



**NOTICE OF FUNDING OPPORTUNITY
(NOFO) N^o. 72026321RFA00004
AMENDMENT 01**

NOFO Title:	Teacher Excellence Initiative Activity
NOFO Issuance Date:	August 19, 2021
NOFO Amendment 01 Date:	September 14, 2021
Closing Date and Time:	October 18, 2021

The purpose of this amendment is to:

1. Provide answers to all questions received in response to subject Notice of Funding Opportunity (NOFO).
2. Provide an updated version of NOFO # 72026321RFA00004 with the revisions/additions highlighted in yellow.
3. Provide information about the Voluntary Teacher Excellence Initiative Capability Statements google form created by USAID/Egypt. The following information has been posted to USAID/Egypt social media:

To support U.S. organizations, local organizations, U.S. universities, private sector partners, and others to form consortiums and partnerships to implement the Teacher Excellence Initiative, USAID/Egypt created a google form (link: <https://bit.ly/2X5Lf69>) to allow all interested organizations to voluntarily share their contact information and a brief capability statement. USAID/Egypt will compile capability statements and post them on grants.gov in a future amendment to Notice of Funding Opportunity No. 72026321RFA00004. The purpose of publicly posting interested partners' capability statements is to enable organizations to identify and collaborate with potential partners to implement the Teacher Excellence Initiative. This effort supports USAID's New Partnerships Initiative by creating avenues for new and underutilized partners and diversifying USAID's partner base. For more information, please visit the Google Form. The form will be available to receive responses until September 19, 2021, 10:00 a.m. Cairo Local Time.

Please note that submitting this information is not a requirement for further consideration for this opportunity and has no implication on the merit review of the technical application. Further, Applicants are under no obligation to utilize any of the identified entities in their proposed consortiums.

Sincerely,

JUSTIN ROSS
GUNNOE (affiliate)
Justin Gunnoe
Agreement Officer

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USAID | EGYPT

FROM THE AMERICAN PEOPLE

Issue Date: August 19, 2021
Questions Deadline: September 3, 2021
Closing Date: October 18, 2021
3:00 pm Cairo Local Time

Subject: Notice of Funding Opportunity Number: **72026321RFA00004**
Program Title: Teacher Excellence Initiative Activity
CFDA Number: 98.001

Ladies/Gentlemen:

The United States Agency for International Development's (USAID) Mission in Egypt (USAID/Egypt) is seeking applications for a Cooperative Agreement from qualified entities to implement the Teacher Excellence Initiative Activity. Eligibility for this award is not restricted.

USAID/Egypt intends to make an award to the applicant(s) who best meets the objectives of this funding opportunity based on the merit review criteria described in this NOFO subject to a risk assessment. Eligible parties interested in submitting an application are encouraged to read this NOFO thoroughly to understand the type of program sought, application submission requirements and selection process.

To be eligible for award, the applicant must provide all information as required in this NOFO and meet eligibility standards in Section C of this NOFO. This funding opportunity is posted on www.grants.gov, and may be amended. It is the responsibility of the applicant to regularly check the website to ensure they have the latest information pertaining to this notice of funding opportunity and to ensure that the NOFO has been received from the internet in its entirety.

USAID/Egypt bears no responsibility for data errors resulting from transmission or conversion process. If you have difficulty registering on www.grants.gov or accessing the NOFO, please contact the Grants.gov Helpdesk at 1-800-518-4726 or via email at support@grants.gov for technical assistance.

USAID/Egypt may not award to an applicant unless the applicant has complied with all applicable unique entity identifier and System for Award Management (SAM) requirements detailed in Section D.5.b.vii. The registration process may take many weeks to complete. Therefore, applicants are encouraged to begin registration early in the process.

Please send any questions to the points of contact identified in Section D. The deadline for questions is shown above. Responses to questions received prior to the deadline will be furnished to all potential applicants through an amendment to this notice posted to www.grants.gov.

Notice of Funding Opportunity Number: 72026321RFA00004
Teacher Excellence Initiative

Issuance of this notice of funding opportunity does not constitute an award commitment on the part of the Government nor does it commit the Government to pay for any costs incurred in preparation or submission of comments/suggestions or an application. Applications are submitted at the risk of the applicant. All preparation and submission costs are at the applicant's expense.

Thank you for your interest in USAID/Egypt programs.

Sincerely,

JUSTIN ROSS
GUNNOE (affiliate)

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Justin Gunnoe
Agreement Officer

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SECTION A: PROGRAM DESCRIPTION

This funding opportunity is authorized under the Foreign Assistance Act (FAA) of 1961, as amended. The resulting award will be subject to 2 CFR 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, and USAID’s supplement, 2 CFR 700, as well as the additional requirements found in Section F.¹ Set forth below is a description of the proposed program, covering:

1. Title of Activity;
2. Purpose;
3. Background;
4. Operating Priorities and Policy Guidance; and
5. Program Activities.

1. TITLE OF ACTIVITY

The title of the activity is the “Teacher Excellence Initiative.”

2. PURPOSE

The purpose of the **Teacher Excellence Initiative** is to improve the quality and relevance of teacher preparation in Egyptian public universities so that current and future primary school teachers have enhanced skills to increase student learning and advance the Ministry of Education and Technical Education’s (MOETE) reform. The activity will achieve this purpose through the following three results:

1. Pre-service teachers in undergraduate programs at Faculties of Education have the skills and knowledge to apply practice-based, experiential teaching methods in the classroom.
2. In-service teachers in postgraduate programs at Faculties of Education apply practice-based, experiential teaching methods in the classroom.
3. The Ministry of Education and Technical Education (MOETE), the Ministry of Higher Education and Scientific Research (MOHESR), and the Supreme Council of Universities demonstrate improved capacity to jointly plan, manage, and adapt teacher education.

Each result will be achieved in collaboration with the MOETE, MOHESR, and other Government of Egypt (GOE) stakeholders to advance the MOETE’s teacher professional development strategy. Two cross-cutting themes will be integrated into all three results: increasing linkages between U.S. and Egyptian universities and utilizing technology to enhance teaching and learning in Faculties of Education.

¹ If award is made to a non-U.S. organization then different provisions will apply as discussed below.

3. BACKGROUND

a. OVERVIEW

Egypt boasts the largest education system in the Middle East with more than 23.5 million pre-university students, 1 million teachers, and 56,000 schools.² While net enrollment in primary education is high (92 percent),³ learning outcomes are low. The 2016 Progress in International Literacy Study found that fourth grade students' reading scores ranked 60th out of 61 participating countries.⁴ Both ministries of education are implementing reforms and strategies to improve the relevance and quality of education, which presents an incredible opportunity for USAID to accelerate government-led efforts and strengthen teaching nationwide.

i. MOETE and the Education 2.0 Reform Agenda

In 2017, the MOETE introduced its “Education 2.0” reform agenda to transform Egyptian education. A central pillar of this reform is teacher professional development. The MOETE seeks to build a cadre of educators with the skills to effectively teach the Ministry’s new curriculum using an active, participatory, engaging, and learner-centered approach. The Ministry’s teacher professional development strategy emphasizes pedagogical, behavioral, and subject knowledge, as well as digital skills. The MOETE wants teachers to use technology in classroom instruction and in their own professional development training. By supporting and motivating teachers through technology-enhanced professional development opportunities, the MOETE expects that educators will stimulate student inquiry, creativity, and learning.

As part of its reform, the MOETE revised its curriculum. In kindergarten through third grade, it replaced the subject-specific curriculum with a multidisciplinary curriculum. Early grade classrooms now have two teachers: a multi-disciplinary teacher for Arabic, math, and science, and an English teacher. The MOETE intends to make upper primary grades interdisciplinary, meaning subjects will be taught separately, but in a harmonized way.

Education 2.0’s success hinges on teachers’ ability to implement the education reform in classrooms. The MOETE introduced multifaceted training to help teachers develop the content knowledge, pedagogical skills, and behavioral approaches for the new curriculum. 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. However, this new approach is still evolving and requires further development to ensure that teachers receive sufficient coaching and mentoring. In addition to continuous teacher professional development, existing teachers can improve their skills through postgraduate certifications at Faculties of Education. The Ministry is interested in

² MOETE. 2019. Education Management Information System Statistical Summary for Pre-University Education. <<http://emis.gov.eg/Site%20Content/matwaya/2020/matwaya2020.pdf>>

³ UNICEF. 2016. Children in Egypt 2016: A Statistical Digest. <https://www.unicef.org/egypt/sites/unicef.org.egypt/files/2018-05/eg_Children_In_Egypt_2016_en%283%29.pdf>

⁴ PwC. 2019. Understanding Middle East Education: Egypt Country Profile. <<https://www.pwc.com/m1/en/industries/education/publications/education-country-profile-egypt.pdf>>

postgraduate certifications that help existing teachers meet its new teacher standards currently under development.

ii. MOHESR and University Faculties of Education

In Egypt’s Vision 2030 Sustainable Development Strategy, a key goal for higher education is: “improving educational system quality to conform with international systems.”⁵ The MOHESR aims to improve the quality of its universities so that all graduates have the skills to meet labor market demands and participate in the Egyptian economy. To internationalize and elevate the status of Egyptian universities, the MOHESR is interested in enhancing linkages and knowledge-sharing between Egyptian and U.S. universities, such as through dual degree programs.

Egyptian universities prepare future teachers, but there is a mismatch between the skills taught at Faculties of Education and the skills teachers need in MOETE classrooms. Among Egypt’s 26 public Faculties of Education, many rely on lecture-style learning with a theoretical focus rather than a practical focus, and some have not revised their curricula since the 1990s. Additionally, classrooms in most of these Faculties lack adequate information technology infrastructure to support group work and interactive teaching methods. Most third- and fourth-year teaching practicums offer limited opportunities for students to receive constructive feedback from supervisors or peers to improve their teaching. As a result, few graduates gain the skills or classroom experience to be effective educators.

The MOHESR developed a curriculum framework for pre-service teacher preparation, which the Supreme Council of Universities endorsed in 2019. A limited number of public universities have adopted this framework and will gradually adapt their teaching curricula according to its specifications.

Egypt’s centralized university placement system presents an added challenge to teacher quality. It typically funnels Egypt’s brightest and most talented students toward non-education fields of study, such as medicine or engineering, based on their “*thanaweya amma*” test scores. For students who test into the Faculties of Education, higher-scoring students tend to be steered toward or self-select the secondary school track, in part due to the opportunities that secondary school teachers have to supplement their incomes through private tutoring. Despite the known benefits of strong foundational learning, this system leaves little incentive for high-achieving students to become primary school teachers.

iii. Government Coordination

The MOETE and MOHESR have a strong and positive relationship, but limited technical and working-level conversations between them have created a disconnect. Most Faculties of Education have not been involved in the design process for the MOETE’s new curriculum and, accordingly, have not aligned their programs with the new approach. Inconsistent information sharing between the MOETE and MOHESR has further limited public universities’ abilities to

⁵ Egyptian Ministry of Planning, Monitoring, and Administrative Reform. 2016. *Sustainable Development Strategy, Egypt's Vision 2030*. <https://planipolis.iiep.unesco.org/sites/default/files/ressources/egypt_vision_2030.pdf>

adapt to changing teaching requirements. Faculties of Education are not fully aware of the MOETE's teacher professional development needs and approaches, such as its emphasis on creating technology-enhanced professional development opportunities to foster active, participatory teaching styles that exemplify a learner-centered approach to education. As a result, Faculty of Education graduates transition to the workforce with neither mastery of effective pedagogy nor the tangible experience to actualize the MOETE's vision for education reform. In turn, this requires the MOETE to fund an unending stream of in-service teacher training. Enhancing coordination between the MOETE and the MOHESR is essential to ensure that teacher preparation at public universities is relevant and responsive to the evolving public school needs under the Education 2.0 reform.

The Supreme Council of Universities, chaired by the Minister of Higher Education, oversees public university Faculties of Education and approves new degree programs and curricula in coordination with the MOETE and MOHESR. In recent years, the Supreme Council of Universities started approving credit-hour and fee-based programs that give Faculties of Education limited autonomy to design and revise curricula based on international standards.

b. USAID/EGYPT AND DEPARTMENT OF STATE ACTIVITIES

USAID/Egypt has three ongoing activities that support teacher professional development and will complement the **Teacher Excellence Initiative**.

The *Early Grade Learning Activity* (2017-2021) directly funds the MOETE to train in-service teachers in pedagogy, literacy, and numeracy to improve student learning in reading, writing, mathematics, and English.

The *STEM Teacher Education and School Strengthening Activity* (STESSA, 2018-2023), implemented by 21st Century Partnership for STEM Education, is establishing degree programs for pre-service and in-service science, technology, engineering, and math (STEM) teachers in five public universities. The activity designed a one-year, credit-hour postgraduate program for STEM school teachers and leaders in five Faculties of Education. It is also working with the MOHESR to introduce a four-year undergraduate program for STEM teachers. The implementing partner formed a consortium with U.S. universities to collaborate with Egyptian Faculties of Education to develop the degree programs' curriculum. STESSA facilitates collaboration between the Faculties of Education and STEM high schools so that the universities' teacher preparation programs meet the needs of STEM schools. It also provides technical assistance to the MOETE to deliver in-service training to STEM teachers and administrators and to institutionalize the STEM school model.

Teach for Tomorrow (2020-2024), implemented by Education Development Center (EDC), supports the MOETE to develop, implement, and monitor its continuous professional development system for primary school teachers. Teach for Tomorrow is improving the MOETE's capacity to effectively monitor teacher performance, identify teacher needs, and provide coaching and mentoring. The activity is collaborating with the Ministry to define teacher competencies and develop teacher pedagogical standards that will become the framework for all pre-service and in-service teacher professional development, including the interventions envisioned under the **Teacher Excellence Initiative**. Teach for Tomorrow will also work with

MOETE to develop incentives to reward teachers based on their performance, rather than their length of service.

The U.S. Department of State’s *Regional English Language Office* (RELO) located at the U.S. Embassy in Cairo offers professional development, educational exchange programs, and materials for English language teachers and students.⁶ Its English Language Fellows program recruits Teaching English to Speakers of Other Languages professionals from the U.S. for 10-month assignments to provide technical assistance in English language education.⁷ After award, the recipient could collaborate with RELO to design a customized Fellows assignment, such as embedding a Fellow in a Faculty of Education, that complements English language pre-service education under the **Teacher Excellence Initiative**.

