

**USAID/ETHIOPIA  
DRAFT STATEMENT OF WORK FOR COMMENT  
663-P-08-029**

**School-Community Partnership Serving Orphans and Vulnerable Children Affected by HIV/AIDS at  
Primary Schools in Ethiopia  
April 22, 2008**

**Please note that this is not a request for proposals (RFP) but a pre-solicitation synopsis and notice being used by the Government to develop interested sources.**

**This draft statement of work and proposed evaluation criteria are provided by USAID/Ethiopia to generate comments on their understandability comprehensiveness. Interested parties should address their written comments to Getachew Wondimagegnehu at [gwondimagegnehu@usaid.gov](mailto:gwondimagegnehu@usaid.gov), Michael Rossman at [mrossman@usaid.gov](mailto:mrossman@usaid.gov) and [caddis@usaid.gov](mailto:caddis@usaid.gov).**

**USAID requests all written comments by 8AM, Ethiopia time, on Friday, May 9, 2008. USAID will not entertain oral or in-person comments on the statement of work or evaluation criteria.**

**Further, USAID issuance of this statement of work for comment does not constitute a commitment on the part of the Government to make a future award. Please be advised that the Government will not pay for costs incurred in the preparation and submission of comments.**

**USAID/Ethiopia thanks you for your interest in their work.**

**Sincerely,**

**Getachew W. Agegnehu  
A & A Management Specialist  
USAID/Ethiopia**

**USAID/ETHIOPIA**

**STATEMENT OF WORK**  
**School-Community Partnership Serving Orphans and Vulnerable Children Affected by HIV/AIDS at Primary Schools in Ethiopia**

**1. INTRODUCTION**

**A. Ethiopian Context**

Children in Ethiopia face many challenges during childhood. As a child's age increases, the likelihood of the child living with both parents decreases. Only 65.2% of 10-14 year-olds and 52% of children 15-17 live with both parents (Demographic & Health Survey - EDHS, 2005). Lack of parental care and support due to HIV/AIDS exposes children to increasing vulnerability, such as food insecurity and chronic malnutrition, lack of protection/shelter, lack of access to education and physical and sexual abuse. These children also face the increased burden of caring for ill parents and of stigma and discrimination. This vulnerability can, in turn, increase children's risk for contracting HIV/AIDS.

The Ethiopian Ministry of Health (MOH) conducted a single point estimate exercise in April 2007 to combine ANC surveillance data with the 2005 Demographic and Health Survey (DHS) data. Applicants can find additional information from these data sources as well as others on the Ethiopian AIDS Resource Center website <http://www.etharc.org>. According to the single point estimate results, Ethiopia has over 898,000 orphans due to AIDS. But many more children have been made vulnerable due to HIV/AIDS. The *Single Point HIV Prevalence Estimate* document (June 2007) from the MOH states that among children 0-14 there are an estimated 64,800 HIV positive children. The MOH also made estimates by region and took into consideration rural vs. urban statistics. Below is a chart that consolidates information about OVC and HIV prevalence rates by region.

**Ethiopian Ministry of Health Single Point Estimates for 2007, June 2007**

|             | <b>Total Orphans (age 0-17)</b> | <b>Orphans due to AIDS (age 0-17)</b> | <b>HIV Population (age 0-14)</b> | <b>HIV Prevalence (age 15-59)</b> |
|-------------|---------------------------------|---------------------------------------|----------------------------------|-----------------------------------|
| Tigray      | 319,229                         | 45,277                                | 4,067                            | 2.7%                              |
| Afar        | 89,669                          | 12,424                                | 965                              | 1.9%                              |
| Amhara      | 1,542,751                       | 356,539                               | 24,573                           | 2.7%                              |
| Oromia      | 1,852,737                       | 201,799                               | 16,511                           | 1.5%                              |
| Somali      | 250,148                         | 24,957                                | 1,426                            | 0.8%                              |
| Benishangul | 45,774                          | 4,118                                 | 385                              | 1.8%                              |
| SNNPR       | 1,091,528                       | 126,978                               | 9,849                            | 1.4%                              |
| Gambella    | 14,222                          | 2,243                                 | 191                              | 2.4%                              |
| Harari      | 13,261                          | 3,289                                 | 189                              | 3.2%                              |
| Addis Ababa | 194,244                         | 112,647                               | 6,097                            | 7.5%                              |
| Dire Dawa   | 27,992                          | 8,100                                 | 560                              | 4.2%                              |

**B. U.S. Government Response**

In Ethiopia, PEPFAR is being implemented by the following USG agencies: the U.S. Department of Health and Human Services/Centers for Disease Control and Prevention (HHS/CDC), the U.S. Department of Defense, the U.S. Department of State, Peace Corps, and United States Agency for International Development (USAID).

As of September 2007, PEPFAR Ethiopia was serving 273,382 OVC. By the end of September 2009, PEPFAR Ethiopia aims to reach over 500,000 OVC. To effectively meet the needs of orphans and vulnerable children, programs must create a supportive social and policy environment that promotes multi-sector, comprehensive responses. In FY2007, PEPFAR/Ethiopia directly supports the activities of 14 partners who are working with over 500 local partners to provide care and support to OVC throughout Ethiopia. The largest of these projects is the *Positive Change: Children, Communities, and Care* (PC3) program. PC3 partners are currently working in 240 primary schools in SNNPR, Amhara, and Oromia regions. The Contractor will not work directly in the PC3-supported schools, but will collaborate and coordinate with PC3 as appropriate. USAID also supports the *CASCAID* project which provides technical, material and grant support to 100 primary schools to benefit 5,000 OVC in these schools. The *CASCAID* program ends September 28, 2008. The Contractor is expected to consider including support to former-Cascaid supported sites that may need additional assistance.

USAID, through this solicitation, is seeking to support and expand technical and managerial support to OVC through school-based interventions, like the *CASCAID* project. Family and community-based responses must be strengthened to meet children's age and developmentally appropriate needs, such as food and water, protection and shelter, psychosocial support, education, health care, and economic opportunity. While the program will be school-based, it nevertheless must assess and address the needs of children beyond education. The contractor is expected to use the recently drafted *Standards of Services for OVC in Ethiopia* and the *PEPFAR OVC Guidance* to ensure quality, comprehensive services are provided to the beneficiaries in the program.

