

Notice of Funding Opportunity (NOFO) Number: 72026321RFA00004
Teacher Excellence Initiative
Compiled Questions and Answers

I. Business Related Questions:

1. My question relates to the document on page 58 - previous awards and grants. During my 21 year career in education I have been awarded and completed several grants through the schools and universities I have worked for. However, I am applying for this grant through my educational consultant company. I have not yet received grant funding through this business and will not be able to complete the form on page 58.
Would I be eligible to apply for this grant?

USAID/Egypt Answer: USAID/Egypt is not restricting eligibility and organizations with limited experience are eligible to apply.

2. Pages 27-40 of the RFA list several required items for submission from the prime such as SF 424, budget, budget narrative, NICRA, reps and Certs, etc. Can USAID please confirm that applicants are only required to submit detailed budgets for Major subawardees as defined in History of Performance section (exceeding 20% of the total proposed cost)? Any other cost documents required for submission from the Major subawardees?

USAID/Egypt Answer: Applicants are required to include detailed budgets for any proposed subawardee. All other cost application documents are outlined in the Notice of Funding Opportunity (NOFO).

3. Page 29 of the RFA states: "USAID/Egypt estimates construction activities for approximately \$1.7 million over the life of the activity. Please note that this estimate is non-binding."; while page 30 states: "Construction – Provide a breakdown of any construction costs as necessary to provide adequate information for USAID/Egypt to assess the realism and effectiveness of the proposed costs." Please confirm that USAID would like the applicants to include a placeholder of \$1.7 million for construction as noted on page 29 of the RFA as a needs assessment will need to be conducted post award to determine and estimate the real needs.

USAID/Egypt Answer: \$1.7 million for construction was included as an estimated amount to illustrate USAID/Egypt's expectations, not a plug figure. Applicants can propose a greater or lesser amount in line with their technical approach.

4. Would USAID share the current Local Compensation Plan (LCP)?

USAID/Egypt Answer: USAID/Egypt will not share the Mission's LCP.

5. Questions with regards to Annex #1 – Budget Format:

- i. **Allowances** – are currently combined with Fringe Benefits. Would USAID find it acceptable for the applicant to include Allowances as a separate category? Allowances are not Fringe Benefits and would normally be rolled-up under ODCs in the summary and SF 424 budget.

USAID/Egypt Answer: Please adhere to the current budget line items. Per 2 CFR 200.431(a) "[f]ringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans."

- ii. **Contractual** – currently includes Direct program activities, training, and MEL Costs in addition to consultants and subs. Would USAID find it acceptable for the applicant to include the activity, training, and MEL costs under ODCs as opposed to contractual?

USAID/Egypt Answer: Please adhere to the current budget line items.

6. It is not clear whether the Branding and Marking plan should be submitted with the initial proposal or will be requested later from the apparently successful offeror. Would USAID please clarify?

USAID/Egypt Answer: Every organization that submits an application must include a Branding Strategy and Marking Plan per the instructions in the NOFO in Section D.5.b.ix.

7. Would provision of computers for teachers at Faculties of Education be allowed under the construction/modernization of teaching labs, if the needs assessment finds they are needed?

USAID/Egypt Answer: Yes, please see pg. 39 of NOFO which states “[t]he activity will conduct a needs assessment of the teaching labs at Faculties of Education that will inform the final scope of lab updates and modernizations. Improvements are anticipated to include: smart technology, hardware, **software**, furniture, painting, and rewiring for improved electrical capabilities and internet connectivity.”

8. Pg. 57 budget template does not include a cost category for Construction. Can this be added?

USAID/Egypt Answer: Construction has been added to the budget as an additional cost category. Please see revised Annex 1 “Budget Template” that includes “Construction” as budget category number 6.

9. Could USAID please provide a copy of the Egypt local compensation plan?

USAID/Egypt Answer: Please see the answer to Question #4 above.

