

Request for Proposals on
A Study Visit on Planning, Implementing, and Evaluating
the Practicum in Teacher Education Programs:
A Study Tour for USAID Teacher Education Program in Pakistan

Education Development Center, Inc.



Date of Issuance:
March 21, 2012

Final Date of Submission:
April 30, 2012

Education Development Center (EDC) is an international nonprofit organization that develops, delivers, and evaluates innovative programs to address some of the world's most urgent challenges. Our work includes research, training, educational materials and strategy, with activities ranging from seed projects to large-scale initiatives. EDC enjoys a worldwide reputation for its excellence in program and fiscal management and for the impact of its work.

The USAID's Teacher Education Project (Pre-STEP) is a five-year, nation-wide program based in Pakistan that is tasked with institutionalizing selected reforms in pre-service teacher education, including the introduction of a four-year degree program for pre-service teacher preparation. Pre-STEP has three main objectives:

1. Improve systems and policies that support teachers, teacher educators and educational managers;
2. Provide support to the Higher Education Commission (HEC) and the Ministry of Education (MOE) teacher education institutions to develop/revise, evaluate and finalize standards, curricula and modules for pre-service teacher education degrees; and
3. Develop a plan for implementing the curricula at teacher education institutes for new and existing teachers.

Pre-STEP is working in Pakistan with university and college faculty to further develop courses in the HEC approved Scheme of Studies for two new teacher education degrees: the four year B.Ed (Hons) Elementary and the two-year Associate Degree in Education (ADE). The ADE is the same as the first two years of the B.Ed (Hons) program. It is anticipated that by 2015, these two programs will replace the one year B.Ed., certificate, and diploma programs.

The Scheme of Studies for the ADE includes two opportunities for extended practice in school. There is one practicum in Semester 3 and a second practicum in Semester 4. A short guide has been provided to colleges and universities to help them plan and implement their practicum. The guide presents several models as examples but at the core of all of them is 210 hours at school during the semester. In addition to the opportunities for extended practice, the courses developed emphasize the importance of regular school visits from outset of the program to help student teachers link theory with practice, and to practice using new knowledge and skills.

The practicum is not a new element in teacher education programs in Pakistan but it has not, generally speaking, been a positive experience for student teachers or the schools they work in. Some of the short comings of the practicum offered in certificate, diploma and one year B.Ed. programs were described in a situation analysis conducted by Pre-STEP in 2010 (see Annex E).

1. Purpose and Eligibility

1.1 Purpose

The purpose of this RFP is to invite prospective offerors to submit a proposal to design and implement a study tour which will provide 25 participants the opportunity to observe and discuss the offering of the

practicum in pre-service teacher education programs in the US or Canada¹, with a particular focus on planning for the practicum and developing linkages with practicum schools, the role of the cooperating teacher working with the student, and on mentoring and evaluating student teachers during the practicum. Participants will also look at the ways in which linkages between institutions are sustained and the resources required to implement a good quality practicum. Understanding appropriate evaluation and assessment systems for practicum programs will also be a component of this study tour.

The practicum experience provides student teachers with carefully sequenced and supervised classroom and school experiences, in a variety of areas of the curriculum, to develop and enhance knowledge and skills for teaching. In this RFP, the practicum includes:

- School and classroom visits prospective teachers make throughout a teacher education program to carry out tasks related to course content (for example, working with a small group of children on a math activity or observing movement of students and teachers in the classroom); and
- Extended periods of practice during which the prospective teacher builds up to class teaching over several weeks or a semester.

1.2 Coverage and Participation

The services included in this RFP shall build upon Pre-STEP's ongoing teacher education efforts in Pakistan.

1.3 Eligibility

This procurement is open to offers from the United States and Canada.

2. General Information

2.1 Original RFP Document

EDC shall retain the RFP, and all related terms and conditions, exhibits and other attachments, in original form in an archival copy. Any modification of these, in the offeror's submission or subsequent contract, is grounds for immediate disqualification.

2.2 RFP Provisions

Bear in mind the following required provisions pertaining to this RFP:

1. All information provided by EDC in this RFP is offered in good faith. EDC makes no certification that any item is without error. EDC is not responsible or liable for any use of the information or for any claims asserted there from.
2. This RFP does not under any circumstances commit EDC to pay any costs incurred by the offeror in the submission of a proposal. This is the offeror's responsibility.
3. All materials submitted in response to this RFP shall become the property of EDC upon delivery to EDC.
4. Additional documentation may be required prior to selection.

¹ Program components in Washington, DC, apply only to US-based training providers and not to offerors based in Canada.

2.3 Schedule of Events

The following schedule applies to this RFP but may change in accordance with EDC's needs or unforeseen circumstances. Changes in this timeline will be announced as formal modifications to the RFP.

TIME	DATE	Time Table
5:00 PM EST	March 27, 2012	Deadline for request for any clarifications from the EDC
5:00 PM EST	April 2, 2012	Estimated date for issuance of any clarifications by EDC
5:00 PM EST	April 30, 2012	Deadline for submission of proposals

2.4 Participant Profile and Groupings

Participant Profile

The total group size for the study tour is anticipated to be 25 participants from Balochistan, Sindh, Gilgit-Baltistan (GB) and Azad Jammu-Kashmir (AJK), and Khyber Pakhtunkhwa (KPK) and Federally Administered Tribal Areas (FATA). The anticipated group breakdown would be 6 representatives from provincial teacher education apex institutions/provincial government, 6 representatives from universities, and 13 representatives (to the extent possible) from their affiliated colleges. Up to three Pre-STEP staff members may also accompany the participants.

To account for expected visa delays and attrition, the program will identify five alternate participants who will be designated as such. Prior to the start of the program, alternates will complete all of the pre-program activities and requirements. Alternates will only participate in the program if any of the principal participants are unable to participate.

Participant Grouping

Participants will be grouped into provincial/area teams during the study tour, such that activities may be organized in either a large group format, or in smaller groups consisting of provincial teams. Each provincial team would likely consist of one provincial representative, one university representative, and two or three college representatives. Participants from KPK/FATA will work together in one team. Ideally participants from colleges will be from colleges affiliated to universities participating in the study tour to help create networks that will support implementation upon return to Pakistan.

