- (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 of this 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.

IMPLEMENTATION OF E.O. 13224 -- EXECUTIVE ORDER ON TERRORIST FINANCING (MARCH 2002)

The Recipient is reminded that U.S. Executive Orders and U.S. law prohibits transactions with, and the provision of resources and support to, individuals and organizations associated with terrorism. It is the

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legal responsibility of the recipient to ensure compliance with these Executive Orders and laws. This provision must be included in all contracts/subawards issued under this agreement.

USAID DISABILITY POLICY - ASSISTANCE (DECEMBER 2004)

a. The objectives of the USAID Disability Policy are (1) to enhance the attainment of United States foreign assistance program goals by promoting the participation and equalization of opportunities of individuals with disabilities in USAID policy, country and sector strategies, activity designs and implementation; (2) to increase awareness of issues of people with disabilities both within USAID programs and in host countries; (3) to engage other U.S. government agencies, host country counterparts, governments, implementing organizations and other donors in fostering a climate of nondiscrimination against people with disabilities; and (4) to support international advocacy for people with disabilities. The full text of the policy paper can be found at the following website:

http://pdf.dec.org/pdf_docs/PDABQ631.pdf

b. USAID therefore requires that the recipient not discriminate against people with disabilities in the implementation of USAID funded programs and that it make every effort to comply with the objectives of the USAID Disability Policy in performing the program under this grant or cooperative agreement. To that end and to the extent it can accomplish this goal within the scope of the program objectives, the recipient should demonstrate a comprehensive and consistent approach for including men, women and children with disabilities.

SECTION B - SELECTION CRITERIA

The criteria presented below have been tailored to the requirements of this particular RFA. Applicants should note that these criteria serve to: (a) identify the significant matters which applicants should address in the application and (b) set the standard against which the application will be evaluated. To facilitate the review of applications, applicants should organize the narrative sections of their applications in the same order as the evaluation criteria set forth below. USAID reserves the right to determine the resulting level of funding for the agreement award.

The technical application will be evaluated in accordance with the Technical Evaluation Criteria set forth below. The cost/business applications of all applicants submitting a technically acceptable application will be evaluated by the Agreement Officer for general reasonableness, cost realism, allowability and allocability. To the extent that they are necessary (if award is made based on initial applications), negotiations will then be conducted with all applicants whose application, after discussion and negotiation, has a reasonable chance of being selected for award. Awards will be made to responsible applicants whose applications offer the greatest value, cost and other factors considered.

A. TECHNICAL EVALUATION CRITERIA (100 POINTS)

1. TECHNICAL APPROACH (60 POINTS)

Overall program vision, objective and expected results: Realistic, yet innovative description of how the vision and objectives will be achieved. The approach is feasible and realistic within the context. Well thought-out description of piloting, scaling up, and coordination with other key actors, and high probability of sustainability. Proposal reflects technical knowledge, incorporates guiding principles identified in program description, and includes a logical, results-based approach in order to meet the objectives of the project. (30 points)

Monitoring and evaluation plan: The approach includes a plan for monitoring activities, explicit performance targets, benchmarks and proposed indicators to be monitored. (10 points)

Collaboration and Leveraged Resources: The approach includes a proposed plan of collaboration and partnership with Government of Rwanda (GOR) and other donors and organizations to further the objectives of the project. The applicant shall have a demonstrated ability to identify and initiate project-related public-private partnerships. (10 points)

Equity/Gender: The applicant clearly identifies issues related to gender and inclusion, especially access to quality education by children from rural and low-income areas, and innovative strategies and specific activities to address these issues, and to mainstream these activities throughout the program. (10 points)

2. MANAGEMENT AND STAFFING (25 points)

Management and Implementation: The overall plan for the management and implementation of the project is feasible, includes a sound management and organizational structure, including proposal for “Mixed Management Model,” and demonstrates coordination with relevant stakeholders. The applicant should present sound and coherent adaptive project management mechanisms. (10 points)

Key Personnel: Quality and skills of key personnel and other technical staff which reflect knowledge of the Rwandan education context; capacity to work within a “Mixed Management Model”; knowledge of USAID reporting requirements; and technical expertise in the project areas,

including gender management experience. Key personnel should include the Chief of Party (COP), Deputy COP, and any embedded long term technical assistance proposed. (15 points)

3. ORGANIZATIONAL CAPABILITY (15 points)

Institutional Capacity and Past Performance: Applicants must demonstrate capability and capacity to plan, implement and support similar programs. This should include good performance on past projects in early literacy and numeracy, including successful experience with proposed approaches included in the application. The applicants will describe the organizations' (including the prime and any proposed sub-partners) institutional ability and experience that will enable it to successfully complete the proposed work. The applicant shall include a minimum of two past performance references in the past five years for itself and any proposed sub-partners regarding current public or private sector efforts similar to the proposed work. The reference information shall include the location, current telephone number, e-mail addresses, point of contact, award number, dollar value, and brief description of work performed and significant achievements.

B. COST EVALUATION

Cost has not been assigned a score but will be evaluated for cost reasonableness, allocability, allowability, cost effectiveness and realism, adequacy of budget detail and financial feasibility and cost sharing. While cost may be a determining factor in the final award(s) decision, especially between closely ranked applicants, the technical merit of applications is substantially more important under this RFA. The percentage of funds spent on programming versus administrative costs will be taken into consideration, i.e. the cost of staff salaries, equipment, and facilities vs. costs of field activities and interventions that directly impact the target beneficiaries. Applications providing the best value to the Government, including cost share, will be more favorably considered for award.

Applications will be ranked in accordance with the selection criteria identified above. USAID reserves the right to determine the resulting level of funding for the agreement being selected for award.

SECTION C – PROGRAM DESCRIPTION

“LITERACY, LANGUAGE AND LEARNING” EARLY LITERACY AND NUMERACY INITIATIVE

1. Introduction

USAID/Rwanda seeks to institute a **Literacy, Language and Learning Initiative** for Rwanda’s education sector. The aim of this program is to strengthen teaching and learning in Rwanda so that children leave primary school with strong literacy and numeracy skills. These skills, aided by improvements in active teaching methods that the program will support, will give Rwandan children the foundation and tools for developing the analytical, critical thinking, and communication skills needed to participate fully in the knowledge-based economy that is the centerpiece of Rwanda’s Vision 2020. The program will strengthen early grade literacy in Kinyarwanda and English, and early grade numeracy. Best practice instructional methods will be introduced, the quality of teaching strengthened, the availability and use of reading and instructional materials enhanced, and English introduced and reinforced through a radio education program. These are foundational skills that require systemic change and will be implemented in a strong partnership with the Ministry of Education (MINEDUC), building Ministry capacity as needed.

Subject to availability of funds, USAID anticipates awarding one Cooperative Agreement with a total estimated cost of US\$20-22 million to support these activities nationwide over a five-year period. We encourage applicants to identify alliances that will enhance the budget and build on and coordinate with existing initiatives in these areas.

This program description provides background and instructions to applicants interested in bidding on this Initiative. Further information can be found in USAID/Rwanda’s *Assessment Report and Proposal for an Education Strategy* (October 2010): <http://www.usaid.gov/rw/images/educationassessmentreport.pdf>

2. Background

2.1 Successes and challenges

Since the genocide of 1994, Rwanda has been rapidly transforming itself into a model country in the sub-region. Between 1996 and 2000, its economy grew dramatically: real GDP grew at a rate of over 10% annually.¹ Since 2000, the Gross National Income per capita has more than doubled from \$222 to \$453. Under the leadership of President Paul Kagame, the Government of Rwanda (GoR) has declared its vision of achieving middle income country status by the year 2020.