4. OPERATING PRIORITIES AND POLICY GUIDANCE

The following operational guidance is provided that will be crucial for the successful and sustainable implementation of this activity and must be applied to all activities conducted under this Program. These priorities and guidance relate to: a) Relationship to CDCS; b) Coordination; c) Private Sector Engagement; d) Collaboration, Learning and Adapting; e) Self Reliance and Sustainability; f) Gender, Diversity, Equity and Inclusion; g) Open Licensing; h) Climate Resilience; and i) Target Population and Geographic Location.

a. RELATIONSHIP TO USAID/EGYPT’S COUNTRY DEVELOPMENT AND COOPERATION STRATEGY

The **Teacher Excellence Initiative** directly supports USAID/Egypt’s Country Development and Cooperation Strategy (2020-2025).⁸ Its results contribute to USAID/Egypt’s Development Objective 2: “Enabling Conditions Promoting Social Equity Improved” and Intermediate Result 2.1 “Quality of Education Improved.” By improving teacher preparation and the caliber of teachers entering the workforce, the **Teacher Excellence Initiative** will ensure that teachers have the skills and knowledge to provide high-quality education to all learners.

The activity aligns with the USAID Education Policy priority that “higher education institutions have the capacity to be central actors in development by conducting and applying research, delivering quality education, and engaging with communities.”⁹ This activity will enhance the role of Egyptian universities in pre-service and in-service teacher education by building the capacity of Faculties of Education to instruct according to international best practice, connect universities with Egyptian communities through teaching practicums, and align Faculty curricula

⁶ Accessed at <<https://eg.usembassy.gov/education-culture/relo/>>

⁷ Accessed at <<https://elprograms.org/fellow/prospective-applicants/>>

⁸ Accessed at <<https://www.usaid.gov/egypt/cdcs>>

⁹ USAID. 2018. USAID Education Policy. <https://www.usaid.gov/sites/default/files/documents/1865/2018_Education_Policy_FINAL_WEB.pdf>

with the MOETE's teacher professional development strategy. As a result, Faculty graduates will gain relevant knowledge to meet primary education needs.

b. COORDINATION

The **Teacher Excellence Initiative** must coordinate with the ministries of education, other Government of Egypt stakeholders, complementary USAID activities, and donors to leverage the contributions of all partners. In coordination with key stakeholders, the **Teacher Excellence Initiative** should advance the Ministries' vision and plans for teacher preparation. To design and implement the diploma programs, this activity must work closely with the MOETE, MOHESR, Faculties of Education, and the Supreme Council of Universities. It is the responsibility of the award recipient, in collaboration with the Faculties of Education and MOHESR, to ensure the necessary approvals to officially adopt the components of the **Teacher Excellence Initiative** in the targeted Faculties of Education.

The **Teacher Excellence Initiative** must coordinate with other USAID activities. The Teach for Tomorrow activity is working with the MOETE to develop the teacher standards that are expected to become the basis for pre-service and in-service degree programs under the **Teacher Excellence Initiative**. To ensure effective coordination between these activities, the implementing partners of Teach for Tomorrow and the **Teacher Excellence Initiative** should conduct joint implementation planning.

The education sector is a dynamic space with multiple donors. While few donors are active in the Faculties of Educations, many support in-service teacher professional development. The World Bank oversees a \$500 million education loan, of which \$100 million is designated for continuous professional development and implemented through the MOETE.¹⁰ In addition, UNICEF works closely with the MOETE to develop curriculum frameworks to support the Education 2.0 reform. The implementing partner must coordinate with other donor-led initiatives for teacher professional development, as appropriate.

c. PRIVATE SECTOR ENGAGEMENT

The private sector is an essential partner to support the innovation and sustainability of development activities. The **Teacher Excellence Initiative** should leverage the expertise, tools, and resources of the private sector to improve teacher preparation. In accordance with USAID's Private Sector Engagement strategy, the recipient will seek opportunities to incorporate private sector engagement into this activity.

One potential area for private sector engagement is technology and digital skill building. The MOETE's prioritization of technology supported its pivot to online learning and assessments during the COVID-19 pandemic. Going forward, the Ministry continues to prioritize technology-based teaching, learning, and assessment, and the MOETE is interested in more technology-based solutions to address teaching and learning challenges.

¹⁰ Accessed at <<https://documents.worldbank.org/en/publication/documents-reports/documentdetail/757621617183585573/disclosable-restructuring-paper-supporting-egypt-education-reform-project-p157809>>

d. COLLABORATION, LEARNING, AND ADAPTING

Because of the MOETE's evolving Education 2.0 reform plans, the education sector is a fluid context that requires collaboration and adaptive management. In addition, the ongoing impacts of COVID-19 are changing the operating context and requiring adaptation. Collaborating, Learning, and Adapting (CLA) principles support this responsiveness to changing context, evidence, and opportunities. The recipient will continuously review progress and challenges, integrate and document lessons learned, and adapt interventions according to CLA concepts, as specified in ADS 201.3.4.10 and ADS 201.3.7. CLA objectives include:

- **Generate Knowledge.** The recipient should generate new knowledge and evidence through a learning agenda developed in collaboration with USAID and other stakeholders. In filling these knowledge and evidence gaps, the recipient should provide reporting, data, and analysis, and gather partners for inclusive reviews of the activity purpose and results. In addition to education sector learning priorities, the learning agenda could address some of the learning priorities of USAID's Country Development and Cooperation Strategy, which include: understanding how women's empowerment and inclusion affect outcomes; understanding the private sector's role in improving results; and understanding how technology affects development programming.
- **Share Knowledge.** The recipient is expected to increase knowledge sharing with stakeholders, local organizations, the GOE, experts, donors, regional and international organizations, and others to encourage learning. The recipient should convene forums to share knowledge and also use existing forums within Egypt.
- **Incorporate Agile and Adaptive Processes.** The recipient is expected to develop adaptive management and implementation processes. In coordination with USAID, the recipient's activity implementation plan, quarterly reports, and periodic progress review meetings should provide a forum for adaptation based on lessons learned and the evolving country context. The annual implementation plans must include an adaptive management plan to allow course corrections to respond to unintended effects, changing and emerging realities, and priorities. The recipient should collaborate with the Agreement Officer's Representative (AOR) to identify priorities during annual implementation planning. If circumstances arise that require programmatic changes, the recipient may and should alter activity designs with the AOR's approval, as long as the reprogramming (i) falls within the scope of work of the agreement, and (ii) does not hold the US Government to incur additional costs, in each case unless otherwise directed by the Agreement Officer.

e. SELF-RELIANCE AND SUSTAINABILITY

USAID's Education Policy (2018) defines self-reliance in the education sector as "the ability of a country to sustainably finance and equitably deliver services that measurably improve learning

outcomes and skill acquisition for all children and youth.”¹¹ The **Teacher Excellence Initiative** will build self-reliance by working with and through GOE stakeholders to strengthen their institutional capacity to deliver, evaluate, and adapt teacher preparation programs in Egyptian public universities to ensure that graduates have the skills to advance the MOETE’s teacher professional development strategy.

The MOETE and MOHESR will provide vision and leadership to guide activity implementation planning. The commitment and buy-in of the GOE, host universities, local community, and private sector stakeholders is essential to the **Teacher Excellence Initiative’s** success and sustainability.

f. GENDER, DIVERSITY, EQUITY, AND INCLUSION

All interventions under the **Teacher Excellence Initiative** should be gender-sensitive, disability-inclusive, engaging, and relevant to the Egyptian context and to a diverse group of beneficiaries.

Women’s socioeconomic empowerment is essential to Egypt’s growth, and it is a strategic priority of the GOE and USAID. Sociocultural norms present significant barriers for women’s participation in social and economic life, and only one in four women are in the labor force.¹² Nonetheless, the education sector creates valuable opportunities for women’s advancement. The **Teacher Excellence Initiative** can empower women to overcome these barriers, access professional development, and become leaders in the sector. The **Teacher Excellence Initiative** must conduct a gender analysis and develop a gender action plan during activity start-up. The activity must identify and mitigate gender-related dynamics, inequities, and other adverse effects that inhibit the full participation of women and men in the activity. For example, the timing, duration, and modality of in-service teacher education under Result 2 must be accessible to both men and women, who may face more time constraints due to obligations in the home.

In Interim National Security Strategic Guidance issues in March 2021, the White House committed its development agencies to “work to ensure high-quality and equitable education and opportunities for children and youth.” To advance high-quality, equitable education for all, 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. Embedding inclusive teaching practices into teacher preparation will support pre-service and in-service teachers to reduce barriers to learning so that *all* primary-aged children gain the foundational skills and knowledge to succeed in school. The activity should also support Faculties of Education to make their teacher education programs accessible to undergraduates and graduates with disabilities. This activity should exemplify diversity and inclusion in its implementation planning, implementation, monitoring, and staffing by offering equitable opportunities for participation to all beneficiaries and partners. The implementation planning

¹¹ Accessed at <www.usaid.gov/sites/default/files/documents/1865/2018_Education_Policy_FINAL_WEB.pdf>.

¹² World Economic Forum. 2020. Global Gender Gap Report 2020.
<http://www3.weforum.org/docs/WEF_GGGR_2020.pdf>

phase should be consultative and inclusive of different stakeholders, including women and people with disabilities.

g. OPEN LICENSING

Open licensing allows materials to be shared, adapted, and reused. It enhances their impact, reach, and sustainability. The U.S. Government strongly supports open licensing of educational resources to make a significant, sustainable, and socially responsible contribution to the quality of teaching and learning. All products (including lessons, teacher’s guides, books, classroom observation forms, etc.) developed with funds made possible through this award must be licensed with a Creative Commons Attribution (CC BY) license. For more information, see USAID’s Open Licensing of Primary Grade Reading Materials.¹³

h. CLIMATE RESILIENCE

In March 2021, the White House issued Interim National Security Strategic Guidance¹⁴ that identified resilience to climate change as fundamental to development efforts. The US government committed to “help partners around the world mitigate and adapt to the effects of climate change.” The GOE shares this concern, and environmental sustainability is part of the new Education 2.0 curriculum. As appropriate for instructors who will teach science, the **Teacher Excellence Initiative** should prepare current and future educators to teach about the environment and climate in a grade-appropriate manner.

i. TARGET POPULATION AND GEOGRAPHIC LOCATION

This activity targets pre- and in-service teachers in Egyptian public universities. Result 1 is intended to target pre-service teachers of primary grades in at least five Egyptian public universities. Result 2 is intended to target in-service teachers of primary grades in at least 15 Egyptian public universities. 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. The recipient will propose and USAID will approve transparent criteria for selecting the beneficiary universities. USAID will approve the final selection of universities.

5. PROGRAM ACTIVITIES

The **Teacher Excellence Initiative**’s theory of change is that:

- *if* Faculties of Education foster the skills and knowledge of pre-service and in-service teachers to apply practice-based, experiential teaching methods in the classroom, and

¹³ Accessed at <www.edu-links.org/resources/open-licensing-primary-grade-reading-materials>

¹⁴ The White House. (2021). “Interim National Security Strategic Guidance.” Accessed at <<https://www.whitehouse.gov/wp-content/uploads/2021/03/NSC-1v2.pdf>>

- *if* the Government of Egypt increases its capacity to plan, manage, and adapt teacher preparation,
- *then* the quality of instruction of primary-grade teachers will improve and contribute toward better learning outcomes.

The following section highlights expected high-level results and interventions.

1. Result 1: Pre-service teachers in undergraduate programs at Faculties of Education have the skills and knowledge to apply practice-based, experiential teaching methods in the classroom.

High-quality pre-service teacher preparation programs are essential to create a pipeline of teachers with the skills to support learning. Pre-service teacher education interventions must give teachers the pedagogical, behavioral, and subject knowledge and skills to teach the MOETE's new curriculum and achieve the Ministry's teacher professional development strategy. Utilizing practice-based teacher education, Faculties of Education will provide opportunities for pre-service teachers to apply new skills with the support of coaching and performance assessments.¹⁵ In addition, Faculties of Education need to model effective teaching and provide university students an improved teaching practicum to apply and refine their skills in a primary-grade classroom. Interventions under this result must be jointly developed with the Faculties of Education to foster buy-in and build the capacity of university counterparts. They should engage the MOHESR and MOETE as relevant.

Expected interventions under this result include:

- Develop and implement a four-year, credit-hour undergraduate program at public universities for primary school teachers in the multidisciplinary and interdisciplinary tracks. The program will build pre-service teachers' pedagogical, behavioral, and subject knowledge and skills to achieve the MOETE's teacher professional development strategy.
- Develop and implement a four-year, credit-hour undergraduate program for primary school teachers in the English language track. The program will build pre-service teachers' pedagogical, behavioral, and subject knowledge and skills to achieve the MOETE's teacher professional development strategy.
- Build the capacity of Faculty of Education professors and administrators to implement these undergraduate programs. Professors must model effective teaching and deliver the curriculum using evidence-based pedagogical techniques.
- Institutionalize an improved teaching practicum for undergraduate students that includes classroom observation, instruction, and leadership.

2. Result 2: In-service teachers in postgraduate programs at Faculties of Education apply practice-based, experiential teaching methods in the classroom.

¹⁵ "Practice-based Teacher Education." TeachingWorks, University of Michigan. Accessed March 2021.

To implement its reform, the MOETE needs to build teachers' competencies to meet the new teacher standards. 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. Activities under this result must align with the MOETE's teacher professional development strategy. The duration of the postgraduate program will be determined in consultation with Government of Egypt partners. Interventions under this result must be jointly developed with the Faculties of Education, the MOETE, and the MOHESR to foster buy-in and build the capacity of GOE counterparts. It is desirable that the MOETE recognize interventions under this result as part of its certification of continuous teacher professional development under Education 2.0.

Expected interventions under this result include:

- Develop and implement a postgraduate program for multidisciplinary and interdisciplinary primary school teachers that builds the competencies of in-service teachers to achieve the MOETE's teacher professional development strategy. Faculty of Education postgraduate students must gain practical experience delivering technology-enhanced lessons according to the MOETE's approaches and preferred platforms. It is *not* in the scope of this result to develop a postgraduate program for English teachers because the duration of necessary English-language training exceeds the short-term nature of the program.
- Build the capacity of Faculty of Education administrators and professors to effectively deliver the curriculum by modeling interactive classrooms and best practices.