3. Proposal Submission and Selection

3.1 Offeror's Understanding of the RFP

In responding to this RFP, the offeror fully understands the RFP in its entirety and in details, including making any inquiries to EDC as necessary to gain such understanding. Clarification questions must be submitted by potential offerors—in writing via email—by 5:00 PM EST on March 27, 2012. Responses will be published in writing. EDC reserves the right to disqualify at its sole discretion any offeror who submits a proposal that is not responsive or that demonstrates less than such understanding. That right

extends to cancellation of the contract if a contract has been made. Such disqualification and/or cancellation shall be at no fault, cost, or liability whatsoever to EDC.

3.2 Communication

Verbal communication shall not be effective unless formally confirmed in writing by the EDC Contact Person in charge of managing this RFP process. In no case shall verbal communication govern over written communications.

Offerors' inquiries, questions, and requests for clarification related to this RFP are to be directed in writing in English before **March 27, 2012 at 5:00 PM EST** to:

Education Development Center, Inc.

Attention: Sabeen Hassanali Faizullah, International Project Associate

E-mail: (sfaizullah@edc.org)

With a copy to: Nadya Karim-Shaw, Project Director
(nkshaw@edc.org)

3.3 Proposal Submission

All responses to this RFP must include the following:

1. A detailed technical proposal of what exactly will be provided to EDC, including a narrative to justify the choices proposed that will meet EDC's needs outlined in Section 4 and all technical information. The proposal should not exceed 12 pages, exclusive of annexes and CVs.
2. A detailed price proposal in accordance with Section 5.
3. A description of similar work performed by the offeror. Please provide name, address, phone number, email address of a reference for each description of similar work.
4. A list of qualified professional and technical personnel, proposed under the offeror's proposal, including details of their relevant experience and relevant assignments in the past three years.

Proposal must be delivered via email to:

Education Development Center, Inc.

Attention: Sabeen Hassanali Faizullah, International Project Associate.

E-mail: (sfaizullah@edc.org)

with a copy to Nadya Karim-Shaw, Project Director
(nkshaw@edc.org)

All proposals must be received by EDC before the deadline date and time, **April 30, 2012 at 5:00 PM EST**.

3.4 Evaluation Criteria and Method of Award

The technical evaluation of each response to this RFP will be based on its demonstrated competence, compliance, format, and organization. The purpose of this RFP is to identify those organizations that have the interest, capability, and financial strength to supply the services identified in Section 4.

Technical Evaluation Criteria:

Summary of Technical Proposal Evaluation Forms		Score Weight
1.	Qualifications of Training Provider Reputation of organization and staff (Competence/Reliability), history in timely delivery of services and experience on similar programs/ projects, qualifications and expertise of key personnel, training faculty, and staff	30%
2.	Technical Approach and Methodology Understanding the task, knowledge in the preparation of the proposal, the sequence of activities, logical planning and its promise for efficient project implementation. Addressing all deliverables and required components. The methodology's responsiveness to the scope of work and program goals. The mix and effectiveness of the learning methodologies used. The plan for translating program goals to actionable outcomes.	45%
	Total	75%

The weight of the technical evaluation will be 75% of the total evaluation score distributed as per the table above. The offeror's proposal must receive a minimum score of 40 out of 75 as a requirement for proceeding with the financial proposal's evaluation.

Financial Evaluation:

- To facilitate the examination, evaluation and comparison of proposals, the evaluation committee may ask each offeror individually for clarification of their proposal. The request for clarification and the response will be in writing only
- The evaluation of cost will include a determination of cost realism, completeness, and reasonableness. Cost realism is defined as the offerors' ability to project costs which are realistic for the work to be performed; reflect a clear understanding of the requirements; and are consistent with the offeror's technical capacity.
- The weight of financial evaluation will be 25% of the total evaluation score.

3.4.1 Selection and Notification

EDC may award one contract resulting from this RFP to the offeror(s) whose quotation(s) conforming to this RFP offer(s) the greatest value. EDC may also (a) reject any or all quotations, (b) accept other than the lowest cost quotation, (c) accept more than one quotation, (d) accept alternate quotations, and (e) waive informalities and minor irregularities in quotations received.

Written notification will be sent to the selected offeror(s) via email. Those offerors not selected for the negotiation phase will also be notified via email.

The selected offeror(s) will be obliged to sign Annex A "Organizational Certificate" and Annex C "Certifications, Assurances of Applicants" and the selected offeror(s) will be subject to USAID vetting.

4. Technical Specifications and Requirements

4.1 Statement of Work

EDC requests quotes for the design and implementation of a study tour for 25 Pakistani participants plus three Pre-STEP staff for 15 days, excluding arrival and departure days. Bidder should include two nights and two days in Washington, DC, at the end of the tour. Please note that the participants will return to Pakistan from DC, and will not need to return to the training site again. (The DC component applies only to US-based offerors). The study tour is expected to take place in the 2012 calendar year, and the offeror is asked to propose specific dates, bearing in mind expected visa processing timeframes.

The study tour will build on Pre-STEP's ongoing teacher education efforts in Pakistan. By visiting teacher education institutions and the schools they work within the United States, participants will be able to observe and discuss good practice, and meet with peer professionals and student teachers who can give their perspectives on the practicum – how it is planned, managed, and evaluated. Participants will also have the opportunity to discuss and reflect on lessons learned for their own context and to develop plans for action which can be implemented when they return to Pakistan.

Program Objectives

The objectives of the study tour are to:

1. Provide participants with an understanding of how the practicum is structured in successful teacher education programs.
2. Help participants identify and map out the policy and planning implications of implementing a practicum program through the experience of US education institutions.
3. Familiarize participants with skills and tools to analyze and determine what practicum model or approaches are most suitable for a particular institution.
4. Help participants learn about, analyze, and actively apply best practices for addressing common challenges to ensure a meaningful and collaborative relation between the institution, student teachers, and host schools.
5. Enable participants to discuss and formulate a comprehensive and feasible system for assessing and evaluating for student teachers participating in a practicum.

Program Outcomes

By the end of the program, the participants will be expected to:

1. Understand and be able to describe the features of a quality practicum program for elementary school teachers based on the study tour experience and keeping in mind the current realities in their province.
2. Present an analysis of practicum models observed during the study tour, both by other education institutions and associated policy and planning implications, and be able to demonstrate which elements and models are most appropriate for their individual institutions.
3. Have a plan for engaging and working alongside host schools and local educators throughout the practicum experience in a meaningful and collaborative manner.

