



F



Preparation

Program Management

Launch

Evaluation

Program Management

Preparation

Launch

Evaluation

Phases and Activities	Deliverables	Roles and Responsibilities		Timeline										
				2014						2015				
				T21	Partners	Jul	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Phase: Program Management														
Conduct Kick off meeting with program partners to establish common understanding of project		X												
Establish Project Governance by identifying members for governance of the project.		X	X											
Develop project plan including project scope, approach, phases and activities, deliverables, roles	Project Plan	X												
Work closely with partners to clearly define key personnel and resources' roles and		X	X											
Mobilize project by gathering the joint T21 and partner implementation team to provide		X	X											
Phase: Preparation														
Design and implement platform enhancements (see platform enhancement worksheet)	Enhanced Career Readiness	X												
Develop scripts and videos for resume and cover letters, interviewing and mentoring	3 Skills Modules	X												
Develop monitoring and evaluation plan for program	Monitoring and Evaluation Plan	X												
Develop training plan for program	Training Plan	X												
Conduct training across key program participants including partner staff, educators, mentors		X	X											
Phase: Launch														
Launch program	Career Readiness Program	X	X											
Manage program work plan by conducting daily oversight of project activities and providing		X												
Manage and control program scope		X												
Manage critical dependencies by tracking dependent tasks to adjust for delays that may cascade		X												
Provide regular status updates to key stakeholders (USAID, partners) via regular, recurring status	Regular Progress Reports	X												
Resolve project-level issues and identify / mitigate risks		X												
Phase: Evaluation														
Gather program data and key performance indicators to measure program goals and		X	X											
Analyze data and monitor and evaluate program performance	Monitoring and Evaluation Report	X												
Develop expansion Strategy	Program Expansion Plan	X												

 Duration

Partners	Estimated # of Users		Total
	Youth	Mentors and Educators	
Injaz	500	12	512
International Youth Foundation	700	20	720
Queen Rania's Jordan Education Initiative	300	10	310
Loyac	200	20	220
German Jordanian University	500	50	550
Al Quds College	500	20	520
Jubilee School	200	10	210
Ahhliya University	100	10	110
Pharmacy 1		50	50
Hikma		10	10
Oasis 500		10	10
Migrate		20	20
All World		10	10
Total	3000	252	3252

Platform Enhancement Details		
Name	User Type	Description
Country specific list of industries and career details	All	<ul style="list-style-type: none"> - Career info drop down will show only top 15-25 industries for the country student has selected in his profile - Pressing Career info in the menu will open All Industries page showing all industries (no country filtering) - Selecting a particular career from one of the industries will show country specific text data under 'Education pathways', 'A Day In The Life' and 'News and Key Facts' sections. - T21 will provide text content and a list of 15-25 industries to show for each supported country. - If a student select a country which is not supported, US will be used as a default country. - Import data for 3 countries from excel sheet - Job functions, Skills requirement, education pathways - text, logo or link, A day in the life - video (already present), News & Key facts (already working, pulling from RSS feeds)
Jobs board	Student	<ul style="list-style-type: none"> - same as talent search for employer but showing all jobs - check box filter by availability, salary range, job function, location, position type, experience level, degree/qualification, industry, closed/open - search box by job name - showing all jobs - preferred industry/career initially selected
Entering/editing jobs	Employer	<ul style="list-style-type: none"> - options to enter no. of positions and no. of filled positions - on screen they should appear as eq. 'Hiring 5 persons', 'Hired 4 persons'
Career survey	Student	<ul style="list-style-type: none"> - plan for 10 new country specific questions that are not used in platform logic but just collecting additional data from registrants - plan for 3 countries
Updating skills videos	All	<ul style="list-style-type: none"> - updating videos for Resume and Cover letters, Interviewing, Mentoring 101
Skills upgrade	Student	<ul style="list-style-type: none"> - making video viewable in a row. Videos is not available for preview (grayed out) until previous video is viewed (already existing) - activating My Skills Progress – counting viewed video (shown in percentage) with few milestones (after reaching milestone text is shown)
Matching algorithm	Student – Mentor	<ul style="list-style-type: none"> - add survey options to select up to 3 careers from selected Industry (student) - add options for mentor to select career (mentor) - update matching algorithm to match by career as well
Job application	Student	<ul style="list-style-type: none"> - Once each step is complete next one becomes available (green) - 1. is complete once survey is complete - 2. is complete once skills required by job are complete, rename to 'Build Required Skills' - 3. is complete once Resume and Cover letter skill is complete and mentor has approved resume - Mentors need to have an option to approve resume and to approve changes - 4. & 5. need to switch - 4. (Practise) rename to 'Practice for Job Interview', complete when Interviewing skill is complete - 5. Link to companies job page, green after 4. is complete - Hovering panel for all steps with short description of each step (static text)
Dashboard	Employer	<ul style="list-style-type: none"> - Jobs listing should redirect to posted jobs (not post job) - Link to Candidates page. This page should be same as My Mentees page for mentors
T21 home page	-	<ul style="list-style-type: none"> - update company logos - FAQ page (made but hidden) - plan for ~2hrs of work updating static text on one of the public pages (T21 will provide texts)
Assignments – quiz	Educator	<ul style="list-style-type: none"> - refer to http://208.78.97.222/presentation/EDU-19.html, 20 for design/layout - refer to edmodo for functionality - in scope is basic/reduced version of edmodo functionality - option for educator to create quiz and assign them to students - link in sidebar under 'Assessment' - for students it would show up in Assignments
Training manual	Educator, Mentor	<ul style="list-style-type: none"> - link in sidebar/dashboard to download Training manual as pdf file
Community group	Educator, Mentor	<ul style="list-style-type: none"> - visible only to educators/mentors and are public - other functionality same as for existing groups.
Education courses	Educator	<ul style="list-style-type: none"> - http://208.78.97.222/presentation/EDU-10.html - same functionality as skills for students - no content will be available we just need to prepare functionality
Test cases	All	<ul style="list-style-type: none"> - we need to produce a document with all testing scenarios for ALL platform functionality - this document needs to contain name of functionality, how to test, desired outcome



Alexander Riehm <ariehm@usaid.gov>

Completed milestone 2 deliverables

Gozie Nwabuebo <gozie@t-21.org>
To: ariehm@usaid.gov

Mon, Oct 20, 2014 at 5:47 AM

Dear Alex,

I hope you had a wonderful weekend and things are going great with your trip to Uganda. I returned a couple of days ago from Jordan – after a quite successful kickoff of our program. Most kickoffs went smoothly, One of them was quite rough but we have put together a project management plan to help support and drive execution on the ground.

Per our last call, please find links to our deliverables for Milestone 2: (you can sign in using the following dummy accounts student@gmail.com pwd/ stu54312, mentor@gmail.com pwd men54312, and educator@gmail.com pwd edu54312)

- 1) Completed skills module in Arabic and English <https://www.dropbox.com/sh/yj4ifm15naa4kik/AAC64GCYQBGU6fLaa9Knb42Pa?dl=0> You can also access directly by signing on to the T21 platform www.t-21.org as a mentor or <http://www.t-21.org/lessons/lessons/21>
- 2) Completed Assessments for users. These have been built into the platform both in English and Arabic. You can find by signing in as a student, mentor, or educator. For direct access to the skills please click here <https://www.dropbox.com/sh/f299btcaxr1mti5/AACBu27t4wKTCPAQ8nJh2p8aa?dl=0>
- 3) Other platform upgrades – All educators and mentors now have the ability to post and grade assignments and quizzes on the platform. <http://www.t-21.org/mentor/quiz> ; all students, educators and mentors can now interact in peer to peer communities to share best practices and improve support for youth http://www.t-21.org/mentor/mentor_community

If you would like for us to set up a call to do a quick review – please let me know when works best for you and I will confirm something this week in our calendars.