In order to achieve this vision, the Rwandan government has been expanding investment in its education system. In 2009, 19% of the total government budget was spent on education in 2009, with 65% of that investment spent on basic education. These increases in investment have resulted in rapid increases in educational access. By 2009, Rwanda’s primary school Gross Enrollment Rate (GER) had reached 128% - an increase of almost half over the previous decade, and the Net Enrollment Rate (NER) had reached 93%, an increase of over a third during the same period. The MDG goal of gender parity in primary school by 2015 has already been reached. In fact, girls’ net enrollment (94%) was slightly higher in 2009 than that of boys (92%). Additionally, end-of-primary (P6) completion rates almost doubled over the last seven years, rising from 43 % in 2002 to 75% in 2009, with girls’ primary school completion rate (78%)

¹The current GDP rate of growth is about 4%

exceeding that of boys (71%).² And the transition rate from primary to lower secondary (P6 to S1) reached 95% in 2009, an increase of 131% over 1999 figures, with near-parity between boys and girls reached (96% for boys, 94% for girls). The changes were attributable, in large part, to the institution of the Nine-Year Basic Education Policy (9YBE) in February 2006 which guaranteed 9 years of free basic education for all Rwandan children.³

As in other countries around the world, the rapid expansion of Rwanda's education system has come with challenges – in particular in terms of quality. Recognizing this, the MINEDUC has declared the improvement of quality as its main focus for the next strategic plan period of 2010-2015. During this period, the MINEDUC will seek to address the following gaps in quality:

- Teachers' limited pedagogical skills: Though 99% of teachers are qualified by national standards, most lack the skills to prepare students for a knowledge economy. Teaching tends to be rote, with little attention paid to the application of knowledge or critical thinking. Most teachers lack pedagogical training in the teaching of foundational skills, such as early grade reading or mathematics; child-centered methods, while a popular subject in teacher education, remain beyond the reach of most teachers.
- Teachers' weak English skills: In 2009, English was established as the Language of Instruction (LoI), beginning in Primary 1. (A decision pending in government would modify this policy, allowing for the use of Kinyarwanda as the LoI for P1-3, transitioning to English as the LoI in P4.) Given the recent change to English as the LoI, it is understandable that teachers' English skills are still quite weak. In a survey of 2,600 school teachers conducted in 2009, two-thirds tested at low levels of proficiency (beginner, elementary and pre-intermediate), with the remaining one third testing at Intermediate or Upper Intermediate level.⁴ Significant steps have been taken to remedy this situation. With the assistance of the British Council, the MINEDUC has been implementing the Rwanda English in Action Programme (REAP), a plan for improving teachers' English skills. REAP includes 4-week workshops held during the December break during which up to 52,000 teachers at a time have received intensive English training. The British Council also just recently began broadcasting a program called "Teaching English Radio." Numerous schools, communities and TTCs have been assisted by teachers from Uganda, who serve as teachers and teacher educators using English, and communities have mobilized their own resources to produce or acquire English language materials for their schools. All these are important steps toward developing an English-speaking teacher force, but additional assistance will be required.
- Weak literacy and numeracy instruction: While data on the quality of literacy and numeracy instruction are lacking (see "Lack of system performance data" below), evidence from employer surveys, technical skills surveys, and interviews with Rwandan education authorities indicate that Rwandan primary school leavers lack the literacy skills necessary to express themselves in writing, to apply knowledge in different contexts, or to acquire more advanced knowledge or skills to be able to compete in a knowledge economy. Instructional materials support, such as readers, textbooks, teachers' guides, visual aids (e.g. wall charts and manipulables) are also insufficient in number or often underutilized, and teachers receive no pre-service or in-service training on best practices for

²While in 2000, the primary completion rate for the students coming from the 40 percent of poorest families was 69 percent of the level observed among the students from the richest households, in 2006, this value dropped to 44 percent. MINEDUC (2010) *Rwanda Education Country Status Report: Towards Quality Enhancement and Achievement of Universal Nine-Year Basic Education. An education system in transition; a nation in transition*. Sep. 3. In collaboration with the World Bank, UNESCO BREDA and the Pole de Dakar.

³During the recent presidential campaign, President Kagame promised to extend fee free education through the 12th year of school, or S6, but the timing of this expansion is unknown.

⁴MOE (2009) *English language test taken in April 2009 by 2600 primary and secondary school teachers attending in-service training at 9 centers: analysis of results and training implications*. Draft. NB: An international best practice framework was used to classify language proficiency at 6 levels: Beginners, Elementary, Pre-Intermediate, Intermediate, Upper Intermediate and Advanced.

teaching early grade reading or mathematics. The recent Textbook Procurement and Distribution Policy is being implemented, making some of these materials available to schools, but quantities will remain low for the foreseeable future, and materials in Kinyarwanda, spoken by over 99% of the population, are limited in number.

- Low teacher motivation: Rwandan teachers are among the most poorly paid in sub-Saharan Africa, while teaching some of the largest class sizes in the region.⁵ Since 9YBE, many teachers have also increased their workload, teaching double shifts in order to accommodate increased student populations. Efforts have been made to streamline the curriculum and reorganize teaching by specialization, and credit schemes (e.g. Umwalimu SACCO) have been introduced to incentivize teaching, but these tend to be unevenly implemented. According to recent studies, teacher motivation is low and weakening.
- Equity issues: As noted above, girls' primary school enrollment and completion rates were slightly higher than those of boys in 2009. However, girls' performance in science, mathematics and technology, as well as overall performance on the P6 national leaving examination, is also consistently poorer than that of boys. Perhaps a greater equity concern is that of completion disparities related to children's location (urban vs. rural) and income differences. According to CRS, dropout rates are generally higher for students in food insecure areas.⁶ An analysis conducted in 2006 found that the chances of completing primary school for rural children were 37 percentage points lower than children in urban areas, and 72 percentage points lower for children from lower income households than upper income households. And access and completion disparities continued to increase for these two groups as they moved through the education system. Since the institution of 9YBE in 2008-09, these statistics have probably improved, but the patterns of inequity based on location and income will probably persist for some years to come.⁷
- Nascent teacher education systems: Over the last 15 years, a network of Teacher Training Colleges (TTCs) and Colleges of Education (COEs) has been established. Yet the teacher education system is producing substantially fewer teachers than the approximately 3,000 new teachers needed each year. And conditions in the TTCs and COEs mirror ones in the schools for which they are preparing student teachers: large class sizes, insufficient instructional materials, insufficiently trained teachers who rely heavily on rote methods of instruction, and poor use of materials and equipment. In addition, no formal in-service training or Continuous Professional Development (CPD) program currently exists. The Rwanda Education NGO Coordination Platform (RENCP) has recently begun working with the TSC to develop an in-service curriculum framework. A career ladder reportedly exists but is only partially implemented.
- Lack of system performance data: No standardized measurement mechanism currently exists in Rwanda to assess student learning or the performance of the educational system, such as the national assessments used in other countries. Nor has Rwanda participated in regional or international assessments such as SACMEQ, PIRLS, or TIMSS. As a result, no data currently exist to determine the extent to which children are acquiring knowledge and skills at various grade levels, or how well the system is delivering the curriculum. A Measuring Learning Achievement (MLA) system, a curriculum-based national student assessment, is under development, supported by UNESCO and led by the National Inspectorate, and is scheduled to be piloted in literacy and mathematics in P3 in 2011. USAID will also be supporting the piloting of the non-curriculum based Early Grade Reading

⁵Class sizes reached 68 on average in 2009, a 20% increase since 1999. Yet a 2009 World Bank report found that primary teachers' wages in Rwanda were roughly half of those in 12 other sub-Saharan African countries. Comparison countries included Benin, Burkina Faso, Burundi, Eritrea, Ethiopia, Ghana, Kenya, Madagascar, Mozambique, Niger, Tanzania, or Uganda. Only Ethiopia had larger class sizes.

