



# **USAID** | **NIGERIA** FROM THE AMERICAN PEOPLE

## **ANNUAL PROGRAM STATEMENT**

**APS-620-14-000001**

### **Education Crisis Response**

APS Issuance Date: **July 23, 2014**

Deadline for Receipt of Questions for Round 1: **August 04, 2014**

Round 1 Closing Date: **August 22, 2014**

APS Closing Date: **July 22, 2015**

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## SECTION I – FUNDING OPPORTUNITY DESCRIPTION

### **A. SUMMARY**

USAID/Nigeria is issuing an APS for Education Crisis Response targeting internally displaced people (IDPs) and host communities in Adamawa and the buffer states of Bauchi and Gombe in the northeast of Nigeria, as well as Borno state, the focus of Boko Haram atrocities in the country, as and when conditions permit. This aligns with the USAID Education Strategy goal of increasing equitable access to education in environments affected by crisis and conflict.

While this APS will target Adamawa, Bauchi, and Gombe states, USAID/Nigeria will maintain flexibility and will monitor situational awareness to either add additional states, such as Borno, or change focus states at short notice. Therefore, potential applicants are required to **demonstrate their ability to be flexible to accommodate potential changes to place of performance beyond the current states (three) already identified.**

The number of awards under this APS is subject to the availability of funds. USAID may make a single award, multiple awards, or no awards at all under this APS, and reserves the right to close this APS at any point up to the closing date. Awards are one-time only and are generally not renewable. USAID reserves the right, in consultation with applicants, to reduce, revise or increase budgets in accordance with the needs of the program and availability of funds.

Programs may have a maximum duration of 36 months. Priority will be given to applications that can be launched rapidly. USAID anticipates awarding approximately two to six awards ranging anywhere from a minimum grant size of \$300,000 and a maximum grant size of \$15,000,000 made available either to one, multiple, or no awardees depending on the quality of the applications and availability of funds.

USAID/Nigeria will review applications using a single-stage process (other USAID APSs often utilize a two-stage process consisting of concept paper submission followed by invitations for full applications).

Awards made will be subject to periodic reporting and evaluation requirements and may have substantial involvement by the Mission as applicable.

### **B. BACKGROUND**

Children and youth in the Northeast Nigeria face numerous challenges in accessing education. The recent wave of violence and displacement will aggravate an already difficult education situation, with increased dropout and lower enrollments likely. Besides missing the opportunity to go to school and learn, many children will be affected psychologically as they experience and witness firsthand violence, are forced to flee their homes, and adapt to living in cramped and shared housing. Addressing the educational needs and the social-emotional well-being of the affected children is both urgent and imperative.

In addition to persistent obstacles to increasing access and improving the quality of learning outcomes that affect the north as a whole<sup>1</sup>, Nigeria is struggling in specific northeastern states

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<sup>1</sup> UNICEF estimates over 10 million Nigerian children, the equivalent of one-third of the country's primary school-aged population, are out of school, making Nigeria the country with the largest number of-school children (OOSC) in the world. Learning outcomes for those who do attend school are notoriously poor; the

with the Boko Haram insurgency's disastrous effects on teaching and learning. Boko Haram, initially grew out of legitimate grievances about corruption and poor governance, and aspired to enforce "fundamentalist" Islamic principles across the north of the country and shelter local populations from "western" (i.e. modern, secular) values and education. The group has repeatedly attacked schools and universities, (as well as places of worship, shopping areas, public plazas, hospitals, and private homes), and has claimed responsibility for the internationally- condemned kidnapping in April, 2014 of nearly 300 schoolgirls from a boarding school in Chibok, Borno state. In response to the escalating violence in northeastern Nigeria, the Government of Nigeria (GON) declared a State of Emergency in Adamawa, Borno, and Yobe states in March 2013. By early 2014, attacks carried out by Boko Haram insurgents had killed more than 1,500 people. On April 24, U.S. Ambassador James F. Entwistle made a disaster declaration due to the effects of the complex emergency in Nigeria.

The current crisis has been identified as a consequence of chronic economic/social fragility. This fragility has been defined as the intertwining of three key factors: "religion, politics, and ethnicity and the three are beclouded with corruption, poverty, and insecurity. It is therefore difficult to solve one without considering all other underpinning factors."<sup>2</sup> While the crisis is acute and highly destructive, it is rooted in legitimate grievances: inequity in the distribution of and access to basic services; exclusion based on geographic, religious, ethnic, gender, or other types of identity; corruption in governance and management; and, discourses and acts of violence and intolerance. All these factors have shaped the education system in Nigeria and altered access to and quality and delivery of education. The on-going crisis further exacerbates these chronic factors.

Between May 6 and 22, an Inter-Agency Standing Committee (IASC) joint assessment mission visited the three states under State of Emergency (SOE)—Adamawa, Borno, and Yobe—and neighboring Taraba, Gombe, and Bauchi States. The mission produced the *Humanitarian Needs Assessment of Northern Nigeria*. The team, which included representatives from State Emergency Management Agencies (SEMAs), the Nigerian Red Cross, United Nations High Commission for Refugees (UNHRC), the United Nations Populations Fund, the Food and Agriculture Organization, the United Nations Development Program, the International Organization for Migration (IOM), Action Contra la Faim (ACF), Save the Children, and the University of Maiduguri, visited 107 communities in the affected areas. According to the assessment, 90 percent of internally displaced persons (IDPs) in the six states were residing with families and friends. Increased insurgency in the SOE and inter-communal violence triggered the majority of displacement.

Although the federal government declared a state of emergency in Borno, Yobe, and Adamawa states, and has made efforts to reinforce its control of the states, these efforts have not yielded greater safety and security for the area residents. Many people have fled towards the west and south, arriving as IDPs in Bauchi and Gombe states, and even as far from home as Kano state. The UNHCR estimates that Boko Haram's insurgency has internally displaced nearly 650,000 Nigerians, and a recent Office of Foreign Disaster Assistance (OFDA) assessment highlighted the impact of this displacement on learning for IDP children, identifying "emergency education" as

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Nigeria 2010 NEDS survey reported that in every state except Lagos, over ½ of children aged 5 to 16 surveyed could not read a simple sentence, even when that sentence was written in a language that the child had been speaking since birth.

<sup>2</sup> Report of the Inter-religious tensions and crisis in Nigeria, report of the World Council of Churches and the Royal Aal al-Bayt Institute for Islamic Thought, May 2012, p.9.

the second most urgent need for these traumatized families.

Against this backdrop, USAID/Nigeria is issuing an APS for **Education Crisis Response** targeting IDPs and host communities in Adamawa and the buffer states of Bauchi and Gombe of Northeast of Nigeria.

*Expansion to the other buffer states and Borno may be considered as security improves, but for now, USAID is only targeting Adamawa, Bauchi, and Gombe.*

## **B.1 Rationale**

Education can help restore values of social cohesion and participatory decision-making, and enhance abilities such as critical thinking and peaceful problem solving<sup>3</sup>. Growing evidence confirms that conflict-sensitive education has the potential to address and mitigate drivers of conflict. Furthermore the inclusion of out-of-school youth into an education system or a set of education services will mitigate youth alienation and unproductive behavior. Finally, education plays a protective role that can prevent and mitigate the impact and recurrence of violent behavior, while providing children with important structure and cognitive development.

Furthermore, for Northeast Nigeria, a robust education crisis response targeting both host communities and IDP children and youth that provides basic educational supplies, content, and routine to these students through flexible delivery strategies that are not at risk of disruption from violence is essential. This will help to relieve the strain placed on formal systems by the arrival of the IDP populations and to preserve these children's right to an education that improves their skills, opportunities, and well-being.

Research over the last 20 years demonstrates that the routine of learning and attending school has protective effects on children and youth adversely affected by crisis or conflict. Reinstating some form of education once usual routines have been disrupted provides children with a sense of normalcy, purpose, and continuity, and offers parents and other adults in the community an opportunity to be pro-active in countering the effects of the violence their families and communities have experienced. As UNHCR has pointed out:

The disruption and insecurity inherent in refugee situations can harm children's physical, intellectual, psychological, cultural, and social development. And this disruption can lay the foundations for another generation to engage in revenge, conflict, and displacement (UNHCR, 1994: 38–39)<sup>4</sup>.

The recent *Humanitarian Needs Assessment of Northern Nigeria* provides important background on the context and population. The assessment states that the majority of displacement has been due to the Boko Haram insurgency activities in the three SOE, but some IDPs have been in their present locations since 2013 due to communal conflicts and floods. In addition, the SOE are seeing an increase in the refugee population from the countries of Cameroon and Niger.

The IDP population is primarily distributed in the host communities and in some instances in new settlements established by the GON. The most common reasons given for the IDP movements were fear of the insurgents (insecurity), physical assault and harassment by insurgents, and extortion by security forces, as well as inter-communal violence. The violence often led to loss of breadwinners, destruction of property such as houses and shops, and loss of livelihood, which has

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<sup>3</sup> Smith, 2005; INEE Symposium, 2013; Smith, 2011; Richards & Bekele, 2011.

<sup>4</sup> UNHCR, *Learning for a Future: Refugee Education in Developing Countries*, 2001

led to extreme poverty.

The violence and subsequent displacement has also caused extensive disruption to school routines for children of all ages. While in some states, schools are being used to house IDPs, in other states, like Borno, education is being identified as a reason for relocation. The International Rescue Committee states that, “In total over half a million people have fled their homes in Northeastern Nigeria. The majority has stayed within Nigeria but as many as six million face serious disruption to their health care, education, and livelihoods. Particularly at risk are young children....” The unpredictable nature of the attacks and the general inability of the Nigerian security forces to keep communities safe have combined to prevent children from continuing in school and from receiving even a basic education during this unsettled time in their country.

The third goal of the USAID Education Strategy<sup>5</sup> directs USAID to work with and through experienced local and international organizations to provide options for continued schooling that are viable and protective within this volatile context, ensuring Nigerian children and youth in these affected states have continued access to learning.

The Nigeria Education Crisis Response Program will provide targeted assistance **for the girls, boys, and youth that are affected by violence in Northeastern Nigeria**, and ensure that children and youth have continued access to an instructional routine in Adamawa and the buffer States of Bauchi and Gombe. In each state, as conditions improve, responsibility for the continued education of the IDP populations will revert to the state and local Nigerian authorities.

## **B.2 Key Issues to Address**

The crisis has created additional challenges for state and local institutions that are responsible for education-related needs. Violence and insecurity have a direct impact on enrollment rates, availability of spaces for learning, and functioning of schools. The Government of Nigeria, international donors, and their partners find themselves with a daunting challenge due to the unfolding crisis in the States of Emergency.

The following problems are to be addressed through this Annual Program Statement (APS):

- Expected large increase in drop-out rates in affected states
- Over-crowding of classrooms and learning spaces due to influx of displaced populations
- Limited access for displaced children
- Shortage of qualified teachers and instructional materials for formal and non-formal education

Education Crisis Response activities address the quality of teaching and learning, increasing equitable access, stabilizing institutional capacity to deliver education to affected populations, extending peacebuilding to school communities, and extending safety of education.

## **C. OBJECTIVE**

The overall purpose of the Nigeria Education Crisis Response Program is to: Expand enrollment in appropriate, protective, and relevant educational options for the girls, boys, and youth that are affected by violence in Northeastern Nigeria.

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<sup>5</sup> The USAID Youth Policy and USAID Forward are also supported through this APS

USAID does not have a single, prescribed approach, but recognizes that effectiveness can be enhanced in a variety of ways including: reducing risks associated with access and learning; improving social-emotional well-being of learners through recreational activities, clubs, and teacher training; providing child-friendly spaces for children and youth; providing opportunities for peer reading, mentoring, and counseling sessions; identifying and training teachers in implementing effective, sustainable, and conflict-sensitive non-formal learning opportunities; and, engaging communities and local leaders in developing and supporting relevant education options. A particular attention will be placed on girls and children with disabilities in order to ensure equity in programming.

USAID/Nigeria expects a phased approach to implementation:

Phase 1: Assessment to identify: (a) geographic locations in the States of Adamawa, Bauchi, and/or Gombe, housing large numbers of IDPs; (b) age groups and language groups by gender of displaced children and youth in need of service; (c) types of educational opportunities that parents and guardians feel comfortable sending their children to; (d) local or international organizations and groups that could serve as partners in this effort; and (e) a conflict analysis for the education sector.

Phase 2: Design and implement education activities for children and youth, , in target states that have proven effective in these settings including supporting radio education, home schools, recreational activities, and safe spaces that enable learning.

Phase 3: When conditions allow, move into other areas affected by insurgency and include the same approach as recommended in Phase 1.