I will go ahead later today and send the milestone 2 sf270 to USAID and cc you as well.

Thanks so much and look forward to speaking soon.

Warmest regards,

Gozie

Gozie Nwabuebo, MBA, MPA, MS

Founder and CEO, T21

Cell: [+1-202-415-6298](tel:+1-202-415-6298)

Email: gozie@t-21.org

Email: gozie@post.harvard.edu



Alexander Riehm <ariehm@usaid.gov>

thank you for milestone 3 call

Alexander Riehm <ariehm@usaid.gov>

Wed, Dec 10, 2014 at 10:17 AM

To: Gozie Nwabuebo <gozie@t-21.org>

Dear Gozie,

Thank you for taking the time to speak with me yesterday about the progress you have made for your 3rd milestone with T-21. I really appreciated your walking me through:

The student profile, including available content and videos for students and individual student action plans with adjustable task bars.

The mentor profile, including mentor training, remote and in person opportunities, and the assignment/assessment dropbox for posting content, quizzes, and assignments.

and the educator profile, included the "view my students" function, groups and group posting, and a detailed overview of the communication module.

As we talked about, I have shared the password information for the student profile to my team with the understanding that it'll change in a week and after that they will need to set up a profile of their own. I've asked someone with an iphone to checkout the app, so I'll let you know if we have any questions there

If you have any questions about the draft scaling plan also required for the milestone, feel free to let me know.

Happy birthday to the little one!
Alex

Alex Riehm | Development Innovation Ventures

US Global Development Lab | USAID

1300 Pennsylvania Ave. NW, Washington, DC

ariehm@usaid.gov | T. 202.712.0429

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SCALING PLAN FOR T21

A SOCIAL LEARNING PLATFORM ADVANCING CAREER READINESS AND 21ST CENTURY SKILLS FOR ALL YOUTH GLOBALLY

SUBMITTED TO:
ALEXANDER REIHM
DEVELOPMENT INNOVATION VENTURES
US GLOBAL DEVELOPMENT LAB | USAID
1300 PENNSYLVANIA AVE. NW, WASHINGTON, DC
ARIEHM@USAID.GOV | T. 202.712.0429

DECEMBER 17, 2014



Submitted By:

Gozie Nwabuebo
gozie@t-21.org
gozie@post.harvard.edu
Tel: + 202-415-6298

Overview

T21 is pleased to submit its scaling plan and strategy for our United States Agency for International Development's Development Innovation Ventures Program (USAID DIV). Our program leverages our comprehensive, low-cost, and sustainable learning platform (accessible online and via mobile, and in English and Arabic), to advance career readiness and skills-building across youth (ages 15 -29) in the Hashemite Kingdom of Jordan. The goals of our program are to:

- Expand access to learning and employment opportunities for Youth
- Provide career guidance support and services to Youth, Educators and Mentors
- Build essentials skills necessary for youth to attain career and life successes
- Foster collaboration and strong partnerships across youth, educators, employers, mentors, communities and governments
- Develop a comprehensive online ecosystem dedicated to advancing educational and entrepreneurial outcomes for Youth

Progress to Date

Our program in Jordan to date has impacted the following beneficiaries:

Beneficiaries	Total
Youth/Students	1507
Mentor	123
Educator	35
Employer	125
Total	1790

***Please see excel sheet T21 Data Report*

In the upcoming spring semester in Jordan (February 2015), we will be onboarding an additional 1200 beneficiaries including:

- 1000 students
- 50 Educators
- 100 Mentors
- 50 Employers

Our established partners to date include: INJAZ, Queen Rania Foundation Jordan Education Initiative, German Jordanian University, LOYAC, Al Quds College, The Jubilee School, Mashrek Academy, the International Youth Foundation, AllWorld Network, Pharmacy 1, Hikma, Maani Ventures, Jordan Kuwait Bank and Migrate.

Scaling Plan

Due to successful implementation of our program to date in Jordan, T21 is pleased to announce that we, in partnership with INJAZ Jordan and the Ministry of Education (MOE), will expand our program and platform to impact **250,000 students and educators** (beginning with 9th and 10th grade students) and across **6,000 schools** (Public and Private, and across all regions in Jordan) beginning in the next academic year (Fall of 2015) and over a five year period.

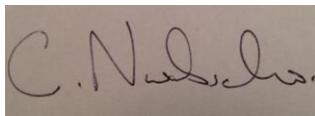
***About INJAZ:** INJAZ was established in 1999 as a project under the USAID-funded organization, Save the Children. In 2001, it was re-launched as an independent, non-profit, Jordanian organization under the patronage of Her Majesty Queen Rania Al Abdullah with the mission of inspiring and preparing youth to become productive members of their society and accelerate the development of the national economy. Since its inception, INJAZ has successfully reached 700,000 beneficiaries across the kingdom, with the help of its network of dedicated volunteers and partners from the private and public sectors, and in full coordination with the Ministry of Education and King Abdullah II Fund for Development. INJAZ' strategy as a major force in youth education, development, and employment is its wide variety of programs, which are delivered to students in public schools, universities, community colleges, and various social institutions. The programs are managed according to the three distinct business units within INJAZ, each of which covers a specific organizational goal. These three goals represent INJAZ' solutions to the three major needs of youth, identified above. Skill Building Program, Inspirational and Career Guidance and Entrepreneurship and Employment Program. <http://www.injaz.org.jo/>*

Our scaling plan will utilize an efficient and sustainable execution model that will emphasize:

- Training of the trainers: Training of educators (teachers and guidance counselors) to enhance their technical capacities and enable their successes in preparing students.
- Comprehensive learning and evaluation: Partnering with the Ministry of Education in Jordan, Private and Public Sector to develop learning and evaluation frameworks to rigorously monitor and evaluate outcomes
- Capacity Building of the Entire Education System in Jordan: empowering and enabling the MOE to successfully manage and maintain the program beyond the five year period.
- Developing a youth economy: strengthening the collaboration across schools and employers, across the entire Kingdom.

T21 and INJAZ will be submitting a Letter of Interest and a Full technical and financial proposal regarding our expansion and targeted outcomes over the next few weeks.

Yours Sincerely,



Chiagozie "Gozie" Nwabuebo
Chief Executive Officer
T21 Education Technology Solutions
1138 Quaker Hill Court, Alexandria, VA 22314, USA
E-Mail: gozie@t-21.org Tel: +1-202-415-6298

1

Total Number of Users	
User Types	Count
student	2613
mentor	263
educator	141
employer	125
admin	1
	3143

2

User Count by Gender		
User Type	Gender	Count
student	NULL	73
student	Female	1197
student	Male	1343
mentor	NULL	6
mentor	Female	136
mentor	Male	121
educator	NULL	1
educator	Female	77
educator	Male	63
employer	NULL	2
employer	Female	81
employer	Male	42
admin	Male	1
		3143



Alexander Riehm <ariehm@usaid.gov>

Milestone 4 Completion + T21 Investment Materials for your Review

Alexander Riehm <ariehm@usaid.gov>

Tue, Apr 14, 2015 at 12:51 PM

To: Gozie Nwabuebo <gozie@t-21.org>

Hi Gozie,

Thanks so much for sending; this is very helpful. A few immediate comments:

Regarding the request for milestone 4 disbursement, as we've discussed with previous milestones, we'll need a narrative report to discuss your achievement of these requirements. For this milestone specifically, some of the deliverable are reports received and reviewed by DIV. This includes (1) an updated report on project implementation, which - in addition to a discussion of your progress and challenges - includes an update on platform improvements and the indicators/steps you outlined in milestone 1 and (2) a draft report of the evaluation activities you have conducted to determine/track the social impacts of the project (sub-bullet 3). Meeting a couple weeks ago was helpful to learn about your project, but unfortunately it cannot stand in for receipt of the deliverables outlined in the award document. Please resend the milestone materials once you've completed the reporting. No need to re-submit the financials. I'll pass these along now.

