



USAID | PERU

FROM THE AMERICAN PEOPLE

Issue Date: January 09, 2009
Closing Date: February 18, 2009
Closing Time: 16:30 pm Lima time

Subject: Solicitation No. 527-09-000003
USAID/PERU – QUALITY BASIC EDUCATION REFORM SUPPORT

Dear Prospective Offerors:

The United States Government, represented by the U.S. Agency for International Development (USAID), is seeking proposals from qualified U.S. organizations interested in providing the services as described in the attached solicitation.

This is a full and open competition, under which any type of U.S. organization (large or small commercial [for profit] firms, educational institutions, and non-profit organizations) is eligible to compete. The procedures set forth in FAR Part 15.1 will apply.

USAID plans to award a cost reimbursement completion-type contract with a total estimated cost of \$12 to \$14 million covering a total estimated period of 55 months, starting in approximately June 2009. Revealing the estimated range for the contract does not mean that offerors should necessarily strive to meet the maximum amount estimated. Offerors must propose costs that they believe are realistic and reasonable for the work. Cost Proposals will be evaluated as part of a best value determination for contract award, including cost effective approaches to achieving the results.

Offerors are advised that funds are not yet available and award is subject to availability of funds. This solicitation in no way obligates USAID to award a contract, nor does it commit USAID to pay any cost incurred in the preparation and submission of the proposal. Furthermore, the Government reserves the right to reject any and all offers, if such action is considered to be in the best interest of the Government.

If substantive questions are received which affect the response to the solicitation, or if changes are made to the closing date and time, as well as other aspects of the RFP, this solicitation will be amended. Any amendments to this solicitation will be issued and posted on the Federal Business Opportunities (FedBizOpps) website. Offerors are encouraged to check this website (<http://www.fedbizopps.gov>) periodically.

An Interested Vendor List is not included in this solicitation. Offerors can register and use the Interested Vendor List (IVL) on the FedBizOpps page, so that firms can contact

one another for consideration of teaming arrangements and/or small business subcontracting opportunities in response to this solicitation.

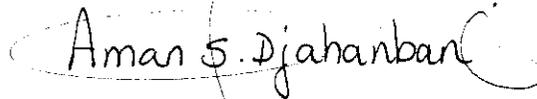
The details associated with the submission requirements are outlined under section L of this solicitation.

Questions and Answers the deadline for receiving questions is January 23, 2009, 10am Lima time. Questions may be submitted to the Contracting Officer to the addresses/numbers and email as identified in Section L, and to Rosario O. de Saldaña, Acquisition Specialist, via email to rsaldana@usaid.gov. Oral instructions, answers or guidance from whatever USAID source prior to the award of the contract must not be binding.

The RFP, once issued, and subsequent amendments thereto, can be downloaded from the Federal Business Opportunities ("FBO") web site. The Worldwide Web address is <http://www.fedbizopps.gov>. It is the responsibility of the recipient of this solicitation document to ensure that it has been received from the INTERNET in its entirety and USAID bears no responsibility for data errors from transmission or conversion processes.

We extend our best wishes to all for a successful competition, and certainly want to thank you for your interest in USAID/Peru's activities.

Sincerely,

A handwritten signature in black ink that reads "Aman S. Djanhanbani". The signature is written in a cursive style and is enclosed within a faint, hand-drawn oval.

Aman S. Djanhanbani
Sup. Regional Contracting Officer

Encl: Sol. 527-09-000003

SOLICITATION, OFFER AND AWARD		1. THIS CONTRACT IS A RATED ORDER UNDER DPAS (15 CFR 700)		RATING N/A	PAGE OF 1	PAGES 154
2. CONTRACT NUMBER		3. SOLICITATION NUMBER 527-09-000003		4. TYPE OF SOLICITATION <input type="checkbox"/> SEALED BID (IFB) <input checked="" type="checkbox"/> NEGOTIATED (RFP)		5. DATE ISSUED
7. ISSUED BY REGIONAL CONTRACTING OFFICE USAID/PERU UNIT 3760 APO AA 34031				8. ADDRESS OFFER TO (If other than Item 7)		

NOTE: In sealed bid solicitations "offer" and "offeror" mean "bid" and "bidder".

SOLICITATION

9. Sealed offers in original and 3 copies for furnishing the supplies or services in the Schedule will be received at the place specified in Item 8, or if handcarried, in the depository located in Av. La Encalada cdra 17 s/n, Monterrico, Surco, Lima 33 - Peru until 16:30 pm local time February 18, 2009
(Hour) (Date)

CAUTION - LATE Submissions, Modifications, and Withdrawals: See Section L, Provision No. 52.214-7 or 52.215-1. All Offers are subject to all terms and conditions contained in this solicitation.

10. FOR INFORMATION CALL:	A. NAME	B. TELEPHONE (NO COLLECT CALLS)		C. E-MAIL ADDRESS
	Rosario O. de Saldaña	AREA CODE 511	NUMBER 618-1434	EXT. rsaldana@usaid.gov

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OFFER (Must be fully completed by offeror)

NOTE: Item 12 does not apply if the solicitation includes the provisions at 52.214-16, Minimum Bid Acceptance Period.

12. In compliance with the above, the undersigned agrees, if this offer is accepted within 90 calendar days (60 calendar days unless a different period is inserted by the offeror) from the date for receipt of offers specified above, to furnish any or all items upon which prices are offered at the price set opposite each item, delivered at the designated point(s), within the time specified in the schedule.

13. DISCOUNT FOR PROMPT PAYMENT (See Section I, Clause No. 52-232-8)		10 CALENDAR DAYS (%)	20 CALENDAR DAYS (%)	30 CALENDAR DAYS (%)	CALENDAR DAYS (%)
14. ACKNOWLEDGEMENT OF AMENDMENTS (The offeror acknowledges receipt of amendments to the SOLICITATION for offerors and related documents numbered and dated:		AMENDMENT NO.	DATE	AMENDMENT NO.	DATE
15A. NAME AND ADDRESS OF OFFEROR		CODE	FACILITY	16. NAME AND TITLE OF PERSON AUTHORIZED TO SIGN OFFER (Type or print)	
15B. TELEPHONE NUMBER AREA CODE NUMBER EXT.		<input type="checkbox"/> 15C. CHECK IF REMITTANCE ADDRESS IS DIFFERENT FROM ABOVE - ENTER SUCH ADDRESS IN SCHEDULE		17. SIGNATURE	18. OFFER DATE

AWARD (To be completed by Government)

19. ACCEPTED AS TO ITEMS NUMBERED		20. AMOUNT \$. 00	21. ACCOUNTING AND APPROPRIATION		
22. AUTHORITY FOR USING OTHER THAN FULL AND OPEN COMPETITION: <input type="checkbox"/> 10 U.S.C. 2304(a) () <input type="checkbox"/> 41 U.S.C. 253(c) ()		23. SUBMIT INVOICES TO ADDRESS SHOWN IN (4 copies unless otherwise specified)		ITEM	
24. ADMINISTERED BY (If other than Item 7) CODE		25. PAYMENT WILL BE MADE BY Regional Financial Management Office USAID/Peru Unit 3760 APO AA 34031 CODE			
26. NAME OF CONTRACTING OFFICER (Type or print) Aman S. Djanhanbani Sup. Regional Contracting Officer		27. UNITED STATES OF AMERICA (Signature of Contracting Officer)			28. AWARD DATE

IMPORTANT - Award will be made on this Form, or on Standard Form 26, or by other authorized official written notice.

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PART I - THE SCHEDULE

SECTION B - SERVICES AND COSTS

B.1 PURPOSE

This activity will be the principal mechanism in the USAID/Peru Education Program. The overall objective of this contract is to provide expert technical services to the Government of Peru (GOP) at the national and sub-national levels to support reform initiatives that improve basic education quality in disadvantaged areas, as specified in Section C.

B.2 CONTRACT TYPE

A Cost-Plus-Fixed-Fee (CPFF) Completion Type Contract, for a total period of performance of fifty five (55) months will be awarded under this solicitation. The technical proposal should be written for the full fifty five (55) months and the budget should be presented by year as shown in Section B.4.

B.3 ESTIMATED COST, FIXED FEE, AND OBLIGATED AMOUNT

(a) The estimated cost for the performance of the work required hereunder, exclusive of fixed fee, if any, is: \$TBD. The estimated fee is \$TBD. The estimated cost plus fixed fee, if any, is \$TBD. The Contractor shall not exceed the obligated amount in accordance with the Limitation of Funds clause, FAR 52.232.22.

(b) Within the estimated cost plus fixed fee (if any) specified in paragraph (a) above, the amount currently obligated and available for reimbursement of allowable costs incurred by the Contractor (and payment of fee, if any) for performance hereunder is TBD.

(c) Funds obligated hereunder are anticipated to be sufficient through TBD.

B.4 INDIRECT COSTS (DEC 1997)

The contract clause entitled "Allowable Cost and Payment (DEC 2002)", FAR Subpart 52.216-7, specifies that the indirect cost rates must be established for each of the Contractor's accounting periods which apply to this contract. Pending establishment of revised provisional or final indirect cost rates, allowable indirect costs will be reimbursed on the basis of the following negotiated provisional or predetermined rates and the appropriate bases:

Description	Rate	Base	Type	Period
		1/	1/	1/
		2/	2/	2/
		3/	3/	3/

1/Base of Application:
Type of Rate: Provisional
Period:

2/Base of Application:
Type of Rate: Provisional
Period:

3/Base of Application:
Type of Rate: Provisional
Period:

B.5 COST REIMBURSABLE

The U.S. dollar costs allowable must be limited to reasonable, allocable and necessary costs determined in accordance with FAR 52.216-7, Allowable Cost and Payment, FAR 52.216-8, Fixed Fee, if applicable, and AIDAR 752.7003, Documentation for Payment.

[END OF SECTION B]

SECTION C - DESCRIPTION/SPECIFICATIONS/STATEMENT OF WORK**C.1.1. Title:** Quality Basic Education Reform Support Program

C.1.2. Purpose: The purpose of this contract is to provide expert technical services to the Government of Peru (GOP) at the national and sub-national levels to support reform initiatives that improve basic education quality in disadvantaged areas. This contract will be the principal mechanism for implementing the USAID/Peru Education Program Area for the Fiscal Year 2009-2013 period, whose central emphasis is to support systemic reforms and capacity building in basic education – specifically primary education – to improve student learning outcomes. Support will be provided through expert technical assistance and training for public sector institutions and civil society organizations, at the national, regional and local levels. The main approach of this program is to support systemic reforms rather than the direct delivery of services, except in alternative development communities (i.e., former coca-growing areas) that require direct and specialized education assistance or address targets of opportunity where additional funding is leveraged through public-private partnerships.

C.1.3. Context for USAID Assistance. Work performed under this contract will help achieve USAID's Investing in People Objective under the U.S. Foreign Assistance Framework (FAF). In September 2008, USAID, acting on behalf of the U.S. Government (USG), signed a new Assistance Agreement 527-0423 (henceforth called "Agreement") with the Government of Peru for the period 2009-2013. The Agreement includes an Education Program Area¹ whose objective is to "*Improve Basic Education Quality in Disadvantaged Areas.*" To achieve this Assistance Objective, USAID will support key GOP² education reform initiatives through systemic and macro/institutional reforms and capacity building at all levels of government. USAID education assistance focuses on achieving two Program Results: "*Participatory and Decentralized Education Management Strengthened*" and "*Teaching Quality Improved.*" Program success will be judged by the extent to which the following outcomes are accomplished: (1) decentralization policy and institutional framework improved; (2) teacher training and professional development strengthened; (3) implementation of best practices in education supported; (4) active-school methodology in alternative development communities implemented; and (5) policy dialogue and civil society participation enhanced. Requirements and deliverables are outlined in section C.5 below

This new Agreement builds on the current USAID-GOP Strategic Objective Grant Agreement (SOAG), to be completed in FY 2009, whose principal purpose is to implement the "Local Management of Quality Basic Education in Selected Geographic Areas." Under that SOAG, the "Innovations in Decentralization and Active Schools" (or *Aprende*) project has been implemented since 2003.

Through this contract, USAID will carry-out interventions that contribute to the attainment of the Objective and Program Results of the September 29, 2008 Agreement. Under the first Program Result, USAID will support the GOP in strengthening the institutional and policy environment (e.g., laws, regulations, management systems, standards, etc.) at the national, regional and

¹ For more on the definition of Investing in People, Education Program Area, Elements and Sub-elements, visit: <http://www.state.gov/f/releases/factsheets2006/79645.htm>

² For this contract, while GOP primarily refers to the national government of Peru, it also refers to the sub-national levels.

local³ levels to improve education management, especially within the context of decentralization. It will also provide technical assistance to build the management and technical capacity of regional and local governments to deliver quality education services.

Activities to achieve the second Program Result will focus on supporting improvements in the policy and institutional framework for delivering quality teaching, including the improvement of pre- and in-service teacher training using successful national and international experiences, including those supported by USAID in Peru.

Also contributing to these two Program Results are cross-cutting outcomes related to enhancing policy dialogue, communication and outreach, creation of public-private partnerships, support for implementing best practices in decentralization and teacher training, and providing school-level assistance to selected schools in Alternative Development communities. Civil society and citizen participation will be promoted throughout, especially in policy dialogues and accountability in the education system. These interventions are to be implemented in an integrated fashion for an effective education system reform.

This contract supports the Investing in People Goal Paper under the U.S. Mission Strategic Plan for Peru, which covers the education program area. The goal is to assist Peru in improving education quality, e.g., primary education completion rates in rural areas and percent of students meeting grade-level standards in communication and math, while encouraging the GOP and the private sector to increase social sector investments. The contractor will seek to mobilize Peru's own considerable human and financial resources, especially in light of recent strong economic growth, to move the education sector toward being more equitable, effective, efficient, and one with adequate host-country financial support.

C.1.4. Relationship with GOP Plans and Priorities. Activities under this contract will support the GOP's plans and priorities in basic education. They are aligned to Peru's key strategic and operational plans such as the long-term National Education Plan (PEN), Education-for-All and the Multi-Annual Sector Strategic Plan, as well as the priorities set forth during the 2008 Asia-Pacific Economic Cooperation Education Ministerial.

The PEN represents the strategic policy framework for the improvement of education in Peru. It commits the GOP to initiate the reforms required to improve the quality and equity of education through six strategic objectives: 1) improve quality education and opportunities for all; 2) improve student learning and quality of schools; 3) develop teacher career and teaching conditions; 4) improve education management and finance; 5) improve higher education as a way for development and competitiveness; and 6) engage the entire society and communities on the education efforts.

C.2. BACKGROUND

C.2.1. Previous and Current USAID Efforts in Education. USAID has a long history of collaborating with Peru to strengthen education. In the late 1970s and 1980s, USAID re-entered the education sector in a limited fashion through the Office of Democratic Initiatives starting in 1996 when it supported several small activities in human rights and civic education at the primary and secondary level. In 1998, the Mission supported two relatively small programs focused primarily on improving educational opportunities for primary school girls in rural areas, "New Horizons" and "Opening Doors." In 1999-2003, USAID/Peru initiated a third activity,

³ Henceforth, "regional and local" and "sub-national" are used interchangeably.

“Improving the Quality of Rural Education,” which was aimed at developing a system of local management of educational services and resources in two rural provinces. In addition, the Mission developed the Democratic Education and Students’ Participation in Public Schools activity, which has focused on producing teacher training methodologies and materials for integrating democratic processes into primary and secondary schools. These previous programs provided the basis for USAID’s *AprenDes* program, discussed below.

Two current USAID education programs in Peru are the “Innovations in Decentralization and Active Schools” (*AprenDes*) and the “Andean Center for Excellence in Teacher Training” (CETT). Both support the general priorities outlined by the Government of Peru. Now in its final phase of implementation (ending in FY2009), *AprenDes* has developed a methodology to strengthen decentralized management of primary public education, complemented with a pedagogical approach to improve learning, participation, and democratic behavior in rural, multi-grade schools. The methodology includes the direct participation of the national, regional and municipal governments, education officials, teachers, parents, community members and students, primarily in the regions of San Martin and Ucayali. Assistance also includes helping the regions design projects for review and approval through the national public investment system (SNIP). To-date, USAID has helped both regions, along with the Amazonas, to raise approximately \$8.5 million from various public sources, an important accomplishment. Furthermore, in San Martin and Ucayali, the regional governments plan to expand the active schools component of *AprenDes* to other primary schools in these regions.

Macro-level activities have been carried out to enhance the policy and institutional framework for improving the quality of education, through activities with the Ministry of Education, the National Education Council and other stakeholder organizations. *AprenDes* has benefited more than 16,000 students and 690 teachers from 366 rural schools, and has helped more than 10,000 parents participate in their children’s education. The 2007 standardized tests showed that 71% of students in *AprenDes* schools achieved mastery or near mastery levels in communication skills, compared with 41% for the control schools. *AprenDes* also supported the Ministry of Education’s (MED) decentralization (*municipalización*) pilot program, the formulation of the *Ley de Organización y Funciones*, and the development of the National Education Plan.

Also entering its last year of implementation, the CETT program, a hemispheric-wide U.S. Presidential Initiative, is implemented in Peru, Ecuador, and Bolivia. To-date, CETT has trained 7,542 public school teachers and principals, benefiting close to 200,000 students in the three countries; almost half of them from Peru. External evaluations show that teachers trained under the CETT methodology have greatly improved their teaching practices. More importantly, this has led to better learning outcomes for their students.

The *AprenDes* and CETT programs have provided significant contributions to improving the quality of primary education in the target areas, as well as contributing to the knowledge-base and toolkit for improving educational quality in Peru. Both are in the final stages of validation and systematization, and are ready for replication either through alliances with the public sector, including the national and regional/local governments, or with private sector partners who are looking for proven methods to help improve the quality of education. Results from both have attracted strong interest from many regional governments. Through *AprenDes*, preliminary assistance is being provided to some regions to help them build the foundation for improving regional education systems – such as preparing their Regional Education and Medium-Term Operational Plan. This strong interest is expected to continue, as regional governments play greater roles in delivering education services. Similarly, the CETT implementer has been engaged in conversations with the MED and is discussing potential use of the methodology in

several Lima municipalities. The aim is for both methods to contribute to the GOP's goal of improving the quality of education, and institutionalize best practices into GOP systems.

In the past two years, a USAID/Washington education program, "Snapshot of School Management for Education" (SSME) was also piloted in Peru. Under this activity, an instrument to measure the quality of education at the school level was developed.

This history of previous USAID programming in education underscores that positive change in education takes time to take root. To the extent possible, this contract will build on the successes of previous USAID education programs in Peru.

C.2.2. Target Geographical Regions and Beneficiaries. This program will assist Peru, at the national and sub-national levels, to improve basic education quality in disadvantaged areas. At the national level, work will target interventions that strengthen the country's overall education policy, institutional framework, and capacity. At the regional level, activities will focus primarily on at least five regions, where the incidence of poverty is the highest such as the highlands and the Amazon jungle, (and when possible, the corresponding local governments) selected in conjunction with USAID and the MED. There are currently six regions (San Martin, Ucayali, Amazonas, Lambayeque, Junin, and Ayacucho) where USAID education programs have been operating (as in the first five), or where a new decentralization program under USAID's Democracy program was recently launched (all except Amazonas and Lambayeque). USAID plans to maintain support to at least five of these regions. Within the first 30 days of the contract, the Contractor will work with USAID and the GOP (MED and the Regional Government) to finalize the five priority regions based on an analysis of current situation and the likelihood of success in each region, taking into account regional government priorities, political will, potential for resource leveraging, work of other international cooperation agencies, and MED support, among others.

Other regions such as Ica, Cusco, Madre de Dios and Cajamarca have also requested USAID technical assistance to help them implement education reform programs, modeled along the lines of *AprenDes*. Leveraging private and public sector funds as described in Section C.5 Requirement 3 below, will allow the Contractor to extend its regional coverage to these or other regions.

At the school level, the contractor will deliver "active schools" services in 135 schools in Alternative Development communities in San Martin and Ucayali during school year 2009, and to 90 schools in 2010, using the on-going methodology to continue services currently provided under *AprenDes*.

Beneficiaries. The ultimate beneficiaries of this program are the students of Peru's public, basic education system in disadvantaged areas. A particular emphasis will be placed on the most excluded, such as girls, persons with disability, and students from rural areas where many schools are either one-room or multi-grade schools. Intermediate beneficiaries will include GOP national and sub-national level officials, technocrats, teachers, parents, community leaders, academics, think tanks, and civil society. While direct delivery of services by the Contractor will be limited, it must ensure that the technical assistance and training provided result in the actual delivery of improved education services to the ultimate beneficiaries, i.e., the students.

C.2.3. Other Donor Assistance in Education. The Canadian International Development Agency and several local NGOs focus on strengthening rural education and gender equity.

Spain's cooperation agency funds adult literacy activities. The Swiss cooperation and the European Union each support vocational training and workforce development. The World Bank is supporting the GOP's overall Budgeting-for-Results reform initiative to improve the quality of expenditures, including education. UNESCO is supporting the MED's effort in education emergency preparedness in the wake of the 2007 earthquake in southern Peru as well as the decentralization framework, the latter in cooperation with USAID. USAID is an active member of the Bilateral Donor Education Group, a coordinating body convened to harmonize and align programs with the GOP's priorities. The bilateral donor group often serves as a convener for the broader education international cooperation community, including the multilaterals.

C.2.4. Applicable Documents and Programs. To undertake this work, the Contractor should review the applicable documents outlined below. These documents can be found at the referenced websites, and/or attached to the RFP.

- a) Foreign Assistance Framework
(<http://www.state.gov/documents/organization/79748.pdf>)
- b) Foreign Assistance Standardized Program Structure and Definitions
(<http://www.state.gov/f/releases/factsheets2006/79645.htm>)
- c) U.S. Foreign Assistance Reform: Achieving Results & Sustainability in Support of Transformational Diplomacy (<http://www.state.gov/f/releases/factsheets2006/68202.htm>)
- d) ADS 200-203, Policy Paper: Program Focus Within Basic Education
(<http://www.usaid.gov/policy/ads/200/200mad.pdf>)
- e) USAID Global Development Alliance (GDA) webpage (www.usaid.gov/gda)
- f) ADS 320, Acquisition and Assistance (<http://www.usaid.gov/policy/ads/300/>)
- g) *AprenDes* website (www.aprendesperu.org) (including: *AprenDes* Methodology: *AprenDes* Fasiculos 106")
- h) CETT Website: http://www.centroandino.org.pe/5_novedades/investigaciones.html
- i) *Ley General de Educación, 2003*:
http://www.minedu.gob.pe/normatividad/leyes/ley_general_de_educacion2003.doc
- j) *Proyecto Educativo Nacional 2007-2021*:
<http://www.minedu.gob.pe/DelInteres/xtras/download.php?link=PEN-2021.pdf>
- k) *Plan Estratégico del Sector Multi-anual 2007-2011*:
<http://www.minedu.gob.pe/Publicaciones/>
- l) *Plan Estratégico Institucional 2007-2011*
<http://www.minedu.gob.pe/Publicaciones/PEIMED-05.XI.07.pdf>
- m) *San Martín: Proyecto Educativo Regional*:
http://www.regionsanmartin.gob.pe/descargas/desarrollosocial/PER-SAN_MARTIN.pdf
- n) Other regions' PER: <http://www.cne.gob.pe/region2008.asp>
- o) Evaluacion del Proceso de Descentralizacion, Congreso de la Republica del Peru:
<http://www.aeci.org.pe/publicaciones/store/pub.17.pdf>
- p) The following documents are not available on the web and are attached to the RFP. The materials are being made available for the Offeror's use in preparing a proposal for this specific RFP. Potential offerors may not use the information for any other purposes, without obtaining written permission from USAID. For the last two items listed below, USAID does not believe that access to the underlying materials themselves is critical to the proposal writing stage. The lists are being offered only for information purposes. However, an Offeror may submit a request to USAID for the materials, if necessary. We caution, however, of the large file sizes and ask that copies be requested only as needed and appropriate for the proposal writing.
 - *AprenDes* Methodology: "*AprenDes* Fasiculos 1-6"

- *AprenDes* Methodology Cost Analysis: “*Estandarización y Costeo del Proyecto AprenDes*” (Preliminary Report)
- Draft Performance Plan for the 135 Schools in Alternative Development Communities (Outcome #4)
- List of 135 schools in Alternative Development communities.
- List of Titles: *AprenDes* learning and teaching materials
- List of Titles: CETT learning and teaching

C.2.5. Indicators. The following Foreign Assistance Framework (FAF) indicators will be used by USAID/Peru for monitoring the basic education program. The Contractor will be held responsible for collecting data showing results under each of these indicators.

- Number of administrators and officials trained (disaggregated by gender)
- Number of learners enrolled in USG-supported primary schools or equivalent non-school settings (disaggregated by gender)
- Number of teachers/educators trained with USG support (disaggregated by gender)
- Number of Parent-Teacher Association or similar school governance structures supported
- Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services
- Number of people trained in monitoring and evaluation with USG assistance

Additional project indicators and national- and regional-level context indicators also will be required. The offeror will propose these indicators taking into account the Outcomes, Requirements, Indicators, and Deliverables specified in Section C.5 below. They will form part of the activity’s overall Performance Management Plan (PMP) as discussed in Section C.7 below. A draft PMP will be submitted with the proposal. Targets for all indicators will be finalized 90 days after the award.

C.3. SUMMARY OF RESULTS AND OUTCOMES

Supporting the GOP’s efforts to advance education reforms will contribute to the improved quality of basic education in disadvantaged areas. In order to achieve this overall objective, the education program will focus on two Program Results⁴:

- Program Result 1: Participatory and Decentralized Education Management Strengthened, and
- Program Result 2: Teaching Quality Improved

Success in attaining the above Program Results, will be judged by the extent to which the contractor achieves the following outcomes:

- Outcome 1: Decentralization Policy and Institutional Framework Improved
- Outcome 2: Teacher Training and Professional Development Strengthened
- Outcome 3: Implementation of Best Practices Supported

⁴ To distinguish between terminologies, note that “Program Results” refer to the overall results under the USAID-GOP Agreement while “Outcomes” refer to achievements by the contractor.

Outcome 4: Active-School Methodology in Alternative Development Communities Implemented

Outcome 5: Policy Dialogue and Civil Society Participation Enhanced

C.4. GENERAL APPROACH/PROGRAM PARAMETERS

Public education reform, by its nature, is complex, multi-dimensional, and takes time to take root. To be sustainable, it requires leadership by the state with the active participation of its citizens – stakeholders such as students, teachers, parents, community leaders, and civil society organizations. USAID sees its role in this reform process as facilitator and/or catalyst, rather than as the lead implementer of reforms, by promoting dialogue and providing technical support for key reform activities, whether they are about teacher training, amending legislation or regulations, improving management systems, or developing learning materials. The Contractor should note this important distinction.

USAID's emphasis will shift from model development and direct delivery of services to supporting systems reforms for the GOP to improve the quality education services under a decentralized framework. This shift is consistent with Peru's position in the development continuum as well as the U.S. government's Foreign Assistance Framework for Investing in People (IIP) for developing countries which encourages "the adoption of progressive social policies and deepen the capabilities of key social institutions, which include establishing the relative roles of public and private sector in service delivery."⁵

The selected Contractor must carry out this scope of work under the direction of USAID/Peru, in collaboration with Peru's education authorities, and in coordination with other USAID implementers and the U.S. Embassy. Furthermore, the contractor will implement the program in an integrated fashion to ensure synergy and enhance outcomes. USAID/Peru's experience with the *AprenDes* project shows that working in an integrated fashion – linking education management and pedagogy – is a best practice that contributed to better student learning results. The approach has helped strengthen the roles of education administrators at the sub-national levels, increased stakeholder commitment, and contributes to long-term sustainability as evidenced by regional government interest in expansion.

In addition, given the current political context, the status of education reforms, and the lessons learned from USAID's past and present education programs, below are guiding principles that will help in the successful and sustainable implementation of this program. The contractor should review the themes listed below carefully, to ensure they are considered throughout program implementation.

Host Country Ownership and Leadership

Activities will be carried out in close coordination and integration with the activities of MED and the regional and local governments, and with input from civil society organizations using local personnel to the maximum extent practicable. This approach is essential to ensure the sustainability of program activities and GOP support. Agreements with various GOP counterparts must reflect ownership by the GOP (including the use of GOP identity and logo where appropriate, for example in the development of training materials) and sustainable practices that assure resources are supporting systems and best practices rather than government individuals. The contractor must be able to develop a strong and continuous relationship with GOP counterparts, especially the MED.

⁵ See the Foreign Assistance Framework at: <http://www.state.gov/documents/organization/79748.pdf>.

Ensure Flexibility, Creativity and Innovation for a Rapid Response

USAID recognizes that reform situations are fluid and that the needs and priorities of the host country and USAID can shift. Within this context, it will be necessary for technical assistance to remain flexible in order to respond rapidly to the needs of the host country. When political will, resources, and vision all come together, the contractor must be ready to seize the moment. Thus, based on annual work plans, program reviews conducted with USAID and MED, and regular CTO consultation, the contractor must have organizational flexibility to respond to this changing environment, and employ creative responses and approaches to achieve desired results.

Cost-effectiveness and Leveraging

The contractor will seek ways to design cost-effective activities appropriate for the local economic and social contexts, and generate public-private partnerships. The project interventions must be tailored to the local economy to ensure that activities (e.g., teacher training and capacity building) are within the budget realities of the host country, and can be continued once USAID assistance is completed. To strengthen local capacity, local resources and talent must be employed to the greatest extent possible, utilizing an excellent pool of local talent already trained. The contractor must also take advantage of Peru's positive economic situation to attract resources to contribute to meaningful reforms. Leveraging and building synergies with existing reform efforts are ways to maximize the impact of USAID's limited resources.

Institutionalizing processes and best practices

The need to focus on strengthening systems, rather than individuals, is critical in Peru. The lack of a civil service law results in a constant rotation of staff. Ensuring that the knowledge remains in place despite the revolving door of government personnel should remain foremost in the design of all activities, especially training. Furthermore, activities must be institutionalized as early on in the program as possible, to ensure that reforms are incorporated within the MED, and regional and local governments to ensure ownership and sustainability.

Learn from Past Experiences

The technical assistance program will build on and work closely with other USAID-funded programs such as *AprenDes* and CETT as well as other successful education experiences in the country, strengthening and expanding initiatives already started. While USAID is open to new and innovative ways to further education reform, many materials and best practices have already been developed. The contractor should use existing methodologies appropriate to the Peru context, and resources available to speed implementation, learn from past mistakes, and build on past successes.

Evidence-based Programming

The contractor must ensure that programming decisions are based on solid data and concrete results. A mix of interventions should be supported by evidence-based research and the Contractor's own field experience related to how independent interventions or combination of interventions contribute to improved student performance.

Stay Results-Focused

The contractor should remain cognizant at all times that the demonstration of concrete results at all levels is important in building critical support for educational reforms.

Follow USAID Leadership

The U.S. government fosters strong collaboration among various agencies in the U.S. Mission in Peru. The work in education impacts not only USAID programs, but other USG agency programs as well. The contractor will closely coordinate, under USAID leadership, collaboration with the U.S. Embassy during the life of this program.

Adhere to the Programmatic Priorities for Basic Education

USAID policy provides general guidance for establishing programmatic priorities for basic education projects. Additionally, improving skills in areas not included in the Foreign Assistance Strategic Framework are prohibited. Activities that reference “life skills” must adhere to those skills related to basic education versus health, hygiene, disease or civics, etc. Basic education “life skills” typically refer to critical thinking, problem-solving, listening, etc. When a reference to “life skills” is made, clarification is required. Activities funded by basic education resources (DA and/or ESF) must have “improving access to quality education (literacy and numeracy) as the primary objective. The inclusion of civics education, health education, environment education etc., requires resources from other sectors.

Include Civil Society Throughout

The contractor must recognize the valuable role civil society can play in furthering education reform efforts and incorporate their participation to the extent possible. This includes identifying and implementing strategies that strengthen citizen oversight of government performance. Previous experience has shown that strengthening the capacity of civic leaders in the decision-making process and supporting citizen oversight efforts can lead to dramatic improvements in government performance and service delivery. Throughout this activity there will be multiple opportunities to integrate civil society organizations and leaders at the local, regional, and national levels.

Gender equity

In order to improve equity, the contractor should effectively promote gender equity in all program activities. While the most recent Education-for-All report indicates that gender concerns in education in Peru have largely been addressed, the contractor must continue to be vigilant of gender concerns in implementing the program, especially as it relates to providing technical assistance and training, and in recommending teaching training approaches that take into account gender and cultural considerations. It is still likely that girls in rural and other disadvantaged areas are disproportionately benefited. The contractor should address at least two questions: 1) how gender relations affect the achievement of sustainable results; and 2) how will proposed activities affect the relative status of girls/women and boys/men. The contractor must clearly identify what strategies and approaches it will pursue to ensure that gender issues are mainstreamed throughout all contract activities. All results and indicators, where appropriate, must be disaggregated by sex.

Disability Inclusion

The offerors must address disability issues related to this activity, how a climate of nondiscrimination against people with disabilities will be fostered, and how the inclusion of people with disabilities under the activity will be considered and accommodated, as appropriate. The contractor is encouraged to recruit people with disabilities in all aspects of the program including consultants and program staff.

Bilingual Education and Cultural Diversity

While this program does not include work in bilingual education, per se, the Contractor should take into consideration mother tongue, cultural diversity, and other special requirements

affecting access to a quality basic education system by ethnic minorities in providing technical assistance and training to the GOP.

Coordination with other USAID programs

The education sector cuts across other areas in the USAID/Peru program. This includes, primarily, USAID programs in Alternative Development, Health, and Decentralization. It is essential that the implementer collaborate actively, fruitfully, and collegially with the other USAID partners and programs. Coordination could include participating in round-tables on specific cross-cutting topics such as decentralization, alternative development, public finance, and education-health systems reforms. In particular, coordination with USAID/Peru's Democracy and Governance team with respect to the overall policy and institutional framework for decentralization, and fiscal decentralization will be very useful. In addition, collaboration with the Alternative Development program, especially in the direct delivery of education services to alternative development communities, will be important. The same is true with USAID's Health program to identify synergies that relate to the social sectors at all levels of governance. The contractor's performance in recognizing effective areas of coordination and support with USAID partners will be constantly evaluated.

Coordination with other international cooperation agencies

USAID's Education team is committed to the proactive coordination of the international cooperation agencies in education, and continues to play a lead role in ensuring donor and host country efforts are not duplicative but complimentary. Following USAID lead, the Contractor will thus complete a quick diagnosis of all key actors working in areas where education has links and establish an effective coordination plan. The Contractor must also recognize effective areas of coordination and support.

Risk Management and Mitigation

As in many development programs working in policy and institutional reforms, this program will face its share of risks. To address this, the contractor will seek the buy-in of a wide array of stakeholders and will remain flexible to changing environment to maintain relevance. Furthermore, the contractor will seek targets of opportunities for reform and will identify champions for such reforms.

C.5. PERFORMANCE RESULTS, REQUIREMENTS, OUTCOMES, INDICATORS, AND DELIVERABLES

This Section sets forth Results, outcomes of contractor performance, performance Requirements, and performance indicators (minimum indicators that the contractor must meet – beyond the Foreign Assistance Framework (FAF) indicators discussed in C.2.5 above), and Deliverables to satisfy USAID's requirements. Unless otherwise specified herein, the proposal must include the timing and sequencing for each Deliverable.

PROGRAM RESULT 1: PARTICIPATORY AND DECENTRALIZED EDUCATION MANAGEMENT STRENGTHENED

Management factors (including the classic functions of planning, organizing, staffing, leading/motivating, and controlling) directly impact the quality of education services delivered in the classrooms. Effective education management at all levels, whether it is classroom management, teacher or personnel management or supervision at the national level are all

critical. In a decentralized context, where regional governments and municipalities are increasingly responsible for managing education, education quality, and general management are particularly interrelated. As decentralization evolves, strengthening the management capacities, especially at the sub-national level, is critical to ensure that weak management systems and technical and financial capacity does not create negative impacts on the quality of education. Therefore, to achieve the overall objective of helping improve the quality of basic education, strengthening a participatory and decentralized education management system is fundamental.

The contractor must support the GOP to strengthen the policy and institutional environment and the capacities of sub-national governments in education planning, organization, finance, and monitoring and evaluation, among others. It should support education management systems that foster evidence-based decision-making and innovation.

<p>OUTCOME 1: DECENTRALIZATION POLICY AND INSTITUTIONAL FRAMEWORK IMPROVED</p>

A major focus of this component is to support national and sub-national education authorities, through technical assistance and training, to improve the education policy and institutional framework, and build their capacities for managing education in a decentralized context. The ultimate purpose is to deliver quality education services that improve learning outcomes, especially in disadvantaged areas.⁶

Requirement 1.1: Strengthen the National Policy and Institutional Framework for Decentralization in Education

During the first 90 days of the contract, the contractor, in close collaboration with USAID, the MED, CNE and regional actors (e.g., ANGR, relevant Regional Juntas) will identify the pending laws and regulation needed to complete the decentralization process in the education sector at the national level, and their implications on the education management system. Based on this assessment, the contractor will help prioritize and support the MED to draft, review and/or amend key laws and regulations in coordination with key GOP actors (National Congress, PCM, MEF, etc.). The contractor should continually monitor and assess the status of these policies, providing advice to USAID, MED, and the regions. Each year, in coordination with USAID and the MED, the contractor must review developments and set the priorities for reform support for the following year.

Indicators:

- a. Initial assessment of the institutional & policy framework completed, monitored on a regular basis and updated annually.
- b. Advice provided on key policy issues to USAID, MED and relevant stakeholders.
- c. At least four key national policies and/or institutional reforms regarding education decentralization and management drafted and approved with USG support.
- d. At least three decision-makers and senior officials from the MED actively participate in various stages of the assessment process.

Deliverables:

- a. Assessment report on the policy and institutional framework for education decentralization, within the first 90 days of the effective date of contract, updated every year based on developments in the education policy and institutional environment.

⁶ Among them, in particular, are multi-grade, rural schools.

Requirement 1.2: Review and Evaluate Best Practices for Decentralized Management Systems and Processes

Within the first 90 days of the effective date of the contract and in conjunction with USAID, GOP counterparts and other relevant partners, the contractor must review and evaluate lessons learned from international and local experiences on successful decentralized education management systems, including what has been developed in the San Martin region through the *AprenDes* project, that are relevant to the Peruvian context and recommend possible actions to the GOP.

Indicators:

- a. At least three methodologies of best practices on decentralized management identified, including requirements and conditions for replication in various contexts (e.g., different region, or cultural and social dimension), particularly in rural areas.
- b. GOP counterparts engaged in the review and analysis and demonstrate ownership of the evaluation process, with at least five key decision makers and senior officials from the MED participating.

Deliverables:

- a. Report on lessons learned from international/local experiences on successful decentralized management systems and accompanying “how-to” manual(s) for each experience (or “model”) within 90 days of contract award.

