



USAID | PHILIPPINES

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Subject: **Notice of Funding Opportunity (NOFO) Number:
72049223RFA00001**

Program¹Title: **USAID/Philippines' New Higher Education Activity**

Federal Assistance Listing Number: 98.001

Ladies/Gentlemen:

The United States Agency for International Development (USAID) is seeking applications for a Cooperative Agreement from qualified entities to implement the “**New Higher Education Activity.**” Eligibility for this award is unrestricted. U.S. non-profit nongovernmental organizations (NGOs), for-profit NGOs willing to forego their fee, private voluntary organizations, Philippine-based NGOs, universities, foundations, consortiums, and international organizations may submit their applications.

USAID intends to make an award to the applicant 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 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.

¹Note: The term “program” as used in 2 CFR 200 and this NOFO is typically considered by USAID to be an Activity supporting one or more Project(s) pursuant to specific Development Objectives. Please see 2 CFR 700 for the USAID specific definitions of the terms “Activity” and “Project” as used in the USAID context for purposes of planning, design, and implementation of USAID development assistance.

USAID 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.6.g. 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 point(s) 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 NOFO posted in www.grants.gov.

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 programs.

Sincerely,

Jennifer L. Crow
Supervisory Agreement Officer
Regional Office of Acquisition and Assistance

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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. Summary

The United States Agency for International Development (USAID)’s **New Higher Education Activity** will strengthen the Philippine higher education system to support broad-based, inclusive growth and become a key driver of development. It will do this by strengthening the innovation capacities and workforce development functions of Philippine higher education institutions (HEIs) in faculty development, curriculum improvements, and engagement with industry and international partners, as well as overall improvements in HEI management and administration. It will also support improvements in the regulatory environment to improve governance in the sector, support Philippine policies in strengthening human capital development, and provide a platform for convergence for local stakeholders to work together in achieving shared development goals.

2. Authorizing Legislation

The authority for this Notice of Funding opportunity is found in the Foreign Assistance Act of 1961, as amended. For U.S. organizations, 2 CFR 200, 2 CFR 700, OMB Circulars, and USAID Standard Provisions for U.S. Nongovernmental recipients will be applicable. For non-U.S. organizations, the Standard Provisions for Non-U.S., Nongovernmental recipients and the applicable cost principles (OMB Circular A-122 for non-profit organizations and OMB Circular A-21 for universities) will apply. The OMB circulars are available in the following link: <http://www.whitehouse.gov/omb/circulars/index.html>.

For both U.S. and non-U.S. for-profit organizations Federal Acquisition Regulation (FAR) Part 31 will be applicable. While 2 CFR 200 and 2 CFR 700 do not apply directly to non-U.S. Applicants, the Agreement Officer (AO) will use the standards of 2 CFR 200 and 2 CFR 700 in the administration of the award. Further information including the referenced documents may be obtained via our agency website <http://www.usaid.gov> directly or via links in USAID Automated Directive System (ADS) Chapter 303: <https://www.usaid.gov/policy/ads/300/303.pdf>. Copies may also be obtained from the listed agency points of contact for this NOFO.

3. Background

Introduction

Higher education is the key to increased productivity and innovation. The skills taught at post-secondary and higher education institutions² allow people to participate in the economy more meaningfully and effectively, and the knowledge generated through higher education research serves as the foundation for more inclusive growth. (See ANNEX 3 for Abbreviations, Acronyms and Bibliography.)

Quality workforce development training in post-secondary training institutions can provide a pathway to quality employment or entrepreneurship opportunities -- even for those without college degrees -- and power the skills needs of industry.

Higher education research on the other hand, is foundational to long-term, sustainable and accelerated development. As the the main source of innovation and when linked to the private sector, higher education research catalyzes the growth of new industries in high-value sectors or expands existing industries, both of which lead to better jobs. Higher education research is also critical to addressing local challenges through its community extension work as it provides relevant, actionable research across the full range of development issues.

This is summed up in USAID's Higher Education Program Framework³ which identifies three core functions of the higher education system:

1. Provides quality and relevant education and training: Higher education systems strengthen the workforce through continuous, market-relevant improvement of teaching, learning, assessment, curriculum, and pedagogical practices.
2. Advances knowledge and research: Higher education systems advance generation of knowledge through basic and applied research, support its application, and develop solutions that contribute to development and innovation in a variety of sectors.
3. Engages and strengthens networks and communities: Higher education systems develop and engage with local, regional, and international communities to both ground their work in local challenges and connect to the most cutting-edge ideas the higher education community has to offer.

As the Philippines transitions from a factor-driven to an efficiency-driven economy⁴, the skills and knowledge that are honed and generated in post-secondary and higher education institutions

² The 2018 USAID Education policy defines a higher education institution as an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Higher/tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education. This may include public or private universities, colleges, community colleges, academically affiliated research institutes, and training institutes, including teacher training institutes.

³ <https://www.edu-links.org/resources/higher-education-program-framework>

⁴ World Economic Forum's Global Competitiveness Report 2016

become critical in securing the long-term competitiveness of the economy and make growth broader based and more inclusive.

High quality research underpins sustainable, inclusive growth especially when directed towards addressing local enterprise needs or development challenges. High-quality human capital attracts or results in the creation or expansion of high-value industries that provide quality jobs, which then directly address the in-work poverty pervasive in the country⁵.

Challenges in Human Capital Development in the Philippines: Some Metrics

The quality of higher education has both immediate and long-term consequences to inclusive economic growth, due to its effects on the two interrelated issues of productivity and innovation. Significant challenges in the quality of the system need to be overcome before higher education can be an effective driver of inclusive growth.

The quality of faculty within the Philippine higher education system is one indicator of the overall quality of the system. Two measurements of faculty quality are credentials and publications. Data from the Philippine Commission on Higher Education (CHED) show that almost half (46 percent) of all faculty possess only a bachelor's degree, 39 percent have a Master's degree, and only 15 percent of faculty have a Ph.D. (mostly in Educational Administration or Public Administration). With regard to publications, less than five percent of faculty have any type of international publications.

The performance of graduates in licensure examinations is another indicator of the quality of the higher education system. CHED regulates the sector and has published the performance data of Filipino graduates in licensure examinations in 46 disciplines. The latest data from 2018⁶ shows an average passing rate of just under 38 percent. The top five disciplines in terms of number of test takers show the following results:

Discipline	No. of takers	No. of passers	Passing rate
Licensure Exam for Teachers - Secondary	200,936	83,302	41.46%
Licensure Exam for Teachers - Elementary	146,756	31,953	21.77%
Criminology	62,991	21,588	34.27%
Accountancy	24,158	6,457	26.73%
Nursing	21,538	9,028	41.92%

⁵ World Bank's "Employment and Poverty in the Philippines" 2015

⁶ CHED, 2018

This wide gap between licensure takers and passers has significant implications for employment and underemployment, as well as the skills gap and mismatch. As graduates fail to gain credentials in the field in which they specialize, they are forced to seek employment in alternative fields that do not make use of their years of training and knowledge. Even those who actually pass the licensure exams find themselves working in other sectors, if they find that their preferred employment option – usually overseas – is not viable. Nursing is the best example of this. Nurses end up getting employed in the business process outsourcing industry and in other sectors. In a 2018 study, it was estimated that around 200,000 licensed nurses were in jobs not related to healthcare⁷ while recent reports point to a shortage of practicing nurses in the country predicted to reach almost 250,000 by 2030 by the World Health Organization.⁸

The size, complexity and diversity of the Philippine higher education sector is also a challenge from a regulation standpoint. The country has one of the largest numbers of higher education institutions (HEIs) in the world, with 2,443 institutions enrolling around 4.17 million students.⁹ This is more than 10 times the number of institutions, compared to its ASEAN neighbors: Thailand has only 154, Vietnam has 235, and Malaysia has 530.¹⁰

Of the total number of HEIs 1,746 or around 72 percent are private, run by individuals and corporations. Of this number, however, only 4.2 percent of private institutions have earned the coveted “autonomous” status granted by the government, which means that they have passed a rigorous, multi-year review process certifying their quality, which then exempts them from further government regulation.

Public institutions are composed of State Universities and Colleges (SUC’s) and their satellite campuses, Local Universities and Colleges (LUC’s), and other specialized HEIs. Data from CHED show that despite accounting for only 28 percent of the sector in terms of institutions, public institutions have seen steadily increasing enrollment.

In 2003, the proportion of students enrolled in state-funded HEIs was only 34 percent. Data from CHED for the most recent school year (2021-2022) shows that there are now more students enrolled in SUCs and LUCs at 50.1 percent. This will most likely continue to rise due to the recent developments of free tuition in state-run institutions and increasing resources available for investment from local governments through the LUC’s.

There has been a steady rise in the number of LUCs – higher education institutions funded by local government units. There are now 138 LUC’s throughout the country, and account for close to 10 percent of enrollment with 389,000 students. This recent development bodes well for increased equity and access to higher education. However, issues with quality and capacity of LUC’s have started to emerge.

⁷ Carlos, 2018

⁸WHO, 2022

⁹CHED, 2022

¹⁰ SHARE ASEAN, 2019

This shift to public institutions has a large impact on private HEI's. Most private institutions do not receive any public funding and are completely dependent on tuition revenue. Private institutions are regulated by CHED through accreditation bodies managed by peer reviewers. There are at least six national associations of higher education institutions in the country, and at least five different accrediting bodies. This makes the accreditation process very complex. Private institutions then complain about the lack of balance in terms of public funding support and regulation: public HEI's like SUC's and LUC's, are completely funded by the government but are in large part autonomous. Whereas the heavily regulated private HEI's receive very little, if any, public funding.

Private HEI's have argued for better complementation: in areas where they are already doing well in providing access to quality education, government should no longer directly compete with private providers and instead provide other forms of support to the public. For example, in places where there are good Nursing programs in private universities or colleges, government should just sponsor students to enroll through vouchers or scholarships to enroll in these private institutions, instead of offering a Nursing program in an SUC or an LUC. Public HEI's can then offer programs that are needed for national development but have very low enrollment rates, such as agriculture.

One study summarizes the situation: "The Philippine system of higher education offers diversity of content, quality, and price. Very high quality exists at high prices in some select private institutions. Huge government subsidies are provided per student at the very highly selective and high-quality UP [University of the Philippines] system. However, low quality and relatively low costs of mass private education (diploma mills) also characterize the system."¹¹

Higher Education and Skills Development Disconnects

In a 2012 study of higher education in Southeast Asia, the World Bank posits that the failure of higher education to deliver skills for economic growth is due to disconnects, and that one of the most critical of these is the disconnect between higher education and one of main "end-users" of the graduates – the private sector. In the time frame under study, while nearly 10 million Filipinos were unemployed or underemployed, employers still had difficulties filling vacancies because applicants lacked the requisite competencies and qualifications for available jobs. The time it took to fill professional positions in the country -- often used as a proxy indicator for the availability of qualified applicants -- was also on the high side, as long as six months.¹² In the U.S. for example, the average number of working days it takes to fill a job vacancy is approximately 28.¹³

A World Bank survey also shows that 79 percent of firms in Manila, 82 percent of firms in Cebu, and 99 percent of firms in Davao had a difficult time hiring qualified staff.

¹¹ Johnsson 1999, in Orberta 2009

¹² World Bank, 2012

¹³ DHIDFH, 2016

The Department of Labor and Employment (2012) asserts, “(u)neemployment in the country arose mainly from a mismatch between skills needed for available jobs and skills possessed by job-seekers and a geographic mismatch between locations of job opening and job seekers.”

Further complicating the job-skills mismatch, working overseas for significantly higher pay continues to be attractive for millions of Filipinos. Families enroll their children in courses perceived to present the best chance to secure a job overseas. The graduates of these courses then feed into an “oversaturated domestic and global workforce, leading to both local unemployment and a mass exodus of the educated and the skilled.”¹⁴

This creates a glut in some disciplines and a shortage in others, contributing to the mismatch between what is in demand in the local economy, and what is being produced in higher education institutions as can be seen in the nursing example above. Aside from the impact on enrollment, overseas work siphons off skilled labor from the Philippines – the so-called “brain drain.” In 2014, of the 2.4 million Filipinos that went abroad to work, close to 20 percent were professionals, technicians, and associate professionals.¹⁵

In its 2010 report titled “Philippines Skills Report: Skills for the Labor Market in the Philippines”, the World Bank states that, while there are many reasons for these mismatches and emerging skill gaps, such as skill supply and labor market, the “quality and relevance of education and training is the most preeminent constraint.”¹⁶

The lack of input from industry, in terms of defining needed skills and competencies, has contributed to the widening skills gap and mismatch and has resulted in the production of human capital that is neither needed nor wanted in the local economy.

This lack of coordination between industry and academia as well as the pull of global demand has led to the establishment of academic and skills training programs that are not relevant to local economic needs. The result, ultimately, is unemployment and underemployment, and those affected the most are the youth.

A Department of Labor and Employment (DOLE) labor market survey in 2012, which identifies “key employment generators” -- high-growth drivers -- echoes the same concerns. The report identifies three major issues for employment considered to be crosscutting: 1.) Lack of experienced and highly skilled workers; 2.) School curriculum is not responsive to industry needs; 3.) Poor dissemination of labor market information.¹⁷

This last point on poor dissemination of labor market information indicates poor coordination and information sharing among key stakeholders in higher education and training. These include the higher education and training institutions themselves, the business community, and more importantly, individuals making education and labor decisions.

¹⁴ Benneworth and Arbo, 2006

¹⁵ PSA, 2016

¹⁶ World Bank, 2010

¹⁷ DOLE, 2012

On the one hand, students and their families have no idea of the costs, rates of returns, and employment prospects for different fields of specialization when they make decisions on which academic path to pursue. On the other hand, higher education institutions need to know and understand industry demands.¹⁸

Regulators and consumers also need to know the performance of higher education institutions and their programs vis-à-vis licensure examinations, employment, and other critical criteria. Otherwise, Filipinos will continue to make uninformed – and costly – higher education decisions.