10. Will there be a limit on the total procurement budget of IT as a percentage of the total budget?

USAID/Egypt Answer: There is no limit on the budget for IT as a percentage of the total budget.

11. Can the prime make sub-awards to Egyptian public entities and/or the private sector in Egypt?

USAID/Egypt Answer: Eligibility is not restricted for this NOFO. All organizations and their proposed sub-awardees must comply with the technical and cost application requirements in the NOFO. When sub-awarding to an Egyptian public organization, USAID ADS 303.3.21 procedures must be followed.

12. Can USAID please confirm that applicants are required to submit the following past performance documentation:

- a. Five past performance references including contact information for projects completed in the last five years in the format presented in Annex 2 on P. 59?
- b. A list of relevant projects from the last three years including the information presented in Annex 2 on P. 59 but in the format of each applicant's choosing.

USAID/Egypt Answer: For clarification, as per Section D.5.a.iv. C of the NOFO, “Institutional Capability and Experience” is part of the Technical Application body and this section “[s]hould include a narrative regarding how recent and relevant contracts, grants, and cooperative agreements implemented by the prime applicant and/or its partner(s) demonstrates the applicant’s capability to plan, implement, monitor, and achieve results similar to those described in the Program Description. [t]he applicant should describe its recent and relevant experience and that of its proposed partners/sub-awardees in implementing activities of similar scale and scope completed within the **last five years**” . In addition, an annex for the draft list of partners and letters of commitment is authorized under this section, where this annex should include a brief capability statement for the identified partners. See Sections D.5.a.iv.C and D.5.a.v.E for details. **No specific format is required** for the information provided under this section including the annex.

As per Section D.5.b.viii, “Performance History” is part of the Business/Cost Application, and in this section “[t]he applicant must provide information regarding its recent history of performance for all its cost-reimbursement contracts, grants, or cooperative agreements involving similar or related programs that have been awarded or completed **in the last three years**. The information required is the information specified in Annex No. 2 to this NOFO. The Applicant is authorized to include reference information **for up to five projects/activities** for itself and for each major sub-awardee.”

13. Page 16 of the Certifications, Assurances, Representations, and Other Statements of the Recipient document requests that applicants provide Past Performance references on a continuation page. Can USAID please confirm that the past performance request on page 16 of the Certification, Assurances, Representations, and Other Statements is the same requirement presented in Annex 2 on P. 59 of the NOFO? If so, should applicants present the same information in the Cost and Technical proposals?

USAID/Egypt Answer: USAID/Egypt confirms that the past performance information requested in the Certifications, Assurances, Representations, and Other Statements of the Recipient document is the same requirement of Annex 2 to the NOFO. This information must be provided in the Cost/Business application only.

14. Could USAID please confirm that a Marking Plan is not required from the applicant at the proposal stage?

USAID/Egypt Answer: Please see the answer to Question #6 above.

15. P. 29 indicates that USAID/Egypt estimates construction activities for approximately \$1.7 million over the life of the activity. Please confirm that the construction/lab modernization amount included should not exceed the \$1.7m in the applicant's cost application.

USAID/Egypt Answer: \$1.7 million for construction is only an estimate and applicants may propose a greater or lesser amount as necessary and in line with their technical approach.

16. I have been trying to access links in the NOFO (pdf) regarding SF 424 Form(s). There are 6 links included in the document but none of them is addressing any correspondence page.

USAID/Egypt Answer: Please use the following link <https://www.grants.gov/web/grants/forms/sf-424-family.html> and choose the form needed from the "Form name" column and click on "pdf" next to the form name to access the form, and click on "instructions" to access the instructions.

Alternatively, you can go to <https://www.grants.gov/> and click on the "Forms" tab and then choose SF-424 Family from the drop down list, then choose the form needed from the "Form name" column and click on "pdf" next to the form name to access the form, and click on "instructions" to access the instructions.