As an update on the milestone approval process, I'm working with our OAA team to process the modification which increases the funding request for milestone 4 to correspond with development costs incurred. Please note, in this modification, I have also requested that the period of performance be extended for the award as a safeguard against future delays (we've been doing this with all projects lately). OAA has not yet approved the milestone change request, and ultimately I cannot act until they do. I've inquired with them again today on the progress and I will let you know of any developments.

Regarding a call, let's wait until after we have a chance to review it and get back to you with specific questions. You outlined how it was structured to me when we last met, and I want to give a couple of others on the team a chance to review it before we get back to you with comments. Most of the team is out of the country right now and not able to take a look; I'm holding down the fort here. I acknowledge the sensitive nature of these materials (labeled confidential) and will take steps to protect the information contained, sharing it only with members of the DIV team who would provide assistance on their review.

Thanks, Gozie, and happy spring!
Alex

Alex Riehm | Development Innovation Ventures

US Global Development Lab | USAID
1300 Pennsylvania Ave. NW, Washington, DC
ariehm@usaid.gov | T. 202.712.0429

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On Mon, Apr 13, 2015 at 2:26 PM, Gozie Nwabuebo <gozie@t-21.org> wrote:

Dear Alex,

I hope all is wonderful with you and you had a great weekend.

Please find attached below the following for your review:

1) Milestone 4 Completion – statement of certification for milestone 4 which includes draft impact/outcomes per agreed KPIs which we reviewed in our last meeting, platform and mobile technology enhancements including labor market, career navigation tools, assessment tools for mentors, educators and employers, and personalization of platform across stakeholders. If you would like me to schedule a review of the platform enhancements (via platform walkthrough) to verify, please let me know and will do.

2) T21 Investment Materials - Per our conversation, I have attached our investment deck and accompanying financial summary for you and the team's review and feedback. Per your review, would greatly appreciate your sharing/introductions to potential investors (private/public etc.).

I will also love to schedule a quick call to review the materials if you would like. Let me know if this Thur/Fri works for you.

Thanks so much,

Gozie

Gozie Nwabuebo, MBA, MPA, MS

Founder and CEO, T21

Cell: +1-202-415-6298

Email: gozie@t-21.org

Email: gozie@post.harvard.edu



T21 is a unique social learning platform dedicated to advancing the 21st century skills and career readiness for youth ages 15-29.

T21 represents a comprehensive, low-cost, sustainable solution to the growing youth unemployment and skills gap challenges occurring globally.

T21 works with schools, youth organizations and employers to complement current curriculum, human resource training and employment strategies in order to build the leading online community dedicated to improving the educational, entrepreneurial and employment outcomes for all youth, and enabling their career successes in today's global economies.

Contact

Gozie Nwabuebo

Email: gozie@T-21.org

Tel: +12024156298



Our Social Learning Platform



T21's innovative social learning platform is a highly engaging, collaborative, easy-to-use, seamless and fully customizable, and secure e-learning platform that is very accessible (via internet and mobile, in Arabic and English) and enables learners to develop their skills and advance their careers at anytime and anyplace.

T21 Skills Curriculum

- Our innovative skills curriculum is designed to equip learners with the essential skills for success in career and in life.
- Our pedagogy combines project-based, collaborative, personalized and self-directed approaches to optimize learning and allow learners to practice their newly acquired skills in relevant, authentic workplace contexts.
- Work closely with employers, educational institutions and youth to tailor or develop new content
- Efficiently and effectively delivered online via highly engaging interactive multimedia tutorials.

Cognitive	Critical Thinking - Problem Solving - Creativity - Self Efficacy
Professional	Communication - Collaboration - Leadership - Professionalism & Work Ethic - Workplace Norms - Ethics and Responsibility - Time Management - Resume and Cover Letters - Interviewing - Networking
Entrepreneurial	Entrepreneurship
Life	IT Literacy – Media Literacy – Financial Literacy
Language	Business English
Values	Global Citizenship

“T” is short for the Arabic word ta’leem, which means education or teaching. “21” is short for 21st century. “T21” empowers youth with the skills, tools, and experiences to be successful in the 21st century workforce.

Empowering Your Success for the 21st Century

Our Value Proposition

User	Value Proposition
Youth 	<ul style="list-style-type: none"> ▪ Access to internships and jobs ▪ Gain certified and transferable skills necessary for workforce success ▪ Access to professional mentors ▪ Build networks and professional relationships ▪ Gather information on labor market dynamics and trends ▪ Develop and set concrete career goals and action plans
Employers 	<ul style="list-style-type: none"> ▪ Quality talent/human capital ▪ Improved training delivery (internally) for the 21st century ▪ Highly cost effective ▪ Influence (signal skills requirements, provide content, training and materials) ▪ Increased exposure and collaboration ▪ Corporate social responsibility expansion (new and existing programs)
Educators 	<ul style="list-style-type: none"> ▪ Improved student learning, employment outcomes ▪ Stronger collaboration between schools and employers ▪ Increased ability to connect with youth, especially most-in-need ▪ Complimentary and blended learning opportunities and tools ▪ Enhanced educator and career guidance counselor effectiveness ▪ Professional Development, network expansion and increased collaboration
Mentors 	<ul style="list-style-type: none"> ▪ Positive impact on lives of many youth ▪ Strong sense of community ▪ Long lasting relationships ▪ Personal fulfillment ▪ Sharpen skills

"T" is short for the Arabic word ta'leem, which means education or teaching. "21" is short for 21st century. "T21" empowers youth with the skills, tools, and experiences to be successful in the 21st century workforce.

T21

A Social Learning Platform Dedicated to Advancing Employability and Career Readiness for Youth



Organization Summary and Overview

Contacts:

Gozie Nwabuebo | gozie@t-21.org | Tel: +12024156298



Agenda

- **Youth Unemployment/Skills Challenge**

- Overview
- Key Factors

- Opportunity

- Youth Bulge
- Rise of Technology

- About T21

- Overview
- Total # of Beneficiaries
- Revenue Sources
- Revenue Projections
- Valuation
- Competitive Comparisons
- Contracts