Requirement 1.3: Strengthen Education Management Systems and Processes

Based on Requirements 1.1 and 1.2 above, the contractor will work closely with USAID, the MED and the regions to identify and prioritize areas where technical assistance is needed to improve the decentralized management systems, taking into account the LOPE and LOF, and prior USAID experience in decentralized education management through the *AprenDes* program. This will include:

- Technical assistance and training to the MED and regional officials in five priority regions on management processes such as planning, budgeting, staff development, monitoring and evaluation, and leadership, based on 1.2(a) above. This could include restructuring GOP education institutions such as the DREs and UGELs, based on new roles under decentralization and the LOPE and LOF framework.
- Technical assistance and training to relevant units from the MED such as the Quality Measurement Unit (UMC) on education information analysis and systematic data quality assessments to guide decision-making.
- Technical assistance and training to the five priority Regional Governments on the use of education data for decision-making.
- Technical assistance to the MED for evaluating the *Municipalization* pilot program and incorporate lessons learned for decentralized management.
- Technical assistance to the San Martin region to consolidate advances in the current *AprenDes* program, and establish the region as an education decentralization demonstration lab for other regions.

Indicators:

- a. DREs and UGELs in five priority regions restructured in accordance with the local needs and the LOPE/LOF framework.
- b. Five priority regions implement plans to modernize education management processes (planning, budgeting, staff development, monitoring and evaluation) in line with national policies.

- c. Annually, at least 250 education authorities/technicians from the MED and five priority regions receive technical assistance or training for improving management systems and leadership under a decentralization framework.
- d. Education managers in five priority regions use data for decision-making, in coordination with the UMC.
- e. At least 30 demonstration schools in San Martin maintain current student learning outcomes.

Deliverables:

- a. Reports of the technical assistance provided to the MED, priority regions and municipalities, at least quarterly or whenever technical assistance is provided.
- b. Model for Information System enhancement approved and supported by the MED and participating Regional Governments.
- c. At least 30 demonstration schools supported in San Martin.

Requirement 1.4: Enhance budget allocation and quality of expenditures for education:

The contractor must work closely with the MED, CNE, MEF, ANGR and other stakeholders to promote dialogue on the education budget to increase public investment in education. This will include supporting the regions to look for other funding sources to invest in education (e.g. *Canon Minero*, *Aporte Voluntario*, participatory budget, etc.) (also see Requirement 3.2)

This will include:

- Technical assistance to relevant offices at the MED to analyze the budget and design technically-sound strategies for increasing education finance.
- Technical assistance and training to five priority regions to improve education budget allocation, and improve the amount and quality of expenditures.
- Support the national and regional education officials to carry out the *Presupuesto por Resultados* initiative in accordance with MEF guidelines.

Indicators:

- a. Education budget submitted by MED to Congress incorporates recommendations from policy dialogues supported by USAID.
- b. Five regions prepare Public Investment Projects (PIP) to increase investment in public education and improve efficiency on spending.
- c. Five regional governments receiving USAID support implement the Budgeting-for-Results initiative in education.

Deliverables:

- a. Recommendations to Congress, MEF and MED, developed with contractor's assistance, to increase education finance.
- b. Copies of PIPs prepared for the regions.

PROGRAM RESULT 2: TEACHING QUALITY IMPROVED

Teachers are central to what takes place in the classroom. They lead, impart knowledge, motivate, stimulate creative thinking and collaboration, provide feedback to students, and play many other roles in the classroom. Their knowledge of curricular content, teaching methods, and commitment to quality teaching are essential in improving student performance. As the McKinsey report concluded, while there are clear differences in education systems, those that do better have fundamental similarities, i.e., they “maintained a strong focus on instruction because of its direct impact upon student achievement.” Given the tremendous weakness in

teaching quality, there is an overwhelming need to focus reforms on teaching quality. Thus, to achieve the overall objective of helping improve the quality of basic education, improving teaching quality is fundamental, and actively engaging the teacher in the reforms is critical.

The contractor must provide technical assistance and training to strengthen the policy and institutional framework relating to teacher training and professional development, and build the capacity of the national, regional, and local governments to enhance pre- and in-service teacher training programs, especially in disadvantaged areas.

OUTCOME 2: TEACHER TRAINING & PROFESSIONAL DEVELOPMENT STRENGTHENED

Improving teaching quality requires reforming the institutional and policy framework to address accreditation standards, evaluation and incentive systems appropriate to Peru's diverse geographical, cultural and educational contexts. The contractor must support the MED and priority regional governments to improve the pre- and in-service training systems based on successful experiences, such as those developed with USAID assistance and others. The contractor will also work with education authorities to strengthen pedagogical support (e.g., coaching) for teachers as well as to design and implement policies and systems that address teaching standards, professional development and accreditation of teacher training institutions.

Requirement 2.1: Strengthen the National Policy and Institutional Framework for Teacher Training and Professional Development

The contractor, in close collaboration with USAID, the MED, CNE and regional actors must, during the first 90 days of the activity identify the laws and regulations needed at the national level to enhance the teacher training and professional development systems, including teacher incentives within the framework of the Decentralization and the Teaching Career Laws (CPM). Based on that assessment, the contractor will support the MED and appropriate educational authorities to draft or amend regulations in coordination with key GOP actors (National Congress, PCM, MEF, etc.). The contractor will continually monitor and assess the status of passage and implementation of these policies, providing advice to USAID, MED, and the regions. Each year, in coordination with USAID and the MED, the contractor must review developments and set the priorities for reform support for the following year.

Indicators:

- a. Initial assessment of the institutional and policy framework affecting teaching quality completed, monitored on a regular basis and updated annually.
- b. Advice provided on key teaching quality issues to USAID, MED and relevant stakeholders.
- c. At least four policies or regulations at the national level regarding teacher training, professional development or accreditation and evaluation systems drafted and approved with USG support.
- d. At least three key decision-makers and senior officials from the MED actively participate in various stages of the assessment process

Deliverables:

- a. Institutional and Policy assessment of the Teaching Training and Professional Development, and recommendations for lessons to be replicated in Peru, within the first 90 days after the contract award and updated every year, based on developments in the institutional and policy environment related to teacher training.

Requirement 2.2: Review and Evaluate Best Practices in Teacher Training and Professional Development

Within the first 90 days of the contract and in conjunction with USAID, GOP counterparts and other relevant partners, the contractor must review and evaluate lessons learned from international and local experiences on successful teacher training and professional development, particularly in-classroom teacher support, curriculum support and teaching standards. The *AprenDes* experience in the San Martin region and CETT in Lima should be considered. Based on that, and with input from MED and the regions, the contractor will recommend possible actions that are relevant to the Peruvian context.

Indicators:

- a. At least three methodologies of best practices on teaching quality identified, including requirements and conditions for replication in diverse regional contexts, particularly the rural areas.
- b. GOP counterparts engaged in the review and analysis and demonstrate ownership of the assessment process, with at least five key decision makers and senior officials from the MED participating.

Deliverables:

- a. Report on lessons learned from successful international/local experiences on teacher training and professional development and “how-to” manual(s) within the first 90 days of contract award.

Requirement 2.3: Provide technical assistance to enhance teacher training systems

Based on 2.1 and 2.2 above, and in coordination with the MED and participating regions, support the strengthening of teacher training and career development programs at the national and regional levels. This will include:

- Technical assistance to the MED and the priority regions in designing and implementing appropriate in-service training programs based on evidence and lessons learned.
- Technical assistance and training to enhance teacher management for optimal performance (see also Requirement 1.3).
- Technical assistance and training to the regions to develop a cadre of teacher-trainers who can provide support to teachers in a larger scale.
- Implementation of in-classroom teacher support based of best experiences identified under Requirement 2.2.
- Creation or continuation of teachers’ networks for collaboration and exchanges, as part of the teachers’ professional development and continuing education. .
- Application of Information and Communication Technologies (ICT) in the delivery of in-service teacher training programs.

Indicators:

- a. The MED and five priority regions incorporate innovative methodologies and best practices in their in-service teacher training systems.
- b. A cadre of at least 10 teacher-trainers trained and training new teachers for each priority region.
- c. At least one teachers’ network established in each province where the in-service teacher training is implemented.
- d. ICT applied in the delivery of in-service teacher training programs.

Deliverables:

- a. Report of ongoing teacher training programs and best training practices at least quarterly or whenever training programs are carried out.

Requirement 2.4: Provide technical assistance to enhance pre-service training

In collaboration with educational authorities, particular emphasis should be placed on supporting the development of accreditation and evaluation systems, which can improve ISP's provision of a quality pre-service education for new teachers in priority regions, benefiting from best practices and innovative education methodologies. This will include:

- Assistance and training to the CONEACES to develop accreditation systems (standards, indicators, methodologies and instruments) based on international practices and standards.
- Technical support for the selection and training of accreditation institutions in priority regions for the accreditation of ISP and primary schools in priority regions.
- Supporting the participation of civil society organizations in the accreditation processes in priority regions.

Indicators:

- a. CONEACES supported in developing, validating and implementing accreditation systems (standards, indicators, methodologies and instruments) in five priority regions .
- b. At least four ISP's for each of the five priority regions accredited under this system
- c. 100 teacher-trainers with new skills working in accredited ISPs.

Deliverables:

- a. Annual report of ISP's receiving certification.

CROSS-CUTTING OUTCOMES

The following cross-cutting outcomes will support the achievement of the two Program Results and generally will follow sequentially. The contractor must promote policy dialogue with the participation of GOP institutions key stakeholders and civil society organizations, as well as increase public-private partnerships to leverage resources to implement education quality-enhancing projects. The contractor must also continue implementing the active-school methods developed under the *AprenDes* project in selected schools in alternative development communities in San Martin and Ucayali, and execute a communication and outreach campaign to increase awareness of key education reforms initiatives.

Within 90 days of the contract start date, the contractor will review the proposed priority regions identified in Section C.2.5 and work with USAID, the MED and the regional governments to finalize them. The contractor may propose additional regions if it leverages resources from private and public actors, in response to the "Partnership Challenge Fund." Other criteria for establishing the program in these additional regions must be based on the ability of the contractor to meet all of the results, indicators, and targets.

OUTCOME 3: IMPLEMENTATION OF BEST PRACTICES SUPPORTED

The contractor must support the MED and the regions to evaluate and replicate proven innovative programs, as a way to enhance quality of education using the lessons learned and best practices developed in prior programs developed by the MED, USAID or others without atomizing efforts and the menu of possibilities beyond national and sub-national capacity. To this end, the contractor must pursue the creation of public-private partnerships and provide technical assistance to priority regions to look for resources through the SNIP and participatory

budget processes to increase public funds for education. This includes engaging the private sector, seizing the opportunity for collaboration and leveraging as interest in corporate social responsibility increases. Thus, the contractor, in conjunction with USAID, must work with the GOP and propose specific agreements with interested companies to meet this requirement.

Requirement 3.1: Evaluate and Support Replication of Innovative Programs that will Enhance Learning Outcomes

In the last decade, the MED, donors and NGOs have developed education methodologies to enhance education quality (e.g., the USAID-supported *AprenDes* and CETT programs which have developed management and teacher training approaches shown to have a remarkable impact on student learning) by promoting student participation and active learning, parents' involvement, and accountability. Building on Requirements 1.2 and 2.2, and in conjunction with USAID, MED, the regional governments, and other stakeholders, the contractor must evaluate and support the replication by the GOP at the national and sub-national levels of proven education improvement methods and best practices. This will include:

- Technical assistance to the MED to evaluate innovative methodologies and best practices for enhancing education quality (such as CETT or *AprenDes*), define best practices and lessons learned, and carry out cost analysis for replication on a large scale.
- Establish small demonstration projects in each priority region to facilitate adoption of recommended methodologies and best practices where public-private partnerships are established under "Partnerships Challenge Fund" discussed in 3.2.
- Provide technical assistance for evaluation of learning outcomes in five priority regions.

Indicators:

- a. At least 400 education authorities/technicians trained to evaluate and implement best practices in educational management.
- b. At least one demonstration project (e.g., a cluster of schools applying the *AprenDes* active school program methodology, or a teacher training project using the CETT methodology) in each priority region to showcase best practices by the first full school year of the contract.
- c. At least 10% of the teachers from multi-grade schools in the five priority regions trained in these methodologies by the second full school year, with the regions' resources.
- d. At least 6% improvement in communication and 4% in math scores (sufficient or advanced in the UMC scale) based on student evaluations in target areas at the end of the contract. The baselines for this indicator will be included in the PMP.

Deliverables:

- a. Technical reports, prepared with the MED on the innovative methodologies and best practices to be proposed to the regions within the first 150 days of the contract.
- b. Indicators and targets for learning outcomes recommended for inclusion in the PMP, which should be submitted within 90 days of the contract award.

Requirement 3.2: Support the creation of Public-Private Partnerships

The contractor will provide technical assistance to five priority regions to design and implement public investment projects according to *Sistema Nacional de Inversion Publica* (SNIP) standards, to support programs to enhance the quality of education. The contractor will promote the creation of public-private alliances to leverage resources to support the Program's goals: implementing evidence-based methodologies that improve learning outcomes, particularly for disadvantaged areas. These efforts will include:

- Technical assistance to the MED and the five priority regions for promoting private sector involvement and establishing public-private alliances to support replication of innovative methodologies such as *AprenDes* and CETT in disadvantaged areas.
- Engagement of public and private sectors through the design and implementation of a competitive "Partnerships Challenge Fund" (estimated at US\$2 million) to stimulate contributions and commitment from both sectors for additional work outside the five priority regions, and/or to expand activities within the five priority regions. The contractor is expected to propose a design for the Partnerships Challenge Fund that will maximize leveraging activities and have the greatest impact on improving the quality of education. Design proposals might include a grants-under-contract component or sub-contracts, with the understanding that the bulk of the estimated US\$2 million will be used to fund public-private partnerships. Design proposals also should include proposed criteria for establishing alliances to be approved by USAID before initiating activities. It is expected that USAID will be involved in the selection of partners receiving assistance under (and may be involved in the implementation of activities under) the Partnerships Challenge Fund, the design of alliances, and that USAID would be a formal party to public-private partnership agreements.

Indicators:

- a. Public-private alliances formed to support evidence-based methodologies (such as *AprenDes* or CETT) to strengthen education quality in disadvantaged communities. The majority of these partnerships must be formed within the first two years of contract implementation.
- b. At least \$8 million of public and private resources leveraged for education projects to improve education quality (excluding infrastructure and equipment). At least \$1 million of this should be from private contributions. Sixty percent of these funds must be leveraged within the first two years to start replication at the early stage of the contract.
- c. A team in each priority region, led by regional actors, established to design and implement public investment projects for education and capacity building within the first year of the project.
- d. At least two additional regions implementing new education improvement program or the priority regions expanding education improvement programs with USAID assistance through the "Partnerships Challenge Fund."

Deliverables:

- a. Public investment projects (PIPs) developed by and approved for the priority regions within the first 180 days of the contract award.
- b. Memorandum of Understanding (MOUs) or signed agreements for public-private partnerships within the first 180 days of the contract award and every year thereafter.
- c. Implementation design for the Partnership Challenge Fund, including criteria for selection of partnerships, partnership terms of engagement, and procedures for conducting due diligence within the first ninety days of the contract award.
- d. Annual summary reports on the status of the Partnership Challenge Fund.
- e. Report on Host Country (national, regional and local governments) counterpart contribution for this program.

<p>OUTCOME 4: ACTIVE-SCHOOL METHODOLOGY IN ALTERNATIVE DEVELOPMENT SCHOOLS IMPLEMENTED</p>

The contractor must immediately continue the implementation of the project in 135 rural multi-grade schools in alternative development communities in the regions of San Martin and Ucayali

using the USAID-supported *AprenDes* active-school methodology, currently being implemented under a separate agreement. These schools are in the third (45 schools) or second (90 schools) year of implementation. Assistance will be provided until they complete the four-year cycle. The contractor must work closely with USAID's Alternative Development office and their main implementation partner to ensure proper coordination. Additional information about these 135 schools and the active-school methodology are included in the list of references provided in

C.2.4. Activities must include:

- Training the teachers and provide in-classroom support.
- Support continuation of the teachers' learning circles (*Circuitos de Aprendizaje*).
- Promote the participation of parents, local communities and students using existing mechanism (CONEIs, *Municipios Escolares*).
- Provide learning materials for students and teachers (already developed).
- Engage regional education authorities and UGEL specialists.
- Conduct monitoring and evaluation using indicators for the 135 schools in the Performance Monitoring Plan for *AprenDes* as summarized in Attachment 8. These indicators will be included in the draft PMP for this Quality Basis Education Reform Support Program that will be submitted with the proposal and finalized within the first 90 days after contract award.

Indicators:

- a. At least 135 rural multi-grade schools supported and at least 240 teachers trained in AD communities using the *AprenDes* active-school methodology.
- b. Community involvement and parents' participation in the 135 schools maintained at 100%.
- c. At least 2% increase in communication and math scores by the end of school year 2010, based on student evaluations conducted according to the existing M&E methodology.

Deliverables:

- a. Annual evaluation reports on student testing and other relevant indicators as established in the *AprenDes* PMP.

OUTCOME 5: POLICY DIALOGUE, COMMUNICATIONS, AND CIVIL SOCIETY PARTICIPATION ENHANCED

The contractor must also work with the MED, CNE, and civil society organizations to promote policy dialogue, and community and parents' involvement in education issues. Experience has shown that strengthening the capacity of community organizations and parents in education decisions leads to dramatic improvements in decentralized management and educational quality. To support these activities, the contractor will also develop and implement a communications strategy to build support for reforms, enhance information exchange and communicate project results.

Requirement 5.1: Provide Support to Enhance Policy Dialogue on Critical Aspects of Quality Education

The contractor must work with the MED, the CNE and other stakeholders to promote policy dialogue, in the framework of the National Education Plan (PEN) and the decentralization process. Consensus among different actors is critical to advance the education agenda and strengthen the institutional framework for education reforms. This will include:

- Support the CNE to fulfill its role as MED advisor and its effort to promote policy dialogue, with the participation of the regional actors and civil society organizations.

- Support the CNE and/or other civil society organizations for regularly analyzing and advocating for higher budget for education, in coordination with other key GOP institutions (MED, National Congress, MEF, PCM, ANGR). (see also Requirement 1.4)
- Support *Consejos de Participación Regional* (COPAREs) and *Consejos Locales* (COPALEs) in five priority regions to strengthen their capacity to oversee education quality and learning outcomes. It might include support to local organizations in selected regions to engage parents and communities for the follow up of key education indicators as well as implementing school report cards
- Strengthen oversight mechanisms for transparency, accountability, and civil society involvement, including media participation.
- Support civil society, technical and programmatic dialogue and meetings, including the regular and special meetings of the Joint Consultative Committee (JCC) under the USAID-GOP Agreement governing this contract.

Indicators:

- a. Five COPAREs and 15 COPALEs promoting participation in policy dialogue and making education policy recommendations.
- b. Five priority regions communicate education policies, initiatives, and results to the public.
- c. Meetings organized and carried-out with clear goals, conclusions, and actionable items to support the objectives of the contract.
- d. At least 50 civil society organizations participating in policy dialogues and decision-making at the regional/local level.

Deliverables:

- a. Design and plans for the implementation of oversight mechanisms (e.g. *Observatorio de la Calidad Educativa*) within the first 180 days of the contract.
- b. Project materials prepared for the regular JCC meetings.

Requirement 5.2: Develop and Implement Communication Strategy

Communication with national and sub-national GOP authorities and decision makers, parents, and civil society organizations is critical for increasing public awareness about basic education quality issues and building support for and accomplishing reforms. The contractor, in close coordination with USAID and GOP counterparts, must design a communications strategy focused on promoting information exchange, transparency, and accountability, as well as awareness of education initiatives and reforms at both national levels and sub-national levels. It will consistently communicate project activities and results to build support for the program and highlight opportunities for collaboration, partnerships, and leveraging. In the design of this strategy, the contractor will plan for distribution and dissemination of essential education materials, information on best practices, project plans, activities, and results. Educational and other GOP authorities, education decision-makers, teachers, civil society organizations, the media, teachers, parents, and students are the anticipated audience for those materials. Themes to be addressed are teaching quality, decentralization, local management of education, and increased public-private investment in education. A project webpage with links to necessary websites will be developed and updated regularly using the most cost-effective technology appropriate for Peru.

Indicators:

- a. A communications strategy developed and regularly updated (e.g., at least annually) that defines cost-effective approaches to enhance project communications, with information the media can use, program format, target audience, positioning, as well as other elements of an effective communications strategy.

- b. Information gathered on teaching quality, student learning, educational policy and finance, decentralization, and shared with relevant educational authorities and technicians.
- c. Five priority regions have developed ways to communicate education policies, initiatives and results to the public.

Deliverables:

- a. Communications Plan (five-year and annual), within the first 120 days of the contract award.
- b. Website created within 90 days of the contract start date and updated periodically as new information relevant to the program becomes available.
- c. Communication products developed based on the communication strategy (e.g., presentations, brochures, etc.)
- d. Monitoring reports of all communication activities (e.g., number of attendees, officials informed, materials published and distributed, etc.)
- e. Participants and partners' list for activities supported, including partnership building.
- f. Matrix of national and local level actors that can help the communications program.

C.6 IMPLEMENTATION AND MANAGEMENT PLAN

The Contractor must provide the management necessary to fulfill all the requirements of this contract. This includes cost and quality control. An annual program review will be conducted, either separately or in conjunction with the JCC reviews.

C.7. PERFORMANCE MONITORING PLAN

The Contractor must develop a plan for collecting, evaluating, and validating data which will be used to measure overall progress and compare status over time (called the PMP). It must adhere to regular reporting requirements set forth by USAID/Peru, and will be expected to respond to intermittent requests from USAID for information needed for management and reporting purposes. Within the PMP, the Contractor will develop performance indicators and targets, and show how baseline measurements can be established to assess the impact of proposed interventions. Indicators based on the new Foreign Assistance Framework, as listed in Section C.2.8, should be included in the PMP. The contractor will also define the baseline and targets for these FAF indicators. The PMP will be finalized by the contractor within 90 days of the contract award.

The PMP should demonstrate how it will clarify and focus project objectives; serve as an early warning system, forecasting, and reporting tool; promote on-going discussions pertaining to project scope and direction; and aid in effective management decision-making. The PMP must also include an explanation of how data and information will be collected, analyzed, used, and verified, and the cost effectiveness of such activities.

[END OF SECTION C]

SECTION D - PACKAGING AND MARKING

D.1 AIDAR 752.7009 MARKING (JAN 1993)

(a) It is USAID policy that USAID-financed commodities and shipping containers, and project construction sites and other project locations be suitably marked with the USAID emblem. Shipping containers are also to be marked with the last five digits of the USAID financing document number. As a general rule, marking is not required for raw materials shipped in bulk (such as coal, grain, etc.), or for semi finished products which are not packaged.

(b) Specific guidance on marking requirements should be obtained prior to procurement of commodities to be shipped, and as early as possible for project construction sites and other project locations. This guidance will be provided through the cognizant technical office indicated on the cover page of this contract, or by the Mission Director in the Cooperating Country to which commodities are being shipped, or in which the project site is located.

(c) Authority to waive marking requirements is vested with the Regional Assistant Administrators, and with Mission Directors.

(d) A copy of any specific marking instructions or waivers from marking requirements is to be sent to the Contracting Officer; the original should be retained by the Contractor.

D.2 BRANDING POLICY

Branding Strategy Implementation and Marking under this contract must comply with the "USAID Graphics Standard Manual" available at www.usaid.gov/branding and any successor branding policy, as detailed in ADS Chapter 320.

D.3 BRANDING STRATEGY

Objective: To provide prospective contractors with areas to be addressed in the development of the Branding Implementation Plan and the Marking Plan to deliver the message that the assistance is from the American People.

Program Name: Quality Basic Education Reform Support" or until a final name is agreed to with the contractor.

Positioning: The USAID basic education strategy is aimed at supporting education reform and capacity building initiatives by the GOP to improve quality and equity of basic education in disadvantaged areas. The Program will position USAID as a key GOP ally at national and regional/local levels contributing to build a more effective and sustainable education systems reforms and build capacity building to implement them. The contractor will have the responsibility to position USAID in each activity to be supported to ensure that people recognize and identify that those activities are developed by the generous contribution of the US government and the American people. It will also highlight the joint collaboration between the GOP, especially the MED and the regions, in this program.

Public Outreach: The Activity audience will be diverse and impact at national and regional/local level. Program messages and actions will be addressed to different actors within the GOP and civil society. The following categories of public audiences will be reached by the program:

- Public officials at national, regional and local levels
- Civil society organizations, key social leaders, and experts
- Educators
- School administrators
- Public in general
- Private sector and other partners
- Media

Counterparts and Partners: In addition, it is expected that the Program will promote from the beginning the active participation, engagement, and ownership of different public, private and civil society organizations; these entities will become USAID'S counterparts and partners. The contractor will incorporate co-branding with these entities when appropriate, following strictly the co-branding procedures.

The main GOP counterparts will be:

- At the national level: Ministry of Education, National Council of Education, the Prime Minister's Office, the National Congress (Education Committee, Decentralization Committee, Constitutional Reform Committee, etc.), the Ministry of Economy and Finance and the National Association of Regional Governments.
- At the regional level: selected regional and local governments, the Regional Directorates for Social Development, Regional Directorates of Education, and the Provincial Offices of Education (UGELs).

Non-GOP partners include: private sector groups (e.g., CONFIEP, AMCHAM), universities and teacher colleges, non-governmental organizations, education advocacy groups, civil society organizations, think-tanks, and the media both domestic and international.

Level of visibility: The Program will ensure a high level of USAID visibility in most of their activities, at both the national and sub-national levels. Due to the nature of policy and institutional reforms which usually is developed with high level of political will, in the cases where the themes appear as sensitive, low profile will be used. When a sensitive situation arises, the contractor will strictly follow USAID recommendations.

Anticipated elements of marking plan: Deliverables to be marked, include products, equipment and inputs delivered; places where program activities are carried out; external public communications, studies, reports, publications and informative and promotional products; and workshops, conferences, fairs, media related activities and any such events. Publications authored by contractors or other non-USAID employees must include the following disclaimer on the title page: "The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government." Threats and restrictions to the security of the program need to be identified and assessed in order to request any necessary exception from the marking requirement in accordance with ADS 320.3.2.

USAID's web page contains the electronic version of the Graphic Standards Manual that is compulsory for all contractors.

[END OF SECTION D]

SECTION E - INSPECTION AND ACCEPTANCE**E.1 NOTICE LISTING CONTRACT CLAUSES INCORPORATED BY REFERENCE**

The following contract clauses pertinent to this section are hereby incorporated by reference (by Citation Number, Title, and Date) in accordance with the clause at FAR "52.252-2 CLAUSES INCORPORATED BY REFERENCE" in Section I of this contract. See FAR 52.252-2 for an internet address (if specified) for electronic access to the full text of a clause.

<u>NUMBER</u>	<u>TITLE</u>	<u>DATE</u>
	FEDERAL ACQUISITION REGULATION (48 CFR Chapter 1)	
52.246-3	INSPECTION OF SUPPLIES--COST-REIMBURSEMENT	MAY 2001
52.246-5	INSPECTION OF SERVICES--COST-REIMBURSEMENT	APR 1984

E.2 INSPECTION AND ACCEPTANCE

USAID inspection and acceptance of all services, reports and other required deliverables or outputs under this proposed contract must take place at Lima, Peru or at any other location where the services are performed and reports and deliverables or outputs are produced or submitted. The CTO listed in Section G has been delegated the authority to inspect and accept all services, reports and required deliverables or outputs.

[END OF SECTION E]

SECTION F - DELIVERIES OR PERFORMANCE

F.1 NOTICE LISTING CONTRACT CLAUSES INCORPORATED BY REFERENCE

The following contract clauses pertinent to this section are hereby incorporated by reference (by Citation Number, Title, and Date) in accordance with the clause at FAR "52.252-2 CLAUSES INCORPORATED BY REFERENCE" in Section I of this contract. See FAR 52.252-2 for an internet address (if specified) for electronic access to the full text of a clause.

<u>NUMBER</u>	<u>TITLE</u>	<u>DATE</u>
	FEDERAL ACQUISITION REGULATION (48 CFR Chapter 1)	
52.242-15	STOP-WORK ORDER ALTERNATE I (APR 1984)	AUG 1989
52.247-34	F.O.B. DESTINATION	NOV 1991

F.2 DELIVERY SCHEDULE

Deliverables*	Delivery Date
A. Initial	
1. Start-up Work Plan for the first 100 days	Will be provided as part of the offeror's Technical Proposal (Section L.9.A.1)
2. Draft Performance Management Plan	Will be provided as part of the offeror's Technical Proposal (Section L.9.A.1)
3. Performance Management Plan	Within (90) days of the contract start, updated and submitted every October 30 each year
4. Activity and Milestone Plan	Will be provided as part of the offeror's Technical Proposal (Section L.9.A.1)
5. Assessment report on the policy and institutional framework for education decentralization	Within ninety (90) days of contract award (Section C.5. Outcome 1), updated and submitted every October 31 thereafter.
6. Report on lessons learned from international/local experiences on successful decentralized management systems and accompanying "how-to" manual(s)	Within 90 days of contract award (Section C.5. Outcome 1)
7. Institutional and Policy assessment of the Teaching Training and Professional Development and recommendations for lessons to be replicated in Peru.	Within 90 days of contract award (Section C.5 Outcome 2), updated yearly.
8. Report on lessons learned from international/local experiences on teacher training and professional development and "how-to" manual(s)	Within 90 days of contract award (Section C.5. Outcome 2)
9. Technical reports, prepared with the MED on the innovative methodologies and best practices to be proposed to the Regions for replication.	Within 150 days of contract award (Section C.5. Outcome 3)
10. Public Investment Projects (PIPs) developed by and approved for the priority regions.	Within 180 days of contract award. (Section C.5 Outcome 3)
11. Memorandum of Understanding (MOUs) or signed agreements for public-private partnerships.	Within 180 days of contract award. (Section C.5 Outcome 3)
12. Implementation design for the Partnership Challenge Funds, including criteria for selection of	Within 90 days of contract award. (Section C.5 Outcome 3)

partnerships, partnership terms of engagement, and procedures for conducting due diligence.	
13. Design and plan for the implementation of oversight mechanisms.	Within 180 days of contract award (Section C.5. Outcome 5)
14. Communications Plan	Within 120 days of contract award. (Section C.5 Outcome 5)
B. Other Deliverables	
1. Annual Work Plans	By October 1 each year, or as agreed otherwise.
2. Quarterly Progress Report	Within 30 days after the end of the contractor's first full quarter and quarterly thereafter, for each authorized year of performance.
3. Annual Summary Report	Within 30 days after the end of the first full fiscal year and annually thereafter, for each authorized year of performance.
4. Short-term consultants' reports	Will be submitted to USAID/Peru in a mutually agreed upon format and time frame, but usually within ten days after a consultant's departure; when applicable, should include briefing to USAID at the beginning and/or at the end of the consultancy.
5. Special reports	To be determined based on time-sensitivity of reporting; but this usually requires rapid response for management and reporting purposes (also Refer to Section C.7.)
6. Annual Program reviews	To be determined, but usually between July and August of each year.
7. Quarterly Financial Report	Within 30 days after the end of the contractor's first full quarter and quarterly thereafter, for each authorized year of performance.
8. Final Report	Thirty days after the end of the contract.
9. Counterpart Contribution	By October 1 each year, or as agreed otherwise, along with the Annual Work Plan
10. Reports on the technical assistance provided to the MED, priority regions and municipalities.	At least quarterly, or whenever technical assistance is provided.
11. Model for Information System enhancement approved and supported by the MED and participating Regional Governments	REFER to Requirement 1.3 and provide timeframe, if applicable
12. At least 30 demonstration schools supported in San Martin	To start immediately after contract start and to continue for no longer than two school years or until the Regional Government fully takes over their management, whichever is earlier.
13. Recommendations to Congress, MEF and MED, developed with contractor's assistance, to increase education finance.	REFER to Requirement 1.4 and provide timeframe, if applicable
14. Report on ongoing teacher training programs and best training practices	At least quarterly, or whenever training programs are carried out.
15. Annual report of ISP's receiving certification.	By October 15 each year, or as agreed otherwise.
16. Annual summary reports on the status of the Partnership Challenge Fund.	October 15 each year, or as agreed otherwise.
17. Annual evaluation reports on student testing and other relevant indicators as established in the	REFER to Outcome 4 under the deliverables section. To be submitted October 15 each year as

<i>AprenDes</i> PMP.	part of the overall PMP.
18. Project materials prepared for the regular JCC meetings	REFER to Requirement 5.1 under the deliverables section. To be determined based on the frequency of the JCC meetings.
19. Communication products developed based on the communication strategy	REFER to Requirement 5.2 under the deliverables section. Provide timeframe as appropriate.
20. Monitoring reports of all communication activities	REFER to Requirement 5.2 under the deliverables section. Provide timeframe as appropriate.
21. Participants and partners' list for activities supported, including partnership building	REFER to Requirement 5.2 under the deliverables section. Provide timeframe as appropriate.
22. Matrix of national and local level actors that can help the communications program	REFER to Requirement 5.2 under the deliverables section. Provide timeframe as appropriate.
23. Other deliverables proposed by the Offeror.	Contractor to specify schedule, with USAID concurrence.

* Note: some deliverables/reports, especially those with similar reporting frequency, may be integrated into a single report as deemed appropriate. The Offeror may propose which reports they plan to combine.

An expanded list of specific deliverables (including the above and those proposed by the Offeror as additional) required to successfully implement the activities under the contract will be determined and finalized at the award stage, and must include the corresponding delivery dates and approved Marking Plan. Offerors may suggest other deliverables, as appropriate.

The following are specific guidelines or requirements which compliment the Delivery Schedule above. The required reporting requirements listed herein should complement the deliverables defined in Section C. The contractor should check both this and section C to ensure that all deliverables and reporting requirements are addressed. All reports must be in English, unless otherwise specified.

F.2.1 Start-up and Annual Work Plans: The contractor will develop a Start-up and Annual Work Plans in concert with USAID, other USAID partners, and key counterparts. The Work Plan will be tied to each U.S. fiscal year of the contract, but should take into account that the school year in Peru runs from March to December. The **Start-up Work Plan** will detail a time phased plan for all activities and deliverables to be accomplished within the first 100 days of the contract. This Start-up Work Plan will be presented with the technical proposal. Subsequent 12-month work plans through the end of the contract will be prepared and submitted to the USAID/Peru CTO not later than 30 days before the close of each preceding fiscal year.

The work plan should include, at a minimum:

1. Proposed accomplishments and expected progress towards achieving task order results and performance measures tied to the M&E plan;
2. Timeline for implementation of the year's proposed activities, including target completion dates;
3. Information on how activities will be implemented;
4. Personnel requirements to achieve expected outcomes;
5. Any equipment or commodities to be procured;
6. Any sub-contracts to be carried-out, with USAID prior approval;
7. Any resource leveraging planned with public and private partners.
8. Details of collaboration with other major partners;
9. Detailed budget.

F.2.2 Quarterly Progress Report: The contractor will prepare and submit to the USAID/Peru CTO a quarterly report within 30 days after the end of the contractor's first full quarter and quarterly thereafter, for each authorized year of performance. These reports will be used by USAID/Peru to fulfill electronic reporting requirements to Washington; therefore, they need to conform to certain requirements. The report will include results in relation to the approved work plan and will be based on the USAID fiscal year, which runs from October 1-September 30. The report should contain an executive summary and the following, at a minimum:

1. Progress (activities completed, benchmarks achieved, performance standards completed) since the last report by program area;
2. Problems encountered and whether they were solved or are still outstanding;
3. Proposed solutions to new or ongoing problems;
4. Success stories (if available) and a brief analysis on the general political and education context;
5. Documentation of best practices that can be taken to scale; and
6. List of upcoming events (national and sub-national meetings, seminars, training sessions, conferences, and others; international consultant visits; and meetings with key GOP officials and decision-makers), with dates.

F.2.3 Annual Summary Report: The contractor will prepare and submit to the USAID/Peru CTO an annual report within 30 days after the end of the first full fiscal year and annually thereafter, for each authorized year of performance. This Annual reports will summarize activities and results during the year in relation to the approved Work Plan and will be based on the USAID fiscal year, which runs from October 1-September 30. This reporting should also allow for school year reporting given Peru's March to December school year. The report should contain an executive summary and the following, at a minimum:

1. Progress (activities completed, benchmarks achieved, performance standards completed) since the last report by program area;
2. Problems encountered and whether they were solved or are still outstanding;
3. Proposed solutions to new or ongoing problems;
4. Success stories (if available) and a brief analysis on the general political and education context; and
5. Documentation of best practices that can be taken to scale.

F.2.4 Short-term consultants' reports: Will be submitted to USAID/Peru in a mutually agreed upon format and time frame, but usually within ten days after a consultant's departure. The reports will describe progress and observations made by the expert, identify significant issues, describe follow-on activities and plans for the Contractor, and provide names and titles of all assignment-related contacts. When applicable, the consultant(s) should also brief USAID at the beginning and/or at the end of the consultancy on key activities, issues and findings.

F.2.5 Special reports: From time to time, the contractor will be required to prepare and submit to USAID special reports concerning specific activities and topics.

F.2.6 Annual Program reviews. Complementing the Annual Summary Report, the contractor will hold an annual internal program review with USAID, MED and selected stakeholders to present results, review progress, and determine adjustments to the program. Agenda for the review should be determined in collaboration with USAID and MED.

F.2.7 Quarterly Financial Report: Quarterly financial reports will be submitted to USAID/Peru. They should be disaggregated by sub-element level and contain, at a minimum:

1. Total funds awarded to date by USAID into the contract;
2. Total funds previously reported as expended by contractor by main line items;
3. Total funds expended in the current quarter by the contractor by main line items;
4. Total unliquidated obligations by main line items; and
5. List of the significant expenses incurred during the period.

The contractor is solely responsible for not exceeding obligated amounts, and is reminded of the required notification to the RCO as to the percentage of funds expended against the total obligated and available amount as set forth in FAR Clause 52.232-22 "Limitation of Funds."

F.2.8 Final Report: Thirty days after the end of this contract, the contractor will submit a Final Report providing highlights of accomplishments against work plans, gives the final status of the results accomplished, addresses lessons learned during implementation and suggests ways to resolve constraints identified. The report may provide recommendations for follow-on work that might complement the completed work.

F.2.9 Performance Management Plan: The contractor is required to develop and maintain a "Performance Management Plan (PMP)" tailored to the objectives of this activity. The PMP must include indicators with targets (including baseline and control data) in order to draw valid inferences about the impact of USAID activities. (Also see Section C.7)

The following are the required Performance Plan deliverables:

- A draft PMP, along with baseline data when available, will be presented with the contractor's technical proposal. This draft PMP will be finalized with USAID within 90 days from the award date.
- Annual PMP report at the end of each fiscal year. When data is not available due to the school year differences, the contractor must provide preliminary estimates for the indicators, as appropriate.
- Annual Program and special (as needed) reviews.

F.2.10 Activity Plan and Milestones. The contractor is required to provide a summary of the major activities to be implemented, their sequencing and key milestones for the life of the contract.

F.2.11 Counterpart Contribution. When preparing annual work plans, the contractor will provide relevant implementation information for that period to the MED for use in the development of the MED's Annual Counterpart Contribution Action Plan, which must be consistent with and complement the contractor's annual work plan for that period.

All reports must be submitted in both electronic format and hard-copy. Electronic reports must also be sent in their original format (Microsoft Office Suite applications as appropriate, e.g. Word or EXCEL compatible). Hard copy reports must be prepared on non-glossy paper (preferably recycled and white or off-white) using black print. Elaborate art work, multi-color printing, and expensive bindings are not to be used, unless an exception is given

F.3 PERIOD OF PERFORMANCE

The period of performance for this contract is 55 months.