4. Describe and demonstrate what assessment and evaluation mechanisms are useful and most relevant for ensuring a high-quality, successful practicum program for all participating students.

Alongside the action plan that participants will develop during the program, these program outcomes will comprise the content of the presentations to EDC staff in DC towards the end of the program.

Proposed Learning Methodologies

The study tour provider will employ a range of strategies that will be used to actively involve participants in their training and help them apply their new skills and knowledge to their work in Pakistan. These may include the following:

- Small group meetings with professors, school teachers, student teachers and administrators at teacher education institutions and practicum schools. Small group discussions should take into account the participant profiles and allow for customized content for groups with similar institutional contexts/experiences (i.e. customized content for provincial teams).
- Lectures before and during the program of visits, followed by plenary discussion, on issues related to planning, implementing, and evaluating the practicum.
- Structured visits to schools and other teacher education institutions as appropriate designed to illustrate how the practicum is planned, implemented, and evaluated.
- Structured sessions to elicit participant feedback on the program and an explanation of how participants' feedback will be used to tailor the program.
- "Action planning," to help participants apply the knowledge and skills they are acquiring to their work in Pakistan and feedback on these plans. Adequate writing time for action plan development as well as the development of the required report should be considered.
- Formal, interactive, and intensive workshop planning session towards the latter days of the study tour to help participants finalize an action plan for what practicum model they will incorporate. The results of this workshop will enable the scholars to write their final report.
- Informal receptions and lunches with colleagues, practicum school teachers, student teachers and, if possible, Pakistani graduate students.
- A presentation to EDC staff, during the DC portion of the trip, to demonstrate program outcomes and to discuss their proposed action plan to be implemented in Pakistan upon their return. This presentation will be similar to what the participants will present to the senior officials at their education institutions upon returning to Pakistan.
- Follow up and feedback on the implementation of action plans for four months after the study tour. (A mechanism for doing this will be proposed by the training provider and introduced and practiced with participants before the end of their visit to the US.)
- An optional follow up in-country make take place 9-12 months after the study tour to re-group with the participants and discuss how the action plans were implemented, best practices, challenges the participants have encountered during implementation, and how to address these challenges to ensure a rewarding and effective practicum model.

Required Components

Submitted RFPs must include a description and plan for the following required components of the program and explain how they will contribute to the overall program design and activities, with the aim of meeting all program objectives successfully. The following guidance is meant to inform the offeror's program design and descriptions.

1. Orientation

The offeror should include a brief description of the orientation, its content, and who will provide it. Outline what technical, cultural and logistical areas will be covered during the initial orientation in the US. This is the ideal time to also go over program rules, visa and program regulations, completion of tax forms, the review of schedule and reviewing how the action plan will be developed and how the program and training objectives will be monitored. The orientation should be conducted in a "classroom setting" providing an optimal environment to go over important basic program information. Further guidelines and recommendations on the orientation can be provided by EDC as needed.

2. Program Plan and Schedule

The program plan should be a systematic, well-designed format that ensures all program objectives are met. It should also represent a combination of the training types and learning methodologies that address all of the project focus areas outlined above.

Include a calendar format daily schedule for the entire duration of the program. A daily schedule must include the following:

- Location (Specify the city of lodging for each day)
- Organization visited
- Title, type, and purpose of activity
- Time (Morning/Afternoon/Evening will suffice for the preliminary schedule)
- Proposed trainer or guest speaker names, where known.

3. Proposed Cultural Activities

In addition to a range of facilitated sessions and field visits, the program will also include at least two cultural activities for delegates to gain a deeper understanding of the rich diversity and dynamic traditions of the US and its people. Specify what these will include. Cultural activities may include attending a city council or education association meeting; visiting a cultural museum; partaking in a cultural workshop or neighborhood fair; or attending a free community concert. Cultural activities are primarily intended for educational, not entertainment, purposes. Cultural activities provide rare and unique learning opportunities for mutual understanding and observing different perspectives. They also provide opportune teachable moments for cross-cultural interactions and facilitate building of crucial linkages. Cultural activities should take place over evenings and weekends so as to not interfere with scheduled training time.

4. Action Planning Workshop

This workshop will take place towards the end of the study tour and will allow participants the opportunity to review their action plan development and the content covered on practicum models.

With the assistance of subject matter experts and through in-depth discussions with each other and with experts, this workshop will help facilitate the development of an actionable plan that identifies the approaches and models most suitable for the institution, and how to implement this plan at the completion of the study tour.

5. Action Plan and Program Outcomes Presentation

The Washington, DC, component at the end of the program should include a presentation to Pre-STEP staff of the progress and status of the action plans completed by the participants. The presentations will also be the primary forum for demonstrating the achievement of the program outcomes, as specified in Section 4. For offerors based outside of the US, this presentation will take place at the main training site.

6. Closing Reception and Awards Ceremony

The study tour will close with a farewell reception in Washington, DC (only for US-based training providers) in honor of the delegates and the fruitful collaboration between participating institutions. The reception will provide an opportunity for the training provider's network to gather with study tour delegates in order to continue discussions for further collaboration between participants and their respective institutions. An award ceremony—held on the last day of training—will include presentations by both program staff and participants, and a ceremony during which certificates of completion will be formally issued. The farewell reception will immediately follow this event. Participants will depart for Pakistan from this final location, i.e. Washington, DC for US-based training providers, or the primary training site for Canadian training providers.

7. Program Monitoring and Evaluation

The program will include regular opportunities for reflection, discussion, and feedback on program activities. This feedback will be incorporated to improve on-going presentations and events.

The training provider should detail out the plan for how this will take place, including any specific tools that will be used to ensure the feedback is incorporated into the program design and future activities throughout the program duration. How will the training provider plan to document and share its feedback and responses with EDC throughout the program duration?

Participants will take an exit interview towards the close of the program to gauge participants' perspectives on how the program transpired and what objectives were accomplished. EDC will provide further details about what to include as part of the exit interview.

4.2 Staffing and Technical Capabilities

Institutional Capabilities

Offerors must provide a list of its capabilities and any relevant experiences around managing study tours and working with the target audience/the topic of curriculum development, especially in the context of Pre-STEP. Capability statements should outline relevant past experience and technical capabilities, including institutional history and experiences conducting programs in the higher education field and with the education sector in Pakistan.