Intermediate results for the Nigeria Education Crisis Response Program:

- Increased number of learners accessing an education opportunity -- formal, alternative, or non-formal;
- Increased number of new entrants in formal, alternative, and non-formal education structures;



- Increased provision of safe and protective temporary, integrated learning spaces<sup>6</sup>;
- Increased supply of adequate, relevant, and conflict-sensitive teaching and learning materials;
- Increased number of government-hired teachers and education staff trained in life skills, conflict resolution, peacebuilding, psychosocial support, educational counseling, prevention of separation, and prevention of recruitment, specifically community-based substance abuse treatment and prevention;
- Improved civil society and community engagement in school management to support current and new students' retention in formal, alternative and non-formal education structures; and
- Increased conflict mitigation competencies through education: conflict resolution programs for primary and secondary school children and education staff to provide the foundation for dealing with conflict when it arises, and effectively relating to their communities.

#### Illustrative Activities:

- Conduct rapid assessment to inform project design;
- Convene consultations with education authorities, civil society and community representatives to shape the proposed design and identify responsibilities for implementation and results;
- Establish child-friendly spaces for learning that target displaced populations and host community;
- Make improvements to learning environments, such as rehabilitation and renovation;
- Develop early warning system to identify, assess, and act on risks associated with access and learning;
- Provide professional support to education staff and communities on how to promote student well-being and psychosocial support;
- Develop or adapt content and provide teaching and learning materials for literacy, numeracy, and life skills, including via technological options (e.g. radio, mobile phone) that are “beyond the reach” of the terrorist groups;
- Engage parents and community in supporting education activities and keeping them protective;
- Conduct reading awareness campaigns;
- Conduct girls' enrollment campaigns;
- Train Parent-Teacher Associations (PTA), School-Based Management Committees (SBMC), community-based organizations (CBOs), and community volunteers in education advocacy at local, state, and federal levels and liaise with other USAID interventions in health, governance, and conflict mitigation and prevention;
- Provide grants to PTAs, SBMCs and CBOs in support of reading and protection of learning environment;
- Train Youth Reading Mentors to serve in classrooms, learning centers and after school clubs;

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<sup>6</sup> Reference to safe and protective learning environments do not include placing security measures at school (which potentially can lead to increased risks and harm), rather enabling positive effects through education and avoiding approaches or activities that cause harm. This is particularly important in situations related to violence and displacement when schools and learning centers are crowded, and tensions can rise between host-community residents and displaced persons. It is not implying that USAID funded activities claim schools or learning centers as being ‘safe’ or ‘unsafe’ but indicates that USAID prioritizes making education and learning safer – on a continuum.

- Track basic learning outcomes and enrollment;
- Monitor results on an on-going basis by conducting rolling assessments; and
- Track access results as per guidance in Reporting and Deliverables section of this APS.

In addition to seeking initiatives that demonstrate innovation, impact, and a vision, USAID will give special consideration to entities that demonstrate existing partnerships with local government education authorities (LGEAs) and state offices of education or other systemic efforts. USAID will also give special consideration to applicants who draw on the respective expertise of a partner organization or organizations (e.g., NGOs, universities, for-profit ventures) in order to enhance overall program effectiveness and efficiency.

Successful applicants under this APS will observe the following elements:

- Demonstrate knowledge of and experience working in the education sector in Northern Nigeria;
- Demonstrate an understanding of conflict-sensitive approaches to education;
- Propose a monitoring and evaluation framework that reflects conflict and crisis sensitive approaches;
- Demonstrate active participation in coordination of child protection and education sector response for crisis affected areas;
- Present activities that are technically feasible;
- Address the development needs of Nigeria in ways that are aligned with national policies and strategies;
- Offer promise of significant development impact, as measured, for example, by the number of direct and indirect beneficiaries of the program and new entrants into education structures, and/or by the potential for replication or scaling-up over time; and
- Demonstrate successful project performance in similar contexts in the past.

#### **D. ANALYSIS AND TECHNICAL APPROACH**

##### **1. (a) Education Context & Conflict Analysis**

This section must identify the bi-directional impact education has on conflict has on education<sup>7</sup> in the target states, the major barriers to education, and data related to the scale and scope of the key problems related to children and youth’s access to quality education.

The context and conflict analysis must include a brief description of other donor, government, private sector, or NGO activities to address the identified problem, including gaps in current programming and response, and how the applicant’s proposed program will complement the efforts of those other actors.

##### **(b) Theory of Change**

The Applicant must include a program hypothesis that clearly explains the theory or theories of change that underlie the proposed programmatic approach. Simply put, a program theory of change outlines the if-then statement underlying the proposed intervention. A theory of change

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<sup>7</sup> [http://www.ineesite.org/uploads/files/resources/Talking\\_Points\\_CSE\\_Pack\\_final.pdf](http://www.ineesite.org/uploads/files/resources/Talking_Points_CSE_Pack_final.pdf)

states what expected (changed) result will follow from a particular set of actions. A simple example would be, “If I add more fuel to the fire, then it will burn hotter.” The application needs to clearly and logically explain the assumed connections between various actions and the goal of increasing equitable access to education in a particular conflict context.

### (c) Technical Approach

Applications must incorporate a technical approach that is relevant and grounded in the education and conflict analysis. The approach must be clear as to who will be targeted with which interventions, and where. This must be explicitly linked to activities in the implementation plan.

The Nigeria Education Crisis Response Program activities should address: increasing equitable access to education especially for girls and children with disabilities, quality of teaching and learning, stabilizing institutional capacity to deliver education to affected populations, extending peacebuilding to school communities, and extending safety of education.

## **2. Implementation Plan**

### (a) Implementation Plan

The Applicant must demonstrate how the proposed activities build upon one another and are logically sequenced in order to achieve the desired outcome based on the proposed approach and methodology. The application must address the gaps in current responses and moments of opportunity, as identified in the education and conflict analysis, and activities should reflect an understanding of cultural norms, current educational options, and take steps to assure appropriate participation of target beneficiaries and communities.

The Applicant must demonstrate how the implementation plan has built in measures to assess and support sustainability of the overarching program goals and desired outcomes, with a focus on ensuring activities have an impact on educational outcomes, particularly access to education that lasts beyond the life of the project. The applicant’s illustrative first year activity plan must set out a realistic outline of tasks and deliverables, anticipated time frames, potential challenges toward implementation, opportunities and due dates, and persons responsible for achieving each task.

The Applicant must express how planned and proposed activities are realistic given the cost and budgeting of the program via their cost narrative and proposed budgets. If the application is for a continuation of a current program, it must articulate how continued funding would lead to greater impact and sustainability. The Applicant will be evaluated on the extent to which the proposed activities are realistic, reasonable, and appropriate given the budget allocated for each.

### (b) Do No Harm

Throughout the application, the Applicant must reflect thoughtful consideration of any risks that may result by expanding educational options to children and youth in target locations including sufficient explanation of how appropriate safeguards will be put in place to avoid intensifying the conflict or creating harmful situations for participants. Do No Harm should not be an isolated discussion in the application but be addressed holistically throughout all sections. Any project being implemented will become part of the conflict context and thus, the impact of planned activities must be analyzed vis-a-vis how they will affect the conflict environment. It is not satisfactory to simply indicate the program will “Do No Harm”- more thoughtful analysis and specific examples are necessary. Given this, the Applicant must explain how the proposed

education program will not exacerbate tensions in a way that will spark further violence or at the very least explain how the Applicant will mitigate against any risks to do harm and ensure children or communities will not be placed at greater risk as a consequence of the program.

(c) Local Engagement<sup>8</sup>

Non-local organizations will need to include robust discussions about local engagement as an effort to ensure context appropriate programming. Only non-local organizations will be evaluated according to this criterion.

Applicants must demonstrate a clear understanding of the role that local organizations, institutions, communities, and community leaders are playing or can play in expanding educational opportunities. In cases where the primary Applicant is not a local organization, it is strongly encouraged that the applicants work closely with local partners on all phases of program design, implementation, and evaluation. Non-Local applicants are therefore required to outline how local perspectives have contributed to the education and conflict analysis as well as the program design, how the Applicant will engage with local partners through program implementation and evaluation, and how the Applicant will work with its local partners to build both the organizational and technical capacities of the local organizations and communities with which they are engaging, as appropriate.

### **3. Monitoring and Evaluation Plan**

Monitoring and evaluation plans should be designed to measure the direct and near-term consequences of program activities with a goal to inform ongoing management and implementation approaches. The performance monitoring and evaluation plan should include the following components:

- A list of the types of baseline data that must be collected to demonstrate impact or progress of the program;
- Performance targets and milestones;
- The process by which the indicators will be developed and how monitoring processes and results will be used to inform project management decisions; and
- The measurement and data management methods used to collect and analyze indicator data (data sources, frequency of data collection, and methods for collecting and reporting data).

Results must be clearly articulated and directly correspond to the stated goals and objectives outlined in the technical application and directly correlated to the theory of change. Monitoring and evaluation methods must be specific, measurable, realistic, and applicable to the program's goals and objectives. Plans must also include gender-sensitive indicators and sex as well as include other appropriate disaggregation.

Proposed indicators should move beyond collecting data on inputs and outputs for their program, and propose relevant outcome and impact indicators (or proxies) to measure and track the effectiveness of the program in reaching the stated theory of change. The monitoring plan should incorporate indicators for local partner capacity building. This section should take into account the indicators and data required in the Section 9 "Reports and Deliverables" of this APS.

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<sup>8</sup> For non-local applicants only.

#### 4. Institutional Capabilities

The application must briefly describe the applicant’s organizational history and experience. If partners are proposed, their organizational history and experience should be described, and the Applicant should demonstrate how the partner organization(s) will be utilized and how the complementarity of their skill sets will be represented in the partnership. Both the Applicant and potential partners should demonstrate success in supporting education activities in the context of conflict and crisis and positive experience working with the proposed target population in its respective geographic area.

The composition and organizational structure of the proposed project team must be well described. The Applicant should explain the complementary skill sets of their organization or their partnership and should be clear about how the program will be operationalized, including administrative and reporting aspects. Submission of an organogram is required.

#### 5. Personnel

The applicant must describe the personnel proposed to fill the Project Director position (described in the Key Personnel section of this APS). Due to the potentially varied scale and scope of activities funded through this APS, only the Project Director is designated as key personnel. Applicants may identify up to four additional key personnel, though it is not required.

CVs of proposed key personnel must be included as an annex to the technical application. Please note that the CVs are not counted in the page limit, but are limited to 2 pages for each key personnel. The Applicant must include as part of its application a statement signed by all individuals proposed as key personnel, confirming their present intention to serve in the stated position and their present availability to serve for the term of the proposed activity. The Applicant should provide sufficient information on the experience and educational background of the proposed key personnel.

Additionally, the Applicant must provide a list of all proposed key personnel and other specific-titled technical and professional positions in a staffing plan. It should include team member titles, roles, responsibilities, and requisite technical expertise. USAID encourages the employment of local staff that can bring their relevant technical expertise, language and cultural experience.

#### E. REPORTS AND DELIVERABLES

Recipients will be required to submit to the AOR the following reports and deliverables as described below. Some reporting requirements may be negotiated and waived, as determined by the AOR and AO.

#	Reports	Due Date	Distribution
1	Project Monitoring and Evaluation Plan	Within 90 calendar days of the award date	Electronically to AO and AOR
2	Annual workplans	First workplan due within 60 calendar days of the award date  Subsequent workplans due as determined by AOR	Electronically to AO and AOR

#	Reports	Due Date	Distribution
3	<p>Quarterly reports: As described below and per the format established by the AOR</p> <p>Annual reports: As described below and per the format established by the AOR</p>	<p>Within 15 calendar days of the end of each USAID financial quarter</p> <p>October 31 of each year</p>	Electronically to AOR and Alternate AOR
4	Rolling assessment report and recommendations	Every 6 months, or as determined by AOR	Electronically to AOR and Alternate AOR
5	Short-term consultant reports, technical briefs and reports, special and external reports	Based on deadlines established and agreed in writing with AOR	<p>Electronically to AOR and Alternate AOR</p> <p>Electronically to Development Clearinghouse (<a href="http://dec.usaid.gov">http://dec.usaid.gov</a>)</p> <p>USAID-supported communities of practice around reading and equitable access in conflict/crisis (delivery as directed by AOR)</p>
6	<p>Education sector strategic reporting</p> <p><i>Pedagogical Materials and Technical Inputs</i></p> <p><i>Data for Reporting Under Foreign Assistance Objectives</i></p>	<p>As determined by AOR</p> <p>Within 90 calendar days of data collection</p>	<p>Electronically to AOR and Alternate AOR</p> <p>Electronically to Development Clearinghouse (<a href="http://dec.usaid.gov">http://dec.usaid.gov</a>)</p> <p>Electronically to specified drop box.</p>
7	Ad Hoc Reports and Communications	As determined by AOR	Electronically to AOR, Alternate AOR
8	Final Project Completion Report	Draft 60 days after award end date; final 90 calendar days after award end date	<p>Electronically to AOR and Alternate AOR</p> <p>Electronically to Development Clearinghouse (<a href="http://dec.usaid.gov">http://dec.usaid.gov</a>)</p>

### **a. Annual Work Plans**

Annual work plans (AWP) are developed yearly and include proposed activities for the given year, time-frame, implementation of activities, budget, review of the previous year's accomplishments (if applicable), problems and challenges encountered in achieving specified results, proposed annual outputs, and progress towards achieving results. The AWP's must also describe a plan and timeline for internal monitoring and evaluation that takes into account the PMP and the external monitoring and evaluation plan. The AWP's will be developed in country by the recipient and in cooperation with USAID/Nigeria and the GoN.