The Office of the U.S. Global AIDS Coordinator (OGAC) issued OVC Programming Guidance in July 2006 that defines "OVC" in the following way:

*A child, 0-17 years old, who is either orphaned or made more vulnerable because of HIV/AIDS.*

*Orphan: Has lost one or both parents to HIV/AIDS*

*Vulnerable: Is more vulnerable because of any or all of the following factors that result from HIV/AIDS:*

- *Is HIV-positive;*
- *Lives without adequate adult support (e.g., in a household with chronically ill parents, a household that has experienced a recent death from chronic illness, a household headed by a grandparent, and/or a household headed by a child);*
- *Lives outside of family care (e.g., in residential care or on the streets); or*
- *Is marginalized, stigmatized, or discriminated against.*
- *Is at risk for contracting HIV*

The above operational definition identifies those who are potentially eligible for services under PEPFAR, but does not identify those most in need of services. Affected communities, schools and health facilities will need to be consulted in order to prioritize those children most vulnerable and in need of care. Schools and communities will also need to determine which core services each child needs to facilitate his or her age-appropriate development.

Increased linkages among OVC programs, education, child survival, food security, palliative care, and prevention programs must be established. Issues such as child abuse, female genital cutting (FGC), early marriage, cross-generational sex, and rape should be considered in providing gender-equitable care and support for Ethiopian's most vulnerable children. Additionally, referrals must be strengthened between school-based OVC programs and health facility programs for counseling and testing, palliative care, ART, nutrition, and general health services.

The Contractor shall collaborate with existing USAID partners supported through the Health, AIDS, Nutrition (HAPN) program as well as through the Basic Education Services Office (BESO). The USAID-funded

Community-School Partnership Program (CSPP) targets 1,800 schools across the country. The CSPP enhances the capacity of PTAs to manage their own educational development and improve the quality and equity of education to enhance enrollment, retention and academic performance of school children, particularly focusing on girls. The contractor will not work directly in the 1,800 schools under CSPP to avoid duplication of effort, but will collaborate and coordinate when possible.

## 2. STATEMENT OF WORK

The purpose of this contract is:

to procure the services of the contractor to design and implement a school-based program to support at least 40,000 HIV/AIDS affected or infected OVC at 400 primary schools in Addis Ababa, Afar, Amhara, Benishangul Gumuz, Dire Dawa, Gambella, Harari,, Oromia, SNNPR, Somali and Tigray regions of Ethiopia.

This three year contract will focus on strengthening the communities' abilities to participate in the design and management of OVC support programs using the school as a conduit to empower and organize community members. Support to OVC through schools will build upon the existing primary school organizational management system, mainly the Parent Teacher Associations (PTA). PTAs will work in close coordination with community health promoters, health facilities, local government, other parents and guardians, community volunteers, and local and international non-governmental organizations to ensure a coordinated system of service delivery for OVC. Schools will be the focal point for these linkages and all development efforts targeting children and the general community.

In addition to working with PTAs, the Contractor will support the government's decentralization efforts by building the capacity of Kebele Education and Training Boards (KETBs), Woreda Education, Health , legal and other Offices , and Girls Education Advisory Committees (GEAC) in schools. In the selection of beneficiaries, and to ensure 50% of beneficiaries are girls, and they will help follow-up on specific issues/problems facing female students (rape, early marriage, abduction, FGC, etc)

It is necessary to note possible factors that might affect the implementation of this activity. Community awareness on support of OVC is low; capacity at all levels of administration is poor; staff turnover is endemic throughout the system; and overall education and health infrastructure is below minimum standards. It is, therefore, critical to identify innovative program approaches that involve communities, schools, health institutions and government administrations in their design and implementation and that will result in provision of standard services to OVCs to retain and be successful at primary schools.

## 3. EXPECTED RESULTS

The following results framework addresses the key results expected of this three-year Contract:

**Result 1: Provision of quality, comprehensive services to at least 40,000 HIV-affected or infected OVC, with a focus on increased enrollment, retention, and academic performance**

**Result 2: Strengthen School-Community Partnership in 400 primary schools to enhance their capacity to plan and manage OVC support programs.**

Each school will receive a School Incentive Award on an annual basis to motivate the PTAs to actively plan, manage and monitor IGA for OVC support activities. The SIAs are in addition to the extensive material (menu of standard services provided to OVCs as described in program deliverables bullet 3), technical and managerial assistance to schools that will be provided by the Contractor.

Girls will be given special consideration in the selection of beneficiaries. Their specific personal and academic problems will be studied and followed through at different levels in order to ensure that appropriate interventions are developed. Implementing bodies at the grassroots level will include well known women from the community and female teachers to ensure that girls' needs are well understood and considered.

**Result 1: Provision of quality, comprehensive services to at least 40,000 HIV-affected or infected OVC, with a focus on increased enrollment, retention, and academic performance**

The Contractor shall focus on providing standard services per the draft *Standards of Services for OVC in Ethiopia* (Annex 1) from an established program deliverables for OVC.

The Contractor shall make available project officers to facilitate the delivery of the standard services which may include the training of PTAs, teachers and community members to act as tutors, mentors, counselors or guardians. The Contractor shall pay specific attention to the utilization of family/guardian counseling to support OVC outside of schools.

The Contractor shall implement existing HIV prevention AB curriculums for beneficiaries such as Sports for Life and Beacon Schools to strengthen OVC and all the students in the school personal risk assessments and reduce the probability of HIV infection in the future.

The project officers should also support, educate and mentor the PTAs, GACs, parents or guardians on how to care for the OVC in general and the girl OVC in particular. For those children who are affected by HIV/AIDS, home life and living means a lot. The PTAs and teachers should be guided to give counseling services to the parents or guardians of the OVC so they understand and realize the behaviors of the children in their respective setting. Home life and living is where the whole care and support starts, therefore, the understanding of the conditions of the children by the guardians and teachers is of utmost importance for the wellbeing of the children. The contractor should be able to request the PTAs, teachers and caregivers to include guidance and counseling to the children in their regular action plan and follow the implementation of the plan effectively.