Key Personnel

List all proposed key personnel and roles and responsibilities. Key personnel in this study tour will include a Technical Program Director and a Project Coordinator. No interpreters will be required. Resumes and bios highlighting relevant experience must be submitted along with the proposal. No substitution or replacement of a key person shall be made by the provider without prior written consent of EDC.

Technical Program Director: Responsible for overseeing and managing all aspects of the program, focusing on the content of the training. This individual should have extensive experience in the field and be knowledgeable about what content and trainers would be most appropriate for the training content. S/he must have a strong understanding of and experience with designing, developing, implementing and evaluating practicum models. Familiarity or prior experience with the higher education sector and/or Pakistan is highly desirable.

Project Coordinator: Responsible for coordinating all logistical and programmatic arrangements for the study tour. This individual will be the primary point of contact for EDC and the Technical Program Director for all of the logistical and financial arrangements of the program. The individual should have a sound understanding of and experience with successfully planning, coordinating, and implementing short-term training programs. Experience working with international scholars and professors, and an understanding of Pakistan and/or the higher education sector is highly preferable.

The offeror may suggest additional key personnel or alternate management structures or practices to ensure smooth and effective program coordination.

4.3 Deliverables and Milestones

Payment will be contingent upon receipt of the deliverables specified below, with the exception of lodging and transportation arrangements, as well as meals and incidental (M&IE) allowances, for which payment will be made upon submission of actual receipts. Percentages of payments for these deliverables will be negotiated with successful offeror.

Payment-based Deliverables	Due Dates
Submit a preliminary workplan and timeline of program	Three months before program start date
Submit revised draft schedule of activities based on additional feedback from EDC	Three months before program start date
Submit initial summary bios and names of faculty/trainer pool	Two months before program start date
Proof of advance payment for lodging bookings	One month before program start
Submit a complete final schedule of the study tour to EDC and final/revised bios for faculty/trainer pool	Two weeks before the program start date
Submit a one-page summary of the purpose and plan for the study tour to EDC	Two weeks before the program start date

Required documents: US tax forms signed by participants, notarized copies of passports (identification page and visa page), I-94 card copies, (black and white) DS-2019 copies, and copies of airline tickets and boarding passes should be submitted to EDC within three days of the participants' arrival.	Within three days of participants' arrival date
Receipt of participant' allowances	Within three days of participants' arrival date
Submit mid-program summary report of program accomplishments, challenges, and changes to program activities.	End of first week of program
Hotel receipts	Within 10 days of program completion

Report-based deliverables will also be expected in the specified timeframes.

Additional Deliverables and/or Milestones	Due Dates
Schedule a time for participants for monitoring call with EDC staff	End of first week of program
Completed participant final presentations (to be presented to Pre-STEP staff in DC)	By the departure date/final program date
Participant exit questionnaires and program evaluation feedback	Within 10-15 days of program completion
Action plans from all participants	Within 15 days of the program completion
Photos and video recordings of participants during the study tour that chronicles their growth and experiences throughout the program (5-7 minute video clips)	Within 30 days of program completion
Final report including instruments used for program evaluation, the final program schedule, and any proposal for in-country, follow-on program plans, as well as a list of 3-4 participants who can articulate the group's key lessons and experiences in debriefings in country	Within 30 days of program completion

4.4 EDC Responsibilities

EDC will play a lead role in the following aspects of the study tour, both during the planning and implementation phases.

1. Selection process: EDC will work with HEC and provincial governments to:
 - a. to develop selection criteria for participants;
 - b. invite applications from interested faculty; and
 - c. make the final selection of participants and alternates.
2. Participant groupings: EDC will group participants—as outlined in Section 2.4 above—into provincial/area teams during the study tour.
3. Pre-departure preparations: EDC will collaborate with the selected training provider to jointly plan the pre-departure meetings and orientation prior to the start of the study tour. This planning will include a meeting in advance of departure with participants to:
 - discuss the study tour program, provide feedback and share expectations;

- introduce participants and have them begin working in teams; and
 - share a pre-departure assignment (to prepare a description of the current practicum offering in their institution/province and possible areas for improvement).
4. Pre-departure logistics: EDC will be responsible for arranging the international airplane tickets, pre-departure arrangements, visa processing and SEVIS, and health insurance.
 5. Monitoring: EDC will monitor the implementation of the program throughout the study tour, collaborating with the selected offeror as needed to ensure program objectives and outcomes are reached.

5. Price Proposal Requirements

All offerors must submit a cost breakdown for completing the study tour described in this RFP. In response to this RFP, EDC anticipates issuing a contract with payments made upon submission of an invoice. The selected organization must agree to abide by the price submitted for the duration of the contract.



Study Tour Budget
Template.xlsx

- Please provide a price summary as displayed in the Budget Template attachment, as well as a narrative describing how the price was calculated. The price summary must be submitted in Microsoft Excel format and show all formulas.
- The price proposal must be in US Dollars.
- All offerors must provide a price guarantee that the proposal price remains valid for 120 days.
- EDC will not pay for any costs incurred by the offeror in preparation of a proposal in response to this RFP.

The price summary, detailed budget, and all discussion of costs, including the budget notes, shall be organized consistent with the cost categories specified below. If there is no proposed cost in a particular category, include 0 for that category.

5.1 Detailed Budget and Budget Narrative

The detailed budget must show:

- Each cost within a budget category (e.g., within the direct labor category, there must be a separate line in the budget for each staff position; within the equipment category, there must be a line for each type of equipment, etc.).
- For each line item, the estimated cost per unit, the unit type (e.g. per month, per trip, per person, etc.), the number of units, and the total cost (i.e. the estimated cost per unit multiplied by the number of units).
- The per participant cost.

The budget narrative must include information about how the amounts for each estimated cost were determined.

The following definitions of types of costs should be utilized in preparing the cost proposal.

Salary and Wages: Direct salary and wages should be proposed in accordance with the offeror's personnel policies. For example, costs of long-term and short-term personnel should be broken down by person years, months, days or hours.

Fringe Benefits: If fringe benefits are provided for as part of an organization's indirect cost rate structure, a copy of the organization's Negotiated Indirect Cost Rate Agreement must be included in the cost proposal. If fringe benefits rates are not included in the organization's Negotiated Indirect Cost Rate Agreement, a detailed cost breakdown by benefits types must be provided.