Today some companies require a college degree or some college education for jobs that did not previously require them. This is called certification or credential inflation, where the high numbers of unemployed, college-educated youth willing to accept jobs that do not require high-level certification have raised the bar to entry for these jobs. This further constricts the opportunities for the youth without college degrees: if companies can hire a college graduate for a low-skilled job, why would they hire a young person with lower educational qualifications?

Higher Education Research and Innovation

The Philippines has made significant progress in innovation. A Philippine Innovation Act was passed in 2019 which underscores the country’s pursuit of innovation as a key strategy for development. In recent years, innovation has seen unprecedented levels of collaboration among different government agencies, with support from USAID. Aside from the landmark law, other important milestones include the development of a national harmonized research and development agenda, a national intellectual property strategy, and convergence programming between key departments in the regions to make innovation benefit local enterprises.

All of the investments and policies that support innovation have pushed the country to its highest-ever ranking in the annual Global Innovation Index (GII) in 2020: 50th out of 131 countries --- a massive improvement from its rank of 100th in 2014. Even as the country slipped one spot to 51st place in the latest ranking in 2021, it was cited as one of four “Innovation Achievers” across the world, along with Tukey, India and Vietnam. These four countries “are systematically catching up and have the potential to change the global innovation landscape for good.”¹⁹

The Philippine government has made a concerted effort to improve innovation, and to orient university research to benefit micro, small, and medium enterprises (MSME’s). Its signature program – the Regional Inclusive Innovation Center (RIIC) – is a collaborative approach spearheaded by the Department of Trade and Industry (DTI) and the Department of Science and Technology (DOST), and includes the National Economic and Development Authority (NEDA), CHED, the Department of Information and Communications Technology (DICT), the Department of Agriculture (DA), and the Department of Education (DepED) who signed a

¹⁸ Orberta, 2009

¹⁹ WIPO, 2021

memorandum of understanding in 2019 to work together under the umbrella of “Filipinnovation” – the Philippine brand of innovation.

The RIIC²⁰ is a platform for convergence at the regional level for the many, heretofore uncoordinated, government programs to benefit enterprises in priority economic sectors in the region. It brings key stakeholders together so that innovation investments from different agencies (such as research grants from DOST, CHED or DA, or fabrication labs from DTI), support university research and development, which are then connected to or defined by the needs of local industry.

With the support of USAID’s investments in higher education, eight RIICs have been established across the country and are now actively creating synergies among the different programs to benefit local industries.

However, this initiative has just started, and much remains to be done. Even as the country breached the rank of top 50 economies in the Global Innovation Index, its most recent rankings on the pillars of Human Capital and Research (80th), Infrastructure (86), Market Sophistication (86th), and Institutions (90th) indicate many areas for improvement.

Taking a closer look at the sub-indices of the GII provides a clearer picture of where the country is lagging behind. While the country fares well in the Tertiary Education measure (41st), its ranking on “Researchers full-time equivalent” (87th) and the “Gross expenditure on [research and development] R&D as a percent of GDP” (95th) pull down its “Human capital” ranking.

Similarly, while the country is ranked 55th in “Knowledge Creation,” it is ranked 124th in the sub-index of “Scientific and technical articles/bn PPP\$ GDP.” And while the Philippines was ranked 47th in Knowledge Workers, it was only ranked 94th in “Innovation Linkages.”

The DOST states that “for the last three years, the innovation inputs or the investments for these activities in the Philippines remain low, with our ranking now at 72 compared to rank 70 in 2020 and rank 76 in 2019.”²¹

Using innovation-related metrics such as domestic value added (DVA) and total production output in high technology sectors, one analysis concludes that the Philippines has been unable as of yet to capitalize on its gains on innovation, and that “...innovation’s promise to deliver superior economic performance and development outcomes remains elusive.”²²

“The Philippines is the only country among the ASEAN-6 nations (Brunei, Indonesia, Malaysia, the Philippines, Singapore, and Thailand) whose DVA in its gross exports failed to reach US\$100 billion in 2018, garnering only US\$60 billion.” The low DVA indicates that local industries do not necessarily have the innovation capabilities for higher, value-added production.

²⁰ <https://innovate.dti.gov.ph/programs/riics/>

²¹ DOST, 2021

²² Tan Li, 2021

When correlated with the fact that the total production in the high-technology sector of the Philippines actually comes from multinational companies rather than domestic firms,²³ then a lot more has to be done to translate R&D into tangible benefits for local industry, and make local industry the driver of improving innovation..

In terms of investments, the country has just seen its R&D budget shrink. While the budget for R&D has averaged about 0.65 percent since 2007, this has seen a significant drop in the last two years. From 0.76 percent in 2019, the R&D budget of the national government dropped to 0.39 percent in 2021.²⁴ This decrease may also be due to adjustments made in response to the COVID-19 pandemic.

USAID through its Science, Technology, Research and Innovation for Development or STRIDE program commissioned a study in 2019²⁵ to take a look at the Philippine Innovation Ecosystem from the perspective of key stakeholders embedded in the ecosystem. This was a follow-up study to the first Assessment done in 2014.

In the study, 68 percent of respondents reported improvements in the innovation ecosystem, citing factors such as intentional interventions from government, increased focus from academia to align with industry, and industry's increased openness and willingness to collaborate with academia on human capital development.

But stakeholders also identified continuing challenges in the innovation ecosystem. These include: academia still not fully aligned with the needs of employers; industry-funded research or licensing from universities to industry remains rare; science and technology spinoffs are still rare; many gaps still need to be addressed for the startup scene to be globally competitive; regulatory barriers still exist, and the ecosystem needs higher availability of risk capital.²⁶

These findings have been validated by a third-party evaluation conducted on the STRIDE program which identified continuing challenges in the innovation ecosystem: the need to support start-ups and spin-offs in order for micro, small and medium scale enterprises to flourish, the “need for policy support to ease relationships with industry and cultivate trust and confidence with innovators at universities,” the need to strengthen the nascent RIICs, and the need to operationalize the National Innovation Center and its funding mechanism.²⁷

Structural and policy issues remain that continue to hamper growth in research and innovation, and how it is used to benefit local communities. There is a concerted effort on the part of the Philippine government to address these, but many of these initiatives have just started.

²³ Tan Li, 2021

²⁴ DOST, 2021

²⁵ https://pdf.usaid.gov/pdf_docs/PA00ZGD2.pdf

²⁶ RTI International, 2019

²⁷ <https://report.panagoragroup.net/stride/>

The New Philippine Government Priorities

The Philippines has laid out a long-term vision for national development called *Ambisyon Natin (Our Ambition) 2040*.²⁸ The vision is that by 2040, the country would be a middle-class society, lacking poverty, in which its peoples live long and healthy lives, are smart and innovative, and have a high level of trust for their government and between themselves in the next 25 years (from 2015 to 2040).

With the vision of achieving a predominantly middle-class country, AmBisyon Natin 2040 has three objectives: (1) increasing growth potential (promote technology adoption, stimulate innovation, and maximize demographic dividend); (2) inequality-reducing transformation (expand and increase access to economic opportunities, accelerate human capital development, and reduce vulnerability of individuals); and (3) enhancing the social fabric (ensure people-centered, clean and efficient governance, pursue swift and fair administration of justice, and promote Philippine culture and values). The first two objectives are clearly relevant to higher education, innovation, and workforce development.

The new Philippine government is now in the process of crafting its own medium-term vision to be released as the next-generation Philippine Development Plan (PDP) by the end of 2022 or early 2023. The new (and returning) NEDA Director General and Socioeconomic Planning Secretary, Arsenio Balisacan, initiated the AmBisyon 2040 process in 2015, during his first stint as socio-economic planning secretary.

The administration has also released an eight-point agenda which will be the backbone of the next-generation PDP. The first three items are focused on recovery in the near term, and the five agenda items below are for the medium term:

1. Create more jobs: Promoting trade and investments; improving infrastructure; achieving energy security
2. Create quality jobs: Increasing employability; encouraging research & development, innovation; enhancing the digital economy
3. Create green jobs: Pursuing both a green economy and a blue economy, which focuses more on sustainable use of marine resources; establishing livable and sustainable communities
4. Uphold public order and safety, peace and security
5. Ensure a level playing field: Strengthen market competition; reduce barriers to entry and limits to entrepreneurship

Thus, the catchphrase being used for this plan is “Jobs, Jobs, Jobs.”

There is a clear appreciation for the role of innovation and human capital development in the government’s pronouncements for the next medium term plan, with the goal of creating a robust economy and inclusive and resilient society.

²⁸ <https://2040.neda.gov.ph/>

Another important development is that the Secretary of the Department of Trade and Industry, Alfredo Pascual, was formerly the president of the University of the Philippines system, which bodes well for appreciating the challenges and opportunities in higher education from the perspective of government-industry-academia linkages. He has also retained the Undersecretary for the Competitiveness and Innovation Group, who spearheads the agency's innovation and skills development agenda.

Finally, of note is that the Chairperson of the Commission on Higher Education, Dr. Prospero De Vera, has been reappointed to another term, and the new Secretary of Science and Technology, Renato Solidum, is a former Undersecretary of the agency.

These appointments signify continuity and stability, especially in the higher education and innovation space, which provides opportunities for focus on policy implementation and scaling up.

Philippine Higher Education and Innovation Policy Reform

There is a robust policy environment that sets mandates on human capital development, innovation, and higher education for all government agencies, anchored on Ambisyon 2040's vision of accelerating human capital development.

In response to the long-standing crisis faced by its education system, the Philippines embarked on a comprehensive education reform movement with the passage of the Enhanced Basic Education Act of 2013 (Republic Act 10533) or the K to 12 Law in 2013. This law lengthened the compulsory basic education cycle to 13 years, covering kindergarten until Grade 12 to align with global standards. The law also made it necessary to adjust the higher education curriculum, as certain college courses were brought down to senior high school.

The consolidation of all government-funded student financial assistance under the Unified Student Financial Assistance System for Tertiary Education Act (**UniFAST Law** or Republic Act 10687) passed in 2015²⁹ is another important milestone. All government-funded scholarships, student loans, grants-in-aid, and other forms of student financial assistance (including free technical-vocational training) were consolidated under one body, offering the prospect of maximizing government resources for higher education scholarships, and improving access to higher education for poor but qualified students.

In 2017, the Philippines introduced the **Universal Access to Quality Tertiary Education Act** (Republic Act 10931)³⁰ which provided free tuition and other school fees to all students enrolled in (at that time) 112 state universities and colleges (SUCs), 78 local universities and colleges (LUCs), and all technical-vocational education and training (TVET) programs registered under the Technical Education and Skills Development Authority (TESDA). This was another milestone in the quest to broaden access to higher education in state-run education institutions.

²⁹ <https://www.officialgazette.gov.ph/2015/10/15/republic-act-no-10687/>

³⁰ <https://www.officialgazette.gov.ph/2017/08/03/republic-act-no-10931/>

That same year, another landmark legislation was passed which some experts have dubbed as the second-largest educational reform package in the country, next to the K-12 Law. The **Philippine Qualifications Framework (PQF) Act** or Republic Act No. 10968 of 2017³¹ mandates the establishment of a collaborative program to improve human capital development in the Philippines through the DepEd, TESDA, CHED, Professional Regulation Commission (PRC) and the DOLE. DepED is the Chair of the National Coordinating Council.

The PQF describes the levels of educational qualifications and sets the standards for qualification outcomes, and “is a quality assured national system for the development, recognition and award of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers of the country. Its objectives are:

- a) To adopt national standards and levels of learning outcomes of education;
- b) To support the development and maintenance of pathways and equivalencies that enable access to qualifications and to assist individuals to move easily and readily between the different education and training sectors and between these sectors and the labor market; and
- c) To align domestic qualification standards with the international qualifications framework thereby enhancing recognition of the value and comparability of Philippine qualifications and supporting the mobility of Filipino students and workers.”

This sets the stage for a more robust human capital development framework that offers the portability of qualifications from one educational sub-sector to another. It also lays the foundation for easier international accreditation and labor mobility among, initially, members of the Association of Southeast Asian Nations, or ASEAN.

In 2019, the **Transnational Higher Education Act** (Republic Act 11448) was passed.³² The law opens up the higher education sector to foreign higher education institutions, and allows the establishment of branch campuses of foreign universities in partnership with local universities. This sets the stage for robust partnerships between local and foreign universities, with the end goal of “modernizing the Philippine higher education sector, and bring international quality standards and expertise into the country” to make the sector globally competitive.

To foster inclusive growth through innovative new businesses, the **Innovative Startup Act** (Republic Act 11337) was passed in 2018³³ which provides “incentives and remove constraints aimed at encouraging the establishment and operation of innovative new businesses, businesses crucial to their growth and expansion, and to strengthen, promote and develop an ecosystem of businesses, government and nongovernment institutions that foster an innovative entrepreneurial culture in the Philippines.” The law establishes the Philippine Startup Development program, which will be co-led by DOST, DICT, and DTI.

³¹ <https://www.officialgazette.gov.ph/2018/01/16/republic-act-no-10968/>

³² <https://www.officialgazette.gov.ph/2019/08/28/republic-act-no-11448/>

³³ <https://www.officialgazette.gov.ph/2019/04/26/republic-act-no-11337/>

To institutionalize its work in the innovation space, the **Philippine Innovation Act** (Republic Act 11293) was signed in 2019.³⁴ Among others, the law will “explore, promote, and protect the potentials for innovation of traditional knowledge, traditional cultural expressions, and genetic resources. Emphasis is placed on inclusive innovation as the law seeks to promote the creation of new ideas that will be developed into new and quality products, processes, and services aimed at improving the welfare of low-income and marginalized groups.” A National Innovation Council, headed by no less than the Philippine President, was also established by this law with NEDA serving as the National Innovation Council Secretariat.