3. Result 3: The MOETE, the MOHESR, and the Supreme Council of Universities demonstrate improved capacity to jointly plan, manage, and adapt teacher education.

The purpose of this result is to increase the capacity of the MOETE, the MOHESR, the Supreme Council of Universities, and the Faculties of Education to implement and sustain Results 1 and 2. For Egypt to have a sustainable pipeline of highly-qualified pre-service and in-service teachers, its teacher education programs at Faculties of Education must be able to effectively implement and adapt to the changing education environment, evolving needs, and best practices in teacher preparation. The MOETE, MOHESR, and Supreme Council of Universities must have the technical knowledge and systems in place to deliver teacher education that prepares Faculty of Education graduates and postgraduates to be effective. In addition, where appropriate, the MOETE and the MOHESR need communication channels to effectively coordinate teacher preparation policies and implementation.

Expected interventions under this result include:

- Increase the GOE's technical knowledge of international best-practices in teacher education.
- Improve the GOE's systemic capacity to plan, implement, manage, and evaluate teacher education programs that align with the MOETE's teacher professional development strategy.

- Facilitate coordination between the MOETE, the MOHESR, and Supreme Council of Universities on teacher education, if needed.

4. Cross-cutting theme 1: Increased linkages between U.S. and Egyptian universities

Across all three results, the **Teacher Excellence Initiative** must increase linkages between American and Egyptian universities. Higher Education Institution partnerships are a U.S. Congressional priority. The exchange of ideas and expertise supports Egyptian universities to become world-class centers for learning. Through dialogue, modeling, and collaboration with other experts in the field, administrators and professors at Faculties of Education will learn innovative ways to collaborate, revise curricula, and utilize active learning techniques to effectively prepare graduates to enter the classroom.

Expected interventions under this cross-cutting theme include:

- Facilitate collaboration and dialogue between the Egyptian public universities and U.S. universities on teacher education and preparation.
- Leverage the expertise of U.S. universities to advise Egyptian Faculties of Education on curriculum design, implementation, teaching practicums, and technology integration.

5. Cross-cutting theme 2: Technology utilized to enhance teaching and learning in Faculties of Education

All results should develop beneficiaries' capacity to utilize technology to improve education outcomes. The MOETE's Education 2.0 reform agenda prioritizes using technology to improve teacher professional development and primary-grade student learning. In addition, COVID-19 highlighted the importance of technology to support education resilience during interrupted schooling. Pre-service and in-service teachers need the digital skills, experience, and comfort to teach using the technology, equipment, and platforms that they will have in the classroom.

Expected interventions under this cross-cutting theme include:

- Develop the skills of pre-service and in-service teachers to deliver technology-enhanced lessons and blended learning using the MOETE's approaches and preferred platforms.
- Update and modernize existing teaching labs, which simulate the classroom experience. The 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.

SECTION B – FEDERAL AWARD INFORMATION

1. Estimate of Funds Available and Number of Awards Contemplated

USAID/Egypt intends to award one Cooperative Agreement pursuant to this notice of funding opportunity. However, USAID/Egypt reserves the right to make more than one award if that is in the best interests of USAID/Egypt. Subject to funding availability and at the discretion of USAID/Egypt, USAID/Egypt expects to provide \$49.5 million in total USAID funding over a five-year period.

2. Start Date and Period of Performance for Federal Awards

The anticipated period of performance is five years. The estimated start date will be January 11, 2022.

3. Substantial Involvement

USAID/Egypt plans to negotiate and award an assistance instrument known as a Cooperative Agreement with the successful applicant for this program. A Cooperative Agreement implies a level of “substantial involvement” by USAID/Egypt. This substantial involvement will be through the Agreement Officer, except to the extent that the Agreement Officer delegates authority to the Agreement Officer’s Representative (AOR) in writing. The intended purpose of the substantial involvement during the award is to assist the recipient in achieving the supported objectives of the agreement. The anticipated substantial involvement elements for this award are listed below (this list does not include approvals required by Standard Mandatory Provisions for US or Non-US NGOs or other applicable law, regulation or provision):

- Approval of implementation plans annually, including planned activities for the following year and any subsequent revisions of the implementation plan, for any reason, including, but not limited to, where changed contexts or new information require a pivot in the Activity;
- Authority of the Agreement Officer to immediately halt construction if performance specifications are not met;
- Approval of key personnel, including any changes;
- Agency monitoring to permit specific kinds of direction or redirection of the work because of the interrelationships with other projects or activities or where changed contexts require a pivot;
- Review and approval of proposed subawards or contracts (see 2 CFR 200).
- Approval of the Monitoring Evaluation & Learning Plan – the MEL Plan will be developed in consultation with USAID/Egypt;
- The ability to immediately halt an activity if the recipient does not achieve the specified results and/or targets specified in the Monitoring, Evaluation and Learning Plan or otherwise fails to comply with the terms and conditions in the Cooperative Agreement.

4. Authorized Geographic Code

The geographic code for the procurement of commodities and services under this program is **937** defined as the United States, the recipient country, and developing countries other than advanced developing countries, but excluding any country that is a prohibited source.

5. Nature of the Relationship between USAID and the Recipient

The principal purpose of the relationship with the Recipient and under the subject program is to transfer funds to accomplish a public purpose of support or stimulation of the Teacher Excellence Initiative which is authorized by Federal statute. The successful Recipient will be responsible for ensuring the achievement of the program objectives and the efficient and effective administration of the award through the application of sound management practices. The Recipient will assume responsibility for administering Federal funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the Federal award.

SECTION C: ELIGIBILITY INFORMATION

1. Eligible Applicants

Eligibility for this NOFO is not restricted. USAID/Egypt welcomes applications from organizations that have not previously received financial assistance from USAID.

2. Cost Sharing or Matching

USAID/Egypt has not established a mandatory minimum recipient cost-share of the projected USAID funding for the expected assistance award. Cost sharing is encouraged even if it is not required as it may increase the impact of the Program.

3. Other Eligibility Requirements

Applicants can only submit one (1) application (there is no limitation on whether an individual associated with an organization can also submit an application). Applicants are directed to review the other requirements for applications specified herein, including, but not limited to, Sections D and E herein.

SECTION D: APPLICATION AND SUBMISSION INFORMATION

1. Agency Point of Contacts

Name: Sherry Biblawy
Title: Acquisition & Assistance Specialist, USAID/Egypt
Email Addresses: sbiblawy@usaid.gov

Name: Seham Gries
Title: Acquisition & Assistance Specialist, USAID/Egypt
Email Addresses: sgries@usaid.gov

2. Questions and Answers

Questions regarding this NOFO should be submitted through e-mail to Ms. Sherry Biblawy at sbiblawy@usaid.gov with a copy to Ms. Seham Gries at sgries@usaid.gov no later than the date and time indicated on the cover letter. Any information given to a prospective applicant concerning this NOFO will be furnished promptly to all other prospective applicants as an amendment to this NOFO, if that information is necessary in submitting applications or if the lack of it would be prejudicial to any other prospective applicant.

3. General Instructions

USAID/Egypt will accept applications from the qualified entities as defined in Section C of this NOFO. The Applicant should follow the instructions set forth herein. If an applicant does not follow the instructions, the application may be downgraded and may not receive full credit under the applicable merit review criteria, or, at the discretion of the Agreement Officer, be eliminated from the competition. All applications received by the deadline will be reviewed against the merit review criteria in Section E, unless eliminated from further consideration for failure to follow the instructions.

Each applicant should furnish the information required by this NOFO. Applications should be written in English and be submitted in two separate parts: the Technical Application and the Business (Cost) Application. This subsection addresses general content requirements applying to the full application. Please see subsections 5.a and 5.b below, for information on the content specific to the Technical and Business (Cost) applications. The Technical application should address technical aspects only while the Business (Cost) Application should present the costs, and address risk and other related issues.

Any erasures or other changes to the application must be initialed by the person signing the application. Applicants may choose to submit a cover letter in addition to the cover pages, but it will serve only as a transmittal letter to the Agreement Officer. The cover letter will not be reviewed as part of the merit review criteria. Applicants must review, understand, and comply with all aspects of this NOFO. Failure to do so may be considered as being non-responsive and

may be evaluated accordingly. Applicants should retain a copy of the application and all enclosures for their records.

For the purposes of this NOFO, the term “applicant” is used to refer to the legal entity or organization submitting the application. The application received by the deadline will be reviewed for responsiveness to the guidance set forth below, including, but not limited to, the application format. Applications that are incomplete or not directly responsive to the terms, conditions, and provisions of this NOFO may be eliminated from further consideration at the discretion of the Agreement Officer.

4. Application Submission Procedures

All written applications in response to this NOFO shall be due at not later than 3:00 p.m. Cairo time on the date indicated on the cover page to this NOFO, as amended. Consistent with ADS 303.3.6.6, applications that are submitted late may be eliminated from the competition. If a late application is evaluated and considered for award, all similarly situated late applications (in terms of time of receipt) will also be evaluated and considered for award. Applicants must retain proof of timely delivery in the form of confirmation from the receiving office mail receipt.

a. Submission

The Applicant must submit the applications electronically. Applications should be submitted through internet email with up to 25 MB per e-mail. After submitting an application electronically, applicants should immediately check their own email to confirm that the attachments were indeed sent. If an applicant discovers an error in transmission, please send the material again and note in the subject line of the email that it is a "corrected" submission. Do not send the same email more than once unless there has been a change, and if so, please note that it is a "corrected" email.

Email submissions must include the NOFO number and applicant’s name in the subject line heading. In addition, for an application sent by multiple emails, the subject line must also indicate whether the email relates to the technical or cost application, and the desired sequence of the emails and their attachments (e.g. "No. 1 of 4", etc.). For example, if your cost application is being sent in two emails, the first email should have a subject line that states: "[NOFO number], [organization name], Cost Application, Part 1 of 2".

Applicants are reminded that email is NOT instantaneous, and in some cases delays of several hours occur from transmission to receipt. Therefore, applicants are requested to send the application in sufficient time ahead of the deadline. For this NOFO, the initial point of entry to the government infrastructure is the USAID mail server.

There may be a problem with the receipt of *.zip files due to anti-virus software. Therefore, applicants are discouraged from sending files in this format as USAID/Egypt cannot guarantee their acceptance by the internet server. File size must not exceed 25MB in size per e-mail.

Telegraphic or faxed applications are not authorized for this NOFO and will not be accepted. USAID/Egypt bears no responsibility for data errors resulting from transmission or conversion processes associated with electronic submissions.

b. Addresses

Applications shall be electronically delivered to Ms. Sherry Biblawy at sbiblawy@usaid.gov with a copy to Ms. Seham Gries at sgries@usaid.gov.

c. Marking

Both the Technical and Business (Cost) Applications must include a **cover page** containing the following information:

- Name of the organization(s) submitting the application;
- Identification and signature of the primary contact person (by name, title, organization, mailing address, telephone number and email address) and the identification of the alternate contact person (by name, title, organization, mailing address, telephone number and email address);
- DUNS Number of the applicant organization;
- Program Name;
- Notice of Funding Opportunity Number; and
- Name of any proposed sub-recipients or partnerships (identify if any of the organizations are local organizations, per USAID's definition of 'local entity' under ADS 303.

Applicants who include data that they do not want disclosed to the public for any purpose or used by the U.S. Government except for merit review purposes, should:

(i) Mark the cover 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 Cooperative Agreement is awarded to this applicant as a result of - or in connection with - the submission of this data, the U.S. Government shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting grant. This restriction does not limit the U.S. Government's right to use information contained in this data if it is obtained from another source without restriction. The data subject to this restriction are contained in sheets ____; and"

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

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

5. Specific Application Instructions

This section addresses information on the content specific to a) Technical Applications and; b) Business (Cost) applications. Applications should be submitted in two separate parts. The Technical application should address technical aspects only while the Business (Cost) Application should present the costs, and address risk and other related issues.

The following documents should be attached:

a. Technical Application

- i. Technical Application in Adobe Acrobat portable document format (.pdf) (if necessary to comply with email size restrictions, this may be broken into separate, but sequential, parts);
- ii. The Technical Application Body submitted in Microsoft Word;

b. Business (Cost) Application

- i. The Business (Cost) Application in Adobe Acrobat portable document format (.pdf) (if necessary to comply with email size restrictions, this may be broken into separate, but sequential, parts); and
- ii. All spreadsheets in **unprotected** Microsoft EXCEL format including formulas (must also include subcontractor spreadsheets).
- iii. Budget note/narrative, Microsoft Word format

Multiple emails may be sent to accommodate the application size and content, but each must contain very clear identification of the attachment and instructions for assembling the application, including, but not limited to, the NOFO Title and Number and whether a part of the Technical or Business (Cost) Application is included.

a. Technical Application Format

The Technical Application should be specific, complete, and presented concisely. The application must demonstrate the applicant's capabilities and expertise with respect to achieving the goals of this program. The application should take into account the requirements of the program and merit review criteria found in this NOFO.

The Technical Application Body is limited to twenty-five (25) pages (not including cover page, table of contents, executive summary, and annexes). For readability, it is strongly advised that offerors limit the number of acronyms used in the proposal. The Technical Application shall include:

- i. Cover Page (exclusive of the page limit) See Section 4.c above for requirements
- ii. Table of Contents (exclusive of the page limit)

- iii. Executive Summary (2 pages)
- iv. Technical Application Body (25 pages)
 - A. Technical Approach
 - B. Management Approach and Staffing
 - C. Institutional Capability and Experience
- v. Annexes (exclusive of the page limit)
 - A. Organizational Chart
 - B. Key Personnel Position Descriptions
 - C. Key Personnel Resumes and Letters of Commitment
 - D. List of reference information for Key Personnel
 - E. List of Partners and Letters of Commitment from Sub-Awardees or Private Sector Partners (if any)

The Technical application must be on standard 8-1/2” by 11” paper (210mm by 297mm paper) or A4 paper, single-spaced, Times New Roman, 12-point font or larger, and have at least one-inch margins on the top, bottom, and both sides. While tables, graphs, and charts may be used with a smaller font, USAID/Egypt reserves the right to take appropriate action, including elimination of the application from further consideration, if the use of smaller font in tables, graphs, and charts in the application is abused.