### **b. Quarterly and Annual Reports**

Quarterly Reports must be submitted in line with the U.S. Government's fiscal year. Quarterly progress reports are due 15 days after end of each quarter. Quarterly periods are from October 1 – December 31; January 1- March 31; April 1 – June 30; and, July 1 – September 31. Thus, quarterly reports are due on: January 15, April 15, and July 15, while the annual report is should be submitted by October 31. The Quarterly Report must:

- Provide a project overview.
- Provide an executive summary that covers key results and achievements during the reporting period as well as major problems encountered and lessons learned.
- Provide an update on activity implementation that includes an indicator performance tracking table, a detailed progress narrative, and implementation challenges and opportunities.
- Discuss partnerships, collaboration, and/or knowledge sharing with other USAID activities.
- Discuss partnerships, collaboration, and/or knowledge sharing with stakeholders including civil society, private sector, GoN and other development partners.
- Discuss cross-cutting issues such as gender and inclusive development.
- Discuss management and administrative issues, such as constraints and critical issues, personnel changes, proposed adaptations of the activity, and award modifications and amendments (completed and expected).
- Discuss the results of analytical work, assessments, evaluations, and lessons learned, with a focus on how recommendations are being used to improve project performance.
- Discuss what the activity has done to advance sustainability and support a proper exit strategy, especially in regard to systems strengthening interventions.
- Lay out major activities planned for the next quarter.
- Provide financial information, including pipeline analysis and information on sub-awards. The report must include actual and accrued expenditures for the concluding period and projected expenditures for the coming two quarters.
- Discuss communications efforts.
- Provide additional information in annexes, such as success stories, training reports, photos and multimedia, and other relevant documents.

The fourth quarterly report serves as the annual report to USAID – thus, it is more extensive and contains more information than a quarterly report. Annual Reports should reflect the structure of the annual work plan. Annual is defined according to the U.S. Government's fiscal year: October 1st to September 30th. The Annual Report must be submitted to the USAID by October 31 of each year. In addition to the requirements of the Quarterly Report, the Annual Report must also:

- Describe overall performance against targets and goals during the fiscal year, and why targets and goals were not achieved or why they were exceeded. Discuss problems and challenges and

- how they may affect out-year planning.
- Provide a table displaying the indicators the Recipient is responsible for reporting on and the indicator values for the year, along with prior year values and future year targets. It should also include explanations for any indicator values falling above or below target.
  - Provide illustrative activities to demonstrate whether the overall goals of the project are being achieved.
  - Identify prospects for achieving longer term impact where applicable.
  - Discuss the status of supporting documents for information reported in the year. Supporting documents must be easily accessible, verifiable and time-specific. Supporting documents must correspond with data collection methods in the project's PMP and are subject to audit.

### **c. Rolling Assessment Reports and Recommendations**

These brief reports will capture the findings and recommendations of the rolling assessments conducted throughout project implementation. This process will be conducted at least every six months or as advised by USAID. At a minimum the process will focus on critical events that can make or break the transition. The team review process will be focused on emerging issues in target areas and review the following questions, which are expected to be covered in the report: What are the emerging issues in target areas? What are the critical events planned in the next six months? What events are predictable? Map out best-case, worst-case, and most likely scenarios. What conclusions can be drawn? Do activities or approaches need to be adjusted?

### **d. Short-term Consultant Reports, Technical Briefs and Reports, and Special and External Reports**

Upon completion of the services of each short-term consultant, the Recipient must submit a report to the AOR summarizing the activities, accomplishments and recommendations of the consultant.

The Recipient must provide copies of all technical reports including analyses, policy recommendations, comparative studies, etc. to the AOR as these are developed and in accordance with agreed-upon delivery dates. Of primary importance in this category are the baseline, midline, and endline assessments for each project cohort, if applicable. Technical documents such as analyses, policy recommendations, comparative studies, briefs, etc., including the results of any learning outcome testing, are to be shared with the USAID-supported communities of practice around reading and equitable access in conflict/crisis – AOR will provide direction on delivery to these communities of practice.

The Recipient must fulfill all requests from the AOR regarding Agency, congressional, or presidential inquiries. As applicable, any special reporting requirements will be communicated to the recipient well in advance.

### **e. Education Sector Strategic Reporting**

The Recipient will provide data, technical materials, and other relevant materials produced in the execution of this award. This includes technical materials, pedagogical materials, and other technical inputs developed to support the early grade reading outcomes and the provision of equitable access to education in conflict and crisis environments, as well as data and information needed for reporting under the relevant foreign assistance objectives, areas, and elements.

#### ***Pedagogical Materials and Technical Inputs***



The Recipient is required to provide pedagogical materials and other technical inputs developed to support early grade reading outcomes, provision of equitable access to education in conflict and crisis environments, and other award objectives. Examples of technical inputs to be provided to USAID include scripted lesson plans, supplementary readers, assessment instruments, observation tools, training guides, workshop reports, radio programs, assessment tools, sampling frames, photographs, videos, and other recordings. The recipient will transmit technical materials to the relevant AOR and Alternate AOR and submit them to the USAID Development Experience Clearinghouse (<https://dec.usaid.gov>).

#### ***Data for Reporting Under Foreign Assistance Objectives***

The Recipient is required to provide datasets and codebooks that include data on student learning outcomes and information needed to estimate the number of unique pupils benefiting from reading activities over the life of the program; the Recipient is also required to provide data on the number of unique pupils who benefitted from access-related activities by year over the life of the program, and EMIS or program tracking data that can be used to measure change in access to education (e.g. numbers of pupils entering and dropping out of education programs). Implementing partners may be responsible, in collaboration with USAID, for obtaining country level memoranda of understanding that allow for the sharing of the datasets and other data with USAID, as well as public access to the data through the partner organization, where possible.

Within 90 days of the completion of data collection, the Recipient will transmit requested data to USAID. The transmittal must be according to the following specifications:

- Datasets should be complete, clean, and final and include any derived or secondary variables used to calculate indicator values provided in assessment reports.
- Datasets must be cleansed of Personally Identifiable Information (PII) prior to transmittal to USAID. PII includes any information that could be used to identify an individual student, teacher, or administrator for whom data have been collected.
- Datasets will include all variables included in the initial data collection, with the exception of any data that must be edited or cleaned to protect the privacy and anonymity of students, teachers, or administrators represented in the data.
- If variables are edited or removed in order to protect the privacy and anonymity of research subjects, steps should be taken to ensure that sufficient information is retained to allow analyses that require grouping students by school, or track schools/students across datasets if appropriate.
- Data must be transmitted along with relevant supporting materials and instruments. This includes questionnaires and other instruments, codebook, data dictionary, information on sample design, setup and weights, assessment reports, Project M&E Plans, or other materials that describe the structure of the assessment and/or program, and any other information a researcher may need when working with the data.
- Learning Assessment data can be transmitted in formats including Stata, SPSS, SAS, R, or an open and machine readable format. Supporting documents can be transmitted in MS Office or an open and machine readable format.
- The Recipient is required to provide datasets and codebooks that include data on the number of unique pupils who benefitted from program activities over the life of the program, and EMIS or program tracking data that can be used to measure change in access to education (e.g. numbers of pupils entering and dropping out of education programs).
- Recipient will provide information on the number of pupils benefiting from the program, disaggregated by sex and grade for each year that the program is active.
- Datasets will be delivered through email, addressed to the AOR and Alternate AOR. The Recipient may also be directed by USAID to submit data and related documents to a third

- party site (e.g. <https://sartdatacollection.org>).
- All prerequisites to providing the complete, cleaned datasets must be completed by the implementing partner prior to the provision of the dataset to USAID, such as review and approval by operating units and host country governments, as appropriate.

#### **f. Ad Hoc Reports and Communications**

Ad hoc reports and communications may include, but are not necessarily limited to, the following:

- **Weekly Bullets:** The recipient will provide brief weekly bullets on project activities that provide highlights of major events. The update will identify, but not be limited to, current and up-coming consultations/visitors, key activities and events of the previous week, and upcoming activities and events.
- **Communications:** As requested, the recipient will create activity presentations and assist USAID/Nigeria in preparing for high-level visitors, including the preparation of briefing materials, strategic planning of site visits, and media participation.
- **Miscellaneous:** Upon request by the AOR, the recipient will submit any cost data, work plans, schedules, success stories, summary accounts of notable activities, and progress or results reports requested which are relevant to approval, design, implementation, and monitoring of results to satisfy Agency reporting requirements.

#### **g. Final Performance Report**

A draft Final Performance Report must be submitted 60 days after the award end date, and a final copy 90 days after the end date. The final report must meet the requirements set forth in 22 CFR 226. The final report must cover the entire period of the award and include the cumulative results achieved, an assessment of the impact of the program, lessons learned and recommendations, notable impacts, success stories and detailed financial and cost analysis/information. It should be grounded in evidence and data. A copy of the final results must be filed with the Development Experience Clearinghouse at: <http://dec.usaid.gov>.

### **F. Performance Monitoring**

The Project Monitoring and Evaluation Plan (or Project M&E Plan) must guide key project activities, indicators of achievement, and the associated annual and life-of-project targets. This plan must be developed by the Recipient, reviewed, and approved by the Agreement Officer's Representative (AOR). The recipient must submit a final Project M&E Plan no later than 90 calendar days after the award date. The final Project M&E Plan shall be incorporated into the award by reference.

Performance monitoring must take into account the requirements for three levels of reporting: (1) the inclusion of indicators required for reporting to USAID/Washington on Nigeria's contributions to the achievement of the topline goals of the education strategy, (2) the inclusion of indicators consistent with USAID/Nigeria's annual Operational Plan; and (3) the selection of custom indicators for internal, project-level management. The recipient may utilize separate, additional indicators for each level since some standard indicators may not be appropriate for all levels.

(1) Indicators required for reporting on progress towards goals one and three of USAID's education strategy: As applicable to the proposed interventions, recipients must include in the proposed performance monitoring plan at the highest level the following three indicators for measurement of

outcomes in reading and access under the education strategy:

- Total # of learners reached by the targeted educational opportunity, disaggregated by sex (access)
- # of learners entering the entry grade/year of the targeted educational opportunity, disaggregated by sex (access)
- # of learners who drop out the targeted educational opportunity prior to completion, disaggregated by sex (access)
- % of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (reading; FAF indicator 3.2.1-27)

(2) Indicators consistent with USAID/Nigeria's annual Performance Plan and Report (PPR): As applicable to the proposed interventions, recipients should include in the proposed performance monitoring plan, at a minimum, the following Foreign Assistance Framework (FAF) indicators monitored by USAID/Nigeria across its portfolio:

- 3.2.1-14: Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings
- 3.2.1-15: Number of learners enrolled in USG-supported secondary schools or equivalent non-school-based settings
- 3.2.1-31: Number of teachers/educators/teaching assistants who have successfully completed in-service training or received intensive coaching or mentoring with USG support
- 3.2.1-18 Number of PTAs or similar 'school' governance structures supported
- 3.2.1-33: Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance
- 3.2.1-35: Number of learners receiving reading interventions at the primary level
- 3.2.1-39 Number of classrooms built or repaired with USG assistance

(3) Custom indicators for internal project-level management: In addition to the indicators above, the recipient should identify approximately five custom indicators for measuring progress toward project goals, examples include:

- Increased social cohesion, trust and tolerance in USG-supported primary schools or equivalent non-school-based settings
- Number and percentage of targeted groups trained in peaceful conflict resolution and peacebuilding methods as a result of USG program
- Percentage of citizens in targeted local government education units who feel that local government is competently addressing their priority education concerns

Baseline data should be collected prior to implementation of the proposed activities. If for some reason it is not feasible to secure baseline data for the chosen time period, alternative measures should be used to estimate baseline values (e.g., using recent comparable data). Baseline values should be measured using the same data collection source and method(s) that will be used to collect data for that indicator throughout the life of the project.