Most OVC are working and go to school at the same time. This means that their study time is affected and they require tutorial/remedial services. The contractor shall provide appropriate direction to the PTA and teachers and school leadership so they arrange more tutorial classes to this specific target groups. All schools should get the necessary instructions to focus on working children and children who do not have space to do their homework and carry out their studies and who are getting no support from home.

Mechanisms need to be put in place to ensure that orphans, children affected with HIV and other vulnerable children have access to essential health services ( e.g, Integrated Management of Childhood Illness(IMCI) services, malaria treatment, immunization, HIV counseling and testing, ART)

Many OVC suffer from lack of food in food insecure areas which affects their class attendance and absorbance of their education. The contractor should link the OVC to wrap-around programs with the education sector through school feeding. The contractor shall link to pre-existing food production activities that are going in schools like school gardening and income-generating activities.

Illustrative activities include the following:

- Monitoring the provision, frequency and quality of psychosocial support including counseling and other psychosocial support mechanisms;
- Provision of school packages to OVCs;
- Provision of tutorial or remedial sessions;
- Provision of life skills training to enhance OVC community service and economic opportunities;

- Provision of health care services and the contractor ensures that resources are available for prescription medication when OVC are unable to obtain waivers from Wereda or Kebele for such medications.
- Provision of Shelter and care based on the need of individual OVC.
- Provision of food and nutrition based on the need of individual OVC.
- Legal protection in partnership with local government, CBOs and communities
- Delivering HIV/AIDS education including HIV prevention AB activities including all students, teachers and communities;
- Plan OVC capacity building program through training in the area of assertiveness and for older OVCs vocational skill training to be self-support,
- Organize and strengthen school level Psychosocial and counseling and HIV/AIDS resource centers.

The OVC under this program require access to several services due to the magnitude of the problems they face. Apart from the HIV/AIDS pandemic, there are cultural and other factors that are impeding children from going to school. In many societies, children are taken as additional labor to the households.

The Contractor shall link with relevant government, NGOs, donors, civil society, community organizations and community elders to support OVC to access additional services. Such services may include obtaining kebele waivers for public health care, access to legal services from local government legal offices , pre-existing income-generating activities, establishment of bank accounts, linkage of sick parents or guardians to community-based care and support.

The contractor shall conduct service mapping and resource mobilization to assess OVCs needs met in coordinated way. Illustrative activities may include:

- Linkages should be built to existing HIV/AIDS preventive, care and treatment programs, including coordination with PEPFAR partners;
- Referral services to facility-based health care and community-based care;
- Kebele waivers should be obtained from kebele administration
- Child labor should be well discussed until the community is well aware that this is international as well as national problem that hinder children from attending schools and that the community should be supporting children's education in their respective communities
- Where children live with PLWHA, community based organization leaders should be educated on how to support the family specifically to ensure that the children are getting sufficient support in order not to disrupt their education
- Establish school community level relationships with the local police and judiciary institutions;
- Establish norms for estate planning and referral to legal protection;
- Identify and support greater linkages with pre-existing food and nutrition programs;
- Conduct service mapping and resource mobilization.

**Result 2: Strengthen School-Community Partnership in 400 primary schools to enhance their capacity to plan and manage OVC support programs.**

The vulnerability of children begins upon discovery of a positive HIV status of a parent or guardian. The contractor shall ensure that at a minimum 50 percent of beneficiaries are young or child girls. More focus should be given to the girls so they attend classes and should get the right follow-up in their studies. In addition, the program should have protection mechanism to keep them safe and protected from labor exploitation and abuse.

The contractor shall identify and collaborate with Regional State Education Bureaus, Woreda Education Offices, Kebele Education Boards, PTAs and civil society organizations, to map out its implementation areas, the existing government, local government, NGOs, community organization, the traditional community

institutions like the idirs services and others in the communities of the regions and woredas. Depending on the cultural and historical development of the area, the contractor may use the appropriate mechanisms to enter into the community. The contractor shall recognize the local government, woreda, and the regional education bureau structures and work under the auspices of the PTA and utilize them as implementation-mechanism to reach the OVC and provide them with standard services as well as to implement IR1 and IR2 as specified hereunder.

Civil society organizations and Iddirs shall be involved during the development of action plans for each school and in identifying beneficiaries. These social groups provide both government and civil society groups, which ensure better transparency and accountability as well as sustainability. The collaborative work of schools, communities and surrounding civil society organizations shall facilitate a supportive context to reduce stigma and discrimination and increase child protection. The operational plan of the program shall be harmonized with the National Plans of Actions and guidelines for OVC. The program shall also leverage USAID implementing partners already on the ground as the principal delivery mechanism for the services are already in place in many parts of the country.

The contractor shall work with the Regional State Education Bureaus (RSEB) and Woreda Education Offices (WEOs), PTAs and KETBs and give sufficient briefing and understanding on the OVC education and HIV/AIDS program and gain the necessary recognition to implement the program specifically highlighting current information on the HIV/AIDS epidemic of the region of operation, stigma and discrimination and gender concerns.

The Contractor shall conduct capacity building trainings and exercises with school communities (i.e. PTAs, GACs and teachers) to identify and support OVC through improved access to education and better performance in school.

Through trainings on psychosocial needs of OVC, the Contractor shall support school communities, the local government and community members the importance of psychosocial support for the OVC. To effectively support OVC it is necessary to provide counseling and guidance services on regular basis. After training, the school community, including PTAs and teachers should be able to identify appropriate methods and frequencies to provide basic counseling services to OVC. Such counseling may also include handling grief and bereavement, stigma and discrimination, trauma, depression and motivation.

The Contractor shall provide funds to support school communities to initiate low cost approaches for income generation scheme such as, school and community gardens, tea rooms and café, mini-shops, handicrafts, etc that primarily benefit OVC beneficiaries. Based on school action plans developed by the PTA, OVC committee and school leadership, the necessary funding should be made available to enhance such activities within the school system.

The Contractor shall adapt tools for use by Project Field Officer and the school community (i.e. PTAs and teachers) in delivering services.