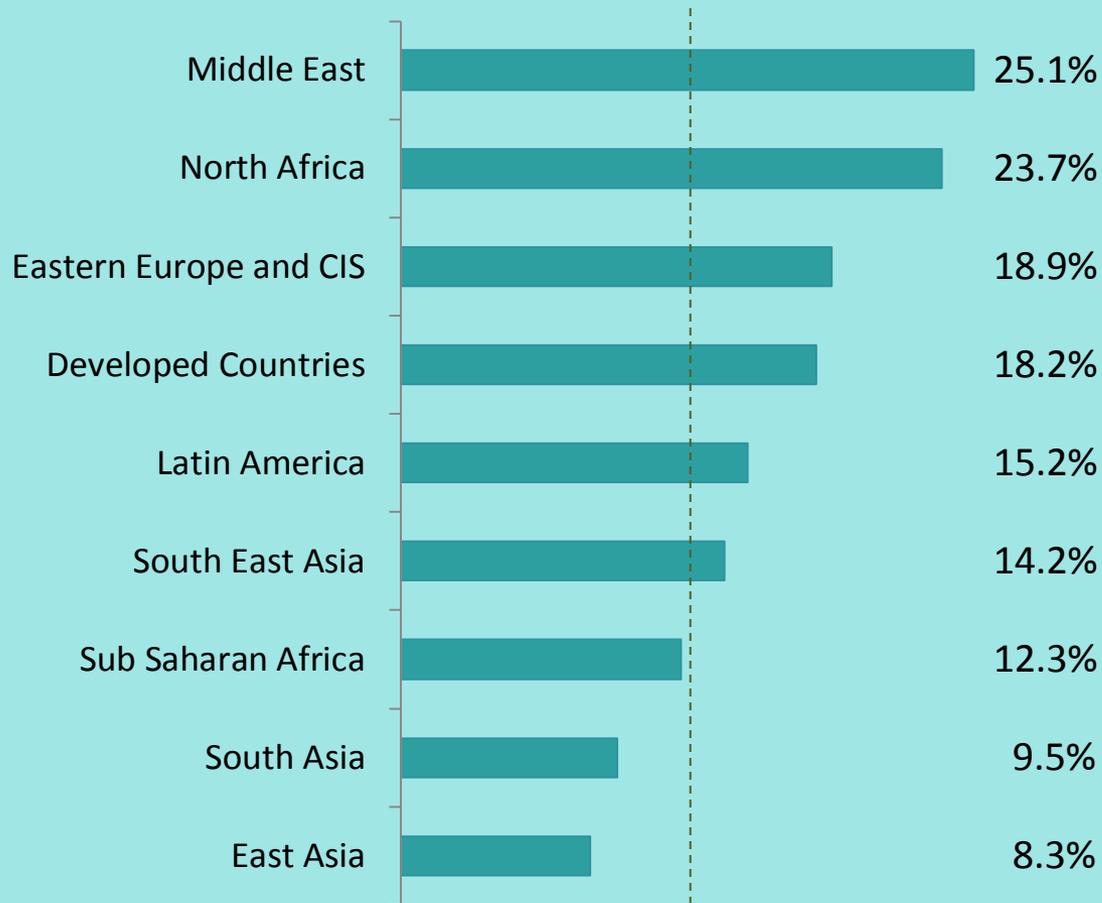
- Appendix





Global Youth unemployment continues to be a huge crisis, especially for youth in the MENA and Sub-Sahara Regions.

Youth (aged 15-24) Unemployment Rate



Global Average = 12.6% (75M)

- MENA unemployment rate is highest in the world despite lowest participation
- Majority of unemployed youth are female
- Huge demographic shift in Sub Saharan leading to historic number of unemployed youth
- Youth unemployment economic loss exceeds US \$50 Billion Annually in MENA
- Workforce exclusion increasing poverty risk globally
- Low self-esteem and increased social unrest

Source: Education for Employment: Realizing Arab youth potential, International Finance Corporation, World Bank Group; the Jordan Times;

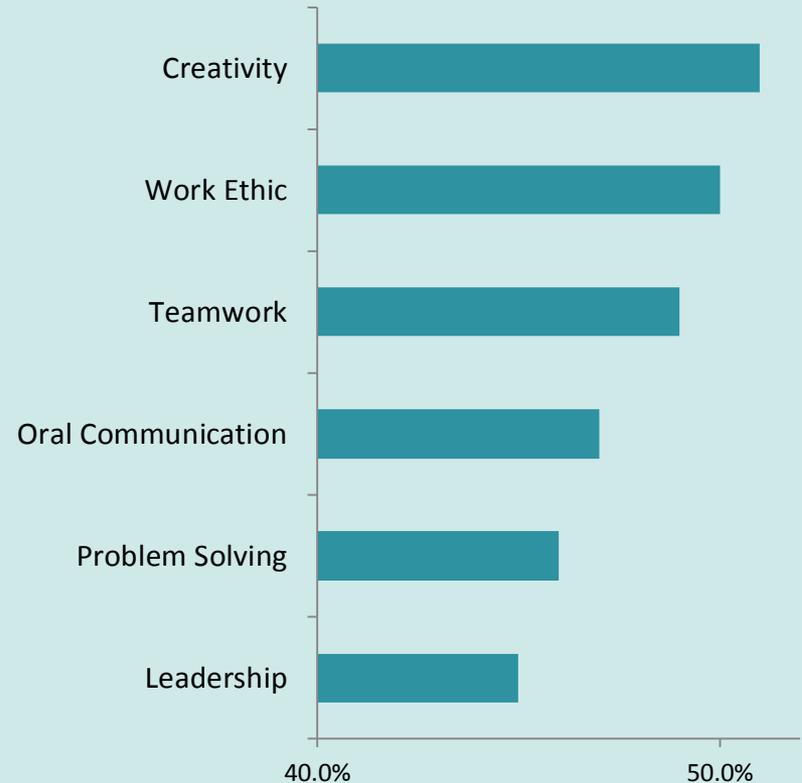
<http://youinjordan.com/unemployment-and-youth-in-jordan-when-60-of-jordans-population-are-under-the-age-of-30/>



Key Factors causing immense Youth Unemployment/Skills Gap

1. More demanding labor market
2. Widening skills gap (what employers want vs. youth actually have)
3. Low educational quality
4. Relevance/lack of strong school to career connections for youth
5. Limited access to resources (career counselors, role models)

Poor understanding of skills required (World Bank Youth Survey)



*Despite employers saying they require these skills, **almost 50%** of Arab students do not deem them important*



Youth unemployment is further exacerbated by lack of coordination between workforce (demand) and education systems (supply)

Workforce Challenges

- Employers require skills beyond reading and mathematics e.g. critical thinking, collaboration
- Skills shortages deep and broad across industry sectors
- Inability to fill positions due to mismatch between worker qualifications and required skillsets

Labor Demand (Workforce)

A more demanding 21st century global economy providing need for more skilled workforce

Labor Supply (Education System)

Education System Challenges

- Emphasis on rote learning over critical thinking
- Poorly trained teachers and counselors
- Outdated Curricula and standards
- Limited technology capabilities
- Lack of relevance of skills being taught
- Lack of Civic and Citizenship Education (CCE)

- Lack of Information transparency
- Limited mechanisms to facilitate communication and collaboration between demand and supply

A better educated workforce critical for economic development and success

Source: Education for Employment: Realizing Arab youth potential, International Finance Corporation, World Bank Group

¹ – 21st century skills as defined by Partnership for the 21st Century www.p21.org includes critical thinking, communication, collaboration, problem solving, information media and technology, life and career skills



Agenda

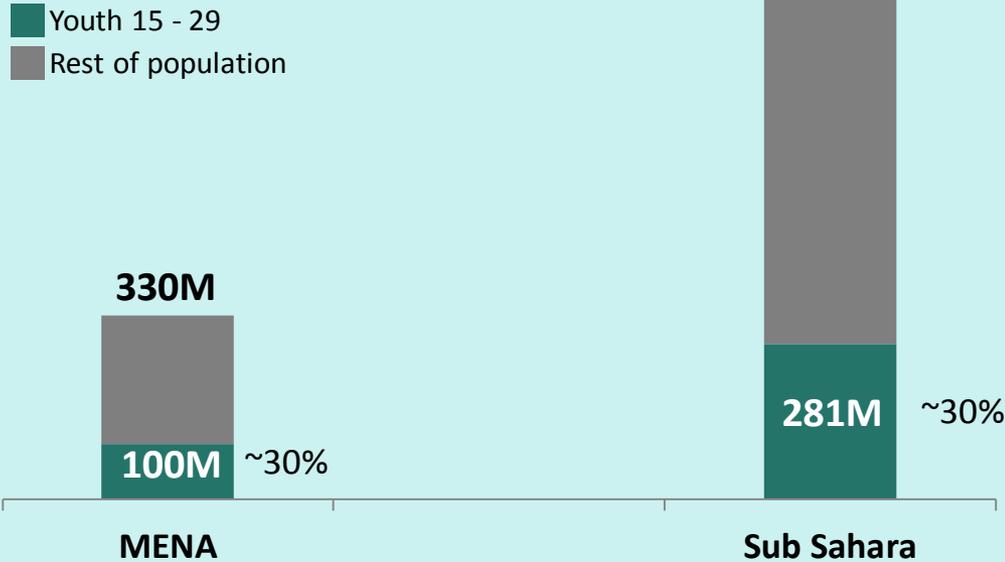
- Youth Unemployment/Skills Challenge
 - Overview
 - Key Factors
- **Opportunity**
 - Youth Bulge
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Employable population will grow dramatically, presenting a demographic window of opportunity