⁶Interview with CRS Country Director.

⁷MINEDUC (2010) Op cit.

Assessment (EGRA) and Early Grade Math Assessment (EGMA) in early 2011.⁸ Significant effort will be required to establish regular assessment practices such as these, and to use their results to improve the quality and outcomes of education delivery.

- **Limited management capacity:** The MINEDUC is staffed by a number of highly educated and capable people. However, many units lack the personnel they need to function properly, both at central and decentralized levels. Personnel shortages are due to a lack of a qualified personnel recruitment pool, slow recruitment procedures, high turnover, and insufficient structural capacity. For example, each District Education Office has only one staff member – the DEO – who is clearly unable to carry out both administrative and pedagogical support functions of a decentralized education office. (In response to this problem, the GoR has recently instituted sector-level officers, below the district level, which should help alleviate the burden on the DEOs.) In some cases, personnel are highly skilled but are not appropriately matched to their posts; in other cases, officials occupy leadership positions with no prior training or experience in the basics of management such as planning, budgeting, or personnel management. Staffing shortages and limited capacity have slowed the development of the education sector and the implementation of the ESSP.
- **Funding gaps:** In spite of the highly cooperative donor environment and substantial budgetary support, Rwanda will likely have to continue to rely on external support for the foreseeable future. Even with this support, a gap between funding and education targets contained in the ESSP has been projected as high as \$519 million by 2015. And recently, some budgetary support donors have indicated they will shift sectors – a trend that will reduce funds currently being used to improve educational quality.

2.2 GoR priorities

The GoR has recently turned its attention to improving quality, defined as “all children leaving school equipped with the skills, knowledge, attitudes and values needed for Rwanda’s economic and social development and for their own further educational and social development.”⁹ This view of quality is in line with Rwanda’s vision for its future as articulated in *Vision 2020*:

Vision 2020 aspires for Rwanda to become a modern, strong and united nation, proud of its fundamental values, politically stable and without discrimination amongst its citizens... The major aspiration of Vision 2020 is to transform Rwanda’s economy into a middle income country.¹⁰

The MINEDUC interprets this vision of moving toward middle income country status as a mandate to “transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values.”¹¹

2.3 GoR and donor initiatives to improve instructional quality

As noted above, the GoR has initiated a series of reforms intended to improve access and quality. First, it has focused on reducing obstacles to attending school, succeeding in school, and transitioning to lower secondary. Initiatives include the introduction of primary school teacher specialization (subject teaching rather than classroom teaching), the reduction of curriculum subjects and contact hours at the primary

⁸Rwanda has also participated in East African Community deliberations on the establishment of common curriculum standards but to date, these efforts are in the deliberation stage.

⁹Quality Implementation Working Group of Rwanda

¹⁰Ministry of Finance and Economic Planning (2000) “Rwanda Vision 2020.”

¹¹MINEDUC mission statement, cited in Education Sector Strategic Plan for 2010-2015 (ESSP)

level, the introduction of double shifting, the elimination of the P6 exam as a requirement for entrance into lower secondary, and classroom construction.

Second, the GoR has created numerous structures to improve the management of education, including the Teacher Service Commission (TSC) to coordinate teacher pre-service and in-service programs and initiatives, National Curriculum Development Center (NCDC), the Inspectorate, 11 Teacher Training Colleges (to train primary school teachers), 2 Colleges of Education (to train lower secondary teachers), and the Kigali Institute of Education (to train upper secondary teachers). To ensure a more coordinated and streamlined process of managing activities of these organs, a bill establishing the Rwanda Education Board was presented to parliament in 2009. The Rwanda Education Board will bring together the main implementing organs that are currently operating under the MINEDUC. The GoR has also established a national Inspectorate and sector-level offices to support the District Education Offices and the Inspectorate.

Third, the GoR has enacted a staggering number of policies in recent years to guide the expansion of access and the improvement of educational quality. These include policies on Girls' Education, Special Needs, Education Quality Standards, Technical and Vocational Education and Training (TVET), and Higher Education. Three additional policies have the potential to significantly improve the quality of education in the near term. These are the Textbook Procurement and Distribution Policy, which devolves the selection of textbooks to schools and distribution to publishers (a key part of the Ministry's decentralization strategy); the proposed Teacher Development and Management Policy, which is a framework for comprehensive teacher reforms, including standards and procedures for pre-service and in-service training and conditions of service; and the Science, Technology and Innovation (ICT) Policy, which lays out an agenda for introducing ICT systems to Rwanda's educational structures.

The efforts made by the GoR have been made with significant support from the donor community, led by DfID and UNICEF, including substantial funding from the Education for All Fast Track Initiative Catalytic Fund. Rwanda is somewhat unique in the proportion of assistance it receives from the donor community in the form of budgetary support: of the total education budget for 2009/10, the GoR is responsible for approximately 76% and the donor community provides 24% in Sector Budget Support (SBS). Project support by donors is less than a third of the amount given to SBS. This arrangement is due in large part to the highly cooperative nature of the donor and MINEDUC partnership in Rwanda, reassured by numerous reviews and audits which have found Rwanda's management and fiscal management to be acceptable for budgetary support, and only "low to moderate levels" of corruption. However, as noted above, the proportion of SBS is likely to decrease over the coming years.

Important models for the training of teachers do exist. MINEDUC's Rwanda Education in Action Programme (REAP), supported by the British Council, has trained more than 50,000 teachers in English language speaking and teaching over the last three years. VSO, with an average of 40 volunteers at any one time, works to improve teaching, in particular the use of child centered methods (VSO volunteers also train in school management with head teachers, district and sector authorities). VSO, UNICEF, and the Ministry's Teacher Service Commission have just initiated a project (CAPACE) that will stock Teacher Resource Centers at the 11 Teacher Training Institutions with replicable and locally available teaching aids, and train all pre-service primary teachers in application of child centered methods and resource development. The program has also begun in-service teacher training, initially focusing on Child Friendly Schools in 16 districts.

The Institute for Educational Exchange, a US-based NGO, provides intensive face-to-face pedagogical and English training to teachers using a Training of Trainers model in 14 schools. The Wellspring Foundation conducts pedagogical training for teachers in 8 schools, and will be expanding to 40 schools and 897 teachers in January 2011. The Conseil Protestant du Rwanda has just completed an external evaluation of its in-service teacher training on Participative and Active Pedagogy (PAP) with encouraging

results, particularly in the important areas of development of self (students had higher self-esteem and teachers greater belief in students' capabilities) and competencies for peace (students felt less afraid in class).

3. Development hypothesis

Based on the challenges described above, USAID/Rwanda has developed the following development hypothesis:

Statement of the problem: Rwanda's education system is not sufficiently preparing children to participate in a knowledge economy. Many children leave primary school without solid literacy and numeracy skills, as well as the capacity to use their knowledge effectively for critical thinking and problem-solving. The main reason for this problem is that teachers are not using teaching methods that impart these core foundational skills. Teachers are not using these methods because they receive insufficient training and support, a situation made more difficult by the recent switch to English as the medium of instruction. As a result, teachers generally lack the skills or motivation required to teach effectively.

Proposed strategy: Rwanda's education system can sufficiently prepare its children to participate in a knowledge economy if teachers learn to use proven methods for teaching literacy and numeracy and the use of English in instruction throughout the primary cycle, if they receive ongoing support and training to continue developing these skills, and if they are provided with incentives to strive for better results.