Annexes should be numbered (e.g. Annex 1). If any part of the Technical Application exceeds the page limits specified above, USAID/Egypt may decide to review ONLY those pages up to the applicable limit when evaluating the Application. Specific guidance on each of the components of the Technical Application is provided below.

i. Cover Page:

Please follow the guidance in subsection 4.c above.

ii. Table of Contents:

Not included in the page limit

iii. Executive Summary:

The Executive Summary shall summarize the most significant aspects of the Technical Application and shall not exceed two (2) pages.

iv. Technical Application Body:

The Technical Application Body will contain the following sections:

- A. Technical Approach;
- B. Management Approach and Staffing; and
- C. Institutional Capability and Experience

The basic purpose of the Technical Application Body is to provide the information necessary to allow USAID/Egypt to fairly and completely evaluate the applicant under each of the merit review criteria specified in Section E of this NOFO. Additional specific guidance for each Section of the Technical Application Body is set forth below.

A. Technical Approach:

The Technical Approach Section should include information sufficient to evaluate the application under the Technical Approach Criterion. This Section should address the overall approach to accomplish all priorities stated in the Program Description in an integrated fashion. This Section should also:

- Be based on evidence and sound theories of change that illustrate how the proposed activities will achieve the desired results and cross-cutting themes.
- Demonstrate the applicant's understanding of the operational context.
- Include illustrative indicators, methods, and proposed targets for measuring three results and proposed activities.
- Propose a target number of beneficiary universities under Results 1 and 2.
- Describe how the applicant will integrate gender, diversity, equity, and inclusion.
- Describe how the applicant will leverage the expertise, tools, and resources of the private sector to improve teacher preparation.
- Describe how the applicant will enhance linkages between American and Egyptian universities.
- Describe how the applicant will integrate Collaborating, Learning, and Adapting principles into implementation, monitoring, and adaptive management. This should include a learning agenda that articulates critical questions, how to address them, and how to use the resulting evidence.

No annexes are authorized with respect to the Technical Approach Section.

B. Management Approach and Staffing:

The Management Approach and Staffing Section should include information sufficient to properly evaluate the application under the Management Approach and Staffing Criterion. This Section should describe the applicant's management and administrative arrangements to achieve the activity results. It should explain the organizational structure and outline the relationship with sub-awardees and the roles and responsibilities of these entities, including home office staff, for achieving activity results. This Section should describe the lines of authority and decision-making, as well as communication and reporting within the management structure. Applicants should also discuss how it will use consultants and in which technical areas.

This Section should concisely address the skills, experience and education of five key personnel positions, which are considered essential for implementation of the activity. One of the key personnel positions should be the Chief of Party, who should be full-time and located in Egypt

and have sufficient authority for the program to run efficiently and effectively. Applicants must propose four additional key personnel positions and describe the functions and duties for each of these four additional key personnel positions. Applicants must propose five candidates to fill the key personnel positions and summarize their qualifications and suitability to achieve the activity's results. These five key personnel positions should be described in this Section, including the role in the organizational structure and a rationale why the position is key.

The desired qualifications of the Key Personnel are detailed below:

1. Chief of Party (COP)

The COP will have overall responsibility for the activity and serves as the principal institutional liaison to USAID/Egypt. S/he will serve as the institutional liaison and will be responsible for overall technical direction and strategic oversight of the activity. The following are the desired qualifications for this position:

- Minimum ten (10) years of progressively responsible experience in senior program management implementing international development activities.
- Proven experience as a COP or in a leadership position involving the administration of similarly sized, international donor-supported programs with skills in strategic planning, management, and supervision. Experience in higher education programs is preferred.
- Proven ability to communicate a common vision among diverse partners and the ability to lead multi-disciplinary teams.
- Evidence of strong communication skills, both oral and written, to fulfill the diverse technical and managerial requirements of the agreement is desired.
- Fluency in written and spoken English.

2. Other Key Personnel Positions

The Applicant must propose four additional Key Personnel positions with the following mix of skills:

- Technical expertise in pre-service and in-service teacher education.
- Experience working with the Government of Egypt, preferably with the ministries of education.
- Experience implementing activities using adaptive management and results-based management approaches.
- Thorough knowledge of Egypt's education system.
- Fluency in written and spoken English and Arabic.

The Management Approach and Staffing Section should also describe the overall staffing plan, beyond key personnel. The Applicant must demonstrate support for local capacity development; not only as an activity output but as an explicit means to achieve the expected results. In-

country, locally resident Egyptian expertise is the preferred source for recruitment, including key personnel as appropriate, as a means of ensuring strong linkages with local realities.

In addition to the information authorized in this Section, the following annexes are authorized with respect to the Management Approach and Staffing section:

- Organizational Chart;
- Key Personnel Position Descriptions (for all five key personnel positions);
- Resumes and letters of commitment for the key personnel positions (resumes must not exceed 2 pages per key personnel); and
- Reference information for key personnel – *e.g.* name, organization, phone, email address. (Minimum of 3 references for each key personnel)

C. Institutional Capability and Experience:

The Institutional Capability and Experience Section should include information sufficient to evaluate the application under the Institutional Capability and Experience criterion. This Section should 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. The description should include the expertise, collective skills, and abilities of the applicant and its proposed partner(s).

The 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. The applicant must highlight past experience achieving results, integrating collaboration, learning, and adapting principles, building partnerships, and addressing gender, diversity, equity, and inclusion.

In addition, the following annex is authorized with respect to the Institutional Capability and Experience:

- List of Partners and Letters of commitment for sub-awardees or other partners.

v. Annexes:

In addition to the 25 page Technical Application Body, the following annexes are authorized. No additional annexes and other supporting documentation will be reviewed and evaluated.

A. Organizational Chart

The Applicant is authorized to include an organizational chart. The chart should present in a clear manner the detailed proposed organization structure of its personnel and partners, as well as the location and organization of any field offices. It should also show the proposed organization for the Program; this chart should include, but is not limited to, a representation of the staff

reporting lines and relationships between the different positions that fully illustrates the management structure of both full time and non-full time staff for the Recipient and all sub-recipients. The proposed organizational structure should provide clear lines of management, supervisory authority, and technical responsibility. The organizational chart should be sufficient to illustrate the complete human resources needs necessary to achieve the objectives of this Program.

B. Key Personnel Position Description (for all positions other than Chief of Party)

A description of the roles and responsibilities of four key personnel positions other than the Chief of Party position.

C. Resumes and Letters of Commitment for Key Personnel

This annex should include a complete and current resume/CV for each key personnel position, detailing the requisite qualifications and experience of the individual and references with contact information. Resumes should not exceed two (2) pages in length. Qualifications, experience and skills shall be placed in chronological order starting with most recent information. Each resume shall be accompanied with a commitment letter from each candidate indicating his or her: (a) availability to serve in the stated position, in terms of days after the award; (b) intention to serve for the stated term of service; and (c) agreement to the compensation levels which correspond to the levels set forth in the cost application.

D. List of Reference Information for Key Personnel

This list shall include a minimum of three (3) references of professional contacts within the last five years, for each proposed key personnel candidate; with complete current contact information, including email addresses and telephone numbers. The list should include the key personnel name and position, reference name, organization, phone and email address.

E. Draft List of Partners and Letters of Commitment

The applicant is authorized to include a list of all partners who it expects to contribute to its implementation of the Activity. The list should include:

- The legal name of the entity;
- What type of organization it is (e.g. non-profit, for profit company, educational institution, religious organization etc.);
- A brief summary of its capabilities relevant to its role in the implementation of the Activity.

This annex should also include letters that demonstrate a firm, specific commitment of the referenced organization to participate in the program.

b. Business (Cost) Application Format

A Business (Cost) Application should be submitted. While no page limit exists for the cost application, applicants are encouraged to be as concise as possible while still providing the necessary details. The Business (Cost) Application must include:

- i. Cover Page;
- ii. SF 424 Forms;
- iii. Required Certifications and Assurances;
- iv. Other Budget Information;
- v. Prior Approvals;
- vi. Subawards;
- vii. D&B/SAM Information;
- viii. Performance History;
- ix. Branding and Marking;
- x. Funding Restrictions; and
- xi. Conflict of Interest.

The Agreement Officer reserves the right to request additional documentation as necessary to assess risk prior to award.

The Business (Cost) Application must contain the following sections (which are further elaborated below):

- i. Cover Page:

Please follow the guidance in subsection 4.c above.

- ii. SF 424 Form(s):

The applicant must sign and submit the cost application using the SF-424 series. Standard Forms can be accessed electronically at www.grants.gov or using the following links:

Instructions for SF-424:	http://www.grants.gov/web/grants/form-instructions/sf-424-instructions.html
Application for Federal Assistance (SF-424):	https://www.grants.gov/web/grants/forms/sf-424-family.html
Instructions for SF-424A:	http://www.grants.gov/web/grants/form-instructions/sf-424a-instructions.html
Budget Information (SF-424A):	https://www.grants.gov/web/grants/forms/sf-424-family.html
Instructions for SF-424B:	http://www.grants.gov/web/grants/form-instructions/sf-424b-instructions.html
Assurances (SF-424B):	https://www.grants.gov/web/grants/forms/sf-424-family.html

Failure to accurately complete these forms could result in the rejection of the application

iii. Pre-Award Certifications, Assurances and Other Statements of the Recipient:

The applicant must include the following documents and submit a signed copy as part of the Business (Cost) Application:

- A. “Certifications, Assurances, Representations, and Other Statements of the Recipient” document found at https://www.usaid.gov/sites/default/files/documents/1868/303_mav.pdf
- B. Assurances for Non-Construction Programs (SF-424B)
- C. Certificate of Compliance: Please submit a copy of your Certificate of Compliance if your organization's systems have been certified by USAID/Washington's Office of Acquisition and Assistance (M/OAA).

iv. Other Budgetary Information:

In addition, the following budgetary information should be provided in the Cost Application.

A. The following general guidelines apply:

- 1. The Cost Application should be for a period of 60 months.
- 2. Budget should be stated in US Dollars and the USAID/Egypt support should total approximately \$49.5 million.
- 3. USAID/Egypt estimates construction activities for approximately \$1.7 million over the life of the activity. Please note that this estimate is non-binding.
- 4. Applicants should assume notification of an award based on the estimated start of January 11, 2022.

B. *Spreadsheets Required:* The following spreadsheets are required:

- 1. Summary Spreadsheet showing the cost for the major cost categories identified in Annex No. 1.
- 2. Separate detailed budgets that provide sufficient detailed information at the individual cost line item that is sufficient to allow USAID/Egypt to determine that the costs identified represent a realistic and efficient use of funding to implement the applicant’s program and are allowable in accordance with the cost principles found in 2 CFR 200 Subpart E. The types of costs should be organized based on the cost categories specified below in Annex 1. This budget should contain total amounts for each line item of cost for the entire 60-month period (not only should total amount of dollars over 60 months for each cost line item be included, but the cumulative number of units – days, trips, months should also be summed).
- 3. Separate sheets that breakdown the costs specified in Subsection B above to each of the five program years. ***NOTE: Applicants can alternatively include the***

detailed cost breakdown per year in the overall 60-month summary described above.

- C. Spreadsheet Format:** The Budget must be submitted as one unprotected Excel file (MS Office 2000 or later versions) with visible formulas and references and must be broken out by project year, including itemization of the federal and non-federal (cost share) amount. Files must not contain any hidden or otherwise inaccessible cells. Budgets with hidden cells lengthen the review time required to make the award and may result in the rejection of the cost application.
- D. Sub-contracts/Sub-agreements:** The budget shall include a summary and breakdown of the costs allocated to any sub-recipient or subcontractor involved in the activity (unless the agreement or contract is on a fixed-amount basis). While it is important that detailed subcontract or sub-agreement cost be included in the overall detailed spreadsheet(s) described above, applicants have the option of additionally including separate sub-agreement or subcontract budgets for the sake of clarity.
- E. Budget Notes:** Budget notes are required. These budget notes must provide an accompanying narrative by line item which explains in detail the basis for how the individual line-item costs were derived. The budget notes must be sufficient to ensure that USAID/Egypt can determine the purpose of every cost item proposed, as well as understand the basis for the cost estimate (units and unit cost).
- F. Budget Categories: Further Guidance on Certain Costs:** The following provides guidance on certain specific types of costs:
1. Salaries and Allowances – Must be proposed consistent with 2 CFR 200.430 Compensation - Personal Services. The applicant’s budget must include position title, salary rate, level of effort, and salary escalation factors for each position. Allowances, when proposed, must be broken down by specific type and by position. Applicants must explain all assumptions in the Budget Narrative. The Budget Narrative must demonstrate that the proposed compensation is reasonable for the services rendered and consistent with what is paid for similar work in other activities of the applicant. Applicants must provide their established written policies on personnel compensation. If the applicant’s written policies do not address a specific element of compensation that is being proposed, the Budget Narrative must describe the rationale used and supporting market research.
 2. Fringe Benefits – (if applicable) If the applicant has a fringe benefit rate approved by an agency of the U.S. Government, the applicant must use such rate and provide evidence of its approval. If an applicant does not have a fringe benefit rate approved, the applicant must propose a rate and explain how the applicant determined the rate. In this case, the Budget Narrative must include a detailed breakdown comprised of all items of fringe benefits (e.g., superannuation,

gratuity, etc.) and the costs of each, expressed in U.S. dollars and as a percentage of salaries.