Youth Population



- ❑ *Over 30% of MENA is 15 – 29 years, representing over 100M youth, the highest proportion of youth to adults in the region’s history and continuing to grow rapidly*
- ❑ *Over 50% of the Sub Saharan population is under 25; each year between 2015 and 2035, there will be half a million more 15 year olds than the year before.*

Examples:



Jordan: One of the largest population of young people (60% under 30)



Nigeria: 75% of population under 30; will grow by 40% by 2025



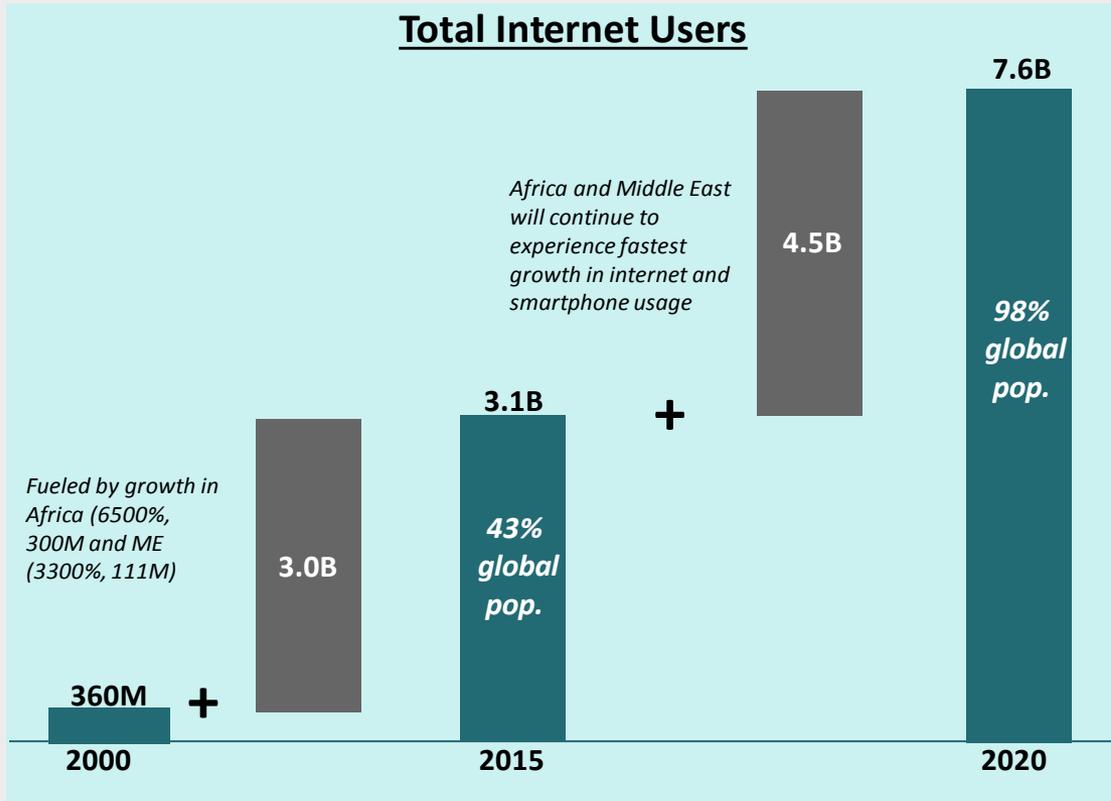
Enormous opportunities for:

- Entrepreneurial and economic activity
- Fast-paced growth | Large “productive” employable population
- Regional mobility | Employability in private public markets with growing labor needs



The MENA and Sub Saharan regions are seeing the rapid rise of smartphone, social media and internet use, driven by youth

Total Internet Users



- *Youth are highly technologically savvy and comfortable*
- *Middle East and African governments are developing infrastructure for greater Internet capabilities to meet future demands of digital economies and youth*
- *Growth in social media platforms offering quality content, online video capabilities, and collaboration*



96% of the global population currently using mobile



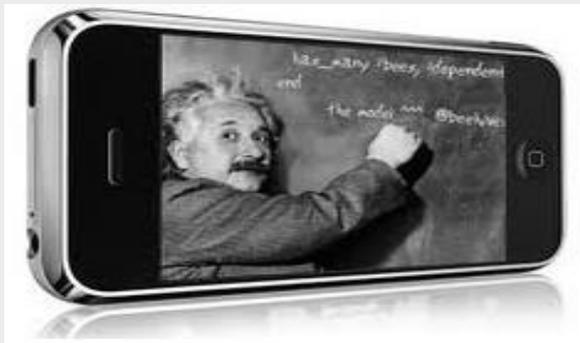
2.5B smartphone current users globally



2.2B Facebook users globally (100M in ME and Africa)
288M Twitter users globally (20M in ME and Africa)



Youth increasingly using internet and mobile for learning



Virtual learning environments are fastest growing trends in education

Better cost and learning effectiveness¹

High engagement and motivation





Currently, there are very limited virtual learning environments addressing the skills and employment challenges of youth

MENA Organizational Landscape

Due to human capital costs, INJAZ, IYF and EFE have only reached ~ 3% of the target population

Focus Area	Career Readiness	<p>Injaz Al Arab</p> <p>EFE</p> <p>IYF</p> <p>Government Programs</p>	
	Academic	<p>Educational Institutions</p>	<p>Khan Academy*</p> <p>Schoology*</p> <p>Edmodo*</p>
		On-the-Ground	Virtual



Huge opportunity for Impact in untapped space

**US based platforms with limited use in MENA and Sub Saharan Africa*

EFE – Education for Employment, IYF – International Youth Foundation



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T21: Our Innovative, Sustainable, High-Impact Solution to Career Readiness and Employability



*“T” is short for the Arabic word ta’alim, which means education or teaching.
“21” is short for the 21st Century*

Our Mission:

Advance the 21st century skills and career readiness of youth (15–29) by delivering career navigation, skills-building, mentorship and employment networking on a social learning platform accessible in Arabic and English.