The policy and regulatory framework that is in place is robust, and very supportive of human capital development in higher education. But most of the laws have been passed only in the past three to five years and their outcomes and impact have not yet been fully realized.

Continuing Challenges and the Impact of the Pandemic

The COVID-19 pandemic has put a dampener on many of these initiatives, however. Implementation delays due to schools and business shutdowns, border closures (including for international exchanges), reprogramming of agency budgets to respond to the immediate needs of the pandemic (with the R&D budget expenditure example above), and other related effects have stalled many of these very promising policies.

While there has been significant progress, investments, and systemic improvements, a lot of work remains to be done, and in some cases, restarted.

For workforce development and innovation, the profound effect of the pandemic on daily lives and the way it has continued to impact the economic and social landscape is reshaping the nature and type of jobs and industries that students are being prepared for.

While some sectors were severely affected, others took off and grew at amazing rates. Even as unemployment rates hit historic highs at the start of the pandemic, the explosive growth of e-commerce emphasized the transformative role of the digital economy and Industry 4.0. It also underscored the need for skills development and innovation in the digital economy space.

Perennial concerns in the sector have all been exacerbated by the pandemic. These include regulating a vast and complex higher education sector in the context of the new policies and laws; encouraging collaboration in the very diverse landscape of workforce development and innovation; strengthening links between industry and academia; addressing regulatory bottlenecks especially in research and development; improving faculty qualifications and curricula; and strengthening administration and management of higher education institutions.

³⁴ <https://www.officialgazette.gov.ph/2019/04/17/republic-act-no-11293/>

New challenges brought about by the COVID-19 pandemic also need to be addressed. In higher education, foremost among this is the navigation of an evolving new normal where face-to-face interaction is limited or will co-exist with virtual learning under a blended learning environment. Institutions were forced to revise and adapt course syllabi and requirements due to the shift to alternative teaching modalities, both synchronous and asynchronous. In some instances, these arrangements were unsustainable, and some universities opted to suspend remote classes due to uneven levels of connectivity of both students and teachers.

All these changes need to be internalized by higher education and training institutions, and they in turn need to quickly respond to provide interventions for their faculty, their students, and the communities that they serve so they can continue to be relevant to local development especially with the end view of providing needed skills so that youth can find quality employment.

USAID’s Priorities in Higher Education

USAID/Philippines’ Country Development Cooperation Strategy (CDCS, 2019 -2024)³⁵ identifies investments in human capital as a key factor to long-term national development for the Philippines, stating that “(a) more productive workforce will attract a higher level of investment, higher quality jobs, and impact growth throughout the economy.”

As higher education creates pathways to better health, economic growth, a sustainable environment, and peaceful, democratic societies, the New Higher Education Activity responds to the Mission’s second Development Objective: Inclusive, Market-driven Growth, Intermediate Result 2.3 on “Human Capital Development Improved,” specifically sub-Intermediate Result 2.3.2 “Education systems strengthened” and sub-Intermediate Result 2.3.3. “Science, technology, and innovation capacity strengthened.”

USAID initiatives will promote regulatory quality and private sector growth to create more jobs, increase the government’s capacity for financial self-reliance: that is, the ability to mobilize domestic resources, and ensure institutions across government line departments strengthen their financial management. Education programming will support the government and public stakeholders to improve the country’s human capital development and bolster long-term self-reliance.

USAID/Philippines’ New Higher Education Activity (NHEA) will help address some of the challenges outlined earlier, all within the context of contributing to USAID’s global policy thrusts, as well as its current country strategy.

The New Higher Education Activity will strengthen higher education capacity in both the innovation and workforce development spaces, providing technical assistance and capacity strengthening to key partners in these areas, and fostering an enabling environment for workforce development, innovation, and entrepreneurship,

³⁵ <https://www.usaid.gov/philippines/cdcs>

Together, these will help strengthen higher education institutions that can provide the youth with relevant education and skills needed by the economy, produce a more innovative and entrepreneurial mindset, link academia to industry and their communities, connect local higher education with their international counterparts, and provide a platform for different stakeholders to collaborate in addressing the challenges of human capital development in the Philippines.

Given Ambisyon 2040 and the eight-point agenda of the current Philippine government that will be the foundation of the next Philippine Development Plan, it is anticipated that the New Higher Education activity will remain relevant even into the next PDP, as well the next CDCS, given the emphasis on job generation, innovation, and inclusive growth.

USAID Support in Higher Education

USAID's **Education Policy**, released in November 2018, underscores the need to work in higher education to achieve development goals.³⁶

USAID works in the higher education sector to prepare the workforce, raise industry standards, build research and evidence, and increase overall GDP to reduce extreme poverty. It lays down four goals, all of which are relevant to higher education programming in the context of workforce development and innovation:

1. Children and youth, particularly the most marginalized and vulnerable, have increased access to quality education that is safe, relevant, and promotes social well-being.
2. Children and youth gain literacy, numeracy, and social-emotional skills that are foundational to future learning and success.
3. Youth gain the skills they need to lead productive lives, gain employment, and positively contribute to society.
4. Higher education institutions have the capacity to be central actors in development by conducting and applying research, delivering quality education, and engaging with communities.

To achieve these objectives, USAID laid down principles that should be observed in making investments in education: Prioritize country-focus and ownership; Focus and concentrate investments on measurably and sustainably improving learning and educational outcomes; Strengthen systems and develop capacity in local institutions; Work in partnership and leverage resources; Drive decision-making and investments using evidence and data; and Promote equity and inclusion.

³⁶ <https://www.usaid.gov/documents/1865/2018-usaid-education-policy>

The Education Policy notes that:

Developing the capacity of higher education institutions strengthens their roles as central actors in local education, research, and policy systems. Supporting capacity development at higher education institutions can be beneficial in opening doors for long-term international dialogue and diplomacy through research collaboration and student exchange. As part of capacity development, higher education institutions must have linkages with industry, government, local communities, and the global academic community. USAID will build the capacity of these institutions informed by the American three-pillar model of learning, research, and service to—and engagement with—local, national, and global communities, while also considering the local context, needs, and conditions of each institution.

To operationalize the policy’s higher education component, USAID released a **Higher Education Program Framework** in October 2020.³⁷ It identifies three key outcomes for any USAID higher education program:

1. Through capacity development, HEIs improve their administrative, research, and instructional performance, thereby affecting higher education systems and the individuals who engage with them through achieving a range of sector-specific outcomes. HEIs with improved performance are better positioned to achieve a variety of developmental outcomes, both within the higher education system and within broader systems that affect a country’s development.
2. Through strong partnerships and transnational relationships, HEIs (and the individuals affiliated with them) are able to sustain and continue to improve performance across the three higher education functions. Transnational relationships, however, are about mutual engagement: they promote cross-learning and capacity development that produces stronger academic, research, and professional bonds.
3. USAID is also committed to promoting higher education as a central actor in developing local solutions to local problems regardless of sector or education level. USAID uses its convening power to make a place for HEIs in policy discussions. Indeed, while HEIs are often a target of USAID capacity development support, they are just as often—and often simultaneously—partners or key stakeholders in USAID programming in a variety of sectors and for a variety of outcomes.

Higher education, workforce development and innovation are also covered by the **USG Indo-Pacific Strategy (IPS)**.³⁸ The IPS has five pillars, with human capital development directly addressing the second and third pillars: “Build connections within and beyond the region” and “Drive Indo-Pacific prosperity” respectively. The IPS envisions achieving these goals by “facilitating professional and educational networks among emerging leaders, youth and professionals that create connections with the US and within the Indo-Pacific; building an

³⁷ <https://www.edu-links.org/resources/higher-education-program-framework>

³⁸ <https://www.whitehouse.gov/wp-content/uploads/2022/02/U.S.-Indo-Pacific-Strategy.pdf>

appropriately-educated, prosperity-creating workforce; and facilitating research and educational exchanges to foster economic growth.”

Globally, USAID invests in a variety of higher education activities across sectors to improve the quality, contributions and accessibility of higher education. USAID supports higher education programs that:

1. Increase access to higher education, including post-secondary technical and vocational education and training, for underserved and the disadvantaged including women, persons with disabilities, and the most marginalized and vulnerable;
2. Strengthen access to professional development opportunities in higher education, such as faculty development programs in technical disciplines and programs in higher education leadership;
3. Support higher education institutions in promoting youth employment, skills development, and workforce readiness through demand-driven skills training and workforce preparedness; industry-led certification programs; private-public partnerships; and internship and job placement services; and
4. Improve the quality of higher education and research in support of country development priorities.

USAID promotes public-private partnerships, including university partnerships and alliances, to deliver skills, science and innovations relevant to market needs³⁹.

In the Philippines, USAID has made significant investments in higher education programming in the past decade.

The Science, Technology, Research and Innovation for Development (STRIDE) Program implemented by RTI International was the flagship higher education project of USAID/Philippines to support the Philippines’ path towards innovation-led inclusive growth which started in 2013 and ended in July 2022.

STRIDE made significant contributions to the innovation ecosystem and the higher education landscape of the Philippines, and the new higher education activity is expected to continue the high-level engagement that has made USAID programming in this space effective and appreciated by partners.

Beginning in 2013, STRIDE worked closely with the Philippine government, academic institutions, and industries to strengthen the country’s capacity for innovation. STRIDE facilitated the exchange of knowledge and best practices among Philippine and U.S. academic institutions and local industries through joint research and scholarships. Mechanisms were established to better link innovation stakeholders, while an enabling regulatory environment was supported to increase innovation output.

It played a crucial role in convening key stakeholders to work together effectively, which paved the way for the success of the RIIC platform under the Filipinovation Roadmap. STRIDE also

³⁹ <https://www.edu-links.org/learning/what-why-and-how-usaid-higher-education-programs>

provided targeted technical assistance to government agencies (DTI, DOST, NEDA, CHED) to improve their processes and mechanisms, such as streamlining grants, training for outreach and communications, training for “Futures Thinking,” and on-demand policy research. The activity also had a strong partnership with the Philippine Association of State Universities and Colleges, working with them on their innovation roadmap that covered all SUC’s in the country.

STRIDE successfully set up university-based industry linkage mechanisms across the country with career centers, Knowledge and Technology Transfer Offices, Professional Science Masters programs, and two post-graduate advanced research training institutes.

In 2021, a third-party evaluation was conducted on the STRIDE program which provides an in-depth look into the activities implemented by the program, as well as an analysis on the impact of STRIDE on its stated objectives.⁴⁰

In 2018, USAID/Philippines launched **YouthWorks PH**⁴¹ a private-sector led initiative that provides work-based training to youth not in education, employment, or training (NEET), and equip them with life and technical skills in partnership with the Philippine Business for Education. This Global Development Alliance leverages local private sector partners in piloting an innovative approach to work-based training, where youth NEET are provided an opportunity to earn a skills certificate, while already working and training part-time in a company, with the promise of a full-time job upon completion of the training.

Private companies provide the youth NEET with a stipend, which can offset the opportunity cost of earning a skills certificate. YouthWorks PH operates in USAID’s Cities Development Initiative (CDI) sites,⁴² with additional sites in Metro Manila, Cebu, and other cities.

In 2020, USAID/Philippines awarded **Opportunity 2.0: Second Chance Opportunities for Out-of-School Youth** to the Education Development Center. This activity works in 15 cities across the country, including five CDI cities, and supports systems strengthening for institutions and organizations that address the challenges that out-of-school youth face as they seek improved education, employment, or entrepreneurship activities.

The activity has a strong higher education component as it mobilizes HEIs in partner cities to be part of the development solution to alternative learning systems, technical vocational training, teacher professional development, out-of-school youth data and tracking, positive youth development, capacity building of local leaders, and others.

In August 2022, USAID/Philippines also awarded a cooperative agreement to a local consortium led by UNILAB Foundation under the Global Development Alliance framework. Called the **Advanced Manufacturing for Workforce Development for Industry 4.0**, the goal of this partnership is strengthened workforce development through private sector driven collaboration with higher education, industry, and government. The activity expands the capacity of the private sector to work with higher education and technical education institutions and government to

⁴⁰ <https://report.panagoragroup.net/stride/>

⁴¹ <https://www.pbed.ph/youthworksph>

⁴² <https://www.usaid.gov/philippines/partnership-growth-pfg/cdi>

develop and deliver workforce development programs that meet the needs of the industry, aligned to the Philippine Qualifications Framework, and develop the competencies to transition into the Fourth Industrial Revolution (Industry 4.0, or IR4).

This activity will aim for the following results: 1) increased competencies among the current and future workforce of industry; 2) improved enabling environment for education and technical education systems to develop competency standards, qualifications and programs that address industry needs, and 3) strengthened national strategy for human resource development for industry.

Other technical offices of USAID/Philippines also actively engage higher education institutions across the country as they pursue their own development aims in health, economic growth, democracy and governance, urban development, energy, climate change, and basic education.

Applicants should be cognizant of the history and impact of prior technical assistance as well as ongoing USAID activities that may overlap with programmatic areas, and develop their technical approach accordingly.

USAID encourages new activities to build on or scale up previous or ongoing support, and will provide opportunities for the activity to either participate in or provide a platform for collaboration, continuity, and sustainability to the greatest extent possible with other USAID activities.

4. Theory of Change and Results Framework

The overall purpose of the USAID/Philippines' New Higher Education Activity is to strengthen human capital development in the Philippines. Its goal is a strengthened Philippine higher education and innovation system that supports broad-based and inclusive growth.

The theory of change: If the workforce development and innovation capacities of higher education institutions are strengthened through faculty development, curricula improvements, and engagement with industry and international partners; and if an enabling regulatory environment can be fostered that improves governance in the sector, then higher education can be a stronger driver of broad-based and inclusive growth in the Philippines.

This activity will build on the gains and progress made by previous USAID/Philippines' interventions in higher education. More importantly, it will be oriented towards supporting key stakeholders in the Philippines, particularly government institutions who continue to make significant investments and are implementing their own programs in pursuit of the same goals.