4. Guiding principles

This Literacy, Language and Learning Initiative will be based on the following guiding principles:

4.1 Host Country Ownership and Donor Coordination

“The challenge, as I see it, remains delivering on our mutual commitments and actually translating them into results that improve the lives of Rwandan people...This calls for a reform of how the development industry operates,.....We should hold each other accountable in this socio-economic transformation process, based on the tenets of alignment with home grown systems, agreed priorities and a relentless focus on delivering results...By this I mean achieving a development that does not begin and end with progress reports and figures alone, but where the beneficiaries of that development, the people, our people, have a say and are actively involved in the process.”

-H.E. President Paul Kagame, 9th GoR and DPs Meeting, November 4, 2010

“But the purpose of development—and what's needed most right now—is creating the conditions where assistance is no longer needed. So we will seek partners who want to build their own capacity to provide for their people. We will seek development that is sustainable...

This gives us the opportunity to forge a new division of labor for development in the 21st century. It's a division of labor where—instead of so much duplication and inefficiency—governments, multilaterals and NGOs all work together...Development that offers a path out of poverty for that child who deserves better. Development that builds the capacity of countries to deliver the health care and education that their people need. Development that unleashes broader prosperity and builds the next generation of entrepreneurs and emerging economies. Development rooted in shared responsibility, mutual accountability and, most of all, concrete results that pull communities and countries from poverty to prosperity. These are the elements of America's new approach. This is the work we can do together. And

this can be our plan—not simply for meeting our Millennium Development Goals, but for exceeding them, and then sustaining them for generations to come.”

-President Barack Obama, UN MDG Summit, September 22, 2010

As outlined in the 2005 Paris Declaration and the 2010 Presidential Policy Directive on Global Development, the US supports efforts to coordinate development assistance based upon the principles of host country ownership, alignment, harmonization, managing for results, and mutual accountability. USAID/Rwanda’s education programs must contribute directly to the GoR’s goals for the education sector as in its Vision 2020, Economic Development and Poverty Reduction Strategy (EDPRS), and the Education Sector Strategic Plan 2010-2015. Applications must demonstrate an understanding of which donors and implementing partners are working in technical areas similar to the proposed scope of this program, and include strategies for promoting collaboration and avoiding overlap in planned interventions – for example, identifying ways to build on existing teacher education work. Applications must also indicate how the Applicant will collaborate with the host country and donors through its mixed management model (see below), including participation in joint planning and review of the country’s educational activities.

4.2 Sustainability

From the outset, sustainability needs to be a guiding principle and objective of USAID/Rwanda’s education programs. The Mission requires that strategies and interventions be developed with a dual focus on documenting short-term results and achieving long-term sustainable impact by building management capacity and improving the functioning of the education system in Rwanda. Programs must contribute to education sector policy development and the creation of systems that will enable Rwanda to continue progress toward long-term education goals as specified in Vision 2020 and the ESSP after program close-out. It is expected that applications will include specific strategies for ensuring sustainability of results as part of their overall program objectives and all subsequent work plans.

4.3 Mixed management model

The two tenets above lead to a proposed “mixed management model.” As noted above, the majority of assistance provided to the GoR by the donor community in Rwanda is in the form of budgetary support with the aim of building national capacity to implement educational reform programs. While this approach is well-suited for long-term capacity building, an innovation such as the proposed Literacy and Numeracy Initiative is likely to achieve greater impact in the near term if it is approached as a project rather than budgetary support. However, a project orientation does not preclude a capacity building objective as well.

Combining the two approaches provides what USAID/Rwanda considers to be a “mixed management model” (for an example, see box at right) in which Long Term Technical Assistance (LTTA) will be embedded in the Ministry to assist on a day-to-day basis with capacity building efforts *while at the same time* managing the Literacy and Numeracy Initiative in order to ensure the

efficient and timely implementation of the initiative’s deliverables. This model allows for flexibility in the choice of management strategies. For example, processes such as designing, planning, and implementing initiative activities will be carried out in close collaboration with the MINEDUC in order to build capacity

**Mixed management model:
an example**

In an African country, a Chief of Party is managing a USAID-funded project that assists the Ministry of Education with its curriculum reform by providing support for teacher training, curriculum development, and assessment. While she manages this project, the COP also serves on several ministerial committees, providing technical advice and supporting day-to-day management of MOE activities. Because the project is housed in the Ministry, Ministry personnel interact on a daily basis with project staff, each learning from the other.

and ownership over new approaches introduced through this initiative, with the expectation that MINEDUC will be fully capable of implementation and scaling up after the completion of the project. At the same time, greater efficiency might be achievable by handling some elements of implementation such as procurement outside of Ministry structures.

4.4 Use of best-practices

Improvement of literacy and numeracy instruction in the early grades will incorporate *proven instructional methods* – i.e., international best practices that have demonstrated significant impact in learner outcomes in settings similar to Rwanda. These methods will likely include some combination of context-appropriate approaches to instructional materials development and use; the effective use of local language to support learning; the systematic use of the building blocks of literacy acquisition such as pre-reading skills, decoding skills, and phonemic awareness; the systematic use of the building blocks of numeracy skills development such as linking school mathematics to students’ daily lives, the use of manipulatives to reinforce mathematical concepts, and reflection on mathematical processes and problem-solving strategies (meta-cognition); the use of child-centered approaches to develop autonomy, teamwork, problem-solving, and critical thinking skills; strategies for the continued strengthening of literacy and numeracy skills in the upper primary grades; strategies for strengthening teachers’ knowledge of English and mathematics in instruction (see next section); strategies for applying teachers’ content knowledge in literacy and numeracy; and locally appropriate strategies for the use of ICT.

4.5 Language and Learning

In light of the difficulties discussed above related to the adoption of English as the Language of Instruction, it has become imperative that Rwandan teachers increase both their working knowledge of English *and* their capacity to teach in English as quickly as possible if student performance is to improve. Moreover, if the current policy proposal to retain Kinyarwanda as the LoI for grades 1-3 with the transition to English in grade 4 is enacted, a concerted effort will be required to ensure initial literacy and numeracy instruction are provided systematically in Kinyarwanda while English is introduced orally, followed by the increasing use of English as a written LoI until it is finally fully adopted as the LoI in grade 4. This approach allows children to establish a strong foundation in reading and math in their first language (L1) while gradually acquiring the basics of a second language (L2), to which they will successfully transfer their knowledge and skills by grade 4. Research has shown that if this is done systematically, the transfer to learning in L2 results in better learning outcomes in *both* L1 and L2 than if students had started in L2, or if their instruction in L1 had been haphazard. In light of these observations, the Applicant will clearly explain its proposal for the use of Kinyarwanda and English in instruction throughout the primary cycle.

4.6 A holistic approach

Though Rwanda’s adult literacy rate is approximately 70%, most literacy is confined to urban areas; it has been estimated that 50% of rural adults are illiterate. By most accounts, a reading culture is still mostly nonexistent in Rwanda, and teachers often complain that parents do not fully appreciate the importance of schooling for their children. To address these challenges, the Applicant should propose a design that includes in-school factors that foster educational quality such as instructional materials and equipment, support from colleagues and Head Teachers, opportunities for professional development, and management practices that enhance learning (e.g., time on task). At the same time, the Applicant should consider community factors such as parental involvement in schooling and family and community literacy approaches that, over time, can build a culture of reading and an understanding that parents have an important role to play in their children’s academic success.