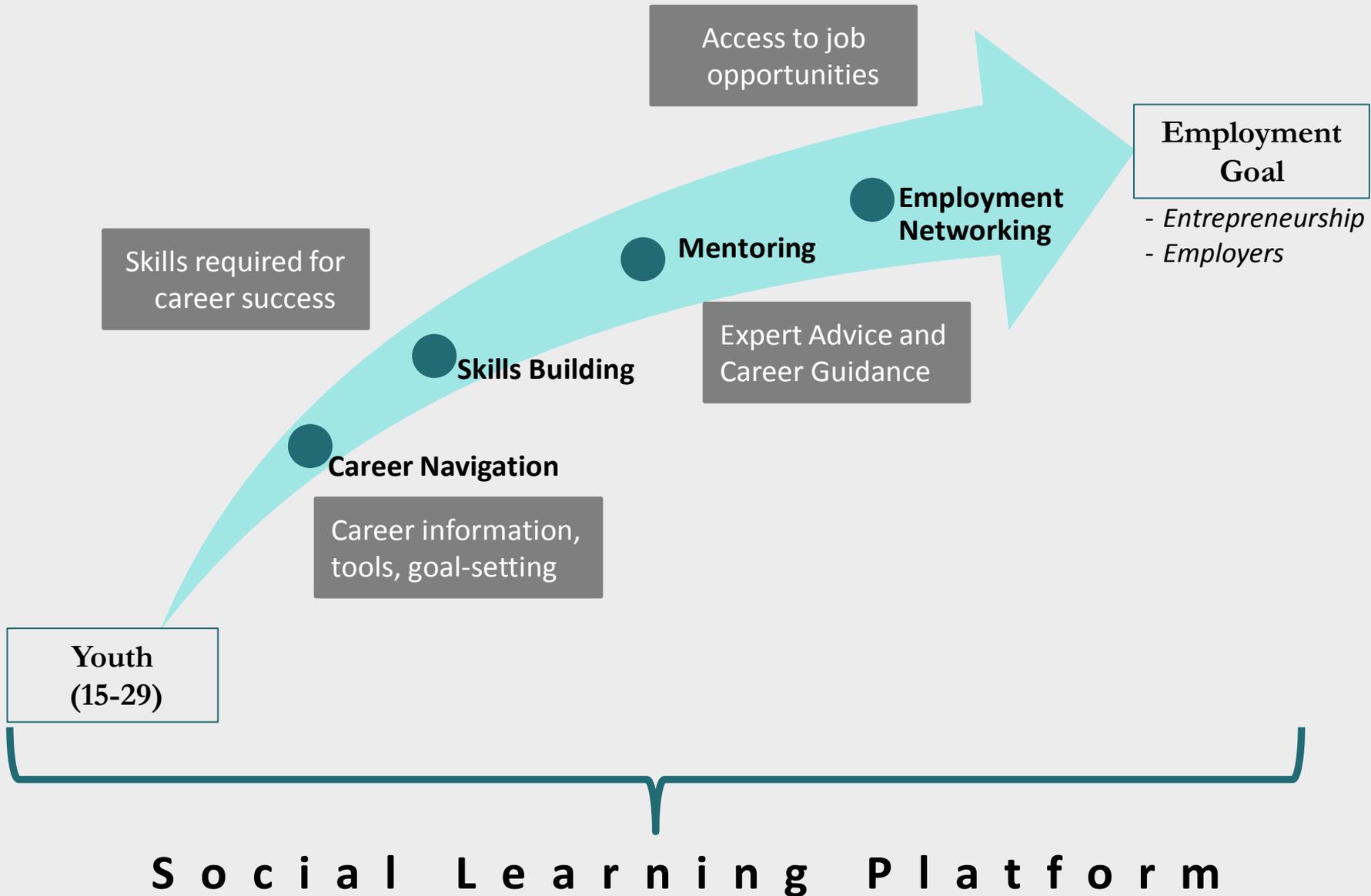
Our vision is to build the leading online community that provides access to the highest quality human capital and advances the entrepreneurial and employment outcomes for all youth

t2 T21 Value Proposition

User	Value Proposition
<p data-bbox="73 334 104 429">Youth</p> 	<ul data-bbox="645 248 1789 519" style="list-style-type: none"> ▪ Access to internships and jobs ▪ Gain certified and transferable skills necessary for workforce success ▪ Access to professional mentors ▪ Build networks and professional relationships ▪ Gather information on labor market dynamics and trends ▪ Develop and set concrete career goals and action plans
<p data-bbox="73 579 104 761">Employers</p> 	<ul data-bbox="645 551 1812 822" style="list-style-type: none"> ▪ Quality talent/human capital ▪ Improved training delivery (internally) for the 21st century ▪ Highly cost effective ▪ Influence (signal skills requirements, provide content and training) ▪ Increased exposure and collaboration ▪ Corporate social responsibility expansion (new and existing programs)
<p data-bbox="73 896 104 1063">Educators</p> 	<ul data-bbox="645 853 1831 1125" style="list-style-type: none"> ▪ Improved student learning, employment outcomes ▪ Stronger collaboration between schools and employers ▪ Increased ability to connect with youth, especially most-in-need ▪ Complimentary and blended learning opportunities and tools ▪ Enhanced educator and career guidance counselor effectiveness ▪ Professional Development, network expansion and more collaboration
<p data-bbox="73 1185 104 1338">Mentors</p> 	<ul data-bbox="645 1162 1296 1386" style="list-style-type: none"> ▪ Positive impact on lives of many youth ▪ Strong sense of community ▪ Long lasting relationships ▪ Personal fulfillment ▪ Sharpen skills

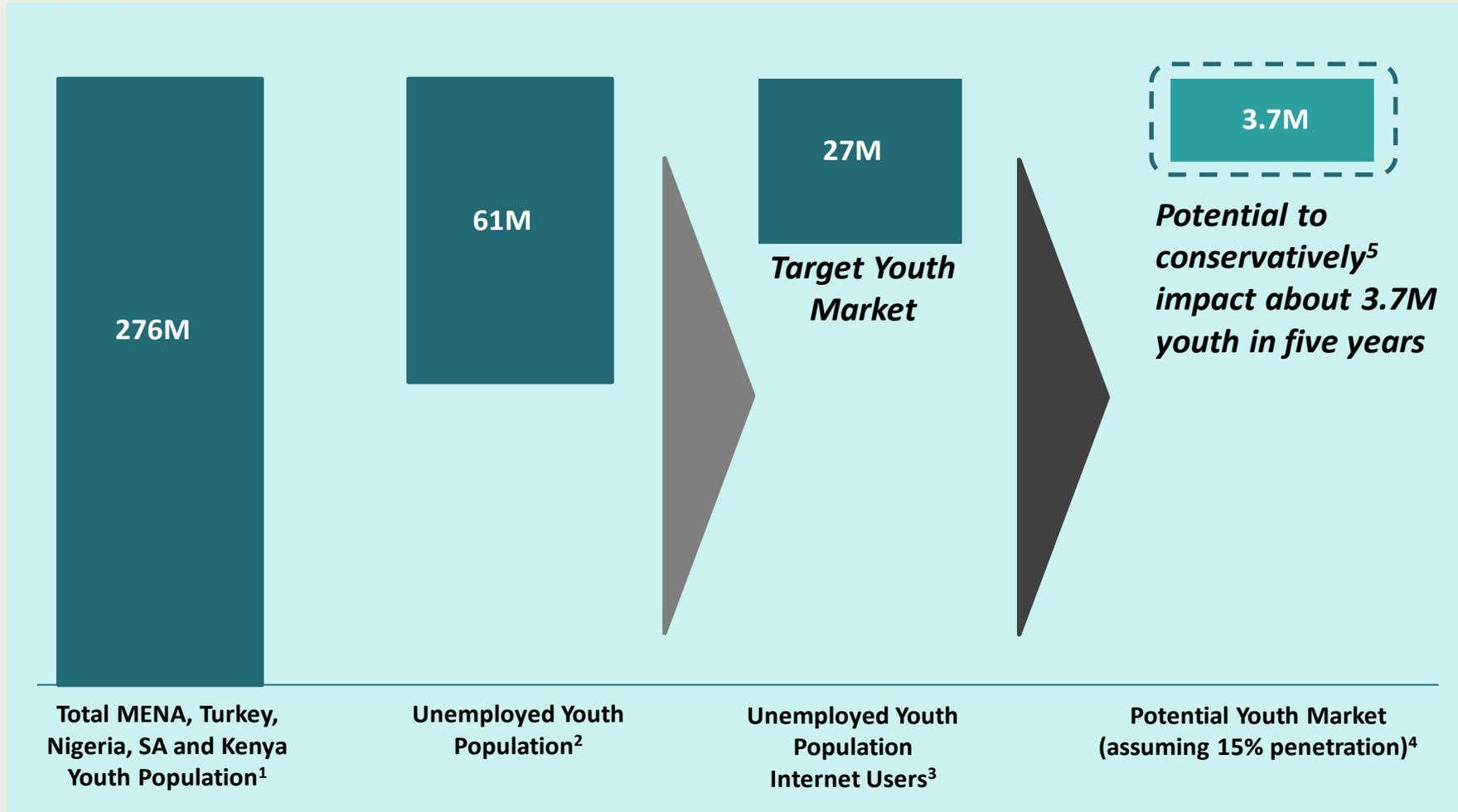


T21's menu of integrated and holistic services orient youth toward a clear end goal—Employment