## **G. KEY PERSONNEL**

Due to the potentially varied scale and scope of activities funded through this APS, only the **Project Director** is designated as key personnel. Applicants can identify up to four additional key personnel positions.

**Project Director:** The Project Director provides overall technical and administrative leadership and expertise for the activity and serves as the primary liaison with USAID/Nigeria on management and technical matters. S/he will be responsible for the overall management and implementation of the project and report directly to the designated USAID Agreement Officer's Representative (AOR). S/he will supervise project implementation and ensure the project meets stated goals and reporting requirements. The Project Director will take a leadership role in coordination among USAID and key stakeholders. The Project Director will be expected to work in complex, politically charged and unstable environments, work across different cultures, and manage diverse teams to deliver impact within agreed timelines.

**Education:** Requires a Master's degree in education or a field relevant to the proposed activity from an accredited university or tertiary institution.

**Skills and Experience:** At least 10 years of experience in relevant management, supervisory, technical experience working with programs/projects that are of a similar scope and scale to this proposed activity is required (at least 5 of these years must be in a management/leadership position). At least five years of experience in the education sector in Sub-Saharan Africa, preferably in Nigeria or West Africa is required. Experience in education in conflict-affected, alternative, and rural settings is a must.

**Language:** The candidate must be professionally proficient and fluent in written and spoken English. Proficiency in Hausa is preferred, but not required.

## **H. ENVIRONMENTAL COMPLIANCE**

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 201.3.11.2.b and 204 (<http://www.usaid.gov/policy/ads/200/>), which, in part, require that the potential environmental impacts of USAID-financed activities are identified prior to a final decision to proceed and that appropriate environmental safeguards are adopted for all activities. Recipient environmental compliance obligations under these regulations and procedures are specified in the following paragraphs of this Annual Program Statement:

1a) 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.

1b) No activity funded under the APS will be implemented unless an environmental threshold determination, as defined by 22 CFR 216, has been reached for that activity, as documented in an Initial Environmental Examination (IEE), or Environmental Assessment (EA) duly signed by the Bureau Environmental Officer (BEO). Hereinafter, such documents are described as "approved Regulation 216 environmental documentation."

2) USAID Nigeria Education development activities are covered under *Nigeria DO4 Education IEE* approved by the Africa Bureau Environmental Officer dated April 18, 2014. From this approved IEE, USAID has recommended a **Negative Determination with Conditions**, for activities that involve minor rehabilitation/constructions or add-on buildings in schools, as well as the construction of wells and sanitation projects, indicating that if the proposed activities are

implemented subject to the specific conditions, they are expected to have no significant effect on the environment. Therefore, the due diligence process will ensure that resource partners will adhere to and comply with CFR 216. The partner shall be responsible for implementing all IEE conditions pertaining to activities to be funded under this award.

3) The recommended Threshold Determination for the provision of water and sanitation infrastructure other than small scale (defined as piped community water supplies, or any investment in water and sanitation infrastructure exceeding \$250,000 in a single community) is **Deferral**.

4) As part of its initial Work Plan, and all Annual Work Plans thereafter, the partner in collaboration with the USAID Agreement Officer's Representative and Mission Environmental Officer or Bureau Environmental Officer, as appropriate, shall review all ongoing and planned activities awarded under this APS to determine if they are within the scope of the approved Regulation 216 environmental documentation. 4a) If the partner 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. 4b) 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.

5) As the approved Regulation 216 documentation is an IEE that contains a Negative Determination with Conditions the recipient shall:

Prepare an environmental mitigation and monitoring plan (EMMP) or project mitigation and monitoring (M&M) plan describing how the recipient will, in specific terms, implement all IEE and/or EA conditions that apply to proposed project activities within the scope of the award. The EMMP or M&M Plan shall include monitoring the implementation of the conditions and their effectiveness. Guidance is available to assist with the EMMP and M&M process at <http://www.encapafrika.org/meoEntry.htm>.

5a) Integrate a completed EMMP or M&M Plan into the initial work plan. 5b) Integrate an EMMP or M&M Plan into subsequent Annual Work Plans, making any necessary adjustments to activity implementation in order to minimize adverse impacts to the environment.

6) A provision for grants to PTAs, SBMCs and CBOs in support of reading and protection of learning environment is included under this solicitation requiring the recipient to use the Environmental Review Form (ERF) or Environmental Review (ER) checklist 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 by the recipient and approved by USAID. Recipient is responsible for ensuring that mitigation measures specified by the ERF or ER checklist process are implemented and addressed in annual reports. Guidance is available to assist with the ERF and ER checklist process at <http://www.encapafrika.org/meoEntry.htm>

## **I. Gender Analysis**

Gender issues are central to the achievement of the Mission’s strategic development objectives. USAID strives to promote gender equality and also requires that gender analysis is done not as a stand-alone but as an integrated approach that is applied to the range of technical issues that are considered in the development of strategic plans, development objectives, and projects/activities. In the context of response to crisis, gender analysis is particularly important, especially considering that gender roles will often change dramatically in times of emergencies. A gender analysis helps us understand how gender roles have changed or are changing, so we can address the specific needs and concerns of female and male learners, teachers and other education personnel through the provision of quality, protective and relevant education. Furthermore, gender dynamics can impact on the ability of learners to access and fully participate in quality education. Barriers to learning will often be different for male and female learners who face different risks and have different needs.

Hence, careful attention should be given in conceptualizing and implementing this APS to ensure that differing needs of boys and girls are identified and addressed appropriately. Strategies for addressing these issues may be accompanied by age-appropriate learning materials and include interventions that ensure both girls and boys have all that is necessary to continue in school as well as creating risk reduced social spaces for psycho-social support for pre-adolescent and adolescent girls and boys, such as through youth centers or kids' clubs and other community based engagement.

Applications under this APS should incorporate gender considerations into program activities. For more information on gender considerations, please see the Website on Gender Equality and Women’s Empowerment at: [http://www.usaid.gov/our\\_work/cross-cutting\\_programs/wid/](http://www.usaid.gov/our_work/cross-cutting_programs/wid/).

## **J. Branding Implementation Strategy and Marking Plan**

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

The Agreement Officer will review the Branding Strategy and Marking Plan for adequacy and reasonableness, ensuring that it contains sufficient detail and information concerning public communications, commodities, and program materials that will visibly bear the USAID Identity. The Agreement Officer will evaluate the plan to ensure that it is consistent with the stated objectives of the award; with the applicant’s cost data submissions; with the applicant’s actual project, activity, or program performance plan; and with the regulatory requirements of 22 C.F.R. 226.91. The Agreement Officer will approve or disapprove any requested Presumptive Exceptions on the basis of adequacy and reasonableness. The Agreement Officer may obtain advice and recommendations from technical experts while performing the evaluation.

USAID’s branding and marking policy can be found in ADS Chapter 320. ADS Chapter 320 sections concerning “assistance” applies to this APS. ADS Chapter 320 sections ADS concerning “acquisition” do not apply to this APS. ADS Chapter 320 can be found on USAID website: <http://www.usaid.gov/policy/ads/300/320.pdf>.

## **K. Authorizing Legislation/Applicability of 22 CFR 226**

This award is authorized in accordance with the Foreign Assistance Act of 1961, as amended. 22 Code of Federal Regulation (22 CFR) 226 is applicable to an award to a U.S. organization made under this APS and to any sub-award to a U.S. entity resulting from this APS.

#### **L. Award Administration**

For U.S. organizations, 22 CFR 226, OMB Circulars, and the *Standard Provisions for U.S. Nongovernmental Recipients (US NGOs)* will be applicable. For non-U.S. organizations, the *Standard Provisions for Non-U.S., Nongovernmental Recipients (Non-US NGOs)* will apply. While 22 CFR 226 does not directly apply to non-U.S. applicants, the Agreement Officer will use the standards of 22 CFR 226 in the administration of the award. For Public International Organizations (PIOs), the Standard Provisions for Grants to PIOs, along selected provisions from the Standard Provisions for Non-U.S., NGOs and other negotiated provisions will be used.

#### **M. Applicable Regulations & References**

- Mandatory Standard Provisions for U.S., Nongovernmental Recipients <http://www.usaid.gov/pubs/ads/300/303maa.pdf>
- Mandatory Standard Provisions for Non-U.S. Nongovernmental Recipients: <http://www.usaid.gov/policy/ads/300/303mab.pdf>
- Standard Provisions PIOs: <http://www.usaid.gov/policy/ads/300/308mab.pdf>
- 22 CFR 226 [http://www.access.gpo.gov/nara/cfr/waisidx\\_02/22cfr226\\_02.html](http://www.access.gpo.gov/nara/cfr/waisidx_02/22cfr226_02.html)
- OMB Circular A-122 <http://www.whitehouse.gov/omb/circulars/a122/a122.html>
- OMB Circular A-110 <http://www.whitehouse.gov/omb/circulars/a110/a110.html>
- ADS Series 300 Acquisition and Assistance <http://www.usaid.gov/pubs/ads/>
- SF-424 Downloads [http://www.grants.gov/agencies/aapproved\\_standard\\_forms.jsp](http://www.grants.gov/agencies/aapproved_standard_forms.jsp)

[END OF SECTION I]

## SECTION II – AWARD INFORMATION

### **A. Estimated Funds Available and Timing**

#### **1. Estimated Funds**

USAID/Nigeria reserves the right to make multiple grants, cooperative agreements, or no awards at all through this APS. This APS seeks basic education applications for funding in Fiscal Years 2014 to 2015. The actual number and size of awards under this APS is subject to the availability of funds, the interest and requirements of USAID/Nigeria, as well as the viability of applications received.

Programs may have a maximum duration of 36 months. Priority will be given to applications that can be launched rapidly. USAID anticipates awarding not more than six awards ranging anywhere from minimum of \$300,000 to a maximum of \$15,000,000 made available either to one, multiple, or no awardees depending on the quality of the applications and availability of funds. The amount of funds expended in the first review will determine the final number of awards to be made. Applicants are encouraged to partner with like-minded organizations and local organizations in particular in order to strengthen implementation and delivery capacity. USAID will not provide funds under this APS for products and services that would be purchased through a contract.

#### **2. Timing and Limitations**

This APS will be open for the period beginning **July 23, 2014 to July 21, 2015**. For the first round of reviews, the closing date for the submission of applications is **16:00 hours Local Nigeria time (GMT+1) on August 22, 2014**. At that time, all applications received will be considered to be a reasonable number, even if it is just one. Applications submitted after the initial due date and before the APS closing date set for **July 22, 2015**, will be reviewed at intervals determined by USAID/Nigeria based on the number of applications and the availability of funding. Note that USAID reserves the right to extend the APS closing date and/or close it earlier than the original closing date of **July 22, 2015**.

#### **3. Deadlines for Submission of Questions**

Interested applicants may submit questions related to the APS in writing by e-mail to [abujaeduprocurements@usaid.gov](mailto:abujaeduprocurements@usaid.gov) with a copy to [asadiq@usaid.gov](mailto:asadiq@usaid.gov) not later than **16:00 hours Local Nigeria time (GMT+1) on August 04, 2014**. If it is determined that the answer to any question(s) is of sufficient importance to warrant notification to all prospective recipients, a Questions and Answers document, and/or if needed, an amendment to the APS, may be issued within one week of the deadline for submitting questions as specified in 2 above. No requests for meetings or phone calls with any USG officials will be accepted during the application process.

### **B. Type of Award**

USAID anticipates that grant(s) or cooperative agreement(s) will be awarded as a result of this APS.

Depending on the application(s) that is/are received and selected, USAID may decide to award a fixed obligation grant (FOG) instead of a grant to all eligible organizations. For more details, refer to ADS 303.3.25 at <http://www.usaid.gov/policy/ads/300/303.pdf>.



Depending on the application(s) that is/are received and selected, USAID may decide to be “substantially involved” in the implementation of the program, and therefore award a cooperative agreement(s) instead of a grant(s). Cooperative agreements are identical to grants except that in a cooperative agreement, USAID may be substantially involved in one or more of the following areas:

**a) Substantial Involvement**

1. Approval of the recipient's implementation plans that details planned achievement of milestones or outputs.

2. Approval of specified key personnel for those positions that are essential to the successful implementation of an award (limited to five positions or five percent of the recipient’s team size, whichever is greater), and changes thereof.