3. Travel and Transportation – Provide details to explain the purpose of the trips, the number of trips, the origin and destination, the number of individuals traveling, and the duration of the trips. Per Diem and associated travel costs must be based on the applicant’s normal travel policies. When appropriate please provide supporting documentation as an attachment, such as company travel policy, and explain assumptions in the Budget Narrative.
4. Procurement or Rental of Goods (Equipment & Supplies), Services, and Real Property – Must include information on estimated types of equipment, models, supplies and the cost per unit and quantity. The Budget Narrative must include the purpose of the equipment and supplies and the basis for the estimates. The Budget Narrative must support the necessity of any rental costs and reasonableness in light of such factors as: rental costs of comparable property, if any; market conditions in the area; alternatives available; and the type, life expectancy, condition, and value of the property leased.
5. Subawards – Specify the budget for the portion of the program to be passed through to any subrecipients. See 2 CFR 200.330 for assistance in determining whether the sub-tier entity is a subrecipient or contractor. The subrecipient budgets must align with the same requirements as the applicant’s budget, including those related to fringe and indirect costs.
6. 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.
7. Other Direct Costs – This may include other costs not elsewhere specified, such as report preparation costs, passports and visas fees, medical exams and inoculations, as well as any other miscellaneous costs which directly benefit the program proposed by the applicant. The applicant should indicate the subject, venue and duration of any proposed conferences and seminars, and their relationship to the objectives of the program, along with estimates of costs. Otherwise, the narrative should be minimal.
8. Indirect Costs – Applicants must indicate whether they are proposing indirect costs or will charge all costs directly. In order to better understand indirect costs, please see Subpart E of 2 CFR 200.414. The application must identify which approach they are requesting and provide the applicable supporting information. Below are the most commonly used Indirect Cost Rate methods:

Method 1 - Direct Charge Only

Eligibility: Any applicant

Initial Application Requirements: See above on direct costs

Method 2 - Negotiated Indirect Cost Rate Agreement (NICRA)

Eligibility: Any applicant with a NICRA issued by a USG Agency must use that NICRA

Initial Application Requirements: If the applicant has a current NICRA, submit your approved NICRA and the associated disclosed practices. If your NICRA was issued by an Agency other than USAID, provide the contact information for the approving Agency. Additionally, at the Agency's discretion, a provisional rate may be set forth in the award subject to audit and finalization. See USAID's Indirect Cost Rate Guide for Non Profit Organizations for further guidance.

Method 3 - De minimis rate of 10% of modified total direct costs (MTDC)

Eligibility: Any applicant that has never received a NICRA

Initial Application Requirements: Costs must be consistently charged as either indirect or direct costs but may not be double charged or inconsistently charged as both. If chosen, this methodology once elected must be used consistently for all Federal awards until such time as a non-Federal entity chooses to negotiate an indirect rate, which the non-Federal entity may apply to do at any time. The applicant must describe which cost elements it charges indirectly vs. directly. See 2 CFR 200.414(f) for further information.

Method 4 - Indirect Costs Charged As A Fixed Amount

Eligibility: Non-U.S. non-profit organizations without a NICRA may request, but approval is at the discretion of the AO.

Initial Application Requirements: Provide the proposed fixed amount and a worksheet that includes the following:

- Total costs incurred by the organization for the previous fiscal year and estimates for the current year.
- Indirect costs (common costs that benefit the day-to-day operations of the organization, including categories such as salaries and expenses of executive officers, personnel administration, and accounting, or that benefit and are identifiable to more than one program or activity, such as depreciation, rental costs, operations and maintenance of facilities, and telephone expenses) for the previous fiscal year and estimates for the current year
- Proposed method for prorating the indirect costs equitably and consistently across all programs and activities of using a base that measures the benefits of that particular cost to each program or activity to which the cost applies.

If the Applicant does not have an approved NICRA and does not elect to utilize the 10% de minimis rate, the Agreement Officer will provide further instructions and may request additional supporting information, including financial statements and audits, should the application still be under consideration after the merit

review. USAID is under no obligation to approve the applicant's requested method.

9. Cost Sharing – The applicant should estimate the amount of cost-sharing resources to be provided over the life of the agreement and specify the sources of such resources, and the basis of calculation in the budget narrative. Applicants should also provide a breakdown of the cost share (financial and in-kind contributions) of all organizations involved in implementing the resulting award.

v. Prior Approvals in Accordance with 2 CFR 200.407:

Inclusion of an item of cost in the detailed application budget does not satisfy any requirements for prior approval by the Agency. If the applicant would like the award to reflect approval of any cost elements for which prior written approval is specifically required for allowability, the applicant must specify and justify that cost in this Section. See 2 CFR 200.407 for information regarding which cost elements require prior written approval.

vi. Approvals of Subawards:

The applicant must submit information for all subawards that it wishes to have approved at the time of award in this Section. For each proposed subaward the applicant must provide the following:

- Name of organization.
- DUNS Number.
- Confirmation that the subrecipient does not appear on the Treasury Department's Office of Foreign Assets Control (OFAC) list.
- Confirmation that the subrecipient does not have active exclusions in the System for Award Management (SAM).
- Confirmation that the subrecipient is not listed in the United Nations Security designation list.
- Confirmation that the subrecipient is not suspended or debarred.
- Confirmation that the applicant has completed a risk assessment of the subrecipient, in accordance with 2 CFR 200.331(b).
- Any negative findings as a result of the risk assessment and the applicant's plan for mitigation.

vii. Dun and Bradstreet and SAM Requirements:

USAID may not award to an applicant unless the applicant has complied with all applicable unique entity identifier (DUNS number) and System for Award Management (SAM) requirements. Each applicant (unless the applicant is an individual or Federal awarding agency that is exempted from requirements under 2 CFR 25.110(b) or (c), or has an exception approved by the Federal awarding agency under 2 CFR 25.110(d)) is required to:

- (i) Provide a valid DUNS number for the applicant and all proposed subrecipients;

- (ii) Be registered in SAM before submitting its application. SAM is streamlining processes, eliminating the need to enter the same data multiple times, and consolidating hosting to make the process of doing business with the government more efficient (www.sam.gov);
- (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active Federal award or an application or plan under consideration by a Federal awarding agency.

The registration process may take many weeks to complete. Therefore, applicants are encouraged to begin the process early. If an applicant has not fully complied with the requirements above by the time USAID is ready to make an award, USAID may determine that the applicant is not qualified to receive an award and use that determination as a basis for making an award to another applicant.

DUNS number: <http://fedgov.dnb.com/webform>
SAM registration: <http://www.sam.gov>

Non-U.S. applicants can find additional resources for registering in SAM, including a Quick Start Guide and a video on how to obtain an NCAGE code, on www.sam.gov, navigate to Help, then to International Registrants.

Applicants should address the status of these registrations in this section.

viii. History of Performance

The 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. For the purposes of this NOFO, “Major Sub-awardee” is defined as a sub-awardee whose proposed cost exceeds 20% of the proposed total cost. This subsection should consist of the completed “Past Performance” in Annex No. 2 to this NOFO for every reference.

USAID/Egypt reserves the right to verify the experience and past performance record of cited projects or other recent projects/activities by reviewing performance reports, or to interview cited references or other persons knowledgeable of the Applicant’s performance on a particular project. USAID/Egypt may check any or all cited references to verify supplied information and/or to assess reference satisfaction with performance. The Agreement Officer may also consult other resources and references not provided by the applicant related to the applicant’s past performance.

ix. Branding Strategy and Marking Plan

Pursuant to ADS 303.3.6.2.f and ADS 320.3.1.2, the applicant is required to submit a Branding Strategy and Marking Plan in this Section of the Business (Cost) Application. These plans shall be prepared in accordance with the guidance in ADS 320.3.1.2, 2 CFR 700.16 and the references therein.

USAID/Egypt does not intend to make an award without an approved Branding Strategy and Marking Plan. ADS Chapter 320 sections concerning "assistance" apply to this NOFO. ADS Chapter 320 sections concerning "acquisition" do not apply to this NOFO. ADS Chapter 320 can be found on the USAID website: <http://www.usaid.gov/policy/ads/300/320>.

The following pre-award terms are relevant:

1. Branding Strategy – Assistance (June 2012)

a. Applicants recommended for an assistance award must submit and negotiate a "Branding Strategy," describing how the program, project, or activity is named and positioned, and how it is promoted and communicated to beneficiaries and host country citizens.

b. The request for a Branding Strategy, by the Agreement Officer from the applicant, confers no rights to the applicant and constitutes no USAID commitment to an award.

c. Failure to submit and negotiate a Branding Strategy within the time frame specified by the Agreement Officer will make the applicant ineligible for an award.

d. The applicant must include all estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events, materials, and so forth, in the budget portion of the application. These costs are subject to the revision and negotiation with the Agreement Officer and will be incorporated into the Total Estimated Amount of the grant, cooperative agreement or other assistance instrument.

e. The Branding Strategy must include, at a minimum, all of the following:

(1) All estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events, materials, and so forth.

(2) The intended name of the program, project, or activity.

(i) USAID requires the applicant to use the "USAID Identity," comprised of the USAID logo and brand mark, with the tagline "from the American people" as found on the USAID Web site at <http://www.usaid.gov/branding>, unless the RFA or APS states that the USAID Administrator has approved the use of an additional or substitute logo, seal, or tagline.

(ii) USAID prefers local language translations of the phrase “made possible by (or with) the generous support of the American People” next to the USAID Identity when acknowledging contributions.

(iii) It is acceptable to cobrand the title with the USAID Identity and the applicant's identity.

(iv) If branding in the above manner is inappropriate or not possible, the applicant must explain how USAID's involvement will be showcased during publicity for the program or project.

(v) USAID prefers to fund projects that do not have a separate logo or identity that competes with the USAID Identity. If there is a plan to develop a separate logo to consistently identify this program, the applicant must attach a copy of the proposed logos. The RFA or APS will state if an Administrator approved the use of an additional or substitute logo, seal, or tagline.

(3) The intended primary and secondary audiences for this project or program, including direct beneficiaries and any special target segments.

(4) Planned communication or program materials used to explain or market the program to beneficiaries.

(i) Describe the main program message.

(ii) Provide plans for training materials, posters, pamphlets, public service announcements, billboards, websites, and so forth, as appropriate.

(iii) Provide any plans to announce and promote publicly this program or project to host country citizens, such as media releases, press conferences, public events, and so forth. Applicants must incorporate the USAID Identity and the message, “USAID is from the American People.”

(iv) Provide any additional ideas to increase awareness that the American people support this project or program.

(5) Information on any direct involvement from host-country government or ministry, including any planned acknowledgement of the host-country government.

(6) Any other groups whose logo or identity the applicant will use on program materials and related materials. Indicate if they are a donor or why they will be visibly acknowledged, and if they will receive the same prominence as USAID.

f. The Agreement Officer will review the Branding Strategy to ensure the above information is adequately included and consistent with the stated objectives of the award, the applicant's cost data submissions, and the performance plan.

g. If the applicant receives an assistance award, the Branding Strategy will be included in and made part of the resulting grant or cooperative agreement

2. Marking Plan – Assistance (June 2012)

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

- (i) The program deliverables that the applicant plans to mark with the USAID Identity;
- (ii) The type of marking and what materials the applicant will use to mark the program deliverables;
- (iii) When in the performance period the applicant will mark the program deliverables, and where the applicant will place the marking;
- (iv) What program deliverables the applicant does not plan to mark with the USAID Identity, and
- (v) The rationale for not marking program deliverables.

(3) Any requests for an exemption from USAID marking requirements, and an explanation of why the exemption would apply. The applicant may request an exemption if USAID marking requirements would:

- (i) Compromise the intrinsic independence or neutrality of a program or materials where independence or neutrality is an inherent aspect of the program and materials. The applicant must identify the USAID Development Objective, Interim Result, or program goal furthered by an appearance of neutrality, or state why an aspect of the award is presumptively neutral. Identify by category or deliverable item, examples of material for which an exemption is sought.
- (ii) Diminish the credibility of audits, reports, analyses, studies, or policy recommendations whose data or findings must be seen as independent. The applicant must explain why each particular deliverable must be seen as credible.
- (iii) Undercut host-country government “ownership” of constitutions, laws, regulations, policies, studies, assessments, reports, publications, surveys or audits, public service announcements, or other communications. The applicant must explain why each particular item or product is better positioned as host-country government item or product.
- (iv) Impair the functionality of an item. The applicant must explain how marking the item or commodity would impair its functionality.
- (v) Incur substantial costs or be impractical. The applicant must explain why marking would not be cost beneficial or practical.
- (vi) Offend local cultural or social norms, or be considered inappropriate. The applicant must identify the relevant norm, and explain why marking would violate that norm or otherwise be inappropriate.
- (vii) Conflict with international law. The applicant must identify the applicable international law violated by the marking.

f. The Agreement Officer will consider the Marking Plan's adequacy and reasonableness and will approve or disapprove any exemption requests. The Marking Plan will be reviewed to ensure the above information is adequately included and consistent with the stated objectives of the award, the applicant's cost data submissions, and the performance plan.

g. If the applicant receives an assistance award, the Marking Plan, including any approved exemptions, will be included in and made part of the resulting grant or cooperative agreement, and will apply for the term of the award unless provided otherwise.

x. **Funding Restrictions**

Profit is not allowable for recipients or subrecipients under this award. See 2 CFR 200.330 for assistance in determining whether a sub-tier entity is a subrecipient or contractor. Applicants will be reimbursed only for costs that benefit the program description and are allocable, allowable and reasonable. Pre-award costs may be reimbursed under the resulting award, but only with the prior specific written approval of the Agreement Officer.

Construction is authorized under this award pursuant to ADS 303.3.30 and Standard Provision M.22. The general description of the construction anticipated is to update and modernize existing teaching labs, which simulate the classroom experience. The 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.

Except as may be specifically approved in advance by the AO, all commodities and services that will be reimbursed by USAID under this award must be from the authorized geographic code specified in Section B.4 of this NOFO and must meet the source and nationality requirements set forth in 22 CFR 228.

The Applicant should address any issues with these funding restrictions in this Section of the Business (Cost) Application.

xi. **Conflict of Interest**

The Applicant should disclose any conflicts of interest pursuant to the following pre-award term:

1. Conflict of Interest Pre-Award Term

a. Personal Conflict of Interest

1. An actual or appearance of a conflict of interest exists when an applicant organization or an employee of the organization has a relationship with an Agency official involved in the competitive award decision-making process that could affect that Agency official's impartiality. The term "conflict of interest" includes situations in which financial or other personal considerations may compromise, or have the appearance of compromising, the obligations and duties of a USAID employee or recipient employee.