The Contractor shall utilize life skills curriculums to empower the beneficiaries to learn how they could be accepted by the community through productive actions such as community services and economic activities.

It is expected that the Contractor shall sufficiently strengthen school communities (i.e. PTAs and GACs) to appropriately select beneficiaries in each school based on OGAC guidance that is outlined above on operational definition of OVC.

Illustrative activities may include:

- Strengthen capacity and facilitate the function of RSEBs, WEOs, KETBs, school communities, PTAs GACs, WHO's and Woreda local administration in supporting increased access to education for beneficiaries;
- Support mobilization efforts of PTAs to mobilize community stakeholders that can support OVC;
- Provide technical assistance to school leadership, OVC committees at schools including the GAC, and the PTA and the executives.
- Develop selection criteria for targeting the OVC in accordance with OGAC guidelines.
- Ensure identification of the OVC is done through the appropriate PTA and other community committees as well as the Woreda, Kebele and traditional institutions;
- Ensure that the appropriate action plan is drawn for the period of the implementation of the OVC program on participatory basis;
- Involvement of community based organizations, Idirs and all concerned PTA, GAC, Anti-AIDS clubs, School principals, teachers, Kebele administrators, community leaders, mentors and guardians to develop the action plan for each school to implement the OVC support effectively;
- Facilitate the development and implementation of anti-stigma and discrimination programs at the school, and at the community level in general; and
- Monitor community structures to ensure they are in accordance with OGAC guidance on the selection of beneficiaries.
- School and community leaders trained on relevant themes to basic counseling, HIV prevention, anti stigma and discrimination, life skills and beneficiary selection;
- Mentoring counselors (i.e. teachers, PTA members,, parents/guardians) in counseling skills;
- PTA and the school leadership trained in developing their skills in managing and organizing remedial/tutorial classes and handling and managing OVC documentation
- The PTA/OVC committee is trained in report writing skills, financial management and management of IGA.
- The school community is trained to stem all harmful traditions in the communities that put children at risk of HIV infection;
- Provision of SIA to support school communities to initiate low cost approaches for income generation scheme;
- Teachers trained in psychosocial and empowered by participating in extra-curricular activities to support OVC and anti HIV/AIDS clubs in schools.

#### **4. PERFORMANCE MEASURES**

The Contractor must provide comprehensive monitoring, evaluating, and reporting (MER) on achievements and impact throughout the period of the agreement. The contractor will provide a comprehensive plan for monitoring, evaluation and reporting on the progress and results within 90 days of the Award. The contractors will describe proposed data collection and verification strategies to ensure reliability and accuracy of progress toward expected results. In all cases the contractors will be encouraged to collaborate in monitoring efforts to assure that monitoring and evaluation systems are as cost-effective as possible. The data collection will need to be harmonized with other relevant systems for ease of aggregation for PEPFAR/USAID's reporting needs. Within two months of the award of the contract, the successful contractors will submit a detailed draft work plan and budget for one-year period, exit strategy and a Performance Monitoring Plan (PMP), including standardized performance indicators, to USAID/Ethiopia's Contracting Officer and CTO for approval.

Specific data required are of two types: i) those to measure PEPFAR HIV/AIDS indicators; and ii) those that report on progress toward Contractor-proposed milestones and targets

## PEPFAR Indicators:

USAID/Ethiopia requires reporting on the below PEPFAR indicators by region. For a complete definition of these indicators, please refer to the OGAC OVC Programming Guidance, July 2005 located on <http://www.pepfar.gov/guidance/>. In addition to these indicators, USAID/Ethiopia expects applicants to develop their own indicators to monitor program implementation and success. Illustrative examples of other indicators include the number of Community Care Groups formed; the number of referrals made to health facilities or the number of referred children received into the OVC community program; and number of OVC supported by age.

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| <b>(8) Orphans and Vulnerable Children (HKID)</b>            |
| 8.1 Number of OVC served by OVC programs                     |
| 8.1.A Primary Direct   |
| 8.1.B Supplemental Direct                                    |
| 8.2 Number of providers/caregivers trained in caring for OVC |

## 5. IMPLEMENTATION AND MANAGEMENT OF PROGRAM

### a) Implementation Approach

#### OGAC Guidance on Orphan and Vulnerable Child Programming with GHAI Funds

The contractor shall review, utilize and comply with OGAC and PEPFAR guidance, *Standards of Services for OVC in Ethiopia* and *The Education Sector Policy and Strategy for Responding to HIV/AIDS Challenges in Ethiopia* throughout the design and implementation of all activities under the contract. ATTACHMENT 1

### b) Partnership with NGOs

The Contractor shall propose to work with (1) Ethiopian NGOs (ENGOs) and (2) US and non-US Non-Governmental Organizations (NGO), in partnership and sub-contracting them in the implementation of the program.

### c) Gender Concerns

The Contractor shall ensure that the Project Officers and PTAs shall give special attention to girls and child-headed households since the burden of care for girls is disproportionately higher. In households affected by HIV/AIDS, girls are responsible for household chores, caring for their AIDS bed-ridden parents and above all caring for other household members. This affects access to school as well as their survival and achievement. INCLUDE 50% beneficiaries are girls, etc.

### d) Involving the OVC in Planning and Implementation

The Contractor shall propose a mechanism that the OVC will be involved actively in planning, implementation and decision-making particularly, at school and community level.

### **e) Human Capacity Development**

The contractor shall utilize existing training curriculums on psycho-social counseling, OVC programming and administration of community-based activities. Development of new curriculums does not fall within acceptable technical approaches given the breadth of HIV/AIDS, OVC and Education programming in Ethiopia limited adaptation of existing curriculum are permissible. The Contractor should work with the CTO to ensure that USAID is aware of such adaptations.

Selection of beneficiaries for training should be based on a strategic approach to the overall program. PEPFAR Ethiopia has supported the training of thousands of individuals annually. Lessons learned from this indicate that careful selection of training recipients with adequate female representation is necessary to facilitate program implementation. The Contractor shall propose a standard Human Capacity plan per school to feed into the PMP. Mentoring options and networking of successful practices should be considered during implementation.