3. Agency and recipient collaboration or joint participation in the following areas:

- a) Collaborative involvement in selection of advisory committee members (USAID may also choose to be a member), if the program will establish an advisory committee that provides advice to the recipient on programmatic or technical issues and not routine administrative matters;
- b) Concurrence on the selection of sub-award recipient’s and/or the substantive technical/pragmatic provisions of sub-awards;
- c) Approval of the recipient's monitoring and evaluation plans;
- d) Monitor to authorize specified kinds of direction or redirection because of interrelationships with other projects; and
- e) As appropriate, other monitoring as described in 22 CFR 226.

4. If applicable, authority to immediately halt a construction activity if identified specifications are not met.

**C. Authorized Geographic Code**

The authorized geographic code for procurement of goods and services under the resultant award is 937.

**D. USAID Management of the Activities**

The Agreement Officer’s Representative (AOR) will serve as the primary contact between USAID and the Recipient and the Acquisition and Assistance Specialist will serve as the alternate contact between USAID and the Recipient. The AOR will be based in USAID/Nigeria and will assist the project in linking with other projects as well as other donors/foundations. The AOR will be designated at a later date, and his/her appointment letter will be circulated to successful recipients at the time of award.

**E. Mobilization Plan**

The applicant will be expected to mobilize within thirty days or less after signing of the award, including having senior personnel in place.

**[END OF SECTION II]**

## SECTION III – ELIGIBILITY INFORMATION

### A. Eligibility Criteria

1. U.S. or non-U.S. Non-governmental organizations (NGOs), private voluntary organizations (PVOs), for-profit companies willing to forego profit, colleges and universities, and Public International Organizations are eligible to submit applications. Faith-based and community organizations that fit the criteria above are also eligible to apply.

2. In support of the Agency’s interest in fostering a larger assistance base and expanding the number and sustainability of development partners, USAID encourages applications from potential new partners.

3. Applicants must have established financial management, monitoring and evaluation, internal control systems, and policies and procedures that comply with established U.S. Government standards, laws, and regulations. All potential awardees will be subject to a responsibility determination (may include a pre-award survey) issued by a warranted Agreements Officer in USAID.

4. Any recipient must be a responsible entity. Details on USAID’s pre-award responsibility determination policy and procedure can be found on our agency website, in its automated directive system (ADS) chapter 303, section 303.3.9: <http://www.usaid.gov/policy/ads/300/303.pdf>

**Eligibility Information for local Nigeria Organizations:** To be eligible for this program as a local NGO, an organization must meet the following criteria.

- I. USAID’s definition of local organization requires that the organization:
- be organized under the laws of the recipient country,
  - have its principal place of business in the recipient country,
  - be majority owned by individuals who are citizens or lawful permanent residents of the recipient country or be managed by a governing body, the majority of whom are citizens or lawful permanent residents of the recipient country, and
  - not be controlled by a foreign entity comprised of individuals who are not citizens or permanent residents of the recipient country.

The term “controlled by” in (d) means a majority ownership or beneficiary interest as defined in (c), above, or the power, either directly or indirectly, whether exercised or exercisable, to control the election, appointment, or tenure of the organization’s managers or a majority of the organization’s governing body by any means, e.g. ownership, contract or operation of law.

“Foreign entity” means any organization that fails to meet any part of the “local organization” definition.

- II. The organization must be a non-profit, non-governmental local organization, or a local for-profit organization that is willing to forgo profit. These may include Nigeria nongovernmental organizations, faith-based organizations, foundations, professional associations, networks, and consortia/coalitions of the above. In the case of consortia and coalitions, one organization must be identified as the “prime partner”.

- III. The organization must have basic accountability, financial management, and program implementation structures in place.
- IV. The organization must not have any pending disciplinary or legal action against them from another USAID or another U.S. agency.
- V. The organization must be willing to participate in an organizational capacity assessment process and in subsequent strengthening to improve its organizational systems and technical abilities.
- VI. The organization (or its key personnel) must have demonstrated skills and experience in the programmatic area in which it is proposing to work.
- VII. All Applicants must be registered in the System for Award Management (SAM), unless exempt under 22 CFR 25.100, to be eligible to receive an award under this APD. SAM is the U.S. Government federal repository into which an entity must provide information required for the conduct of business as a Recipient. Additional information about registration procedures can be found at the SAM internet site ([www.sam.gov](http://www.sam.gov)) Organizations that apply and do not have an exception must ensure they have the necessary processes and systems in place to comply with the reporting requirements of 2 CFR 170, should they receive funding. See also the Standard Provisions entitled, “Central Contractor Registrations and Universal Identifier” and “Reporting Sub-Awards and Executive Compensation at: <http://www.usaid.gov/policy/ads/300/303maa.pdf>.
- VIII. Applicants must have a Data Universal Numbering System (DUNS) number unless exempt under 22 CFR 25.100 to be eligible to receive an award under this APS. A DUNS number is a nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. A DUNS number can be obtained from D&B by internet:
  - Access the webpage: <http://www.dnb.com>
  - Follow the instructions.

Questions with regard to DUNS numbers should be directed to D&B.

Applications may be submitted under this APS without a DUNS number or SAM registration. However, the successful awardee will be required to obtain both of them and submit evidence of registration to USAID before an award is made. The registration process may take many weeks to complete. Therefore, Applicants are encouraged to obtain them early so that, if selected, the award will not be delayed.

Completion of a registration does not constitute any commitment on the part of the U.S. Government to make an award.

While no restriction is placed on the types of organizations that are eligible it is USAID policy not to award profit under grants and cooperative agreements. Consequently, no fee or profit will be paid to the grant or cooperative agreement recipient.

## **B. Cost-Sharing and Leveraging Resources**

Cost sharing is not required under this APS, though it is encouraged.

Cost sharing is an important element of the USAID-recipient relationship. In addition to USAID funds, applicants are encouraged to contribute resources from their own, private or local sources for the implementation of this program. Cost sharing is defined at 22 CFR 226.23. Cost sharing may consist of cash or in-kind contributions but, by definition, may not include USG funds or USG-funded in-kind contributions. Cost sharing must be used for the accomplishment of program objectives, and must consist of allowable costs under the applicable USG cost principles (see

OMB Circular A-110 and 22 CFR 226.23 for discussion of allowable in-kind contributions). Information regarding the proposed cost share, if any, should be included in the budget.

This APS further encourages applicants to leverage additional resources from the private sector in this program. USAID is looking for innovative, practical approaches to using these resources while promoting the program objectives. In accordance with ADS 303.3.10.2, leveraging represents all of the non-USAID resources expected to be applied to a project. It may include cost sharing, but may also include resources that third parties bring to the program without necessarily providing them to the recipient. Thus, the recipient is not responsible for any leveraging in excess of the agreed-upon cost share.

**[END OF SECTION III]**

## SECTION IV – APPLICATION AND SUBMISSION INFORMATION

### **A. Points of Contact**

1. Geoffry Lohsl  
Agreement Officer  
USAID/Nigeria  
[glohsl@usaid.gov](mailto:glohsl@usaid.gov)
1. Crystal Byrd-Ogbadu  
Agreement Officer  
USAID/Nigeria  
[cbyrd@usaid.gov](mailto:cbyrd@usaid.gov)
2. Abdullahi Sadiq  
Acquisition and Assistance Specialist  
USAID/Nigeria  
e-mail: [asadiq@usaid.gov](mailto:asadiq@usaid.gov)

### **B. Required Forms**

All Applicants must submit the application using the SF-424 series, which includes the:

- SF-424, Application for Federal Assistance;
- SF-424A, Budget Information - Nonconstruction Programs; and
- SF-424B, Assurances - Nonconstruction Programs.

Copies of these forms can be downloaded from the following website: <http://apply07.grants.gov/apply/FormLinks?family=16>.

### **C. Pre-Award Certifications, Assurances and Other Statements of the Recipient**

1. In addition to the certifications that are included in the SF 424, both U.S. and non-U.S. organizations (except as specified below) must provide the following certifications, assurances and other statements. Complete copies of these Certifications, Assurances, and Other Statements can be downloaded from the following website: <http://www.usaid.gov/sites/default/files/documents/1868/303mav.pdf>

2. A signed copy of the mandatory reference, Assurance of Compliance with Laws and Regulations Governing Nondiscrimination in Federally Assisted Programs.

3. A signed copy of the certification and disclosure forms for “Restrictions on Lobbying” (see 22 CFR 227);

4. A signed copy of the “Prohibition on Assistance to Drug Traffickers” for covered assistance in covered countries;

5. A signed copy of the Certification Regarding Terrorist Funding required by the Internal Mandatory Reference AAPD 04-14;

6. A signed copy of “Key Individual Certification Narcotics Offenses and Drug Trafficking”

7. Survey on Ensuring Equal Opportunity for Applicants; and
8. All applicants must provide a Data Universal Numbering System (DUNS) Number.

**D. General Application Guidelines**

1. Applicants are expected to review, understand, and comply with all aspects of this APS. Failure to do so will be at the applicant's risk. Each applicant shall furnish the information required by this APS. On the hard copies of applications, the applicant shall sign the application and the certifications, and print or type its name on the Cover Page of the technical and cost applications. Erasures or other changes must be initialed by the person signing the application. Applications signed by an agent shall be accompanied by evidence of that agent's authority, unless that evidence has been previously furnished.

2. The applications must be clear, specific, complete and presented concisely. The applications must demonstrate the applicant's capabilities and expertise with respect to achieving the goals of this program. The applications should take into account the **application review information** found in section V of this APS.

3. All applications received by the deadline will be reviewed for responsiveness and programmatic merit in accordance with the specifications outlined in these guidelines and the application format. Section V addresses the selection criteria and procedures for the applications.

4. Applications are to be submitted electronically via e-mail attachments, in accordance with the instructions below "Procedures for Submission of Applications by E-mail," to be followed by hard copies.

5. The hard copies of applications (**one original and three copies**) and modifications thereof shall be submitted in sealed envelopes or packages addressed to the office specified below, with the APS number, the name and address of the applicant, and whether the contents contain technical and/or cost applications noted on the outside of the envelopes/packages. Hard copies must be received no later than seventy-two (72) hours after submission deadline. It is recommended that applicants use courier service instead of international mail for submission of the hard copies. **Please don't upload your application package on Grants.gov.**

**By Courier Service/Hand Delivery:**

If Sent by postal service:

Abdullahi Sadiq  
 Acquisition & Assistance Specialist  
 Office of Acquisition & Assistance  
 USAID/Nigeria  
 c/o US Embassy  
 Plot 1075, Diplomatic Drive  
 Central District  
 P.M.B. 5760  
 Abuja Nigeria

If Hand-Carried, or via Courier Service:

Abdullahi Sadiq  
 Acquisition & Assistance Specialist  
 Office of Acquisition & Assistance  
 USAID/Nigeria  
 c/o US Embassy  
 Plot 1075, Diplomatic Drive  
 Central District  
 Abuja Nigeria

6. The application should be prepared according to the structural format set forth below.

7. 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 purposes should:

a) Mark the title page with the following legend:

"This application includes data that shall not be disclosed outside the U.S. Government and shall not be duplicated, used, or disclosed – in whole or in part – for any purpose other than to evaluate this application. If, however, a grant is awarded to this applicant as a result of or in connection with the submission of this data, the U.S. Government shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting grant. This restriction does not limit the U.S. Government's right to use information contained in this data if it is obtained from another source without restriction. The data subject to this restriction are contained in pages\_\_\_\_."; and

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

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

8. Applications must be submitted no later than the date and time indicated to the location indicated above. Late applications will be considered for award only if the Agreement Officer determines it is in the best interest of the Government.

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

10. The Government may award up to six grants/cooperative agreements resulting from this APS to the responsive applicants whose Applications meet the requirements of this APS and offer the best value, cost and other factors considered. The Government reserves the right to reject any or all applications, accept alternate applications meeting the applicable standards of this APS, and waive informalities and minor irregularities in the application(s) received.

11. Applicants who have questions concerning the contents of this APS should submit them in writing to [abujaeduprocurements@usaid.gov](mailto:abujaeduprocurements@usaid.gov); with a copy to [asadiq@usaid.gov](mailto:asadiq@usaid.gov) by the date and time indicated. **All communication related to this APS should indicate APS number and Program Title in the subject line.** Any information given to one applicant concerning this APS will also be furnished to all other applicants as an amendment to this APS, if that information is necessary in submitting applications or if the lack of it would be prejudicial to other applicants.

#### **E. Procedures for submission of applications by e-mail**

1. Before sending your documents to USAID as e-mail attachments, convert them into Microsoft Word (for narrative text) and Excel with access to all formulas (for tables). The

attachments should be version 2010 compatible, or PDF format for documents that have signatures.