4.7 ICT

Consistent with the Presidential Policy Directive on Global Development recently signed by President Obama, this project will “increase our investments and engagement in development-focused innovation by seeking and scaling up potential game-changing development technologies” to increase “developing countries’ creation and utilization of science and technology.”¹² Worldwide, information and communication technologies (ICT) are revolutionizing access to information and disseminating it across all disciplines. The potential of ICT to foster educational development in Rwanda is clear when one considers the ease with which information can be communicated. Virtually all Rwandans speak Kinyarwanda as their mother tongue. Though television penetration is still low (television ownership is 11%) and computer access is even lower, mobile phone penetration is high and rising, with 39% of Rwandans owning at least one phone. And radio saturation in the country is extremely high: 75% of Rwandans own one or more radios, and listenership is approximately 99%.¹³ A fiber optic backbone is scheduled to be installed within the next year, raising the possibility of greater connectivity throughout the country.

These facts suggest that while infrastructure is still limited for some ICT options, it is already sufficient for others. In addition to traditional methods of enhancing teaching and learning - e.g., face-to-face training, print materials, etc. – nontraditional, innovative methods should be explored. This procurement shall therefore include a component of instructional radio to support learners and teachers in their acquisition of English. The innovative use of other ICT approaches such as MP3 players, video, cell phones, and other technologies should also be explored. The combination of ICT solutions proposed to improve learning outcomes will be one criterion for judging the technical merit of this application. The incorporation of public/private partnerships to expand the use of ICT is also encouraged.

4.8 Teacher motivation

As noted above, many Rwandan teachers endure some of the most difficult conditions of service in Africa. While some incentive schemes have been introduced to motivate these teachers, additional measures will be taken to incentivize teaching. Applicants should propose innovative approaches that tap community resources and good will, teacher recognition programs, professional development opportunities and income generation schemes.

4.9 Equity

As noted above, while gender parity in enrollment and completion has been achieved – even surpassed – at the primary level, girls’ achievement is still lower than boys and must be addressed. Partners must propose specific strategies, activities, and results for improving girls’ performance as part of proposed program interventions. Moreover, the “equity gap” between urban and rural students, as well as between students from higher and lower income households, must also be addressed. USAID/Rwanda does not intend to be prescriptive in determining what type of equity strategy or activities should be implemented, but is looking for applications that demonstrate serious commitment to this issue, resulting in measurable improvements in persistence and success in school by girls and children from rural areas and low income households. The Applicant shall disaggregate data collected on all indicators/results reported to USAID by gender, urban/rural and income level (or recommended proxy, given that readily obtaining beneficiaries’ household income level may not be feasible) and shall undertake all other steps necessary

¹² The White House, “Fact Sheet: U.S. Global Development Policy,” Office of the Press Secretary, 22 September 2010.

¹³ Media High Council (2009) Rwanda Audience Survey 2009 Executive Summary. Kigali: www.mhc.gov.rw

to ensure that every intervention under this Cooperative Agreement is gender-appropriate and reflects sensitivity to the particular problems and needs of these groups.

4.10 Evidence-based rollout

Nationwide coverage is expected over the life of the program and applicants should describe their rollout strategy. A premium will be placed on gathering evidence to examine the effects of interventions and the initiative should be designed to roll out in phases to allow for testing on a smaller scale before expanding to the provincial or national level. In addition, while short-term results are important, the focus should be on long-term results (including cost-effectiveness and sustainability), and MINEDUC capacity-building. The initial districts will be selected by the Recipient in consultation with MINEDUC and USAID. The Recipient will provide a rationale for recommended districts based on its analysis of piloting conditions and considerations for scaling up. Districts with particularly poor teaching and learning outcomes should be considered for early implementation.

5. DETAILED PROGRAM DESCRIPTION

The aim of this project is to strengthen teaching and learning so that children leave primary school with solid literacy and numeracy skills and thus the foundation for developing the analysis, critical thinking, and communication skills needed to participate fully in a knowledge-based economy. This goal will be achieved through the introduction of a Literacy and Numeracy Initiative whose objectives are as follows:

- Improve learning outcomes in literacy and numeracy, with a special focus on the early grades (P1-P3 and the transition to English in P4)
- Improve the teaching of literacy (reading, writing and comprehension) and numeracy
- Improve the availability and use of instructional materials
- Strengthen the acquisition of English by students and teachers, with a special emphasis on the transition year of P4
- Improve teacher education systems, both pre-service and in-service
- Improve teacher motivation
- Strengthen Ministry capacity to plan and manage the implementation of its Education Sector Strategic Plan, particularly in areas related to this initiative.

The Literacy and Numeracy Initiative will be carried out principally through three components: improved quality of teaching, improved availability and use of teaching and learning materials, and support for English. Within these activities, priority should be given to Components 1 and 2 (Improved quality of teaching and Improved Availability and Use of Materials). Within literacy and numeracy, greater weight should be given to literacy. That being said, the program design should recognize that learning in all of these areas is intertwined. While targeted grades include all of primary, the emphasis will be on P1-4.

Relative weights of each component of this procurement should be approximately as follows:

Improved quality of teaching	30%
Improved availability and use of teaching and learning materials	30%
Support for English	25%
Strengthened MoE capacity	10%
Improved equity in education	5%
Total	100%

5.1 *Improved quality of teaching*

This component includes the development and initiation of new methods for teaching literacy and numeracy in the early grades, strengthening teachers' use of active learning methods throughout the primary cycle, reinforcing teachers' understanding and use of English as a medium of instruction, and strengthening the capacity of TTCs and the TSC to design and deliver pre-service and in-service teacher education activities. Site-based ongoing support should be a critical component of the core training package. Teacher training efforts will coordinate and collaborate with existing Ministry and education partner activities.

Illustrative activities

- Collaborate with MINEDUC and education partners to identify, develop, and harmonize effective literacy and numeracy instructional approaches to be used in the early grades
- Introduce best practices instructional strategies through materials and teacher training that provide teachers with specific, systematic guidance for the teaching of literacy and numeracy in the early grades
- Incorporate best practices instructional strategies in literacy and numeracy into primary school and teacher education curricula, both for early grade literacy and numeracy learning
- Introduce continuous assessment processes that enable and motivate teachers to assess children on an ongoing basis and use that information to adjust their teaching practices to suit the identified learning needs
- In collaboration with education partners, train TTC personnel in best practices methods of teaching literacy and numeracy, using active learning and critical thinking approaches, while reinforcing their English skills
- Assist the TSC with the development of pre-service and in-service professional development policies, procedures, and structures
- Pilot initiatives to improve the conditions of teaching and learning in schools – e.g., community provision of school-based meals, income generation activities, low-cost, and engagement of teacher assistants recruited from the community
- Pilot innovative methods for increasing teacher motivation such as leveraging community support for teachers, involving head teachers and school leadership, promoting social enterprise initiatives in schools, promoting microfinance solidarity groups, providing bonuses for improved teacher attendance and student learning, and consolidating the teacher and school leadership career structure and career path.¹⁴ The use of district-wide performance incentives such as those used in Rwanda's health sector performance-based financing model might be explored.

Target Beneficiaries

- All teachers and their students in P1-6, with emphasis on P1-4
- All Head Teachers and DEOs
- Community members

¹⁴ Such teacher motivation programs have been shown to improve learning outcomes. For example, in Andhra Pradesh, India, teachers were provided with bonus payments (3% of annual pay) based on the average improvement of their students' test scores. At the end of two years of the program, students in incentive schools performed significantly better than those in control schools. Incentive schools also performed better on subjects for which there were no incentives, suggesting positive spillovers. See Muralidharan, Karthik and Ventakesh Sundararaman (2009) "Teacher performance pay: Experimental evidence from India." NBER Working Paper Number w15323. Available at SSRN: <http://ssrn.com/abstracts=1469117>

- Teacher educators in the TTCs

Indicators:

USAID common indicators

- Number of teachers/educators trained with USG support

Rwanda-specific indicators

- Percentage of children demonstrating 3rd and 5th grade competency in reading and math
- Number of teachers using literacy and numeracy teaching practices introduced through this initiative
- Number of initiatives introduced to improve teacher motivation
- Number of initiatives introduced to improve conditions of instruction

5.2 *Improved availability and use of teaching and learning materials*

This component includes the provision of teaching and learning materials to be used with new literacy and numeracy instructional methods; the use of instructional materials in the classroom; local production of materials; authenticity/relevancy of materials ; the exploration of new teaching and learning technologies (ICT); and the promotion of a reading culture. A priority for this component should be getting written text in children’s hands and ensuring they have sufficient materials to help them become autonomous readers.