### **f) Empowerment of Beneficiaries**

OVC: The Contractor should propose technical approaches which enhance the capacity of OVC beneficiaries to attend and excel in schooling (through education package provision and tutoring), to build confidence and self-worth (through individual and group psycho-social counseling and individual space) and to participate in activities that can support their livelihoods security. Such activities may include basic support to income generation activities such as Tea rooms or cafes on school premises, school or community vegetable gardens and handicrafts, training of OVCs with feasible vocational and skill training, and access to revolving fund to be self support. The Contractor shall provide limited inputs at the beginning of these programs to stabilize them, and build upon the programs to support further decision making by OVC beneficiaries.

School Principals, PTAs, Teachers and Woreda Education, Health and other Officers: Participation in management committees, extracurricular activities and training opportunities for teachers/counselors is critical to their career progression. All participations should enrich the career progression and personal lives of teachers/counselors.

Kebele/Community Leaders and parents/guardians: Participation by community leaders and parents/guardians are critical to facilitate ownership, correct program implementation and facilitate community resource mobilization including the Kebele Waiver process for education and health care services. The Contractor may facilitate to strengthen or organize OVC forum at Wereda level.

### **g) Linkages to External Community and Facility-based Services**

The Contractor should, at each design and implementation phase, assess applicable community and external resources available to beneficiaries and facilitate linkages to “wrap additional services around OVC.” Based on the technical discussion around vulnerability prior to single or dual orphan-hood, the Contractor shall facilitate wraparound services for beneficiaries. The Contractor shall participate in discussions with USAID on how best to facilitate linkages within the external activities supported by the United States Government.

### **h) Costing Information**

The Contractor can include a costing of services per beneficiary that describes the different costs associated with providing quality, comprehensive services indicated in Result 1. The costing information should reflect how the proposed budget relates to the number of beneficiaries to be reached and breakdown of the services (school supplies, food support, health services).

## **6. GEOGRAPHIC FOCUS**

All selected schools shall be located within the access of public or private hospitals, health centers or health post being supported by PEPFAR Ethiopia.

The contractor shall propose schools in consultation with RSEB and WEO and can identify 400 primary schools where not overlapping with PC3, CSPP and other USAID funded schools with similar program . The contractor shall select rural and urban school sites.

The Contractor will propose time-frame to reach all schools and target OVC at least for a continued support of 40,000 OVCs at schools for three years.

The distribution of the 400 schools will be divided as follows: 36 schools in Addis Ababa, 10 schools in Afar , 110 schools in Amhara, 10 schools in Benishangul Gumuz, 12 schools in Dire Dawa, 10 schools in Gambella, 10 schools in Harari, 100 schools in Oromia, 60 schools in the Southern Nations Nationalities and Peoples region (SNNPR), 10 schools in Somali and 32 schools in Tigray. Contractor shall identify in their proposals the woredas and zones in regions in which they plan to implement in consultation with the Regional State Education Bureaus (RSEBs) and Woreda Education Offices (WEOs). The Contractor shall bring supporting letter from the respective Regional State Education Bureaus.

## **7. DELIVERY REQUIREMENTS**

### **Program deliverables:**

- Number of school PTAs/OVC committees functional in support of OVC.
- Number of OVC identified with appropriate criteria and registered for support (disaggregated by sex).
- Number of OVC served with direct and supplemental direct standard services ( school supplies, food and nutrition, psychosocial support, health, legal protection, shelter and care, tutorial/remedial and others as deemed necessary )per individual needs of OVC( disaggregated by sex, grade and age).
- More than 95%OVCs persisted in school from year to year (academic year) (disaggregated by sex and grade).
- Number of schools with functional IGA activities.
- Number of OVC supported with IGA activities( disaggregated by sex and age)
- More than 95 % OVCs in each target school promoted to the next grade by end of academic year (disaggregated by sex and grade).
- Number of OVCs referred to community-based care and support services( disaggregated by sex)
- Number and type of initiatives taken by local government, community organizations and NGOs and individuals to support OVCs.
- Number of caregivers trained and functional (disaggregated by sex).

## **8. USAID INVOLVEMENT**

USAID will be involved during the implementation of this Contract in the following areas:

- i) Approval of work plans and budgets those are consistent with the terms and conditions of the contract;
- ii) Designation of key positions and approval of key personnel; and
- iii) Approval of monitoring and evaluation plans.
- iv) Monitoring and evaluation of the implementation of the program by assigning a Cognizant Technical Officer (CTO)

## **9. BRANDING REQUIREMENTS**

Markings under this contract shall comply with the USAID "Graphic Standards Manual" available at [www.usaid.gov/branding](http://www.usaid.gov/branding), or any successor branding policy. The project under this contract will be known as the USAID Technical Services to Support HIV/AIDS Affected Orphans and Vulnerable Children at Schools in Ethiopia

USAID/Ethiopia envisions that this program will be promoted among targeted audiences to increase awareness that 1) the program is to support OVC at primary school settings and 2) that this assistance is from the American people. The target audience includes schools, students, teachers and parents/guardians, the Ministry of Education, regional state education bureaus, Wereda education offices, and prospective beneficiaries. Proper branding of the program is essential in order to market or position the program among the target audience.

As required by the ADS 320, the USAID and PEPFAR Identity should be of equal or greater prominence than all other logos and symbols.

The USAID and PEPFAR Identity must be used on all reports and printed materials. The contractors should know that all study reports and materials through these contracts are the property of USAID and the host government.

### **a) Branding Implementation Plan (BIP) and Marking Plan (MP)**

The prospective contractors will prepare two plans concurrently. The first will be the Branding Implementation Plan (BIP) describing how the contractor will implement the Branding Strategy. The BIP should detail how the program will be promoted to beneficiaries and host-country citizens. It should outline the events and materials the contractor will organize and produce to assist USAID in delivering the message that the assistance is from the American people. More specific instructions on the BIP can be found in ADS 320.3.2.1 and should be followed closely.

The second will be the Marking Plan to enumerate all of the public communications, commodities, program materials and other items that will be marked with the USAID and PEPFAR Identity. The Mission will evaluate the proposed BIP and MP for sufficiency, not competitively as part of the technical evaluation of the proposal.