Working with these stakeholders to leverage their resources, commitment, and expertise to achieve development impact in higher education is an underlying principle of the activity.

Given the robust policy landscape, more intensive work will be done to provide capacity strengthening and technical assistance to government partners and other stakeholders, as they seek to effectively implement stalled, expanded, or new mandates that can strengthen or improve

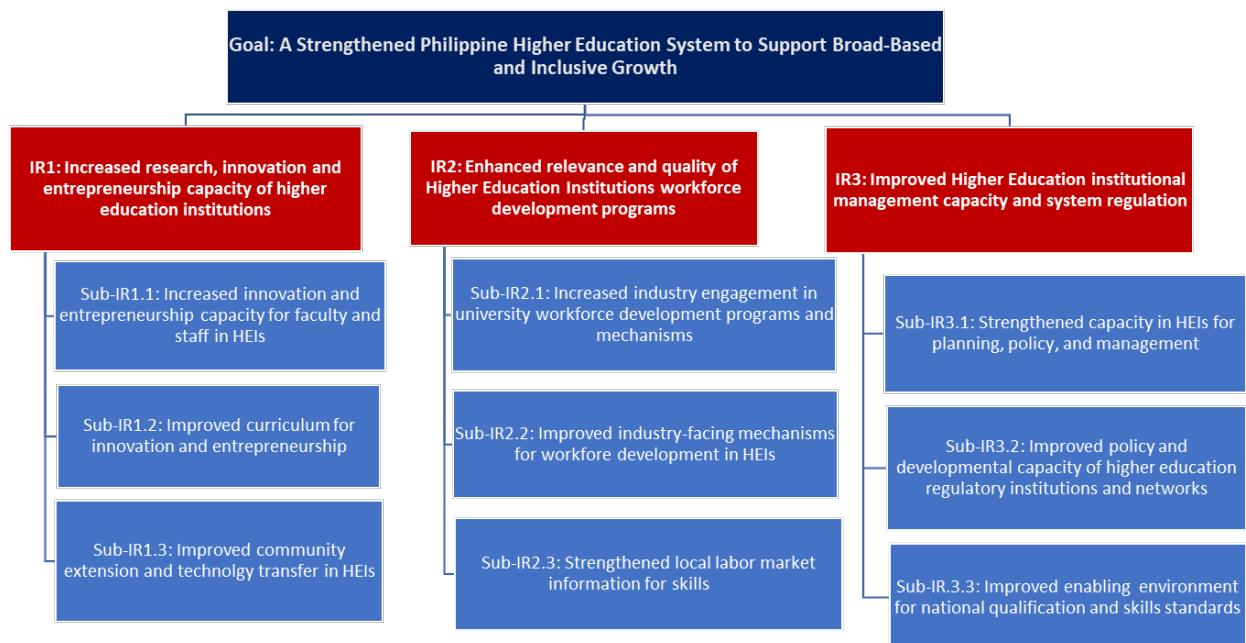
the regulatory environment for human capital development at both the university and national level. Examples include the PQF, UniFAST, inclusive innovation, and internationalization of higher education.

By the end of the activity, it is envisioned that USAID and its partners would have created stronger networks of stakeholders, each contributing their own resources, and working effectively together to achieve the shared goal of a strengthened higher education system’s workforce development and innovation functions, leading to inclusive growth in the Philippines.

It is also envisioned that at the end of the activity, many of the policies and laws mentioned above would have been operationalized or scaled up with support from NHEA -- government partners, industry, international partners, and other stakeholders are actively working together to produce quality higher education curricula and programs with improved outcomes for students, improve access to higher education, support industries and start-up enterprises through research and innovation; and improve governance of higher education at both the national and the institutional levels.

A draft results framework is below, with suggested indicators under the Monitoring, Evaluation and Learning section:

Results Framework for the New Higher Education Activity



Program Objectives

GOAL: A Strengthened Philippine Higher Education System to Support Broad-based and Inclusive Growth

Intermediate Result 1: Increased research, innovation, and entrepreneurship capacity of higher education institutions.

Sub-IR1.1: Increased research, innovation and entrepreneurship capacity for faculty and staff in HEI's

Sub-IR1.2: Improved curriculum for innovation and entrepreneurship

Sub-IR1.3: Improved community extension in HEI's

The NHEA will support the improved performance of higher education institutions in research and innovation, entrepreneurship and community extension. This includes interventions that will: sustainably improve faculty and staff research and innovation knowledge and skills; improve curricula and pedagogical approaches to align with local labor needs and provide student-centered learning; improve systems and structures for entrepreneurship education and support to current students and alumni; improve HEI technology transfer activities; and strengthen and increase community extension/engagement efforts.

The activity will support partnerships between HEIs with communities and industry, with the goal of creating an enabling environment for research, innovation, and entrepreneurship at the local, regional, and/or national levels.

A special focus within this IR will be on supporting the Philippine government's Regional Inclusive Innovation Centers: strengthening and scaling up existing centers, and expanding this program to cover all regions in the country. It will also build on USAID successes and investments in relevant areas, such as previous investments in Knowledge and Technology Transfer Offices and Professional Science Masters programs; capitalize on gains made by USAID-funded research, and continue to support advanced research training centers and programs established with USAID assistance.

It will also strengthen the role of HEI's in being a key driver of local development by promoting and improving research and innovation as well community extension activities across the full range of development issues that address both USG and GPH priorities in areas and economic sectors such as but not limited to climate change and the "green" economy, health, agribusiness, manufacturing, and cybersecurity.

Intermediate Result 2: Enhanced relevance and quality of Higher Education Institutions workforce development programs.

Sub-IR2.1: Increased industry engagement in university workforce development programs and mechanisms

Sub-IR2.2: Improved industry-facing mechanisms for workforce development in HEI's

Sub-IR2.3: Strengthened local labor market information for skills

The role of higher education in workforce development is critical, especially for industries that rely on highly-skilled individuals. The NHEA will support higher education institutions' ability to provide relevant education and skills training for industry needs. It will establish partnerships to connect academia and industries for structured work-based learning experiences for students, faculty engagement in industry, and similar activities at the local level.

The activity will work to increase participation of industry in higher education processes and mechanisms that are relevant to workforce development, including curriculum development, technology transfer, faculty immersion programs, and development of local labor market information systems.

It will build on previous USAID investments in workforce development, and partner with existing programs that address upskilling and reskilling of youth. These include strengthening and expanding USAID-supported Career Centers, HEI-led and developed local labor market information systems, faculty immersion programs, and other interventions.

Intermediate Result 3: Improved Higher Education institutional management capacity and system regulation.

Sub-IR3.1: Strengthened capacity in HEI's for planning, policy and management

Sub-IR3.2: Improved policy and development capacity of higher education regulatory institutions and networks

Sub-IR3.3: Improved enabling environment for national qualification and skills standards

The NHEA will support improving higher education governance structures at the institutional and systems level and will support system-wide improvements. It will support coordination and collaboration mechanisms, and network strengthening so that key stakeholders are able to work together effectively to advance shared development goals.

A special focus will be on helping the Philippines implement the PQF law which offers the promise of systemic, collaborative reform across all education sub-sectors. The activity will provide technical assistance, capacity strengthening, and other development interventions requested by the various agencies involved, as well as the National Coordinating Council. It will also support the host government as it rolls out its Philippine Skills Framework.

At the HEI level, the NHEA will provide technical assistance and institutional capacity strengthening to higher education officials in areas such as strategic planning, administrative and financial management, governance, and collaboration with other stakeholders, including industry and international partners.

The NHEA will also provide technical assistance to CHED, national associations of higher education institutions (e.g. Philippine Association of State Universities and Colleges) and individual HEI's in areas that will strengthen and advance the policy mandates discussed above,

such as the internationalization of higher education, the Universal Access to Quality Tertiary Education law, the Unified Student Financial Assistance System for Tertiary Education (UniFAST) law, the Philippine Startup Act, and the Philippine Innovation Act, among others.

As one of the fastest growing sectors in higher education that has significant promise for increasing equitable access to higher education, the NHEA will also look into how local universities and colleges (LUC's) may be supported to improve their capacities so that they can be drivers of local development.

Cross Cutting Considerations

Strengthened US-PHL University Partnerships. Across all IR's, the activity will utilize the experience and expertise of U.S. HEIs and research institutions – including community colleges – in all aspects of its work, and will establish equitable and sustainable partnerships between Philippine and American institutions in pursuit of its goals. This should include both public and private institutions, at both national and local levels.

Increased inter-HEI collaboration for sustainability and scale. Past and present USAID/Philippines programs in higher education have demonstrated that energizing local HEI partnerships in innovation, creating mentoring systems which partners high-performing local HEIs with other local HEIs, and working with HEI associations are effective ways to achieve scale and sustainability. The NHEA will continue to foster collaboration and cooperation among local HEIs to increase the capacity of both individuals and their institutions in sustainable ways.

Private Sector Engagement (PSE). USAID has a Private Sector Engagement Policy.⁴³ USAID believes that “(i)ncclusive growth can only be achieved when USAID works with the private sector—as a driver of capital markets—to spur greater development impact.” The policy encourages USAID activities to consult, strategize, align, collaborate, and implement with the private sector to achieve greater scale, sustainability, and effectiveness in achieving development or humanitarian outcomes across all sectors. USAID also has some recommended approaches to how HEIs and industry can collaborate.⁴⁴ The NHEA will also be cognizant of how the Philippine government envisions private sector engagement in workforce development, innovation, and higher education, and offer multiple pathways for the private sector to be an active partner in these areas.

Increased collaborative mechanisms among government, industry, and academia. Continuing the long-standing USAID/Philippines support in this area, the NHEA will foster collaboration among government, industry and academia to create a stronger network of stakeholders working together to achieve the goal of the activity.

⁴³ <https://www.usaid.gov/work-usaid/private-sector-engagement>

⁴⁴ https://www.edu-links.org/resources/higher-education-and-industry-collaborations-primer&sa=D&source=docs&ust=1666579996670530&usg=AOvVaw1K_Lkx1aNhliGNrqq7gpi

Sustainability. The NHEA will work with local institutions in order to further strengthen local capacity in pursuit of the same development objectives. The NHEA will continue the current demand-driven institutional capacity strengthening activities of USAID/Philippines higher education programs. When opportunities arise, it will build on, expand or offer new interventions that will further strengthen local capacity to strengthen both the higher education system and institutions for workforce development and innovation. The NHEA will have a sustainability plan that will identify ways in which it will advance this agenda. USAID will be rolling out a new Local Capacity Strengthening Policy in the near future, and the NHEA will be cognizant of the key guidelines that will be issued on this.

USAID Climate Strategy. The NHEA will be cognizant of USAID’s new Climate Strategy (2022-2030) which “takes a ‘whole-of-Agency’ approach that calls on all corners of USAID to play a part in the response. USAID will work on the ground with partner governments and local actors to set the global trajectory toward a vision of a resilient, prosperous, and equitable world with net-zero greenhouse gas emissions.”⁴⁵ In its environmental risk management and mitigation plan, the activity will propose activities and metrics that will be responsive to the goals of the Climate Strategy, such as interventions in workforce development for the “green” and “blue” economy, and strengthening capacities of local institutions to be more resilient in the face of climate change impacts. USAID will also provide guidance in the near future of how education programming can contribute to the overall targets in the Climate Strategy, and the NHEA will actively seek ways to contribute to this.

Gender Equality and Social Inclusion (GESI). GESI will be a cross-cutting theme in all stages of higher education and will be maintained throughout activity implementation. NHEA activities will foster equitable participation for both male and female academic staff, faculty, students and youth that address the various barriers men and women face in seeking, receiving, or participating in higher education. The activity will also prioritize, where feasible, populations and institutions traditionally excluded from higher education and skills training programs such as persons with disabilities and other marginalized populations.

Universal Design for Learning. UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. UDL’s goal is to support learners to become “expert learners” who are, each in their own way, purposeful and motivated, resourceful and knowledgeable, and strategic and goal driven. Instead of changing the learner, UDL aims to change the design of learning environments to reduce barriers so that all learners can engage in rigorous, meaningful learning. The UDL Guidelines provide a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. The proposed activity should use the UDL Guidelines in designing and implementing interventions to ensure an inclusive learning environment for all, particularly in areas of curricula and pedagogy reform.

Cities Development Initiative (CDI). Though supporting CDI, NHEA will continue USAID’s current thrust of supporting human capital development in selected regional growth poles as a

⁴⁵ <https://www.usaid.gov/climate/strategy>

strategy to disperse development from the center, and to foster more inclusive growth. NHEA will continue to support HEIs in CDI sites even as it works to support HEIs across the entire country as a way of spreading expertise outside the top tier universities.

International Development Community Coordination and Collaboration. There is an active international development community that supports innovation, higher education, and workforce development in the Philippines. The NHEA will work closely with other development partners to create synergy in investments and avoid duplication. When possible, the activity will play a leading role in creating a platform for convergence in its priority areas, and will seek out partnerships to leverage other development partners' investments in the program areas.

Positive Youth Development. Positive Youth Development (PYD) engages youth along with their families, communities and/or local and/or national governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems. The proposed activity will use the PYD framework to engage with Filipino youth, especially university students, and in developing and implementing relevant interventions to achieve the activity's objectives and purpose.

Collaborating, Learning, and Adapting (CLA)

USAID/Philippines will work with the implementing partner in finalizing metrics to measure development impact and to incentivize and improve performance results. The information generated can help key stakeholders understand not only if targets are met, but how results from one event can inform the implementation schedules and planning for the entire activity. The monitoring, evaluation, and learning (MEL) plan can provide the data needed to make appropriate changes, lead to stronger buy-in, and in turn enable adaptation to the current context.