2. Once sent, check your own e-mails to confirm that your attachments were indeed sent. If you discover an error in your transmission, re-send the material again and note in the subject line of the e-mail that it is a “corrected” submission. Do not send the same e-mail more than one time unless there has been a change, and if so, note that it is a corrected e-mail. Do not wait for USAID to advise you that certain documents intended to be sent were not sent, or that certain documents contained errors in formatting, missing sections, etc. Each applicant is responsible for its submissions. **USAID is not responsible for unreadable submissions or attachments under any circumstances.**

3. To avoid confusion, duplication, and overcrowding problems with our e-mail system, only one authorized person from your organization should send in the e-mail submissions.

4. Applications shall be submitted in two separate emails (with subject line denoting Cost or Technical Application): (1) technical and (2) cost/business application. In addition to the e-mail submission, applicants shall submit one (1) original, three (3) hard copy and an electronic (CD-ROM) of the technical application and one (1) original, three (3) hard copy and an electronic (CD-ROM) of the cost/business application to the address specified on the cover letter. Faxed applications will **not** be considered.

5. If you send your application by multiple e-mails, indicate in the subject line of the e-mail whether the e-mail relates to the technical or cost Application, and the desired sequence of multiple e-mails (if more than one is sent) and sequence of attachments (e.g. Organization X, Cost Application, Part 1 of 4, etc.). However, you are requested to consolidate, as much as possible, the various parts of your technical application into one technical application document/email and the various parts of your cost application into one cost application document/email.

6. The attachments should be formatted in Microsoft Word and/or Excel (version 2010 compatible) or PDF format, with a 3MB limit per e-mail. Use of zipped files is generally discouraged. Because of our system restrictions, if you send zipped files, do **not** use a “zip” extension as part of the file name. Also, specify in the body of the e-mail that the attachment contains zipped files. Applications and modifications thereof shall be submitted with the name and address of the applicant and the APS number (referenced above) inscribed thereon, via e-mail, to [abujaeduprocurements@usaid.gov](mailto:abujaeduprocurements@usaid.gov); with a copy to [asadiq@usaid.gov](mailto:asadiq@usaid.gov). Due to phone system limitations, faxed applications will not be considered. Applicants must confirm with Abdullahi Sadiq at [asadiq@usaid.gov](mailto:asadiq@usaid.gov) that their e-mail submissions were successfully received by the required due date.

#### **F. Guideline for Preparation of Technical Application**

Technical applications should include, at a minimum, the following:

- **Cover Page:** This section of the application should provide the proposed activity, the names of the organizations/institutions involved in the application, with the lead or primary Applicant clearly identified; and the proposed sub-applicant(s) listed separately. In addition, the cover page should include information about a contact person for the prime Applicant, including this individual’s name, title or position with the organization/institution, address and telephone and



email address. Also state whether the contact person is the person with the authority to bind the organization, and if not, that person should also be listed.

- Table of Contents listing all page numbers and attachments
- Executive Summary: Briefly describe the proposed activities, goals, purposes, and anticipated results, and describe how the overall project will be managed. The executive summary must not exceed two (2) pages in length.
- Analysis and Technical Approach
- Implementation Plan
- Monitoring and Evaluation Plan
- Institutional Capabilities
- Personnel
- Curriculum vitae, letters of commitment and other supporting documentation not integral to the technical application may be attached to the application and will not count against the 20 pages
- Attachments should be lettered (e.g. Attachment A), and should include a staffing plan including an organogram, the resumes/CVs of key personnel, etc. CVs should be submitted for all proposed key personnel. Individual CVs should not exceed 2 pages.)
- Annexes should be numbered

#### **G. Technical Application Format**

Unnecessarily elaborate brochures or other presentations beyond those sufficient to present a complete and effective application in response to this APS are not desired and may be construed as an indication of the applicant's lack of cost consciousness. Elaborate art work, expensive paper and bindings, and expensive visual and other presentation aids are neither necessary nor wanted.

The written Technical Application is limited to 20 pages in length. Applicants must use 12 point Times New Roman font with margins no less than one inch on each border. Each page must be numbered consecutively. Applicants are to note the following:

- The page limitation is inclusive of the narratives written for the executive summary. Any page in the technical application that contains a table, chart, graph, etc., not otherwise specifically excluded below, is included within the above page limitation for the technical application. All critical information from annexes must be identified and summarized in the Technical Application.
- Attachments, Annexes cover page, table of contents, key personnel CVs, and dividers do not count towards the page limit. No material may be incorporated in the application by reference, attachment, appendix, etc. to circumvent the page limitation. Those pages that exceed the page limitation will not be evaluated.

#### **H. Guidance for Preparation of Cost/Business Application**

The Cost or Business Application is to be submitted under separate cover from the technical application. Certain documents are required to be submitted by an applicant in order for the Agreement Officer to make a determination of responsibility. However, it is USAID policy not to burden applicants with undue reporting requirements if that information is readily available through other sources.

The following sections describe the documentation that applicants for an Assistance award must

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

1. Include a budget with an accompanying budget narrative which provides in detail the total costs for implementation of the program your organization is proposing. The budget should be structured according to Section I - PROGRAM DESCRIPTION and have a breakdown by objective, program elements and sub-activity. The budget narrative must provide detailed budget notes and supporting justification of all proposed budget line items. It must clearly identify the basis of all costs, such as market surveys, price quotations, current salaries, historical experience, etc.

2. A summary of the budget must be submitted using **Standard Form 424, 424A and 424B for the period of the proposed program (36-months)**, which can be downloaded from <http://apply07.grants.gov/apply/FormLinks?family=16>. USAID will evaluate the cost/business application separately for cost effectiveness and realism.

3. USAID will require the following detailed information from the applicant organization: The cost/business application must be completely separate from the Applicant's technical application, and submitted by using SF-424 and SF-424A "Application for Federal Assistance." These forms can be found under Annex E and downloadable online at <http://apply07.grants.gov/apply/FormLinks?family=16>

4. The Applicant must provide an electronic copy of a budget (in Microsoft Excel), with calculations and formulas shown in the spreadsheet, and an electronic version of the narrative that discusses the costs for each budget line item (preferably in Microsoft Word) on a CD-ROM. Calculations and formulas shall be accessible and not hidden or protected by password.

5. If the Applicant is a consortium, the cost/business application must include documents that reflect the legal relationship among the parties. The document(s) should include a full discussion of the relationship among the applicants, including the identity of the applicant that the USG will treat for purposes of administration of any cooperative agreement, identity of the applicant that will have accounting responsibility, how the applicant proposes to allocate effort under any cooperative agreement, and the express agreement of the principals of the Applicant organization to be held jointly and severally liable for the acts of omissions of the other.

6. Applicants must complete the required Representations and Certifications under Section VII with the cost/business application.

7. The Applicant's proposed budget should provide estimates of the program based upon the total estimated costs for the Agreement. Applicants should minimize their administrative and support costs for managing the project to maximize the funds available for project activities.

8. The cost/business application should describe headquarters and field procedures for financial reporting and the management information procedure(s) to ensure accountability for the use of U.S. Government funds. Applicants must describe fully program budgeting, financial and related program reporting procedures.

9. Applicants must provide detailed budget and supporting notes and justifications or narrative for all costs, and explain how they derived costs, consistent with the following guidance on required information:

- a) The breakdown of all costs associated with the program according to costs of, if applicable, headquarters, regional and/or country offices;
- b) The breakdown of all costs according to each partner organization involved in the program;
- c) The costs, if any, associated with external, expatriate technical assistance and those associated with local in-country technical assistance;
- d) The breakdown of any financial and in-kind contributions of all organizations involved in implementing the cooperative agreement;
- e) Potential contributions of non-USG or private commercial donors to the grant, contract or cooperative agreement;
- f) The costs proposed for “training” and “sub-grants” must be itemized within the budget narrative, so that they may be subsequently negotiated and included in the appropriate category of the Cooperative Agreement Budget;
- g) Procurement plan for commodities if needed; and
- h) Closeout costs: applicants must include in the required projected organizational budget any costs associated with terminating programmatic activities at the conclusion of the cooperative agreement.

10. Applicants must provide the following cost element details:

- a) Salary and Wages – Applicants must propose direct salaries and wages in accordance with their personnel policies;
- b) Fringe Benefits – If the Applicant has a fringe benefit rate approved by an agency of the U.S. Government, the applicant should use such rate and provide evidence of its approval. If an Applicant does not have a fringe benefit rate approved, the application should propose a rate and explain how the Applicant determined the rate; in this case, the narrative should include a detailed breakdown comprised of all items of fringe benefits (e.g., unemployment insurance, workers compensation, health and life insurance, retirement, FICA, etc.) and the costs of each, expressed in U.S. dollars and as a percentage of salaries;
- c) Travel and Transportation – The Applicant should indicate the number of trips, domestic and international, estimated as necessary to carry out the proposed scope of work, and their estimated costs. Applicants must specify the origin and destination for each proposed trip, the duration of travel, and number of individuals who would be traveling. If applicable, applicants should base per-diem calculations on current, published U.S. Government per diem rates for the localities concerned.

- d) Contractual/Sub-award/Sub-grantee – Any goods and services being procured through a contract mechanism;
- e) Equipment and Supplies – Estimated equipment (i.e. model number, cost per unit, quantity) and office supplies and other related supply items;
- f) Other Direct Costs – Applicants should detail any other direct costs, including the costs of communications, report preparation, passport issuance, visas, medical exams and inoculations, insurance (other than insurance included in the applicant’s fringe benefits), equipment, office rent, etc.;
- g) Cost Sharing (if proposed) – Provide narrative information, in addition to the percentage and total dollar amount of the proposed cost-share contribution. Cost-share, once accepted becomes a condition of payment of the federal share;
- h) Indirect Costs – The Applicant should support the proposed indirect cost rate with a letter from a cognizant, U.S. Government audit agency, a Negotiated Indirect Cost Agreement (NICRA), or with sufficient information to determine the reasonableness of the rates. (For example, a breakdown of labor bases and overhead pools, the method of determining the rate, etc.). If applicant does not have a NICRA, the following shall be included, as applicable:
  - Audited (by a certified public accountant or other auditor satisfactory to USAID) financial statements for the past three years;
  - Projected budget, cash flow and organizational chart;
  - Organization chart, by-laws, constitution, and articles of incorporation, if applicable; and
  - Copies of the Applicant’s personnel, expatriate and local (especially regarding salary and wage scales, merit increases, promotions, leave, differentials, etc.), travel, and procurement policies, and indicate whether personnel and travel policies and procedures have been reviewed and approved by any agency of the Federal Government. Provide the name, address, and phone number of the cognizant reviewing official or with sufficient information to determine the reasonableness of the rates.
- i) Applicants with no previous experience with USAID programs will be requested to submit evidence of financial capability which shall consist of financial audits for the past three years; copies of accounting manual, personnel, travel, purchasing, and property management policies; and past performance references (at least three). If copies have already been submitted to the U.S. Government, the applicant should advise which Federal Office has a copy.

**[END SECTION IV]**

## SECTION V – APPLICATION REVIEW INFORMATION

### A. EVALUATION CRITERIA

The criteria and sub-criteria listed below serve as the standard against which full applications will be evaluated.

The section of the technical application will be evaluated as described below:

<b>Evaluation Factor</b>	<b>Points</b>
Analysis and Technical Approach	30
Implementation Plan	30
Personnel	20
Monitoring and Evaluation	10
Institutional Capabilities	10
<b>Total</b>	<b>100</b>

#### 1. Analysis and Technical Approach (30 points)

##### (a) Education Context & Conflict Analysis (10 Points)

Extent to which the applicant clearly, logically, and comprehensively analyzes the context (including ongoing conflict) and overall operating environment in which the interventions will take place.

##### (b) Theory of Change (5 Points)

The extent to which the theory of change to reach proposed goals and outcomes is clear and logical, demonstrating the connections between various actions/interventions and the education goals proposed. The applicant must include a program hypothesis that clearly explains the theory or theories of change that underlie the proposed programmatic approach. Simply put, a program theory of change outlines the if-then statement underlying the proposed intervention. A theory of change states what expected (changed) result will follow from a particular set of actions. A simple example would be, “If I add more fuel to the fire, then it will burn hotter

The application needs to clearly and logically explain the assumed connections between various actions and the goal of reducing conflict or building peace in a particular context

##### (c) Technical Approach (15 Points)

The extent to which the proposed technical approach is clear, logical, evidence-based, conflict-sensitive, and likely to accomplish the project’s proposed objectives. The extent to which the proposed approach is coherent and complementary to the activities of other major actors in the implementation context.