Branding Implementation Plans and Marking Plans should all be unique, and address the specific circumstances, implementation challenges and working environments that each USAID award faces.

## **10. IMPLEMENTATION PLAN AND, STAFFING**

### **A. Implementation Plan**

Applicants/Contractors will develop a plan for a three-year period to begin on or about September 1, 2008 and to end no later than August 31, 2010.

The successful contractor will develop and present the first plan to USAID within 60 days of the Award and the successive annual plans on the first week of July of each year to fit to the planning cycle of the government of Ethiopia. The annual plan has to include detail on its estimated deployment of contractors' resources (personnel, equipment, budget) necessary to achieve proposed milestones and targets. Where necessary, proposed revisions to previously agreed-upon targets shall be made by agreement with USAID as part of its involvement in the Contract activities.

The successive annual work plans will include specific mention of an "exit strategy" for the Contractor and will demonstrate how that will be implemented over the life of program. The "exit strategy" will specifically demonstrate how program impact and critical processes will be continued after the Contract termination date.

The contractor will coordinate development of their annual plans with other relevant USAID/PEPFAR-funded contractors and grantees. Specifically, the Contractor will coordinate with the other USAID BEP and PEPFAR partners to assure that the USAID-specific plans and budgets reflect USAID's management and technical principles and that the plans are well coordinated and mutually reinforcing.

The contractor will assure that all research or data collection under the program are coordinated with USAID BEP and PEPFAR partners and/or other Ethiopian or Mission entities. In this regard, the contractors will utilize existing resources of collaborating partners; including libraries, documentation centers, and field personnel, to the extent practical in the collection of selected datasets, as opposed to generating parallel data and/or hiring separate staff.

USAID encourages broad PVO/NGO and private sector networking and collaboration in all activity undertakings. The contractor will participate in periodic seminars and conferences to share and disseminate experiences among key actors in the public and private sectors.

## **B. Designation of Key Positions and Personnel**

Based on: (A) an understanding of the issues/problems and the challenges and opportunities of local capacity building and activities described herein; and (B) the Applicants' proposed activities, milestones, and targets to be accomplished over the life-of-the-program, the contractors' proposal must define technical qualifications and experience, and position descriptions for any key positions and personnel. USAID/Ethiopia strongly encourages the employment of host country nationals who can bring language and cultural experience of these key personnel.

Applicants are advised that a key technical evaluation criterion is "appropriate gender balance of proposed personnel and commitment to maintaining at least 50% women professionals throughout the life of plan," and are encouraged to propose staff accordingly. Further, Applicants should include a discussion of proposed head quarter's supervision.

Within three weeks of the award of the Contract, the individual designated as the Chief of Party is hired and available to commence work. The Chief of Party/Country Representative shall be authorized to represent the Contractor in all matters pertaining to the execution of the Scope of Work with the possible exception of Contract amendments, for which authority shall be delegated at the discretion of the Contractor. The Chief of Party/Country Representative will serve as the Contractor's Representative in Ethiopia for the purposes of the Contract. The Chief of Party/Country Representative shall receive technical direction from the USAID Cognizant Technical Officer (CTO) or his/her designee only.

Within five weeks of the award, other individuals designated as Key Personnel such as the Deputy Chief of Party, program manager and senior staffs are hired and available to commence work.

### **B1. Key Personnel**

Prior to diverting any of a) the Chief of Party and b) Technical Program Officer or Deputy Chief of Party for Program to other duties, the Contractor will notify the USAID Contracting Officer and the

CTO reasonably well in advance, and will submit justification and explanation including proposed substitutions in sufficient detail to permit evaluation of the impact on the Contract (including budget implications). No diversion or replacement of key personnel will be made by the Contractor without prior written consent of the Contracting Officer.

The contractors will indicate a staffing structure that includes other full-time or regular part-time project positions in specific priority technical areas that are clearly defined by the Contractor and accepted by USAID within the Contract.

## **B2. Central Office and Regional Representation**

The contractor shall register with the Government of Ethiopia and establish an office in Addis Ababa equal to the requirements needed to provide necessary support for management and technical assistance activities under the contract. The central office will provide all administrative and management support to the Contractor under the program, including implementation of financial and accounting systems for commodity procurement, arranging for and supporting in-country training, processing of short-term consultants, provision of all travel and support for long- and short-term personnel, etc. It will operate under the general supervision of the Chief of Party.

The contractor should plan to provide all administrative and management support necessary to the functioning of the technical support of OVC activities in the selected regions of intervention as they are phased in, including support to visiting Contractor staff, local commodity procurement, arranging for and supporting local training, etc. The contractors may at its option establish some mode of permanent representation as necessary in regions and zones of intervention. The contractors are encouraged to consider "least-cost" possible means of achieving such representation, i.e., obtaining office space from the relevant Regional, Zonal, and/or Woreda Education Offices.

In addition to the long-term technical positions necessary to the achievement of Contractor Outputs, the contractors are expected to propose adequate technical and support staff for the central office. Further, the contractor are encouraged to maintain a low budget and minimal administrative costs, and to define in detail their proposed arrangements and staffing.

## **B3. Headquarters' Supervision and Support**

Given provisions for designation of a fully authorized Chief of Party, and provision for activity-funded full-time staff at the local office, any direct level of effort attributable to headquarters activities is expected to be focused primarily on that required for sourcing information and technical expertise to support the field team.

## **11. REPORTING REQUIREMENTS**

- **Work plan, Exit Strategy and Performance Monitoring Plan (PMP):**

The initial work plan will include a proposed Exit Strategy documenting steps the contractors will take to strengthen host country ability to sustain the deliverable of the contracts. The initial work plan will include a proposed PMP for the entire period of performance including the process for collecting baseline data. This will include a proposed list of standardized indicators that will be used by the Contractor. The Work plan, Exit Strategy, and the PMP will be subject to the written approval of the CTO and budget negotiations with the USAID/Ethiopia Contracting Officer.