As the flagship higher education activity of the Mission, it will contribute to the greatest extent possible to the USAID Higher Education Learning Agenda⁴⁶ and shall craft a learning agenda that will provide insights and evidence against the key questions below:

- **Management and Financing of Systems and Institutions:** How can Higher Education (HE) systems and institutions become more strategic in planning, implementing, and monitoring core activities (e.g., enrollment, academic programs, research, and outreach)? How can financing of HE systems and institutions become more sustainable?
- **Academic Programs:** How can the viability and effectiveness of online and other forms of distance education be improved? How can skills or competencies (e.g., technical and soft skills) for employability best be identified, analyzed, and incorporated into curricula, teaching, and learning? How can the practice and culture of teaching become more learner-centered?
- **HEI Outreach and Engagement:** How can HEIs collaborate most effectively with the private sector to enhance the relevance and quality of teaching and learning, and research

⁴⁶ <https://www.edu-links.org/HELearningAgenda>

and innovation? How can USAID best partner with HEIs to make use of local knowledge and expertise?

- Access, Equity, and Student Services: How can HE access, retention, and completion rates be improved for underrepresented populations (e.g., women, indigenous and marginalized populations, and people with disabilities)? What institutional and behavioral changes are needed to improve gender awareness and gender equity?
- Research and Innovation: how can HE systems and HEIs play a more active role in the development and strengthening of national and regional innovation ecosystems?

Because of the multiple sectors in which it will operate, and the impact of its activities on a broad set of actors and sectors, the New Higher Education Activity will report against standard indicators for higher education, private sector engagement, science, technology and innovation, and youth where relevant and applicable.

These indicators are revisited on an annual basis, and the implementing partner will work closely with USAID to update these indicators on a regular basis. These are the current indicators applicable to the activity:

- ES.1-59 Education system strengthened through USG assisted policy reform
- 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
- ES.2-55 Number of learners reached by USG-assisted higher education interventions
- CBLD-9 Percent of USG-assisted organizations with improved performance
- PSE-1 Number of USG engagements jointly undertaken with the private sector to achieve a U.S. foreign assistance objective
- PSE-2 Number of private sector enterprises that engaged with the USG to support U.S. Foreign Assistance objectives
- PSE-3 Number of private sector enterprises with improved participation in the local economy as a result of USG assistance
- STIR-10 Number of innovations supported through USG assistance
- STIR-11 Number of innovations supported through USG assistance with demonstrated uptake by the public and/or private sector
- Economic Growth indicators, as appropriate
- Climate Strategy indicators, as appropriate
- Youth indicators, as appropriate

Applicants may propose custom indicators that will capture the story of program implementation to the greatest extent possible. This is especially relevant in policy and regulatory work or in systems strengthening work, where progress is not easily measurable with activity outputs such as people trained or commodities provided.

The applicant shall propose metrics, tools and targets as well as qualitative and quantitative ways to gather data that shall inform USAID and its key stakeholders of progress. Aside from outputs, it is important for the activity to conduct context monitoring on at least an annual basis to situate the activity vis-a-vis its policy environment.

All these shall be incorporated in a draft Monitoring, Evaluation and Learning (MEL) plan to be submitted with the proposal, subject to validation during the co-development workshop.

At all stages of implementation, host government agencies and other local partners will be involved in monitoring, evaluation and learning as a shared activity. The monitoring, evaluation, and learning plan will be designed to provide feedback loops.

A learning agenda will be developed to continuously inform key stakeholders of progress against goals, lessons learned, good practices, and course corrections required. It will also take into account monitoring, evaluation and reporting requirements that may come from host government agencies, as part of the overarching agreement between the U.S. and Philippine governments on development assistance.

The activity shall endeavor to be a major contributor to the knowledge base for Philippine human capital development in the areas of innovation, workforce development, entrepreneurship, community extension, and others. It shall organize learning events and forums where research and implementation lessons are shared broadly. .

The Co-Development Workshop

Within 90 days after award, a co-development workshop will be organized by the implementing partner together with USAID to validate and finalize the work plan, the first annual implementation plan, and the monitoring and evaluation plan, including the targets. Ideally, this workshop will be replicated every year (not necessarily at the same scale) as part of the development of the Annual Implementation Plan.

During the workshop, USAID/Philippines will work with the implementing partner to develop an agenda and an attendance list that will yield balanced representation from different sectors, agencies, associations, institutions, and individuals who will benefit from or with whom the activity will work to advance the program objectives.

It is important to involve key policy makers at the national level, implementers, and beneficiaries at the regions, HEIs – both public and private – as well as HEI associations, industry partners at both national and local levels (including industry associations), and other international development organizations. Other USAID activities engaged in any of the relevant programmatic areas will also be involved.

The workshop will inform the participants about the draft plans of the NHEA, and generate information on the existing and planned equities of government, industry, academia and other USAID activities in the programmatic areas.

It is not the intention of the co-development workshop to completely rewrite the proposal of the implementing partner, but rather to sharpen and tweak any proposed activity and make it more relevant to current initiatives and priorities of local partners.

It will be an opportunity for stakeholders to provide feedback on planned activities, geographic scope, sectoral engagements, partnerships, and others. It will also be an opportunity to discuss good or best practices that can be incorporated into the work plan, and identify challenges which might need collaboration from different parties to address. USAID/Philippines' experience with co-development workshops has been extremely valuable and positive, and thus will actively plan out this component with the implementing partner.

The co-development workshop plan shall be incorporated into the rapid start-up plan, and shall be evaluated as part of the selection criteria discussed in Section E., No. 2.a below.

Special Activities Fund (10 percent)

Up to 10 percent (or \$3 million) of total USAID investment in the NHEA may be set aside for special activities that may not be covered by the program description or the annual implementation plan, as long as proposed activities are aligned with the overall program purpose or objective of the activity.

When needed, the implementing partner will work with USAID to develop a plan for the use of these funds, whether partial or fully, and present the plan to the Agreement Officer Representative for concurrence and approval of the Agreement Officer.

Activities may include implementing special initiatives in support of advancing the overall program purpose, new priorities from the US government or the Philippine government, or as a crisis response mechanism such as disaster or emergency response.

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SECTION B: FEDERAL AWARD INFORMATION

1. Estimate of Funds Available and Number of Awards Contemplated

USAID intends to award one (1) Cooperative Agreement pursuant to this notice of funding opportunity. Subject to funding availability and at the discretion of the Agency, USAID intends to provide up to \$30 million in total USAID funding over a five-year period.

2. Expected Performance Indicators, Targets, Baseline Data, and Data Collection

Expected performance indicators, targets, baseline data, and data collection shall be included by the recipient in the monitoring, evaluation and learning plan to be submitted post award, and subject to approval of USAID as stated in “Section 4: Substantial Involvement” below.

The Activity shall report against relevant standard indicators as agreed with USAID, and shall develop custom indicators that will track progress against targets and goals as discussed above.

Given the complexity of the program, the various technical components and partners, as well as the many permutations and combinations of activities which can address a particular issue, each proposal shall define its technical approach in what it thinks is the most cost-effective, relevant, and innovative way. Each proposal shall indicate propose targets that will include major components or activities such as:

- Local universities benefiting from the program and the impact on their operations and outputs
- U.S. universities engaged to support the program
- Partnerships: between U.S. and local universities, between and among local universities, and between local universities and industries
- HEI mechanisms supported and outputs and outcomes of these mechanisms
- Industries and local businesses benefiting from interventions
- Leverage generated from private sector participation in the program
- Regional Inclusive Innovation Centers supported and their impact on MSME development
- Curricular improvements, including engagement with the private sector and U.S. universities
- Faculty and students benefiting from interventions
- Capacity of key stakeholders strengthened, including partner government agencies, universities, and others
- Policy initiatives supported, and progress made in this area

Targets in other components and activities may also be proposed, subject to validation and finalization during the co-development workshop, and subsequently reviewed and revised during Annual Implementation Planning.

3. Start Date and Period of Performance for Federal Awards

The anticipated period of performance is five (5) years. The estimated start date is on or about March 31, 2023.

4. Substantial Involvement

A cooperative agreement implies a level of “substantial involvement” by USAID in certain programmatic aspects of the award. This substantial involvement will be through the Agreement Officer (AO), except to the extent that he/she delegates authority to the Agreement Officer’s Representative (AOR) in writing.

The anticipated substantial involvement elements for this award are as follows:

a. Approval of the Recipient’s Implementation Plan

Implementation plans include, but are not limited to, annual implementation plans, including planned activities for the following year and any subsequent revisions, planned expenditures, and event planning/management.

USAID requires the approval of implementation plans annually to ensure alignment with stated goals, milestones, and outputs. The implementation plan communicates how and when the Recipient will complete project activities, and is drafted annually to describe activities. This plan will be developed in partnership between the Recipient and the AOR as well as key stakeholders. The annual implementation plans, and subsequent revisions thereto, are subject to prior written approval by USAID’s AOR.

b. Approval of Key Personnel

Given that they are essential to the successful implementation of the recipient’s program, USAID is designating the following as key personnel: the Chief of Party, the Deputy Chief of Party for Technical Programs, and the Deputy Chief of Party for Operations or Administration and Finance.

USAID’s policy limits key personnel to a reasonable number of positions, generally no more than five positions or five percent of recipient employees working under the award, whichever is greater. The Recipient may propose different titles for key personnel (except for the Chief of Party and the Deputies), and merge or split functions. However, additional key personnel beyond the COP and DCOP cannot be more than two (2) positions.

USAID prefers the COP or the DCOP for Technical Programs (or another key technical position identified by the applicant) as a local hire to provide the necessary expertise on local context.

c. Agency and Recipient Collaboration or Joint Participation

USAID will participate in the following:

- Approval is required for the sub-award, transfer, or contracting out of any work under this cooperative agreement that exceeds \$100,000;
- Approval of the Recipient's monitoring evaluation and learning plans; and,
- Monitoring to authorize specified kinds of direction or redirection because of interrelationships with other projects. All such activities must be included in the program description, negotiated in the budget, and made part of the award.

d. No construction activities are authorized under this cooperative agreement.

5. Authorized Geographic Code

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

For an accurate identification of developing countries, advanced developing countries, and prohibited sources, please refer to Automated Directive System (ADS) 310 entitled "Source and Nationality Requirements for Procurement of Commodities and Services Financed by USAID" (<https://www.usaid.gov/ads/policy/300/310>).

6. 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 New Higher Education Activity 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.

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SECTION C: ELIGIBILITY INFORMATION

1. Eligible Applicants

Eligibility for this NOFO is not restricted.

USAID welcomes applications from organizations that have not previously received financial assistance from USAID.

Faith-based organizations are eligible to apply for federal financial assistance on the same basis as any other organization and are subject to the protections and requirements of Federal law.

2. Cost Sharing or Matching

USAID/Philippines has established a mandatory minimum recipient cost share of five (5) percent of the projected award amount of \$30 million for the award. Such funds may be provided directly by the recipient; other multilateral, bilateral, and foundation donors; host governments; and local organizations, communities and private businesses that contribute financially and in-kind to implementation of activities at the country level. This may include contribution of staff level of effort, office space or other facilities or equipment which may be used for the program, provided by the recipient.

While not required, private sector leverage is strongly encouraged.

USAID will evaluate cost share as part of the business review process for this NOFO. Applicants who do not meet the minimum requirements for cost share will not be considered.

For guidance on cost sharing in grants and cooperative agreement see 2 CFR 200.306.

3. Other

USAID/Philippines discourages applicants from requiring exclusive commitments by local organizations to participate as part of a consortium or sub-award. Local organizations participating in a consortium may elect to participate in another consortium under a different application. In addition, Key Personnel are not precluded from inclusion in more than one application.

Local Registration Requirement. The Philippine Government law requires registration for a foreign and local organization in order to implement programs or conduct business in the Philippines. Any successful applicant must provide a copy of the certification of initial or final registration and license from the appropriate Department/Agency of the Philippine Government, as applicable, prior to the start of implementation of the program. All local institutions or affiliates of international organizations must be registered as a legal entity in the country.

SECTION D: APPLICATION AND SUBMISSION INFORMATION

1. Agency Point of Contact

Name: Jennifer Crow
Title: Supervisory Agreement Officer
Address: Regional Office of Acquisition and Assistance (ROAA)
3/F Annex 2 Building, U.S. Embassy Compound
10001 Roxas Boulevard, Ermita Manila, Philippines
Email: jecrow@usaid.gov
manila-roaa-rfa@usaid.gov

2. Questions and Answers

Questions regarding this NOFO should be submitted in writing to Ms. Crow to the email with a copy to Ms. Irene Narag, Acquisition and Assistance Specialist at inarag@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 Content and Form of Application

Preparation of Applications:

Each applicant must furnish the information required by this NOFO. Applications must 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 and 6, below, for information on the content specific to the Technical and Business (Cost) applications. The Technical application must address technical aspects only while the Business (Cost) Application must present the costs, and address risk and other related issues.

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);
- Program name;
- Notice of Funding Opportunity number;

- 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).

Any erasures or other changes to the application must be countersigned by the person signing the application. Applications signed by an agent on behalf of the applicant must be accompanied by evidence of that agent's authority, unless that evidence has been previously furnished to the issuing office.

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.

Applications must comply with the following:

- USAID will not review any pages in excess of the page limits noted in the subsequent sections. Please ensure that applications comply with the page limitations.
- Written in English.
- Use standard 8 ½" x 11", single sided, single-spaced, 12 point Times New Roman font, 1" margins, left justification and headers and/or footers on each page including consecutive page numbers, date of submission, and applicant's name.
- 10-point font can be used for graphs and charts. Tables, however, must comply with the 12 point Times New Roman requirement.
- Submitted via Microsoft Word or PDF formats, except budget files which must be submitted in Microsoft Excel.
- The estimated start date identified in Section B of this NOFO must be used in the cost application.
- The technical application must be a searchable and editable Word or PDF format as appropriate.
- The Cost Schedule must include an Excel spreadsheet with all cells unlocked and no hidden formulas or sheets. A PDF version of the Excel spreadsheet may be submitted in addition to the Excel version at the applicant's discretion, however, the official cost application submission is the unlocked Excel version.