Consultants: This category is for services rendered by persons who are members of a particular profession or possess a special skill and who are not officers or employees of the offeror. Costs of consultants should be broken down by person years, months, days or hours.

Travel, Transportation, and Per Diem: This category is for costs for transportation, lodging, meals and incidental expenses. Costs must be broken down by the number of trips, domestic and international, cost per trip, per diem and other related travel costs.

Equipment and Supplies: This category is for supplies and equipment. Costs must be broken down by types and units.

Subcontracts: For any proposed subcontract, a budget for the proposed subcontract must be included and the budget must include the budget categories noted above.

Allowances: Allowances should be broken down by specific type and by person, and should be in accordance with offeror's policies and US Government regulations.

Training: For all types of training, costs should be broken down by types of training, participants and types of costs (e.g. transportation, materials, facilities, etc.).

Other Direct Costs: Costs must be broken down by types and units.

Indirect Costs: If the offeror has a Negotiated Indirect Cost Rate Agreement, indirect costs must be proposed in accordance with the offeror's Negotiated Indirect Cost Rate Agreement and a copy of the Negotiated Indirect Cost Rate Agreement must be included in the cost proposal. If indirect costs rates have not been previously established with the US Government, a breakdown of bases, pools, method of determining the rates and description of costs, and two years of financial statement, preferably audited by an independent auditor must be submitted.

Fee/Profit: Any proposed fee/profit, if appropriate, must be supported with rationale based on associated risk factors.

6. Organization Overview and Offeror Certification

6.1 Organization Overview

In order for their proposal to be considered, the offeror must submit an overview of the organization which must include the following:

- Full legal name of the company;
- Year the organization was established;
- Proof of organization's registration in US (or Canada, for Canada-based offerors);
- Demonstrated ability for the organization to legally operate in US (or Canada, for Canada-based offerors);
- Contact information regarding the proposal to include the following:
 - a. the individual(s) full name and title;
 - b. full office address;
 - c. telephone and fax number; and
 - d. email address;
- A list of the offerors's key individuals including:
 - a. the principal officers of the organization's governing body (e.g., chairman, vice chairman, treasurer and secretary of the board of directors or board of trustees);
 - b. the principal officer and deputy principal officer of the organization (e.g., executive director, deputy director, president, vice president);
 - c. the program manager(s) for the proposed contract;
 - d. any other person who will have significant responsibilities for administration of the US Government-financed activities or resources under the proposed delivery of the commodities;
- Names, email addresses, phone numbers, and contact people at three organizations who have been clients of the offeror during the last 18 months, whom EDC can call on as references. Offerors should provide references from projects similar in size, application, and scope and include a brief description of the implementation of the project; and
- Information regarding any current litigation in which the offeror, or any of the entities in the collaboration, are involved, regardless of jurisdiction where the litigation resides.

Offerors that currently have a Dun & Bradstreet Number are requested to provide this information.

Offerors who are not registered with Dun & Bradstreet may do so at http://www.dnb.com/us/duns_update/. There is no charge for this registration. A Dun & Bradstreet Number is not required for submission of a proposal, but may be required before a contract is issued. Whether or not an offeror currently has a Dun & Bradstreet number will not affect the evaluation of the offeror's proposal.

6.2 Organizational Certification

In order for their proposal to be considered, the offeror must complete and submit the organizational certification included in Annex A to this RFP.

Annex A—Organizational Certification

This certification attests to the Offeror's awareness and agreement to the content of this RFP and all accompanying calendar schedules and terms and provisions contained herein.

The Offeror must ensure that this certification is duly completed and correctly executed by an authorized officer of the Offeror's company.

1. This proposal is submitted in response to an RFP issued by EDC. The undersigned is a duly authorized officer, hereby certifies that:

(Offeror Name)

Agrees to be bound by the content of this Proposal and agrees to comply with the terms, conditions and provisions of the referenced RFP. The proposal shall remain in effect for a period of **XXX** calendar days as of the Due Date of the RFP.

2. The undersigned further certify that their firm (check one):

☐ IS

☐ IS NOT

Currently debarred, suspended, or proposed for debarment by any United States federal entity. The undersigned agree to notify EDC of any change in this status, should one occur, until such time as an award has been made under this procurement action.

3. The offeror, by checking the applicable box, certifies that –

(a) If the offeror is a **U.S. entity**,

1. it operates as ☐ a corporation incorporated under the laws of the State of _____ (state), ☐ an individual, ☐ a partnership, ☐ a nongovernmental nonprofit organization, ☐ a state or local governmental organization, ☐ a private college or university, ☐ a public college or university, ☐ an international organization, or ☐ a joint venture;

2. its status* is (check all that apply; see Annex B for standard definitions):

☐ Small Business (SB) (self certification)

☐ Small Disadvantaged Business (SDB) (self certification)

☐ HUBZone Small Business (self-certification not available), certification issued by _____

☐ Woman Owned Small Business (WOSB) (self certification)

☐ Veteran Owned Small Business (VOSB) (self-certification)

☐ Service Disabled Veteran Owned Small Business Concern (SDVOSP) (self-certification)

☐ Large Business (LB)

☐ Other Certification, certification: _____

3. ☐ In addition to the above, the offeror complies with the Small Business Administration's Table of Size Standards. (See www.sba.gov for additional information.)

OR

- (b) If the offeror is a **non-U.S. entity**, it operates as ☐ a corporation organized under the laws of _____ (country), ☐ an individual, ☐ a partnership, ☐ a

nongovernmental nonprofit organization, [] a nongovernmental educational institution, [] a governmental organization, [] an international organization, or [] a joint venture.

4. Person[s] authorized to negotiate on behalf of this firm for purposes of this RFP are:

Name:	_____	Title:	_____
Signature:	_____	Date:	_____
Name:	_____	Title:	_____
Signature:	_____	Date:	_____

Signature of Authorized Officer:

Name:	_____	Title:	_____
Signature:	_____	Date:	_____

Notification: Under 15 U.S.C. 645(d), any person who misrepresents its firm's size status shall (1) be punished by a fine, imprisonment, or both; (2) be subject to administrative remedies; and (3) be ineligible for participation in programs conducted under the authority of the Small Business Act.