#### 2. Implementation Plan (30 Points)

##### (a) Implementation Plan (20 Points)

Extent to which the Applicant's approach and plans are comprehensive, clear, logical, well-conceived, technically sound, neatly presented, and appropriate in ensuring the achievement of project results. This includes a demonstration of the Applicant's ability to successfully initiate a rapid launch of the project and articulates plans to produce and manage for results.

(b) Do No Harm (5 points)

The extent to which the application reflects thoughtful consideration of any risks that may result by bringing together all parties and provides sufficient explanation of how appropriate safeguards will be put in place to avoid intensifying the conflict or creating harmful situations for participants.

(c) Local Engagement (5 Points)

The extent to which Applicants promote, strengthen and support local perspectives and have robust local partnerships and capacity development support plans. Non-local organizations will need to include robust discussions about local engagement as an effort to increase sustainably and to ensure context appropriate programming. Only non-local organizations will be evaluated according to this criterion.

Applicants must demonstrate a clear understanding of the role that local organizations and institutions are playing or can play in conflict mitigation and peacebuilding. When feasible, it is preferable that local partners are at the forefront of USAID-supported peacebuilding efforts, per USAID Forward. In cases where the primary applicant is not a local organization, it is strongly encouraged that the applicants work closely with local partners on all phases of program design, implementation, and evaluation. Non-Local applicants are therefore required to outline how local perspectives have contributed to the conflict analysis as well as the program design, how the applicant will engage with local partners through program implementation and evaluation, and how the applicant will work with its local partners to build both the organizational and technical capacities of the local organizations with which they are engaging, as appropriate.

If the non-local application includes partnerships with local organizations, the application must include a capacity building plan to include building the technical skills of its local partner in conflict and peacebuilding as well as organizational management capacity. The capacity building plan should include building technical skills in conflict and peacebuilding as well as organizational management capacity of local partners and individual participants/beneficiaries as applicable. In cases where a non-local applicant was not able to partner with a local organization or institution, does not consider it feasible to do so, or does not consider it in the program's best interest, the applicant must clearly explain in the application why that is the case.

**3. Monitoring and Evaluation Plan (10 Points)**

Extent to which the Applicant presents a quality, credible, and comprehensive monitoring, evaluation, and learning approach that includes data collection plans, indicator development and reporting, performance targets and milestones, and measurement and data management methods that contribute to an approach that is clearly articulated and directly corresponds to the stated goals and objectives outlined in the technical approach and directly correlated to the theory of change. Also, the extent to which the proposed means of verification and

methods of data collection are reasonable and realistic in the context of Northern Nigeria.

#### **4. Institutional Capabilities and Personnel (10 Points)**

The extent to which Applicant offers evidence of the team's (including sub-partners and personnel) technical and organizational expertise and provides clarity about how the program will be operationalized and managed.

#### **5. Personnel (20 points)**

The extent to which the proposed Key Personnel demonstrate the skills, technical expertise and qualifications outlined in this APS. Extent to which the Applicant articulates clear, logical, organizationally sound roles and responsibilities of Key Personnel. Extent to which the Applicant presents an appropriate, well-justified and complete staffing plan and organizational chart, which clearly shows lines of authority and outlines roles and responsibilities.

### **B. Cost Review**

Cost has not been assigned a score but will be reviewed for cost reasonableness, allocability, allowability, cost effectiveness and realism, adequacy of budget detail and financial feasibility. In its analysis, USAID will be considering the following:

- Are the identified costs fair and reasonable for the proposed effort?
- Do the proposed costs demonstrate the applicant's understanding of the APS requirements?
- Does the proposed cost per beneficiary demonstrate high value for money?
- Are the identified costs consistent with the applicant's technical application?

While no restriction is placed on the types of organizations that are eligible (see section III above for eligibility criteria), it is USAID policy not to award profit under grants and cooperative agreements. Consequently, no fee or profit will be paid to the grant or cooperative agreement recipient. Foregone profits do not count toward partner contributions. However, all reasonable, allocable, and allowable expenses, both direct and indirect, which are related to the program and are in accordance with applicable cost standards, may be covered by the grant.

### **C. Selection Process**

1. Application(s) which are deemed to offer the best overall value and meet USAID objectives will be selected for award. A panel will evaluate the technical/programmatic merit of each application as measured against the evaluation factors.

2. Applicants should minimize administrative and support costs for managing the project in order to maximize the funds available for project activities. Those applications with minimal administrative costs may be deemed to offer "greater value" than those with higher costs.

3. Acceptability of Proposed Non-Price Terms and Conditions: An application is acceptable when it manifests the Applicant's assent, without exception, to the terms and conditions of the APS, including attachments, and provides a complete and responsive approach without taking exception to the terms and conditions of the APS. If an Applicant takes exception to any of the terms and conditions of this APS, then USAID will consider its application to be

unacceptable. Applicants wishing to take exception to the terms and conditions stated within this APS are strongly encouraged to contact the Agreement Officer before doing so. USAID also reserves the right to change the terms and conditions of this APS by amendment at any time prior to the source selection decision.

**[END OF SECTION V]**



## SECTION VI – AWARD AND ADMINISTRATION INFORMATION

### **A. Authority to Obligate the Government**

The awards will be negotiated and administered by the Agreement Officer responsible for USAID/Nigeria in accordance with the USAID Standard Provisions and other applicable U.S. Government regulations (e.g. 22 CFR 226, OMB Circulars etc.), which are available on the USAID web site.

For U.S. organizations, 22 CFR 226 and the Standard Provisions for U.S. Nongovernmental Recipients will apply in the administration of the award.

For non-U.S. organizations, the Standard Provisions for Non-U.S. Nongovernmental Recipients will apply. While 22 CFR 226 does not directly apply to non-U.S. applicants, the Agreement Officer will use the standards of 22 CFR 226 in the administration of the award.

For Public International Organizations (PIOs), the Standard Provisions for Grants to Public International Organizations, along with selected provisions from the Standard Provisions for Non-U.S. Nongovernmental Recipients and other negotiated provisions, will be used.

These documents may be accessed through the internet as follows:

- 22 CFR 226: [http://www.access.gpo.gov/nara/cfr/waisidx\\_06/22cfr226\\_06.html](http://www.access.gpo.gov/nara/cfr/waisidx_06/22cfr226_06.html)
- OMB Circulars: <http://www.whitehouse.gov/omb/circulars/index.html>
- Standard Provisions for Non-U.S. Nongovernmental Recipients: <http://www.usaid.gov/policy/ads/300/303mab.pdf>
- Standard Provisions for Cost-Type Awards to Public International Organizations: <http://www.usaid.gov/policy/ads/300/308mab.pdf>

### **B. MARKING AND PUBLIC COMMUNICATIONS UNDER USAID-FUNDED ASSISTANCE (AUGUST 2013)**

a. The USAID Identity is the official marking for USAID, comprised of the USAID logo and brandmark with the tagline “from the American people.” The USAID Identity is on the USAID Web site at [www.usaid.gov/branding](http://www.usaid.gov/branding). Recipients must use the USAID Identity, of a size and prominence equivalent to or greater than any other identity or logo displayed, to mark the following:

- (1) Programs, projects, activities, public communications, and commodities partially or fully funded by USAID;
- (2) Program, project, or activity sites funded by USAID, including visible infrastructure projects or other physical sites;
- (3) Technical assistance, studies, reports, papers, publications, audio-visual productions, public service announcements, Web sites/Internet activities, promotional, informational, media, or communications products funded by USAID;
- (4) Commodities, equipment, supplies, and other materials funded by USAID, including commodities or equipment provided under humanitarian assistance or disaster relief

programs; and

(5) Events financed by USAID, such as training courses, conferences, seminars, exhibitions, fairs, workshops, press conferences and other public activities. If the USAID Identity cannot be displayed, the recipient is encouraged to otherwise acknowledge USAID and the support of the American people.

b. The recipient must implement the requirements of this provision following the approved Marking Plan in the award.

c. The AO may require a preproduction review of program materials and “public communications” (documents and messages intended for external distribution, including but not limited to correspondence; publications; studies; reports; audio visual productions; applications; forms; press; and promotional materials) used in connection with USAID-funded programs, projects or activities, for compliance with an approved Marking Plan.

d. The recipient is encouraged to give public notice of the receipt of this award and announce progress and accomplishments. The recipient must provide copies of notices or announcements to the Agreement Officer’s Representative (AOR) and to USAID’s Office of Legislative and Public Affairs in advance of release, as practicable. Press releases or other public notices must include a statement substantially as follows:

*“The U.S. Agency for International Development administers the U.S. foreign assistance program providing economic and humanitarian assistance in more than 80 countries worldwide.”*

e. Any “public communication” in which the content has not been approved by USAID must contain the following disclaimer:

*“This study/report/audio/visual/other information/media product (specify) is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of [insert recipient name] and do not necessarily reflect the views of USAID or the United States Government.”*

f. The recipient must provide the USAID AOR, with two copies of all program and communications materials produced under this award.

g. The recipient may request an exception from USAID marking requirements when USAID marking requirements would:

(1) Compromise the intrinsic independence or neutrality of a program or materials where independence or neutrality is an inherent aspect of the program and materials;

(2) Diminish the credibility of audits, reports, analyses, studies, or policy recommendations whose data or findings must be seen as independent;

(3) Undercut host-country government “ownership” of constitutions, laws, regulations, policies, studies, assessments, reports, publications, surveys or audits, public service announcements, or other communications;

(4) Impair the functionality of an item;

- (5) Incur substantial costs or be impractical;
- (6) Offend local cultural or social norms, or be considered inappropriate; or
- (7) Conflict with international law.

h. The recipient may submit a waiver request of the marking requirements of this provision or the Marking Plan, through the AOR, when USAID-required marking would pose compelling political, safety, or security concerns, or have an adverse impact in the cooperating country.

- (1) Approved waivers “flow down” to subagreements, including subawards and contracts, unless specified otherwise. The waiver may also include the removal of USAID markings already affixed, if circumstances warrant.
- (2) USAID determinations regarding waiver requests are subject to appeal by the recipient, by submitting a written request to reconsider the determination to the cognizant Assistant Administrator.

i. The recipient must include the following marking provision in any subagreements entered into under this award:

*“As a condition of receipt of this subaward, marking with the USAID Identity of a size and prominence equivalent to or greater than the recipient’s, subrecipient’s, other donor’s, or third party’s is required. In the event the recipient chooses not to require marking with its own identity or logo by the subrecipient, USAID may, at its discretion, require marking by the subrecipient with the USAID Identity.”*

[END OF PROVISION]

### **C. PREVENTING TERRORIST FINANCING -IMPLEMENTATION OF E.O. 13224 (AUGUST 2013)**

a. The recipient must not engage in transactions with, or provide resources or support to, individuals and organizations associated with terrorism, including those individuals or entities that appear on the Specially Designated Nationals and Blocked Persons List maintained by the U.S. Treasury (online at: <http://www.treasury.gov/resource-center/sanctions/SDN-List/Pages/default.aspx>) or the United Nations Security designation list (online at: [http://www.un.org/sc/committees/1267/aq\\_sanctions\\_list.shtml](http://www.un.org/sc/committees/1267/aq_sanctions_list.shtml)).

b. This provision must be included in all subagreements, including contracts and subawards, issued under this award.

### **E. USAID DISABILITY POLICY - ASSISTANCE (DECEMBER 2004)**

1. The objectives of the USAID Disability Policy are (1) to enhance the attainment of United States foreign assistance program goals by promoting the participation and equalization of opportunities of individuals with disabilities in USAID policy, country and sector strategies, activity designs and implementation; (2) to increase awareness of issues of people with disabilities both within USAID programs and in host countries; (3) to engage other U.S.

government agencies, host country counterparts, governments, implementing organizations and other donors in fostering a climate of nondiscrimination against people with disabilities; and (4) to support international advocacy for people with disabilities. The full text of the policy paper can be found at the following website: [http://pdf.dec.org/pdf\\_docs/PDABQ631.pdf](http://pdf.dec.org/pdf_docs/PDABQ631.pdf)

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

**F. CENTRAL CONTRACTOR REGISTRATION AND UNIVERSAL IDENTIFIER (OCTOBER 2010)**

**1. Requirement for Central Contractor Registration (CCR).** Unless you are exempted from this requirement under 2 CFR 25.110, you as the recipient must maintain the currency of your information in the CCR until you submit the final financial report required under this award or receive the final payment, whichever is later. This requires that you review and update the information at least annually after the initial registration, and more frequently if required by changes in your information or another award term.