2. The applicant must provide conflict of interest disclosures when it submits an SF-424. Should the applicant discover a previously undisclosed conflict of interest after submitting the application, the applicant must disclose the conflict of interest to the AO no later than ten (10) calendar days following discovery.

b. Organizational Conflict of Interest

The applicant must notify USAID of any actual or potential conflict of interest that they are aware of that may provide the applicant with an unfair competitive advantage in competing for this financial assistance award. Examples of an unfair competitive advantage include but are not limited to situations in which an applicant or the applicant's employee gained access to non-public information regarding a federal assistance funding opportunity, or an applicant or applicant's employee was substantially involved in the preparation of a federal assistance funding opportunity. USAID will promptly take appropriate action upon receiving any such notification from the applicant.

SECTION E: APPLICATION REVIEW INFORMATION

1. Criteria

All applications that are timely received will be evaluated under the criteria set forth below, unless, in the discretion of the Agreement Officer, an application is eliminated from further consideration for failure to follow the instructions below.

The merit review criteria prescribed here are tailored to the requirements of this particular NOFO. Applicants should note that these criteria serve to: (a) identify the significant matters which the applicants should address in their applications, and (b) set the standard against which all applications will be evaluated. The following merit review criteria will be used to make an award decision.

The following criteria will be evaluated. The Selection Committee (SC) will evaluate the various components of the application set forth below in descending order of importance.

- i. Technical Approach (Most Important);
- ii. Management Approach and Staffing (2nd most important, tied); and
- iii. Institutional Capability and Experience (2nd most important, tied).

These Merit Review Criteria above will be used to determine the apparently successful applicant(s). A final risk assessment, including a review of cost and performance history, will then determine the final award(s) decisions.

Additional guidance on the three Merit Review Criteria are set forth below.

i. Evaluation Criterion No. 1, Technical Approach - (Most Important)

The Technical Approach Criterion will be evaluated in terms of overall quality and the extent to which the proposed technical approach demonstrates a clear understanding of the objectives of the program, a convincing approach to achieve meaningful results, and responsiveness to the operational context. This includes, but is not limited to, the following considerations:

- The extent to which the technical approach presents evidence-based, feasible, and sustainable interventions to achieve the activity's results and cross-cutting themes.
- Extent to which the technical approach has ambitious but realistic targets for all three results that will achieve meaningful outcomes.
- The extent to which the technical approach integrates collaboration, learning, and adapting principles to respond to evolving conditions and opportunities.

- The extent to which the strategic partnership approach enhances and utilizes linkages between U.S. universities and Egyptian public universities to achieve activity results.
- The extent to which the expertise, tools, and resources of the private sector are effectively leveraged to achieve activity results.
- The extent to which the proposed technical approach demonstrates a clear strategy to integrate gender, diversity, equity, and inclusion considerations into the achievement of results.

ii. Evaluation Criterion No. 2, Management Approach and Staffing - (2nd most important, tied):

The Management Approach and Staffing Criterion will be evaluated for the quality, clarity and effectiveness of the Applicant's overall management approach and staffing, including the subcontractors and home office technical support, to implement activities and achieve results. This includes the following considerations:

- The extent to which the management structure is clear and consistent with the Activity objectives and results. This includes the extent to which the management approach optimizes the complementary expertise and capacity of each partner and uses those strengths to efficiently achieve activity results.
- The effectiveness and efficiency of the proposed staffing, such that personnel possess the full range of complementary experience, skill, and expertise required to successfully implement the technical and managerial tasks required to implement the Activity, as well as the extent to which the staffing maximizes the use of local resources;
- The extent to which the proposed key personnel positions are effective and efficient to meet the activity's technical and management needs; and
- The extent to which key personnel possess relevant and demonstrated qualifications, experience, performance and skills applicable to the roles and positions proposed to successfully implement the activity.

iii. Evaluation Criterion No. 3, Institutional Capability and Experience - (2nd most important, tied):

The Institutional Capability and Experience Criterion will be evaluated on the existing capacity of the Applicant to successfully implement the specified activities and achieve desired results. Specifically, capability and experience in the following areas will be considered:

- Capability/Experience integrating collaboration, learning, and adapting principles;
- Capability/Experience building partnerships;
- Capability/Experience addressing gender, diversity, equity, and inclusion;
- Capability/Experience in the technical areas set forth in the Program Description;
- and

- Capability/Experience in managing programs and activities of similar size.

2. Business (Cost) Review

USAID/Egypt will evaluate the cost application of the applicant(s) under consideration for an award as a result of the merit criteria review to determine whether the costs are allowable in accordance with the cost principles found in 2 CFR 200 Subpart E.

The Agency will also consider (1) the extent of the applicant's understanding of the financial aspects of the program and the applicant's ability to perform the activities within the amount requested; (2) whether the applicant's plans will achieve the program results with reasonable economy and efficiency; and (3) whether any special conditions relating to costs should be included in the award.

Proposed cost share, if provided, will be reviewed for compliance with the standards set forth in 2 CFR 200.306, 2 CFR 700.10, and the Standard Provision "Cost Sharing (Matching)" for U.S. entities, or the Standard Provision "Cost Share" for non-U.S. entities.

The AO will perform a risk assessment (2 CFR 200.205). The AO may determine that a pre-award survey is required to inform the risk assessment in determining whether the prospective recipient has the necessary organizational, experience, accounting and operational controls, financial resources, and technical skills – or ability to obtain them – in order to achieve the objectives of the program and comply with the terms and conditions of the award. Depending on the result of the risk assessment, the AO will decide to execute the award, not execute the award, or award with “specific conditions” (2 CFR 200.207).

SECTION F: FEDERAL AWARD ADMINISTRATION INFORMATION

1. Federal Award Notices

Award of the agreement contemplated by this NOFO cannot be made until funds have been appropriated, allocated and committed through internal USAID procedures. While USAID/Egypt anticipates that these procedures will be successfully completed, potential applicants are hereby notified of these requirements and conditions for the award.

The Cooperative Agreement signed by the Agreement Officer is the authorizing document, which shall be transmitted to the Recipient for countersignature to the authorized agent of the successful organization(s) electronically.

Notification will also be made electronically to unsuccessful applicants pursuant to ADS 303.3.7.1.b. USAID/Egypt will consider requests for additional information pursuant to ADS 303.3.7.2.

2. Administrative & National Policy Requirements

No deviations are currently contemplated to the standard provisions for the Cooperative Agreement contemplated by this NOFO. The standard provisions to be used will be the Mandatory Standard Provisions for U.S. Nongovernmental Recipients or the Mandatory Standard Provisions for Non-U.S. Nongovernmental Recipients (other types of provisions may be used if other types of eligible organizations, e.g. Public International Organizations, are selected for award).

The following regulations and policies are expected to govern award administration.

- For U.S. organizations, 2 CFR 700, 2 CFR 200 and the *Standard Provisions for U.S. Nongovernmental Recipients* will be applicable.
- For non-U.S. organizations, the *Standard Provisions for Non-U.S., Nongovernmental Recipients* will apply. While 2 CFR 200 does not directly apply to non-U.S. applicants, the Agreement Officer will use the standards of 2 CFR 200 in the administration of the award.
- For Public International Organizations (PIOs), the Standard Provisions for Grants to Public International Organizations, along with selected provisions from the Standard Provisions for Non-U.S., Nongovernmental Recipients and other negotiated provisions, will be used.

These documents may be accessed through the internet as follows:

2 CFR 200:

<https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=4cf7818c2c56754367ec1b244e40e83d&mc=true&n=pt2.1.200&r=PART&ty=HTML>

- Standard Provisions for U.S., Nongovernmental Recipients:
<https://www.google.com/url?q=https://www.usaid.gov/sites/default/files/documents/303maa.pdf&sa=D&source=hangouts&ust=1605076579080000&usg=AFQjCNFbiSwSVnGeYBwqgk3R9GWvkr2q-w>
- Standard Provisions for Non-U.S., Nongovernmental Recipients:
<https://www.google.com/url?q=https://www.usaid.gov/sites/default/files/documents/303mab.pdf&sa=D&source=hangouts&ust=1605076579080000&usg=AFQjCNFoaElWdy5chGeuvFprUIR7vFohRA>
- Standard Provisions Public International Organizations:
https://www.google.com/url?q=https://www.usaid.gov/sites/default/files/documents/1876/308mab.pdf&sa=D&source=hangouts&ust=1605076347782000&usg=AFQjCNGQy5pRuuKQWwxdSj07L_HOUhRV1Q
FAR Part 31: <https://www.google.com/url?q=https://www.acquisition.gov/far/part-31&sa=D&source=hangouts&ust=1605076347782000&usg=AFQjCNG7-yKq-4TXxvnWrliAOVJ2Jf3OyA>

See Annex 3, for a list of the Standard Provisions that will be applicable to any awards resulting from this NOFO.

3. Reporting Requirements

The Recipient shall be responsible to USAID/Egypt for all matters related to the execution of the agreement. Specifically, the Recipient shall report to the Agreement Officer (AO) and to the Agreement Officer's Representative (AOR), who will be designated by the AO prior to award.

The Recipient will be expected to provide the following reports. All approved quarterly, annual reports, implementation plans, and technical reports shall be posted to the Development Experience Clearinghouse (DEC) as appropriate.

a. Implementation Plans

The Recipient will work closely with the AOR to draft the year one implementation plan. The final version of year one implementation plan will be due within the first 75 days of the Cooperative Agreement. Thirty (30) days before the beginning of each subsequent fiscal year, the Recipient will submit annual implementation plans. The annual implementation plan for each fiscal year will be finalized in consultation with USAID/Egypt with approval by the Agreement Officer's Representative. If during the course of implementation, the Recipient wishes to make

changes to the plan, the Recipient must submit the requested changes in writing for technical review. The Implementation Plan will be consistent with the guidance in the Program Description above. Annual implementation plans are expected to reflect discussions with the Government of Egypt and joint planning exercises with the Teach for Tomorrow activity.

The implementation plans should include:

- Proposed activities and expected progress towards achieving results and performance measures tied to indicators agreed upon within the monitoring, evaluation, and learning (MEL) plan;
- Timeline for implementation of the year's proposed activities, including target completion dates;
- Deliverables, targets, anticipated results, and key indicators against which the Contractor will be evaluated;
- Plans for collaboration, learning, and adaptation;
- Information on how activities/tasks will be implemented;
- Key monitoring and evaluation activities planned to be conducted in that year, such as annual internal Quality Assessments, routine surveys, quarterly data entry into USAID's management information system;
- Personnel and staffing requirements to achieve expected outcomes;
- Major equipment to be procured;
- Details of collaboration with sub-contractors and other major partners;
- Detailed annual budget plan; and
- Demobilization plan (Final year Implementation Plan only).

In addition to information relating to the expected activities for that year, the annual implementation plan should include an annex demonstrating the plan for sustainability. This annex should describe how the Recipient is planning to ensure that the Teacher Excellence Initiative Activity results continue at a high-quality level beyond the period of funding. It should take into consideration all relevant stakeholders and relevant programs. This should include an assessment of the institutional capacity that is or that should be in place or developed through the project (example: the systems, policies, and skills) to sustain the results, and how these capacities will be further developed in order to ensure results of the activity beyond USAID funding.

The implementation plan shall also apply geospatial methods using Geographic Information Systems (GIS) technology to support USAID's effort to incorporate geographic data and analysis into USAID's overall development planning, design, and monitoring and evaluation. When geographic data is acquired through data use or ownership agreements with the host-country government or other entity, the Recipient must ensure that the agreement makes it permissible for the geographic data to be submitted to, and used by, USAID and other U.S. Embassy agencies. USAID/Egypt does not expect that overly elaborate or costly methods of collecting GIS data are necessary and will work with the Recipient to ensure that this information is provided in the least burdensome and expensive effective manner.

b. Monitoring, Evaluation and Learning (MEL) Plan

Monitoring and evaluation improve performance and provide feedback loops to inform adaptive planning and management. The recipient will design and implement a Monitoring, Evaluation, and Learning (MEL) Plan that meets ADS 201.3.4.10 requirements. The MEL Plan will permit the efficient and timely measurement of progress toward activity results, aid in activity management, and provide other data as agreed between USAID/Egypt and the recipient. The recipient will regularly monitor: fidelity of implementation, key intermediate and final results, context, dosage of implementation, and beneficiaries' feedback.

The Recipient will submit a streamlined MEL Plan for USAID that has to be reviewed and approved within 90 days of award of the Project. The plan must reflect a well-developed theory of change appropriate to the objectives of the program that includes essential quantitative and qualitative data and linkages between them.

A final list of indicators, including mandatory Foreign Assistance Framework Standard Indicators and gender sensitive indicators, will be confirmed in collaboration with USAID/Egypt after the award is made. Required indicators include:

- CBLD-9. Percent of USG-assisted organizations with improved performance.
- ES 1-6. Number of educators who complete professional development activities with USG assistance.
- ES 1-12. Number of basic education administrators and officials who complete professional development activities with USG assistance.
- ES 2-1. Number of host country higher education institutions receiving capacity development support with USG assistance.
- ES 2-52. Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance.
- ES 2-54. Number of USG-supported partnerships that address regional, national, and/or local development objectives through or with higher education institutions.
- Cross-cutting: Number of beneficiaries using technology or digital services supported through USAID activities.

All people-level indicators must be disaggregated by gender. The Recipient is responsible for collecting the baseline data. Baseline data may be compiled using both primary and secondary sources, as needs dictate. The Recipient must ensure that baseline data are collected early in the award lifespan, before any implementation has occurred, and baseline data collection is designed based on a plan for analysis of the data. In addition to the above required indicators, applicants are encouraged to propose other indicators that would be finalized after the award is made.

The recipient will measure the outcome of the **Teacher Excellence Initiative** through the change in skills and knowledge of pre-service and in-service teachers. To the extent possible, the implementing partner should seek to measure changes in teachers' skills in an applied setting, such as in teaching laboratories or teacher practicums. While this activity aims to improve the quality of instruction and contribute to improved learning in primary schools in the medium-term,

a change in primary-grade students' learning outcomes is not anticipated within the lifetime of the activity. Thus, it is *not* within scope of the activity to measure changes in the learning of primary-grade students.

The recipient will work with USAID/Egypt and any designated third party on monitoring, evaluation, and learning activities during the activity. These learning activities may include midterm or final evaluations and qualitative and quantitative reviews. USAID anticipates conducting an external tracer study of pre-service and in-service teachers benefitting from the **Teacher Excellence Initiative**. This study would follow beneficiaries in the final years of the activity and beyond to track the application of teaching methods and retention in the teacher workforce. The recipient must maintain a robust MEL system and share data as required to support external evaluations.