******END OF BUSINESS-RELATED QUESTIONS******

II. Technical Questions:

1. The NOFO states that the program duration is 5 years. Does this timeline assume that the content and development of the curriculum along with faculty training will take 1 year and students will enter the major from the second year of the project and the project will end when the first class graduates?

USAID/Egypt Answer: An expected intervention under Result 1 is: “Develop and implement a four-year, credit-hour undergraduate program at public universities for primary school teachers in the multidisciplinary and interdisciplinary tracks” (NOFO page 13). It is not anticipated that the first cohort of undergraduates will complete their four-year programs during the lifetime of this activity.

2. Would the US university partnerships involve exchange programs/physical programs at the partner universities?

USAID/Egypt Answer: On page 12, the NOFO identifies “pre- and in-service teachers in Egyptian public universities” as the target population. Thus, exchange programs for pre- and in-service teachers at U.S. universities are not within the scope. Exchanges and study tours for faculty and the government of Egypt are allowable if they support the results and cross-cutting themes.

3. Under Result 2 on page 14 of the NOFO, it states that:

*“The creation of **short-term** postgraduate programs for in-service teachers at faculties of education in public universities will give existing teachers the skills to be effective educators”*

- a) Please advise what is meant by short-term, in terms of the timeline and the minimum and maximum limits?

USAID/Egypt Answer: The duration of the postgraduate program is subject to the approval of the Ministry of Education and Technical Education and the Ministry of Higher Education and Scientific Research. However, we anticipate that the postgraduate programs’ duration will be between 6 and 24 months.

- b) Would the short-term postgraduate programs for in-service teachers be for-credit or not?

USAID/Egypt Answer: The postgraduate program for in-service teachers must result in a diploma and be based on the credit-hour system.

4. Does the applicant have to propose target host Egyptian public universities at the application stage? And if yes, must the applicant submit letters of support from the target host Egyptian public universities?

USAID/Egypt Answer: The Application and Submission Information section does not require the applicant to propose the names of host Egyptian public universities, and letters of support from target universities are not authorized for inclusion in an annex. As described on page 12, the beneficiary universities will be determined after award and after the recipient conducts a landscape analysis. However, on page 24 it only requires that technical applications “Propose a target number of beneficiary universities under Results 1 and 2” to indicate the application’s proposed scale.

5. Is overlap between the (at least) five universities to be selected under Result 1 and the (at least) fifteen universities to be selected under Result 2 permitted?

USAID/Egypt Answer: Yes, overlap of universities is permitted. As described on page 12, the beneficiary universities will be determined after award.

6. The NOFO states: "The recipient will propose and USAID will approve transparent criteria for selecting the beneficiary universities" (p.12). Does USAID expect illustrative criteria to be included in responses?

USAID/Egypt Answer: After award and during activity start-up “the recipient will propose and USAID will approve transparent criteria for selecting the beneficiary universities.” USAID/Egypt does not require illustrative criteria for selecting the beneficiary universities in the technical application. Applicants should neither propose nor sign agreements with Egyptian public universities at this time.

7. Section A-4 a, Page 8 "to provide **high-quality** education for all learners", what is the definition of high quality? What is the rubric? What are the criteria of success? How it will be measured?

USAID/Egypt Answer: The Application and Submission Information section instructs applicants to propose the criteria and measurements of success under this activity. Page 24 instructs applicants to: “Include illustrative indicators, methods, and proposed targets for measuring three results and proposed activities.”

8. Section A-4 a, Page 9 "MOETE's teacher **professional development strategy**" what is the strategy?

USAID/Egypt Answer: The MOETE’s teacher professional development strategy is evolving and has not been publicly released. Page 5 summarizes the current understanding of the Ministry’s vision for teacher professional development: “In September 2020, the Ministry released a new vision to deliver the majority of teacher continuous professional development

virtually. Existing and forthcoming digital platforms will allow educators to access additional learning materials and offer more flexible learning opportunities for the large and diverse teacher population.”