Illustrative activities:

- Develop and provide literacy and numeracy instructional materials to teachers and students to support new literacy and numeracy instructional methods
- Develop a variety of methods for producing and providing textbooks, readers, and nonfiction works to children – e.g., low-cost, no-cost materials, local publishing, translation of story books into Kinyarwanda, teacher- and learner-generated materials, and sponsoring of local/child authors
- Explore local printing or materials production possibilities. The development of local printing presses might be explored, using paper sourced by local publishers to reduce cost.
- Develop strategies to ensure that materials are used effectively – e.g., securing classroom cupboards, use of student materials monitors, book lending schemes, Headmaster supervision of materials storage and their regular use in instruction
- Introduce radio or other ICT modalities to improve instruction. Examples might include Interactive Radio Instruction (IRI), use of video for teacher training to model best practices, use of teachers’ web portals or televised lessons of model teachers, use of cell phones to provide ongoing training and information, and use of smartphones to access lesson plans and or content in specific subject areas.
- Promote reading through such strategies as story book writing competitions, the publication of community texts (e.g., newspapers), the involvement of parents in school-based activities, the promotion of text-based activities over the radio (e.g., story reading)
- Work with NCDC to consider how new materials can be incorporated into school-based textbook/materials selection process if appropriate
- Where feasible, work with existing digital libraries such as the Rwanda Education Commons’ portal to make teaching and learning materials available online

Target Beneficiaries

- All teachers and their students in P1-6, with emphasis on P1-4
- All Head Teachers and DEOs
- Community members
- Teacher educators in the TTCs

Indicators:

USAID common indicators

- Number of textbooks and other teaching and learning materials provided with USG assistance

USAID/Rwanda-specific indicators

- Number of instructional materials produced using local materials, authors, and technologies
- Frequency of use of instructional materials or technology in teaching and learning
- Number/percentage of teachers using instructional materials or technologies effectively in teaching and learning

5.3 Support for English

This component focuses on the support for English, starting with oral language skill development in Primary 1, tied to Kinyarwanda, and gradually preparing pupils for the transition to English in P4. The sound of English will be modeled for students and teachers through the use of instructional radio, which will also provide teachers with guidance in the use of best practices in literacy and numeracy instruction using active learning methods. English instruction through radio will serve as a complement to face-to-face training and materials provided to teachers. Other ICT modalities for supporting teaching and English will also be explored.

Illustrative activities:

- Review and, where necessary, reinforce the English curriculum in P1-4 to support its phased adoption as the LoI in P4. This includes working with the Ministry and development partners to reach consensus on how English is to be used in each grade, and how it is to be introduced as the LoI in P4.
- Develop and implement an instructional radio program and other supports designed to assist teachers in P1-4 classrooms in the use of English – as a subject in P1-3 and as the LoI in P4. Other supports may include face-to-face training to complement existing English training programs, teaching and learning materials, and other ICT modalities.

Target Beneficiaries

- All teachers and their students in P1-4
- All Head Teachers and DEOs
- Teacher educators in the TTCs

Indicators:

USAID common indicators

- Number of textbooks and other teaching and learning materials provided with USG assistance

USAID/Rwanda-specific indicators

- Number of radio and other ICT programs produced
- Number of teachers using radio and other ICT-based instructional methods
- Frequency of use of these instructional technologies

5.4 Cross-cutting sub-component: Strengthen MoE Capacity to implement activities to improve the quality of education

This cross-cutting sub-component includes initiatives to develop the capacity of the MoE to deliver the Literacy and Numeracy Initiative, to manage other reform programs, and to assess system performance.

Illustrative activities:

- Embed LTTA in the MINEDUC or TSC to provide day-to-day support in planning and management of MINEDUC reforms related to this project’s activities
- Strengthen the role played by TTCs in teacher training – e.g., improving access to TTCs for teachers, conducting in-service training in TTCs, using TTCs as a hub for outreach to teachers, and making TTCs “centers of excellence” for the use of new literacy and numeracy methods or the development of ICT for teacher education
- Provide assistance to MINEDUC in design and implementation of MLA, EGRA/EGMA and other student assessments
- Provide guidance on the possibility of linking these assessments to others in the sub-region (e.g., the UNITY/Uganda MLA sponsored by USAID) through the use of common standards or anchor items (see box at right)
- Provide assistance on the incorporation of their results in decision making processes – e.g., by identifying areas of instruction that require strengthening, areas of teacher training to reinforce, and areas of the curriculum to revise
- Help RNEC develop P6 national examinations questions that assess thinking skills required for a knowledge economy – e.g., analysis, problem-solving, application of principles to new contexts, written self-expression
- Ensure that the MINEDUC provides Full Time Equivalent (FTE) as counterparts to embedded LTTA in order to build sustainability.

International standards and anchor items

The MINEDUC has been working with the East African Community for several years in an effort to establish common international curriculum standards across countries. Such standards could, in time, serve as a basis for comparing learning outcomes across countries. Another approach would be to use items from assessments in other countries in Rwanda’s MLA or other assessments. These “anchor items” could then be used to “equate” tests across countries, enabling comparisons of performance because scores would be “true” or comparable. The use of international standards or anchor items should be explored for this project.

Target Beneficiaries

- MINEDUC, Teacher Service Commission and the TTCs
- NCDC
- RNEC
- Inspectorate and partners assisting with MLA and other assessments

Indicators:

USAID common indicators

- Does your program support education systems/policy reform? If yes, please describe the contributions of your program, including progress against any mission-level outcome or impact indicators.
- Number of administrators and officials trained
- Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services

USAID/Rwanda-specific indicators

- Number of Ministry officials playing a meaningful role in the design, planning or management of the Literacy and Numeracy Initiative
- Number of activities or programs initiated by Ministry officials with project support

5.5 Cross-cutting sub-component: Improved equity in education

This cross-cutting sub-component includes initiatives to increase gender-sensitive practices in teaching and learning (e.g. unbiased materials and training, promotion of equity in roles and tasks in school) and to sensitize community members about the importance of girls' education. It will also address persistence and success in school by children from rural areas and low income households.