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.

4. Application Submission Procedures

Applications in response to this NOFO must be submitted no later than the closing date and time indicated on the cover letter, as amended. Late applications will not be reviewed nor considered. Applicants must retain proof of timely delivery in the form of system generated documentation of delivery receipt date and time.

Applications must be submitted by email to manila-roaa-rfa@usaid.gov. 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". **Each email transmission with attachments must not exceed 5MB.**

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

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.

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/Philippines cannot guarantee their acceptance by the internet server. **File size per email must not exceed 5MB.**

5. 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 consider the requirements of the program and merit review criteria found in this NOFO. The Technical Application must not exceed thirty (30) pages.

To facilitate the competitive review of the applications, applications must conform to the format prescribed below:

- A. **Cover Page:** *see D.3. above for requirements- not included in page limit.*
- B. **Table of Contents** *listing all page numbers and attachments: not included in page limit.*
- C. **List of Acronyms:** *optional, not included in page limit.*
- D. **Executive Summary:** *included in page limit, not to exceed **two (2)** pages.*
- E. **Technical Application:** *included in page limit, not to exceed **twenty five (25)** pages. The section on key personnel has a limit of two pages. Applicants will decide on how to allocate the remaining pages (23) to the sections on Technical Approach and Partnerships and Alliances.*

1. Technical Approach:

Given the wide latitude of what, where and how to program, this section should demonstrate a clear appreciation of the challenges and opportunities in working to achieve the overall objectives of the New Higher Education Activity. It must clearly articulate the issues surrounding the areas of interest outlined in the NOFO, and then provide a clear path towards addressing these issues while maintaining fidelity to the priorities and approaches laid down by the USG policy mandates, especially the USAID Education Policy and its priorities in higher education, as well as Philippine government priorities and established policies.

The Applicant must present innovative, scalable approaches that will be used to achieve the overall goal, within the context of partner host government agencies and the needs of key stakeholders. A key element is a systems strengthening approach that will provide a path to sustainability.

Given that several national policies need to be supported to be successful, the approach must demonstrate a thorough understanding of the dynamics surrounding not just the Philippine education system but the workforce development and innovation ecosystems. It also needs to identify the institutions and key stakeholders that play a critical role in goal achievement and identify how they will be supported or engaged.

2. Partnerships and Alliances:

The Applicant must present its organizational capacity, particularly its technical and administrative core competencies and that of its partner(s), if applicable, and relevant previous experience working on these issues and challenges. This can indicate the ability of the Applicant to rapidly create a functional organizational structure that can work on achieving program goals.

The Applicant should also succinctly describe the way it will tap into and mobilize local partners and resources that will lead to more sustainable and effective impacts. Of particular interest is how the Applicant proposes to work with host government agencies at both the national and levels in pursuit of implementing or improving Philippine policies affecting program objectives. Given that several key policies require multiple agencies collaborating with each other, the Applicant needs to discuss how it will promote a convergence approach.

The applicant should identify the approach it will take in working with universities not just as recipients of technical assistance but as partners in development. The applicant should provide a clear discussion on how it plans to mobilize U.S. universities in pursuit of program objectives, how it plans to strengthen US-Philippine university relationships, and how it plans to develop local university partnerships.

The Applicant should also clearly articulate its plans for engaging the private sector in achieving the goals of the activity and indicate the nature and size of expected contributions from the private sector. It should describe how it plans to forge or strengthen relationships between government, industry and academia and identify key activities in which the private sector shall be heavily engaged, or lead.

3. **Key Personnel.** *Not to exceed two (2) pages but part of a total of 25 pages.*
The Applicant must identify the core members of its team to manage the implementation of the New Higher Education Activity and provide a summary of why these candidates are the appropriate personnel for the position. A two-page (maximum) Curriculum Vitae should be included for each of the identified key personnel, to be attached as an annex and not counted against the page limit. Additional key personnel may be proposed to support the technical and managerial approach for the New Higher Education Activity as discussed in “Section B: Substantial Involvement” above. Applicants may also wish to highlight other team members who, while not identified as key personnel, the applicant believes bring significant value to the team.

F. Rapid Mobilization and Co-development Workshop Plan: *Not to exceed three (3) pages.*

This section will discuss how the applicant will approach the first six months of program implementation in standing up the program. It also needs to discuss the plans for organizing a **co-development workshop in the first three months** of program implementation. This workshop is critical as it will involve all key stakeholders in validating the proposed program, particularly with host government partners. The outputs of this workshop shall be the finalized Life-of-Project Implementation Plan which will include targets, geographic scope (if needed), priority disciplines, priority sectors, key activities, with the core elements of the first Annual Implementation Plan agreed upon.

- G.** Required Annexes [**not included in page limit**]. The following are the required annexes, and should be lettered (e.g. Annex A, Annex B, etc...)
- Draft Annual Implementation Plan (for validation during co-development workshop)
 - Draft Monitoring, Evaluation and Learning Plan (for validation during co-development workshop)
 - Organizational Chart
 - Curriculum Vitae of Key Personnel (up to 3 pages each) and other pertinent staff (management and technical personnel) named in the Organizational Chart
 - Letters of Commitment from Key Personnel
 - Draft Sustainability Plan
 - Draft Communications Strategy Plan, including Branding Strategy and Marking Plan
 - Draft Climate Risk Management Plan
 - Draft Gender Equality and Social Inclusion Action Plan

6. Business (Cost) Application Format

The Business (Cost) Application must be submitted separately from the Technical Application. While no page limit exists for the full cost application, applicants are encouraged to be as concise as possible while still providing the necessary details. The business (cost) application must illustrate the entire period of performance, using the budget format shown in the SF-424A.

Prior to award, applicants may be required to submit additional documentation deemed necessary for the Agreement Officer to assess the applicant's risk in accordance with 2 CFR 200.206. Applicants should not submit any additional information with their initial application.

The Cost Application must contain the following sections (which are further elaborated below this listing with the letters for each requirement):

- (a) Cover Page (See Section D.3 above for requirements)**
- (b) 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
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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.

(c) Required Certifications and Assurances

The applicant must complete the following documents and submit a signed copy {with their application/ upon request by the AO}:

1. “Certifications, Assurances, Representations, and Other Statements of the Recipient” ADS 303mav document found at <http://www.usaid.gov/sites/default/files/documents/1868/303mav.pdf>
2. Assurances for Non-Construction Programs (SF-424B)
3. 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).
4. Counter-Trafficking in Person (CTIP) Certification and Plan

(d) Budget and Budget Narrative

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 cost analysis time required to make award, and may result in a rejection of the cost application. The Budget Narrative must contain sufficient detail to allow USAID to understand the proposed costs. The applicant must ensure the budgeted costs address any additional requirements identified in Section F, such as Branding and Marking. The Budget Narrative must be thorough, including sources for costs to support USAID’s determination that the proposed costs are fair and reasonable.

The Budget must include the following worksheets or tabs, and contents, at a minimum:

- Summary Budget, inclusive of all program costs (federal and non-federal), broken out by major budget category and by year for activities implemented by the applicant and any potential sub-applicants for the entire period of the program. See ANNEX 1 for Summary Budget Template

- Detailed Budget, including a breakdown by year, sufficient to allow the Agency to determine that the costs 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.
- Detailed Budgets for each sub-recipient, for all federal funding and cost share, broken out by budget category and by year, for the entire implementation period of the project.

The Detailed Budget must contain the following budget categories and information, at a minimum:

- 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 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 – No construction is anticipated or authorized under this NOFO.
 - 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. 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 does not have a current 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 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.

e. 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. See 2 CFR 200.407 for information regarding which cost elements require prior written approval.

f. Approval of Subawards

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

- Name of organization
- Unique Entity Identifier (UEI)

- 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 200.332(b)
- Any negative findings as a result of the risk assessment and the applicant's plan for mitigation.

g. Unique Entity Identifier (UEI number) and System for Award Management (SAM) Requirements

Applicants must obtain a Unique Entity Identifier (UEI) and register in the System for Award Management (SAM) (<https://sam.gov/>) in order to be eligible to receive federal assistance, such as grants and cooperative agreements. Unless an exemption applies (see ADS 303maz), applicants must be registered in SAM prior to submitting an application for award for USAID's consideration. Recipients must maintain an active SAM registration while they have an active award. Each applicant (unless the applicant is an individual or entity that is exempted from UEI/SAM requirements under 2 CFR 25.110) is required to:

1. Provide a valid UEI number for the applicant and all proposed sub-recipients;
2. Be registered in SAM before submitting its application.
3. 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.

h. 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, not to exceed five awards, as follows:

- Name of the Awarding Organization;
- Award Number;
- Activity Title;
- A brief description of the activity;
- Period of Performance;

- Award Amount;
- Reports and findings from any audits performed in the last five (5) years; and
- Name of at least two (2) updated professional contacts who most directly observed the work at the organization for which the service was performed with complete current contact information including telephone number, and e-mail address for each proposed individual.

If the applicant encountered problems on any of the referenced Awards, it may provide a short explanation and the corrective action taken. The applicant should not provide general information on its performance. USAID reserves the right to obtain relevant information concerning an applicant's history of performance from any sources and may consider such information in its review of the applicant's risk. The Agency may request additional information and conduct a pre-award survey if it determines that it is necessary to inform the risk assessment.

i. Branding Strategy & Marking Plan

It is a federal statutory and regulatory requirement that all USAID programs, projects, activities, public communications, and commodities that USAID partially or fully funded under a USAID grant or cooperative agreement or other assistance award or sub-award, must be marked appropriately overseas with the USAID identity. See Section 641, Foreign Assistance Act of 1961, as amended and 2 CFR 700.16.

Under the regulation, USAID requires the submission of a Branding Strategy and a Marking Plan by the Apparently Successful Applicant, as defined in the regulation. A Branding Implementation Strategy and Marking Plan must be in accordance with USAID Branding and Marking Plan as required per ADS 320 at the following link: [ADS Chapter 320 - Branding and Marking](#)

The Branding and Marking Plan may include a request for a waiver or exceptions to marking requirements established in 2 CFR 700.16. The Agreement Officer is responsible for evaluating and approving the Branding Strategy and Marking Plan (including any request for exceptions and waiver) of the ASA, consistent with the provisions "Branding Strategy", "Marking Plan", and "Marking of USAID-funded Assistance Awards" contained in AAPD 05-11 and in 2 CFR 700.16. Please note that in contrast to "exception" to marking requirements, waivers based on circumstances in the host country must be approved by the Mission Director or other USAID Principal Officers, see 1 CFR 700.16(j).

j. Funding Restrictions

Profit is not allowable for recipients or subrecipients under this award. See 2 CFR 200.331 for assistance in determining whether a sub-tier entity is a subrecipient or contractor.

Construction will not be authorized under this award.

USAID will not allow the reimbursement of pre-award costs under this award without the explicit written approval of the Agreement Officer.

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.

k. Conflict of Interest Pre-Award Term

1. CONFLICT OF INTEREST PRE-AWARD TERM (August 2018)

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.

(END OF PRE-AWARD TERM)

SECTION E: APPLICATION REVIEW INFORMATION

1. Criteria

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.

Technical and other factors will be evaluated relative to each other, as described here and prescribed by the Technical Application Format. The Technical Application will be scored by a Selection Committee (SC) using the criteria described in this section.

2. Review and Selection Process

The criteria that all applications will be reviewed against are listed below so that Applicants will know which areas require emphasis in applications. Applicants should note that these criteria serve as the standard against which all technical information will be evaluated and serve to identify the significant matters which Applicants should address.

These technical evaluation criteria have been tailored to the requirements of this NOFO to allow USAID to choose the highest quality application. USAID will award to the Applicant whose application best meets the program description.

Technical, cost, and other factors will be evaluated relative to each other. Cost sharing, while required, will not be part of the technical evaluation criteria. However, cost share will be reviewed as part of the business review process, and applications that do not meet the minimum threshold for cost share will not be considered. Applicants are forewarned that an application with the lowest estimated cost may not be selected if an award to a higher priced application affords the Government a greater overall benefit.

All evaluation factors other than cost or price, when combined, are significantly more important than cost. However, estimated cost is an important factor and the estimated cost to USAID increases in importance as competing applications approach equivalence and may become the deciding factor when technical applications are approximately equivalent in merit.

USAID may evaluate applications and award a cooperative agreement without discussions with Applicants. However, USAID reserves the right to conduct discussions if later determined by the Agreement Officer, as necessary. Therefore, each initial offer should contain the Applicant's best terms from a cost or price and technical standpoint.

The entry into discussion is to be viewed as part of the evaluation process and shall not be deemed by USAID or the applicants as indicative of a decision or commitment upon the part of USAID to make an Award to the applicants with whom discussions are being held.

The Agreement Officer will make the final selection, based on the recommendation of the selection committee.

a.) Merit Review

USAID will conduct a merit review of all applications received that comply with the instructions in this NOFO. Applications will be reviewed and evaluated in accordance with the following criteria shown below.

The technical application will be scored by a Selection Committee (SC) using criteria that include a) Technical Approach; b) Partnerships and Alliances; and c) Key Personnel.

History of Performance will be reviewed as part of the AO risk assessment process for satisfactory and relevant performance but will not be scored.

The relative importance of each criterion is indicated by approximate weight by points. A total of 100 points is possible for the complete application. The selection criteria below are presented by major category, with relative order of importance, so that applications will know which areas require emphasis in the preparation of applications.