9. Section A-4 a, same point: Are we going to review the faculty of education curricula? Are we going to conduct gap analysis? What is our connection or relation to the FoE curricula?

USAID/Egypt Answer: Applicants should propose an appropriate technical approach to achieve the objectives of the program.

10. Section A-4 b, Page 9 "conduct joint **implementation planning**" are we going to receive the standards from Tft and MOETE to implement? Will we be able to collaborate to design the standards?

USAID/Egypt Answer: Teach for Tomorrow and the MOETE are currently developing teacher standards. The Government of Egypt may finalize them before the Teacher Excellence Initiative begins.

11. Section A-4 c, Page 9 " the recipient will seek opportunities to **incorporate private sector engagement** into this activity. " In what way will we incorporate PS engagement? What is expected from the recipient? Elaborate please.

USAID/Egypt Answer: As stated in the Application Review Information, the Technical Approach Criterion will be evaluated according to several considerations, including: “The extent to which the expertise, tools, and resources of the private sector are effectively leveraged to achieve activity results” (page 42).

12. Section A-4 e, Page 11 "The MOETE and MOHESR will **provide vision and leadership**" where is this document? please provide more information

USAID/Egypt Answer: This sentence refers to MOETE and MOHESR involvement in activity implementation planning. It does not refer to a specific document.

13. Section A-5.1, Page 13 "Build the **capacity of Faculty of Education professors** and administrators to implement these undergraduate programs". What are the requirements to achieve this activity? What are the expectations?"

USAID/Egypt Answer: The Application and Submission Information instructs applicants to propose their own criteria and measurements of success under this activity. “Include illustrative indicators, methods, and proposed targets for measuring three results and proposed activities” (page 24).

14. Section A-5 1, Page 14 "Implement **postgraduate programs**for primary teachers" What is the methodology of training? Elaborate please (like pre-service section)

USAID/Egypt Answer: Applicants should propose an appropriate technical approach to achieve the objectives of the program.

15. Section F-3 b, Page 47 "The Recipient is responsible for collecting the **baseline data**". What are tools? Who are the stakeholders to support our research?

USAID/Egypt Answer: The Application and Submission Information instruct applicants to propose the criteria and measurements of success under this activity. "Include illustrative indicators, methods, and proposed targets for measuring three results and proposed activities" (page 24).

16. USAID's education-related investments in Egypt, including the STESSA and Teach for Tomorrow projects, are already collaborating with a number of Faculties of Education from different areas in Egypt. For the Teacher Excellence Initiative Activity, USAID has requested applicants to propose transparent criteria for selecting the beneficiary universities (at least 5 for pre-service training and 15 for in-service teacher training). Does USAID have a preference regarding whether this project continues to work with the same Faculties of Education that have been partnering with the STESSA and TtT projects, or with new universities?

USAID/Egypt Answer: USAID/Egypt does not have a preference for beneficiary universities. During activity start-up "the recipient will propose and USAID will approve transparent criteria for selecting the beneficiary universities" (page 12). USAID/Egypt does not require illustrative criteria for selecting the beneficiary universities in the technical application.

17. The targeting is geared toward public universities; however, can private universities also take part as additional beneficiaries?

USAID/Egypt Answer: No. This activity targets pre- and in-service teachers in Egyptian public universities (page 12).

18. Will applicants be allowed to budget for international trips by Egyptian faculty members and MOETE/MOEHSR administrators to visit U.S. university(ies) for on-campus immersion experiences?

USAID/Egypt Answer: Exchanges and study tours for faculty, university administrators, and Government of Egypt officials are allowable if they support the results and cross-cutting themes.

19. Can USAID please clarify what grade levels are included under "primary grades?"

USAID/Egypt Answer: Primary grades are first through sixth grade.