- **Progress Reports:** The contractors shall submit one original annual narrative performance report per year to the CTO, and one copy each to the USAID/Ethiopia Contracting Officer, the RSEBs, and Education TWG members (Ministry of Education, Ministry Finance and Economic Development, Regional Education Bureaus, USAID). The

performance reports are required to be submitted on a quarterly basis (at the end of September, December, March and June) and shall contain the following: Description of activities carried out during the quarter, specific results achieved and costs of these results (detailing cumulative expenditure per result), problems encountered, remedial actions taken and proposed USAID actions. Cumulative expenditures per line item will be reported along with the activity report. Any projected delays in meeting contract or work plan targets shall be immediately communicated to the CTO. The June Report will be one that summarizes all the results obtained against the PMP during the preceding twelve months. Annual reports will be submitted within forty five days of the Contract Year. ADD PEPFAR REPORTING REQUIREMENTS

- **Financial Report:** The contractors shall submit a quarterly financial report that will include a summary of finances and pipeline analysis of funds obligated, funds expended, accrued expenditure, accruals and funds remaining by program area.
- **Outreach Materials:** The contractors shall submit success stories on a quarterly basis in accordance with USAID guidance on “success stories” available at <http://www.usaid.gov/stories/>.
- **Demobilization:** Six months prior to the completion date, the contractors shall submit a Demobilization Plan for CTO approval. The plan will include, at a minimum, an illustrative Property Disposition Plan; a plan for phase-out of in-country operations; a delivery schedule for all required actions, including the submission date of the final Property Disposition Plan to the Contracting Officer. A final project report will be due thirty days after project close-out.

## 12. RELATIONSHIPS

Criteria for judging the performance of the Contractor will include the ability to foster good working relationships with RSEBs, RSHBs, WEOs, WHOs, schools, communities, and USG partners.

**a. Relationship with USAID Ethiopia.** The contractor shall be responsible for ensuring achievement of outputs and for all products and reports required under these contracts. The Chief of Party shall be authorized to represent the Contractor in all matters pertaining to the execution of the Statement of Work, with possible exception of Contract amendments, for which authority shall be delegated at the discretion of the Contractor. The Chief of Party will serve as the Contractor Representative in Ethiopia for the purpose of this Contract, and will be responsible for the activities of all short and long term personnel under the Contract.

The Chief of Party will receive technical direction from the USAID Cognizant Technical Officer (CTO) or his/her designee. The Chief of Party shall request concurrence from the CTO prior to departing the country for periods exceeding five working days.

**b. Relationship with the MOE, RSEBs, and other relevant Government Institutions.** The contractor will establish a very close work relationship with relevant government entities. It should obtain approval of plans and share progress and financial reports as required. USAID requests that the contractors participate during the BEP Technical Working Group (TWG) meeting.

USAID intends that coordination and decision making regarding ongoing implementation of BEP activities will be assured through a consultative process that will involve the BEP Technical Working Group (TWG) and BEP Core Technical Committee. USAID and the TWG will collaborate to establish BEP Regional Coordinating Committees (BEPRCC) as implementation progresses. The TWG includes members of the USAID BEP team, RSEBs, the Ministry of Education, the Institute for Curriculum Development and Research (ICDR), the Ministry of Finance and Economic Development (MOFED), and representative from the Educational Media Agency (EMA). The TWG is chaired by the

ESDP and Planning Department Head of the Ministry of Education. The TWG will meet quarterly and will provide a broad-based forum for consultation and input as the program progresses.

**c. Relationship with Implementing Agency.** The contractor is expected to work closely with the key Ethiopian, American, and international partners of USAID involved in support of OVCs and PEPFAR activities to assure that all activities are collaboratively programmed.

In accordance with USAID protocols and subsequent to USAID introductions, in its schools, weredas, zones, and regions of intervention, the contractors shall coordinate with PVO/NGOs, international organizations; grassroots organizations; and other contractors receiving USAID funds from, or otherwise collaborating with the BEP team. The contractor shall work closely with these organizations to assure improved coordination of Ethiopia, American, and international partners in delivery of resources, and program-related monitoring and evaluation of impact.

## **13 INSTRUCTIONS, CONDITIONS, AND NOTICES TO OFFERORS**

### **13.1 Technical Approach**

The contractors shall propose milestones and other process indicators based on tasks in Section C

The Applicants must address the following points:

- Identify expertise and strategies in providing technical and programmatic support and capacity building of school leadership, PTAs, KETBs, HEWs, parents/guardians of OVCs, communities, Wereda Education and Health offices, etc in support OVC activities at school and community level;
- Identify innovative approaches to maximize the effectiveness of PTAs, KETBs, CHPs, teachers, school leadership, and community-based organizations, Wereda Education and Health offices to implement the support of OVCs activities at the school and community level;
- Review and build on the work of OVC support activities being implemented by the Government of the Federal Republic of Ethiopia (GFDRE), USAID partners, other donors, local NGOs, schools and communities;
- Effectively bring various skills, disciplines and data-informed choices to the local context, i.e., region, wereda, school and community context;
- Incorporate implementation modalities, particularly working with ENGOs.

### **13.2 Key Personnel**

#### **a) Chief of Party:**

- With a minimum of a Master's level degree and minimum of ten years of experience working in Africa education or other field directly related to the tasks in the SOW.
- **Extensive** experience in development and management of community-based education programs supporting OVCs in developing countries.
- The proposed candidate must have a minimum of ten years of overseas experience in managing and providing technical, administrative and financial guidance and supervision for a group of professionals.

#### **b) Deputy Chief of Party :**

- The candidate must have an advanced degree with at least eight years experience working in public health, human capacity development and strengthening civil society, experience in linking OVC support with education and health is an advantage.
- Experience in managing community-based program interventions, especially in the primary education.

- Understanding of Ethiopia's education, health sector, PEPFAR and planning and management education issues in Ethiopia, knowledge of MOE, RSEBs and weredas. Good writing and communication skills in English.
- Understanding of quality, equity and gender issues in primary education is essential.

A good balance between the key staff to cover education, and health must be ensures to enable the contractor to effectively link the support of OVC with health and education at the community level.

### 13.3 Management/Institutional Capacity

The Addis Ababa Office will operate under the general supervision of the Chief of Party to meet the tasks and deliverables.

The contractors should plan to have "least-cost" possible means of obtaining office space from the relevant intervention RSEBs and WEOs if needed. The contractors are encouraged to utilize economies of scale for administrative costs, and shall define its proposed arrangement and staffing.