Illustrative activities:

- Train MINEDUC personnel in the development of gender-sensitive materials, methods, and training approaches
- Identify causes of girls' dropout and low completion rates, and pilot experimental programs to reverse these trends, including activities that increase girls' perceptions of their place in school and in society
- Train community members in gender roles in education and roles communities can play in improving girls' retention in and completion of primary school
- Review curriculum materials and instructional practices and pilot approaches that improve the interest and performance of rural and low income students
- Propose special programs – e.g., remediation, additional materials, training for teachers in identifying and assisting children in need
- Disaggregate M&E data by gender, urban/rural status and income level (or recommended proxy, if readily obtaining beneficiaries' household income level not feasible)

Target Beneficiaries

- All teachers and their students in P1-6
- All Head Teachers

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- Community members (involvement in initiatives to promote girls' retention and completion in school)
- Gender Office, MINEDUC
- NCDC
- Teacher educators in the TTCs
- Inspectorate and DEOs
- Monitoring and Evaluation Division, MINEDUC

Indicators:

USAID common indicators

- Number of administrators and officials trained
- Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services

USAID/Rwanda-specific indicators

- Number and percentage of children and youth, boys and girls, completing primary school
- Number and percentage of girls staying in school from year to year
- Number and percentage of girls expressing positive views of their role in school and society
- Increase in attendance and completion for rural and low income students

6. Requirements and Reporting

6.1 Monitoring and Evaluation

Consistent with the Presidential Policy Directive cited above, USAID/Rwanda is committed to “set(ting) in place rigorous procedures to evaluate the impact of policies and programs, report on results and reallocate resources accordingly”. To that end, the Applicant will ensure that the Monitoring and Evaluation elements are included in its application. Monitoring and evaluation should be done in partnership with the Inspectorate of Education and the Rwanda National Examination Council (RNEC) to ensure sustainability and effectiveness.

The Applicant shall develop a plan for collecting, evaluating and validating data which will be used to measure overall progress and compare status over time (which will become the Project Management Plan or PMP). Within the PMP, the Applicant shall develop performance indicators and show how baseline measurements can be established to assess the impact of the proposed interventions to arrive at the expected results. The PMP shall also include detailed definitions for each indicator and an explanation of how data and information will be collected, analyzed and used as well as the cost effectiveness of such activities. A draft PMP will be due with the first work plan and will be subject to approval of the USAID Agreement Officer's Technical Representative (AOTR).

The indicators suggested in the Scope of Work should be seen as illustrative. Building on these illustrative indicators, the Applicant will provide its own set of indicators, proposing alternative measures to gather key information that may be more feasible or cost-effective if necessary, and include baseline and target data when possible. A final list of indicators will be confirmed in collaboration with USAID after the award is made. Indicators and targets for each result should illustrate how the project will contribute to improved performance for each element. Measurement of achievements under this

agreement should directly relate to the technical assistance and other support provided under this project, including the identification of best practices. Indicators will include a combination of standard indicators, as defined by the USG, and custom indicators which should have widely shared definitions and allow aggregation of results.

Independent mid-term and final evaluation of program activities and directions will be required within the program budget. These evaluations will assess the impact of program interventions on target beneficiaries; for example:

- Increase in student learning outcomes associated with teachers using literacy and numeracy teaching practices introduced by the program
- Increase in student learning outcomes associated with the use of instructional materials and technologies
- Increase in student learning outcomes associated with improvements in teachers' conditions and motivation
- Extent to which teachers change their practice in other subjects after having used these technologies (e.g., transfer of active learning methods to instruction in other subject areas not supported by radio instruction)
- Capacity of MoE strengthened in key management areas – e.g., planning, budgeting, use of student achievement and other data for decision making (applicants should suggest ways to measure)
- Increase in performance in literacy and numeracy for girls, rural and low income students

6.2 Reporting Requirements

The Recipient will adhere to all reporting requirements listed below. The exact format for preparation of and timing for, submission of all reports will be determined in collaboration with the AOTR.

a) Annual Work Plan

The Recipient will prepare annual work plans for the award on a schedule and according to a format established by USAID and the GOR, to be submitted to the AOTR for approval with subsequent approval from the GOR. The first work plan will be due within 60 days of award.

b) Performance Monitoring Report

The Recipient shall submit regular performance reports to the AOTR. The performance reports are required to be submitted quarterly and shall contain the following information: 1) explanation of quantifiable output of the programs or projects, if appropriate and applicable; 2) reasons why established goals were not met, if appropriate; and 3) analysis and explanation of cost overruns or high unit costs (recipient must immediately notify USAID of developments that have a significant impact on award-supported activities.) Further, notification must be given in the case of problems, delays or adverse conditions which materially impair the ability to meet the objectives of the award. These notifications must include a statement of the action taken or contemplated and any assistance needed to resolve the situation.

c) Annual and Semi-Annual Reporting

The recipient will be expected to report semi-annually and/or annually on selected indicators, as required by the funding source for project activities. The recipient will be asked to submit these selected results

into a web-based partner reporting system issued by USAID/Rwanda on which training will be provided. This does not supersede regular performance reports as required by this agreement.

d) Final Report

The Recipient shall submit the original and one copy to the AOTR and one copy to USAID Development Experience Clearinghouse, ATTN: Document Acquisitions, 1611 N. Kent Street, Suite 200, Arlington, VA 22209-2111 (or email: docsubmit@dec.cdie.org).

The final performance report shall include an executive summary of the Recipient's accomplishments in achieving results and conclusions about areas in need of future assistance; an overall description of the recipient's activities and attainment of results, during the life of the Cooperative Agreement; an assessment of the progress made toward accomplishing the objective and expected results, significance of these activities; important research findings, comments and recommendations, and a fiscal report that describes how the recipient's funds were used.

6.3 Management Review and Evaluations

The Annual Work Plan will form the basis for a joint management review by USAID and MINEDUC staff to review program directions, achievement of the prior year work plan objectives, and major management and implementation issues, and to make recommendations for any changes as appropriate.

At any time during program implementation, USAID, independently or jointly with MINEDUC, may conduct one or more evaluation(s) to review overall progress, assess the continuing appropriateness of the project design, and identify any factors impeding effective implementation. USAID will utilize the results of the evaluations to recommend any mid-course changes in strategy if needed and to help determine appropriate future directions. Site visits may occur anytime.

SECTION D - CERTIFICATIONS, ASSURANCES, AND OTHER STATEMENTS OF APPLICANTS

**U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT
CERTIFICATIONS, ASSURANCES, AND OTHER STATEMENTS OF APPLICANTS [1][2]**

[To be submitted as part of an Applicant's cost application. To be signed by an authorized agent of the applicant at the end of this Section D.]

The following certifications, assurances and other statements are required from both U.S. and non-U.S. organizations (except as specified below). The required certifications, assurances and other statements follow:

- a.** For U.S. organizations, a signed copy of the mandatory reference, **Assurance of Compliance with Laws and Regulations Governing Nondiscrimination in Federally Assisted Programs**. This certification applies to Non-U.S. organizations if any part of the program will be undertaken in the United States;
- b.** A signed copy of the certification and disclosure forms for "Restrictions on Lobbying" (see **22 CFR 227**);
- c.** A signed copy of the "Prohibition on Assistance to Drug Traffickers" for covered assistance in covered countries, as detailed in **ADS 206.3.10**;
- d.** A signed copy of the Certification Regarding Terrorist Funding required by the Internal Mandatory Reference **AAPD 04-14**;
- e.** When applicable, a signed copy of "Key Individual Certification Narcotics Offenses and Drug Trafficking" (See **ADS 206**);
- f.** When applicable, a signed copy of "Participant Certification Narcotics Offenses and Drug Trafficking" (See **ADS 206**);
- h.** All RFAs must include the **Survey on Ensuring Equal Opportunity for Applicants**; and
- i.** All applicants must provide a Data Universal Numbering System (DUNS) Number (see **Federal Register Notice Use of a Universal Identifier by Grant Applicants**).

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

PART I: CERTIFICATIONS AND ASSURANCES

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

Note: This certification applies to Non-U.S. organizations if any part of the program will be undertaken in the United States.

(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 Cooperative Agreement for which application is being made, it will comply with the requirements of:

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

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

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

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

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

(b) If the recipient is an institution of higher education, the Assurances given herein extend to admission practices and to all other practices relating to the treatment of students or clients of the institution, or relating to the opportunity to participate in the provision of services or other benefits to such individuals, and 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 Cooperative Agreement, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned 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 subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

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

Statement for Loan Guarantees and Loan Insurance

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

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

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

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

4. CERTIFICATION REGARDING TERRORIST FINANCING IMPLEMENTING EXECUTIVE ORDER 13224

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

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

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

a. Before providing any material support or resources to an individual or entity, the Recipient will verify that the individual or entity does not (i) appear on the master list of Specially Designated Nationals and Blocked Persons, which 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, Osama 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.