20. Are there any available analyses/studies that demonstrate:

- a. The gap between MOETE’s new curriculum and the outcomes of USAID projects (Early Grade Learning Activity, STESSA, and Teach for Tomorrow)?
- b. The progress that has been made to achieve the Ministry’s teacher professional development strategy?

USAID/Egypt Answer: Teach for Tomorrow and STESSA uploaded all publicly sharable reports and analyses from their programs to the Development Experience Clearinghouse (<http://dec.usaid.gov>). The Ministry’s teacher professional development strategy is evolving and has not been publicly released.

21. Would special needs education models be considered through this funding?

USAID/Egypt Answer: It is not in the scope of the activity to create a specialized track or program for special education teachers. The Program Description states on Page 11: “The Teacher Excellence Initiative must give Egyptian Faculties of Education, pre-service teachers, and in-service teachers the skills to meet the learning needs of traditionally underserved populations, such as girls, children with disabilities, and children from rural or remote areas.”

22. Would teacher licensure be considered through this funding?

USAID/Egypt Answer: Teacher licensure is not within the scope of the Teacher Excellence Initiative. USAID’s Teach for Tomorrow is currently working on teacher licensure. The recipient of the Teacher Excellence Initiative will need to work with Teach for Tomorrow to ensure that graduates from the Faculties of Education meet the requirements to receive licensure from the MOETE.

23. Pg. 14, Result 3 - What is the existing technical knowledge and systems in the MOETE, MOHESR, and Supreme Council of Universities?

USAID/Egypt Answer: Applicants are encouraged to review the publicly available information about the MOETE, MOHESR, and Supreme Council of Universities. Further, please review Section A.3. “Background” of the Program Description.

24. Under the second cross-cutting theme “Technology utilized to enhance teaching and learning in Faculties of Education”:

- a. Are there any surveys/studies/research that explain the current technology infrastructure in Faculties of Education across Egypt?
- b. Are there any surveys/studies/research that explain the technology literacy of faculty members in the Faculties of Education across Egypt?

USAID/Egypt Answer: We are not aware of any surveys/studies/research on these topics.

25. Result 2 expects the development of a postgraduate program for in-service teachers. Are micro-credentials also of interest to USAID under this result?

USAID/Egypt Answer: The postgraduate program for in-service teachers must result in a diploma. The duration of the postgraduate program will be subject to the approval of the Ministry of Education and Technical Education and the Ministry of Higher Education and Scientific Research. We anticipate that the graduate programs' duration will be between 6 and 24 months.

26. For the Key Personnel Position Description Annex, pg. 26 of the NOFO requests descriptions for all five key positions while pg. 27 requests descriptions for the four positions other than the COP. Can USAID please clarify if the COP position description should be included in the annex?

USAID/Egypt Answer: The Chief of Party position description should be included in the annex.

27. Due to current restricted access to the Development Exchange Clearinghouse, would USAID/Egypt consider making available all/any existing gender analyses related to current/previous USAID investments, including Teach for Tomorrow and STESSA?

USAID/Egypt Answer: Access to the Development Experience Clearinghouse is no longer restricted. Teach for Tomorrow and STESSA uploaded all publicly shareable reports and analyses from their programs to the Development Experience Clearinghouse.

Other useful resources include:

- [Global Gender Gap Report 2021 Report](https://www.weforum.org/reports/ab6795a1-960c-42b2-b3d5-587eccda6023) can be found at:
<https://www.weforum.org/reports/ab6795a1-960c-42b2-b3d5-587eccda6023>
- [Women Economic Empowerment Study](https://www.worldbank.org/en/country/egypt/publication/egypt-women-economic-empowerment-study) The full report can be found at:
<https://www.worldbank.org/en/country/egypt/publication/egypt-women-economic-empowerment-study>

28. Can the 5 + universities implementing the new four year undergraduate elementary preservice teacher preparation program also be a part of the 15 universities offering postgraduate programs for in-service teachers?

USAID/Egypt Answer: Yes, overlap of universities is permitted.