**If you are certified or a member of one of the qualifying groups, please register with Dun & Bradstreet at http://www.dnb.com/us/duns_update/. There is no charge for this registration.*

Annex B—Definitions (U.S. Entities Only)

Small Business (SB)

A small business, means a concern, including its affiliates, that is independently owned and operated, not dominant in its field of operation, and meets the SBA's criteria for the NAICS (<http://www.census.gov/eos/www/naics/>) industry to which it belongs. Currently, a small business certification process is not required for Federal contracts. When submitting a proposal, simply self-certify by checking the appropriate box.

Small Disadvantaged Business (SDB)

A Small Disadvantaged Business (SDB) is a small business that is at least 51 percent owned by one or more individuals who are both socially and economically disadvantaged.

The SBA defines socially disadvantaged groups as those who have been, historically, subjected to "racial or ethnic prejudice or cultural bias" within the larger American culture. Identified groups include: African Americans, Asian Pacific Americans, Hispanic Americans, Native Americans and Subcontinent Asian Americans. Members of other groups may qualify if they can satisfactorily demonstrate that they meet established criteria.

Economically disadvantaged individuals are defined as those for whom impaired access to financial opportunities has hampered the ability to compete in the free enterprise system, in contrast to people in similar businesses who are not identified as socially disadvantaged.

HUBZone Small Business - Historically Underutilized Business Zone

A small business concern that appears on the list of Qualified HUBZones Small Businesses maintained by the US Small Business Administration. To determine if your business is located in a HUBZone, or to apply online, go to The Small Business Administration's HUBZone website <https://eweb1sp.sba.gov/hubzone/internet/index.cfm>.

Woman-owned Small Business (WOSB)

A small business that is at least 51 percent owned and actively managed by one or more women with either U.S. citizenship or U.S. resident alien status. Learn more at SBA's Office of Women's Business Ownership at <http://www.sba.gov/aboutsba/sbaprograms/onlinewbc/index.html>.

Veteran-Owned Small Business (VOSB)

A small business concern that is:

- i. At least 51% unconditionally owned by one or more veterans as defined at 38 U.S.C. 101(2) or, in the case of any publicly owned business, at least 51% of the stock of which is unconditionally owned by one or more veterans; and
- ii. The management and daily business operations of which are controlled by one or more veterans.

Learn more at SBA's Office of Veterans Business Development <http://www.sba.gov/aboutsba/sbaprograms/ovbd/index.html>.

Service Disabled Veteran-Owned Small Business Concern (SDVOSB)

A small business concern that is:

- i. At least 51% unconditionally owned by one or more service-disabled veterans or, in the case of any publicly owned business, at least 51% of the stock of which is unconditionally owned by one or more service-disabled veterans, and;
- ii. The management and daily business operations of which are controlled by one or more service disabled veterans, or in the case of a service disabled veteran with permanent and severe disability, the spouse or permanent caregiver of such veteran.

“Service Disabled Veteran” means a veteran, as defined in 38 U.S.C. 101(2), with a disability that is service connected as defined in 38 U.S.C. 101(16). Learn more at the US Dept. of Veteran Affairs

<http://vabenefits.vba.va.gov/vonapp/main.asp>.

NAICS

The North American Industry Classification System (NAICS) is the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy. For more information go to NAICS at

<http://www.census.gov/eos/www/naics/>.

ANNEX C – CERTIFICATIONS, ASSURANCES OF APPLICANTS

[To be submitted as part of an Applicant's cost proposal. To be signed by an authorized agent of the applicant at the end of this Annex C.]

PART I - CERTIFICATIONS AND ASSURANCES

1. ASSURANCE OF COMPLIANCE WITH LAWS AND REGULATIONS GOVERNING NON-DISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS

(a) The recipient hereby assures that no person in the United States shall, on the bases set forth below, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under, any program or activity receiving financial assistance from USAID, and that with respect to the grant for which application is being made, it will comply with the requirements of:

(1) Title VI of the Civil Rights Act of 1964 (Pub. L. 88-352, 42 U.S.C. 2000-d), which prohibits discrimination on the basis of race, color or national origin, in programs and activities receiving Federal financial assistance;

(2) Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance;

(3) The Age Discrimination Act of 1975, as amended (Pub. L. 95-478), which prohibits discrimination based on age in the delivery of services and benefits supported with Federal funds;

(4) Title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et seq.), which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance (whether or not the programs or activities are offered or sponsored by an educational institution); and

(5) USAID regulations implementing the above nondiscrimination laws, set forth in Chapter II of Title 22 of the Code of Federal Regulations.

(b) If the recipient is an institution of higher education, the Assurances given herein extend to admission practices and to all other practices relating to the treatment of students or clients of the institution, or relating to the opportunity to participate in the provision of services or other benefits to such individuals, and shall be applicable to the entire institution unless the recipient establishes to the satisfaction of the USAID Administrator that the institution's practices in designated parts or programs of the institution will in no way affect its practices in the program of the institution for which financial assistance is sought, or the beneficiaries of, or participants in, such programs.

(c) This assurance is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts, or other Federal financial assistance extended after the

date hereof to the recipient by the Agency, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The recipient recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this Assurance, and that the United States shall have the right to seek judicial enforcement of this Assurance. This Assurance is binding on the recipient, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this Assurance on behalf of the recipient.

2. CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person 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 the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person 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 this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person 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 this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S.

Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

3. PROHIBITION ON ASSISTANCE TO DRUG TRAFFICKERS FOR COVERED COUNTRIES AND INDIVIDUALS (ADS 206)

USAID reserves the right to terminate this [Agreement/Contract], to demand a refund or take other appropriate measures if the [Recipient/ Contractor] 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. The undersigned shall review USAID ADS 206 to determine if any certification are required for Key Individuals or Covered Participants.

If there are COVERED PARTICIPANTS: USAID reserves the right to terminate assistance to, or take 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.

Signature _____ Date _____
Name _____
Organization _____

4. KEY INDIVIDUAL CERTIFICATION NARCOTICS OFFENSES AND DRUG TRAFFICKING

I hereby certify that within the last ten years:

1. I have not been convicted of a violation of, or a conspiracy to violate, any law or regulation of the United States or any other country concerning narcotic or psychotropic drugs or other controlled substances.

2. I am not and have not been an illicit trafficker in any such drug or controlled substance.

3. I am not and have not been a knowing assistor, abettor, conspirator, or colluder with others in the illicit trafficking in any such drug or substance.