The MEL plan should include baseline data and targets based on a USG fiscal year (reporting on progress should be based on achievements and results that occurred in the fiscal year ending September 30). The Activity MEL Plan should be revised as needed in response to changes in the activity or context that occur during the life of the activity. If during the course of implementation, the Recipient wishes to make changes to the plan, the Recipient must submit the requested changes in writing for technical review. The AOR will review and provide approval on any updates to the MEL Plan. The MEL Plan and its updates should not be submitted to USAID's DEC.

The MEL plan will include sections with the following elements:

- List of key project objectives, expected results and project outputs (output is a count of services delivered or items produced) as well as a brief description of the linkages between the project outputs and its expected results.
- Performance Indicators Reference Sheets (PIRs), which include a definition and detailed description of the performance indicators to be tracked including: unit of measure; data source; method of data collection; justification/management utility; baseline values; annual targets; annual actual data; frequency and schedule for data collection; individual responsibility for data collection and availability of data; and detailed plans for data analysis, review and reporting.
- Sufficient indicators and targets should be presented at both the activity output level and at the outcome level to permit USAID to judge the efficacy of the activity being proposed.
- Performance Indicator Tracking Table (PITT) is an Excel file that tracks all quantitative performance data. It lists baseline figures, quarterly and/or annual actuals, quarterly and/or annual targets, and life-of-project targets, disaggregated as appropriate. The PITT will be submitted to USAID on a quarterly basis as part of the Quarterly Report.
- The activity's monitoring approach, including relevant performance indicators of activity outputs and outcomes;
- Plans for collaborating with any external evaluations planned by the Mission;
- Any proposed internal evaluations;
- Learning activities, including knowledge capture at activity closeout;

- Estimated resources for these monitoring, evaluation and learning activities that are a part of the implementing partner's budget; and
- Roles and responsibilities for all proposed monitoring, evaluation and learning actions.

Data Quality Assessments (DQA): Updated every three years or as needed

DQAs must be conducted for all indicators and must be updated every three years or as needed when indicators are modified or there is a new implementer. Indicators must be measured using primary and secondary data. Data quality must be evaluated based on the following criteria: validity, integrity, precision, reliability and timeliness. The implementer must identify and address data limitations and ensure that alternative measurements allow reasonable monitoring and evaluation strategies. The Recipient is also responsible for conducting DQAs for data reported by grantees under this award. The Recipient must keep verification documents and a proper audit trail for reported data.

USAID will annually verify and validate all data reported by the Recipient. USAID will conduct a formal data quality assessment every three years for selected indicators. The Recipient shall maintain data and supporting documentation that can be accessed for verification and validation.

c. Reporting

i. Quarterly Program Performance Monitoring and Financial Report

The Recipient will submit separate Quarterly Program Performance Monitoring and Financial reports to USAID/Egypt within 30 days after the end of each quarter of the fiscal year during the performance period. The Recipient must submit the Federal Financial Form (SF 425) on a quarterly basis to USAID/ Washington M/CFO/CMPLOC unit, the Agreement Officer and the AOR.

The Quarterly Program Performance Monitoring must be written clearly and concisely in grammatically correct English. The Quarterly Program Performance Monitoring reports shall include the following information:

1. An Executive Summary that can be shared with GOE counterparts and education sector partners.
2. A description of activities and key achievements.
3. An assessment of overall progress to date against performance indicators, targets, and actual outputs.
4. Discussion of partnerships, collaboration, or knowledge sharing.
5. Discussion of collaboration, learning, and adapting.
6. Discussion of gender and inclusion.
7. Discussion of what the activity has done to advance sustainability.
8. Elaboration of major activities planned for the next quarter.
9. Discussion of communications and outreach efforts.

10. Social media stories and success stories that highlight beneficiaries, successes, progress, and activities. These must be well-written and include accompanying pictures and graphics that can be shared on social media and other media outlets.
11. If the activity undertakes capital improvements or other activities with environmental impact, the report must also contain a section specific to Environmental Compliance and include activity summaries along with environmental impacts, success or failure of mitigation measures being implemented, results of environmental monitoring, and any major modifications/revisions to the activity, mitigation measures or monitoring procedures.
12. Information on accrued expenditures to date;
13. A listing of all sub-agreements, including a scope of work with detailed descriptions of the related program, in which the Recipient is engaged during the annual reporting period; and
14. Any other information relating to program performance established in the resultant Cooperative Agreement or by the AOR at the time of the report.

ii. Annual Program Performance Report

The Recipient will provide to USAID a concise Annual Program Performance Monitoring Report in lieu of the fourth quarterly report. The Recipient shall submit an original and two copies of a performance report to the AOR. These reports are due 15 calendar days after the reporting period (no report is required for the final year). The first annual report will cover the remaining months in that same fiscal year following the signature of the Cooperative Agreement. Subsequent reports will cover 12 months and be due at the end of the fiscal year.

In addition to the requirements of the Quarterly Program Performance Monitoring reports, Annual Performance Reports shall contain the information listed below:

- a. An Executive Summary that can be shared with GOE counterparts and education sector partners;
- b. Success stories for each project result; A summary of the actual activities and results during the reporting period compared with the plan established for the reporting period;
- c. Provide examples of how the activity has implemented collaborating, learning, and adapting principles;
- d. An explanation of why results were surpassed or were not achieved and why activities were delayed or not carried out during the reporting period. Indicate corrective actions taken or a plan to ameliorate or change performance if appropriate. For each corrective action, the Recipient will designate responsible parties and establish a timeframe for completion;

The AOR will acknowledge receipt of all Annual Performance Reports and will provide verbal or written feedback within 30 days after receipt of the report. If the AOR deems it necessary, there will be a meeting with the Recipient to discuss the contents of the Annual Performance Report.

Upon receiving AOR approval, the Recipient will submit the approved Annual Report to USAID's DEC.

iii. Final Program Performance Report

A Final Performance Report will be required. The Final Performance Report will cover the entire period of the award. The Recipient shall submit a draft of the final report to the AOR within 60 days following the estimated completion date of the Cooperative Agreement. This Final Report will include the following information:

- a. A description of the cumulative results achieved;
- b. b) An assessment of the impact of the program, including a summary of lessons learned and important success stories; and
- c. c) A summary of progress made in achieving indicator targets from the M&E plan (based on valid data collection and analysis).

d. Close out Plan

The Recipient will be requested to provide a closeout plan for all activities (administration, information, finance, procurement and management) for review and approval, no less than 90 days before the end date of the Cooperative Agreement in order to efficiently close-out the expected cooperative agreement.

e. Submission to the Development Experience Clearinghouse and Publications

Per ADS 540.3.2.3, documents and development assistance activity descriptions produced or funded with USAID resources and created in support of Intellectual Work must be submitted for inclusion in the DEC. The recipient must provide the AOR one copy of any Intellectual Work that is published, and a list of any Intellectual Work that is not published.

In addition, the recipient must submit Intellectual Work, whether published or not, to the DEC, either online (preferred) or by mail. The recipient must review the DEC Web site for submission instructions, including document formatting and the types of documents to submit. Submission instructions can be found at: <http://dec.usaid.gov>. For purposes of submissions to the DEC, Intellectual Work includes all works that document the implementation, evaluation, and results of international development assistance activities developed or acquired under this award, which may include program and communications materials, evaluations and assessments, information products, research and technical reports, progress and performance reports required under this award (excluding administrative financial information), and other reports, articles and papers prepared by the recipient under the award, whether published or not. The term does not include the recipient's information that is incidental to award administration, such as financial, administrative, cost or pricing, or management information.

Each document submitted should contain essential bibliographic information, such as 1) descriptive title; 2) author(s) name; 3) award number; 4) sponsoring USAID office; 5) development objective; and 6) date of publication.

The Recipient must not submit to the DEC any financially sensitive information or personally identifiable information, such as social security numbers, home addresses and dates of birth. Such information must be removed prior to submission. The Recipient must not submit classified documents to the DEC.

In the event award funds are used to underwrite the cost of publishing, in lieu of the publisher assuming this cost as is the normal practice, any profits or royalties up to the amount of such cost must be credited to the award unless the schedule of the award has identified the profits or royalties as program income.

4. Program Income

Any program income earned under the Cooperative Agreement(s) anticipated by this NOFO will be deducted from total allowable costs to determine the net allowable costs. Program income must be used for current costs unless the Federal awarding agency authorizes otherwise. Program income that the non-Federal entity did not anticipate at the time of the Federal award must be used to reduce the Federal award and non-Federal entity contributions rather than to increase the funds committed to the project.

5. Environmental Compliance

a. Environmental Policy

- i) The Foreign Assistance Act of 1961, as amended, Section 117 requires that the impact of USAID's activities on the environment be considered and that USAID include environmental sustainability as a central consideration in designing and carrying out its development programs. This mandate is codified in Federal Regulations (22 CFR 216) and in USAID's Automated Directives System (ADS) Parts 201.5.10g and 204 (<http://www.usaid.gov/policy/ADS/200/>), which, in part, require that the potential environmental impacts of USAID-financed activities are identified prior to a final decision to proceed and that appropriate environmental safeguards are adopted for all activities. Respondent environmental compliance obligations under these regulations and procedures are specified in the following paragraphs of this NOFO.
- ii) In addition, the recipient must comply with host country environmental regulations unless otherwise directed in writing by USAID/Egypt. In case of conflict between host country and USAID regulations, the latter shall govern .
- iii) No activity funded under this CA will be implemented unless an environmental

threshold determination, as defined by 22 CFR 216, has been reached for that activity, as documented in a Request for Categorical Exclusion (RCE), Initial Environmental Examination (IEE), or Environmental Assessment (EA) duly signed by the Bureau Environmental Officer (BEO). (Hereinafter, such documents are described as “approved Regulation 216 environmental documentation.”)

b. IEE

An Initial Environmental Examination (IEE) number ME 21-50 dated July 30, 2021, has been approved for the Program anticipated to be awarded as a result of this NOFO. The IEE covers activities expected to be implemented under this CA. USAID/Egypt has determined that a Negative Determination with conditions applies to one or more of the proposed activities. This indicates that if these activities are implemented subject to the specified conditions, they are expected to have no significant adverse effect on the environment. The applicant shall be responsible for implementing all IEE conditions pertaining to activities to be funded under this solicitation. The IEE for this activity will be shared with the apparently successful applicant at a later stage.

c. Implementation Planning

- i) As part of its initial implementation plan, and all implementation plans thereafter, the recipient, in collaboration with the USAID/Egypt Cognizant Technical Officer and Mission Environmental Officer or Bureau Environmental Officer, as appropriate, shall review all ongoing and planned activities under this CA to determine if they are within the scope of the approved Regulation 216 environmental documentation.
- ii) If the recipient plans any new activities outside the scope of the approved Regulation 216 environmental documentation, it shall prepare an amendment to the documentation for USAID/Egypt review and approval. No such new activities shall be undertaken prior to receiving written USAID/Egypt approval of environmental documentation amendments.
- iii) Any ongoing activities found to be outside the scope of the approved Regulation 216 environmental documentation shall be halted until an amendment to the documentation is submitted and written approval is received from USAID/Egypt.

SECTION G: FEDERAL AWARDING AGENCY CONTACT(S)

1. NOFO Points of Contact

Any questions regarding this NOFO may be addressed to Sherry Biblawy at sbiblawy@usaid.gov with a copy to Seham Gries at sgries@usaid.gov.

2. Acquisition and Assistance Ombudsman

The A&A Ombudsman helps ensure equitable treatment of all parties who participate in USAID's acquisition and assistance process. The A&A Ombudsman serves as a resource for all organizations who are doing or wish to do business with USAID. Please visit this page for additional information: <https://www.usaid.gov/work-usaid/acquisition-assistance-ombudsman>

[The A&A Ombudsman may be contacted via: Ombudsman@usaid.gov](mailto:Ombudsman@usaid.gov)

SECTION H: OTHER INFORMATION

USAID reserves the right to fund any or none of the applications submitted. The Agreement Officer is the only individual who may legally commit the Government to the expenditure of public funds. Any award and subsequent incremental funding will be subject to the availability of funds and continued relevance to Agency programming.

ANNEX NO. 1 – BUDGET FORMAT

BUDGET TEMPLATE

Please include all detailed costs under the following cost categories and subcategories. It is optional to include annual costs as separate columns in one spreadsheet or to include separate spreadsheets for each program year plus a total spreadsheet.

Budget Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total All Years
1. <i>Personnel</i> a. International Staff i. Long-Term Expatriate Staff ii. HQ Technical Staff b. Local In-Country Staff i. Program Staff ii. Operational Staff						
2. <i>Fringe Benefits and Allowances</i> a. Fringe Benefits b. Allowances						
3. <i>Travel</i> a. International travel b. Local and domestic travel (car rental, taxis etc.)						
4. <i>Equipment and Supplies</i> a. Equipment (equipment with a unit cost greater than \$5,000) b. Supplies (equipment with a unit cost less than \$5,000, including but not limited to workstations & chairs, file cabinets, computers, cellular phones, printers, etc.). This cost category does						

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not include office supplies, which should be included under Miscellaneous Direct Costs.						
<p>5. <i>Contractual</i></p> <p>a. Direct Program activities (including fixed-price, but not cost type, subcontracts AND NOT subawards).</p> <p>b. Training;</p> <p>c. MEL;</p> <p>d. Consultants (including but not limited to expatriate consultants, local consultants, studies, analyses, etc.)</p> <p>e. Subgrants.</p>						
6. <i>Construction</i>						
<p>7. <i>Other Direct Costs</i></p> <p>a. Equipment operation costs (e.g. including, but not limited to, vehicle rental/lease, vehicle and equipment maintenance/fuel/repair, motorcycle fuel/maintenance, generator fuel/maintenance, software licenses)</p> <p>b. Insurance/Travel (e.g. DBA, Medevac, visas, permits, immunizations, exams, vehicle insurance, equipment insurance, other insurance)</p> <p>c. Office operation costs (e.g. rent/utilities/repairs/maintenance, security services, office supplies, make ready costs)</p> <p>d. Communication costs (e.g. general communications expense, mobile/cellular communication, internet, printing/photocopying, courier)</p> <p>e. Other (e.g. professional fees – audit/legal/payroll, branding & marking, banking fees)</p>						

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Total Direct Charges						
8. <i>Indirect Charges</i>						
a. Material Handling						
b. Overhead						
c. G&A						
TOTALS (Direct and indirect costs)						Approximately \$49.5 Million

ANNEX NO. 2: PAST PERFORMANCE INFORMATION (PPI)

To be completed by the applicant

1. Award Number:
2. Contractor/Recipient (Name and Address):
3. Type of Award:
4. Complexity of Work/Program: Difficult _____ Routine ____
5. Description, location, and relevancy of work:
6. Dollar Value of Work/Program: _____ Status: Active _____ Completed _____
7. Date of Award: _____ Award Completion Date (including extensions): _____
8. Type and Extent of Subawards:
9. Name, Address, Telephone Number, and E-mail Address of the Contracting/Agreement Officer and/or the Contract/Agreement Officer 's Representative (or the most knowledgeable person to provide a review of performance):

ANNEX NO. 3 - STANDARD PROVISIONS

Note: the full text of these provisions may be found at:

<https://www.usaid.gov/ads/policy/300/303maa> and <https://www.usaid.gov/ads/policy/300/303mab>).