29. Can TEIA procure IT and other teaching technology for the Egyptian Faculties of Education? If so, can such teaching technology also be provided to the MoETE for demonstration purposes?

USAID/Egypt Answer: Providing technology to professors, administrators, and the Government of Egypt to implement and sustain the program's results is allowable. It is not in the scope of the activity to provide devices to pre-service and in-service teachers.

30. Given COVID, can part of the technology budget be spent for equipment and other teaching resources at locations other than the Faculties of Education/university, to support in-service and pre-service programs?

USAID/Egypt Answer: Providing equipment to locations outside universities can be discussed after award if there is a sustainability plan and if the MOETE and MOHESR approve.

31. Is it possible to use part of the budget to organize skills development sessions or extracurricular activities for teachers in schools?

USAID/Egypt Answer: No. As stated on page 12: “This activity targets pre- and in-service teachers in Egyptian public universities.”

32. Does the number of key personnel have to be five people or up to five? In other words, can we have less than five key personnel?

USAID/Egypt Answer: As stated on page 25: “Applicants must propose five candidates to fill the key personnel positions and summarize their qualifications and suitability to achieve the activity’s results.”

33. Do the key personnel have to work in Egypt or could they work in the home office?

USAID/Egypt Answer: Pg. 24 of the NOFO states, “[o]ne of the key personnel positions should be the Chief of Party, who should be full-time and located in Egypt.” There is no location requirement for other key personnel positions, but staffing outside of Egypt may impact the feasibility of Applicant’s technical application. Please see the evaluation criterion in Section E.1

34. Can USAID clarify whether the interdisciplinary program for upper grades (mentioned on page 5) would be taught by different subject teachers or by a single teacher?

USAID/Egypt Answer: Interdisciplinary curricula for grades four through six are taught by different subject teachers (such as Arabic, Science, and Religion).

35. Can USAID clarify whether the English language track (mentioned on page 5) is for lower grades (1 to 3) only or for all primary grades (1 to 6)?

USAID/Egypt Answer: The English language track is for all primary grades (first through sixth).

36. Can USAID clarify if teachers for kindergarten classes are outside the scope of this program? What elements relating to kindergarten education, if any, does USAID expect implementers to build into the design?

USAID/Egypt Answer: Kindergarten classes are outside the scope of the program This program targets teachers in grades one through six.

37. Can USAID specify which Faculties of Education are already creating post-graduate in-service teacher education degree programs (mentioned on page 5)?

USAID/Egypt Answer: The STEM Teacher Education and School Strengthening Activity established post-graduate, in-service degree programs for STEM teachers in Zagazig, Ain Shams, Assiut, Mansoura, and Minya Universities.

38. Please confirm that Egyptian universities should not sign exclusive commitment letters with any applicant.

USAID/Egypt Answer: Egyptian universities should not sign exclusive commitment letters with any applicant. As stated in the Program Description on page 12, beneficiary universities will be determined after award. “During activity start-up, the recipient will conduct a landscape analysis that will examine the need, interest, capacity, and feasibility of implementing the Teacher Excellence Initiative in potential Egyptian public universities. [Also during activity start-up] The recipient will propose and USAID will approve transparent criteria for selecting the beneficiary universities. USAID will approve the final selection of universities.”

39. Section 3.a.ii on page 6 of the NOFO specifies that some universities have already adopted the new curriculum framework for pre-service teacher education. Is it expected that these universities will be prioritized among the five universities at which the new pre-service curriculum will be institutionalized?

USAID/Egypt Answer: USAID/Egypt does not have a preference for beneficiary universities. As stated in the Program Description on page 12, beneficiary universities will be determined after award.

40. Section 5.2 on page 14 specifies that the duration of the postgraduate, in-service program to be determined in consultation with the GOE. Please confirm the program(s) developed under this component are not expected to result in a postgraduate diploma per se.

USAID/Egypt Answer: The postgraduate program for in-service teachers must result in a diploma and be based on the credit-hour system.