5. CERTIFICATION OF RECIPIENT

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

RFA/APS No. _____

Application No. _____

Date of Application _____

Name of Recipient _____

Typed Name and Title _____

Signature _____

Date _____

PART II: KEY INDIVIDUAL CERTIFICATION NARCOTICS OFFENSES AND DRUG TRAFFICKING

I hereby certify that within the last ten years:

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

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

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

Signature: _____

Date: _____

Name: _____

Title/Position: _____

Organization: _____

Address: _____

Date of Birth: _____

NOTICE:

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

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

PART III: PARTICIPANT CERTIFICATION NARCOTICS OFFENSES AND DRUG TRAFFICKING

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

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

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

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

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

Signature: _____

Name: _____

Date: _____

Address: _____

Date of Birth: _____

NOTICE:

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

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

PART IV: CERTIFICATION OF COMPLIANCE WITH THE STANDARD PROVISIONS ENTITLED “CONDOMS” AND “PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING.”

Applicability: This certification requirement only applies to the prime recipient. Before a U.S. or non-U.S. non-governmental organization receives FY04-FY08 HIV/AIDS funds under a grant or cooperative agreement, such recipient must provide to the Agreement Officer a certification substantially as follows:

“[Recipient's name] certifies compliance as applicable with the standard provisions entitled “Condoms” and “Prohibition on the Promotion or Advocacy of the Legalization or Practice of Prostitution or Sex Trafficking” included in the referenced agreement.”

RFA/APS No. _____

Application No. _____

Date of Application _____

Name of Applicant/Subgrantee _____

Typed Name and Title _____

Signature _____

PART V: SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

Applicability: All RFAs must include the attached Survey on Ensuring Equal Opportunity for Applicants as an attachment to the RFA package. Applicants under unsolicited applications are also to be provided the survey. (While inclusion of the survey by Agreement Officers in RFA packages is required, the applicant's completion of the survey is voluntary, and must not be a requirement of the RFA. The absence of a completed survey in an application may not be a basis upon which the application is determined incomplete or non-responsive. Applicants who volunteer to complete and submit the survey under a competitive or non-competitive action are instructed within the text of the survey to submit it as part of the application process.)

PART VI: OTHER STATEMENTS OF RECIPIENT

1. AUTHORIZED INDIVIDUALS

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

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

2. TAXPAYER IDENTIFICATION NUMBER (TIN)

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

TIN: _____

3. DATA UNIVERSAL NUMBERING SYSTEM (DUNS) NUMBER

(a) 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.

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(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. PROCUREMENT INFORMATION

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

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

\$ _____

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

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

(d) Source, Origin, and Componentry of Goods. If the recipient plans to purchase any goods/commodities which are not of U.S. source and/or U.S. origin, and/or does not contain at least 50% componentry, 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 do not constitute production of a commodity. Any commodity whose origin is a non-Free World country is ineligible for USAID financing. "Components" are the goods, which go directly into the production of a produced commodity. Any component from a non-Free World country makes the commodity ineligible for USAID financing.

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

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

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

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

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

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

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

6. PAST PERFORMANCE REFERENCES

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

7. TYPE OF ORGANIZATION

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

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

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

8. ESTIMATED COSTS OF COMMUNICATIONS PRODUCTS

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

ANNEX 1: Related Programs

Rwanda's principle partners in basic education are DfID, UNICEF, the World Bank, and now, USAID:

- DfID: With a possible commitment of \$100 million from 2011-2015, DfID is one of Rwanda's most important partners in basic education. DfID provides Sector Budgetary Support to strengthen systems of planning and finance, to conduct capacity development and sector analyses, and to promote skills development for economic growth. DfID, along with UNICEF is the co-chair of the donors' group.
- UNICEF: UNICEF has committed \$21.5 million for the 2009/10-2013 period to provide Sector Based Support for the expansion of child-friendly schools, policy development, equity and girls' education, and support for OVC and children with special needs. Along with DfID, UNICEF co-chairs chairs the donors' group.
- World Bank: With a contribution of \$3.6 million and management of the FTI Catalytic Fund, World Bank is another major basic education partner. However, the Bank shifted its strategy recently from basic education to adopting a systemic approach to post-basic education, with a comprehensive view of general secondary, TVET and higher education. The new strategy is expected to be completed in FY 2010 and a skills development project is expected to follow in FY 2012.
- FTIThe Education for All Fast-Track Initiative Catalytic Fund has contributed substantially to the GoR's education budget in recent years. Through the FTI Catalytic Fund, Rwanda received a \$70 million grant for 2007 and 2008, a "bridge grant" of \$35 million for 2009, and just received an additional \$70 million three-year grant.
- USAID is currently supporting two basic education projects and phasing out a third:
 - The *AkaziKanoze/Youth Livelihoods Project* is a four-year, multi-sectoral funded project to address the needs of Rwanda's significant youth population (52%) and those of the labor market by providing out-of-school youth with workforce readiness skills, and connections to employment, self-employment or back to formal education. *AkaziKanoze* is targeting 12,500 youth from ages 14-24 years old with a focus on out-of-school youth. *AkaziKanoze* works through a network of 75 implementing partners. It is led by Education Development Center (EDC) as the implementing partner.
 - The *Rwanda Education Commons (REC)*, a project whose aim isto help advance the effective use of technology for education in Rwanda through such activities as the development of an ICT in education policy and a costed strategic implementation plan, creation of multimedia content for online and offline distribution; and the creation of an online portal to provide connected education stakeholders access to relevant resources and opportunities for discussion and collaboration. It is led by the Academy for Educational Development (AED) as the implementing partner.
 - The *Ambassador Girls Scholarship Program* (currently being phased out) has addressed the constraints to girls' participation, retention and achievement in school by providing scholarships and mentoring services to almost 10,000 vulnerable secondary school students.

Other donors and partners contributing to the basic education sector include:

- The Netherlands: SBS
- GTZ: employment skills, support for TVET
- British Council: Technical assistance to the TSC, initiation of “Teaching English Radio”
- JICA: mathematics and science education/SMASTE¹⁵, TVET and ICT capacity development
- Peace Corps: teaching, in-school in-service training and support to TTCs
- VSO: Teacher and school management training, including CAPACE program’s pre-service teacher resource centers in TTCs to strengthen child-centered methods and local material development.¹⁶

¹⁵Strengthening of Mathematics, Science and Technology Education

¹⁶CAPACE: Contextual, Active, Participative, Applicable, Communicative, Experiential

ANNEX 2: Key Reference Documents

USAID/Rwanda (2008) *Follow up 2006 technical and information gathering review to focus on ICT in education sector*. Technical Service Solutions, under the aegis of AEL.

Ministry of Education. (2010) *Appraisal: Education Sector Strategic Plan (ESSP) 2010-2015*. July.

Ministry of Education. (2010) *Education sector strategic plan 2010-2015 (final draft for appraisal)*

Ministry of Education. (2010) *Teacher education, management and professionalization reform summit*.

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Survey on Ensuring Equal Opportunity for Applicants

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

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

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

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

Applicant's (Organization) Name: _____

Applicant's DUNS Number: _____

Grant Name: _____ **CFDA Number:** _____

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

Yes No

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

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

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

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Survey Instructions on Ensuring Equal Opportunity for Applicants

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

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

Paperwork Burden Statement

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

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