F.4 PERFORMANCE STANDARDS

Evaluation of the Contractor's overall performance in accordance with the performance standards set forth in Section C, will be conducted jointly by the CTO and the Contracting Officer, and must form the basis of the Contractor's permanent performance record with regard to this contract.

F.5 KEY PERSONNEL

A. The key personnel which the Contractor must furnish for the performance of this contract is as follows:

- Chief of Party
- Senior Technical Experts (2-3)
- Monitoring and Evaluation Specialist

A maximum of five (5) key personnel may be proposed. USAID reserves the right to adjust the level of key personnel during the performance of this contract.

B. The personnel specified above are considered to be essential to the work being performed hereunder. Prior to replacing any of the specified individuals, the Contractor must immediately notify both the Contracting Officer and USAID Cognizant Technical Officer reasonably in advance (e.g. within ten (10) working days) and must submit written justification (including proposed substitutions) in sufficient detail to permit evaluation of the impact on the program. No replacement of personnel must be made by the Contractor without the written consent of the Contracting Officer.

[END OF SECTION F]

SECTION G - CONTRACT ADMINISTRATION DATA

G.1 AIDAR 752.7003 DOCUMENTATION FOR PAYMENT (NOV 1998)

(a) Claims for reimbursement or payment under this contract must be submitted to the Paying Office indicated in the schedule of this contract. The cognizant technical officer (CTO) is the authorized representative of the Government to approve vouchers under this contract. The Contractor must submit either paper or fax versions of the SF-1034--Public Voucher for Purchases and Services Other Than Personnel. Each voucher must be identified by the appropriate USAID contract number, in the amount of dollar expenditures made during the period covered.

(1) The SF 1034 provides space to report by line item for products or services provided. The form provides for the information to be reported with the following elements:

Total Expenditures
[Document Number: XXX-X-XX-XXXX-XX]

Line Item No.	Description	Amt vouchered to date	Amt vouchered this period
001	Product/Service Description	\$ XXXX.XX	\$ XXXX.XX
002	Product/Service Description	XXXX.XX	XXXX.XX
Total		XXXX.XX	XXXX.XX

(2) The fiscal report must include the following certification signed by an authorized representative of the Contractor:

The undersigned hereby certifies to the best of my knowledge and belief that the fiscal report and any attachments have been prepared from the books and records of the Contractor in accordance with the terms of this contract and are correct: the sum claimed under this contract is proper and due, and all the costs of contract performance (except as herewith reported in writing) have been paid, or to the extent allowed under the applicable payment clause, will be paid currently by the Contractor when due in the ordinary course of business; the work reflected by these costs has been performed, and the quantities and amounts involved are consistent with the requirements of this Contract; all required Contracting Officer approvals have been obtained; and appropriate refund to USAID will be made promptly upon request in the event of disallowance of costs not reimbursable under the terms of this contract.

BY: _____

TITLE: _____

DATE: _____

(b) Local currency payment. The Contractor is fully responsible for the proper expenditure and control of local currency, if any, provided under this contract. Local currency will be provided to the Contractor in accordance with written instructions provided by the Mission Director. The written instructions will also include accounting, vouchering, and reporting procedures. A copy of the instructions must be provided to the Contractor's Chief of Party and to the Contracting Officer. The costs of bonding personnel responsible for local currency are reimbursable under this contract.

(c) Upon compliance by the Contractor with all the provisions of this contract, acceptance by the Government of the work and final report, and a satisfactory accounting by the Contractor of all Government-owned property for which the Contractor had custodial responsibility, the Government must promptly pay to the Contractor any moneys (dollars or local currency) due under the completion voucher. The Government will make suitable reduction for any disallowance or indebtedness by the Contractor by applying the proceeds of the voucher first to such deductions and next to any unliquidated balance of advance remaining under this contract.

(d) The Contractor agrees that all approvals of the Mission Director and the Contracting Officer which are required by the provisions of this contract must be preserved and made available as part of the Contractor's records which are required to be presented and made available by the clause of this contract entitled "Audit and Records--Negotiation".

G.2 ADMINISTRATIVE CONTRACTING OFFICE

The Administrative Contracting Office is the:

Contracting Officer
USAID/Peru,
Unit 3320 (USAID)
DPO AA 34031
Telephone: 511-618-1435

G.3 COGNIZANT TECHNICAL OFFICER (CTO)

The Cognizant Technical Officer is the:

Education Officer
USAID/Peru
Unit 3320 (USAID)
DPO AA 34031
Telephone: 511-618-1292

G.4 TECHNICAL DIRECTIONS/RELATIONSHIP WITH USAID

(a) Technical Directions is defined to include:

(1) Written directions to the Contractor which fill in details, suggest possible lines of inquiry, or otherwise facilitate completion of work;

(2) Provision of written information to the Contractor which assists in the interpretation of drawings, specifications, or technical portions of the work statement;

(3) Review and, where required, provide written approval of technical reports, drawings, specifications, or technical information to be delivered. Technical directions must be in writing, and must be within the scope of the work as detailed in Section C.

(b) The CTO is authorized by designation to take any or all action with respect to the following which could lawfully be taken by the Contracting Officer, except any action specifically prohibited by the terms of this Contract:

(1) Assure that the Contractor performs the technical requirements of the contract in accordance with the contract terms, conditions, and specifications.

(2) Perform or cause to be performed, inspections necessary in connection with a) above and require the Contractor to correct all deficiencies; perform acceptance for the Government.

(3) Maintain all liaison and direct communications with the Contractor. Written communications with the Contractor and documents must be signed as "Cognizant Technical Officer" with a copy furnished to the Contracting Officer.

(4) Issue written interpretations of technical requirements of Government drawings, designs, and specifications.

(5) Monitor the Contractor's production or performance progress and notify the Contractor in writing of deficiencies observed during surveillance, and direct appropriate action to effect correction. Record and report to the Contracting Officer incidents of faulty or nonconforming work, delays or problems.

(6) Obtain necessary security clearance and appropriate identification if access to Government facilities is required. If to be provided, ensure that Government furnished property is available when required.

LIMITATIONS: The CTO is not empowered to award, agree to, or sign any contract (including delivery or purchase orders) or modifications thereto, or in any way to obligate the payment of money by the Government. The CTO may not take any action which may impact on the contract schedule, funds, scope or rate of utilization of LOE. All contractual agreements, commitments, or modifications which involve prices, quantities, quality, schedules must be made only by the Contracting Officer.

(c) The CTO is required to meet quarterly with the Contractor and the Contracting Officer concerning performance of items delivered under this contract and any other administration or technical issues. Telephonic reports may be made if no problems are being experienced. Problem areas should be brought to the immediate attention of the Contracting Officer.

(d) In the absence of the designated CTO, the designated Alternate CTO will act on his/her behalf.

(e) Contractual Problems - Contractual problems, of any nature, that may arise during the life of the contract must be handled in conformance with specific public laws and regulations (i.e. Federal Acquisition Regulation and Agency for International Development Acquisition Regulation). The Contractor and the CTO must bring all contracting problems to the immediate attention of the Contracting Officer. Only the Contracting Officer is authorized to formally

resolve such problems. The Contracting Officer will be responsible for resolving legal issues, determining contract scope and interpreting contract terms and conditions. The Contracting Officer is the sole authority authorized to approve changes in any of the requirements under this contract. Notwithstanding any clause contained elsewhere in this contract, the said authority remains solely with the Contracting Officer. These changes include, but will not be limited to the following areas: scope of work, price, quantity, technical specifications, delivery schedules, and contract terms and conditions. In the event the Contractor effects any changes at the direction of any other person other than the Contracting Officer, the change will be considered to have been made without authority.

(f) Failure by the Contractor to report to the Administrative Contracting Office, any action by the Government considered to be a change, within the specified number of days contained in FAR 52.243-7 (Notification of Changes), waives the Contractor's right to any claims for equitable adjustments.

G.5 PAYING OFFICE

The paying office for this contract is the:

Regional Financial Management Office
USAID/Peru
Unit 3230 (USAID)
DPO AA 34031

G.6 ACCOUNTING AND APPROPRIATION DATA

Budget Fiscal:	0
Operating Unit:	USAID/Peru
Strategic Objective:	EDU
Team/Division:	EDU
Benefiting Geo Area:	527
Object Class:	
Amount Obligated:	\$.00

[END OF SECTION G]

SECTION H - SPECIAL CONTRACT REQUIREMENTS

H.1 NOTICE LISTING CONTRACT CLAUSES INCORPORATED BY REFERENCE

The following contract clauses pertinent to this section are hereby incorporated by reference (by Citation Number, Title, and Date) in accordance with the clause at FAR "52.252-2 CLAUSES INCORPORATED BY REFERENCE" in Section I of this contract.

NUMBER	TITLE	DATE
	AIDAR 48 CFR Chapter 7	
752.7027	PERSONNEL	DEC 1990

H.2 AIDAR 752.225-70 SOURCE, ORIGIN AND NATIONALITY REQUIREMENTS (FEB 1997)

(a) Except as may be specifically approved by the Contracting Officer, all commodities (e.g., equipment, materials, vehicles, supplies) and services (including commodity transportation services) which will be financed under this contract with U.S. dollars must be procured in accordance with the requirements in 22 CFR part 228, "Rules on Source, Origin and Nationality for Commodities and Services Financed by USAID." The authorized source for procurement is Geographic Code 000 unless otherwise specified in the schedule of this contract. Guidance on eligibility of specific goods or services may be obtained from the Contracting Officer.

(b) Ineligible goods and services. The Contractor must not procure any of the following goods or services under this contract:

- (1) Military equipment,
- (2) Surveillance equipment,
- (3) Commodities and services for support of police and other law enforcement activities,
- (4) Abortion equipment and services,
- (5) Luxury goods and gambling equipment, or
- (6) Weather modification equipment.

(c) Restricted goods. The Contractor must not procure any of the following goods or services without the prior written approval of the Contracting Officer:

- (1) Agricultural commodities,
- (2) Motor vehicles,
- (3) Pharmaceuticals and contraceptive items,
- (4) Pesticides,

- (5) Fertilizer,
- (6) Used equipment, or
- (7) U.S. government-owned excess property.

If USAID determines that the Contractor has procured any of these specific restricted goods under this contract without the prior written authorization of the Contracting Officer, and has received payment for such purposes, the Contracting Officer may require the Contractor to refund the entire amount of the purchase.

H.3 AIDAR 752.7004 EMERGENCY LOCATOR INFORMATION (JUL 1997)

The Contractor agrees to provide the following information to the Mission Administrative Officer on or before the arrival in the host country of every contract employee or dependent:

- (1) The individual's full name, home address, and telephone number.
- (2) The name and number of the contract, and whether the individual is an employee or dependent.
- (3) The contractor's name, home office address, and telephone number, including any after-hours emergency number(s), and the name of the contractor's home office staff member having administrative responsibility for the contract.
- (4) The name, address, and telephone number(s) of each individual's next of kin.
- (5) Any special instructions pertaining to emergency situations such as power of attorney designees or alternate contact persons.

H.4 AIDAR 752.7005 SUBMISSION REQUIREMENTS FOR DEVELOPMENT EXPERIENCE DOCUMENTS (JAN 2004)

- (a) Contract Reports and Information/Intellectual Products.

(1) The Contractor shall submit to USAID's Development Experience Clearinghouse (DEC) copies of reports and information products which describe, communicate or organize program/project development assistance activities, methods, technologies, management, research, results and experience as outlined in the Agency's ADS Chapter 540. Information may be obtained from the Cognizant Technical Officer (CTO). These reports include: assessments, evaluations, studies, development experience documents, technical reports and annual reports. The Contractor must also submit copies of information products including training materials, publications, databases, computer software programs, videos and other intellectual deliverable materials required under the Contract Schedule. Time-sensitive materials such as newsletters, brochures, bulletins or periodic reports covering periods of less than a year are not to be submitted.

(2) Upon contract completion, the contractor must submit to DEC an index of all reports and information/intellectual products referenced in paragraph (a)(1) of this clause.

(b) Submission requirements.

(1) Distribution.

(i) At the same time submission is made to the CTO, the contractor must submit, one copy each, of 3 contract reports and information/intellectual products (referenced in paragraph (a)(1) of this clause) in either electronic (preferred) or paper form to one of the following: (A) Via E-mail: docsubmit@dec.cdie.org ; (B) Via U.S. Postal Service: Development Experience Clearinghouse, 8403 Colesville Road, Suite 210, Silver Spring, MD 20910, USA; (C) Via Fax: (301) 588-7787; or (D) Online: <http://www.dec.org/index.cfm?fuseaction=docSubmit.home>.

(ii) The contractor must submit the reports index referenced in paragraph (a)(2) of this clause and any reports referenced in paragraph (a)(1) of this clause that have not been previously submitted to DEC, within 30 days after completion of the contract to one of the address cited in paragraph (b)(1)(i) of this clause.

(2) Format.

(i) Descriptive information is required for all Contractor products submitted. The title page of all reports and information products must include the contract number(s), contractor name(s), name of the USAID cognizant technical office, the publication or issuance date of the document, document title, author name(s), and strategic objective or activity title and associated number. In addition, all materials submitted in accordance with this clause must have attached on a separate cover sheet the name, organization, address, telephone number, fax number, and Internet address of the submitting party.

(ii) The report in paper form must be prepared using non-glossy paper (preferably recycled and white or off-white) using black ink. Elaborate art work, multicolor printing and expensive bindings are not to be used. Whenever possible, pages must be printed on both sides.

(iii) The electronic document submitted must consist of only one electronic file which comprises the complete and final equivalent of the paper copy.

(iv) Acceptable software formats for electronic documents include WordPerfect, Microsoft Word, and Portable Document Format (PDF). Submission in PDF is encouraged.

(v) The electronic document submission must include the following descriptive information:

(A) Name and version of the application software used to create the file, e.g., MSWord Version 9.0 or Acrobat version 5.0.

(B) The format for any graphic and/or image file submitted, e.g., TIFF-compatible.

(C) Any other necessary information, e.g. special backup or data compression routines, software used for storing/retrieving submitted data, or program installation instructions.

H.5 INSURANCE AND SERVICES

(a) Pursuant to AIDAR 752.228-3 Worker's Compensation Insurance (Defense Base Act); USAID's DBA insurance carrier is:

Rutherford International, Inc.
5500 Cherokee Avenue, Suite 300
Alexandria, VA 22312

Points of Contact:
Taunya Jones or Diane Proctor
(703) 354-1616

Hours of Operation are: 8 a.m. to 5 p.m. (EST)
Telefax: (703) 354-0370
E-Mail: www.rutherford.com

It is the contractor's responsibility to provide medical evacuation coverage for contractor employees. The State Department website provides possible sources from which you may obtain coverage. USAID does not endorse any of the listed sources. Medical evacuation costs are allowable as a direct cost.

H.6 MEDICAL EVACUATION (MEDEVAC) SERVICES (APRIL 2006)

(Pursuant to class deviation OAA-DEV-2006-1c)

(a) Contractor must provide MEDEVAC service coverage to all U.S. citizen, U.S. resident alien, and Third Country National employees and their authorized dependents (hereinafter "individual") while overseas under a USAID-financed direct contract. USAID will reimburse reasonable, allowable, and allocable costs for MEDEVAC service coverage incurred under the contract. The Contracting Officer will determine the reasonableness, allowability, and allocability of the costs based on the applicable cost principles and in accordance with cost accounting standards.

(b) Exceptions.

- (i) The Contractor is not required to provide MEDEVAC insurance to eligible employees and their dependents with a health program that includes sufficient MEDEVAC coverage as approved by the Contracting Officer.
- (ii) The Mission Director may take a written determination to waive the requirement for such coverage. The determination must be based on findings that the quality of local medical services or other circumstances obviate the need for such coverage for eligible employees and their dependents located at post.

(c) Contractor must insert a clause similar to this clause in all subcontracts that require performance by contractor employees overseas.

NOTE: USAID does not require that contractors obtain coverage from any one specific company. The contractor is responsible for and has the discretion to choose a provider. The Department of State maintains a list of U.S. based providers on the following website: http://travel.state.gov/travel/tips/health/health_1185.html for information purposes only.

H.7 AUTHORIZED GEOGRAPHIC CODE

The authorized geographic code for procurement of goods and services under this contract is 000.

H.8 LOGISTIC SUPPORT

The Contractor must be responsible for furnishing all logistic support in the United States and overseas.

H.9 LANGUAGE REQUIREMENTS

Contractor personnel and/or consultants must have Spanish language proficiency necessary to successfully perform technical services.

H.10 752.7007 PERSONNEL COMPENSATION (APRIL 2006)

(pursuant to class deviation No. OAA-Dev-2006-02c)

(a) Direct compensation of the Contractor's personnel will be in accordance with the Contractor's established policies, procedures, and practices, and the cost principles applicable to this contract.

(b) Reimbursement of the employee's base annual salary plus overseas recruitment incentive, if any, which exceed the USAID Contractor Salary Threshold (USAID CST) stated in USAID Automated Directives System (ADS) Chapter 302 USAID Direct Contracting, must be approved in writing by the Contracting Officer, as prescribed in 731.205-6(d) or 731.371(b), as applicable.

H.11 SUBCONTRACTING PLAN AND THE SF 294 – SUBCONTRACTING REPORT FOR INDIVIDUAL CONTRACTS AND SF 295 – SUMMARY CONTRACTING REPORT

The Contractor's subcontracting plan dated _____ is hereby incorporated as a material part of this contract.

Effective December 30, 2005, USAID commenced participation in the electronic Subcontracting Reporting System (eSRS). As a result, hard copies of the SF-294 and SF-295 are no longer accepted and contractors are required to submit these reports electronically. The requirement to report your use of subcontractors in the new eSRS applies to any contract in which there is a subcontracting plan to utilize U.S. small businesses.

If you need more information or to register in eSRS, please visit the official website at <http://www.esrs.gov>. Please note that contract data in eSRS is tied to the DUNS Number of record.

When submitting your individual and summary reports in eSRS please be sure to include the email address of the Contract Officer specified on the contract.

H.12 EXECUTIVE ORDER ON TERRORISM FINANCING (FEB 2002)

The Contractor is reminded that U.S. Executive Orders and U.S. law prohibits transactions with, and the provision of resources and support to, individuals and organizations associated with terrorism. It is the legal responsibility of the contractor to ensure compliance with these Executive Orders and laws. This provision must be included in all subcontracts/subawards issued under this contract.

H. 13 REPORTING OF FOREIGN TAXES (MARCH 2006)

- a. The Contractor must annually submit a report by April 16 of the next year.
- b. Contents of Report. The report must contain:
- (i) Contractor name.
 - (ii) Contact name with phone, fax and email.
 - (iii) Contract number(s).
 - (iv) Amount of foreign taxes assessed by a foreign government [each foreign government must be listed separately] on commodity purchase transactions valued at \$500 or more financed with U.S. foreign assistance funds under this agreement during the prior U.S. fiscal year.
 - (v) Only foreign taxes assessed by the foreign government in the country receiving U.S. assistance is to be reported. Foreign taxes by a third party foreign government are not to be reported. For example, if an assistance program for Lesotho involves the purchase of commodities in South Africa using foreign assistance funds, any taxes imposed by South Africa would not be reported in the report for Lesotho (or South Africa).
 - (vi) Any reimbursements received by the Contractor during the period in (iv) regardless of when the foreign tax was assessed and any reimbursements on the taxes reported in (iv) received through March 31.
 - (vii) Report is required even if the contractor did not pay any taxes during the report period.
 - (viii) Cumulative reports may be provided if the contractor is implementing more than one program in a foreign country.
- c. Definitions. For purposes of this clause:
- (i) "Agreement" includes USAID direct and country contracts, grants, cooperative agreements and interagency agreements.
 - (ii) "Commodity" means any material, article, supply, goods, or equipment.
 - (iii) "Foreign government" includes any foreign governmental entity.
 - (iv) "Foreign taxes" means value-added taxes and custom duties assessed by a foreign government on a commodity. It does not include foreign sales taxes.
- d. Where. Submit the reports to: Regional Financial Management Office, USAID/Peru, Av. La Encalada cdra 17 s/n, Monterrico, Lima 33, Peru. One copy of each report should be sent to the respective CTO for the award and one copy to the Contracting Officer
- e. Subagreements. The Contractor must include this reporting requirement in all applicable subcontracts, subgrants and other subagreements.
- f. For further information see <http://www.state.gov/m/rm/c10443.htm>.

H.14 GRANTS UNDER CONTRACTS (if applicable)

This contract provides in Section C that the Contractor may be required to execute and administer grants on behalf of USAID. The following requirements apply to any grant to be awarded by the Contractor under this contract:

- 1) The total value of any individual grant to any U.S. organization must not exceed \$100,000. This limitation does not apply to grant awards to Non-U.S Organizations.

2) It is not feasible to accomplish USAID objectives through normal contracts and awards executed by USAID because either:

- a) The burden of executing a number of small grant activities is particularly difficult for the responsible USAID Mission or office; or
- b) The grant program is incidental and relatively small in comparison to other technical assistance activities of the Contractor.

3) USAID must be significantly involved in establishing selection criteria and must approve the actual selection of grant recipients. USAID may be less significantly involved when grants are quite small and are incidental to the contractor's technical activities.

4) All requirements that apply to USAID-executed grants must also apply to grants the Contractor executes (as further set forth in ADS 303).

5) The contractor must not execute or administer cooperative agreements on USAID's behalf. USAID prefers to the extent practicable that Simplified Grant and Fixed Obligation Grant Formats described in ADS 303.3.24.1 are used when conditions set forth in ADS 303.3.24.1(a) apply. The Simplified Grant and Fixed Obligations formats may be used for U.S. recipients for grants not in excess of \$100,000 and for non-U.S. recipients for grants not in excess of \$250,000.

6) USAID retains the ability to terminate the grant activities unilaterally in extraordinary circumstances.

H.15 PROHIBITION OF ASSISTANCE TO DRUG TRAFFICKERS

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

b) (1) For any loan over \$1000 made under this agreement, the recipient must insert a clause in the loan agreement stating that the loan is subject to immediate cancellation, acceleration, recall or refund by the recipient if the borrower or a key individual of a borrower is found to have been convicted of a narcotics offense or to have been engaged in drug trafficking as defined in 22 CFR Part 140.

(2) Upon notice by USAID of a determination under section (1) and at USAID's option, the recipient agrees to immediately cancel, accelerate or recall the loan, including refund in full of the outstanding balance. USAID reserves the right to have the loan refund returned to USAID.

c) (1) The recipient agrees not to disburse, or sign documents committing the recipient to disburse, funds to a subrecipient designated by USAID ("Designated Subrecipient") until advised by USAID that: (i) any United States Government review of the Designated Subrecipient and its key individuals has been completed; (ii) any related certifications have been obtained; and (iii) the assistance to the Designated Subrecipient has been approved. Designation means that the subrecipient has been unilaterally selected by USAID as the subrecipient. USAID approval of a subrecipient, selected by another party, or joint selection by USAID and another party is not designation.

2) The recipient must insert the following clause, or its substance, in its agreement with the Designated Subrecipient:

"The recipient reserves the right to terminate this [Agreement/Contract] or take other appropriate measures if the [Subrecipient] or a key individual of the [Subrecipient] is found to have been convicted of a narcotic offense or to have been engaged in drug trafficking as defined in 22 CFR Part 140."

H.16 USAID DISABILITY POLICY – ACQUISITION (DECEMBER 2004)

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

(b) USAID therefore requires that the contractor not discriminate against people with disabilities in the implementation of USAID programs and that it make every effort to comply with the objectives of the USAID Disability Policy in performing this contract. To that end and within the scope of the contract, the contractor's actions must demonstrate a comprehensive and consistent approach for including men, women and children with disabilities.

H.17 AIDAR 752.7032 INTERNATIONAL TRAVEL APPROVAL AND NOTIFICATION REQUIREMENTS AND AIDAR 752.7027 PERSONNEL

In accordance with the above mentioned clauses, the Contracting Office hereby provides prior written approval for international travel provided that concurrence with the assignment of individuals outside the United States is obtained by the contractor in writing from the CTO prior to their assignment abroad, which must be within the terms of this contract, is subject to availability of funds, and should not be construed as authorization either to increase the estimated cost or to exceed the obligated amount (see Section B). The Contractor must retain for audit purposes a copy of each travel concurrence.

H.18 AIDAR 752.245.71 TITLE TO AND CARE OF PROPERTY

In accordance with clause 752-245.71 mentioned in Section I, the Contracting Officer hereby designates the Contractor to keep control and custody of all non-expendable property purchased under this contract.

H.19 CONFLICTS OF INTEREST

(a) It is understood and agreed that some of the work required hereunder may place the Contractor, or its personnel or its subcontractors or their personnel (hereinafter referred to collectively as "Contractor"), in the position of having a potential personal or organizational conflict of interest (OCI), *i.e.*, because of other activities or relationships with other persons, (1) the Contractor is unable or potentially unable to render impartial assistance or advice; or (2) the

Contractor's objectivity in performing the contract is or might be impaired; or (3) the Contractor may receive an unfair competitive advantage; or (4) the Contractor may have a financial or other personal interest which would or potentially would impair his/her objectivity and/or from which he/she would improperly benefit. Further discussion of OCIs may be found in FAR 9.5.

(b) The performance/actions of personnel under this contract will be imputed to the Contractor (or subcontractor) by whom they are employed or retained, and the performance/actions of any subcontractor will be imputed to the Contractor, unless the Contractor, on a case-by-case basis, can demonstrate otherwise and satisfy the Contracting Officer that such imputation is unreasonable.

(c) In accordance with the clause of this contract entitled "Organizational Conflicts of Interest Discovered After Award" (AIDAR 752.209-71), the Contractor agrees not to undertake any activity which may involve a personal conflict of interest or an OCI without first notifying the Contracting Officer of such potential conflict and receiving the Contracting Officer's authorization to undertake that activity.

(d) If the potential conflict relates to performance of the work hereunder (*e.g.*, where the Contractor is to evaluate an activity in which the Contractor had some previous involvement, thereby rendering the Contractor unable or potentially unable to provide impartial assistance or advice, or impairing or potentially impairing the Contractor's objectivity), and the Contracting Officer cannot neutralize, mitigate, or avoid the conflict, the Contracting Officer may decline to authorize performance of that work by the Contractor.

(e) If the potential conflict relates to future activities (*e.g.*, where the Contractor is to perform a needs assessment, feasibility study, or design/development of a project or activity to be procured under another contract for which the Contractor will or might compete or which may be awarded noncompetitively to the Contractor, thereby potentially providing an unfair competitive advantage to the Contractor, and/or rendering the Contractor unable or potentially unable to provide impartial assistance or advice, or impairing or potentially impairing the Contractor's objectivity; or where the work under this contract might affect the personal or financial interests of the Contractor), the Contracting Officer may decline to authorize performance of that work by the Contractor or, if such work is authorized, the Contracting Officer may place restrictions on the Contractor's future activities, as permitted by FAR 9.5., and as necessary to neutralize, mitigate, or avoid the potential conflict.

(f) The Contracting Officer's approval to undertake such activities, if given, may be based on the Contracting Officer's determination that a significant potential conflict does not exist or does not appear to exist, or may be conditioned on the acceptance by the Contractor of restrictions on the Contractor's future activities. If restrictions are to be placed on future activities, the Contractor may decline to perform the work.

(g) If it is discovered that the Contractor engaged in any activities which constitute a potential or actual conflict without having first obtained the Contracting Officer's approval to undertake such activities; or if it is subsequently discovered that, notwithstanding the Contracting Officer's authorization to undertake the activity based on his/her initial determination that no significant potential conflict existed or appeared to exist, a conflict did, in fact exist or arise, restrictions, as permitted by FAR 9.5, on the Contractor's future activities may be placed unilaterally by the Contracting Officer for this contract or the Contracting Officer for such other contract as may be involved in the conflict, and other remedies (including termination of this contract for default, debarment or suspension, and those permitted by the clauses of this

contract entitled "Cancellation, Recission, and Recovery of Funds for Illegal or Improper Activity" (FAR 52.203-8) and "Price or Fee Adjustment for Illegal or Improper Activity" [FAR 52.203-10]), may be taken by USAID.

(h) If it is discovered that the Contractor engaged in any activities in violation of the restrictions placed by a Contracting Officer on the Contractor's future activities, other remedies (including termination of this contract for default, debarment or suspension, and those permitted by the clauses of this contract entitled "Cancellation, Recission, and Recovery of Funds for Illegal or Improper Activity" (FAR 52.203-8) and "Price or Fee Adjustment for Illegal or Improper Activity" [FAR 52.203-10]), may be taken by USAID.

(i) Nothing in this provision precludes the application of any other remedies available to USAID by law, regulation, or other provisions of this contract.

H.20 ENVIRONMENTAL PROCEDURES AND GUIDELINES

The Contractor shall ensure that all activities and serviced provided under the "Improve Basic Education Quality in Disadvantaged Areas" Activity are consistent with the environmental requirements and procedures for the Activity.

An Environmental Threshold Decision (ETD) for this activity was approved in 11/25/09 (LAC-IEE-09-09) issuing a Categorical Exclusion as defined in 22 CFR 216.2 (c)(2).

In addition, the contractor must comply with host country environmental regulations unless otherwise direct in writing by USAID. In case of conflict between host country and USAID regulations, the latter must govern.

As part of its initial Work Plan, and all Annual Work Plans thereafter, the contractor, in collaboration with the USAID Cognizant Technical Officer and Mission Environmental Officer or Bureau Environmental Officer, as appropriate, shall review all ongoing and planned activities under this contract to determine if they are within the scope of the approved ETD.

If the contractor plans any new activities outside the scope of the approved ETD, it shall prepare an amendment to the documentation for USAID review and approval. No such new activities shall be undertaken prior to receiving written USAID approval of environmental documentation amendments.

Any ongoing activities found to be outside the scope of the approved ETD shall be halted until an amendment to the documentation is submitted and written approval is received from USAID.

H.21 CONFIDENTIALITY AND OWNERSHIP OF INTELLECTUAL PROPERTY

All reports generated and data collected during this project must be considered the property of USAID and must not be reproduced, disseminated or discussed in open forum, other than for

the purposes of completing the task described in this document, without the express written approval of the duly-authorized representative of USAID. All findings, conclusions and recommendations must be considered confidential and proprietary.

H.22 PARTICIPANT TRAINING (Jan 1999)

(a) Definitions.

(1) Participant training is the training of any foreign national outside of his or her home country, using USAID funds.

(2) A Participant is any foreign national being trained under this contract outside of his or her country.

(b) Applicable regulations. Participant training conducted under this contract shall comply with the policies and essential procedures pertaining to training-related services contained in USAID Automated Directive System (ADS) Ch. 253 "Training for Development Impact." Any exceptions to ADS 253 requirements are specified as such within this contract. The current version of Chapter 253 may be obtained directly from the USAID website at <http://www.info.usaid.gov/pubs/ads/200>.

(c) The contractor shall be reimbursed for the reasonable and allocable costs incurred in providing training to participants in the United States or other approved location provided such costs do not exceed the limitations in, or have been waived in accordance with, ADS 253.5.5. Note: Academic rates are available through a special website monitored by the United States Information Agency. The website for academic programs is: <http://www.iie.org/fulbright/posts/restrict>. U.S.-based participants receive the standardized U.S. travel per diem rates maintained by GSA for short-term training (website:<http://policyworks.gov>).

H. 23 VOLUNTARY POPULATION PLANNING ACTIVITIES

VOLUNTARY POPULATION PLANNING ACTIVITIES (JUNE 2008)

(a) *Requirements for Voluntary Sterilization Program.* None of the funds made available under this contract shall be used to pay for the performance of involuntary sterilization as a method of family planning or to coerce or provide any financial incentive to any individual to practice sterilization.

(b) *Prohibition on Abortion-Related Activities.*

(1) No funds made available under this contract will be used to finance, support, or be attributed to the following activities: (i) procurement or distribution of equipment intended to be used for the purpose of inducing abortions as a method of family planning; (ii) special fees or incentives to any person to coerce or motivate them to have abortions; (iii) payments to persons to perform abortions or to solicit persons to undergo abortions; (iv) information, education, training, or communication programs that seek to promote abortion as a method of family planning; and (v) lobbying for or against abortion. The term "motivate", as it relates to family planning assistance, shall not be construed to prohibit the provision, consistent with local law, of information or counseling about all pregnancy options.

(2) No funds made available under this contract will be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilizations as a means of family planning. Epidemiologic or descriptive research to assess the incidence, extent or consequences of abortions is not precluded.

(c) The contractor shall insert this provision in all subcontracts.

(End of clause).

H.24 PROHIBITION ON THE USE OF FEDERAL FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE THE LEGALIZATION OR PRACTICE OF PROSTITUTION– TIP ACQUISITION (MAY 2007)

(a) The U.S. Government is opposed to prostitution and related activities, which are inherently harmful and dehumanizing, and contribute to the phenomenon of trafficking in persons. None of the funds made available under this contract may be used to promote, support, or advocate the legalization or practice of prostitution. Nothing in the immediately preceding sentence shall be construed to preclude assistance designed to ameliorate the suffering of, or health risks to, victims while they are being trafficked or after they are out of the situation that resulted from such victims being trafficked.

(b) The contractor shall insert this clause, in its entirety, in all sub-awards under this award.

(c) This provision includes express terms and conditions of the contract and any violation of it shall be grounds for unilateral termination of the contract, in whole or in part, by USAID prior to the end of the term.

(End of Provision)”

[END OF SECTION H]

PART II - CONTRACT CLAUSES**SECTION I - CONTRACT CLAUSES****I.1 NOTICE LISTING CONTRACT CLAUSES INCORPORATED BY REFERENCE**

The following contract clauses pertinent to this section are hereby incorporated by reference (by Citation Number, Title, and Date) in accordance with the clause at FAR "52.252-2 CLAUSES INCORPORATED BY REFERENCE" in Section I of this contract. See FAR 52.252-2 for an internet address (if specified) for electronic access to the full text of a clause.

NUMBER	TITLE	DATE
	FEDERAL ACQUISITION REGULATION (48 CFR Chapter 1)	
52.202-1	DEFINITIONS	JUL 2004
52.203-3	GRATUITIES	APR 1984
52.203-5	COVENANT AGAINST CONTINGENT FEES	APR 1984
52.203-6	RESTRICTIONS ON SUBCONTRACTOR SALES TO THE GOVERNMENT	SEP 2006
52.203-7	ANTI-KICKBACK PROCEDURES	JUL 1995
52.203-8	CANCELLATION, RESCISSION, AND RECOVERY OF FUNDS FOR ILLEGAL OR IMPROPER ACTIVITY	JAN 1997
52.203-10	PRICE OR FEE ADJUSTMENT FOR ILLEGAL OR IMPROPER ACTIVITY	JAN 1997
52.203-12	LIMITATION ON PAYMENTS TO INFLUENCE CERTAIN FEDERAL TRANSACTIONS	SEP 2007
52.204-4	PRINTED OR COPIED DOUBLE-SIDED ON RECYCLED PAPER	AUG 2000
52.209-6	PROTECTING THE GOVERNMENT'S INTEREST WHEN SUBCONTRACTING WITH CONTRACTORS DEBARRED, SUSPENDED, OR PROPOSED FOR DEBARMENT	SEPT 2006
52.215-2	AUDIT AND RECORDS--NEGOTIATION	JUN 1999
52.215-8	ORDER OF PRECEDENCE--UNIFORM CONTRACT FORMAT	OCT 1997
52.215-10	PRICE REDUCTION FOR DEFECTIVE COST OR PRICING DATA	OCT 1997
52.215-11	PRICE REDUCTION FOR DEFECTIVE COST OR PRICING DATA--MODIFICATIONS	OCT 1997
52.215-12	SUBCONTRACTOR COST OR PRICING DATA	OCT 1997
52.215-13	SUBCONTRACTOR COST OR PRICING DATA--MODIFICATIONS	OCT 1997
52.215-14	INTEGRITY OF UNIT PRICES	OCT 1997
52.215-15	PENSION ADJUSTMENTS AND ASSET REVERSIONS (JAN 2004)	OCT 2004
52.215-18	REVERSION OR ADJUSTMENT OF PLANS FOR POSTRETIREMENT BENEFITS OTHER THAN PENSIONS (PRB)	JUL 2005
52.215-19	NOTIFICATION OF OWNERSHIP CHANGES	OCT 1997

52.216-7	ALLOWABLE COST AND PAYMENT	DEC 2002
52.216-8	FIXED-FEE	MAR 1997
52.219-4	NOTICE OF PRICE EVALUATION PREFERENCE FOR HUBZONE SMALL BUSINESS CONCERNS (JAN 1999)	JULY 2005
52.219-25	SMALL DISADVANTAGED BUSINESS PARTICIPATION PROGRAM--DISADVANTAGED STATUS AND REPORTING	OCT 1999
52.222-3	CONVICT LABOR	JUN 2003
52.222-19	CHILD LABOR - COOPERATION WITH AUTHORITIES AND REMEDIES	JAN 2006
52.225-13	RESTRICTIONS ON CERTAIN FOREIGN PURCHASES	FEB 2006
52.227-14	RIGHTS IN DATA – GENERAL	JUN 1987
52.228-3	WORKERS' COMPENSATION INSURANCE (DEFENSE BASE ACT)	APR 1984
52.228-7	INSURANCE--LIABILITY TO THIRD PERSONS	MAR 1996
52.232-17	INTEREST	JUN 1996
52.232-22	LIMITATION OF FUNDS	APR 1984
52.232-23	ASSIGNMENT OF CLAIMS	JAN 1986
52.233-1	DISPUTES	JUL 2002
52.233-3	PROTEST AFTER AWARD ALTERNATE I (JUN 1985)	AUG 1996
52.242-1	NOTICE OF INTENT TO DISALLOW COSTS	APR 1984
52.242-3	PENALTIES FOR UNALLOWABLE COSTS	MAY 2001
52.242-4	CERTIFICATION OF FINAL INDIRECT COSTS	JAN 1997
52.242-13	BANKRUPTCY	JUL 1995
52.243-2	CHANGES--COST REIMBURSEMENT ALTERNATE II (APR 1984)	AUG 1987
52.244-2	SUBCONTRACTS ALTERNATE II (AUG 1998)	AUG 1998
52.244-5	COMPETITION IN SUBCONTRACTING	DEC 1996
52.244-6	SUBCONTRACTS FOR COMMERCIAL ITEMS	SEPT 2006
52.246-23	LIMITATION OF LIABILITY	FEB 1997
52.249-6	TERMINATION (COST-REIMBURSEMENT)	MAY 2004
52.249-14	EXCUSABLE DELAYS	APR 1984
52.251-1	GOVERNMENT SUPPLY SOURCES	APR 1984
52.253-1	COMPUTER GENERATED FORMS	JAN 1991

NUMBER	TITLE	DATE
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AIDAR 48 CFR Chapter 7

752.202-1	DEFINITIONS	
752.211-70	LANGUAGE AND MEASUREMENT	JUN 1992
752.225-71	LOCAL PROCUREMENT	FEB 1997
752.228-3	WORKER'S COMPENSATION INSURANCE (DEFENSE BASE ACT)	
752.228-7	INSURANCE-LIABILITY TO THIRD PERSONS	
752.228-70	MEDICAL EVACUATION (MEDVAC) SERVICES	MAR 1993
752.245-70	GOVERNMENT PROPERTY-USAID REPORTING REQUIREMENTS	
752.245-71	TITLE TO AND CARE OF PROPERTY	APR 1984
752.7001	BIOGRAPHICAL DATA	JUL 1997

752.7002	TRAVEL AND TRANSPORTATION	JAN 1990
752.7006	NOTICES	APR 1984
752.7008	USE OF GOVERNMENT FACILITIES OR PERSONNEL	APR 1984
752.7010	CONVERSION OF U.S. DOLLARS TO LOCAL CURRENCY	APR 1984
752.7011	ORIENTATION AND LANGUAGE TRAINING	APR 1984
752.7013	CONTRACTOR-MISSION RELATIONSHIPS	OCT 1989
752.7014	NOTICE OF CHANGES IN TRAVEL REGULATIONS	JAN 1990
752.7015	USE OF POUCH FACILITIES	JUL 1997
752.7025	APPROVALS	APR 1984
752.7028	DIFFERENTIALS AND ALLOWANCES	JUL 1996
752.7029	POST PRIVILEGES	JUL 1993
752.2032	INTERNATIONAL TRAVEL APPROVAL	JAN 1990
752.7033	PHYSICAL FITNESS	JUL 1997
752.7034	ACKNOWLEDGEMENT AND DISCLAIMER	DEC 1991

I.2 52.215-21 REQUIREMENTS FOR COST OR PRICING DATA OR INFORMATION OTHER THAN COST OR PRICING DATA-- MODIFICATIONS (OCT 1997)

(a) Exceptions from cost or pricing data. (1) In lieu of submitting cost or pricing data for modifications under this contract, for price adjustments expected to exceed the threshold set forth at FAR 15.403-4 on the date of the agreement on price or the date of the award, whichever is later, the Contractor may submit a written request for exception by submitting the information described in the following subparagraphs. The Contracting Officer may require additional supporting information, but only to the extent necessary to determine whether an exception should be granted, and whether the price is fair and reasonable--

(i) Identification of the law or regulation establishing the price offered. If the price is controlled under law by periodic rulings, reviews, or similar actions of a governmental body, attach a copy of the controlling document, unless it was previously submitted to the contracting office.