A summary of technical evaluation criteria follows:

Evaluation Criteria	
Technical Approach	40 points
Partnerships and Alliances	30 points
Key Personnel (of which 15 for COP)	30 points
TOTAL	100 points

To facilitate the review of applications, narrative portions of applications should be organized in the same order as the broad evaluation criteria; USAID/Philippines will examine the overall merit and feasibility of the applications, as well as specific criteria relevant to each component as elaborated below. Descriptions for each Criterion are as follows:

Technical Approach (Criterion #1): 40 points

USAID is interested in more than a restatement of the priority areas already discussed in this solicitation. The proposal must add value to the discussion contained in the NOFO and demonstrate clearly that the applicant understands, and is prepared to deal with, the prevalent challenges, constraints, and risks in each proposed activity. Given that a new Philippine

government has recently been installed, the applicant must also be prepared to adapt to shifting priorities and contend with uncertainty, especially as regards national policy implementation.

The application will be evaluated on how the offeror presents a firm understanding of:

- the prevailing challenges and opportunities for higher education, workforce development and innovation in the Philippines;
- the broad policy environment(s) that affect human capital development in the Philippines, especially in higher education;
- the flux in the operating environment and areas that offer opportunities as well as risks;
- how to work with local universities, how to tap US university expertise, and how to create collaboration between Philippines and US higher education institutions;
- leveraging private sector resources and expertise to achieve program goals;
- systems strengthening for sustainability.

The evaluation will also assess the degree to which the proposed approach:

- meets the objectives of the program as described in this NOFO;
- contains strategic, innovative, creative thinking;
- is technically and managerially sound;
- builds on and scales up USAID successes and previous work in the sector(s);
- is likely to produce sustainable results;

The evaluation will similarly assess whether the technical approach illustrates activity choice and selection for the different phases of the program, as well as the technical soundness in the identification of key variables of the program, e.g. geographic selection, disciplines, industry prioritization, HEI and private sector partnerships.

Partnerships and Alliance (Criterion #2): 30 points

Applicants will be reviewed on how they propose to approach the activity from a partnerships and alliance-building standpoint. USAID anticipates a significant amount of work will be invested in creating collaborative spaces and convergence points for key stakeholders -- host government agencies at the national level, local governments, the private sector, local and US universities – to work together to achieve developmental goals. This is particularly true for implementing policies on human capital development that have created inter-agency mandates, such as the Philippine Qualifications Framework and the Philippine Innovation Act.

The other aspect to this criterion is recognizing that most of the key stakeholders are already investing resources in the same areas, and that the program is coming in as a complementary mechanism rather than as a new development approach. The applicant therefore must demonstrate how it, as an activity, can enter into this space and be seen as a valued partner by multiple players in a short span of time. The applicant must discuss how they plan to leverage resources, and identify specific interventions where this may be done.

This criterion will include, at the minimum, (1) proposed partnerships, sub-awards, and/or consortium that the applicant will lead or enter into and how they think that this configuration is

the best to achieve activity goals; (2) the proposed working relationships and arrangements with host government agencies, both at the national and local level that can best lead to operationalization of key policies as well as sustainability; (3) the proposed partnerships with universities – both local and US -- and how they will be used to achieve the objectives; (4) the proposed partnerships with the private sector that would lead to maximizing leverage of local industry and strengthen private sector engagement in higher education; and (5) proposed convergence approach that will bring together key stakeholders and their resources to achieve program goals.

The viability of the rapid mobilization plan which includes the co-development workshop will also be factored into this criterion (see Section D. F).

Key Personnel (Criterion #3): 30 points, of which 15 points for the COP.

Applicants will be evaluated based on demonstrated relevant experience, qualifications, education, and capability of the proposed key personnel and other technical personnel and how they directly support successful implementation of the program. A maximum of five, including the chief of party and two deputy chiefs of party, may be proposed.

The Selection Committee will gauge the extent to which long- and short-term candidates are matched with the desired qualifications to implement the program. Applications will also be evaluated on how it conveys:

- 1) Demonstrated ability of the Chief of Party to: (i) lead large, complex international development assistance programs and obtain results; (ii) establish and manage the partnerships and relationships essential to program success; and (iii) oversee a highly diverse team towards achieving program objectives;
- 2) Demonstrated ability of the Deputy Chief-of-Party for Technical Programs to: (i) contribute to obtaining results in complex international development assistance programs; (ii) serve as a key technical resource particularly for systems strengthening, policy reform, and collaborating, learning and adapting; and (iii) assume necessary duties in the absence of the Chief of Party.
- 3) Demonstrated ability of the Deputy Chief-of-Party for Operation to: (i) contribute to obtaining results in complex international development assistance programs; (ii) manage day-to-day operations of a large, international development program that works with multiple agencies and sub-grantees; (iii) serve as a key resource for managing and responding to USAID processes that range from financial management, procurement, human resource development, and other accountability mechanisms; and (iv) assume necessary duties in the absence of the Chief of Party.
- 4) Demonstrated qualification of the other long-term specialists including experience in systems strengthening at the higher education level; industry-academia linkage development and strengthening, international university exchange programs, research and development, university executive development, monitoring, evaluation, and learning, and communications and outreach.

b) Business Review

The Agency 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 objectives with reasonable economy and efficiency; and (3) whether any special conditions relating to costs should be included in the award. As mentioned above, cost share is required and will be considered in the business review. Applications that do not meet the minimum 5 percent cost share requirement will not be considered.

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 200.206). 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 whether to execute the award, not execute the award, or award with “specific conditions” (2 CFR 200.208).

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SECTION F: FEDERAL AWARD ADMINISTRATION INFORMATION

1. Federal Award Notices

A notice of award signed by the Agreement Officer is the authorizing document for this NOFO. The notice of award will be provided electronically to the successful applicant's point of contact listed in the application. Notification will also be made electronically to unsuccessful applicants pursuant to ADS 303.3.7.1.b. For the successful application, USAID may reach out to the applicant with clarifying questions and a request for a revised application by a specified date. USAID reserves the right to award without requesting clarifications or additional detail on an application. USAID may choose to change the Applicant's proposed award type, Grant or Cooperative Agreement, prior to award.

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 anticipates that these procedures will be successfully completed, potential applicants are hereby notified of these requirements and conditions for the award.

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

2. Administrative & National Policy Requirements

The resulting award from this NOFO will be administered in accordance with the following policies and regulations.

For US organizations: [ADS 303](#), [2 CFR 700](#), [2 CFR 200](#), and [Standard Provisions for U.S. Non-governmental organizations](#).

For Non US organizations: [Standard Provisions for Non-U.S. Non-governmental Organizations](#).

USAID/Philippines Regional Office of Acquisition and Assistance (ROAA) will administer this award. The AO will designate an AOR to review, concur and/or approve on items outlined in Substantial Involvement (Section B.3 of this NOFO).

See Annex 2, for a list of the Standard Provisions that will be applicable to any awards resulting from this NOFO.

3. Reporting Requirements

- **Financial Reporting:**

(1) Quarterly Financial Report

The Recipient shall submit quarterly financial reports to USAID no later than ten (10) days prior to the end of each USG fiscal quarter. They should be disaggregated at the program area and contain, at a minimum:

- Total award budget;
- Total award funds obligated to date;
- Total funds previously reported as expended by applicant by main line items;
- Total funds expended in the current quarter by budget line items;
- Total funds expended (actual plus estimated accrued) towards the end of the report period
- Total unliquidated obligations by main line items;
- Unobligated balance of USAID funds;
- Estimated expenditures for remainder of year;
- Estimated expenditures for remainder of project;
- Estimated fund support per province; and
- Total obligated funds expended by main line items to date.

The Recipient must also submit the Federal Financial Form (SF-425) quarterly, no later than 30 days after the end of the quarter, via electronic format to the U.S. Department of Health and Human Services (<http://www.dpm.psc.gov>). The Recipient must submit a copy of SF-425 at the same time to the Agreement Officer Representative (AOR) and the Controller (aidmnlrfsc@usaid.gov).

Electronic copies of SF-425 and instructions for using it can be found at:

http://www.whitehouse.gov/omb/grants/standard_forms/ff_report.pdf
<http://www.forms.gov/bgfPortal/docDetails.do?dId=15149>
http://www.whitehouse.gov/omb/grants/standard_forms/ffr_instructions.pdf

(2) Final Financial Report

Within 90 days following the estimated completion date of this award, the Recipient must submit to the: (a) USAID/Washington, M/CFO/CMP-LOC Unit; (b) Agreement Officer (manila-roaa-admin@usaid.gov); (c) Controller (aidmnlrfsc@usaid.gov); and (c) Agreement Officer Representative (AOR), the final Federal Financial Form (SF-425).

(3) Foreign Tax Reports

Reporting of foreign taxes under this agreement shall follow the standard provision entitled “Reporting Host Government Taxes (December 2014)” of this award document.

Host government taxes are not allowable where the Agreement Officer provides the necessary means to the recipient to obtain an exemption or refund of such taxes, and the recipient fails to take reasonable steps to obtain such exemption or refund. Otherwise, taxes are allowable in accordance with the Standard Provision, “Applicability of 2 CFR 200 and 2 CFR 700 (December 2014),” and must be reported as required in this provision.

The Recipient must include this reporting requirement in all applicable sub-agreements, including subawards and contracts.

- **Performance Reporting**

The Recipient must submit a copy of each report required by this Agreement to the Agreement Officer, the AOR, and the Development Experience Clearinghouse (DEC). Submission to the DEC must be through the public-facing and searchable DEC website (<https://dec.usaid.gov/dec/home/Default.aspx>).

The title page of all reports forwarded to USAID must include a descriptive title, the author's name, Cooperative Agreement number, the project number and title, the Recipient's name, the name of the USAID office, and the publication or issuance date of the report.

- (1) Annual Implementation Plan (AIP)**

- The Recipient must work with USAID to develop annual implementation plans in concert with other key USAID/Philippines partners and are aligned to each USG fiscal year of the agreement.

- The applicant will prepare a draft Year 1 implementation plan to be submitted with its application. This draft will be validated during the Co-Development Workshop post-award and finalized with the AOR within 90 days of award. Subsequent annual implementation plans will be submitted within 30 days before the start of the succeeding fiscal year. The AOR will review the plan within 15 days after receipt of the draft implementation plan.

- The implementation plan must include, at a minimum:

- Proposed accomplishments and expected progress towards achieving program results and performance measures tied to the Monitoring, Evaluation and Learning (MEL) Plan
 - Timeline for implementation of the year's proposed interventions, including target completion dates
 - Information on how interventions will be put in place

- Gender Action Plan that will define how gender will be integrated in the activity cycle
- Environmental Risk Mitigation Plan which will describe how environmental compliance and climate risk management will be integrated into activity interventions
- Personnel requirements to achieve expected outcomes
- Details of collaboration with other major partners
- Annual budget with estimates of projected monthly expenditures

(2) Monitoring, Evaluation and Learning (MEL) Plan

The MEL Plan must describe the agreed upon framework of goals, outcomes, and outputs for the program, along with performance indicators, baselines and targets defined for each, and sex-disaggregated where appropriate. The MEL Plan must describe the evaluative work that the implementing partner will conduct for its own management decision-making, institutional learning, and accountability purposes (see ADS 203.3.1, as revised, for more detailed guidance).

During the first ninety (90) days after the award is made, the Recipient will work closely with the USAID AOR to finalize its MEL Plan and synchronize it with targets discussed during the Co-Development Workshop. The plan must identify specific indicators for measuring the following aspects of the recipient's performance:

- progress toward meeting program objectives and sub-objectives; and
- time frame for achieving these objectives and sub-objectives.

The Recipient will collaborate with the USAID AOR to review/update its MEL Plan, and to monitor and report to USAID, including uploading information to the Development Information Solution (<https://dis.usaid.gov>).

Both quantitative and qualitative indicators need to be developed and special attention paid to data sources, collection methods, and data quality assessment.

Program monitoring and evaluation comprises an essential component of this cooperative agreement for the following reasons:

- informs USAID of progress;
- enables detailed and on-going design of activities and sub-activities;
- builds counterparts' capacity to collect and analyze the data for sound decision-making; and

At a minimum, the MEL Plan must include the following:

- Automated and other methods used to gather, store, manipulate, summarize, analyze, and/or report performance data.
- Procedures for regular communication with USAID regarding the status of monitoring activities, including a means for early notification of problems.
- Means of addressing a discovered lack of progress or success. Procedures will focus on learning from mistakes, analyzing them, and ascertaining the reason for missteps.
- A learning and research agenda and how this agenda will help achieve activity level results and contribute to national and international knowledge and learning.
- Information about all activities to be monitored under the MEL Plan. The list of activities must be provided in a logical framework which:
 - Links activities to Agreement results—both those dictated by USAID in the program description and lower level or complementary results contained in the Recipient’s approach.
 - Describes assumptions being made about the relationship of the activity to the Agreement result.
 - Identifies the indicators against which progress is to be measured. Includes methods to be used for monitoring.
 - Provides an illustrative schedule for discrete monitoring activities tied to the overall program implementation plan.

Gender Consideration:

To the greatest extent possible, the Recipient should seek to include both men and women in all aspects of this program including participation and leadership in e.g., meetings, training, etc. The Recipient must collect, analyze and submit to USAID sex-disaggregated data and proposed actions that will address any identified gender-related issues.

To ensure that USAID assistance makes the maximum contribution to gender equality, performance management systems and evaluations must include gender-sensitive indicators and sex-disaggregated data when the technical analyses supporting the Agreement demonstrates that:

- The different roles and status of women and men affect the activities to be undertaken; and
- The anticipated results of the work would affect women and men differently.

(3) Sustainability Plan

The Recipient will submit a sustainability plan for the project within the first 90 days of the agreement. This plan should describe specific interventions that are expected to be sustained after the Cooperative Agreement ends. The sustainability

plan will be updated annually and progress and updates to the implementation of the plan should be reported quarterly and annually as part of regular reports.

(4) Quarterly Performance Reports

The Recipient will submit quarterly reports that give insight into the progress of planned activities. Such reports follow USAID fiscal quarters, i.e., Quarter 1 covers October-December; Quarter 2 covers January-March; Quarter 3 covers April-June; Quarter 4 covers July-September. The quarterly report is due within 30 days after the fiscal quarter's end.