**2. Requirement for Data Universal Numbering System (DUNS) numbers.** If you are authorized to make subawards under this award, you:

(a) Must notify potential subrecipients that no entity (see definition in paragraph C of this award term) may receive a subaward from you unless the entity has provided its DUNS number to you.

(b) May not make a subaward to an entity unless the entity has provided its DUNS number to you.

**3. Definitions.** For purposes of this award term:

(a) Central Contractor Registration (CCR) means the Federal repository into which an entity must provide information required for the conduct of business as a recipient. Additional information about registration procedures may be found at the CCR Internet site (currently at <http://www.ccr.gov>).

(b) Data Universal Numbering System (DUNS) number means the nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. A DUNS number may be obtained from D&B by telephone (currently 866-705-5711) or the Internet (currently at <http://fedgov.dnb.com/webform>).

(c) Entity, as it is used in this award term, means all of the following, as defined at 2 CFR part 25, subpart C:

(i) A Governmental organization, which is a State, local government, or Indian tribe;

(ii) A foreign public entity;

- (iii) A domestic or foreign nonprofit organization;
  - (iv) A domestic or foreign for-profit organization; and
  - (v) A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.
- (d) Subaward:
- (i) This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
  - (ii) The term does not include your procurement of property and services needed to carry out the project or program (for further explanation, see Sec. --.210 of the attachment to OMB Circular A-133, —Audits of States, Local Governments, and Non-Profit Organizations||).
  - (iii) A subaward may be provided through any legal agreement, including an agreement that you consider a contract.
- (e) Subrecipient means an entity that:
- (i) Receives a subaward from you under this award; and
  - (ii) Is accountable to you for the use of the Federal funds provided by the subaward.

**G. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (OCTOBER 2010)**

**1. Reporting of first-tier subawards.**

(a) Applicability. Unless you are exempt as provided in paragraph d. of this award term, you must report each action that obligates \$25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5) for a subaward to an entity (see definitions in paragraph e of this award term).

(b) Where and when to report.

- (i) You must report each obligating action described in paragraph a.1. of this award term to [www.fsrs.gov](http://www.fsrs.gov).
- (ii) For subaward information, report no later than the end of the month following the month in which the obligation was made. (For example, if the obligation was made on November 7, 2010, the obligation must be reported by no later than December 31, 2010.)

(c) What to report. You must report the information about each obligating action that the submission instructions posted at [www.fsrs.gov](http://www.fsrs.gov) specify.

## 2. **Reporting Total Compensation of Recipient Executives.**

(a) Applicability and what to report. You must report total compensation for each of your five most highly compensated executives for the preceding completed fiscal year, if –

- (i) the total Federal funding authorized to date under this award is \$25,000 or more;
- (ii) in the preceding fiscal year, you received—
  - (A) 80 percent or more of your annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and
  - (B) \$25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and
- (iii) The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at <http://www.sec.gov/answers/execomp.htm>.)

(b) Where and when to report. You must report executive total compensation described in paragraph 2.(a) of this award term:

- (i) As part of your registration profile at [www.ccr.gov](http://www.ccr.gov).
- (ii) By the end of the month following the month in which this award is made, and annually thereafter.

## 3. **Reporting of Total Compensation of Subrecipient Executives.**

(a) Applicability and what to report. Unless you are exempt as provided in paragraph d. of this award term, for each first-tier subrecipient under this award, you shall report the names and total compensation of each of the subrecipient's five most highly compensated executives for the subrecipient's preceding completed fiscal year, if –

- (i) in the subrecipient's preceding fiscal year, the subrecipient received—
  - (A) 80 percent or more of its annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and
  - (B) \$25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts), and Federal financial assistance subject to the Transparency Act (and subawards); and ii. The public does not have

access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at <http://www.sec.gov/answers/execomp.htm>.)

(b) Where and when to report. You must report subrecipient executive total compensation described in paragraph 3.(a) of this award term:

- (i) To the recipient.
- (ii) By the end of the month following the month during which you make the subaward. For example, if a subaward is obligated on any date during the month of October of a given year (i.e., between October 1 and 31), you must report any required compensation information of the subrecipient by November 30 of that year.

#### **4. Exemptions**

If, in the previous tax year, you had gross income, from all sources, under \$300,000, you are exempt from the requirements to report:

- (a) subawards, and
- (b) the total compensation of the five most highly compensated executives of any subrecipient.

#### **5. Definitions. For purposes of this award term:**

- (a) Entity means all of the following, as defined in 2 CFR part 25:
  - (i) A Governmental organization, which is a State, local government, or Indian tribe;
  - (ii) A foreign public entity;
  - (iii) A domestic or foreign nonprofit organization;
  - (iv) A domestic or foreign for-profit organization;
  - (v) A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.
- (b) Executive means officers, managing partners, or any other employees in management positions.
- (c) Subaward:

- (i) This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
- (ii) The term does not include your procurement of property and services needed to carry out the project or program (for further explanation, see Sec. --.210 of the attachment to OMB Circular A- 133, —Audits of States, Local Governments, and Non- Profit Organizations).
- (iii) A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.
- (d) Subrecipient means an entity that:
  - (i) Receives a subaward from you (the recipient) under this award; and
  - (ii) Is accountable to you for the use of the Federal funds provided by the subaward.
- (e) Total compensation means the cash and noncash dollar value earned by the executive during the recipient's or subrecipient's preceding fiscal year and includes the following (for more information see 17 CFR 229.402(c)(2)):
  - (i) Salary and bonus.
  - (ii) Awards of stock, stock options, and stock appreciation rights. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.
  - (iii) Earnings for services under nonequity incentive plans. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.
  - (iv) Change in pension value. This is the change in present value of defined benefit and actuarial pension plans.
  - (v) Above-market earnings on deferred compensation which is not tax-qualified.
  - (vi) Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds \$10,000.

**I. LIMITING CONSTRUCTION ACTIVITIES (AUGUST 2013)**

- a) Construction is not eligible for reimbursement under this award unless specifically identified in paragraph d) below.
- b) Construction means —construction, alteration, or repair (including dredging and excavation) of buildings, structures, or other real property and includes, without limitation, improvements, renovation, alteration and refurbishment. The term includes, without limitation,



roads, power plants, buildings, bridges, water treatment facilities, and vertical structures.

c) Agreement Officers will not approve any subawards or procurements by recipients for construction activities that are not listed in paragraph d) below. USAID will reimburse allowable costs for only the construction activities listed in this provision not to exceed the amount specified in the construction line item of the award budget. The recipient must receive prior written approval from the AO to transfer funds allotted for construction activities to other cost categories, or vice versa.

d) Description: **Construction is not eligible for reimbursement under this award.**

e) The recipient must include this provision in all subawards and procurements and make vendors providing services under this award and subrecipients aware of the restrictions of this provision. **[END OF PROVISION]**

**[END SECTION VI]**

## SECTION VII – OTHER INFORMATION

### **A. ABBREVIATIONS AND ACRONYMS**

ACF	Action Contre la Faim (ACF)
ADS	Automated Directive System
AO	Agreement Officer
AOR	Agreement Officer's Representative
APS	Annual Program Statement
AWP	Annual Work Plan
CBO	Community Based Organization
CV	Curricula Vitae
DFID	Department for International Development/UK
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
FAF	Foreign Assistance Framework
FAO	Food and Agriculture Organization
FOG	Fixed Obligation Grant
GON	Government of Nigeria
IASC	Inter-Agency Standing Committee
IDP	Internally Displaced Person/People
IEE	Initial Environmental Examination of USAID
INEE	International Network for Education in Emergencies
IOM	International Organization for Migration
LGEA	Local Government Education Authority
M&E	Monitoring and Evaluation
NEDS	Nigeria Education Data Survey
NEI	Northern Education Initiative
NGO	Non-Governmental Organization
NICRA	Negotiated Indirect Cost Rate Agreement
OFDA	Office of Foreign Disaster Assistance
OMB	Office of Management and Budget
OOSC	Out-of-School Children
PII	Personally Identifiable Information
PIO	Public International Organizations
PMP	Performance Monitoring Plan of USAID
PPR	Performance Plan and Report
PTA	Parent Teacher Associations
SBMC	School-Based Management Committees (SBMC),
SEMA	State Emergency Management Agency
SOE	State(s) of Emergency
TEC	Technical Evaluation Committee
TLM	Teaching and Learning Materials
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Populations Fund
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USG	United States Government

## B. REFERENCES

1. EdData II Nigeria Reports (including EGRA reports) - <https://www.eddataglobal.org/countries/index.cfm?fuseaction=showdir&pubcountry=N&statusID=3&showtypes=0>
2. Nigeria Education Data Survey (NEDS) - <https://www.eddataglobal.org/household/index.cfm?fuseaction=showDatasetDir&A2=NG&InfoID=6>
3. USAID Northern Education Initiative (NEI) Midterm Performance Evaluation Report - [http://pdf.usaid.gov/pdf\\_docs/pdacy473.pdf](http://pdf.usaid.gov/pdf_docs/pdacy473.pdf)
4. DFID Education Sector Support Programme in Nigeria (ESSPIN) Reports - <http://www.esspin.org/resources/reports>
  - a. "Planning for better schools: Developing Medium-Term Sector Strategy" - <http://www.esspin.org/resources/experience-papers>
  - b. "Integrating the old with the new: Islamic education responds to the demands of modern society" - <http://www.esspin.org/resources/experience-papers>
5. DFID ESSPIN Extension Business Case - [http://iati.dfid.gov.uk/iati\\_documents/4281199.docx](http://iati.dfid.gov.uk/iati_documents/4281199.docx)
6. UNICEF Global Initiative on Out-of-School Children - Nigeria Country Report - <http://www.uis.unesco.org/Library/Documents/out-of-school-children-nigeria-country-study-2012-en.pdf>
7. USAID Education Strategy - [http://pdf.usaid.gov/pdf\\_docs/PDACQ946.pdf](http://pdf.usaid.gov/pdf_docs/PDACQ946.pdf)
  - a. Implementation Guidance - [http://pdf.usaid.gov/pdf\\_docs/PDACT461.pdf](http://pdf.usaid.gov/pdf_docs/PDACT461.pdf)
  - b. Technical Notes - [http://pdf.usaid.gov/pdf\\_docs/PDACT681.pdf](http://pdf.usaid.gov/pdf_docs/PDACT681.pdf)
8. USAID Literacy and Conflict Study/Report - [http://pdf.usaid.gov/pdf\\_docs/pbaaa122.pdf](http://pdf.usaid.gov/pdf_docs/pbaaa122.pdf)
9. USAID Conflict Sensitivity Checklist - [http://www.usaid.gov/sites/default/files/documents/1865/USAID\\_Checklist\\_Conflict\\_Sensitivity\\_14FEB27\\_cm.pdf](http://www.usaid.gov/sites/default/files/documents/1865/USAID_Checklist_Conflict_Sensitivity_14FEB27_cm.pdf)
10. INEE Minimum Standards - <http://www.ineesite.org/en/minimum-standards>
11. UNICEF Child-Friendly School Framework - [http://www.unicef.org/lifeskills/index\\_7260.html#A\\_Framework\\_for\\_Rights-Based\\_Child-Friendly](http://www.unicef.org/lifeskills/index_7260.html#A_Framework_for_Rights-Based_Child-Friendly)
12. Government of Nigeria Reports/Plans/Papers
  - a. "Four-year Strategic Plan for the Development of the Education Sector, (2011-2015)" - <http://educationstrategy.info/documents/4-YEAR-STRATEGIC-PLAN.pdf> or <http://fmi.gov.ng/wp-content/uploads/2012/08/Federal-Ministry-of-Education-4-year-Strategic-Plan-for-the-Development-of-the-Education-Sector1.pdf> and <http://fmi.gov.ng/wp-content/uploads/2011/10/Ministerial-Platform-revised.pdf>

### **C. ATTACHMENTS**

1. "Strengthening State Systems, Increasing Access: Nigeria Northern Education Initiative Project Report"
2. USAID Reading and Access Research Activity
  - a. "Review of Education Sector Support Programme in Nigeria's Teacher Capacity Development and Support Strategy"
3. Government of Nigeria Reports/Plans/Papers
  - a. "Presidential Task Team on Education Report"
4. US Institute for Peace: "Why Do Youth Join Boko Haram"
5. CLEEN Foundation: "Youths, Radicalisation, and Affiliation with Insurgent Groups in Northern Nigeria"
6. Maps
  - a. Cities and Roads
  - b. Geopolitical Map
  - c. Literacy Rates from NEDS 2010
  - d. Net Attendance Ratio from NEDS 2010

**NB: Attachments starting on the next page below are in order of appearance under C. above**

**[END SECTION VII]**