(ii) Information on modifications of contracts or subcontracts for commercial items. (A) If--

(1) The original contract or subcontract was granted an exception from cost or pricing data requirements because the price agreed upon was based on adequate price competition or prices set by law or regulation, or was a contract or subcontract for the acquisition of a commercial item; and

(2) The modification (to the contract or subcontract) is not exempted based on one of these exceptions, then the Contractor may provide information to establish that the modification would not change the contract or subcontract from a contract or subcontract for the acquisition of a commercial item to a contract or subcontract for the acquisition of an item other than a commercial item.

(B) For a commercial item exception, the Contractor must provide, at a minimum, information on prices at which the same item or similar items have previously been sold that is adequate for evaluating the reasonableness of the price of the modification. Such information may include--

(1) For catalog items, a copy of or identification of the catalog and its date, or the appropriate pages for the offered items, or a statement that the catalog is on file in the buying office to which the proposal is being submitted. Provide a copy or describe current discount policies and price lists (published or unpublished), e.g., wholesale, original equipment manufacturer, or reseller. Also explain the basis of each offered price and its relationship to the established catalog price, including how the proposed price relates to the price of recent sales in quantities similar to the proposed quantities.

(2) For market-priced items, the source and date or period of the market quotation or other basis for market price, the base amount, and applicable discounts. In addition, describe the nature of the market.

(3) For items included on an active Federal Supply Service Multiple Award Schedule contract, proof that an exception has been granted for the schedule item.

(4) The Contractor grants the Contracting Officer or an authorized representative the right to examine, at any time before award, books, records, documents, or other directly pertinent records to verify any request for an exception under this clause, and the reasonableness of price. For items priced using catalog or market prices, or law or regulation, access does not extend to cost or profit information or other data relevant solely to the Contractor's determination of the prices to be offered in the catalog or marketplace.

(b) Requirements for cost or pricing data. If the Contractor is not granted an exception from the requirement to submit cost or pricing data, the following applies:

(1) The Contractor must submit cost or pricing data and supporting attachments in accordance with Table 15-2 of FAR 15.408.

(2) As soon as practicable after agreement on price, but before award (except for unpriced actions), the Contractor must submit a Certificate of Current Cost or Pricing Data, as prescribed by FAR 15.406-2.

I.3 52.222.39 NOTIFICATION OF EMPLOYEE RIGHTS CONCERNING PAYMENT OF UNION DUES OR FEES. (DEC 2004)

(a) Definition. As used in this clause—

“United States” means the 50 States, the District of Columbia, Puerto Rico, the Northern Mariana Islands, American Samoa, Guam, the U.S. Virgin Islands, and Wake Island.

(b) Except as provided in paragraph (e) of this clause, during the term of this contract, the Contractor must post a notice, in the form of a poster, informing employees of their rights concerning union membership and payment of union dues and fees, in conspicuous places in and about all its plants and offices, including all places where notices to employees are customarily posted. The notice must include the following information (except that the information pertaining to National Labor Relations Board must not be included in notices posted in the plants or offices of carriers subject to the Railway Labor Act, as amended (45 U.S.C. 151-188)).

Notice to Employees

Under Federal law, employees cannot be required to join a union or maintain membership in a union in order to retain their jobs. Under certain conditions, the law permits a union and an employer to enter into a union-security agreement requiring employees to pay uniform periodic dues and initiation fees. However, employees who are not union members can object to the use

of their payments for certain purposes and can only be required to pay their share of union costs relating to collective bargaining, contract administration, and grievance adjustment.

If you do not want to pay that portion of dues or fees used to support activities not related to collective bargaining, contract administration, or grievance adjustment, you are entitled to an appropriate reduction in your payment. If you believe that you have been required to pay dues or fees used in part to support activities not related to collective bargaining, contract administration, or grievance adjustment, you may be entitled to a refund and to an appropriate reduction in future payments.

For further information concerning your rights, you may wish to contact the National Labor Relations Board (NLRB) either at one of its Regional offices or at the following address or toll free number:

National Labor Relations Board
 Division of Information
 1099 14th Street, N.W.
 Washington, DC 20570
 1-866-667-6572
 1-866-316-6572 (TTY)

To locate the nearest NLRB office, see NLRB's website at <http://www.nlr.gov>.

(c) The Contractor must comply with all provisions of Executive Order 13201 of February 17, 2001, and related implementing regulations at 29 CFR Part 470, and orders of the Secretary of Labor.

(d) In the event that the Contractor does not comply with any of the requirements set forth in paragraphs (b), (c), or (g), the Secretary may direct that this contract be cancelled, terminated, or suspended in whole or in part, and declare the Contractor ineligible for further Government contracts in accordance with procedures at 29 CFR Part 470, Subpart B—Compliance Evaluations, Complaint Investigations and Enforcement Procedures. Such other sanctions or remedies may be imposed as are provided by 29 CFR Part 470, which implements Executive Order 13201, or as are otherwise provided by law.

(e) The requirement to post the employee notice in paragraph (b) does not apply to—

- (1) Contractors and subcontractors that employ fewer than 15 persons;
- (2) Contractor establishments or construction work sites where no union has been formally recognized by the Contractor or certified as the exclusive bargaining representative of the Contractor's employees;
- (3) Contractor establishments or construction work sites located in a jurisdiction named in the definition of the United States in which the law of that jurisdiction forbids enforcement of union-security agreements;
- (4) Contractor facilities where upon the written request of the Contractor, the Department of Labor Deputy Assistant Secretary for Labor-Management Programs has waived the posting requirements with respect to any of the Contractor's facilities if the Deputy Assistant Secretary finds that the Contractor has demonstrated that—
 - (i) The facility is in all respects separate and distinct from activities of the Contractor related to the performance of a contract; and
 - (ii) Such a waiver will not interfere with or impede the effectuation of the Executive order; or
- (5) Work outside the United States that does not involve the recruitment or employment of workers within the United States.

(f) The Department of Labor publishes the official employee notice in two variations; one for contractors covered by the Railway Labor Act and a second for all other contractors. The Contractor must—

- (1) Obtain the required employee notice poster from the Division of Interpretations and Standards, Office of Labor-Management Standards, U.S. Department of Labor, 200 Constitution

Avenue, NW, Room N-5605, Washington, DC 20210, or from any field office of the Department's Office of Labor-Management Standards or Office of Federal Contract Compliance Programs;

(2) Download a copy of the poster from the Office of Labor-Management Standards website at <http://www.olms.dol.gov>; or

(3) Reproduce and use exact duplicate copies of the Department of Labor's official poster.

(g) The Contractor must include the substance of this clause in every subcontract or purchase order that exceeds the simplified acquisition threshold, entered into in connection with this contract, unless exempted by the Department of Labor Deputy Assistant Secretary for Labor-Management Programs on account of special circumstances in the national interest under authority of 29 CFR 470.3(c). For indefinite quantity subcontracts, the Contractor must include the substance of this clause if the value of orders in any calendar year of the subcontract is expected to exceed the simplified acquisition threshold. Pursuant to 29 CFR Part 470, Subpart B—Compliance Evaluations, Complaint Investigations and Enforcement Procedures, the Secretary of Labor may direct the Contractor to take such action in the enforcement of these regulations, including the imposition of sanctions for noncompliance with respect to any such subcontract or purchase order. If the Contractor becomes involved in litigation with a subcontractor or vendor, or is threatened with such involvement, as a result of such direction, the Contractor may request the United States, through the Secretary of Labor, to enter into such litigation to protect the interests of the United States.

I.4 52.232-25 PROMPT PAYMENT (OCT 2008)

Notwithstanding any other payment clause in this contract, the Government will make invoice payments under the terms and conditions specified in this clause. The Government considers payment as being made on the day a check is dated or the date of an electronic funds transfer (EFT). Definitions of pertinent terms are set forth in sections [2.101](#), [32.001](#), and [32.902](#) of the Federal Acquisition Regulation. All days referred to in this clause are calendar days, unless otherwise specified. (However, see paragraph (a)(4) of this clause concerning payments due on Saturdays, Sundays, and legal holidays.)

(a) *Invoice payments*—

(1) *Due date.*

(i) Except as indicated in paragraphs (a)(2) and (c) of this clause, the due date for making invoice payments by the designated payment office is the later of the following two events:

(A) The 30th day after the designated billing office receives a proper invoice from the Contractor (except as provided in paragraph (a)(1)(ii) of this clause).

(B) The 30th day after Government acceptance of supplies delivered or services performed. For a final invoice, when the payment amount is subject to contract settlement actions, acceptance is deemed to occur on the effective date of the contract settlement.

(ii) If the designated billing office fails to annotate the invoice with the actual date of receipt at the time of receipt, the invoice payment due date is the 30th day after the date of the Contractor's invoice, provided the designated billing office receives a proper invoice and there is no disagreement over quantity, quality, or Contractor compliance with contract requirements.

(2) *Certain food products and other payments.*

(i) Due dates on Contractor invoices for meat, meat food products, or fish; perishable agricultural commodities; and dairy products, edible fats or oils, and food products prepared from edible fats or oils are—

(A) For meat or meat food products, as defined in section 2(a)(3) of the Packers and Stockyard Act of 1921 ([7 U.S.C. 182\(3\)](#)), and as further defined in Pub. L. 98-181, including any edible

fresh or frozen poultry meat, any perishable poultry meat food product, fresh eggs, and any perishable egg product, as close as possible to, but not later than, the 7th day after product delivery.

(B) For fresh or frozen fish, as defined in section 204(3) of the Fish and Seafood Promotion Act of 1986 ([16 U.S.C. 4003\(3\)](#)), as close as possible to, but not later than, the 7th day after product delivery.

(C) For perishable agricultural commodities, as defined in section 1(4) of the Perishable Agricultural Commodities Act of 1930 ([7 U.S.C. 499a\(4\)](#)), as close as possible to, but not later than, the 10th day after product delivery, unless another date is specified in the contract.

(D) For dairy products, as defined in section 111(e) of the Dairy Production Stabilization Act of 1983 ([7 U.S.C. 4502\(e\)](#)), edible fats or oils, and food products prepared from edible fats or oils, as close as possible to, but not later than, the 10th day after the date on which a proper invoice has been received. Liquid milk, cheese, certain processed cheese products, butter, yogurt, ice cream, mayonnaise, salad dressings, and other similar products, fall within this classification. Nothing in the Act limits this classification to refrigerated products. When questions arise regarding the proper classification of a specific product, prevailing industry practices will be followed in specifying a contract payment due date. The burden of proof that a classification of a specific product is, in fact, prevailing industry practice is upon the Contractor making the representation.

(ii) If the contract does not require submission of an invoice for payment (e.g., periodic lease payments), the due date will be as specified in the contract.

(3) *Contractor's invoice.* The Contractor shall prepare and submit invoices to the designated billing office specified in the contract. A proper invoice must include the items listed in paragraphs (a)(3)(i) through (a)(3)(x) of this clause. If the invoice does not comply with these requirements, the designated billing office will return it within 7 days after receipt (3 days for meat, meat food products, or fish; 5 days for perishable agricultural commodities, dairy products, edible fats or oils, and food products prepared from edible fats or oils), with the reasons why it is not a proper invoice. The Government will take into account untimely notification when computing any interest penalty owed the Contractor.

(i) Name and address of the Contractor.

(ii) Invoice date and invoice number. (The Contractor should date invoices as close as possible to the date of the mailing or transmission.)

(iii) Contract number or other authorization for supplies delivered or services performed (including order number and contract line item number).

(iv) Description, quantity, unit of measure, unit price, and extended price of supplies delivered or services performed.

(v) Shipping and payment terms (e.g., shipment number and date of shipment, discount for prompt payment terms). Bill of lading number and weight of shipment will be shown for shipments on Government bills of lading.

(vi) Name and address of Contractor official to whom payment is to be sent (must be the same as that in the contract or in a proper notice of assignment).

(vii) Name (where practicable), title, phone number, and mailing address of person to notify in the event of a defective invoice.

(viii) Taxpayer Identification Number (TIN). The Contractor shall include its TIN on the invoice only if required elsewhere in this contract.

(ix) Electronic funds transfer (EFT) banking information.

(A) The Contractor shall include EFT banking information on the invoice only if required elsewhere in this contract.

(B) If EFT banking information is not required to be on the invoice, in order for the invoice to be a proper invoice, the Contractor shall have submitted correct EFT banking information in accordance with the applicable solicitation provision (e.g., [52.232-38](#), Submission of Electronic

Funds Transfer Information with Offer), contract clause (e.g., 52.232-33, Payment by Electronic Funds Transfer— Central Contractor Registration, or 52.232-34, Payment by Electronic Funds Transfer-Other Than Central Contractor Registration), or applicable agency procedures.

(C) EFT banking information is not required if the Government waived the requirement to pay by EFT.

(x) Any other information or documentation required by the contract (e.g., evidence of shipment).

(4) *Interest penalty.* The designated payment office will pay an interest penalty automatically, without request from the Contractor, if payment is not made by the due date and the conditions listed in paragraphs (a)(4)(i) through (a)(4)(iii) of this clause are met, if applicable. However, when the due date falls on a Saturday, Sunday, or legal holiday, the designated payment office may make payment on the following working day without incurring a late payment interest penalty.

(i) The designated billing office received a proper invoice.

(ii) The Government processed a receiving report or other Government documentation authorizing payment, and there was no disagreement over quantity, quality, or Contractor compliance with any contract term or condition.

(iii) In the case of a final invoice for any balance of funds due the Contractor for supplies delivered or services performed, the amount was not subject to further contract settlement actions between the Government and the Contractor.

(5) *Computing penalty amount.* The Government will compute the interest penalty in accordance with the Office of Management and Budget prompt payment regulations at 5 CFR Part 1315.

(i) For the sole purpose of computing an interest penalty that might be due the Contractor, Government acceptance is deemed to occur constructively on the 7th day (unless otherwise specified in this contract) after the Contractor delivers the supplies or performs the services in accordance with the terms and conditions of the contract, unless there is a disagreement over quantity, quality, or Contractor compliance with a contract provision. If actual acceptance occurs within the constructive acceptance period, the Government will base the determination of an interest penalty on the actual date of acceptance. The constructive acceptance requirement does not, however, compel Government officials to accept supplies or services, perform contract administration functions, or make payment prior to fulfilling their responsibilities.

(ii) The prompt payment regulations at 5 CFR 1315.10(c) do not require the Government to pay interest penalties if payment delays are due to disagreement between the Government and the Contractor over the payment amount or other issues involving contract compliance, or on amounts temporarily withheld or retained in accordance with the terms of the contract. The Government and the Contractor shall resolve claims involving disputes and any interest that may be payable in accordance with the clause at FAR 52.233-1, Disputes.

(6) *Discounts for prompt payment.* The designated payment office will pay an interest penalty automatically, without request from the Contractor, if the Government takes a discount for prompt payment improperly. The Government will calculate the interest penalty in accordance with the prompt payment regulations at 5 CFR Part 1315.

(7) *Additional interest penalty.* (i) The designated payment office will pay a penalty amount, calculated in accordance with the prompt payment regulations at 5 CFR Part 1315 in addition to the interest penalty amount only if—

(A) The Government owes an interest penalty of \$1 or more;

(B) The designated payment office does not pay the interest penalty within 10 days after the date the invoice amount is paid; and

(C) The Contractor makes a written demand to the designated payment office for additional penalty payment, in accordance with paragraph (a)(7)(ii) of this clause, postmarked not later than 40 days after the invoice amount is paid.

(ii)(A) The Contractor shall support written demands for additional penalty payments with the following data. The Government will not request any additional data. The Contractor shall—

(1) Specifically assert that late payment interest is due under a specific invoice, and request payment of all overdue late payment interest penalty and such additional penalty as may be required;

(2) Attach a copy of the invoice on which the unpaid late payment interest is due; and

(3) State that payment of the principal has been received, including the date of receipt.

(B) If there is no postmark or the postmark is illegible—

(1) The designated payment office that receives the demand will annotate it with the date of receipt, provided the demand is received on or before the 40th day after payment was made; or

(2) If the designated payment office fails to make the required annotation, the Government will determine the demand's validity based on the date the Contractor has placed on the demand, provided such date is no later than the 40th day after payment was made.

(iii) The additional penalty does not apply to payments regulated by other Government regulations

(e.g., payments under utility contracts subject to tariffs and regulation).

(b) *Contract financing payment.* If this contract provides for contract financing, the Government will make contract financing payments in accordance with the applicable contract financing clause.

(c) *Fast payment procedure due dates.* If this contract contains the clause at [52.213-1](#), Fast Payment Procedure, payments will be made within 15 days after the date of receipt of the invoice.

(d) *Overpayments.* If the Contractor becomes aware of a duplicate contract financing or invoice payment or that the Government has otherwise overpaid on a contract financing or invoice payment, the Contractor shall—

(1) Remit the overpayment amount to the payment office cited in the contract along with a description of the overpayment including the—

(i) Circumstances of the overpayment (e.g., duplicate payment, erroneous payment, liquidation errors, date(s) of overpayment);

(ii) Affected contract number and delivery order number if applicable;

(iii) Affected contract line item or subline item, if applicable; and

(iv) Contractor point of contact.

(2) Provide a copy of the remittance and supporting documentation to the Contracting Officer.

(End of clause)

Alternate I (Feb 2002). As prescribed in [32.908\(c\)\(3\)](#), add the following paragraph (e) to the basic clause:

(e) *Invoices for interim payments.* For interim payments under this cost-reimbursement contract for services—

(1) Paragraphs (a)(2), (a)(3), (a)(4)(ii), (a)(4)(iii), and

(a)(5)(i) do not apply;

(2) For purposes of computing late payment interest penalties that may apply, the due date for payment is the 30th day after the designated billing office receives a proper invoice; and

(3) The contractor shall submit invoices for interim payments in accordance with paragraph (a) of FAR 52.216-7, Allowable Cost and Payment. If the invoice does not comply with contract requirements, it will be returned within 7 days after the date the designated billing office received the invoice.

I.5 52.252-2 CLAUSES INCORPORATED BY REFERENCE (FEB 1998)

This contract incorporates one or more clauses by reference, with the same force and effect as if they were given in full text. Upon request, the Contracting Officer will make their full text available. Also, the full text of a clause may be accessed electronically at this/these address(es):

<http://www.arnet.gov/far/index.html>

752.242-70 Periodic Progress Reports (July 1998)

(a) The contractor must prepare and submit progress reports as specified in the Schedule of this contract. These reports are separate from the interim and final performance evaluation reports prepared by USAID in accordance with (48 CFR) FAR 42.15 and internal Agency procedures, but they may be used by USAID personnel or their authorized representatives when evaluating the contractor's performance.

(b) During any delay in furnishing a progress report required under this contract, the contracting officer may withhold from payment an amount not to exceed US\$25,000 (or local currency equivalent) or 5 percent of the amount of this contract, whichever is less, until such time as the contracting officer determines that the delay no longer has a detrimental effect on the Government's ability to monitor the contractor's progress.

I.6 52.204-7 CENTRAL CONTRACTOR REGISTRATION (JULY 2006)

(a) Definitions. As used in this clause—

“Central Contractor Registration (CCR) database” means the primary Government repository for Contractor information required for the conduct of business with the Government.

“Data Universal Numbering System (DUNS) number” means the 9-digit number assigned by Dun and Bradstreet, Inc. (D&B) to identify unique business entities.

“Data Universal Numbering System +4 (DUNS+4) number” means the DUNS number assigned by D&B plus a 4-character suffix that may be assigned by a business concern. (D&B has no affiliation with this 4-character suffix.) This 4-character suffix may be assigned at the discretion of the business concern to establish additional CCR records for identifying alternative Electronic Funds Transfer (EFT) accounts (see the FAR at [Subpart 32.11](#)) for the same concern.

“Registered in the CCR database” means that—

(1) The Contractor has entered all mandatory information, including the DUNS number or the DUNS+4 number, into the CCR database; and

(2) The Government has validated all mandatory data fields, to include validation of the Taxpayer Identification Number (TIN) with the Internal Revenue Service (IRS), and has marked the record "Active". The Contractor will be required to provide consent for TIN validation to the Government as a part of the CCR registration process.

(b)(1) By submission of an offer, the offeror acknowledges the requirement that a prospective awardee shall be registered in the CCR database prior to award, during performance, and through final payment of any contract, basic agreement, basic ordering agreement, or blanket purchasing agreement resulting from this solicitation.

(2) The offeror shall enter, in the block with its name and address on the cover page of its offer, the annotation "DUNS" or "DUNS +4" followed by the DUNS or DUNS +4 number that identifies the offeror's name and address exactly as stated in the offer. The DUNS number will be used by the Contracting Officer to verify that the offeror is registered in the CCR database.

(c) If the offeror does not have a DUNS number, it should contact Dun and Bradstreet directly to obtain one.

(1) An offeror may obtain a DUNS number—

(i) Via the Internet at <http://fedgov.dnb.com/webform> or if the offeror does not have internet access, it may call Dun and Bradstreet at 1-866-705-5711 if located within the United States; or

(ii) If located outside the United States, by contacting the local Dun and Bradstreet office. The offeror should indicate that it is an offeror for a U.S. Government contract when contacting the local Dun and Bradstreet office.

(2) The offeror should be prepared to provide the following information:

(i) Company legal business.

(ii) Tradestyle, doing business, or other name by which your entity is commonly recognized.

(iii) Company Physical Street Address, City, State, and ZIP Code.

(iv) Company Mailing Address, City, State and ZIP Code (if separate from physical).

(v) Company Telephone Number.

(vi) Date the company was started.

(vii) Number of employees at your location.

(viii) Chief executive officer/key manager.

(ix) Line of business (industry).

(x) Company Headquarters name and address (reporting relationship within your entity).

(d) If the Offeror does not become registered in the CCR database in the time prescribed by the Contracting Officer, the Contracting Officer will proceed to award to the next otherwise successful registered Offeror.

(e) Processing time, which normally takes 48 hours, should be taken into consideration when registering. Offerors who are not registered should consider applying for registration immediately upon receipt of this solicitation.

(f) The Contractor is responsible for the accuracy and completeness of the data within the CCR database, and for any liability resulting from the Government's reliance on inaccurate or incomplete data. To remain registered in the CCR database after the initial registration, the

Contractor is required to review and update on an annual basis from the date of initial registration or subsequent updates its information in the CCR database to ensure it is current, accurate and complete. Updating information in the CCR does not alter the terms and conditions of this contract and is not a substitute for a properly executed contractual document.

(g)

(1)

(i) If a Contractor has legally changed its business name, “doing business as” name, or division name (whichever is shown on the contract), or has transferred the assets used in performing the contract, but has not completed the necessary requirements regarding novation and change-of-name agreements in [Subpart 42.12](#), the Contractor shall provide the responsible Contracting Officer a minimum of one business day’s written notification of its intention to (A) change the name in the CCR database; (B) comply with the requirements of [Subpart 42.12](#) of the FAR; and (C) agree in writing to the timeline and procedures specified by the responsible Contracting Officer. The Contractor must provide with the notification sufficient documentation to support the legally changed name.

(ii) If the Contractor fails to comply with the requirements of paragraph (g)(1)(i) of this clause, or fails to perform the agreement at paragraph (g)(1)(i)(C) of this clause, and, in the absence of a properly executed novation or change-of-name agreement, the CCR information that shows the Contractor to be other than the Contractor indicated in the contract will be considered to be incorrect information within the meaning of the “Suspension of Payment” paragraph of the electronic funds transfer (EFT) clause of this contract.

(2) The Contractor shall not change the name or address for EFT payments or manual payments, as appropriate, in the CCR record to reflect an assignee for the purpose of assignment of claims (see FAR [Subpart 32.8](#), Assignment of Claims). Assignees shall be separately registered in the CCR database. Information provided to the Contractor’s CCR record that indicates payments, including those made by EFT, to an ultimate recipient other than that Contractor will be considered to be incorrect information within the meaning of the “Suspension of payment” paragraph of the EFT clause of this contract.

(h) Offerors and Contractors may obtain information on registration and annual confirmation requirements via the internet at <http://www.ccr.gov> or by calling 1-888-227-2423, or 269-961-5757.

(End of clause)

[END OF SECTION I]

PART III - LIST OF DOCUMENTS, EXHIBITS AND OTHER ATTACHMENTS**SECTION J - LIST OF ATTACHMENTS**

- ATTACHMENT 1 - IDENTIFICATION OF PRINCIPAL GEOGRAPHIC CODE NUMBERS
- ATTACHMENT 2 - USAID FORM 1420-17 - CONTRACTOR BIOGRAPHICAL DATA SHEET

A hard copy is attached at the end of this document; however, for an electronic version, please locate the form at http://www.USAID.GOV/procurement_bus_opp/procurement/forms/
- ATTACHMENT 3 - SF LLL - DISCLOSURE OF LOBBYING ACTIVITIES

A hard copy is attached at the end of this document; however, for an electronic version, please locate the form at http://www.USAID.GOV/procurement_bus_opp/procurement/forms/
- ATTACHMENT 4 - SAMPLE OF SMALL BUSINESS SUBCONTRACTING PLAN
- ATTACHMENT 5 - MATRIX - BRANDING/MARKING PLAN FOR CONTRACTS
- ATTACHMENT 6 – AprenDes Methodology: “Aprendes Fasciculos 1-6”
- ATTACHMENT 7 – AprenDes Methodology Cost Analysis: “Estandarizacion y Costeo del Proyecto AprenDes” Preliminary Report)
- ATTACHMENT 8 – Draft Performance Plan for the 135 Schools in Alternative Development Communities (Outcome 4)
- ATTACHMENT 9 – List of 135 schools in Alternative Development communities.
- ATTACHMENT 10 – List of titles: AprenDes learning and teaching materials.
- ATTACHMENT 11 – CETT learning and teaching materials.
- ATTACHMENT 12 - Acronyms

[END OF SECTION J]

PART IV - REPRESENTATIONS AND INSTRUCTIONS
SECTION K - REPRESENTATIONS, CERTIFICATIONS AND
OTHER STATEMENTS OF OFFERORS

K.1 NOTICE LISTING SOLICITATION PROVISIONS INCORPORATED BY REFERENCE

The following solicitation provisions pertinent to this section are hereby incorporated by reference (by Citation Number, Title, and Date) in accordance with the FAR provision at FAR "52.252-1 SOLICITATION PROVISIONS INCORPORATED BY REFERENCE" in Section L of this solicitation. See FAR 52.252-1 for an internet address (if specified) for electronic access to the full text of a provision.

<u>NUMBER</u>	<u>TITLE</u>	<u>DATE</u>
	FEDERAL ACQUISITION REGULATION (48 CFR Chapter 1)	
52.203-11	CERTIFICATION AND DISCLOSURE REGARDING PAYMENTS TO INFLUENCE CERTAIN FEDERAL TRANSACTIONS	APR 1991

K.2 52.204-8 ANNUAL REPRESENTATIONS AND CERTIFICATIONS (JAN 2006)

(a) (1) The North American Industry Classification System (NAICS) code for this acquisition is ___541990_

(2) The small business size standard is ___N/A .

(3) The small business size standard for a concern which submits an offer in its own name, other than on a construction or service contract, but which proposes to furnish a product which it did not itself manufacture, is 500 employees.

(b) (1) If the clause at 52.204-7, Central Contractor Registration, is included in this solicitation, paragraph (c) of this provision applies.

(2) If the clause at 52.204-7 is not included in this solicitation, and the offeror is currently registered in CCR, and has completed the ORCA electronically, the offeror may choose to use paragraph (c) of this provision instead of completing the corresponding individual representations and certifications in the solicitation. The offeror must indicate which option applies by checking one of the following boxes:

(i) Paragraph (c) applies.

(ii) Paragraph (c) does not apply and the offeror has completed the individual representations and certifications in the solicitation.

(c) The offeror has completed the annual representations and certifications electronically via the Online Representations and Certifications Application (ORCA) website at <http://orca.bpn.gov>. After reviewing the ORCA database information, the offeror verifies by submission of the offer that the representations and certifications currently posted electronically have been entered or updated within the last 12 months, are current, accurate, complete, and applicable to this solicitation (including the business size standard applicable to the NAICS code referenced for this solicitation), as of the date of this offer and are incorporated in this offer by reference (see FAR 4.1201); except for the changes identified below [*offeror to insert changes, identifying change by clause number, title, date*]. These amended representation(s) and/or certification(s) are also incorporated in this offer and are current, accurate, and complete as of the date of this offer.

FAR Clause #	Title	Date	Change
_____	_____	_____	_____

Any changes provided by the offeror are applicable to this solicitation only, and do not result in an update to the representations and certifications posted on ORCA.

K.3 52.230-1 COST ACCOUNTING STANDARDS NOTICES AND CERTIFICATION (JUNE 2000)

NOTE:

This notice does not apply to small businesses or foreign governments.

This notice is in three parts, identified by Roman numerals I through III.

If the offeror is an educational institution, Part II does not apply unless the contemplated contract will be subject to full or modified CAS coverage pursuant to 48 CFR 9903.201-2(c)(5) or 9903.201-2(c)(6), respectively.

Offerors must examine each part and provide the requested information in order to determine Cost Accounting Standards (CAS) requirements applicable to any resultant contract.

I. DISCLOSURE STATEMENT-COST ACCOUNTING PRACTICES AND CERTIFICATION

(a) Any contract in excess of \$500,000 resulting from this solicitation will be subject to the requirements of the Cost Accounting Standards Board (48 CFR Chapter 99), except for those contracts which are exempt as specified in 48 CFR 9903.201-1.

(b) Any offeror submitting a proposal which, if accepted, will result in a contract subject to the requirements of 48 CFR, Chapter 99 must, as a condition of contracting, submit a Disclosure Statement as required by 48 CFR 9903.202. When required, the Disclosure Statement must be submitted as a part of the offeror's proposal under this solicitation unless the offeror has already submitted a Disclosure Statement disclosing the practices used in connection with the pricing of this proposal. If an applicable Disclosure Statement has already been submitted, the offeror may satisfy the requirement for submission by providing the information requested in paragraph (c) of Part I of this provision.

CAUTION: In the absence of specific regulations or agreement, a practice disclosed in a Disclosure Statement must not, by virtue of such disclosure, be deemed to be a proper, approved, or agreed-to practice for pricing proposals or accumulating and reporting contract performance cost data.

(c) Check the appropriate box below:

[](1) Certificate of Concurrent Submission of Disclosure Statement. The offeror hereby certifies that, as a part of the offer, copies of the Disclosure Statement have been submitted as follows: (i) original and one copy to the cognizant Administrative Contracting Officer (ACO) or cognizant Federal agency official authorized to act in that capacity (Federal official), as applicable, and (ii) one copy to the cognizant Federal auditor.

(Disclosure must be on Form No. CASB DS-1 or CASB DS-2, as applicable. Forms may be obtained from the cognizant ACO or Federal official and/or from the loose-leaf version of the Federal Acquisition Regulation.)

Date of Disclosure Statement:

Name and Address of Cognizant ACO or Federal Official Where Filed:

The offeror further certifies that the practices used in estimating costs in pricing this proposal are consistent with the cost accounting practices disclosed in the Disclosure Statement.

[](2) Certificate of Previously Submitted Disclosure Statement. The offeror hereby certifies that the required Disclosure Statement was filed as follows:

Date of Disclosure Statement:

Name and Address of Cognizant ACO or Federal Official Where Filed:

The offeror further certifies that the practices used in estimating costs in pricing this proposal are consistent with the cost accounting practices disclosed in the applicable Disclosure Statement.

[](3) Certificate of Monetary Exemption. The offeror hereby certifies that the offeror, together with all divisions, subsidiaries, and affiliates under common control, did not receive net awards of negotiated prime contracts and subcontracts subject to CAS totaling \$50 million or more in the cost accounting period immediately preceding the period in which this proposal was submitted. The offeror further certifies that if such status changes before an award resulting from this proposal, the offeror will advise the Contracting Officer immediately.

(4) Certificate of Interim Exemption. The offeror hereby certifies that (i) the offeror first exceeded the monetary exemption for disclosure, as defined in (3) of this subsection, in the cost accounting period immediately preceding the period in which this offer was submitted and (ii) in accordance with 48 CFR 9903.202-1, the offeror is not yet required to submit a Disclosure Statement. The offeror further certifies that if an award resulting from this proposal has not been made within 90 days after the end of that period, the offeror will immediately submit a revised certificate to the Contracting Officer, in the form specified under subparagraphs (c)(1) or (c)(2) of Part I of this provision, as appropriate, to verify submission of a completed Disclosure Statement.

CAUTION: Offerors currently required to disclose because they were awarded a CAS-covered prime contract or subcontract of \$50 million or more in the current cost accounting period may not claim this exemption (4). Further, the exemption applies only in connection with proposals submitted before expiration of the 90 day period following the cost accounting period in which the monetary exemption was exceeded.

II. COST ACCOUNTING STANDARDS--ELIGIBILITY FOR MODIFIED CONTRACT COVERAGE

If the offeror is eligible to use the modified provisions of 48 CFR subpart 9903.201-2(b) and elects to do so, the offeror must indicate by checking the box below. Checking the box below must mean that the resultant contract is subject to the Disclosure and Consistency of Cost Accounting Practices clause in lieu of the Cost Accounting Standards clause.

The offeror hereby claims an exemption from the Cost Accounting Standards clause under the provisions of 48 CFR 9903.201- 2(b) and certifies that the offeror is eligible for use of the Disclosure and Consistency of Cost Accounting Practices clause because during the cost accounting period immediately preceding the period in which this proposal was submitted, the offeror received less than \$50 million in awards of CAS-covered prime contracts and subcontracts. The offeror further certifies that if such status changes before an award resulting from this proposal, the offeror will advise the Contracting Officer immediately.

CAUTION: An offeror may not claim the above eligibility for modified contract coverage if this proposal is expected to result in the award of a CAS-covered contract of \$50 million or more or if, during its current cost accounting period, the offeror has been awarded a single CAS-covered prime contract or subcontract of \$50 million or more.

III. ADDITIONAL COST ACCOUNTING STANDARDS APPLICABLE TO EXISTING CONTRACTS

The offeror must indicate below whether award of the contemplated contract would, in accordance with subparagraph (a)(3) of the Cost Accounting Standards clause, require a change in established cost accounting practices affecting existing contracts and subcontracts.

YES NO

K.4. 52.219-23 NOTICE OF PRICE EVALUATION ADJUSTMENT FOR SMALL DISADVANTAGED BUSINESS CONCERNS (OCT 1999)

(a) *Definitions.*

As used in this clause--

"Small disadvantaged business concern" means an offeror that represents, as part of its offer, that it is a small business under the size standard applicable to this acquisition; and either --

(1) It has received certification by the Small Business Administration as a small disadvantaged business concern consistent with 13 CFR part 124, subpart B; and

(i) No material change in disadvantaged ownership and control has occurred since its certification;

(ii) Where the concern is owned by one or more disadvantaged individuals, the net worth of each individual upon whom the certification is based does not exceed \$750,000 after taking into account the applicable exclusions set forth at 13 CFR 124.104(c)(2); and

(iii) It is listed, on the date of its representation, on the register of small disadvantaged business concerns maintained by the Small Business Administration;⁷

(2) It has submitted a completed application to the Small Business Administration or a Private Certifier to be certified as a small disadvantaged business concern in accordance with 13 CFR part 124, subpart B, and a decision on that application is pending, and that no material change in disadvantaged ownership and control has occurred since its application was submitted. In this case, in order to receive the benefit of a price evaluation adjustment, an offeror must receive certification as a small disadvantaged business concern by the Small Business Administration prior to contract award; or

(3) Is a joint venture as defined in 13 CFR 124.1002(f).

"Historically black college or university" means an institution determined by the Secretary of Education to meet the requirements of 34 CFR 608.2. For the Department of Defense (DoD), the National Aeronautics and Space Administration (NASA), and the Coast Guard, the term also includes any nonprofit research institution that was an integral part of such a college or university before November 14, 1986.

"Minority institution" means an institution of higher education meeting the requirements of Section 1046(3) of the Higher Education Act of 1965 (20 U.S.C. 1135d-5(3)) which, for purposes of this clause, includes a Hispanic-serving institution of higher education as defined in Section 316(b)(1) of the Act (20 U.S.C. 1059c(b)(1)).

"United States" means the United States, its territories and possessions, the Commonwealth of Puerto Rico, the U.S. Trust Territory of the Pacific Islands, and the District of Columbia.

(b) *Evaluation adjustment.*

(1) Offers will be evaluated by adding a factor of 10 percent to the price of all offers, except --

(i) Offers from small disadvantaged business concerns that have not waived the adjustment;

⁷ The database may be found on the Worldwide Web at: <http://pro-net.sba.gov/>

(ii) An otherwise successful offer of eligible products under the Trade Agreements Act when the dollar threshold for application of the Act is equaled or exceeded (see section 25.402 of the Federal Acquisition Regulation [FAR]);

(iii) An otherwise successful offer where application of the factor would be inconsistent with a Memorandum of Understanding or other international agreement with a foreign government; and

(ii) For DOD, NASA, and Coast Guard acquisitions, an otherwise successful offer from a historically black college or university or minority institution; and

(v) For DOD acquisitions, an otherwise successful offer of qualifying country end products (see sections 225.000-70 and 252.225-7001 of the Defense FAR Supplement).

(2) The Contracting Officer will apply the factor to a line item or a group of line items on which award may be made. The Contracting Officer will apply other evaluation factors described in the solicitation before application of the factor. The factor may not be applied if using the adjustment would cause the contract award to be made at a price that exceeds the fair market price by more than the factor in paragraph (b)(1) of this clause.

(c) *Waiver of evaluation adjustment.*

A small disadvantaged business concern may elect to waive the adjustment, in which case the factor will be added to its offer for evaluation purposes. The agreements in paragraph (d) of this clause do not apply to offers that waive the adjustment.