In lieu of the fourth quarter report, the Recipient will submit an Annual Progress Report (see below). During the final year of implementation, the Recipient will continue to submit quarterly reports except for the fourth quarter when, instead of an Annual Report, the Recipient will be required to submit a Final Report (see below).

The narrative report will include qualitative and quantitative information describing activities carried out and specific results achieved during the quarter. In addition, the narrative report will indicate key implementation challenges encountered and how they were, or are planned to be, resolved. To the extent where the MEL Plan includes quarterly targets, this should be reflected in the narrative report.

When necessary, a redacted version of the quarterly report may be requested by USAID to be shared with the host government and other key stakeholders. The final format of this redacted version will be agreed with the AOR.

(5) Annual Progress Reports

The Recipient must submit an annual progress report within 30 days after the end of the fiscal year to cover annual performance from the fiscal year. At a minimum, both quarterly and annual progress reports will contain:

- Progress (interventions completed, benchmarks achieved, and performance standards completed) made since the last report as applicable
- Problems encountered and whether they were solved or are still outstanding
- Proposed solutions to new or ongoing problems
- Success stories
- Security concerns
- Information on new opportunities for program expansion
- Qualitative data on program achievement and results
- Updated MEL Plan, as an attachment
- Documentation of the best practices that can be taken to scale
- Progress to date on sustainability, gender, climate risk management and

- environmental risk mitigation plans;
- Update on monthly expenditures for the quarter vis-à-vis annual budget

(6) Close-out Plan

No later than six (6) months prior to the completion date of the agreement, the Recipient will submit a close-out plan for the Agreement Officer (AO) approval. The close-out plan shall include:

- Draft property disposition plan
- Plan for the phase-out of in-country operations
- Delivery schedule for all reports or other deliverables required under the agreement
- Timetable for completing all required actions in the close-out plan, including submission date of the final property disposition plan to the AO.

(7) Final Report

The Recipient must submit, within ninety (90) days following the expiration of this cooperative agreement, a detailed final report to the AOR, the Agreement Officer and other relevant stakeholders. The final report will cover the entire period of the award and will include, but is not limited to:

- (i) executive summary;
- (ii) overall description of the activities and methods of assistance used under the Program during the period of this Cooperative Agreement, and the significance of these activities;
- (iii) brief description of the cumulative results towards achieving the program objectives and the performance indicators, as well as an analysis of how the indicators illustrate the program's impact on the accomplishment of the program's overall objectives;
- (iv) an assessment of impact of the program in assisting USAID in meeting targets, as well as any unmet targets and the reasons for them;
- (v) section reporting on gender, sustainability and institutionalization, environmental compliance and climate risk mitigation;
- (vi) success stories;
- (vii) discussion on the issues and problems that emerged during program implementation and how they were overcome;
- (viii) cost-effectiveness;
- (ix) lessons learned; and,
- (x) recommendations for USAID's future interventions.

The final/completion report shall also contain an index of all reports and information products produced under this agreement.

Within ninety (90) days following the estimated completion date of this award, the Recipient will submit one (1) original and two (2) copies of the Final Report to the AOR and one (1) copy to the Agreement Officer. In addition, one (1) copy will be submitted to the Development Experience Clearinghouse:

- Electronically: <http://www.usaid.gov/results-and-data/informationresources/development-experience-clearinghouse-dec>
- By U.S. Postal Service delivery to:

U.S. Agency for International Development
Development Experience Clearinghouse
M/CIO/ITSD/KM
Ronald Reagan Building M. 01-010
Washington, DC 20523-6100

Note: For the Quarterly, Annual and Final Reports, the following essential bibliographic information should be included on the cover page:

- Descriptive title;
 - Author/s name/s;
 - Award number;
 - Recipient's name;
 - Development Objective; and
 - Date of publication or issuance date of the report.
- **Other Reporting Requirement: CounterTrafficking in Person Certification and Annual Plan**

Within forty-five (45) days from the award effective date, the Recipient will submit its finalized Compliance Plan in accordance with section standard regarding Trafficking in Person. The plan must include, at a minimum, the following:

(1) An awareness program to inform employees about the trafficking related prohibitions included in this provision, the activities prohibited and the action that will be taken against the employee for violations.

(2) A reporting process for employees to report, without fear of retaliation, activity inconsistent with the policy prohibiting trafficking, including a means to make available to all employees the Global Human Trafficking Hotline at 1-844-888-FREE and its e-mail address at help@befree.org.

(3) A recruitment and wage plan that only permits the use of recruitment companies with trained employees, prohibits charging of recruitment fees to the employee, and ensures that wages meet applicable host-country legal requirements or explains any variance.

(4) A housing plan, if the recipient or any subawardee intends to provide or arrange housing. The housing plan is required to meet any host-country housing and safety standards.

(5) Procedures for the recipient to prevent any agents or subawardee at any tier and at any dollar value from engaging in trafficking in persons activities described in section A of this provision. The recipient must also have procedures to monitor, detect, and terminate any agents or subawardee or subawardee employees that have engaged in such activities

4. Program Income

No program income is anticipated under this award. If the successful applicant is a non-profit organization or Public International Organization (PIO), any program income generated under the award will be added to USAID funding (and any cost-sharing that may be provided, if applicable), and used for program purposes. However, pursuant to 2 CFR 200.307 Program Income, if the successful Applicant is a for-profit or commercial organization, any program income generated under the award will be deducted from the U.S. Government share of this award to determine the amount of USAID funding.

Program income is subject to 2 CFR 200.307 for U.S. NGOs or the standard provision entitled Program Income for non-U.S. NGOs.

5. Environmental Compliance

- (a) 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 (<http://www.usaid.gov/sites/default/files/documents/1870/201.pdf>) and 204 (<http://www.usaid.gov/sites/default/files/documents/1865/204.pdf>), 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. The Recipient's environmental compliance obligations under these regulations and procedures are specified in the following paragraphs of this cooperative agreement.
- (b) In addition, the Recipient must comply with host country environmental regulations unless otherwise directed in writing by USAID. In case of conflict between host country and USAID regulations, the latter shall govern.
- (c) No activity funded under this cooperative agreement will be implemented unless an environmental threshold determination, as defined by 22 CFR 216, has been reached for that activity, as documented in a determination of exemption, an approved Determination of Categorical Exclusion, Initial Environmental Examination (IEE), or

Environmental Assessment (EA). (Hereinafter, such documents are described as “approved Regulation 216 environmental documentation.”)

- (d) An Initial Environmental Examination (IEE) has been approved for this program. It has been determined that the activity is fully within the class of Categorical Exclusions. As per 22 CFR 216.2(c)(2), neither an Initial Environmental Examination, or an Environmental Assessment is required for an activity which is determined to fall within one or more of the categories listed at 22 CFR 216.2(c)(2)(i) education, technical assistance or training programs; and at 22 CFR 216.2(c)(2)(iii) analysis, studies, academic research, workshops and meetings.
- (e) As part of its Annual Implementation Plan, the Recipient, in collaboration with the AOR and Mission Environmental Officer (MEO), shall review all ongoing and planned activities under this cooperative agreement to determine if they are within the scope of the approved Regulation 216 environmental documentation. 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 review and approval. No such new activities shall be undertaken prior to receiving written USAID approval of environmental documentation amendments. 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.
- (f) When the approved Regulation 216 documentation is (1) an IEE that contains one or more Negative Determinations with conditions and/or (2) an EA, the Recipient shall:
 - (i) Unless the approved Regulation 216 documentation contains a complete environmental mitigation and monitoring plan (EMMP) or a program mitigation and monitoring (M&M) plan, the Recipient shall prepare an EMMP or M&M Plan describing how the Recipient will, in specific terms, implement all IEE and/or EA conditions that apply to proposed program activities within the scope of the award. The EMMP or M&M Plan shall include monitoring the implementation of the conditions and their effectiveness.
 - (ii) Integrate a completed EMMP or M&M Plan into the initial implementation plan.
 - (iii) Integrate an EMMP or M&M Plan into subsequent Annual Implementation Plans, making any necessary adjustments to activity implementation in order to minimize adverse impacts to the environment.
- (g) Subaward Provision: A provision for subawards is included under this award; therefore, the Recipient will be required to use an Environmental Review Form (ERF) or Environmental Review (ER) checklist using impact assessment tools to screen grant proposals to ensure the funded proposals will result in no adverse environmental impact, to develop mitigation measures, as necessary, and to specify monitoring and

reporting. Use of the ERF or ER checklist is called for when the nature of the grant proposals to be funded is not well enough known to make an informed decision about their potential environmental impacts, yet due to the type and extent of activities to be funded, any adverse impacts are expected to be easily mitigated. Implementation of sub-grant activities cannot go forward until the ERF or ER checklist is completed and approved by USAID. Recipient is responsible for ensuring that mitigation measures specified by the ERF or ER checklist process are implemented.

The Recipient will be responsible for periodic reporting to the USAID AOR, as specified in this award. Both AOR and MEO review the report but the MEO clears the document.

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SECTION G: FEDERAL AWARDING AGENCY CONTACT(S)

1. NOFO Points of Contact

Name: Jennifer Crow
Title: Supervisory Agreement Officer, USAID/Philippines ROAA
Email: jecrow@usaid.gov

Any prospective Applicant desiring an explanation or interpretation of this NOFO must request it in writing by the due date and time specified on the cover page of this NOFO in order to allow a reply to reach all prospective Applicants before the submission of their proposal. Any information given to a prospective Applicant concerning this NOFO will be furnished promptly to all other prospective Applicants as an amendment of this NOFO if that information is necessary in submitting applications or if lack of it would be prejudicial to any other prospective Applicants.

Please note that only the Agreement Officer is authorized to make commitments on behalf of USAID/Philippines.

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)

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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.

Applications with Proprietary Data

Applicants who include data that they do not want disclosed to the public for any purpose or used by the U.S. Government except for evaluation purpose, should mark the cover page with the following:

“This application includes data that must not be disclosed, duplicated, used, or disclosed – in whole or in part – for any purpose other than to evaluate this application. If, however, an award is made as a result of – or in connection with – the submission of this data, the U.S. Government will have the right to duplicate, use, or disclose the data to the extent provided in the resulting award. 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 {insert sheet numbers}.”

Additionally, the applicant must mark each sheet of data it wishes to restrict with the following:

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

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ANNEX 1 - SUMMARY BUDGET TEMPLATE

Budget Template

Cost Category		Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL AWARD COST
a.	Personnel						
b.	Fringe Benefits						
c.	Travel						
d.	Equipment						
e.	Supplies						
f.	Contractual						
g.	Other Direct Costs						
Total Direct Charges							
	Indirect Cost						
TOTAL ESTIMATED AWARD							
	Cost Share						
TOTAL PROGRAM COST							

Note:

- a. Refer to Section D, on Cost Proposal /Budget for details pertaining to line items.
- b. Detailed Budget for each sub-recipient, for all federal funding and cost share, broken out by budget category and by year, for the entire implementation period of the project follow the above budget template.

ANNEX 2 - 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)
	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 FOR AWARD MANAGEMENT (NOVEMBER 2020)
X		RAA24. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (NOVEMBER 2020)
	TBD	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) (DEC 2014)
		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)
	TBD	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)
	TBD	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)

	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 3 - ABBREVIATIONS AND ACRONYMS

A&A	- Acquisition and Assistance
ADS	- Automated Directives System
AIP	- Annual Implementation Plan
AO	- Agreement Officer
AOR	- Agreement Officer Representative
ASEAN	- Association of Southeast Asian Nations
CDCS	- Country Development Cooperative Strategy
CDI	- Cities Development Initiative
CFR	- Code of Federal Regulations
CHED	- Commission on Higher Education
COP	- Chief of Party
CRM	- Climate Risk Management
DCOP	- Deputy Chief of Party
DEC	- Development Experience Clearinghouse
DepED	- Department of Education
DIS	- Development Information Solutions
DOLE	- Department of Labor and Employment
DOST	- Department of Science and Technology
DTI	- Department of Trade and Industry
DUNS	- Dun & Bradstreet Number
EA	- Environmental Assessment
EMMP	- Environmental Mitigation and Monitoring Plan
ERF	- Environmental Review Form
FAA	- Foreign Assistance Act
GDP	- Gross Domestic Product
GESI	- Gender and Social Inclusion
GII	- Global Innovation Index
GPH	- Government of the Philippines
HEI	- Higher Education Institution
IEE	- Initial Environmental Examination
IR	- Intermediate Result
LUC	- Local University and College
MEL	- Monitoring Evaluation and Learning
MEO	- Mission Environmental Officer
M&M	- Mitigation and Monitoring
NEDA	- National Economic and Development Authority
NEET	- Not in Education, Employment or Training
NGO	- Non-governmental Organization
NHEA	- New Higher Education Activity
NICRA	- Negotiated Indirect Cost Rate Agreement
NOFO	- Notice of Funding Opportunity
OFAC	- Office of Foreign Assets Control

PBE	- Philippine Business for Education
PHL	- Philippines
PMP	- Performance Management Plan
PQF	- Philippine Qualifications Framework
PSF	- Philippine Skills Framework
PRC	- Professional Regulation Commission
PSE	- Private Sector Engagement
PSF	- Philippine Skills Framework
RA	- Republic Act
RFSC	- Regional Financial Services Center
RIIC	- Regional Inclusive Innovation Center
ROAA	- Regional Office of Acquisition and Assistance
SAM	- System for Award Management
SC	- Selection Committee
STRIDE	- Science, Technology, Research and Innovation for Development
SUC	- State University and College
TESDA	- Technical Education and Skills Development Authority
TVET	- Technical Vocational Education and Training
U.S.	- United States
USAID	- United States Agency for International Agency
USG	- United States Government
UniFAST	- Unified Student Financial Assistance System for Tertiary Education
VAT	- Value Added Tax
WB	- World Bank

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