T21 projects impacting a total of ~3.7M youth in five years across MENA, Sub Sahara and Asia



¹Total Youth (15 – 24) Population 2014

²Youth Unemployment rate calculated for each country targeted in regions

³Internet penetration rate calculated for each country targeted in regions

⁴Potential youth market penetration rate of 15% assumed for T21 based on benchmarking regional high-traffic Web sites

⁵Mobile penetration not factored, youth within academic institutions not factored, hence conservative projections



T21's financial strategy seeks to build a sustainable and diversified organization

Attract funding from private and public sources dedicated to education and employment readiness



Achieve impact goals on target stakeholder communities, and attract significant interest from more investors



Diversify revenue sources via expansion of users and products/services offered on social platform (i.e. geographic expansion, hiring solutions, data, advertising)



Building for sale to strategic investor with scale



T21's Revenue comes from user services, hiring solutions, data and advertising

Student Users

- Payers – Public/Private Educational Institutions, Government Agencies, other
- Annual licenses (per user or per school) registration

Hiring Solutions

- Payers - Employers
- Resumes, Job postings, Talent Search
- Accreditations/Certifications

Data

- Payers – Various
- Aggregate and user specific data

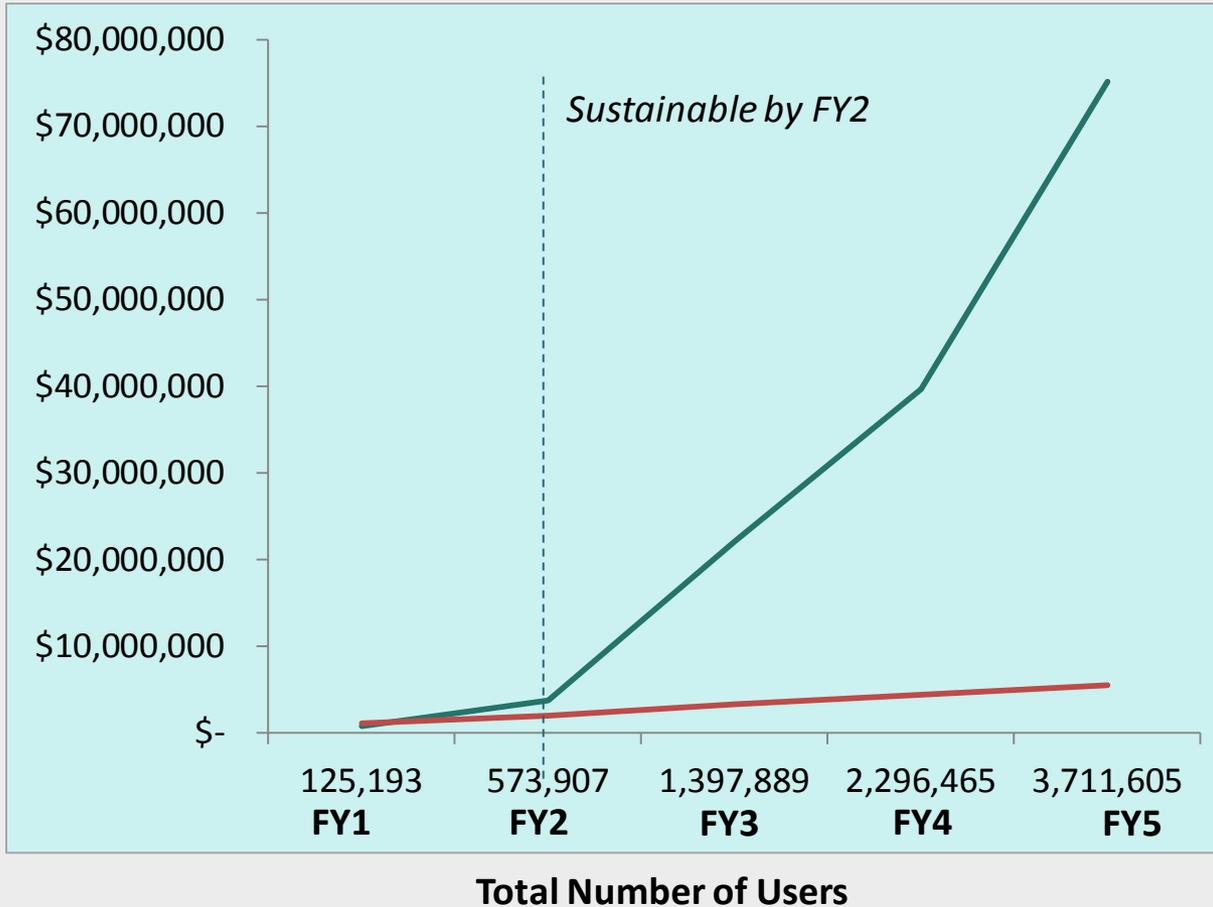
Advertising

- Payers - Various
- Ancillary products and services



T21 expects to be profitable by FY2, and earning revenue of \$75M by FY5

Revenue/Expense Projections



- ❑ Student user registration \$12 per year
- ❑ School Registration \$500 - \$1000/year*
- ❑ Resume pull \$5 - \$10 per resume**
- ❑ Revenue ~\$75M and Income ~\$45M by Y5
- ❑ Advertising revenue yet to be factored in projections

See Financial Summary for more detailed information

*Edmodo charges \$2000 per school per year – www.edmodo.com

**LinkedIn, Bayt.com charge \$295 and \$80 per month respectively – www.linkedin.com, www.bayt.com



T21's valuation is estimated to be ~\$58M after five years

% of Base Case	25%	50%	75%	100%	125%	150%	200%
Valuation (based on registered users)	\$14.2M	\$28.5M	\$42.8M	\$57.0M	\$71.3M	\$89.1M	\$111.4M
Discounted Cash Flow (DCF) Valuation	\$14.6M	\$28.1M	\$43.7M	\$58.3M	\$72.8M	\$87.4M	\$116.5M
Average Valuation	\$14.4M	\$28.8M	\$43.2M	\$57.6M	\$72.0M	\$88.3M	\$114.0M