_____ Offeror elects to waive the adjustment.

(d) *Agreements.*

(1) A small disadvantaged business concern, that did not waive the adjustment, agrees that in performance of the contract, in the case of a contract for--

(i) Services, except construction, at least 50 percent of the cost of personnel for contract performance will be spent for employees of the concern;

(ii) Supplies (other than procurement from a nonmanufacturer of such supplies), at least 50 percent of the cost of manufacturing, excluding the cost of materials, will be performed by the concern;

(iii) General construction, at least 15 percent of the cost of the contract, excluding the cost of materials, will be performed by employees of the concern; or

(iv) Construction by special trade contractors, at least 25 percent of the cost of the contract, excluding the cost of materials, will be performed by employees of the concern.

(2) A small disadvantaged business concern submitting an offer in its own name agrees to furnish in performing this contract only end items manufactured or produced by small disadvantaged business concerns in the United States. This paragraph does not apply in connection with construction or service contracts.

K.5 752.226-01 DISADVANTAGED ENTERPRISE REPRESENTATION (APR 1991)**(a) *Representation.***

The offeror represents that:

- (1) it [] is, [] is not a small disadvantaged business.⁸
- (2) it [] is, [] is not an historically black college or university, as designated by the Secretary of education pursuant to 34 CFR 608.2.
- (3) it [] is, [] is not a college or university having a student body in which more than 40 percent of the students are Hispanic American.
- (4) it [] is, [] is not a private voluntary organization which is controlled by individuals who are socially and economically disadvantaged.

(b) *Definitions.*

(1) "Asian Pacific Americans," as used in this provision, means United States citizens whose origins are in Japan, China, the Philippines, Vietnam, Korea, Somoa, Guam, the U.S. Trust Territory of the Pacific Islands (Republic of Palau), the Northern Mariana Islands, Laos, Kampuchea (Cambodia), Taiwan, Burma, Thailand, Malaysia, Indonesia, Singapore, Brunei, Republic of the Marshall Islands, or the Federated States of Micronesia.

(2) "Controlled by socially and economically disadvantaged individuals" means management and daily business are controlled by one or more such individuals.

(3) "Native Americans," as used in this provision, means American Indians, Eskimos, Aleuts, and Native Hawaiians.

(4) "Owned by socially and economically disadvantaged individuals" means at least 51 percent owned by one or more individuals who are both socially and economically disadvantaged, or a publicly owned business having at least 51 percent of its stock owned by one or more socially and economically disadvantaged individuals.

(5) "Small Business Concern," as used in this provision, means a U.S. concern [as defined in FAR 19.001], including its affiliates [as defined in FAR 19.101], that is independently owned and operated, not dominant in the field of operation in which it is bidding on Government contracts, and qualifies as a small business under the criteria and size standards in 13 CFR 121.⁹

(6) "Small Disadvantaged Business," as used in this provision, means a small business concern that (a) is at least 51 percent owned by one or more individuals who are both socially and economically disadvantaged, or a publicly owned business having at least 51

⁸ The small business size standard for this acquisition is set forth in Section K.106 of this solicitation.

⁹ The small business size standard for this acquisition is set forth in Section K.106 of this solicitation.

percent of its stock owned by one or more socially and economically disadvantaged individuals and (b) has its management and daily business controlled by one or more such individuals.

(7) "Subcontinent Asian Americans," as used in this provision, means United States citizens whose origins are in India, Pakistan, Bangladesh, Sri Lanka, Bhutan, or Nepal.

(c) *Qualified Groups.*

The offeror must presume that socially and economically disadvantaged individuals include Black Americans, Hispanic Americans, Native Americans, Asian Pacific Americans, Subcontinent Asian Americans, and women.

K.6 INSURANCE - IMMUNITY FROM TORT-LIABILITY

The offeror represents that it [] is, [] is not a State agency or charitable institution, and that it [] is not immune, [] is partially immune, [] is totally immune from tort liability to third persons.

K.7 AGREEMENT ON, OR EXCEPTIONS TO, TERMS AND CONDITIONS

The offeror has reviewed the solicitation (Sections B through J of which will become the contract) and [] agrees to the terms and conditions set forth therein; or [] has the following exceptions (continue on a separate attachment page, if necessary):

K.8 SIGNATURE

By signature hereon, or on an offer incorporating these Representations, Certifications, and Other Statements of Offerors, the offeror certifies that they are accurate, current, and complete, and that the offeror is aware of the penalty prescribed in 18 U.S.C. 1001 for making false statements in offers.

Solicitation No. _____

Offer/Proposal No. _____

Date of Offer _____

Name of Offeror _____

Typed Name and Title _____

Signature _____ Date _____

[END OF SECTION K]

SECTION L

SECTION L - INSTRUCTIONS, CONDITIONS, AND NOTICES TO OFFERORS

L.1 NOTICE LISTING SOLICITATION PROVISIONS INCORPORATED BY REFERENCE

The following solicitation provisions pertinent to this section are hereby incorporated by reference (by Citation Number, Title, and Date) in accordance with the FAR provision at FAR "52.252-1 SOLICITATION PROVISIONS INCORPORATED BY REFERENCE" in Section L of this solicitation. See FAR 52.252-1 for an internet address (if specified) for electronic access to the full text of a provision.

NUMBER	TITLE	DATE
	FEDERAL ACQUISITION REGULATION (48 CFR Chapter 1)	
52.215-16	FACILITIES CAPITAL COST OF MONEY	JUN 2003
52.219-24	SMALL DISADVANTAGED BUSINESS PARTICIPATION PROGRAM--TARGETS	OCT 2000
52.237-10	IDENTIFICATION OF UNCOMPENSATED OVERTIME	OCT 1997

L.2 52.215-1 INSTRUCTIONS TO OFFERORS—COMPETITIVE ACQUISITION (JAN 2004)

(a) Definitions. As used in this provision—

“Discussions” are negotiations that occur after establishment of the competitive range that may, at the Contracting Officer’s discretion, result in the offeror being allowed to revise its proposal.

“In writing,” “writing,” or “written” means any worded or numbered expression that can be read, reproduced, and later communicated, and includes electronically transmitted and stored information.

“Proposal modification” is a change made to a proposal before the solicitation’s closing date and time, or made in response to an amendment, or made to correct a mistake at any time before award.

“Proposal revision” is a change to a proposal made after the solicitation closing date, at the request of or as allowed by a Contracting Officer as the result of negotiations.

“Time,” if stated as a number of days, is calculated using calendar days, unless otherwise specified, and will include Saturdays, Sundays, and legal holidays. However, if the last day falls on a Saturday, Sunday, or legal holiday, then the period must include the next working day.

(b) Amendments to solicitations. If this solicitation is amended, all terms and conditions that are not amended remain unchanged. Offerors must acknowledge receipt of any amendment to this solicitation by the date and time specified in the amendment(s).

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(c) Submission, modification, revision, and withdrawal of proposals.

(1) Unless other methods (e.g., electronic commerce or facsimile) are permitted in the solicitation, proposals and modifications to proposals must be submitted in paper media in sealed envelopes or packages (i) addressed to the office specified in the solicitation, and (ii) showing the time and date specified for receipt, the solicitation number, and the name and address of the offeror. Offerors using commercial carriers should ensure that the proposal is marked on the outermost wrapper with the information in paragraphs (c)(1)(i) and (c)(1)(ii) of this provision.

(2) The first page of the proposal must show—

(i) The solicitation number;

(ii) The name, address, and telephone and facsimile numbers of the offeror (and electronic address if available);

(iii) A statement specifying the extent of agreement with all terms, conditions, and provisions included in the solicitation and agreement to furnish any or all items upon which prices are offered at the price set opposite each item;

(iv) Names, titles, and telephone and facsimile numbers (and electronic addresses if available) of persons authorized to negotiate on the offeror's behalf with the Government in connection with this solicitation; and

(v) Name, title, and signature of person authorized to sign the proposal. Proposals signed by an agent must be accompanied by evidence of that agent's authority, unless that evidence has been previously furnished to the issuing office.

(3) Submission, modification, revision, and withdrawal of proposals.

(i) Offerors are responsible for submitting proposals, and any modifications or revisions, so as to reach the Government office designated in the solicitation by the time specified in the solicitation. If no time is specified in the solicitation, the time for receipt is 4:30 p.m., local time, for the designated Government office on the date that proposal or revision is due.

(ii)(A) Any proposal, modification, or revision received at the Government office designated in the solicitation after the exact time specified for receipt of offers is "late" and will not be considered unless it is received before award is made, the Contracting Officer determines that accepting the late offer would not unduly delay the acquisition; and—

(1) If it was transmitted through an electronic commerce method authorized by the solicitation, it was received at the initial point of entry to the Government infrastructure not later than 5:00 p.m. one working day prior to the date specified for receipt of proposals; or

(2) There is acceptable evidence to establish that it was received at the Government installation designated for receipt of offers and was under the Government's control prior to the time set for receipt of offers; or

(3) It is the only proposal received.

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(B) However, a late modification of an otherwise successful proposal that makes its terms more favorable to the Government, will be considered at any time it is received and may be accepted.

(iii) Acceptable evidence to establish the time of receipt at the Government installation includes the time/date stamp of that installation on the proposal wrapper, other documentary evidence of receipt maintained by the installation, or oral testimony or statements of Government personnel.

(iv) If an emergency or unanticipated event interrupts normal Government processes so that proposals cannot be received at the office designated for receipt of proposals by the exact time specified in the solicitation, and urgent Government requirements preclude amendment of the solicitation, the time specified for receipt of proposals will be deemed to be extended to the same time of day specified in the solicitation on the first work day on which normal Government processes resume.

(v) Proposals may be withdrawn by written notice received at any time before award. Oral proposals in response to oral solicitations may be withdrawn orally. If the solicitation authorizes facsimile proposals, proposals may be withdrawn via facsimile received at any time before award, subject to the conditions specified in the provision at 52.215-5, Facsimile Proposals. Proposals may be withdrawn in person by an offeror or an authorized representative, if the identity of the person requesting withdrawal is established and the person signs a receipt for the proposal before award.

(4) Unless otherwise specified in the solicitation, the offeror may propose to provide any item or combination of items.

(5) Offerors must submit proposals in response to this solicitation in English, unless otherwise permitted by the solicitation, and in U.S. dollars, unless the provision at FAR 52.225-17, Evaluation of Foreign Currency Offers, is included in the solicitation.

(6) Offerors may submit modifications to their proposals at any time before the solicitation closing date and time, and may submit modifications in response to an amendment, or to correct a mistake at any time before award.

(7) Offerors may submit revised proposals only if requested or allowed by the Contracting Officer.

(8) Proposals may be withdrawn at any time before award. Withdrawals are effective upon receipt of notice by the Contracting Officer.

(d) Offer expiration date. Proposals in response to this solicitation will be valid for the number of days specified on the solicitation cover sheet (unless a different period is proposed by the offeror).

(e) Restriction on disclosure and use of data. Offerors that include in their proposals data that they do not want disclosed to the public for any purpose, or used by the Government except for evaluation purposes, must—

(1) Mark the title page with the following legend:

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This proposal includes data that must not be disclosed outside the Government and must not be duplicated, used, or disclosed—in whole or in part—for any purpose other than to evaluate this proposal. If, however, a contract is awarded to this offeror as a result of—or in connection with—the submission of this data, the Government must have the right to duplicate, use, or disclose the data to the extent provided in the resulting contract. This restriction does not limit the Government's right to use information contained in this data if it is obtained from another source without restriction. The data subject to this restriction are contained in sheets [insert numbers or other identification of sheets]; *and*

(2) 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 proposal.

(f) Contract award.

(1) The Government intends to award a contract or contracts resulting from this solicitation to the responsible offeror(s) whose proposal(s) represents the best value after evaluation in accordance with the factors and subfactors in the solicitation.

(2) The Government may reject any or all proposals if such action is in the Government's interest.

(3) The Government may waive informalities and minor irregularities in proposals received.

(4) The Government intends to evaluate proposals and award a contract without discussions with offerors (except clarifications as described in FAR 15.306(a)). Therefore, the offeror's initial proposal should contain the offeror's best terms from a cost or price and technical standpoint. The Government reserves the right to conduct discussions if the Contracting Officer later determines them to be necessary. If the Contracting Officer determines that the number of proposals that would otherwise be in the competitive range exceeds the number at which an efficient competition can be conducted, the Contracting Officer may limit the number of proposals in the competitive range to the greatest number that will permit an efficient competition among the most highly rated proposals.

(5) The Government reserves the right to make an award on any item for a quantity less than the quantity offered, at the unit cost or prices offered, unless the offeror specifies otherwise in the proposal.

(6) The Government reserves the right to make multiple awards if, after considering the additional administrative costs, it is in the Government's best interest to do so.

(7) Exchanges with offerors after receipt of a proposal do not constitute a rejection or counteroffer by the Government.

(8) The Government may determine that a proposal is unacceptable if the prices proposed are materially unbalanced between line items or subline items. Unbalanced pricing exists when, despite an acceptable total evaluated price, the price of one or more contract line items is significantly overstated or understated as indicated by the application of cost or price analysis techniques. A proposal may be rejected if the Contracting Officer determines that the lack of balance poses an unacceptable risk to the Government.

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(9) If a cost realism analysis is performed, cost realism may be considered by the source selection authority in evaluating performance or schedule risk.

(10) A written award or acceptance of proposal mailed or otherwise furnished to the successful offeror within the time specified in the proposal must result in a binding contract without further action by either party.

(11) If a post-award debriefing is given to requesting offerors, the Government must disclose the following information, if applicable:

(i) The agency's evaluation of the significant weaknesses or deficient factors in the debriefed offeror's offer.

(ii) The overall evaluated cost or price and technical rating of the successful offeror and the debriefed offeror and past performance information on the debriefed offeror.

(iii) The overall ranking of all offerors, when any ranking was developed by the agency during source selection.

(iv) A summary of the rationale for award.

(v) For acquisitions of commercial items, the make and model of the item to be delivered by the successful offeror.

(vi) Reasonable responses to relevant questions posed by the debriefed offeror as to whether source-selection procedures set forth in the solicitation, applicable regulations, and other applicable authorities were followed by the agency.

L.3 52.216-1 TYPE OF CONTRACT (APR 1984)

The Government contemplates one award of a (Cost-Plus-Fixed-Fee) completion type contract resulting from this solicitation.

L.4 52.233-2 SERVICE OF PROTEST (SEPT 2006)

(a) Protests, as defined in section 33.101 of the Federal Acquisition Regulation, that are filed directly with an agency, and copies of any protests that are filed with the Government Accountability Office (GAO), must be served on the Contracting Officer (addressed as follows) by obtaining written and dated acknowledgment of receipt from:

Ms. Doanh Van

Hand-Carried Address:

REGIONAL CONTRACTING OFFICE
Av. La Encalada Cdra 17 s/n
Monterrico, Lima 33
Peru

Fax No. 511-618-1354

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Mailing Address:

REGIONAL CONTRACTING OFFICE
USAID/Peru
Unit 3230 (USAID)
DPO AA 34031

(b) The copy of any protest must be received in the office designated above within one day of filing a protest with the GAO.

L.5 52.252-1 SOLICITATION PROVISIONS INCORPORATED BY REFERENCE (FEB 1998)

This solicitation incorporates one or more solicitation provisions by reference, with the same force and effect as if they were given in full text. Upon request, the Contracting Officer will make their full text available. The offeror is cautioned that the listed provisions may include blocks that must be completed by the offeror and submitted with its quotation or offer. In lieu of submitting the full text of those provisions, the offeror may identify the provision by paragraph identifier and provide the appropriate information with its quotation or offer. Also, the full text of a solicitation provision may be accessed electronically at this/these address(es):

<http://arnet.gov/far/>

L.6 GENERAL INSTRUCTIONS TO OFFERORS

(a) Submission

If your organization decides to submit a proposal in response to this solicitation, it must be submitted in accordance with Section L of the RFP at the designated place and time indicated in Block 9 of the RFP cover page (Standard Form 33).

Offerors must submit their proposal and all attachments by two methods: 1) electronically through email service and 2) hard copy versions physically arriving at the Regional Contracting Office. Both the electronic and hard copies must arrive by the stated deadline in order for the proposal to be considered.

Proposals, and modifications thereto, must be submitted in sealed envelopes with the name and address of the offeror and the RFP number ("**RFP 527-09-000003**") inscribed thereon.

- 1) Offerors must submit one electronic copy of all documents in the proposal in two separate parts: the Technical Proposal and Business (Cost) Proposal. Electronic versions must be compatible with MSWord and/or MExcel, in a MS Windows environment. The size of each electronic submission should not exceed of 15 MB and no zip extensions should be used. Proposals should be sent to the following email address: rfp_peru@usaid.gov, 2) and;
- 2) The technical and cost proposal hard copy versions and attachments must be submitted in sealed envelopes with the name and address of the offeror and the RFP number inscribed thereon via one of the following methods:

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Via U.S. Mail:

Doanh Van
Contracting Officer
USAID/Peru
UNIT 3230 (USAID)
DPO AA 34031

Hand or Air Courier Service:

Doanh Van
Contracting Officer
USAID/Peru
Av. La Encalada, cdra 17 s/n
Monterrico Surco
Lima 33, Peru
Fax: 51-1-618-1354
Telephone: 51-1-618-1435

Proposals must remain available for acceptance by USAID for a minimum of a hundred and twenty (120) days.

Proposals may be sent by international air courier or delivered by hand to the above address. Please be advised that in the past some firms have experienced delays with international air courier services. Because the provision at FAR 52.215-1 does not cover such delays, proposals received after the closing date and time will be processed as late. Also, if you utilize the services of an independent agent in Peru to deliver your proposal, please be certain that he/she understands additional time may be needed to allow for security review of any packages and that the closing date and time are firm. The Pre-Screening Department operates from 9:00 a.m. to 2:00 p.m., Monday through Thursday and from 09:00 a.m. to 11:00 am. on Fridays

Please note that the designated office or Government installation for receipt of proposals is not the USAID/Washington mailroom or any other office or facility of the U.S. Department of State in Washington, D.C. Any proposal not received in the designated office listed above by the closing date and time will be handled in accordance with FAR 52.215-1.

Fax copies will not be accepted.

Please note that the U.S. mail address given above is via DPO and may take up to two weeks for delivery to the USAID/Peru offices in Lima. USAID and the State Department accept no liability for late delivery, or non-delivery, attributable to the diplomatic pouch. Offerors should plan accordingly.

Note: Delivery to the U.S. mail, post office or air courier representative does not constitute meeting the statutory requirement that proposals are received on time at the designated office. In order to avoid the customs clearance process, proposals sent via courier should not weigh more than 5 Kg. (10 Lbs.). Packages should include printed documents only. CDs, videos, catalogues, and magazines should not be included. For purposes of recording the official receipt of proposals, the date/time stamp of the Regional Contracting Office at USAID/Peru will govern.

Late proposals will not be accepted.

Offerors must pay careful attention to Section K - Representations, Certifications and Acknowledgements of the accompanying Request for Proposals. Offerors must comply with FAR clause 52.204-7, Central Contractor Registration, and complete the annual representations and certifications electronically via the Online Representations and Certifications Application website at <http://orca.bpn.gov>

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Offerors must carefully adhere to Section L - Instructions to Offerors and Section M - Evaluation Factors for Award. Sections B through I of the solicitation will become the basis for the contract. Any blanks in Sections B through I will be completed by the Contracting Officer before award.

Electronic and hard copies of the proposals must be prepared in two separate parts: the Technical Proposal must address technical aspects only, while the Business (Cost) Proposal must present the costs and address related issues such as responsibility. Offerors must submit one (1) original and three (3) hard copies of their Technical Proposal in a sealed envelope which is clearly marked as being in response to this RFP. Offerors must submit one (1) original and two (2) hard copies of their Business Proposal separately in a sealed envelope indicating that it is in response to this RFP and contains cost information. Proposals must be signed by an official who is authorized to bind the organization.

It is possible that oral discussions, either in person or via teleconferencing, will take place with those Offerors whose proposals are determined to be in the competitive range. Discussion questions will be sent to the concerned offerors prior to the actual discussions. Specifics concerning how the discussions will be conducted will also be arranged at that time.

(b) Questions & Clarifications

Any questions regarding this RFP should be received no later than January 23, 2009 at 10:00 am local time, in writing only via fax or e-mail. No questions will be accepted after this date. Please send questions to rsaldana@usaid.gov . Responses to the questions received will be posted no later than February 06, 2009.

Oral instructions, explanations and video conferences given before the award of the contract resulting from this solicitation will not be binding.

(c) Closing Date and Time: All proposals in response to this solicitation must be submitted at the above on the date and time indicated on the cover page of this RFP.

(d) Submission of Alternate Proposals

All offerors must submit a proposal directly responsive to the terms and conditions of this RFP. If an offeror chooses to submit an alternative proposal, they must, at the same time, submit a proposal directly responsive hereto for any alternate to even be considered.

(e) Government Obligation

Issuance of this solicitation does not in any way obligate the U.S. Government to award a contract nor does it commit the U.S. Government to pay for costs incurred in the preparation and submission of a proposal. Furthermore, the Government reserves the right to reject any and all offers, if such action is considered to be in the best interest of the Government.

(f) USAID reserves the right to perform a pre-award survey which may include, but is not limited to: (1) interviews with individuals to establish their ability to perform contract duties under project conditions; (2) a review of the contractor's financial condition, business and personnel procedures, etc.; and (3) site visits to the offeror's institutions. However, USAID is under no obligation to perform any of the aforementioned activities. Accordingly, offerors should submit their best proposal initially.

SECTION L**L.7 FORMAT FOR TECHNICAL PROPOSALS**

(a) This solicitation contains a list of technical evaluation criteria in Section M. Technical proposals should begin with a maximum three page executive summary and then be divided into sections corresponding to, and following the order of, the primary evaluation criteria as set forth in Section M and, in more detail, in Section L.9 below. Additional sections may be added to the technical proposal if the offeror so chooses. Each section of the technical proposal will be clearly identified, using the title of the appropriate primary evaluation criteria.

(b) The technical proposal of the offeror must be a written proposal. *THE TECHNICAL PROPOSAL BODY MUST NOT EXCEED THIRTY-FIVE (35) 8.5 x 11 INCH SINGLE SPACED PAGES USING NOT LESS THAN 12 TIMES ROMAN POINT SIZE TYPE.* The 12 point size requirement does not apply to footnotes and tables, though both of these should be used appropriately and not in place of basic text. Those pages that exceed the page limitation will not be evaluated. The authorized attachments specified in Section (c) below must not be counted towards the page limit; however, any attachments other than those specified must be counted. The offeror should avoid simply repeating the language of the RFP.

(c) The following attachments are authorized and will not be counted towards the 35 page limit specified above in subsection (b):

1. Cover Letter;
2. Executive Summary (Maximum 3 pages);
3. Table of Contents;
4. Level of effort matrix (Section L.9.B);
5. Corporate capability statements, including roles and responsibilities of the core team (Section L.9.C., Management Plan);
6. Statements of work for potential subcontractors and supporting documents relating to the systems and procedures of the offeror (Section L.9.C - Management Plan), if applicable;
7. Draft Start-up and Annual Work Plan with key sequencing of key activities and program milestones for the first 100 days after contract award, per instructions in Section L.9.A;
8. Résumés or curriculum vitae of personnel as specified (Section L.9.B.);
9. Draft Performance Management Plan, (Section L.9.C);
10. Activity and Milestone Plan, (Section L.9.A.);
11. Organizational charts with position descriptions (Section L.9.B.);
12. Letter of Commitment for all proposed Key Personnel (Section L.9.B.);
13. Contractor Performance Report – Short Form for each contract or subcontract listed (Section L.9.D.);
14. Narrative summaries of up to 5 of the most recent and relevant contracts - five (5) page limit (L.9.D); and
15. Branding Implementation Plan.

L.8 GENERAL INSTRUCTIONS FOR THE PREPARATION OF THE TECHNICAL PROPOSAL

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The technical proposal in response to this solicitation will address how the offeror intends to carry out the Statement of Work contained in Section C. It must reflect a clear understanding of the results to be achieved and the responsibilities of all parties involved. The technical proposal should be organized by the technical evaluation criteria listed in Section M (and as cross-referenced to Section L).

To the extent feasible, the contractor will be encouraged to subcontract for technical expertise, especially with local organizations. In general, use of local institutions and organizations is a best practice and is encouraged. It is expected that these subcontracts will be cost effective means of achieving results, and will avoid unnecessary administrative costs. Contractors are NOT encouraged to pursue letters of commitment for local subcontractors for technical assistance work at this point in time. Local partners will be determined during the course of implementation, however the Partnership Plan described in section L.9 should include the approach and methodology for including local partners in implementation.

L.9 REQUIRED CONTENTS FOR TECHNICAL PROPOSALS

Please read the evaluation criteria closely prior to preparation of your technical proposal. The emphasis you place on elements of your technical proposal should be materially affected by the criteria which will be used to evaluate your offer. The Technical Proposal will at a minimum contain the following elements:

Executive Summary (three pages maximum)

The Executive Summary must summarize the offeror's proposal and highlight the overall program vision and strategy, technical approach, key personnel and overall staffing plan, and past performance sections.

A. Technical Approach

1. Technical and management approach to the Scope of Work included herein. Also include additional Deliverables and timeline, as indicated in Section C.5. Offerors may recommend additional Deliverables based on their technical proposal.

This section should include a clear, logical, well-conceived, and technically sound approach that reflects a strong understanding of the objectives, results and requirements of this RFP as described in Section C. The technical approach should show evidence of results and is appropriate to the Peruvian context; draws from lessons learned nationally and internationally; defines a sound approach for engaging government institutions and getting their buy-in; identifies concrete partnerships and planned resources to be leveraged; incorporates gender and disability considerations; addresses possible risks; and provides for sustained results beyond the life of the project.

To continue implementation of the active schools approach in Alternative Development communities (Outcome 4), the description, inputs, and costs of implementing the *AprenDes* model are in the referenced documents in Section C.2.4 (*AprenDes* Methodology: "*AprenDes Fasciculos 1-6*"; *AprenDes* Methodology Cost Analysis: "*Estandarización y Costeo del Proyecto AprenDes*" (Preliminary Report); Performance Management Plan for the 135 Schools in Alternative Development Communities (Outcome #4); and List of 135 schools in Alternative Development communities). The Performance Management Plan (PMP) for Outcome 4 includes the indicators that will

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need to be collected and achieved. Teaching and student learning materials will be available to the winning offeror for use in implementing the program. To ensure validity and integrity of results, survey and testing instruments will be made available only to the winning offeror.

Likewise, should the offeror decide to implement either the CETT or *AprenDes* models under Outcome 3, materials will be made available for use in the project implementation. These materials may be used only for purposes related to this contract, unless prior written approval is obtained from USAID.

It should also include a Draft Performance Management Plan highlighting indicators and annual targets to monitor and measure program results and impact. The PMP should clearly demonstrate how the results and impact of the project can be measured in a timely and cost-effective manner.

2. Include activity and Milestones Plan summarizing major activities and milestones during the life of the contract, and a Start-up Work Plan detailing activities to be completed in the first 100 days of the contract. The Start-up Work Plan should indicate how the Offeror can immediately implement activities, especially those related to Requirements 1.1, 1.2, 2.1 and 2.2, by having the appropriate staff positioned and ready to go. A list of activities to be accomplished, responsible personnel, and a timeline for the first 100 days should be included. Taken together, these Plans should show a realistic timing and sequencing of key activities and program milestones, demonstrating feasibility to achieve results within the expected timeframe.

B. Personnel

In order to successfully implement this program, a highly qualified and motivated team will be required. The team leader (Chief of Party) must be highly experienced in the key technical aspects of the contract, have strong supervisory and project management experience, and adept at agenda setting, coordination, obtaining support for policy design and carrying out policy implementation. S/he must demonstrate the ability to work with various counterparts and stakeholders in leading policy dialogues, and negotiating difficult and sensitive technical and policy positions at the national and sub-national levels. S/he must be experienced in managing for results for large-scale projects and can work in remote areas of the country to oversee program management and provide technical expertise. S/he should have excellent interpersonal skills and must be able to fully and effectively communicate, both orally and in writing, in Spanish and English (the equivalent of at least 4/4 in both languages in the U.S. Foreign Service Institute scale).

Team members must possess complementary skills to carry-out the project activities. Offerors are encouraged to field a team that they believe meets the Requirements of the contract, and will best accomplish the contract objectives and results. The use of qualified local expertise is encouraged to the maximum extent possible, and should be taken into consideration for cost-effectiveness, capacity building and sustainability. An organizational chart must be included.

Letters of commitment and resumes for proposed key personnel should be included as an attachment.

C. Management and Organizational Capability. Offerors must provide a narrative section that demonstrates their successful management and technical experience and expertise. They

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must discuss their organization's proven capability and capacity to move quickly and effectively to establish a presence in country and move immediately to tackling implementation issues. This should include an organizational strategy for delivering cost-effective technical assistance and training in the regions, while balancing requirements for national-level activities.

The proposal must describe the role of the core team (managers, technical staff, consultants, etc.) and how staff members will function as a working team. The proposal should also describe the role of other partners beyond the core team (for example, civil society associations, private sector, etc.) and their participation in achieving activities. Offerors should describe its capability to provide managerial and technical backstopping for a complex program such as education and clearly propose how the team will coordinate with key stakeholders, including host country counterparts, USAID partners, and other donors. It should describe how the project team will balance the needs for technical assistance and training by the regions and the national government. The proposal should also describe how key team members will work with counterparts to strengthen GOP ownership and buy-in for the program, facilitate policy and institutional reforms, and create partnerships to leverage additional funds. Also discuss the ability to recruit, mobilize, retain and manage highly qualified technical staff in a developing country setting.

D. Contractor Performance Information

The offeror (including all partners of a partnership) must provide performance information about itself and each major subcontractor (one whose proposed cost exceeds 10 percent of the offeror's total proposed cost) in accordance with the following, in declining order of importance:

1. List in an annex to the technical proposal up to five (5) of the most recent and relevant contracts for efforts similar to the work in the subject proposal. The most relevant indicators of performance are contracts valued at more than \$5 million that work directly with the host government in the areas of education, educational policy and management.

For each, provide a list of contact names, job titles, mailing addresses, phone numbers, e-mail addresses, and a description of the performance to include:

- Scope of work or complexity/diversity of tasks
- Primary location(s) of work
- Term of performance
- Skills/expertise required
- Dollar value
- Contract type, i.e., fixed-price, cost reimbursement, etc. (USAID recommends that you alert the contacts that their names have been submitted and that they are authorized to provide performance information concerning the listed contracts if and when USAID requests it).

2. Provide a short explanation and the corrective action taken, if extraordinary problems impacted any of the above-referenced contracts (as required by FAR 15.305(a)(2)).

3. Describe any quality awards or certifications that indicate exceptional capacity to provide the service or product described in the statement of work. This information is not included in the page limitation.

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4. Performance in Using Small Business Concerns (as defined in FAR 19.001).

(a) This section is not applicable to offers from small business concerns.

(b) As part of the performance evaluation, USAID will evaluate the extent you used and promoted the use of small business concerns under current and prior contracts. The evaluation will assess the extent small business concerns participated in these contracts relative to the size/value of the contracts, the complexity and variety of the work small business concerns performed, and compliance with your small business subcontracting plan or other similar small business incentive programs set out in your contract(s).

(c) In order for USAID to fully and fairly evaluate performance in this area, all offerors who are not small business concerns must do the following:

(i) Provide a narrative summary of your organization's use of small business concerns over the past three years. Describe how you actually use small businesses – as subcontractors, as joint venture partners, through other teaming arrangements, etc. Explain the nature of the work small businesses performed – substantive technical professional services, administrative support, logistics support, etc. Describe the extent of your compliance with your small business subcontracting plan(s) or other similar SB incentive programs set out in your contract(s) and explain any mitigating circumstances if goals were not achieved.

(ii) To supplement the narrative summary in (a.), provide with your summary a copy of the most recent SF 294 “Subcontracting Report for Individual Contracts” for each contract against which you were required to report for the past three (3) years.

(iii) Provide the names and addresses of three (3) small business concerns for us to contact for their assessment of your performance in using small business concerns. Provide a brief summary of the type of work each small business concern provided to your organization, and the name of a contact person, his/her title, phone number, and e-mail address for each.

L.10 INSTRUCTIONS FOR THE PREPARATION OF THE COST PROPOSAL

The Cost/Business Proposal should contain the following components in the order set forth below.

(a) Offerors must fill out the SF33, entitled “Solicitation and Award,” and place this completed form in the front of its Cost Proposal.

(b) Each offeror must provide an overall summary budget for the contract period. In addition, a detailed budget for each CLIN listed in Section B is required. Supporting information should be provided in sufficient detail to allow a complete analysis of each line item cost. This is to include a complete breakdown of the cost elements associated with each CLIN and those costs associated with any proposed subcontract. The budgets should be specific for the line item for the entire period per CLIN and on an annual basis for each line item. It is expected that offerors must provide this information through the use of detailed spreadsheets and budget notes. The following guidance is provided for the use of the offerors in developing these documents; however, offerors should keep in mind that it is their responsibility to ensure that the information provided is sufficient to provide a basis for USAID to determine that the costs

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proposed are reasonable and realistic. Please also note that USAID expects contractors to propose reasonable and minimal costs for office space, furnishings and related administrative inputs.

For each CLIN identified offerors will be asked to include an itemized budget in support of those CLINs in accordance with Agency policy

CLIN 001 – Participatory and Decentralized Education Management Strengthen

	Year 1	Year 2	Year 3	Year 4	Year 5 (7 mos.)
<u>Total Direct Labor</u>					
Salary and Wages	\$ _____				
Fringe Benefits	\$ _____				
Consultants	\$ _____				
Travel, Transportation, Per Diem	\$ _____				
Equipment and Supplies	\$ _____				
Participants Expenses	\$ _____				
Allowances	\$ _____				
Other Direct Costs	\$ _____				
Overhead	\$ _____				
Subcontracts ¹⁰	\$ _____				
Material and Handling	\$ _____				
G&A	\$ _____				
Fixed Fee					
Total Estimated Cost plus Fixed Fee	\$ _____				

CLIN 002 – Teaching Quality Improved

	Year 1	Year 2	Year 3	Year 4	Year 5 (7 mos.)
<u>Total Direct Labor</u>					
Salary and Wages	\$ _____				
Fringe Benefits	\$ _____				
Consultants	\$ _____				
Travel, Transportation, Per Diem	\$ _____				
Equipment and Supplies	\$ _____				
Participants Expenses	\$ _____				
Allowances	\$ _____				
Other Direct Costs	\$ _____				
Overhead	\$ _____				
Subcontracts ¹¹	\$ _____				
Material and Handling	\$ _____				
G&A	\$ _____				
Fixed Fee					
Total Estimated Cost plus Fixed Fee	\$ _____				

1. *Salary and Wages* - Direct salaries and wages should be proposed in accordance with the contractor's personnel policies, supported by biographical data information.

¹⁰ Individual subcontractors should include the same cost element breakdowns in their budgets as applicable.

¹¹ Individual subcontractors should include the same cost element breakdowns in their budgets as applicable.

SECTION L

2. *Fringe Benefits* - If the contractor has a fringe benefit rate that has been approved by an agency of the Government, such rate should be used and evidence of its approval should be provided. If a fringe benefit rate has not been so approved, the proposal should propose a rate and explain how the rate was determined. If the latter is used, 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 dollars and as a percentage of salaries.

3. *Travel and Transportation* - The proposal should indicate the number of trips, domestic and international, and the estimated costs per trip. Specify the origin and destination for each proposed trip, duration of travel, and number of individuals traveling. *Per diem* should be based on the offeror's normal travel policies (offerors may choose to refer to the Federal Standardized Travel Regulations for cost estimates).

4. *Equipment* – Specify all equipment to be purchased, including the type of equipment, the manufacturer, the unit cost, the number of units to be purchased and the expected geographic source. Goods and services provided by the Contractor under this USAID-financed award are expected to be subject to the 000 Geographic Code (United States).

5. *Materials and Supplies* – Specify all materials and supplies expected to be purchased, including type, unit cost and units.

6. *Communications* – Specific information regarding the type of communication cost at issue (*i.e.* mail, telephone, cellular phones, internet *etc.*) must be included in order to allow an assessment of the realism and reasonableness of this types of costs.

7. *Subcontracts/Consultants* – Information sufficient to determine the reasonableness of the cost of each specific subcontract and consultant expected to be hired must be included. Similar information should be provided for all consultants as is provided under the category for personnel.

8. *Allowances* – Allowances should be broken down by specific type and by person. Allowances should be in accordance with the offeror's policies and the applicable regulations and policies.

9. *Direct Facilities Costs* – Specific information regarding the cost of any facilities needed to perform program activities. The information provided should include the unit cost (rent), the time period the facilities are needed and the number of facilities. Only facilities that directly benefit the program activities should be included in this category; all other facility costs should be included in the indirect cost category.

10. *Other Direct Costs* - This includes report preparation costs, passports and visas fees, medical exams and inoculations, insurance (other than insurance included in the offeror's fringe benefits, as well as any other miscellaneous costs which directly benefit the program proposed by the offeror. The narrative should provide a breakdown and support for all other direct costs. If seminars and conferences are included, the offeror should indicate the subject, venue and duration of proposed conferences and seminars, and their relationship to the objectives of the program, along with estimates of costs.

11. *Indirect Costs* - The offeror should support the proposed indirect cost rate with a letter from a cognizant U.S. Government audit agency or with sufficient information for

SECTION L

USAID to determine the reasonableness of the rates. (For example, a breakdown of labor bases and overhead pools, the method of determining the rate, a description of all costs in the pools *etc.*). In addition, the offeror must provide an aggregate budget, again by the line items (including the "plug" figure for "Grants" line item) as shown below.

(c) If the contractor is a joint venture or partnership, the business management proposal must include a copy of the agreement between the parties to the joint venture/partnership. The agreement will include a full discussion of the relationship between the firms including identification of the firm which will have responsibility for negotiation of the contract, which firm will have accounting responsibility, how work will be allocated, overhead calculated, and profit shared, and the express agreement of the principals thereto to be held jointly and severally liable for the acts or omissions of the other.

(d) Detail of the offeror's management structure as it relates to performance of services described in Section C.

(e) The representations and certifications, as set forth in Section K of this solicitation, with the last page signed. This should be completed by any subcontractors as well.

(f) Audited balance sheets and profit and loss statements or if not available, returns as submitted to Federal tax authorities for the offeror's last two complete fiscal years and for the current fiscal year as of 30 days prior to proposal submission. (The balance sheets and profit and loss statements for the current fiscal year may be unaudited.) The profit and loss statements should include details of the total cost of services sold, and be annotated by either the auditor or offeror to delineate the offeror's indirect expense pool(s) and customary indirect cost distribution base(s).

(g) A copy of the offeror's personnel policies in effect at the time the offer is submitted.

(h) A copy of the offeror's travel policies in effect at the time the offer is submitted.

(i) Clear explanation of budget narrative for all cost items/categories including staff, consultants, sub-contracting and material handling costs.

(j) How the proposal addresses the local support/logistical/office arrangements in an efficient manner.

(k) How the proposal sets forth the rationale for optimal mix of personnel and the use of rates.

(l) How the proposal addresses USAID reporting and audit requirements and demonstrated and effective use of computerized cost control and accounting systems.

(m) Proposed rationale for number and duration of technical assistance trips during the contract.