Signature: _____

Date: _____

Name: _____

Title/Position: _____

Organization: _____

Address: _____

Date of Birth: _____

NOTICE:

1. You are required to sign this Certification under the provisions of 22 CFR Part 140, Prohibition on Assistance to Drug Traffickers. These regulations were issued by the Department of State and require that certain key individuals of organizations must sign this Certification.

2. If you make a false Certification you are subject to U.S. criminal prosecution under 18 U.S.C. 1001.

5. CERTIFICATION REGARDING TERRORIST FINANCING

By signing and submitting this application, the prospective recipient provides the certification set out below:

1. The Recipient, to the best of its current knowledge, did not provide, within the previous ten years, and will take all reasonable steps to ensure that it does not and will not knowingly provide, material support or resources to any individual or entity that commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated, or participated in terrorist acts, as that term is defined in paragraph 3.

2. The following steps may enable the Recipient to comply with its obligations under paragraph 1:

a. Before providing any material support or resources to an individual or entity, the Recipient will verify that the individual or entity does not (i) appear on the master list of Specially Designated Nationals and Blocked Persons, which list is maintained by the U.S. Treasury's Office of Foreign Assets Control (OFAC) and is available online at OFAC's website: <http://www.treas.gov/offices/eotffc/ofac/sdn/t11sdn.pdf>, or (ii) is not included in any supplementary information concerning prohibited individuals or entities that may be provided by USAID to the Recipient.

b. Before providing any material support or resources to an individual or entity, the Recipient also will verify that the individual or entity has not been designated by the United Nations Security (UNSC) sanctions committee established under UNSC Resolution 1267 (1999) (the "1267 Committee") [individuals and entities linked to the Taliban, Usama bin Laden, or the Al Qaida Organization]. To determine whether there has been a published designation of an individual or entity by the 1267 Committee, the Recipient should refer to the consolidated list available online at the Committee's website: <http://www.un.org/Docs/sc/committees/1267/1267ListEng.htm>.

c. Before providing any material support or resources to an individual or entity, the Recipient will consider all information about that individual or entity of which it is aware and all public information that is reasonably available to it or of which it should be aware.

d. The Recipient also will implement reasonable monitoring and oversight procedures to safeguard against assistance being diverted to support terrorist activity.

3. For purposes of this Certification-

a. "Material support and resources" means currency or monetary instruments or financial securities, financial services, lodging, training, expert advice or assistance, safehouses, false documentation or

identification, communications equipment, facilities, weapons, lethal substances, explosives, personnel, transportation, and other physical assets, except medicine or religious materials.”

b. “Terrorist act” means-

(i) an act prohibited pursuant to one of the 12 United Nations Conventions and Protocols related to terrorism (see UN terrorism conventions Internet site:

<http://untreaty.un.org/English/Terrorism.asp>); or

(ii) an act of premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents; or

(iii) any other act intended to cause death or serious bodily injury to a civilian, or to any other person not taking an active part in hostilities in a situation of armed conflict, when the purpose of such act, by its nature or context, is to intimidate a population, or to compel a government or an international organization to do or to abstain from doing any act.

c. “Entity” means a partnership, association, corporation, or other organization, group or subgroup.

d. References in this Certification to the provision of material support and resources shall not be deemed to include the furnishing of USAID funds or USAID-financed commodities to the ultimate beneficiaries of USAID assistance, such as recipients of food, medical care, micro-enterprise loans, shelter, etc., unless the Recipient has reason to believe that one or more of these beneficiaries commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts.

e. The Recipient’s obligations under paragraph 1 are not applicable to the procurement of goods and/or services by the Recipient that are acquired in the ordinary course of business through contract or purchase, e.g., utilities, rents, office supplies, gasoline, etc., unless the Recipient has reason to believe that a vendor or supplier of such goods and services commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts.

This Certification is an express term and condition of any agreement issued as a result of this application, and any violation of it shall be grounds for unilateral termination of the agreement by USAID prior to the end of its term.

6. Debarment, Suspension, Ineligibility, And Voluntary Exclusion (December 2003)

Recipient certifies that neither it nor its principals is presently excluded or disqualified from participation in this transaction by any Federal department or agency.

Signed: _____

Name and Title: _____

Name of Organization: _____

Date: _____

**ANNEX D – REQUIRED AS APPLICABLE
LAWS AND REGULATIONS INCORPORATED BY REFERENCE**

The following laws and regulations are incorporated herein by reference as though set forth in full text:

1. *Equal Employment Opportunity*— All contracts to be performed in the United States, or to be performed with employees who were recruited in the United States, shall contain a provision requiring compliance with E.O. 11246, “Equal Employment Opportunity,” as amended by E.O. 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and as supplemented by regulations at 41 CFR Chapter 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor,” to the extent required by the foregoing.

2. *Copeland “Anti-Kickback” Act* ([18 U.S.C. 874](#) and [40 U.S.C. 276c](#))— All contracts and subawards in excess of \$2,000 for construction or repair to be performed in the United States awarded by recipients and subrecipients shall include a provision for compliance with the Copeland “Anti-Kickback” Act ([18 U.S.C. 874](#)), as supplemented by Department of Labor regulations ([29 CFR part 3](#), “Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States”). The Act provides that each contractor or subrecipient shall be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he is otherwise entitled. The recipient shall report all suspected or reported violations to the Federal awarding agency.

3. *Davis-Bacon Act, as amended* ([40 U.S.C. 276a](#) to a–7)— When required by Federal program legislation, all construction, alteration, and/or repair contracts to be performed in the United States awarded by the recipients and subrecipients of more than \$2,000 shall include a provision for compliance with the Davis-Bacon Act ([40 U.S.C. 276a](#) to a–7) and as supplemented by Department of Labor regulations ([29 CFR part 5](#), “Labor Standards Provisions Applicable to Contracts Governing Federally Financed and Assisted Construction”). Under this Act, contractors shall be required to pay wages to laborers and mechanics at a rate not less than the minimum wages specified in a wage determination made by the Secretary of Labor. In addition, contractors shall be required to pay wages not less than once a week. The recipient shall place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation and the award of a contract shall be conditioned upon the acceptance of the wage determination. The recipient shall report all suspected or reported violations to the Federal awarding agency.