41. Please confirm that the postgraduate program(s) are anticipated to address teaching methodology/pedagogy, including capacity-building in delivering technology-enhanced lessons, and not build capacity in the subject matter itself. If this is the case, it would seem that a postgraduate program designed to build effective instructional techniques for English language could be achieved under this program. This is distinct from actual language proficiency training, which is clearly

beyond the scope of TEI. Is USAID interested in including a postgraduate program that would build effective English language teaching pedagogy?

USAID/Egypt Answer: The content of postgraduate programs will depend on the Ministry's evolving teacher professional development plans. USAID/Egypt anticipates that postgraduate programs will provide teachers with the pedagogical skills and subject-matter knowledge to deliver the new curriculum. As stated on page 14: "It is not in the scope of this result to develop a postgraduate program for English teachers."

42. Section 5.4 on page 15 notes that among the intentions of the U.S.-Egyptian university linkages is to leverage the expertise of U.S. universities to advise on curriculum design and implementation. Please confirm that under Results 1 and 2, USAID anticipates that unified curricula will be developed, to be adopted by all targeted universities, and that each institution is not expected to develop its own curriculum in partnership with a U.S. university partner.

USAID/Egypt Answer: USAID/Egypt anticipates that the teacher education programs (including courses and syllabi) will be the same across all beneficiary universities. Professors may use different teaching methods and resources to deliver their courses as long as they support the same learning outcomes.

43. Please clarify to what extent all teachers throughout Egypt currently have technology and equipment available for use in their classes, and Internet access at the school.

USAID/Egypt Answer: This data is not available.

44. The NOFO highlights the importance of USAID activities which will complement the TEI and inform its work (page 7). One such activity is the Early Grade Learning Activity 2017-21. The NOFO provides very high level information about this activity, and the dates suggest it ends this year. Could USAID provide further detail about this activity, its scope and reach, outputs/results delivered, and whether there are any plans for future iterations of this activity.

USAID/Egypt Answer: Information on the Early Grade Learning Activity is available on USAID/Egypt's website: <https://www.usaid.gov/egypt/basic-education/early-grade-learning>

45. Under operational priorities and policy guidance, USAID places significant focus on disability inclusion (e.g. page 11). The GOE's Vision 2030 Sustainable Development Strategy sub-classifies disability for students with minor versus severe disabilities, and outlines goals for integrating each category of students into mainstream education and/or addressing their specific needs. Could USAID provide more detail on the types of disability in each of these sub-categories, any data available on prevalence, any information on how teachers and educational leaders are trained to cater for the needs of different classes of disabled students, whether USAID's policies and targeted improvements align with these sub-classifications?

USAID/Egypt Answer: Public data on children with disabilities in schools are limited and mostly in Arabic. Applicants are encouraged to review the publicly available information. Some sources include:

- [Law no. 10 for the Year 2018 on Disability and its Executive Regulations](#)
- [Results of the 2017 National Census](#)
- [The Quality of Life of Youth with Disabilities in Egypt with Special Focus on Educational Achievement](#)
- [Building Implementation Capacity for Inclusive Education in Egypt: An Approach to Quality Education for All](#)

USAID’s 2018 Education Policy states: “Our investments and advocacy should reinforce laws, policies, and procedures that promote equitable access to quality education, the inclusion of children and youth with disabilities, and gender equality in education at the regional, national, and local levels” (Source: <https://www.usaid.gov/education/policy>, page 25).

46. The NOFO places significant focus on sustainability of results from programming. What lessons have been learned from previous programming regarding the factors that have promoted and/or inhibited sustainability of results?

USAID/Egypt Answer: As stated in the Program Description on page 11, the commitment and buy-in of the GOE, host universities, local community, and private sector stakeholders at all stages is essential to the Teacher Excellence Initiative’s success and sustainability.”

******END OF TECHNICAL QUESTIONS******