L.11 INSTRUCTIONS FOR THE PREPARATION OF THE BRANDING IMPLEMENTATION PLAN (BIP)

SECTION L

As part of its proposal, offerors must prepare a Branding Implementation Plan (BIP) to address the Branding Strategy described in Section D.2. This BIP must specifically address the following:

- How to incorporate the message, “This assistance is from the American people,” in communications and materials directed to beneficiaries, or provide an explanation if this message is not appropriate or possible.
- How to publicize the program, project, or activity in the host-country and a description of the communications tools to be used. Such tools may include the following:
 - Press releases,
 - Press conferences,
 - Media interviews,
 - Site visits,
 - Success stories,
 - Beneficiary testimonials,
 - Professional photography,
 - PSAs,
 - Videos, and
 - Webcasts, e-invitations, or other e-mails sent to group lists, such as participants for a training session blast e-mails or other Internet activities, etc.
- The key milestones or opportunities anticipated to generate awareness that the program, project, or activity is from the American people, or an explanation if this is not appropriate or possible. Such milestones may be linked to specific points in time, such as the beginning or end of a program, or to an opportunity to showcase publications or other materials, research findings, or program success. These include, but are not limited to, the following:
 - Launching the program,
 - Announcing research findings,
 - Publishing reports or studies,
 - Spotlighting trends,
 - Highlighting success stories,
 - Featuring beneficiaries as spokespeople,
 - Showcasing before-and-after photographs,
 - Marketing agricultural products or locally-produced crafts or goods,
 - Securing endorsements from ministry or local organizations,
 - Promoting final or interim reports, and
 - Communicating program impact/overall results.

[END OF SECTION L]

SECTION M

SECTION M - EVALUATION FACTORS FOR AWARD

M.1 COST EVALUATION CRITERIA

The Government will evaluate the total cost proposed for the principal tasks for realism, completeness, and reasonableness. Cost has not been assigned a numerical weighting. Offerors are reminded that the Government is not obliged to award a negotiated contract on the basis of lowest proposed cost, or the offeror with the highest technical evaluation score. For this procurement, all evaluation factors other than cost when combined are significantly more important than cost.

M.2 TECHNICAL EVALUATION CRITERIA

(a) The technical proposal will be evaluated by a technical evaluation committee using the criteria shown in this Section.

(b) The criteria below are presented by major category, with relative order of importance, so that offerors will know which areas require emphasis in the preparation of proposals. The criteria below reflect the requirements of this particular solicitation.

Offerors should note that these criteria: (1) serve as the standard against which all proposals will be evaluated, and (2) serve to identify the significant matters which offerors should address in their proposals.

A. Technical Approach (50 points total)

Evaluation of the offerors' proposed technical approach will include the following subfactors, listed in descending order of importance:

Subfactor A-1 (40 points): Technical Approach

Extent to which the proposed approach: demonstrates feasibility to achieve the desired outcomes and results outlined in Section C, taking into account the policy and institutional environment, and inherent risks that the project will operate in; can successfully address complex institutional relationships inherent to systems and policy reforms and capacity building; builds-in ways to sustain results beyond the life of the project; incorporates evidence-based programming; effectively engages government institutions and obtains their buy-in; clearly defines partnerships and planned resources to be leveraged; defines a realistic and effective Performance Management Plan; and effectively addresses gender and disability considerations.

Subfactor A-2 (10 points): Activity and Milestone Plan, and Start-Up Work Plan

Extent to which the Offeror: defines realistic timing, and sequencing of key activities and program milestones, demonstrating its ability to initiate a rapid launch of the contract and meet time-sensitive requirements especially within the first 100 days; and demonstrates feasibility to achieve overall results within the expected timeframe.

SECTION M

B. Personnel (25 points total)

Extent to which the proposal: defines the appropriate mix and availability of highly qualified technical and administrative personnel to implement the activities and achieve the results of the contract; identifies a Chief-of-Party and key personnel that can provide leadership and vision to the team and effectively coordinate with USAID, the GOP counterparts and other stakeholders; demonstrates that team members possess complementary skills to carry-out the project activities in a team environment; and uses local expertise to the maximum extent possible to ensure cost-effectiveness, capacity building and sustainability.

C. Management and Organizational Capability (15 points)

Institutional Capability: The extent to which the offering organization has the structural and management capacity to organize and implement an activity of this size and complexity.

Management: The extent to which the proposal demonstrates management and organizational strengths to achieve the desired outcomes and results outlined in Section C. This includes staff's capability and flexibility to provide managerial and technical backstopping for a complex program, their ability to coordinate with and balance needs of key stakeholders and government counterparts, , and develop partnerships to leverage additional resources by using proven ways to collaborate with the GOP... Extent to which illustrative timelines for the effective implementation of project components indicate the offeror's ability to reach stated project objectives within the required time period of performance, including a plan for rapid launch of project activities and demonstrates the ability to field highly qualified technical staff in a developing country setting.

D. Contractor Performance Information (10 points)

See FAR 15.305(a)(2) for required elements of the provision. [See Section L.9.D.]

(a) Performance information will be used for both the responsibility determination and best value decision. USAID may use performance information obtained from other than the sources identified by the offeror/subcontractor. USAID will utilize existing databases of contractor performance information and solicit additional information from the references provided in Section L. 9.4. of this RFP and from other sources if and when the Contracting Officer finds the existing databases to be insufficient for evaluating an offeror's performance.

(b) If the performance information contains negative information on which the offeror has not previously been given an opportunity to comment, USAID will provide the offeror an opportunity to comment on it prior to its consideration in the evaluation, and any offeror comment will be considered with the negative performance information.

(c) USAID will initially determine the relevance of similar performance information as a predictor of probable performance under the subject requirement. USAID may give more weight to performance information that is considered more relevant and/or more current.

SECTION M

(d) The contractor performance information determined to be relevant will be evaluated in accordance with the elements below. All elements as listed below are of equal weight for evaluating past performance:

- (1) Quality of product or service, including consistency in meeting goals and targets.
- (2) Cost control, including forecasting costs as well as accuracy in financial reporting.
- (3) Timeliness of performance, including adherence to contract. schedules and other time-sensitive project conditions, and effectiveness of home and field office management to make prompt decisions and ensure efficient completion of tasks.
- (4) Business relations, addressing the history of professional behavior and overall business-like concern for the interests of the customer, including coordination among subcontractors and developing country partners, cooperative attitude in remedying problems, and timely completion of all administrative requirements.
- (5) Customer satisfaction with performance, including end user or beneficiary wherever possible.
- (6) Effectiveness of key personnel, including appropriateness of personnel for the job and prompt and satisfactory changes in personnel when problems with clients were identified.
- (7) Prime offerors who are not small business concerns will be evaluated on their performance in using small business concerns as subcontractors, joint venturers, and in other teaming arrangements.

(e) In cases where 1. an offeror lacks relevant performance history, 2. information on performance is not available, or 3. an offeror is a member of a class of offerors where there is provision not to rate the class against a sub factor, then the offeror will not be evaluated favorably or unfavorably on performance. The "neutral" rating assigned to any offeror lacking relevant performance history is a score commensurate with the percentage of points received vs. possible points. An exception to this neutral rating provision: the non-small businesses prime with no history of subcontracting with small business concerns. Prior to assigning a "neutral" past performance rating, the contracting officer may take into account a broad range of information related to an offeror's performance.

M.3 DETERMINATION OF THE COMPETITIVE RANGE AND CONTRACT AWARD

(a) Competitive Range: If the Contracting Officer determines that discussions are necessary, he/she will establish a Competitive Range composed of only the most highly rated proposals. In certain circumstances the Contracting Officer may determine that the number of most highly rated proposals that might otherwise be included in the competitive range exceeds the number at which an efficient competition can be conducted. Should that be the case, the Contracting Officer may then limit offers in the competitive range to the greatest number that will permit an efficient competition among the most highly rated offers. The Government may exclude an offer if it is so deficient as to essentially require a new technical proposal. The Government may exclude an offer so unreasonably priced, in relation to more competitive offers, as to appear that there will be little or no chance of becoming competitive. The Government may exclude an offer requiring extensive discussions, a complete re-write, or major revisions such as to allow an offeror unfair advantage over those more competitive offers.

(b) Award: In accordance with FAR 52.215-1(f), the Government intends to award a contract or contracts resulting from this solicitation to the responsible offeror(s) whose proposal(s) represent the best value after evaluation in accordance with the factors and subfactors as set forth in this solicitation.

SECTION M

**M.4 CONTRACTING WITH SMALL BUSINESS CONCERNS AND
DISADVANTAGED ENTERPRISES**

USAID encourages the participation of small business concerns and disadvantaged enterprises in this project, in accordance with FAR Part 19 (48 CFR Chapter 1), and AIDAR Part 726 (48 CFR Chapter 7). Accordingly, every reasonable effort will be made to identify and make use of such organizations. All evaluation criteria being found equal, the participation of such organizations may become a determining factor for selection.

[END OF SECTION M]

[END OF SOLICITATION 527-09-000003]

ATTACHMENT 1

IDENTIFICATION OF PRINCIPAL GEOGRAPHIC CODE NUMBERS

The USAID Geographic Code Book sets forth the official description of all geographic codes used by USAID in authorizing or implementing documents, to designate authorized source countries or areas. The following are summaries of the principal codes:

(a) Code 000--The United States: The United States of America, any State(s) of the United States, the District of Columbia, and areas of U.S.-associated sovereignty, including commonwealths, territories and possessions.

(b) Code 899--Any area or country, except the cooperating country itself and the following foreign policy restricted countries: Libya, Cuba, Iran, Syria and North Korea

(c) Code 935--Any area or country including the cooperating country, but excluding the foreign policy restricted countries.

(d) Code 941--The United States and any independent country (excluding foreign policy restricted countries), except the cooperating country itself and the following: Albania, Andorra, Angola, Armenia, Austria, Australia, Azerbaijan, Bahamas, Bahrain, Belgium, Bosnia and Herzegovina, Bulgaria, Belarus, Canada, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Gabon, Georgia, Germany, Greece, Hong Kong, Hungary, Iceland, Ireland, Italy, Japan, Kazakhstan, Kuwait, Kyrgyzstan, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia*, Malta, Moldova, Monaco, Mongolia, Montenegro*, Netherlands, New Zealand, Norway, Poland, Portugal, Qatar, Romania, Russia, San Marino, Saudi Arabia, Serbia*, Singapore, Slovak Republic, Slovenia, South Africa, Spain, Sweden, Switzerland, Taiwan*, Tajikistan, Turkmenistan, Ukraine, United Arab Emirates, United Kingdom, Uzbekistan, and Vatican City.

* Has the status of a "Geopolitical Entity", rather than an independent country.

SOL 527-09-000003

ATTACHMENT 2 - USAID FORM 1420-17 - CONTRACTOR BIOGRAPHICAL DATA SHEET

CONTRACTOR EMPLOYEE BIOGRAPHICAL DATA SHEET

1. Name (Last, First, Middle)		2. Contractor's Name			
3. Employee's Address (include ZIP code)		4. Contract Number		5. Position Under Contract	
		6. Proposed Salary		7. Duration of Assignment	
8. Telephone Number (include area code)	9. Place of Birth		10. Citizenship (if non-U.S. citizen, give visa status)		

11. Names, Ages, and Relationship of Dependents to Accompany Individual to Country of Assignment

12. EDUCATION (include all college or university degrees)					13. LANGUAGE PROFICIENCY (See Instructions on Reverse)		
NAME AND LOCATION OF INSTITUTE	MAJOR	DEGREE	DATE	LANGUAGE	Proficiency Speaking	Proficiency Reading	

14. EMPLOYMENT HISTORY

1. Give last three (3) years. List salaries separate for each year. Continue on separate sheet of paper if required to list all employment related to duties of proposed assignment.

2. Salary definition - basic periodic payment for services rendered. Exclude bonuses, profit-sharing arrangements, or dependent education allowances.

POSITION TITLE	EMPLOYER'S NAME AND ADDRESS POINT OF CONTACT & TELEPHONE #	Dates of Employment (M/D/Y)		Annual Salary
		From	To	Dollars

15. SPECIFIC CONSULTANT SERVICES (give last three (3) years)

SERVICES PERFORMED	EMPLOYER'S NAME AND ADDRESS POINT OF CONTACT & TELEPHONE #	Dates of Employment (M/D/Y)		Days at Rate	Daily Rate in Dollars
		From	To		

16. CERTIFICATION: To the best of my knowledge, the above facts as stated are true and correct.

Signature of Employee	Date
-----------------------	------

17. CONTRACTOR'S CERTIFICATION (To be signed by responsible representative of Contractor)

Contractor certifies in submitting this form that it has taken reasonable steps (in accordance with sound business practices) to verify the information contained in this form. Contractor understands that the USAID may rely on the accuracy of such information in negotiating and reimbursing personnel under this contract. The making of certifications that are false, fictitious, or fraudulent, or that are based on inadequately verified information, may result in appropriate remedial action by USAID, taking into consideration all of the pertinent facts and circumstances, ranging from refund claims to criminal prosecution.

Signature of Contractor's Representative	Date
--	------

INSTRUCTION

Indicate your language proficiency in block 13 using the following numeric Interagency Language Roundtable levels (Foreign Service Institute Levels). Also, the following provides brief descriptions of proficiency levels 2, 3, 4, and 5. 'S' indicates speaking ability and 'R' indicates reading ability. For more indepth description of the levels refer to USAID Handbook 28.

2. Limited working proficiency

S Able to satisfy routine special demands and limited work requirements

R Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on familiar subjects.

3. General professional proficiency

S Able to speak the Language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations.

R Able to read within a normal range of speed and with almost complete comprehension.

4. Advanced professional proficiency

S Able to use the language fluently and accurately on all levels.

R Nearly native ability to read and understand extremely difficult or abstract prose, colloquialisms and slang.

5. Functional native proficiency

S Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker.

R Reading proficiency is functionally equivalent to that of the well-educated native reader.

PAPERWORK REDUCTION ACT INFORMATION

The information requested by this form is necessary for prudent management and administration of public funds under USAID contracts. The information helps USAID estimate overseas logistic support and allowances, the educational information provides an indication of qualifications, the salary information is used as a means of cost monitoring and to help determine reasonableness of proposed salary.

PAPERWORK REDUCTION ACT NOTICE

Public reporting burden for this collection of information is estimated to average thirty minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of informatoin. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to:

United States Agency for International Development
Procurement Policy Division (M/OP/P)
Washington, DC 20523-1435,
and
Office of Management and Budget
Paperwork Reduction Project (0412-0520)
Washington, DC 20503

ATTACHMENT 3
SF LLL - DISCLOSURE OF LOBBYING ACTIVITIES

INSTRUCTIONS

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation of receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the SF-LLL-A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (Item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in Item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in Item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in Item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter last Name, First Name, and Middle Initial (MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (Item 4) to the lobbying entity (Item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. In other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted of the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

**DISCLOSURE OF LOBBYING ACTIVITIES
CONTINUATION SHEET**

Approved by OMB
0348-0046

Reporting Entity: _____ Page _____ of _____

Authorized for Local Reproduction
Standard Form - LLL-A

ATTACHMENT NO. 4

**SMALL BUSINESS, VETERAN-OWNED SMALL BUSINESS,
HUBZONE SMALL BUSINESS CONCERNS,
SMALL DISADVANTAGED BUSINESS,
and WOMEN-OWNED SMALL BUSINESS**

MODEL SUBCONTRACTING PLAN OUTLINE *

Identification Data

Contractor: _____

Address: _____

Solicitation or Contract Number: _____

Project Title: _____

Total Amount of Contract (Including Options) \$ _____

Period of Contract Performance (MO. & YR.) _____

* *Federal Acquisition Regulation (FAR), paragraph 19.708(b) prescribes the use of the clause at FAR 52.219-9 entitled "Small Business, Small Disadvantaged Business, and Women Owned Small Business Subcontracting Plan." The following is a suggested model for use when formulating such subcontracting plan. While this model plan has been designed to be consistent with FAR 52.219-9, other formats of a subcontracting plan may be acceptable. However, failure to include the essential information as exemplified in this model may be cause for either a delay in acceptance or the rejection of a bid or offer where the clause is applicable. Further, the use of this model is not intended to waive other requirements that may be applicable under FAR 52.219-9. "SUBCONTRACT" as used in this clause, means any agreement (other than one involving an employer-employee relationship) entered into by a Federal Government prime contractor or subcontractor calling for supplies or services required for performance of the contract or subcontract.*

1. Type of Plan (Check One)

_____ **Individual plan (All elements developed specifically for this contract and applicable for the full term of this contract).**

_____ **Master plan (Goals developed for this contract; all other elements standard; must be renewed annually).**

_____ **Commercial products plan (Contractor sells large quantities of off-the-shelf commodities to many Government agencies. Plans/goals negotiated by a lead agency on a company-wide basis rather than for individual contracts. Plan effective only during year approved. Contractor must provide copy of lead agency approval).**

(d) The offeror's subcontracting plan must include the following:

(1) Goals, expressed in terms of percentages of total planned subcontracting dollars, for the use of small business, veteran-owned small business, HUBZone small business, small disadvantaged business, and women-owned small business concerns as subcontractors. Service-disabled veteran-owned small business concerns meet the definition of veteran-owned small business concerns, and offerors may include them within the subcontracting plan goal for veteran-owned small business concerns. A separate goal for service-disabled veteran-owned small business concerns is not required. The offeror must include all subcontracts that contribute to contract performance, and may include a proportionate share of products and services that are normally allocated as indirect costs.

(2) A statement of--

(i) Total dollars planned to be subcontracted for an individual contract plan; or the offeror's total projected sales, expressed in dollars, and the total value of projected subcontracts to support the sales for a commercial plan is:

\$ _____ and _____ %

(ii) Total dollars planned to be subcontracted to small business concerns is:

\$ _____ and _____ %*

(iii) Total dollars planned to be subcontracted to veteran-owned small business concerns is:

\$ _____ and _____ %*

(iv) Total dollars planned to be subcontracted to service-disabled veteran-owned small business concerns is:

\$ _____ and _____ %*

(v) Total dollars planned to be subcontracted to HUBZone small business concerns is:

\$ _____ and _____ %*

(vi) Total dollars planned to be subcontracted to small disadvantaged business concerns is:

\$ _____ and _____ %*

(vii) Total dollars planned to be subcontracted to women-owned small business concerns is:

\$ _____ and _____ %*

(*Expressed as a percentage of "A")

(3) A description of the principal types of supplies and services to be subcontracted, and an identification of the types planned for subcontracting to—

(i) Small business concerns;

(ii) Veteran-owned small business concerns;

(iii) HUBZone small business concerns;

(iv) Small disadvantaged business concerns; and

(v) Women-owned small business concerns.

(check all that apply)

Subcontracted

Supplies/Services **LB SB VOSB SDVOSB HUBZone SDB WOSB**

(Attach additional sheets if necessary.)

(4) A description of the method used to develop the subcontracting goals in paragraph (d)(1) of this clause.

(5) A description of the method used to identify potential sources for solicitation purposes (e.g., existing company source lists, the Procurement Marketing and Access Network (PRO-Net) of the Small Business Administration (SBA), veterans service organizations, the National Minority Purchasing Council Vendor Information Service, the Research and Information Division of the Minority Business Development Agency in the Department of Commerce, or small, HUBZone, small disadvantaged, and women-owned small business trade associations). A firm may rely on the information contained in PRO-Net as an accurate representation of a concern's size and ownership characteristics for the purposes of maintaining a small, veteran-owned small, HUBZone small, small disadvantaged, and women-owned small business source list. Use of PRO-Net as its source list does not relieve a firm of its responsibilities (e.g., outreach, assistance, counseling, or publicizing subcontracting opportunities) in this clause.

(6) A statement as to whether or not the offeror included indirect costs in establishing subcontracting goals, and a description of the method used to determine the proportionate share of indirect costs to be incurred with—

(i) Small business concerns;

(ii) Veteran-owned small business concerns;

(iii) HUBZone small business concerns;

(iv) Small disadvantaged business concerns; and

(v) Women-owned small business concerns.)

(7) The name of the individual employed by the offeror who will administer the offeror's subcontracting program, and a description of the duties of the individual.

8) A description of the efforts the offeror will make to assure that small business, veteran-owned small business, HUBZone small business, small disadvantaged business, and women-owned small business concerns have an equitable opportunity to compete for subcontracts.

(9) Assurances that the offeror will include the clause of this contract entitled "Utilization of Small Business Concerns" in all subcontracts that offer further subcontracting opportunities, and that the offeror will require all subcontractors (except small business concerns) that receive subcontracts in excess of \$500,000 (\$1,000,000 for construction of any public facility) to adopt a subcontracting plan that complies with the requirements of this clause.

(10) Assurances that the offeror will--

- (i) Cooperate in any studies or surveys as may be required;**
- (ii) Submit periodic reports so that the Government can determine the extent of compliance by he offeror with the subcontracting plan;**
- (iii) Submit Standard Form (SF) 294, Subcontracting Report for Individual Contracts, and/or SF 295, Summary Subcontract Report, in accordance with paragraph (j) of this clause. The reports must provide information on subcontract awards to small business concerns, veteran-owned small business concerns, service-disabled veteran-owned small business concerns, small disadvantaged business concerns, women-owned small business concerns, and Historically Black Colleges and Universities and Minority Institutions. Reporting must be in accordance with the instructions on the forms or as provided in agency regulations.**
- (iv) Ensure that its subcontractors agree to submit SF 294 and SF 295.**

REPORTING PERIOD	REPORT DUE	DUE DATE
Oct 1 – Mar 31	SF 294	04/30
Apr 1 – Sept 30	SF 294	10/30
Oct 1 – Sept 30	SF 295	10/30

ADDRESS:

**DIRECTOR
 USAID/OSDBU
 RM 7.8E RRB
 WASHINGTON, DC 20523-7800**

(11) A description of the types of records that will be maintained concerning procedures that have been adopted to comply with the requirements and goals in the plan, including establishing source lists; and a description of the offeror's efforts to locate small business, veteran-owned small business, HUBZone small business, small disadvantaged business, and women-owned small business concerns and award subcontracts to them.

SUBCONTRACTING PLAN AUTHORIZATION:

NAME: _____

TITLE: _____

DATE: _____

SIGNATURE: _____

**ATTACHMENT NO. 5
MATRIX – BRANDING/MARKING PLAN FOR CONTRACTS**

BRANDING / MARKING PLAN for CONTRACTS

Contract #XXX-X-XX-XXXXX-00 (Activity Name, Contract Partner)

ATTACHMENT #1

Table #1: Synopsis of Items Affected by USAID Marking/Branding Regulations (ADS 320)

Complete the following chart with all items in this plan that will be affected by the USAID/Marking/Branding Regulations (ADS 320) and provide appropriate code. In some cases, multiple codes may apply:

Marking Codes: M = Marked U=Unmarked E = Exception W=Waiver

Important note: Marking Codes U Marking Codes PE need further explanation in Table 2.
Marking Codes with W requires a Waiver from the Principal Officer (i.e. Mission Director in the field, Policy in Washington)

<i>Item</i>	<i>Type of USAID marking</i>	<i>Current Status of Marking</i>	<i>Marking Code</i>	<i>Locations affected/ Explanation for any 'U'</i>
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* ADS 320.3.1.5 states: USAID contractors and recipients must not use the USAID Identity on any communications that are strictly administrative, rather than programmatic, in nature. Examples of administrative communications include, but are not limited to, correspondence with the cooperating government concerning contractor compliance with local law, such as the administration of tax, customs, or other provisions. The USAID Identity is also prohibited on contractor and recipient communications related to award administration, such as hiring/firing staff or renting office space and/or equipment. USAID CTOs, COs/AOs and RLAs are available to advise **partners** about USAID's implementation of USAID framework bilateral and other agreements with the cooperating country government.

** ADS 320.3.1.6 states: It is USAID policy to prohibit the use of the USAID Identity on contractor and recipient business cards. At their option, contractors and recipients may include wording on their employees' business cards ("USAID Contractor" or "USAID Grantee" as appropriate) to identify that the employee is working on a USAID-funded activity. In addition, if the contractor or grantee elects to identify the employee as stated above, they may also, at their option, include the USAID program name (see **320.3.2** or **22 CFR 226.91 (f)**). However, business cards must not use the USAID Identity and designs and layouts used must make it clear that the employee is not a USAID employee.

BRANDING / MARKING PLAN for CONTRACTS
Contract #XXX-X-XX-XXXXX-00 (Activity Name, Contract Partner)

Table #2: REQUEST FOR EXCEPTIONS

Determine the correct exception that you wish to request in the chart below and complete the country(ies) listing and explanation for approval by the Contract Officer.

Exception 320.3.2.5 (a)

Compromise the intrinsic independence or neutrality of a program or materials where independence or neutrality is an inherent aspect of the program and materials. This includes, but is not limited, the following: 1) election monitoring or ballots, and voter information literature; 2) political party support or public policy advocacy or reform; 3) independent media, such as television and radio broadcasts and newspaper articles and editorials; and, PSAs or public opinion polls and surveys.

Country(ies): Item: Description

Guidelines for addressing exception

Identify the USAID Strategic Objective, Interim Result, or program goal furthered by an appearance of neutrality, or state why the program, project, activity, commodity, or communication is 'intrinsically neutral.' Identify, by category or deliverable item, examples of program materials funded under the award for which you are seeking the exception.

Explanation:

Exception 320.3.2.5 (b)

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

Country(ies): Item: Description

Guidelines for addressing exception

State what data, studies, or other deliverables will be produced under the USAID funded award, and explain why the data, studies, or deliverables must be seen as credible.

Explanation:

Exception 320.3.2.5 (c)

Undercut host-country government "ownership" of constitutions, laws regulations, policies, studies, assessments, reports, publications, surveys or audits, PSAs, or other communications better positioned as "by" or "from" a cooperating country ministry, organization or government official.

Country(ies): Item: Description

Guidelines for addressing exception

Identify the item or media product produced under the USAID funded award, and explain why each item or product, or category of item and product, is better positioned as an item or product produced by the cooperating country government.

Explanation:

Exception 320.3.2.5 (f)

Offend local cultural or social norms,, or be considered inappropriate on such items as condoms, toilets, bed pans, or similar commodities

Country(ies): Item: Description

Guidelines for addressing exception

Identify the relevant cultural or social norm, and explain why marking would violate that norm or otherwise be inappropriate

Explanation:

Exception 320.3.2.5 (d)

Impair the functionality of an item, such as sterilized equipment or spare parts.

Country(ies): Item: Description

Guidelines for addressing exception

Identify the item or commodity to be marked, or categories of items or commodities, and explain how marking would impair the item's or commodity's functionality.

Explanation:

Exception 320.3.2.5 (e)

Incur substantial costs or be impractical, such as items too small or other otherwise unsuited for individual marking, such as food in bulk.

Country(ies): Item: Description

Guidelines for addressing exception

Explain why marking would not be cost beneficial or practical.

Explanation:

Exception 320.3.2.5 (g)

Conflict with international law, such as the international recognized neutrality of the International Red Cross (IRC) or other organizations.

Country(ies): Item: Description

Guidelines for addressing exception

Identify the applicable international law that is conflicted by marking.

Explanation:

Exception 320.3.2.5 (h)

Deter achievement of program goals, such as cooperating with other donors or ensuring repayment of loans

Country(ies): Item: Description

Guidelines for addressing exception

Identify the applicable program goals and identify other donors or explain how marking will deter achievement.

Explanation:

REQUEST FOR WAIVERS FOR CONTRACTS

ADS 320.3.2.6 Waivers are approved by the Principal Officer. Waivers are determined on the following criteria:

“The USAID Principal Officer has this authority to waive, in whole or in part, USAID marking requirements. The Principal Officer may only exercise this authority if he/she determines that USAID-required markings would pose compelling political, safety, or security concerns, or that marking has had or will have an adverse reaction in the cooperating country. In exception circumstances, the Principal Officer may approve a blanket waiver by region or country.” Please see ADS 320.3.2.6 for more information on waivers.

Contract Officers (CO) do not make waivers. However, only the CO has the authority to inform the contractor of a waiver decision and to direct the contractor to comply with it. A waiver decision may constitute a change to the contract terms and conditions, and only the CO has the authority to issue a change order to the contract. USAID contractors may request waivers of the Marking Plan, in whole or in part, through the CO, with the CTO then assisting in processing a waiver request to the Principal Officer.

Proyecto Aprender
Innovaciones en Descentralización y Escuelas Activas



Estandarización y Costeo del Proyecto Aprender



Esta reporte es posible gracias al financiamiento y asistencia técnica de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) bajo convenio de cooperación N°527-A implementado por la Academia para el Desarrollo Educativo (AED).

Los puntos de vista del autor expresados en esta reporte no reflejan necesariamente los de la Agencia de los Estados Unidos para el Desarrollo Internacional

Agosto del 2008

Estandarización y Costeo del Proyecto AprendeS

Agosto del 2008

I. Introducción

AprendeS es un proyecto educativo que desde el año 2004 viene desarrollando la metodología de Escuelas Activas en áreas rurales del Perú. Esta propuesta ha sido construida con base en experiencias exitosas previas de Colombia, Guatemala y Nicaragua entre otros países. El presente documento tiene como finalidad analizar los principales elementos y costos necesarios para implementar una propuesta pedagógica integral como la desarrollada por AprendeS en las regiones de San Martín y Ucayali. Asimismo, esperamos que lo propuesto aquí pueda servir de referente al Ministerio de Educación, a los Gobiernos regionales y organizaciones públicas y privadas del nivel nacional o regional para promover programas educativos de calidad en el país.

Como en todo tipo de programa social, cada comunidad, institución educativa, gobierno regional o local se caracterizará por tener diferentes condiciones, necesidades y cultura que conforman su propia particularidad y las cuáles cambian además, en el transcurso del tiempo. Así, la intervención debe responder a dichas condiciones y necesidades. Por tal razón la propuesta de modelo de implementación que se presenta aquí no constituye una fórmula rígida sino que debe ajustarse a las características de la región o localidad en la cual se quiera implementar la propuesta de AprendeS.

La propuesta pedagógica integral de Escuelas Activas de AprendeS, descrita en anteriores documentos, representa un enfoque diferente de los procesos de enseñanza aprendizaje que se desarrollan en el aula. Para ello, es necesario que directores, docentes, estudiantes, padres de familia y miembros de la comunidad cambien sus visiones, roles, prácticas y perspectivas acerca de cómo los niños y niñas aprenden. Asimismo, esta perspectiva diferente requiere una intensiva capacitación combinada con el soporte en las aulas a cargo de expertos en la metodología, el uso de materiales educativos que permitan a los estudiantes construir sus conocimientos trabajando en el aula en grupos cooperativos y con guías autoinstructivas de aprendizaje. Los padres y otros miembros de la comunidad se involucran directamente en el mejoramiento de los aprendizajes de los estudiantes y no se limitan a participar de actividades de mejoramiento de la infraestructura u otras necesidades materiales de las escuelas. Los estudiantes también participan activamente en la gestión de las instituciones asumiendo responsabilidades y liderazgo a través de los Municipios Escolares.

Este nuevo entendimiento de los procesos educativos y cambio en las prácticas requiere de un tiempo determinado. La experiencia de AprendeS comprueba que normalmente demora tres años para introducir formalmente todos los componentes de la propuesta y adicionalmente, un año, como mínimo para que todos los actores avancen en la consolidación de lo aprendido en sus prácticas diarias. El nivel alcanzado en la implementación varía entre las escuelas y algunas logran niveles más avanzados de apropiación de la metodología de Escuelas Activas tanto en los componentes pedagógicos como de gestión.

Un factor crítico del éxito de la propuesta es asegurar un marco político e institucional como la Ley General de Educación, el Proyecto Educativo Nacional, adoptado por el Gobierno Nacional mediante decreto supremo y el Proyecto Educativo Regional de San Martín, institucionalizado por ordenanza del Gobierno Regional, que soporte la aplicación de la metodología de Escuelas Activas. La integración de actividades del nivel escolar con el contexto político institucional requiere identificar los temas institucionales, normativos y de gestión que afectan las Escuelas Activas, pues sus innovaciones y prácticas requieren un ambiente de apoyo institucional a través de decisiones de gestión del nivel nacional o regional, decretos, ordenanzas y resoluciones, y autorizaciones especiales.

La sostenibilidad y el éxito a largo plazo de la propuesta de Escuelas Activas, así como el plazo y la calidad de la intervención en la fase intensiva de su implementación dependerán del nivel de apoyo político y de su integración con el contexto más amplio regional y nacional, de políticas y de decisiones y acciones de la gestión educativa. Adicionalmente a este trabajo, AprenDes recomienda un conjunto amplio de actividades relacionadas al marco político institucional discutido posteriormente. Estas actividades no están incluidas en el análisis de costos dada la dificultad de establecer los montos para diseñar e implementar políticas y los cambios en el desarrollo de los gobiernos.

El análisis de costos en este documento plantea un desarrollo gradual de la propuesta que requiere un aprendizaje progresivo para la entidad pública o privada que desarrolle el proyecto y más directamente para el equipo que lo implementa en el campo, empezando con un primer grupo de escuelas en el año 1, después ampliar la intervención a un segundo grupo en el año 2 y posteriormente expandirse a un número mayor de centros a través de redes educativas. Esta estrategia propone que se cuente con un grupo de escuelas que puedan asumir el rol de “demostrativas” para dar soporte en la metodología a otras instituciones educativas. La experiencia de AprenDes al igual que la de otros países, muestra que una vez que un grupo de instituciones educativas logra consolidar la aplicación de la metodología, la introducción de otros grupos de escuelas es más fácil y rápido (así por ejemplo en este análisis, el grupo inicial de escuelas tiene cuatro años de intervención mientras que un segundo grupo requerirá tres años).

La propuesta de escuelas activas incluye talleres de capacitación, permanente acompañamiento al docente en el aula y a la escuela, recursos y materiales educativos adaptados a su entorno, y participación de los padres de familia y la comunidad. AprenDes cree que algunos de estos aportes son esenciales y representan un mínimo nivel de soporte requerido para el desarrollo de la propuesta. Mientras que otros son recomendados o podrían ser reducidos o eliminados dependiendo de los fondos con los que se cuente.

II. Condiciones Necesarias

Consideramos que para el desarrollo de esta propuesta es imprescindible contar con las siguientes consideraciones y condiciones mínimas previas:

1. Es una propuesta de intervención en las escuelas como lo ha sido el proyecto AprenDes
2. Se requiere voluntad y decisión política de las autoridades regionales y locales favorable al proyecto.

3. Debe haber aceptación del proyecto por los docentes y las comunidades locales donde se desarrollará.
4. Debe haber accesibilidad y cercanía media (no lejana) entre las escuelas seleccionadas.
5. Debe existir un nivel mínimo de participación comunitaria (asambleas comunales, concejos educativos institucionales y municipios escolares conformados) en las zonas seleccionadas.
6. Es necesario garantizar la permanencia mínima de 3 años de los docentes (contratados o nombrados) en las escuelas participantes.
7. Es necesaria la asignación o destaque de los facilitadores requeridos, de la planta docente.
8. Debe garantizarse la permanencia mínima de 3 años de los facilitadores encargados del acompañamiento y capacitación de docentes y demás actores de la comunidad educativa
9. Se requiere una Etapa de Planeación de la Implementación de la intervención, a desarrollarse en un Año 0. Estos costos no se incluyen por cuanto en el Proyecto Aprender estas actividades se han realizado en simultáneo con el desarrollo de la propuesta pedagógica en las escuelas.
10. Deben asegurarse los recursos financieros suficientes para implementar la intervención.

Asimismo, como se explicó anteriormente, existen desarrollos importantes del contexto institucional y político que se señalan a continuación y en los que debe avanzarse en forma significativa y permanente a lo largo de la implementación para garantizar el éxito en la consolidación y proyección del cambio educativo que aquí se propone. Pues si bien es cierto que dicho cambio parte de la institución educativa, sin embargo para consolidarse y proyectarse hacia las demás instituciones e instancias de la gestión de la educación local y regional, requiere de un contexto institucional y político adecuado.

Aprender los desarrolló en su experiencia en San Martín y lo está haciendo ahora en Ucayali, Amazonas y Junín, de modo que además de su propuesta pedagógica integral, de su apoyo a la descentralización educativa y de la sistematización de la experiencia de Aprender, el proyecto proporciona los documentos y manuales operativos para uso directo de los equipos técnicos regionales o para sustentar la capacitación y asistencia técnica que se brinde a las regiones para desarrollarlos, como quiera que no los incluyó en los costos que se presentan en este estudio por las dificultades ya señaladas:

- ✓ Redes educativas instaladas, funcionando y articuladas al gobierno local (planes de desarrollo local, presupuestos participativos, espacios intersectoriales).
- ✓ Un nuevo modelo de gestión educativa descentralizado, autónomo y centrado en los aprendizajes, que parta desde la institución educativa hasta las instancias de gestión y conducción de la política educativa regional – (DRE – GDS) pasando por las UGEL, debidamente reorganizadas y reestructuradas.
- ✓ El fortalecimiento de las capacidades de los equipos técnicos de la DRE y de los especialistas de las UGELs para que asuman la gestión de la propuesta de escuelas activas en la región.
- ✓ El desarrollo de estrategias y mecanismos de financiamiento de la propuesta de Escuelas Activas en la región y capacidad para incidir en el presupuesto ordinario regional para garantizar la continuidad de la propuesta.

- ✓ La elaboración del Plan Educativo de Mediano Plazo-PEMP (3 a 4 años) coherente con el PER y el diseño del Proyecto Regional de Escuelas Activas para la Calidad de la Educación Primaria Rural
- ✓ La elaboración y aprobación del Proyecto de Inversión Pública para iniciar el Proyecto de Escuelas Activas (con recursos del presupuesto participativo, canon u ordinarios de la región)

III. Modelo de Implementación de la Propuesta Pedagógica Integral de Escuelas Activas

El Proyecto se inicia con una fase intensiva pero debe continuar posteriormente, incluyendo nuevas escuelas unidocentes y multigrado hasta cubrir todas las existentes en un determinado territorio. Este modelo de implementación se refiere a la 1º Fase Intensiva para la cual se han desarrollado en el presente análisis estimaciones para los diferentes rubros, teniendo en cuenta los siguientes supuestos:

1. Implementación durante 4 años de duración.
2. Participarán 150 escuelas primarias unidocentes y multigrado en áreas rurales castellano hablantes, seleccionadas por distritos y provincias en la perspectiva de la organización de Redes Educativas. Primer grupo de 75 escuelas en el año 1 y segundo grupo de 75 escuelas más desde el año 2.
3. Por escuela se ha considerado en promedio 2 docentes y 42 estudiantes. El promedio de estudiantes por grado es: 1er grado: 8 niños, 2do grado: 8 niños, 3er grado: 8 niños, 4to grado: 6 niños, 5to grado: 6 niños, 6to grado: 6 niños.
4. Por cada grupo de 12 escuelas existirá un facilitador a cargo.

Los rubros básicos del Modelo incluyen: **Formación de los diferentes actores educativos** (docentes, padres de familia y estudiantes), **Materiales Educativos** (materiales de autoaprendizaje para los estudiantes, de capacitación para los docentes, CONEI y ME; y recursos y materiales para las escuelas) **Facilitadores** y **Equipo Técnico**.