4. *Contract Work Hours and Safety Standards Act* ([40 U.S.C. 327–333](#))— Where applicable, all contracts awarded by recipients in excess of \$2000 for construction contracts to be performed in the United States and in excess of \$2500 for other such contracts that involve the employment of mechanics or laborers shall include a provision for compliance with sections 102 and 107 of the Contract Work Hours and Safety Standards Act ([40 U.S.C. 327–333](#)), as supplemented by Department of Labor regulations ([29 CFR part 5](#)). Under section 102 of the Act, each contractor shall be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than 1 1/2 times the basic rate of pay for all hours worked in excess of 40 hours in the work week. Section 107 of the Act is applicable to construction work and provides that no laborer or mechanic shall be required

to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

5. *Rights to Inventions Made Under a Contract or Agreement*— Contracts or agreements for the performance of experimental, developmental, or research work shall provide for the rights of the Federal Government and the recipient in any resulting invention in accordance with 37 CFR part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency.

6. *Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. 1251 et seq.), as amended*— Contracts and subawards of amounts in excess of \$100,000 to be performed in the United States shall contain a provision that requires the recipient to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251 et seq.). Violations shall be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

7. *Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)*— Contractors who apply or bid for an award exceeding \$100,000 shall file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient.

8. *Debarment and Suspension (E.O.s 12549 and 12689)*— Certain contracts shall not be made to parties listed on the nonprocurement portion of the General Services Administration's “Lists of Parties Excluded from Federal Procurement or Nonprocurement Programs” in accordance with E.O.s 12549 and 12689, “Debarment and Suspension.” This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding its exclusion status and that of its principals.

9. Contracts which require performance outside the United States shall contain a provision requiring Worker's Compensation Insurance (42 U.S.C. 1651, et seq.). As a general rule, Department of Labor waivers will be obtained for persons employed outside the United States who are not United States citizens or residents provided adequate protection will be given such persons. The recipient should refer questions on this subject to the EDC Agreement Officer.

ANNEX E

Excerpt from a Situation Analysis in Selected Government Teacher Education Colleges Prepared by Pre-STEP in 2010

Practicum

FINDING: The conduct of a practicum is common, but not universal, and varies in both duration and methodology.

FINDING: Teacher educators have not been trained to manage teaching practice and consequently do not assign appropriate tasks, or mentor, supervise and assess effectively during the practicum.

FINDING: The vast majority of colleges have lab schools attached, but college/ school linkages are generally poor. Interaction is not continuous, generally being limited to the conduct of the practicum.

A practicum is intended to provide student teachers with an opportunity to practice and learn teaching skills, to learn about themselves as teachers, about schools, students and other teachers, and to develop skills and knowledge that cannot be taught entirely. PTC, CT, Dip.Ed. and B.Ed. programs require (on paper at least) the completion of a practicum of varying duration, although several of the GCETs visited do not arrange for students to visit schools. Instead, students do micro-teaching and in some cases school students visit the GCET.

Where it does exist, the duration of the practicum varies widely within the same program, between programs, from GCET to GCET and between provinces, as illustrated in the table in Annex 2. Even then, trainees rarely teach the number of lessons required. Very few GCETs have a linkage to a sufficient number of schools to provide the full practicum experience for all its students. For example, one GCET in Sindh with over 180 students is linked to two schools (one primary school and one high school) for the practicum and all students are required to teach 39 lessons in eight weeks.

Although mentoring, supervision and assessment of students on practicum was reported, it is an extremely weak aspect of teacher preparation and in most cases there appears to be no mentoring or supervision and only cursory assessment in the form of completing paperwork to verify completion.

Most GCETs report having specific mentors for practicum students but discussions with teacher educators and trainees themselves suggest that the mentors rarely visit classes or meet trainee teachers to discuss their practice. This is especially a problem where the practicum school is far from the GCET because very few GCETs have a vehicle to take staff on visits. No teacher educators reported having had training to mentor or supervise practicing teachers. Eight GCETs reported having 'well-defined practicum assessment tools' for one or more programs (PTC, CT or Dip.Ed.) but no examples were shared with surveyors.

All the GCETs surveyed, with the exception of four RITEs in NWFP (offering Dip.Ed.), are attached to a lab school. In Sindh and Punjab a number of GCETs have practicum schools within their campuses. These schools are under the supervision of the GCET principal and they share a budget with the college. See Annex 3 for the number of schools attached to GCETs by province.

Observations at practicum schools suggest that teachers there have no role in the practicum other than to provide their class to the practicing teacher. Around one third of GCETs reported that the role of practicum school teachers is clearly specified but no evidence was provided for this. The majority of GCETs in Sindh, Balochistan and Punjab also reported that they provide orientation to teachers in practicum schools, but again no evidence or examples were given for this.

Informal discussions with faculty and findings from other studies paint a dismal picture as far as the practicum is concerned. Despite having dedicated lab schools and cooperating schools, there is infrequent interaction between teacher preparation institutions and schools. There is no concept of preparation, investigation or research that would take student teachers to schools. The preparation for the practicum does not include meetings with school teachers to design practicum lessons aligned with the syllabus to be taught and one student reported that she had prepared lessons for the practicum only to be told that she had to teach the page in the textbook that the class had reached. In their interface with incoming trainees, school teachers are reportedly not receptive, supportive, cooperative, or open to different approaches.

Trainee teachers revealed that school administration in general does not welcome them and creates a hostile environment, by imposing unnecessarily strict rules and regulations and making undue demands, such as using trainee teachers as substitute teachers, or having them mark exam papers. Faculty also openly admitted that the available assessment tools and checklists were not used during observations, but rather were filled in later or simply signed and returned by school teachers to be filled in by faculty themselves.

The role of lesson plans in the practicum is not well realized. In most cases the lesson plans prepared by the student teachers are attractively packaged with ornate floral designs or irrelevant glossy pictures cut out from fashion magazines. Unfortunately, it appears that these plans are often marked on their appearance rather than on their pedagogical merit. Also, it should be noted that many practicum lesson plans are not actually implemented, depending on the situation encountered in the schools.

Another shortfall has been noted above in 1.1, namely that the practicum currently gives very few opportunities for trainees to teach early primary grades or multi-grade classes.

The final, and perhaps most important, finding from the situation analysis is that the practicum generally constitutes the entire contact that trainee teachers have with schools during their period of study. There is no reason to restrict involvement in schools to the conduct of the practicum alone. *Throughout* their study, trainees need to observe, research, and engage the target sector for which they are preparing.