The following must be addressed in the Contractor's proposal:

- An organizational chart demonstrating lines of authority and staff responsibility, and brief position description for each technical staff;
- A Performance Monitoring Plan (PMP) that shows how performance is measured and in timely basis;
- Detailed schedule with timeline of activities upon award.

### 13.4 Past Performance

The contractors shall provide references for similar work completed during the past five years that includes the type of contract/agreement, name of organization, program/project manager contact information, dollar value, time-period of performance and summary description of the work performed. Further, shall demonstrate past collaboration with host country governments at the national, regional and wereda levels. Reference information include: (1) the award number and type of ward ;(2) award amount; (3) Period of performance; (4) brief description of the program or work; (5) point of contact at the awarding organization, including e-mail address. This does not count to the page limit.

The following past performance of the Contractor should specifically be addressed:

- Developing, implementing, managing and evaluating similar school and community-based activities;
- Promoting and coordinating participation in development;
- Collaborating closely with various levels of host country education and health personnel;
- Implementing cost-sharing and/or resource-generating activities for school and community activities;
- Transferring responsibilities to local institutions, PTAs, schools, weredas/districts, and other partner communities;
- Evidence of building local capacity in program design, implementation and evaluation.

## 14. TECHNICAL EVALUATION CRITERIA FOR AWARD (Total 100 points)

Technical, cost and other factors will be evaluated relative to each other, as described herein.

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

(b) The criteria bellow are presented by major category, with relative order of importance, so that the Offerors will know which areas require emphasis in the preparation of proposals. The criteria bellow reflects the requirements of this particular solicitation. The sub-criteria are listed in descending order of importance.

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 Offererers should address in their proposals.

#### **A. Technical Approach (45 points)**

Offeror will be assessed on the quality of the overall design and the extent to which the Offeror demonstrates an understanding of the statement of work and a technical approach that is comprehensive and effective to achieve the performance targets.

- Demonstrated understanding of the statement of work; logic, coherence and feasibility of the overall plan to achieve deliverables and expected Results 1 and 2 in section C. Sound analytical basis and technical soundness of responses. Innovative approaches to increase productivity of PTAs, school leadership and OVC at schools.
- Ability of the Offeror to build on the work of OVC currently being done by the GOE, other USAID partners, other donors, local NGOs and schools.
- verall quality and ability of the Offeror to effectively bring various skills, disciplines and data-informed choices to the local context, i.e. regional , woreda and school context.
- Incorporation of implementation modalities in section C throughout the achievement of results.
- Appropriate system to incorporate and nurture participation of PTAs, GACs, school leadership and community based organizations, Wereda Education and Health offices and other local government institutions and NGOs in identification and management of OVCs.
- Proposed framework of 3-year work plan demonstrates a clear and coherent vision for designing and implementing support to OVCs at schools.
  
- Identification of appropriate provision of standard services for OVC
- A plan that clearly shows the number and level of participation of beneficiary OVC and schools with inclusion of strategies to address gender issues which have a profound impact on girls' and women's risk of HIV/AIDS.

#### **B. Exit and Sustainability Plan (15 points)**

The proposed plan and strategy for local institutional capacity building lead to long-term sustainability of schools, communities and local government institutions efforts in support of OVCs and constitute a progressive exit strategy and sustainability plan, demonstrated linkages to on-going initiatives such as other HIV/AIDS Donors and NGOs, and how impact and critical processes will be continued after the Contract termination date.

#### **C. Qualification and Experience of proposed Key Personnel and staffing pattern (15 points)**

Evaluation of key personnel will be focused on relevant and demonstrated qualifications, local experience, language competency and skills applicable to the personnel requirements contained in the Statement of Work

- Breadth of experience and competence of Chief of Party and Deputy Chief of Party to conduct the proposed program and demonstrated ability to create and maintain a high performance team.
- Technical support team with demonstrated leadership in integrating HIV/AIDS with education particularly, OVC at schools. Experience in organizing and managing large, complex OVC programs that have achieved high level impact. Depth of team competence among identified specialized technical areas.
- Qualifications of proposed personnel and appropriateness for the responsibilities of each position.

- Appropriate gender balance of proposed personnel and commitment to maintaining at least 50% women professionals throughout the life of plan
- Key personnel candidates stated availability.

### **C. Management/Institutional Capacity (15 points)**

The proposal should also include the contractor's proposal to have a team on the ground as soon as possible after award for a quick start-up.

- The composition of the proposed staffing and consortium teaming arrangements reflect the needed expertise to address the implementation of the proposed work plan activities with the demonstrated ability to effectively and efficiently start up and maintain complex management support operations.
- Feasibility of proposed lines of communication, responsibilities, roles and planned procedures to ensure the highest quality coordination and collaboration with the federal, regional and local governments, schools, communities and PEPFAR and non-PEPFAR partners
- Timeline of activities upon award.
- Description of the performance monitoring plan including specific indicators for each result and the appropriate systems required to monitor outcomes of the contract.
- Proposed Monitoring & Evaluation help to guide the program's operations and management, demonstrating a commitment to the objective of the SOW

### **D. Contractor Past Performance, Experience and Achievements (10 points)**

#### ***Past Performance, Experience, and Achievements***

Documented agreements within the past 2 years and working relationships in:

- developing, implementing and managing and evaluating similar school and community-based OVC activities
- promoting and coordinating participation
- collaborating closely with various levels of host country education and health systems
- Implementing cost-sharing and or resource-generating activities for OVC.
- Experience in managing sub-contracts/awards with local NGOs or international NGOs.
- Proposed consortium partners/NGOs previous experiences relevant to the objective of the program and their past performance indicate a high probability of success.

#### ***Documented Achievements in Improving Local Capacity***

- Transferring responsibilities to local institutions, NGOS, PTAs, schools, a/o other partners in communities.
- Evidence of local capacity building in program design, implementation and evaluation

The criteria are intended to capture the overall quality of services provided by the Contractor.

Technical, cost and other factors will be evaluated relative to each other, as described herein. Applicants 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 Applicants should address in their proposals.