1. Formación de los actores¹

1.1 Talleres

Los talleres para docentes

Deben comprender 15,5 días de capacitación anual durante los primeros 2 años de implementación. Esta cantidad de días de capacitación puede reducirse a 13 días durante el año 3 y a 6.5 días para el año 4, siempre y cuando se haya logrado la consolidación de los círculos de interaprendizaje de docentes, del acompañamiento de los facilitadores y de las pasantías de docentes a escuelas de nivel avanzado

¹ El número de días propuesto en esta sección no incluye el tiempo necesario de transporte desde las comunidades hacia el lugar donde se realizan estos eventos de formación. Pero su costo si ha sido tomado en cuenta en los cálculos de costeo.

Deben también darse combinaciones entre talleres regionales y provinciales (o locales). Los talleres regionales proveen la capacitación de todos los docentes participantes o a un número grande de ellos. Resulta importante para los docentes asistir por lo menos dos veces al año a este tipo de eventos para compartir sus experiencias como parte de una comunidad más extensa que está experimentando cambios similares en su práctica pedagógica y de gestión. Asimismo, los talleres regionales posibilitan que el equipo técnico en pleno pueda participar y asumir directamente la conducción del evento. Usualmente estos talleres son más largos que los provinciales (4 días durante los 3 primeros años y 2 días en el último año) de tal manera que la formación requerida puede ser cubierta y así los docentes tengan los conocimientos necesarios para implementar la propuesta en sus diferentes componentes.

La capacitación regional debe ser complementada con talleres provinciales. Estos talleres con menor número de asistentes y de menor duración (2.5 días) permiten el apoyo especializado. Se proponen 3 talleres en los dos primeros años; 2 en el tercer año y 1 en el último año del proyecto. El contenido de la capacitación está basado en las necesidades comunes identificadas durante las visitas de los facilitadores de tal forma que la capacitación es adaptada a cada provincia. Este tipo de capacitación reduce costos dependiendo del número total de escuelas en el proyecto pues un número muy grande de pequeñas capacitaciones podría ser difícil de manejar. Estas capacitaciones son conducidas por los facilitadores a cargo de cada provincia.

Talleres para miembros de Consejos Educativos Institucionales (CONEI)

Representantes de los padres de familia, los estudiantes, la autoridad comunal y el director escolar asisten a 2 talleres provinciales anuales de capacitación, de 2 días cada uno, durante los 4 años de implementación de la propuesta. En estos talleres se revisan los principales aspectos de la Gestión Escolar a través de los CONEI como instancias de participación de los diferentes actores de la comunidad educativa. Entre los temas abordados se encuentra la elaboración de la visión y la misión de la escuela (PEI) y del plan anual de trabajo (PAT) que organiza las actividades de apoyo a la mejora de los aprendizajes de los estudiantes, así como el seguimiento y monitoreo de dichas actividades por los miembros de los mismos CONEI.

1.2 Acompañamiento Pedagógico

Durante los 4 años del Proyecto, cada facilitador realiza 1 visita mensual de Acompañamiento Pedagógico a cada una de las 12 escuelas a su cargo, en 18 días al mes. Este acompañamiento es fundamental como apoyo para la implementación de la propuesta en cada escuela, para el intercambio de experiencias, la reflexión del docente sobre su práctica pedagógica, la innovación y el mejoramiento de la gestión.

1.3 Círculos de Interaprendizaje (CIA)

Los docentes se reúnen por lo menos una vez al mes para compartir sus experiencias, reflexionar sobre su práctica docente, discutir y apoyarse en el proceso de apropiación de la propuesta. Inicialmente, los CIA agrupan a docentes que pertenecen a escuelas cercanas pero gradualmente se convierten en CIA Provincial. De igual manera los facilitadores organizan y dirigen estas reuniones pero

progresivamente transfieren esta responsabilidad a los mismos maestros. Dichas reuniones son voluntarias y el proyecto no provee apoyo financiero para el desarrollo de las mismas.

1.4 Pasantías

Las pasantías de docentes

Una vez exista un grupo de escuelas con mayor nivel de progreso en la implementación de la propuesta, se realizan pasantías o visitas a dichas escuelas a partir del segundo año del proyecto. Se recomiendan 2 pasantías de 1 día cada una en el año 2 y siguientes de la intervención.

Las pasantías de CONEI y Municipios Escolares

Durante el año 2 del proyecto se inicia 1 pasantía anual de 1 día cada una y asisten representantes del CONEI (Director, padre de familia y autoridad comunal) y del Municipio Escolar (2 estudiantes). De esta manera los miembros del CONEI y de los municipios escolares pueden observar cómo se gestiona una escuela activa para aprender unas de otras.

2. Materiales educativos

Son un conjunto amplio de recursos de aprendizaje para todos los actores educativos, de propiedad de la institución educativa y no de las personas individuales. Deben ser conservados para su uso en años sucesivos.

2.1 Guías de autoaprendizaje (cartillas) para los estudiantes

Una cartilla es utilizada por 2 estudiantes. Así el número de cartillas entregadas a cada escuela dependerá del número de alumnos en cada grado de estudio. El set incluye:

- ✓ 6 cartillas para 2do y 3er grado (3 que integran las áreas de personal social y comunicación integral y 3 para lógico matemática).
- ✓ 9 cartillas para cada uno de los tres últimos grados - 4to, 5to y 6to grado (3 para comunicación integral, 3 para lógico matemático, 3 para ciencia y ambiente).

Después de los 4 años del proyecto se recomienda que estas guías sean revisadas por especialistas y se realicen todos los ajustes necesarios para reimprimir una nueva versión.

2.2 Materiales de capacitación

Los módulos de capacitación sirven como material de formación y orientación de uso diario en las escuelas. Aquí se incluyen:

- ✓ Manual de 1er grado: 4 proyectos de lectoescritura para 1er grado, 1 Cartilla Ya sé leer, 3 módulos de LM y una guía de orientaciones para la enseñanza y aprendizaje de la lecto escritura. Estos módulos

guían al docente en la implementación de actividades introductorias a la lectura y escritura. Se reparte un juego por escuela.

- ✓ Manual de capacitación para docentes, CONEI y ME: 16 módulos: Organicemos nuestra escuela, módulo de facilitadores, sectores de aprendizaje, biblioteca escolar, escuela activa: horario flexible, guías de aprendizaje para escuelas multigrado, estudiando y adaptando las guías de aprendizaje, evaluación y promoción flexible, aprendizaje cooperativo, practicamos valores y actitudes, gestión del Municipio Escolar, gestión de los CONEI, gestión de las Redes Educativas, centros de recursos de aprendizaje (CRA), círculos de interaprendizaje (CIA) y escuelas vacacionales.

2.3 Materiales para el trabajo en aula

Cada escuela recibe un set de materiales impresos y concretos para el desarrollo de las diferentes áreas curriculares.

- ✓ 1 Biblioteca con 30 textos como mínimo, entre los que deben considerarse: 12 libros de lectura (cuentos, rimas, fábulas, poesías, leyendas, etc.), 10 libros de información general sobre las áreas curriculares y 8 libros de literatura regional para todos los grados. Se entrega 1 vez al inicio del proyecto en cada escuela.
- ✓ 1 Canasta matemática que contiene material concreto² para desarrollar capacidades principalmente de las áreas de lógico matemática y ciencia y ambiente. Se entrega un set por escuela. Se entrega 1 vez al inicio del proyecto en cada escuela.
- ✓ Pizarritas individuales donde los estudiantes pueden escribir con lápiz y borrar lo escrito con un borrador común. Estas pequeñas pizarras permiten que los niños practiquen la escritura y compartan sus trabajos con otros compañeros. Además resultan más económicas y motivadoras para los estudiantes que usar hojas de papel. Al inicio del proyecto se reparte una pizarrita por cada estudiante de 1er y 2do grado que haya en la escuela. En los años posteriores solo se les entrega pizarritas a los estudiantes que ingresan al 1er grado.

2.4 Materiales y útiles para las escuelas

- ✓ Materiales fungibles. Un set de materiales fungibles es entregado 1 vez al inicio del año escolar a cada escuela. Entre estos materiales se encuentran cartulinas, crayolas, lápices de colores, papelotes, papel bond, témperas, tizas, goma.
- ✓ Materiales para estudiantes. Al inicio del año cada estudiante recibe útiles básicos como lápiz, borrador, tajador y tijeras.

3. Facilitadores

Se recomienda que exista un facilitador por cada 12 escuelas participantes en el proyecto, el cuál se encargará de visitarlas por lo menos una vez al mes. Sin

² Bloques lógicos, geoplano, regletas de Cusinier, tangramas, globo terráqueo, entre otros.

embargo, en algunos casos este número de escuelas podría ser mayor, quizás hasta 15 escuelas, dependiendo de la cercanía y de las vías de comunicación entre ellas. Los facilitadores son docentes de aula que han sido capacitados en la propuesta pedagógica integral y en cómo acompañar y brindar asesoría técnica a los diferentes actores de las escuelas. Se recomienda establecer convenios con la DRE y las UGEL correspondientes para que se destaquen docentes de la región que después de pasar por un proceso de selección y capacitación puedan asumir el rol de facilitadores para las escuelas del proyecto. De este modo se reducirán los costos en salarios ya que este personal seguirá recibiendo sus ingresos como docente del Estado. Se recomienda que en el cuarto año del proyecto parte de este equipo regrese a sus respectivas UGEL para apoyar directamente la expansión de la propuesta a cargo de la Región.

Basados en la experiencia de Aprender, la formación del equipo de facilitadores comprende la asistencia a Talleres de Capacitación, Círculos de Interaprendizaje, Pasantías y Acompañamiento y asesoría por parte del equipo técnico del proyecto:

- ✓ Durante los 2 primeros años los facilitadores deben asistir a 18 días de capacitación anual, al inicio del año escolar; a 4,5 días de capacitación durante las vacaciones de mitad de año; y a 3 días de revisión y evaluación al final del año escolar. En los 2 años siguientes todo debe continuar igual, excepto que al inicio de cada año la capacitación será de 12 días.
- ✓ Además, ellos se reúnen trimestralmente en Círculos de aprendizaje durante 3 días para planear la sesión de capacitación con docentes que se realizará en las semanas posteriores. En total se deben realizar 4 CIA de facilitadores.
- ✓ En el primer año se realiza 1 pasantía de 3 días a escuelas demostrativas de la Región de San Martín. En el segundo y tercer año, visitarán escuelas más avanzadas de provincias de la Región en donde se implementa el proyecto. En el cuarto año no habrán pasantías de facilitadores.
- ✓ De la misma manera que los facilitadores acompañan a los docentes y escuelas en el proceso de implementación de la propuesta de Escuelas Activas, ellos a su vez son acompañados 4 veces al año por algunos de los miembros del equipo técnico del proyecto, durante sus visitas a las escuelas o su asistencia a CIA de docentes. Cada visita de acompañamiento tiene una duración de 2 días y como parte de ella el facilitador recibe la retroalimentación correspondiente del equipo técnico.

Debido a que los facilitadores viven en las provincias, existe un tiempo y costo adicional para que se trasladen a los lugares donde se realiza cada evento de formación.

4. Equipo técnico

Además de los facilitadores que trabajan directamente con las escuelas, es necesario que se constituya un equipo especializado para manejar los aspectos técnicos y

administrativos del programa. Creemos que este personal para desarrollar el proyecto puede asignarse de los equipos de DRE y UGEL, según un plan de racionalización de los recursos humanos técnicos y por esta razón no incluimos su costo. El equipo técnico incluye:

- ✓ Director
- ✓ Coordinador de facilitadores y materiales
- ✓ Especialista en Comunicación Integral
- ✓ Especialista en Lógico Matemático
- ✓ Especialista de Participación Comunitaria y Redes
- ✓ Especialista de Información, Monitoreo y Evaluación
- ✓ Asistente Administrativo/financiero

4.1 Capacitación del equipo técnico

Durante los 4 años del proyecto se desarrollará un Plan de Capacitación y Asistencia Técnica a los integrantes del Equipo Técnico del Proyecto, referido a la propuesta Pedagógica Integral y al apoyo a la Descentralización Educativa.

4.2 Actividades de evaluaciones de impacto y monitoreo

Anualmente se realizará la evaluación de impacto con base en una muestra de escuelas del proyecto y se implementará el sistema de monitoreo.

IV. Acciones Complementarias Recomendadas

1. Expansión del Modelo de Implementación

Como se ha dicho, el modelo asume una estrategia de implementación gradual de la propuesta. Por eso, una vez exista un número significativo de escuelas con mayor experiencia, al 3° año de desarrollo del proyecto, se deben seleccionar entre ellas un grupo de Escuelas Demostrativas para fortalecerlas con estrategias específicas, de modo que sirvan como referentes para la irradiación de la propuesta a otras instituciones unidocentes y multigrado de la Región.

En una primera etapa, debe irradiarse la propuesta de Escuelas Activas aproximadamente a 100 instituciones educativas que formarán parte de un 2° fase de expansión del proyecto a un mayor número de escuelas. Esta etapa se desarrollará en el 4° año del modelo de implementación con el mismo equipo técnico, para lo cual las escuelas deben estar organizadas en Redes que propicien la cooperación entre ellas. Esto implica una estrategia que involucra a las autoridades regionales y locales, con presupuestos propios a través de proyectos de inversión pública con recursos de los presupuestos participativos o del canon u otros fondos de la misma región destinados al sector educación.

2. Transferencia de la experiencia a especialistas de UGEL

Se recomienda que como una transferencia concreta de los conocimientos y experiencias de la propuesta y de la forma como ella se está desarrollando, los especialistas de UGEL participen en las actividades de capacitación a docentes y facilitadores. Ellos también deben visitar escuelas frecuentemente junto con los facilitadores para que comprendan mejor las metodologías activas y observen cómo proporcionar apoyo al trabajo de aula y a la gestión escolar.

3. Contexto político-institucional

En cualquier caso, para desarrollar la propuesta pedagógica integral de Escuelas Activas, es imprescindible que exista un marco de apoyo institucional y político que incluya el desarrollo de capacidades en los equipos locales, mejor organización de la gestión educativa y un uso más eficiente y racional de los recursos financieros, técnicos y humanos.

Por ello, si la propuesta es introducida por una organización distinta al gobierno, las autoridades de las DRE/UGEL deben, en todo caso, ser capacitadas en ella, durante el primer año y con diferentes estrategias pues además del interés y decisión de la entidad ejecutora se requiere siempre la voluntad y decisión política de las autoridades regionales y locales para adelantar los cambios institucionales y políticos que se requieren.

Por otra parte y dado el proceso actual de descentralización educativa en el Perú, es conveniente que, adicional a lo ya señalado en *II. Condiciones Necesarias*, el establecimiento de prioridades políticas y el planeamiento regional donde se quiera impulsar la propuesta de Escuelas Activas, incluya:

- ✓ La elaboración e institucionalización del PER (proyecto educativo regional que determina las prioridades regionales de política educativa y sus metas).
- ✓ La creación de los PEL (proyectos educativos locales a nivel de Provincia).
- ✓ La creación y reforzamiento del COPARE, COPALE, COPRED y CONEI.
- ✓ El reforzamiento del nivel de gobierno municipal.

El proyecto AprendeDes puede proporcionar los documentos y manuales necesarios para apoyar la capacitación y la asistencia técnica a las autoridades regionales y locales para la implementación de estas acciones.

4. Sociedad Educadora

Como un desarrollo del concepto de sociedad educadora y como una experiencia probada de la articulación de la comunidad y la escuela sugerimos la realización de Escuelas Vacacionales organizadas y desarrolladas por el CONEI durante el período vacacional de inicios del año. Esta actividad debe ser apoyada por los gobiernos locales y / o entidades empresariales privadas de la región.

5 Materiales

Finalmente, se recomienda que se proporcione a los docentes algunos materiales como lapiceros, cuadernos, calculadora de bolsillo, pinner con carátula así como mobiliario para la escuela como pizarra para tiza, armario para biblioteca y al menos 2 mesas y 8 sillas, en lo cual pueden colaborar la comunidad local y el gobierno distrital.

También se sugiere que el Centro de Recursos de Aprendizaje (CRA) sea un aporte concreto de los gobiernos regionales y locales al mejoramiento de la Calidad Educativa de las escuelas de su ámbito de competencia. Estos centros brindan apoyo a los estudiantes, docentes y padres de familia como materiales de aprendizaje, capacitación y biblioteca; muestras de recursos didácticos elaborados con materiales de la región, equipos para copiado, impresión e informáticos con conexión a Internet. El responsable del CRA debe ser destacado por la UGEL e igualmente capacitado en la propuesta de Escuelas Activas.

Igualmente, cuando la propuesta se implemente en regiones de sierra o costa o en poblaciones bilingües, las Guías de Autoaprendizaje deben ser revisadas para su adaptación y contextualización.

Finalmente, y en cuanto a las visitas de los facilitadores, se recomienda financiar a los facilitadores la adquisición de motocicletas, sin costo financiero y a 3 años o más, y asumir los costos de combustible y mantenimiento.

V. Costos

	\$
Gasto total del proyecto en 4 años:	1,098,896
Gasto total por escuela en 4 años:	7,326
Gasto promedio anual por escuela:	1,831.5
Gasto promedio anual por estudiante:	43.6

Cuadro resumen del costeo de la propuesta integral de Escuelas Activas

(Costeo en dólares)		Año 1		Año 2		Año 3		Año 4		Total Final		
		1 escuela	Grupo A	1 escuela	Grupo A	1 escuela	Grupo B	1 escuela	Grupo A+Grupo B		1 escuela	Grupo A+Grupo B
1.	Formación de actores	1242	93150	1332	99900	1332	99900	1244	186600	1028	154200	633750
1.1	Talleres	972	72900	972	72900	972	72900	884	132600	668	100200	451500
	1.1.1 Talleres para docentes	648	48600	648	48600	648	48600	560	84000	344	51600	281400
	1.1.2 Talleres para CONEI	324	24300	324	24300	324	24300	324	48600	324	48600	170100
1.2	Acompañamiento Pedagógico	270	20250	270	20250	270	20250	270	40500	270	40500	141750
1.3	Círculos de Interaprendizaje para docentes	0	0	0	0	0	0	0	0	0	0	0
1.4	Pasantías	0	0	90	6750	90	6750	90	13500	90	13500	40500
	1.4.1. Pasantías para docentes	0	0	40	3000	40	3000	40	6000	40	6000	18000
	1.4.2 Pasantías para CONEI - ME	0	0	50	3750	50	3750	50	7500	50	7500	22500
		1 escuela	Grupo A	1 escuela	Grupo A	1 escuela	Grupo B	1 escuela	Grupo A+Grupo B	1 escuela	Grupo A+Grupo B	
2.	Materiales Educativos	1110.83	85405.9	191.61	14370.8	1058.24	85405.9	245.69	36853.5	245.69	36853.5	258889.5
2.1	Guías de autoaprendizaje para los estudiantes	387	30476.3	0	0	387	30476.3	0	0	0	0	60952.5
2.2	Materiales de Capacitación	171.3	13489.9	0	0	171.3	13489.9	0	0	0	0	26979.75
	2.2.1 Módulos para 1er grado	41.3	3252.38	0	0	41.3	3252.38	0	0	0	0	6504.75
	2.2.2 Módulos para Docentes, CONEI y ME	130	10237.5	0	0	130	10237.5	0	0	0	0	20475
2.3	Materiales para el trabajo en aula	360.92	27069	0	0	308.33	27069	54.08	8112	54.08	8112	70362
	2.3.1 Biblioteca	150.63	11297.3	0	0	150.63	11297.3	0	0	0	0	22594.5
	2.3.2 Canasta Matemática	102.13	7659.75	0	0	102.13	7659.75	0	0	0	0	15319.5
	2.3.3 Pizarritas individuales para 1er y 2do grado	108.16	8112	0	0	108.16	8112	0	0	0	0	16224
	2.3.4. Pizarritas individuales para estudiantes nuevos de 1er grado	0	0	54.08	4056	0	0	54.08	8112	54.08	8112	20280
2.4	Materiales y útiles para las escuelas	191.61	14370.8	191.61	14370.8	191.61	14370.8	191.61	28741.5	191.61	28741.5	100595.25
	2.4.1 Material Fungible	121.47	9110.25	121.47	9110.25	121.47	9110.25	121.47	18220.5	121.47	18220.5	63771.75

	2.4.2 Materiales para estudiantes	70.14	5260.5	70.14	5260.5	70.14	5260.5	70.14	10521	70.14	10521	36823.5
		1 escuela	Grupo A	1 escuela	Grupo A	1 escuela	Grupo B	1 escuela	Grupo A+Grupo B	1 escuela	Grupo A+Grupo B	
3	Facilitadores	109.04	8178	96.88	7266	72.54	5440.5	74.8	11220	65.29	9793.5	41898
3.1	Formación de Facilitadores	109.04	8178	96.88	7266	72.54	5440.5	74.8	11220	65.29	9793.5	41898
	3.1.1 Talleres para facilitadores	47.96	3597	47.96	3597	32.71	2453.25	38.04	5706	38.04	5706	21059.25
	3.1.2 Círculos de interaprendizaje	21.17	1587.75	21.17	1587.75	12.08	906	21.17	3175.5	21.17	3175.5	10432.5
	3.1.3 Pasantías	15.58	1168.5	3.42	256.5	3.42	256.5	3.42	513	0	0	2194.5
	3.1.4 Acompañamiento por parte del equipo técnico	24.33	1824.75	24.33	1824.75	24.33	1824.75	12.17	1825.5	6.08	912	8211.75
		1 escuela	Grupo A	1 escuela	Grupo A	1 escuela	Grupo B	1 escuela	Grupo A+Grupo B	1 escuela	Grupo A+Grupo B	
4	Equipo Técnico	517.86	38839.5	278.93	20919.8	278.93	20919.8	278.93	41839.5	278.93	41839.5	164358
4.2	Capacitación y asistencia técnica pedagógica	93.33	6999.75	46.67	3499.88	46.665	3499.88	46.665	6999.75	46.665	6999.75	27999
4.3	Capacitación y asistencia técnica de descentralización	93.33	6999.75	46.67	3499.88	46.665	3499.88	46.665	6999.75	46.665	6999.75	27999
4.4	Actividades de evaluación de impacto y monitoreo	200	15000	120	9000	120	9000	120	18000	120	18000	69000
4.5	Gastos administrativos	78.72	5904	39.36	2952	39.36	2952	39.36	5904	39.36	5904	23616
4.6	Gastos de transporte del equipo técnico	52.48	3936	26.24	1968	26.24	1968	26.24	3936	26.24	3936	15744
	TOTAL	2979.73	225573	1899.42	142457	2741.71	211666	1843.42	276513	1617.91	242686.5	1098895.5

Notas:

1. Todos estos costos se encuentran actualizados al 2008; con tasa de cambio de 2.81 soles
2. Grupo A: 75 escuelas que ingresan al proyecto en el año 1
Grupo B: 75 escuelas más que ingresan al proyecto en el año 2

3. Los montos de talleres y pasantías de docentes y CONEI incluyen hospedaje, viáticos y transporte para cada uno de los asistentes.
4. En los rubros de Guías de autprendizaje (2.1) y Materiales de capacitación (2.2) se ha incluido en las columnas de costo por grupo un 5% para material extra el cual será repartido entre el equipo técnico, facilitadores, especialistas UGEL y para reemplazar material deteriorado en las escuelas.
5. Los montos de talleres, Círculos de interaprendizajes y pasantías de facilitadores incluyen hospedaje, viáticos y transporte para cada uno de los asistentes.

Proyecto Aprender
Innovaciones en Descentralización y Escuelas Activas



Estandarización y Costeo del Proyecto Aprender - ANEXO 1



Este reporte es posible gracias al financiamiento y asistencia técnica de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) bajo convenio de cooperación N°527-A implementado por la Academia para el Desarrollo Educativo (AED).

Los puntos de vista del autor expresados en este reporte no reflejan necesariamente los de la Agencia de los Estados Unidos para el Desarrollo Internacional

Agosto del 2008

	AÑO 1						AÑO 2						AÑO 3						AÑO 4						
	Detalles	Costos unit	Cálculos	total	Cálculos	total	Detalles	Costos unit	Cálculos	total	Cálculos	total	Detalles	Costos unit	Cálculos	total	Cálculos	total	Detalles	Costos unit	Cálculos	total	Cálculos	total	
1. FORMACIÓN DE ACTORES																									
1.1 Talleres																									
1.1.1 Talleres para docentes	2 Talleres regionales o zonales (que agrupan escuelas de varias provincias) para docentes de 4 días cada uno, 32 horas (8 horas diarias) y 1 día de transporte de ida y regreso. En los meses de febrero y agosto.	Hospedaje y viáticos: \$16. Transporte (ida y vuelta): \$16	2 talleres regionales ((5 días x \$16) + (1 viaje ida y vuelta x \$16))	192,00	\$192 x 2 docentes	384,00	2 Talleres regionales o zonales (que agrupan escuelas de varias provincias) para docentes de 4 días cada uno, 32 horas (8 horas diarias) y 1 día de transporte de ida y regreso. En los meses de febrero y agosto.	Hospedaje y viáticos: \$16. Transporte (ida y vuelta): \$16	2 talleres regionales ((5 días x \$16) + (1 viaje ida y vuelta x \$16))	192,00	\$192 x 2 docentes	384,00	2 Talleres regionales o zonales (que agrupan escuelas de varias provincias) para docentes de 4 días cada uno, 32 horas (8 horas diarias) y 1 día de transporte de ida y regreso. En los meses de febrero y agosto.	Hospedaje y viáticos: \$16. Transporte (ida y vuelta): \$16	2 talleres regionales ((5 días x \$16) + (1 viaje ida y vuelta x \$16))	192,00	\$192 x 2 docentes	384,00	2 Talleres regionales o zonales (que agrupan escuelas de varias provincias) para docentes de 2 días cada uno, 16 horas (8 horas diarias) y 1 día de transporte de ida y regreso. En los meses de febrero y agosto.	Hospedaje y viáticos: \$16. Transporte (ida y vuelta): \$16	2 talleres regionales ((3 días x \$16) + (1 viaje ida y vuelta x \$16))	128,00	\$128 x 2 docentes	256,00	
	3 talleres provinciales para docentes de 2.5 días cada uno, 20 horas (8 horas diarias) y medio día de transporte de ida y regreso (abril, junio, setiembre y noviembre)	Hospedaje y viáticos: \$13. Transporte: \$8	3 talleres provinciales ((3 días x \$12) + (1 viaje ida y vuelta x \$8))	132,00	\$132 x 2 docentes	264,00	3 talleres provinciales para docentes de 2.5 días cada uno, 20 horas (8 horas diarias) y medio día de transporte de ida y regreso (abril, junio, setiembre y noviembre)	Hospedaje y viáticos: \$13. Transporte: \$8	3 talleres provinciales ((3 días x \$12) + (1 viaje ida y vuelta x \$8))	132,00	\$132 x 2 docentes	264,00	2 talleres provinciales para docentes de 2.5 días cada uno, 20 horas (8 horas diarias) y medio día de transporte de ida y regreso (abril, junio, setiembre y noviembre)	Hospedaje y viáticos: \$13. Transporte: \$8	2 talleres provinciales ((3 días x \$12) + (1 viaje ida y vuelta x \$8))	88,00	\$88 x 2 docentes	176,00	1 taller provinciales para docentes de 2.5 días cada uno, 20 horas (8 horas diarias) y medio día de transporte de ida y regreso (abril, junio, setiembre y noviembre)	Hospedaje y viáticos: \$13. Transporte: \$8	1 taller provinciales ((3 días x \$12) + (1 viaje ida y vuelta x \$8))	44,00	\$44 x 2 docentes	88,00	
	Subtotal de talleres de docentes			324,00		648,00	Subtotal de talleres de docentes			324,00		648,00	Subtotal de talleres de docentes			280,00		560,00	Subtotal de talleres de docentes			172,00		344,00	
1.1.2 Talleres para CONEI	2 talleres provinciales de CONEI (asisten 4 por escuela: Director, padre de familia, estudiante y autoridad comunal) de 2 días cada uno, 16 horas (8 horas diarias), y medio día de transporte de ida y medio día de regreso (en marzo y setiembre)	Hospedaje y viáticos: \$13. Transporte: \$8	2 talleres provinciales ((2.5 días x \$13) + (1 viaje ida y vuelta x \$8))	81,00	\$81 por miembro de CONEI x 4 miembros	324,00	2 talleres provinciales de CONEI (asisten 4 por escuela: Director, padre de familia, estudiante y autoridad comunal) de 2 días cada uno, 16 horas (8 horas diarias), y medio día de transporte de ida y medio día de regreso (en marzo y setiembre)	Hospedaje y viáticos: \$13. Transporte: \$8	2 talleres provinciales ((2.5 días x \$13) + (1 viaje ida y vuelta x \$8))	81,00	\$81 por miembro de CONEI x 4 miembros	324,00	2 talleres provinciales de CONEI (asisten 4 por escuela: Director, padre de familia, estudiante y autoridad comunal) de 2 días cada uno, 16 horas (8 horas diarias), y medio día de transporte de ida y medio día de regreso (en marzo y setiembre)	Hospedaje y viáticos: \$13. Transporte: \$8	2 talleres provinciales ((2.5 días x \$13) + (1 viaje ida y vuelta x \$8))	81,00	\$81 por miembro de CONEI x 4 miembros	324,00	2 talleres provinciales de CONEI (asisten 4 por escuela: Director, padre de familia, estudiante y autoridad comunal) de 2 días cada uno, 16 horas (8 horas diarias), y medio día de transporte de ida y medio día de regreso (en marzo y setiembre)	Hospedaje y viáticos: \$13. Transporte: \$8	2 talleres provinciales ((2.5 días x \$13) + (1 viaje ida y vuelta x \$8))	81,00	\$81 por miembro de CONEI x 4 miembros	324,00	
	Subtotal de talleres de CONEI			81,00		324,00	Subtotal de talleres de CONEI			81,00		324,00	Subtotal de talleres de CONEI			81,00		324,00	Subtotal de talleres de CONEI			81,00		324,00	
1.2. Acompañamiento Pedagógico de facilitadores a las escuelas	Cada facilitador realiza 12 visitas durante 18 días por mes. 162 días visitas al año, (18 días al mes por 9 meses)	Hospedaje, viáticos y transporte: \$20.	18 días x 9 meses x \$20	3240,00	\$3240 por facilitador/ 12 escuelas	270,00	Cada facilitador realiza 12 visitas durante 18 días por mes. 162 días visitas al año, (18 días al mes por 9 meses)	Hospedaje, viáticos y transporte: \$20.	18 días x 9 meses x \$20	3240,00	\$3240 por facilitador/ 12 escuelas	270,00	Cada facilitador realiza 12 visitas durante 18 días por mes. 162 días visitas al año, (18 días al mes por 9 meses)	Hospedaje, viáticos y transporte: \$20.	18 días x 9 meses x \$20	3240,00	\$3240 por facilitador/ 12 escuelas	270,00	Cada facilitador realiza 12 visitas durante 18 días por mes. 162 días visitas al año, (18 días al mes por 9 meses)	Hospedaje, viáticos y transporte: \$20.	18 días x 9 meses x \$20	3240,00	\$3240 por facilitador/ 12 escuelas	270,00	

	25 Fasteners	0,03			25 fasteners x \$0.03 por fastener	0,75	25 Fasteners	0,03			25 fasteners x \$0.03 por fastener	0,75	25 Fasteners	0,03			25 fasteners x \$0.03 por fastener	0,75
	4 Maskingtape 2 pulg	0,93			4 maskintape x \$0.93 por makintape	3,72	4 Maskingtape 2 pulg	0,93			4 maskintape x \$0.93 por makintape	3,72	4 Maskingtape 2 pulg	0,93			4 maskintape x \$0.93 por makintape	3,72
	2 Engrapadoras sencilla	2,97			2 engrapadoras x \$ 2.97	5,94	2 Engrapadoras sencilla	2,97			2 engrapadoras x \$ 2.97	5,94	2 Engrapadoras sencilla	2,97			2 engrapadoras x \$ 2.97	5,94
	2 Motas para pizarra	0,90			2 motas x \$ 0.9	1,80	2 Motas para pizarra	0,90			2 motas x \$ 0.9	1,80	2 Motas para pizarra	0,90			2 motas x \$ 0.9	1,80
	Subtotal de materiales fungibles para escuelas entregados 1 vez al año	21,41				121,47	Subtotal de materiales fungibles para escuelas entregados 1 vez al año	21,41				121,47	Subtotal de materiales fungibles para escuelas entregados 1 vez al año	21,41				121,47
2.3.2 Materiales Educativos por estudiante (se entrega 1 vez al año)	1 Borrador de leche	0,13	1 borrador por niño x \$ 0.13	0,13	1 borrador por niño x \$ 0.13 x 42 niños	5,46	1 Borrador de leche	0,13	1 borrador por niño x \$ 0.13	0,13	1 borrador por niño x \$ 0.13 x 42 niños	5,46	1 Borrador de leche	0,13	1 borrador por niño x \$ 0.13	0,13	1 borrador por niño x \$ 0.13 x 42 niños	5,46
	6 Lápices de grafito	0,13	6 lápices por niño x \$0.13	0,78	6 lápices por niño x \$0.13 x 42 niños	32,76	6 Lápices de grafito	0,13	6 lápices por niño x \$0.13	0,78	6 lápices por niño x \$0.13 x 42 niños	32,76	6 Lápices de grafito	0,13	6 lápices por niño x \$0.13	0,78	6 lápices por niño x \$0.13 x 42 niños	32,76
	1 Tajador metálico	0,20	1 tajador por niño x \$0.20	0,20	1 tajador por niño x \$0.20 x 42 niños	8,40	1 Tajador metálico	0,20	1 tajador por niño x \$0.20	0,20	1 tajador por niño x \$0.20 x 42 niños	8,40	1 Tajador metálico	0,20	1 tajador por niño x \$0.20	0,20	1 tajador por niño x \$0.20 x 42 niños	8,40
	Tijeras pequeña para estudiantes	0,56			42 estudiantes x \$ 0.56 por tijera	23,52	Tijeras pequeña para estudiantes	0,56			42 estudiantes x \$ 0.56 por tijera	23,52	Tijeras pequeña para estudiantes	0,56			42 estudiantes x \$ 0.56 por tijera	23,52
	Subtotal de Materiales Educativos por estudiante	0,89				70,14	Subtotal de Materiales Educativos por estudiante	0,89				70,14	Subtotal de Materiales Educativos por estudiante	0,89				70,14
Subtotal Materiales y útiles para la escuelas	22,30				191,61	Subtotal Materiales y útiles para la escuelas	22,30				191,61	Subtotal Materiales y útiles para la escuelas	22,30				191,61	
TOTAL DE MATERIALES EDUCATIVOS	277,06				1110,83	TOTAL DE MATERIALES EDUCATIVOS	277,06				1164,91	TOTAL DE MATERIALES EDUCATIVOS	29,06				245,69	

3. FACILITADORES																								
3.2.1 Talleres para facilitadores	1 Taller al inicio del año de 18 días, 144 horas (8 horas diarias) con 2 días de descanso y 1 día de transporte de ida y regreso	Hospedaje y viáticos: \$17 por día. Transporte de ida y regreso: \$19	(21 días x \$17)+ (1 viaje x \$19)	376,00	\$376 por facilitador/ 12 escuelas	31,33	1 Taller al inicio del año de 18 días, 144 horas (8 horas diarias) con 2 días de descanso y 1 día de transporte de ida y regreso	Hospedaje y viáticos: \$17 por día. Transporte de ida y regreso: \$19	(21 días x \$17)+ (1 viaje x \$19)	376,00	\$376 por facilitador/ 12 escuelas	31,33	1 Taller al inicio del año de 12 días, 96 horas (8 horas diarias) con 1 día de descanso y 1 día de transporte de ida y regreso	Hospedaje y viáticos: \$17 por día. Transporte de ida y regreso: \$19	(14 días x \$17)+ (1 día x \$19)	257,00	\$257 por facilitador / 12 escuelas	21,42	1 Taller al inicio del año de 12 días, 96 horas (8 horas diarias) con 1 día de descanso y 1 día de transporte de ida y regreso	Hospedaje y viáticos: \$17 por día. Transporte de ida y regreso: \$19	(14 días x \$17)+ (1 día x \$19)	257,00	\$257 por facilitador / 12 escuelas	21,42
	1 Taller en el mes de julio de 4.5 días, 36 horas (8 horas diarias) y 1 día de transporte de ida y regreso	Hospedaje y viáticos: \$17 por día. Transporte de ida y regreso: \$19	(5.5 días x \$17)+ (1 viaje x \$19)	112,50	\$112.5 por facilitador/ 12 escuelas	9,38	1 Taller en el mes de julio de 4.5 días, 36 horas (8 horas diarias) y 1 día de transporte de ida y regreso	Hospedaje y viáticos: \$17 por día. Transporte de ida y regreso: \$19	(5.5 días x \$17)+ (1 viaje x \$19)	112,50	\$112.5 por facilitador/ 12 escuelas	9,38	1 Taller en el mes de julio de 4.5 días, 36 horas (8 horas diarias) y 1 día de transporte de ida y regreso	Hospedaje y viáticos: \$17 por día. Transporte de ida y regreso: \$19	(5.5 días x \$17)+ (1 viaje x \$19)	112,50	\$112.5 por facilitador/ 12 escuelas	9,38	1 Taller en el mes de julio de 4.5 días, 36 horas (8 horas diarias) y 1 día de transporte de ida y regreso	Hospedaje y viáticos: \$17 por día. Transporte de ida y regreso: \$19	(5.5 días x \$17)+ (1 viaje x \$19)	112,50	\$112.5 por facilitador/ 12 escuelas	9,38
	1 Taller anual de evaluación a fines del año de 3 días, 24 horas (8 horas diarias) y 1 día de transporte de ida y regreso	Hospedaje y viáticos: \$17 por día. Transporte de ida y regreso: \$19	(4 días x \$17)+ (1 viaje x \$19)	87,00	\$87por facilitador/ 12 escuelas	7,25	1 Taller anual de evaluación a fines del año de 3 días, 24 horas (8 horas diarias) y 1 día de transporte de ida y regreso	Hospedaje y viáticos: \$17 por día. Transporte de ida y regreso: \$19	(4 días x \$17)+ (1 viaje x \$19)	87,00	\$87por facilitador/ 12 escuelas	7,25	1 Taller anual de evaluación a fines del año de 3 días, 24 horas (8 horas diarias) y 1 día de transporte de ida y regreso	Hospedaje y viáticos: \$17 por día. Transporte de ida y regreso: \$19	(4 días x \$17)+ (1 viaje x \$19)	87,00	\$87por facilitador/ 12 escuelas	7,25	1 Taller anual de evaluación a fines del año de 3 días, 24 horas (8 horas diarias) y 1 día de transporte de ida y regreso	Hospedaje y viáticos: \$17 por día. Transporte de ida y regreso: \$19	(4 días x \$17)+ (1 viaje x \$19)	87,00	\$87por facilitador/ 12 escuelas	7,25
Subtotal de Talleres de facilitadores			575,50		47,96	Subtotal de Talleres de facilitadores			575,50		47,96	Subtotal de Talleres de facilitadores			456,50		38,04	Subtotal de Talleres de facilitadores			456,50		38,04	

3.2.2 Ciclos de Interaprendizaje para facilitadores	4 CIAs de 3 días cada uno y medio día de transporte	Hospedaje y viáticos: \$15 por día. Transporte de ida y regreso: \$11	4 CIAs x ((3.5 días x \$15)+ (1 viaje x \$11))	254,00	\$254 por facilitador/ 12 escuelas	21,17	4 CIAs de 3 días cada uno y medio día de transporte	Hospedaje y viáticos: \$15 por día. Transporte de ida y regreso: \$11	4 CIAs x ((3.5 días x \$15)+ (1 viaje x \$11))	254,00	\$254 por facilitador/ 12 escuelas	21,17	4 CIAs de 3 días cada uno y medio día de transporte	Hospedaje y viáticos: \$15 por día. Transporte de ida y regreso: \$11	4 CIAs x ((3.5 días x \$15)+ (1 viaje x \$11))	254,00	\$254 por facilitador/ 12 escuelas	21,17	4 CIAs de 3 días cada uno y medio día de transporte	Hospedaje y viáticos: \$15 por día. Transporte de ida y regreso: \$11	4 CIAs x ((3.5 días x \$15)+ (1 viaje x \$11))	254,00	\$254 por facilitador/ 12 escuelas	21,17
3.2.3 Pasantías para facilitadores	1 Pasantía de 3 días (más 2 días de transporte) a escuelas de San Martín	Hospedaje y viáticos: \$16 por día. Pasajes terrestre: \$107.	1 pasantía x ((3 días de pasantía + 2 días de viaje) x \$16) + (\$107 pasajes terrestres)	187,00	\$187 por facilitador/ 12 escuelas	15,58	1 Pasantía de 1 día a escuelas de otras provincias de la misma región	Hospedaje y viáticos: \$15 por día. Transporte de ida y regreso: \$11	1 pasantía x (2 días x \$15) + (1 viaje x \$11)	41,00	\$41 por facilitador / 12 escuelas	3,42	1 Pasantía de 1 día a escuelas de otras provincias de la misma región	Hospedaje y viáticos: \$15 por día. Transporte de ida y regreso: \$11	1 pasantía x (2 días x \$15) + (1 viaje x \$11)	41,00	\$41 por facilitador / 12 escuelas	3,42	No hay pasantías	sin costo		0,00		0,00
3.2.4 Acompañamiento a facilitadores por parte del equipo técnico	4 visitas de acompañamiento al año a los facilitadores por el equipo técnico, de dos días cada una	Hospedaje y viáticos por persona: \$27. Transporte de ida y regreso: \$19	(4 visitas ((2 días x \$27) + (1 viaje x \$19))	292,00	\$292 por facilitador/ 12 escuelas	24,33	4 visitas de acompañamiento al año a los facilitadores por el equipo técnico, de dos días cada una	Hospedaje y viáticos por persona: \$27. Transporte de ida y regreso: \$19	(4 visitas ((2 días x \$27) + (1 viaje x \$19))	292,00	\$292 por facilitador/ 12 escuelas	24,33	2 visitas de acompañamiento al año a los facilitadores por el equipo técnico, de dos días cada una	Hospedaje y viáticos por persona: \$27. Transporte de ida y regreso: \$19	(2 visitas ((2 días x \$27) + (1 viaje x \$19))	146,00	\$146 por facilitador / 12 escuelas	12,17	1 visita de acompañamiento al año a los facilitadores por el equipo técnico, de dos días cada una	Hospedaje y viáticos por persona: \$27. Transporte de ida y regreso: \$19	(1 visita ((2 días x \$27) + (1 viaje x \$19))	73,00	\$73 por facilitador / 12 escuelas	6,08
TOTAL DE FACILITADORES				1308,50		109,04				1162,50		96,88				897,50		74,79				783,50		65,29

4. EQUIPO TECNICO																								
4.2 Capacitación y asistencia técnica Pedagógica				7000,00	Entre 75 escuelas	93,33				7000,00	Entre 150 escuelas	46,67				7000,00	Entre 150 escuelas	46,67				7000,00	Entre 150 escuelas	46,67
4.3 Capacitación y Asistencia Técnica en Descentralización				7000,00	Entre 75 escuelas	93,33				7000,00	Entre 150 escuelas	46,67				7000,00	Entre 150 escuelas	46,67				7000,00	Entre 150 escuelas	46,67
4.4 Actividades de Evaluación de impacto y Monitoreo				15000,00	Entre 75 escuelas	200,00				18000,00	Entre 150 escuelas	120,00				18000,00	Entre 150 escuelas	120,00				13500,00	Entre 150 escuelas	90,00
4.5 Gastos administrativos	6% de la planilla			5904,00	Entre 75 escuelas	78,72				5904,00	Entre 150 escuelas	39,36				5904,00	Entre 150 escuelas	39,36				5904,00	Entre 150 escuelas	39,36
4.6 Gastos de transporte del equipo técnico	4% de la planilla			3936,00	Entre 75 escuelas	52,48				3936,00	Entre 150 escuelas	26,24				3936,00	Entre 150 escuelas	26,24				3936,00	Entre 150 escuelas	26,24
TOTAL DE EQUIPO TECNICO				38840,00		517,87				41840,00		278,93				41840,00		278,93				37340,00		248,93

DRAFT
PERFORMANCE MONITORING PLAN

for the 135 Schools in Alternative Development Communities
(Outcome #4)

December 2008

This material is excerpted from the original Performance Management Plan of the Aprende Project and the latest PMP report (November 2008) submitted by the Academy for Educational Development, the project implementer, and is being made available to potential offerors for USAID/Peru's solicitation for the "Quality Basic Education Reform Support" contract.