The actual Standard Provisions included in the award will be dependent on the organization that is selected. The award will include the latest Mandatory Provisions for either U.S. or non-U.S. Nongovernmental organizations. The award will also contain the following “required as applicable” Standard Provisions:

Please note that the resulting award will include all standard provisions (both mandatory and required as applicable) in full text.

REQUIRED AS APPLICABLE STANDARD PROVISIONS FOR U.S. NONGOVERNMENTAL ORGANIZATIONS

Required	Not Required	Standard Provision
TBD		RAA1. NEGOTIATED INDIRECT COST RATES - PREDETERMINED (NOVEMBER 2020)
		RAA2. NEGOTIATED INDIRECT COST RATES - PROVISIONAL (Nonprofit) (NOVEMBER 2020)
		RAA3. NEGOTIATED INDIRECT COST RATE - PROVISIONAL (Profit) (DECEMBER 2014)
		RAA4. INDIRECT COSTS – DE MINIMIS RATE (NOVEMBER 2020)
X		RAA5. EXCHANGE VISITORS AND PARTICIPANT TRAINING (JUNE 2012)
	X	RAA6. VOLUNTARY POPULATION PLANNING ACTIVITIES – SUPPLEMENTAL REQUIREMENTS (JANUARY 2009)
	X	RAA7. PROTECTION OF THE INDIVIDUAL AS A RESEARCH SUBJECT (APRIL 1998)
	X	RAA8. CARE OF LABORATORY ANIMALS (MARCH 2004)
	X	RAA9. TITLE TO AND CARE OF PROPERTY (COOPERATING COUNTRY TITLE) (NOVEMBER 1985)
X		RAA10. COST SHARING (MATCHING) (FEBRUARY 2012)
	X	RAA11. PROHIBITION OF ASSISTANCE TO DRUG TRAFFICKERS (JUNE 1999)

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	X	RAA12. INVESTMENT PROMOTION (NOVEMBER 2003)
X		RAA13. REPORTING HOST GOVERNMENT TAXES (DECEMBER 2014)
X		RAA14. FOREIGN GOVERNMENT DELEGATIONS TO INTERNATIONAL CONFERENCES (JUNE 2012)
	X	RAA15. CONSCIENCE CLAUSE IMPLEMENTATION (ASSISTANCE) (FEBRUARY 2012)
	X	RAA16. CONDOMS (ASSISTANCE) (SEPTEMBER 2014)
	X	RAA17. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING (ASSISTANCE) (SEPTEMBER 2014)
X		RAA18. USAID DISABILITY POLICY - ASSISTANCE (DECEMBER 2004)
X		RAA19. STANDARDS FOR ACCESSIBILITY FOR THE DISABLED IN USAID ASSISTANCE AWARDS INVOLVING CONSTRUCTION (SEPTEMBER 2004)
	X	RAA20. STATEMENT FOR IMPLEMENTERS OF ANTI-TRAFFICKING ACTIVITIES ON LACK OF SUPPORT FOR PROSTITUTION (JUNE 2012)
	X	RAA21. ELIGIBILITY OF SUBRECIPIENTS OF ANTI-TRAFFICKING FUNDS (JUNE 2012)
	X	RAA22. PROHIBITION ON THE USE OF ANTI-TRAFFICKING FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE FOR THE LEGALIZATION OR PRACTICE OF PROSTITUTION (JUNE 2012)
X		RAA23. UNIVERSAL IDENTIFIER AND SYSTEM OF AWARD MANAGEMENT (NOVEMBER 2020)
X		RAA24. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (NOVEMBER 2020)
	X	RAA25. PATENT REPORTING PROCEDURES (NOVEMBER 2020)
	X	RAA26. ACCESS TO USAID FACILITIES AND USAID'S INFORMATION SYSTEMS (AUGUST 2013)
X		RAA27. CONTRACT PROVISION FOR DBA INSURANCE UNDER RECIPIENT PROCUREMENTS (DECEMBER 2014)
X		RAA28. AWARD TERM AND CONDITION FOR RECIPIENT INTEGRITY AND PERFORMANCE MATTERS (APRIL 2016)
	X	RAA29. RESERVED
	X	RAA30. PROGRAM INCOME (AUGUST 2020)
	X	RAA31. NEVER CONTRACT WITH THE ENEMY (NOVEMBER 2020)

REQUIRED AS APPLICABLE STANDARD PROVISIONS FOR NON-U.S. NONGOVERNMENTAL ORGANIZATIONS

Required	Not Required	Standard Provision
TBD		RAA1. ADVANCE PAYMENT AND REFUNDS (NOVEMBER 2020)
		RAA2. REIMBURSEMENT PAYMENT AND REFUNDS (DECEMBER 2014)
TBD		RAA3. INDIRECT COSTS – NEGOTIATED INDIRECT COST RATE AGREEMENT (NICRA) (NOVEMBER 2020)
		RAA4. INDIRECT COSTS – CHARGED AS A FIXED AMOUNT (NONPROFIT) (JUNE 2012)
		RAA5. INDIRECT COSTS – DE MINIMIS RATE (NOVEMBER 2020)
X		RAA6. UNIVERSAL IDENTIFIER AND SYSTEM OF AWARD MANAGEMENT (NOVEMBER 2020)
X		RAA7. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (NOVEMBER 2020)
X		RAA8. SUBAWARDS (DECEMBER 2014)
X		RAA9. TRAVEL AND INTERNATIONAL AIR TRANSPORTATION (DECEMBER 2014)
X		RAA10. OCEAN SHIPMENT OF GOODS (JUNE 2012)
X		RAA11. REPORTING HOST GOVERNMENT TAXES (JUNE 2012)
	X	RAA12. PATENT RIGHTS (JUNE 2012)
X		RAA13. EXCHANGE VISITORS AND PARTICIPANT TRAINING (JUNE 2012)
	X	RAA14. INVESTMENT PROMOTION (NOVEMBER 2003)
X		RAA 15. COST SHARE (JUNE 2012)
	X	RAA16. PROGRAM INCOME (AUGUST 2020)
X		RAA17. FOREIGN GOVERNMENT DELEGATIONS TO INTERNATIONAL CONFERENCES (JUNE 2012)
X		RAA18. STANDARDS FOR ACCESSIBILITY FOR THE DISABLED IN USAID ASSISTANCE AWARDS INVOLVING CONSTRUCTION (SEPTEMBER 2004)
	X	RAA19. PROTECTION OF HUMAN RESEARCH SUBJECTS (JUNE 2012)
	X	RAA20. STATEMENT FOR IMPLEMENTERS OF ANTI-TRAFFICKING ACTIVITIES ON LACK OF SUPPORT FOR PROSTITUTION (JUNE 2012)
	X	RAA21. ELIGIBILITY OF SUBRECIPIENTS OF ANTI-TRAFFICKING FUNDS (JUNE 2012)

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	X	RAA22. PROHIBITION ON THE USE OF ANTI-TRAFFICKING FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE FOR THE LEGALIZATION OR PRACTICE OF PROSTITUTION (JUNE 2012)
	X	RAA23. VOLUNTARY POPULATION PLANNING ACTIVITIES – SUPPLEMENTAL REQUIREMENTS (JANUARY 2009)
	X	RAA24. CONSCIENCE CLAUSE IMPLEMENTATION (ASSISTANCE) (FEBRUARY 2012)
	X	RAA25. CONDOMS (ASSISTANCE) (SEPTEMBER 2014)
	X	RAA26. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING(ASSISTANCE) (SEPTEMBER 2014)
	X	RAA27. LIMITATION ON SUBAWARDS TO NON-LOCAL ENTITIES (JULY 2014)
X		RAA28. CONTRACT PROVISION FOR DBA INSURANCE UNDER RECIPIENT PROCUREMENTS (DECEMBER 2014)
X		RAA29. CONTRACT AWARD TERM AND CONDITION FOR RECIPIENT INTEGRITY AND PERFORMANCE MATTERS (April 2016)
	X	RAA30. RESERVED
	X	RAA31. NEVER CONTRACT WITH THE ENEMY (NOVEMBER 2020)

ANNEX NO. 4 – REFERENCE MATERIAL

The following reference materials could be useful in the preparation of the technical applications:

1. USAID/Egypt's Country Development Cooperation Strategy (CDCS) 2020 - 2025

Please check the following link for USAID/Egypt's CDCS: <https://www.usaid.gov/egypt/cdcs>

2. USAID/Egypt Learning Agenda Summary Table
pdf provided below.

2. USAID/Egypt Learning Agenda Summary Table

USAID/Egypt Learning Agenda - Summary Tables

Learning Priority I: Understanding how women’s empowerment and inclusion affect outcomes

Corresponding cross-cutting theme: Empower women across sectors

Women’s empowerment is both a cross-cutting theme in the Results Framework as well as a Learning Priority. It is also expected to be mainstreamed throughout all of the portfolios in order to achieve results across sectors. Women’s empowerment is explicit in targeted IRs (in DOs 2 and 3) and also highlighted in a Sub-IR under DOI. And it is a key component of the larger CDCS Goal. The Learning Questions will help the Mission to understand how advancing this critical dimension of programming dynamically influences all the DOs.

Learning Agenda Table

Learning Priority	Learning Questions
Understanding how <u>women’s empowerment and inclusion</u> affect outcomes	Q1. How are activities that are focused on women’s empowerment and inclusion mutually reinforced to achieve our goal? What is an effective management approach for maximizing the desired impact across the portfolio?
	Q2. What are the drivers behind changes in behavior that impact women’s empowerment? What are the most effective interventions/tools impacting behavior change?
	Q3. How can programming overcome the barriers to women’s entry and retention into the labor force (particularly the private sector)? What are the motives/incentives to hire, retain, and promote women across sectors?
	Q4. In what ways do reforms (institutional and regulatory) affect women’s empowerment objectives?

Learning Priority 2: Understanding the private sector's role in improving results

Corresponding cross-cutting theme: Engage the Private Sector for input and improved outcomes

Engaging private sector actors has been identified as a cross-cutting theme in the CDCS. Determining the extent to which, where, and how various Private Sector Engagement (PSE) approaches are effective in improving development outcomes is a Learning Priority. The theory of change behind the prioritization is that "if the Mission engages private sector in areas of shared value, then the Mission will achieve greater development outcomes than it would without this engagement." When the Mission partners/collaborates with the private sector, this is based on the assumption that the private sector will add value. The learning questions under this priority aim to test this assumption and surface any areas where impediments or challenges consistently appear.

Learning Agenda Table

Learning Priority	Learning Questions
<p>Understanding the <u>private sector's</u> role in improving results</p> <p><i>(This priority is aligned with Agency PSE Evidence and Learning Plan Question 1: "How and to what extent does private sector engagement improve development and humanitarian outcomes?")</i></p>	<p>Q1. How do different approaches* to private sector engagement affect results? Specifically:</p> <ul style="list-style-type: none"> - What benefits accrue from working with the PS? - What <i>isn't</i> worth continuing with the PS? What should be increased/decreased in terms of activities/engagement? - What impediments to success appear consistently? <p><i>*Approaches to consider include:</i></p> <ul style="list-style-type: none"> - Convening private sector with government actors - Shared value partnerships with private companies (led by USAID or its IPs) to improve development outcomes - DFC deals

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Learning Priority 3: Understanding how ICT affects our development programming

Corresponding cross-cutting theme: Strengthen ICT adoption across sectors, in particular for marginalized groups

ICT is a cross-cutting theme in the Results Framework as well as a Learning Priority. USAID is promoting ICT adoption based on the assumption that ICT adoption has the potential to advance social equity and inclusive economic growth, and increase GOE effectiveness and accountability. Accordingly, the activities under this learning priority seek to test the assumption that increased use of and access to ICT improves development outcomes, and further explore what factors influence ICT adoption, and strategies and initiatives that USAID should undertake to ensure that ICT reaches key groups equitably and that unintended consequences of digitalization and attendant amalgamation of personal data are foreseen.

Learning Agenda Table

Learning Priority	Learning Questions
Understanding how <u>ICT</u> affects our development programming	Q1. a) What factors influence ICT adoption (or lack of adoption in certain circumstances /among certain populations/consumers)? b) What barriers exist for investors/providers to increase access to ICT?
	Q2. What concrete steps should USAID interventions take to be sensitive to the digital divide in order to ameliorate disparities (and avoid reinforcing them)?
	Q3. How does access to technology affect programming, specifically in the areas of: <ul style="list-style-type: none">• Transparency?• Social equity?• Economic growth?
	What unintended consequences may result from digitization of public records?

Learning Priority 4: Understanding how to maximize effective collaboration for programmatic impact

Corresponding cross-cutting theme: Adopt a facilitative approach and include stakeholders across the Program Cycle

Effective collaboration is an important component of successful programming and a means to ensuring that the results will be more sustainable with stronger ownership.

Learning Agenda Table

Learning Priority	Learning Questions
Understanding how to maximize <u>effective collaboration with a common goal</u> for programmatic impact	Q1. What are the most effective programmatic opportunities for integration across sectors? How do we collaborate across the Mission to improve results across the portfolio?