PERFORMANCE MONITORING PLAN

for the 135 AprenDes Schools in Alternative Development Communities

I. Background

The objective of the AprenDes project is to improve the performance of Peruvian primary school students. AprenDes promotes effective decentralization policies that increase the participation of local stakeholders in decision-making about educational quality. The project focuses on rural multigrade schools where—because of poverty and isolation—children are at a disadvantage and have had little academic success in school. Increased academic success is being accomplished through the implementation of model interventions that strengthen the management capacity of local schools and promote participatory active learning methodologies in schools and communities. The products of this work are the implementation of decentralization policies and pedagogical changes in primary schools and classrooms of the San Martín and Ucayali regions. These changes are designed to lead to greater academic success for individual girls and boys.

The project is designed to address priority needs of education in Peru, particularly in relation to educational decentralization policies and participatory management practices in rural schools. AprenDes carries out activities to strengthen political decision-making in the Regions of San Martín and Ucayali.

In collaboration with the Ministry of Education, regional education officers, and school-level staff and constituencies, the project is transforming traditional schools into “active school communities” that exemplify the use of active learning methodologies in the classroom and the active participation of parents and communities in classroom learning activities, school life, outreach, and management. These methodologies are designed to increase girls’ and boys’ academic achievement and leadership, their capacity to be proactive in managing and resolving social conflict, and their ability to identify means to create a democratic society. Active learning methodologies are particularly effective in increasing girls’ school participation—including enrollment, completion, academic achievement, and ability to actively contribute to development.

In 2006, project staff began work in 45 schools in the Ucayali region, which continued through 2007. AprenDes also began working in 35 new schools in Ucayali and 55 new schools in San Martín to expand the active school methodologies in 2007. As of the 2008 school year, the AprenDes project expanded its interventions to 135 additional schools in the Departments of San Martín and Ucayali. Work in these schools continues, and will be completed in 2010, after a four-year cycle in each school.

II. Indicators

The following table summarizes the indicators to be used for the 135 AprenDes schools in Alternative Development communities. Final targets will be set within the first 90 days of the contract start date.

Table 1. Indicators for the 135 AprenDes schools in Alternative Development communities.

Indicator	FY 2009 Target	FY 2010 Target
1. Student mastery of subject matter (communications and math) for Grades 3 and 6	+2 %	+2%
2. AprenDes Schools with Student Governments engaged in Community Actions	70%	70%
3. Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings. *	5,000	3,300
4. Number of teachers/educators trained with USG support. *	240	160
5. Number of parent-teacher association or similar “school” governance structures supported. *	135	90

* These are Foreign Assistance Framework Indicators.

III. Sampling

a. San Martín

The sample selected for the expansion schools consisted of 18 schools from the provinces of Bellavista, Huallaga, Mariscal Cáceres, Picota, San Martín and Tocache. During the selection process, it was decided that the control group schools would remain the same schools as were used for the original 140 schools in the Department of San Martín. The following table shows the sample distribution for the schools that were surveyed in 2007.

Table 2: Distribution of schools by Province and type of school

	Single Grade	Multi-grade 2	Multi-grade 3	Multi-grade 4	Total
Bellavista	0	0	0	1	1
Huallaga	0	3	0	0	3
Mariscal Cáceres	0	0	2	1	3
Picota	0	1	0	0	1
San Martín	2	0	0	0	2
Tocache	4	4	0	0	8
Total	6	8	2	2	18

b. Ucayali 45

In 2006, AprenDes expanded to 45 new multigrade schools in Ucayali in Coronel Portillo and Padre Abad. The sample was selected at random and consisted of 15 schools of the 45 schools in

the provinces of Coronel Portillo and Padre Abad. The following table shows the distribution of schools for the 2007 evaluation.

Table 3. Distribution of schools by province and type

	Single Teacher	Multi-grade 2 teachers	Multi-grade 3 teachers	Multi-grade 4 teachers	Total
Coronel Portillo	5	1	0	0	6
Padre Abad	5	2	1	1	9
Total	10	3	1	1	15

c. Ucayali 35

In 2007, AprenDes expanded to another 35 new multigrade schools in Ucayali in the same provinces the Project was already working. The sample was selected at random and consisted of 15 schools out of the group of 35. The following box shows the distribution of schools evaluated at the end of 2007.

Table 4. Distribution of schools by type and province

	Single Teacher	Multi-grade 2 teachers	Multi-grade 3 teachers	Multi-grade 4 teachers	Total
Coronel Portillo	1	0	0	0	1
Padre Abad	10	2	1	1	14
Total	11	2	1	1	15

IV. Indicator Definitions

1. Student Performance in Communication and Mathematics for Grades 3 and 6

Performance Indicator

- Student mastery of subject matter (communications and math)

Indicator Definition/Measure

- Percentage change in students demonstrating mastery of the curriculum

Data Requirements: Representative sample of students taking valid and reliable tests at the first, third, and sixth-grade levels

Data Source: Standardized tests

Frequency: Start and end of school year then annually at the end of the school year. Full impact will be measured in the last two years of the activity when interventions are fully in place.

Data Collection: Reading and math tests were administered to a representative sample of male and female students. These tests were administered in the first year to establish a baseline from which to monitor progress. Changes are measured in gains from a baseline in relation to a comparison group. Within the representative sample, a cohort of students was selected to form part of a longitudinal study to examine the experience of individual children as they progress through the program.

Purpose and Issues: This indicator measures educational quality. Test scores, when reflective of the curricular content, are generally considered the best measure of improved educational quality. Two measures of improved student performance were used. Mean scores, disaggregated by gender, as this is the common way test scores are generally reported. A focus on all children's mastery of the curricular content is also needed. Based on the baseline and on consultation with national and local education specialists, mastery levels will be established and changes in the percentage of children reaching mastery will also be monitored.

2. School Council

Performance Indicator

- AprenDes Schools with Student Governments engaged in Community Actions

Data Requirements: Representative sample of AprenDes schools

Data Source: School director interview, school records, president of student government interview

Frequency: Start and end of school year in the first year then annually at the end of the school year

Data Collection: Data will be collected as part of regular school monitoring activities

Purpose and Issues: Participation in school government has been shown to promote democratic behavior and leadership when such participation is determined democratically. Thus both procedures for forming the student government and the diversity in makeup of the members will be monitored. Initiatives will be related to community projects that promote education, health, and environmental improvement.

Indicators 3-5. Definitions of all other indicators (Foreign Assistance Framework indicators) are available at USAID's website referenced in "Section C.2.4. Applicable Documents and Programs" of the Scope of Work for the "Quality Basic Education Reform Support" solicitation.

2007 San Martin Schools

N°	Community	District	# of Teachers
1	Mishquiyacu	BELLAVISTA	2
2	Dos de Mayo	SAN PABLO	3
3	Ramón Castilla	SAN PABLO	5
4	José Olaya	PISCOYACU	2
5	La Primavera	PISCOYACU	2
6	Santa Rosa	SAPOSOA	2
7	Nuevo Horizonte	SAPOSOA	2
8	Nuevo Piscoyacu	SAPOSOA	1
9	Pintillo	SAPOSOA	1
10	La Perla	SAPOSOA	2
11	Pampa Hermosa	CAMPANILLA	3
12	San Ramon	PACHIZA	3
13	Shumanza	CAMPANILLA	5
14	Perlamayo	CAMPANILLA	5
15	Zancudo	PAJARILLO	1
16	Mariche	PAJARILLO	1
17	Nueva Esperanza	TINGO DE PONASA	3
18	Mishquiyacu	PILLUANA	3
19	Simon Bolivar	SHAMBOYACU	4
20	San Juan	TRES UNIDOS	4
21	El Porvenir	TINGO DE PONASA	2
22	Callanayacu	CHAZUTA	2
23	Ricardo Palma	CHAZUTA	2
24	Cerro de San Pablo	ALBERTO LEVEAU	1
25	Alto Sauce	SAUCE	1
26	Alto Uchiza	NUEVO PROGRESO	1
27	Quince de Marzo	NUEVO PROGRESO	1
28	El Porvenir de Alto Cañuto	POLVORA	1
29	Bajo Limón	TOCACHE	1
30	Bello Oriente	POLVORA	2
31	Canuto	POLVORA	3
32	Challuayacu	POLVORA	3
33	Culebra	TOCACHE	2
34	El Pueblo Libre	UCHIZA	1
35	Filadelfia	TOCACHE	2
36	Indoamerica	SHUNTE	1
37	La Florida	NUEVO PROGRESO	1
38	LA FLORIDA	POLVORA	3
39	La Victoria	SHUNTE	1
40	Montecristo	SHUNTE	3
41	Naranajal	TOCACHE	3
42	Nuevo Belén	SHUNTE	1
43	Nuevo Jerusalen	NUEVO PROGRESO	2
44	Pampa Hermosa	SHUNTE	1
45	Primavera	POLVORA	1
46	Puerto Huicte	UCHIZA	2
47	Puerto Rico	POLVORA	1
48	San Juan de canutillo	POLVORA	2
49	San Miguel - El Porvenir	TOCACHE	1
50	Sargento Lores de Balsayacu	POLVORA	3
51	Bajo Sin Sin	TOCACHE	1

52	Tambo de Paja	SHUNTE	1
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53	Union Nueva Victoria	POLVORA	1
54	Villa Acceso Huallaga	TOCACHE	1
55	Villa los Angeles	POLVORA	1

2007 Uayali Schools

Nº	Province	School Number	Community	District	# of Teachers
1	CORONEL PORTILLO	64973	CIUDAD DE LOS INCAS	CAMPO VERDE	1
2	CORONEL PORTILLO	65007	NUEVE DE FEBRERO	NUEVA REQUENA	1
3	CORONEL PORTILLO	64565	SANTA CLARA DE UCHUNYA	NUEVA REQUENA	2
4	PADRE ABAD	65152	AGUA DULCE	CURIMANÁ	1
5	PADRE ABAD	64739	ALTO SHAMBILLO	PADRE ABAD	1
6	PADRE ABAD	65165 - A	ANDRÉS A. CÁCERES	PADRE ABAD	1
7	PADRE ABAD	64542	ASCENSIÓN DEL AHUAYTILLO	IRAZOLA	1
8	PADRE ABAD	64838	CANAAN DE PIEDRAS	CURIMANÁ	1
9	PADRE ABAD	64113	CUMBRE DIVISORIA	PADRE ABAD	2
10	PADRE ABAD	65009	DIEZ DE MARZO	CURIMANÁ	1
11	PADRE ABAD	64936	DOS DE MAYO	CURIMANÁ	1
12	PADRE ABAD	64844	J.V. BARRIO UNIDO	PADRE ABAD	4
13	PADRE ABAD	64801	LA LIBERTAD	PADRE ABAD	1
14	PADRE ABAD	64041	LA UNIÓN	IRAZOLA	3
15	PADRE ABAD	64840	LAS MALVINAS	IRAZOLA	4
16	PADRE ABAD	64776	LOS OLIVOS	PADRE ABAD	1
17	PADRE ABAD	65059	MARIELA	PADRE ABAD	3
18	PADRE ABAD	65165 A	MICAELA BASTIDAS	PADRE ABAD	1
19	PADRE ABAD	64804	MIGUEL GRAU SEMINARIO	PADRE ABAD	3
20	PADRE ABAD	65066	NUEVA ESPERANZA	IRAZOLA	1
21	PADRE ABAD	65076A	NUEVA TIWINZA	IRAZOLA	1
22	PADRE ABAD	64818	NUEVO BELLAVISTA	IRAZOLA	2
23	PADRE ABAD	64846	NUEVO HORIZONTE	IRAZOLA	1
24	PADRE ABAD	64969	NUEVO MUNDO	PADRE ABAD	1
25	PADRE ABAD	64606	NUEVO ORIENTE	IRAZOLA	1
26	PADRE ABAD	64568	NUEVO UCAYALI	IRAZOLA	2
27	PADRE ABAD	64739 A	PAUJIL	PADRE ABAD	1
28	PADRE ABAD	65048	SAN MARTÍN	IRAZOLA	1
29	PADRE ABAD	64967	SANTA ROSA	PADRE ABAD	2
30	PADRE ABAD	64355	SHIRINGAL BAJO	IRAZOLA	2
31	PADRE ABAD	64613	TRES DE OCTUBRE	PADRE ABAD	2
32	PADRE ABAD	65160	VILLA EL SALVADOR	IRAZOLA	1
33	PADRE ABAD	65082	VISTA ALEGRE DEL CHIA	IRAZOLA	1
34	PADRE ABAD	64756	SHAMBO	PADRE ABAD	1
35	PADRE ABAD	65069	CENTRO YURAC	PADRE ABAD	1

2006 Ucayali Schools

Nº	Province	School Number	Community	District	# of teachers
01	CORONEL PORTILLO	65103	ABEJAICO	CALLERIA	1
02	CORONEL PORTILLO	65080	BAJO RAYAL	NUEVA REQUENA	1
03	CORONEL PORTILLO	64980	DIEZ DE JULIO	CAMPO VERDE	1
04	CORONEL PORTILLO	65031	LAS PALMERAS DE UCAYALI	CAMPO VERDE	1
05	CORONEL PORTILLO	64715	NARANJILLO	CAMPO VERDE	1
06	CORONEL PORTILLO	64638 - A	NUEVO DINAMARCA	CAMPO VERDE	1
07	CORONEL PORTILLO	64697	NUEVO PARAÍSO	NUEVA REQUENA	1
08	CORONEL PORTILLO	65036	NUEVO ZEGOR	CAMPO VERDE	1
09	CORONEL PORTILLO	64578	SAN JORGE	CAMPO VERDE	1
10	CORONEL PORTILLO	64636	SAN PABLO DE JUANTÍA	NUEVA REQUENA	2
10	CORONEL PORTILLO	64636	SAN PABLO DE JUANTÍA	NUEVA REQUENA	2
11	CORONEL PORTILLO	64755	SAN PEDRO (NUEVO SAN PEDRO)	CAMPO VERDE	1
12	CORONEL PORTILLO	64937	SANTA CATALINA	CAMPO VERDE	2
13	PADRE ABAD	65111	ALTO YANAYACU	IRAZOLA	1
14	PADRE ABAD	64604	ANDRÉS A. CÁCERES	CURIMANÁ	1
15	PADRE ABAD	64739	BAJO SHAMBILLO	PADRE ABAD	4
16	PADRE ABAD	64946	BELLO HORIZONTE	PADRE ABAD	2
17	PADRE ABAD	64878	CORAZÓN DE JESÚS	IRAZOLA	1
18	PADRE ABAD	64808	LAS MERCEDES DE AGUAYTIA	CURIMANÁ	1
19	PADRE ABAD	65113	LOS ANGELES	IRAZOLA	1
20	PADRE ABAD	64966	MAR DEL PLATA	IRAZOLA	2
21	PADRE ABAD	65109	MARCOS RAMÍREZ (EL ARENAL)	IRAZOLA	1
22	PADRE ABAD	65068	MIGUEL GRAU	IRAZOLA	1
23	PADRE ABAD	65112	MIRAFLORES	IRAZOLA	1
24	PADRE ABAD	65066 - A	NUEVA IRAZOLA	IRAZOLA	1
25	PADRE ABAD	64876 (A)	NUEVA JERUSALÉN	IRAZOLA	1
26	PADRE ABAD	64903	NUEVA PRIMAVERA	PADRE ABAD	1
27	PADRE ABAD	65054	NUEVO ALIANZA	CURIMANÁ	3
28	PADRE ABAD	64342	NUEVO PORVENIR	CURIMANÁ	1
29	PADRE ABAD	65149	NUEVO PROGRESO	PADRE ABAD	1
30	PADRE ABAD	64566	NUEVO SAN JOSÉ	CURIMANÁ	2
31	PADRE ABAD	64861	NUEVO TAHUANTINSUYO	IRAZOLA	2
32	PADRE ABAD	64998	PRIMAVERA	IRAZOLA	2
33	PADRE ABAD	64839	ROCA FUERTE	CURIMANÁ	1
34	PADRE ABAD	64665	SAN JUAN DE TAHUAPOA	CURIMANÁ	1
35	PADRE ABAD	65061	SANTA ROSA DE GUINEA	IRAZOLA	2
36	PADRE ABAD	65165	SELVA TURÍSTICA	PADRE ABAD	1
37	PADRE ABAD	65154	SOL NACIENTE LAS MALVINAS	CURIMANÁ	1
38	PADRE ABAD	65110	VALLE SAGRADO	IRAZOLA	1
39	PADRE ABAD	64917	VIRGEN DE FÁTIMA	IRAZOLA	1
40	PADRE ABAD	65164	VIRGEN DEL CARMEN	IRAZOLA	2
41	PADRE ABAD	64637	VISTA ALEGRE	CURIMANÁ	3
42	PADRE ABAD	65009	ZONA PATRIA	CURIMANÁ	1
43	PADRE ABAD	64050	ZORRILLOS	CURIMANÁ	1
44	PADRE ABAD	64917	NUEVA MERIVA	CURIMANA	1
45	CORONEL PORTILLO	64812	SAN FRANCISCO DE NESHUYA	CAMPO VERDE	1



MATERIALES PRODUCIDOS POR APRENDES

1. MATERIAL PARA DOCENTES:

1.1 MANUAL DE CAPACITACIÓN:

CAPITULOS	MÓDULOS	CONTENIDO - GUÍAS
I. Organización de la escuela activa	1. Organizamos nuestra escuela	Guía 1: El Municipio escolar
		Guía 2: Practicas pedagógicas en la escuela activa
		Guía 3: Participación de la familia y la sociedad civil en la vida de la escuela
	2. Acompañamiento pedagógico a las escuelas de acción multigrado	Guía 1: El acompañamiento a nuestra práctica cotidiana.
		Guía 2: Acompañamiento pedagógico con estrategias diferenciales.
		Guía 3: Cómo debe ser y actuar un acompañante o facilitador pedagógico y de gestión.
II. Medios y Recursos para el aprendizaje	1. Sectores de aprendizaje	Guía 1: La Organización y utilización de los sectores.
		Guía 2: Los sectores como fuente de investigación recreación y elaboración de conocimientos.
		Guía 3: Utilicemos la bodega como recurso de aprendizaje integral.
	2. Biblioteca Escolar	Guía 1: La biblioteca escolar
		Guía 2: ¿Cómo clasificar nuestros libros?
		Guía 3: Los niños y niñas usan la biblioteca
		Guía 4: ¿Cómo prestar los libros de la biblioteca?
	3. Escuela activa, horario flexible	Guía 1: Un horario flexible para la escuela activa.
	III. Guías de Aprendizaje	1. Guías de aprendizaje para escuelas multigrado
Guía 2: ¿Cómo adaptar las guías de aprendizaje al contexto y necesidades de los estudiantes?		
Guía 3: ¿Cómo nos aseguramos que las guías se están desarrollando correctamente.		
Guía 4: Estrategias para la elaboración de guías de aprendizaje interactivo		
2. Estudiando y adaptando las guías de aprendizaje		
IV Evaluacion de los aprendizajes	1. Evaluación y promoción flexible	Guía 1: Todos y todas somos responsables de la evaluación
		Guía 2: La evaluación procesual con las guías de aprendizaje interactivo
		Guía 3: ¿cómo aplicamos la promoción flexible en la escuela multigrado? - Anexos
V. Promoviendo el desarrollo Integral de	1. Aprendizaje Cooperativo	Guía 1: ¿Qué entendemos por grupo de aprendizaje cooperativo?
		Guía 2: ¿Cómo el aprendizaje individualista y el aprendizaje competitivo se relacionan con la cooperación?

los niños y niñas		Guía 3: Roles que cumplen los niños y niñas en el grupo cooperativo.
		Guía 4: ¿Cómo evaluamos a los grupos de aprendizaje cooperativo?
	2. Practicamos valores y actitudes	Guía 1: La valoración que tenemos de nuestra persona
		Guía 2: ¿En qué consiste la actitud positiva?
		Guía 3: ¿Qué es la equidad de género?
Guía 4: Cómo propiciar la autonomía en la escuela		
VI. Gestión Participativa	1. Gestión del Municipio Escolar	Guía 1: Municipio escolar
		Guía 2: Cómo participamos en el municipio escolar
		Guía 3: Cómo elegimos nuestro municipio escolar
		Guía 4: Realizando tareas conjuntas
	2. Gestión del CONEI	Guía 1: Activamos nuestro Consejo Educativo institucional (CONEI)
		Guía 2: Elaboramos nuestro proyecto Educativo Institucional (PEI)
		Guía 3: Elaboramos el Plan anual de Trabajo (PAT)
		Guía 4: Realizando la rendición de Cuentas
	3. Gestión de Redes Educativas	Guía 1: ¿Qué es una red educativa?
		Guía 2: ¿Cómo organizamos nuestra red educativa?
		Guía 3: La riqueza humana y cultural de la red educativa
		Guía 4: Elaboramos el Plan anual de Trabajo (PAT- RED)
VII. Espacios para apoyar el aprendizaje activo	1. Centros de Recursos de Aprendizaje	Guía 1: ¿Qué encontramos en un centro de recursos de aprendizaje, CRA?
		Guía 2: Servicios que ofrece el CRA a las instancias locales.
		Guía 3: Autonomía y responsabilidad del CRA en lo administrativo y lo técnico
		Guía 4: Estrategias de gestión y autosostenimiento de los centros de recursos.
	2. Círculo de interaprendizaje CIA	Guía 1: ¿Qué es un círculo de interaprendizaje?
		Guía 2: Justificando las razones de los círculos de interaprendizaje
		Guía 3: Estrategias para el funcionamiento del círculo de interaprendizaje
		Guía 4: Círculos para mantener el anhelo de aprender
	3. Escuela Vacacional -Talleres lúdicos pedagógicos	

1.2 MANUAL DE PRIMER GRADO:

TÍTULOS
Leyendo y escribiendo para aprender: Algunas orientaciones para la enseñanza y el aprendizaje
Proyecto Mi nombre
Proyecto Celebremos nuestras fiestas
Proyecto Nuestra Bodega
Proyecto Nosotros y La Naturaleza
Cartilla “Ya se leer y escribir” , Unidad 1 (3 guías) y Unidad 2 (3 guías)
Módulo 1 de lógico Matemática
Módulo 2 de lógico Matemática
Módulo 3 de lógico Matemática

1.3 PROGRAMACIONES CURRICULARES DE LAS CARTILLAS:

No.	NOMBRE DEL MATERIAL
1.	Programación Curricular de las cartillas de aprendizaje Integrada para segundo grado.
2.	Programación Curricular de las cartillas de aprendizaje del área de Lógico Matemática para segundo grado.
3.	Programación Curricular de las cartillas de aprendizaje Integrada para tercer grado.
4.	Programación Curricular de las cartillas de aprendizaje del área de Lógico Matemática para tercer grado.
5.	Programación Curricular de las cartillas de aprendizaje del área de Comunicación Integral para cuarto grado.
6.	Programación Curricular de las cartillas de aprendizaje del área de Lógico Matemática para cuarto grado.
7.	Programación Curricular de las cartillas de aprendizaje del área de Ciencia y Ambiente para cuarto grado.
8.	Programación Curricular de las cartillas de aprendizaje del área de Comunicación Integral para quinto grado.
9.	Programación Curricular de las cartillas de aprendizaje del área de Lógico Matemática para quinto grado.
10.	Programación Curricular de las cartillas de aprendizaje del área de Ciencia y Ambiente para quinto grado.
11.	Programación Curricular de las cartillas de aprendizaje del área de Comunicación Integral para sexto grado.
12.	Programación Curricular de las cartillas de aprendizaje del área de Lógico Matemática para sexto grado.
13.	Programación Curricular de las cartillas de aprendizaje del área de Ciencia y Ambiente para sexto grado.

2. MATERIAL PARA ESTUDIANTES:

2.1 CARTILLAS Y GUIAS DE 2° A 6° GRADO:

MATERIAL PARA EL TRABAJO CON SEGUNDO GRADO	
1	2do – Cartilla Integrada - cartillas 1, 2 y 3; 12 guías
2	2do - Lógico Matemática - cartillas 1, 2 y 3; 12 guías
MATERIAL PARA EL TRABAJO CON TERCER GRADO	
3	3ero – Cartilla Integrada – cartillas 1, 2 y 3; 12 guías
4	3ero - Lógico Matemática - cartillas 1, 2 y 3; 12 guías
MATERIAL PARA EL TRABAJO CON CUARTO GRADO	
5	4to -Comunicación Integral- cartillas 1, 2 y 3; 12 guías
6	4to - Lógico Matemática - cartillas 1, 2 y 3; 12 guías
7	4to - Ciencia y Ambiente – cartillas 1, 2 y 3; 12 guías
MATERIAL PARA EL TRABAJO CON QUINTO GRADO	
8	5to - Comunicación Integral – cartillas 1, 2 y 3; 12 guías
9	5to - Lógico Matemática – cartillas 1, 2 y 3; 12 guías
10	5to - Ciencia y Ambiente. – cartillas 1, 2 y 3; 12 guías
MATERIAL PARA EL TRABAJO CON SEXTO GRADO	
11	6to - Comunicación Integral - cartillas 1, 2 y 3; 12 guías
12	6to - Lógico Matemática - cartillas 1, 2 y 3; 12 guías
13	6to - Ciencia y Ambiente - cartillas 1, 2 y 3; 12 guías

SOL # 527-09-000003
 USAID/Peru Quality Basic Education Support
 Attachment 10: CETT Learning and Teaching Materials

Nombre del material	País (si aplica)	Para quien (niño, maestro, capacitador)	Año de la última versión disponible	* N° páginas	Observaciones / notas
Aprendo a comunicarme en comunidad. Lectura y escritura 1° grado	PERÚ	NIÑOS	2005	98	Cuaderno de trabajo rural
Aprendo a comunicarme en comunidad. Lectura y escritura 2° grado	PERÚ	NIÑOS	2005	92	Cuaderno de trabajo rural
Aprendo a comunicarme en comunidad. Lectura y escritura 3° grado	PERÚ	NIÑOS	2005	96	Cuaderno de trabajo rural
Jugando aprendemos a comunicarnos. Lectura y escritura 1° grado	PERÚ	NIÑOS	2005	68	Cuaderno de trabajo urbano
Jugando aprendemos a comunicarnos. Lectura y escritura 2° grado	PERÚ	NIÑOS	2005	70	Cuaderno de trabajo urbano
Jugando aprendemos a comunicarnos. Lectura y escritura 3° grado	PERÚ	NIÑOS	2005	62	Cuaderno de trabajo urbano
Jugando aprendemos a comunicarnos. Fichas didácticas para el maestro 1° grado	PERÚ	MAESTRO	2005	58	Guía urbano
Jugando aprendemos a comunicarnos. Fichas didácticas para el maestro 2° grado	PERÚ	MAESTRO	2005	64	Guía urbano
Jugando aprendemos a comunicarnos. Fichas didácticas para el maestro 3° grado	PERÚ	MAESTRO	2005	86	Guía urbano
Aprendo a comunicarme en comunidad. Guía metodológica	PERÚ	MAESTRO	2005	62	Guía rural
Autoestima y clima de aula	PERÚ	MAESTRO	2005	64	Fascículo
El liderazgo en la escuela	PERÚ	MAESTRO	2005	48	Fascículo
Ambiente alfabetizador	PERÚ	MAESTRO	2005	36	Fascículo
Promoción de la lectura y la escritura en la escuela y la comunidad	PERÚ	MAESTRO	2005	44	Fascículo
Niñas y niños aprenden a leer y escribir 1	PERÚ	MAESTRO	2005	60	Fascículo
Niñas y niños aprenden a leer y escribir 2	PERÚ	MAESTRO	2005	36	Fascículo
Estrategias para el aprendizaje de la lectura y la escritura. Iniciación 1	PERÚ	MAESTRO	2005	84	Fascículo
Estrategias para el aprendizaje de la lectura y la escritura. Iniciación 2	PERÚ	MAESTRO	2005	52	Fascículo
Estrategias para el aprendizaje de la lectura y la escritura. Iniciación 3	PERÚ	MAESTRO	2005	48	Fascículo
Estrategias para el aprendizaje de la lectura y la escritura. Consolidación 1	PERÚ	MAESTRO	2005	68	Fascículo
Estrategias para el aprendizaje de la lectura y la escritura. Consolidación 2	PERÚ	MAESTRO	2005	60	Fascículo
Estrategias para el aprendizaje de la lectura y la escritura. Consolidación 3	PERÚ	MAESTRO	2005	60	Fascículo
Comunicación oral	PERÚ	MAESTRO	2005	52	Fascículo
Comunicación: comunicación y otros lenguajes	PERÚ	MAESTRO	2005	48	Fascículo
Evaluación del aprendizaje de lectura escritura. Evaluación Diagnóstica	PERÚ	MAESTRO	2005	56	Fascículo
Evaluación del aprendizaje de lectura escritura. Evaluación de proceso	PERÚ	MAESTRO	2005	60	Fascículo
Evaluación del aprendizaje de lectura escritura. Evaluación sumativa	PERÚ	MAESTRO	2005	40	Fascículo
Investigando en el aula	PERÚ	MAESTRO	2004	48	Fascículo
Taller análisis de datos cualitativos en proyectos de investigación-acción:manual del participante	PERÚ	MAESTRO	2005	44	Fascículo
Atención diferenciada en el aula 1	PERÚ	MAESTRO	2007	44	Fascículo
Atención diferenciada en el aula 2	PERÚ	MAESTRO	2007	56	Fascículo
Calidad educativa en las escuelas lectoras	PERÚ	MAESTRO	2007	52	Fascículo
Tecnologías de la información y comunicación. Herramientas fuera de línea	PERÚ	MAESTRO	2005	44	Fascículo

Nombre del material	País (si aplica)	Para quien (niño, maestro, capacitador)	Año de la última versión disponible	* N° páginas	Observaciones / notas
Tecnologías de la información y comunicación. Aprendiendo a usar la computadora. Edición 200	PERÚ	MAESTRO	2007	48	Fascículo

Nombre del material	País (si aplica)	Para quien (niño, maestro, capacitador)	Año de la última versión disponible	* N° páginas	Observaciones / notas
Las escuelas en las ruralidades	PERÚ	MAESTRO	2006	40	Fascículo
Aulas multigrado	PERÚ	MAESTRO	2006	48	Fascículo
La promoción de la lectura y escritura desde la escuela rural	PERÚ	MAESTRO	2007	60	Fascículo
Capacitar, para qué y cómo	PERÚ	CAPACITADOR	2004	48	Fascículo
Didáctica de la capacitación de maestros	PERÚ	CAPACITADOR	2004	48	Fascículo
Acompañamiento y asesoría en aula	PERÚ	CAPACITADOR	2004	48	Fascículo
Gestión local de la capacitación	PERÚ	CAPACITADOR	2004	36	Fascículo
Diagnóstico de necesidades de capacitación	PERÚ	CAPACITADOR	2004	40	Fascículo
Conduciendo el mejoramiento de la lectura y escritura en la institución educativa	PERÚ	CAPACITADOR	2004	36	Fascículo
El docente, un adulto que nunca deja de aprender	PERÚ	CAPACITADOR	2004	44	Fascículo

* El número de página incluye carátula y contra carátula

ATTACHMENT 12. LIST OF ACRONYMS

AD	Alternative Development
ADS	Automated Directives System
AMCHAM	American Chamber of Commerce - Peru <i>Asociación Nacional de Gobiernos Regionales</i> (National Association of Regional Governments)
ANGR	
AprenDes	Innovations in Decentralization and Active Schools Program
CETT	Centers of Excellence for Teacher Training
CMP	<i>Ley de Carrera Magisterial del Perú</i> (Teaching Career Law)
CONEACES	<i>Consejo de Evaluación, Acreditación, y Certificación de la calidad de Educación Superior No Universitaria</i> (Council for Evaluation, Accreditation and Certification of Educational Quality of Non-University Higher Education)
CONEAU	<i>Consejo de Evaluación, Acreditación, y Certificación de la calidad de Educación Superior Universitaria</i> (Council for Evaluation, Accreditation and Certification of Educational Quality in University Higher Education)
CONFIEP	<i>Confederación Nacional de Instituciones Empresariales Privadas</i> (National Confederation of Private Businesses)
COP	Chief of Party
COPALE	<i>Consejo Participativo Local de Educación</i> (Local Education Council)
COPARE	<i>Consejo Participativo Regional Educativo</i> (Regional Education Council)
CTO	Cognizant Technical Officer
DRE	<i>Directorio Regional de Educación</i> (Regional Directorate of Education)
EDU	USAID/Peru's Education Office
FAF	Foreign Assistance Framework
FAR	Federal Acquisition Regulations
GDP	Gross Domestic Product
GOP	Government of Peru
ICT	Information and Communication Technologies
IIP	Investing in People
IPEBA	<i>Instituto Peruano de la Evaluación, Acreditación y Certificación de la Calidad de Educación Básica y Técnico Productiva</i> (Peruvian Institute for Quality Basic Education and Technical Productive)
ISP	<i>Instituto Superior Pedagógica</i> (Teacher Training Institute)
LOF	<i>Ley Orgánica de Funciones</i> (Organic Law of Functions)
LOPE	<i>Ley Orgánica de Poder Ejecutivo</i> (Organic Law of the Executive Branch)
M&E	Monitoring and Evaluation
MCC	Millennium Challenge Corporation
MED	Peruvian Ministry of Education
MEF	Peruvian Ministry of Finance
MOH	Peruvian Ministry of Health
MOU	Memorandum of Understanding
NGO	Non-Governmental Organizations
PCM	Peruvian Prime Minister's Office
PEI	<i>Proyecto Educativo Institucional</i> (School Education Plan)

PEN	<i>Proyecto Educativo Nacional</i> (National Education Plan)
PPP	Public Private Partnership
PREAL	Partnership for Educational Revitalization in the Americas
PRONACAP	<i>Programa Nacional de Formación y Capacitación Permanente de Docentes</i> (National Program for Permanent Teaching and Training of Teachers).
RCO	Regional Contracting Office
REDES	<i>Redes Escolares Efectivas</i> (School Networks)
RFP	Request for Proposal
SINEACE	<i>Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa</i> (National System of Evaluation, Accreditation, and Certification of Educational Quality).
SNIP	<i>Sistema Nacional de Inversión Pública</i> (National System of Public Investment)
SOAG	Strategic Objective Agreement
UGEL	<i>Unidad de Gestión Educativa Local</i> (Local Education Management Unit)
UMC	<i>Unidad de Medición de Calidad</i> (of the MED) (Quality Measurement Unit)
UNESCO	United Nations Organization for Education, Science and Culture
USAID/Peru	United States for International Development, Mission to Peru
USG	United States Government