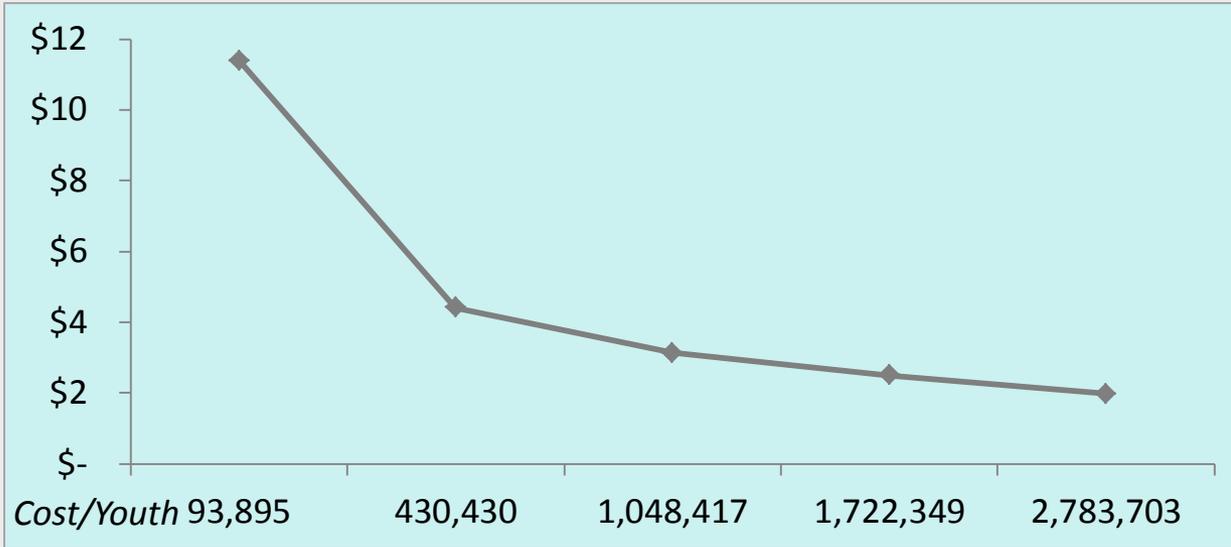
Assumptions

- *Y5 Registered Users: 3.7M*
- *Estimated Market Value per User: \$15, based on taking fraction (10%) of average market value per user (\$150) across sites like Google, LinkedIn, Yelp, Amazon, Zynga, Facebook, TripAdvisor, Zillow, Groupon, RenRen, China DangDang*
- *Valuation based on registered users calculated by multiplying Registered users and market value per user*
- *Discounted Cash Flow calculated using rate of (6.7%), and discounting Y1-Y5 cash flows*



T21 expects to improve employment outcomes for youth globally at a fraction of the usual cost

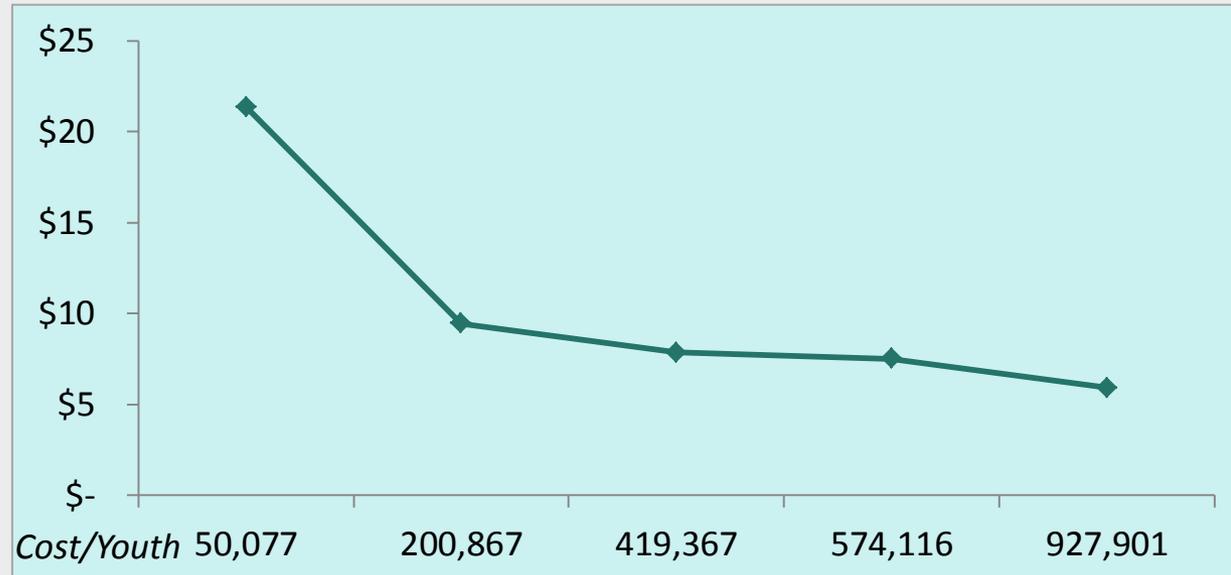
Cost per Outcome #1 (Total Youth who are career ready w/ 21st Century Skills)



- ❑ Traditional Cost per Outcome
 - IYF (\$4500/beneficiary)
 - EFE(\$3274/beneficiary)
 - INJAZ(\$500/beneficiary)

❑ Platform/blended approach leads to lowered costs as youth/outcomes increase

Cost per Outcome #2 (Total Youth who are placed in Jobs)

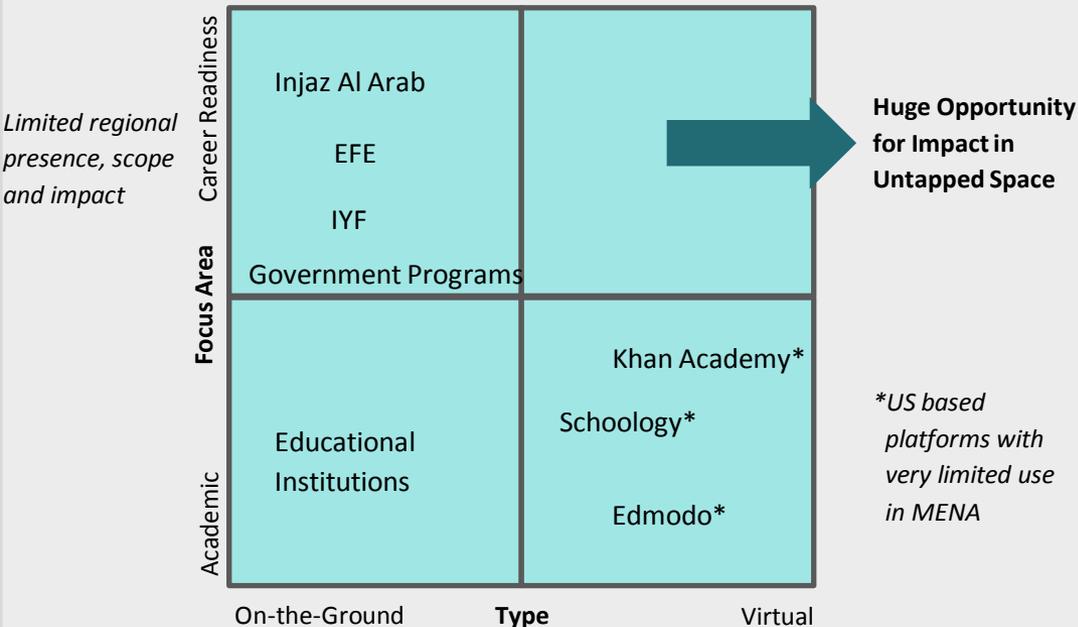


- ❑ Cost per outcome calculated using total operating expenses divided by total # of youth impacted



T21's Competitive Landscape and Comparisons

MENA/Sub Sahara Competitive Landscape



T21's Competitive Advantages

- T21 will be first to market in serving the needs of an untapped space in MENA and Sub Sahara
- Offer holistic suite of services
- Lower cost model than competitors
- More Diverse Revenue Sources
- Unique, innovative content design & delivery
- Highly Engaging
- Emphasis on strong partnerships (employers, govt., education) to ensure integrated learning
- Very Scalable Regionally and Globally

Competitor Profile 1: Edmodo

- Founded 2008
- US Based Virtual Learning Platform serving schools (Academics)
- Currently serves 8M Users
- Series A (\$2.5M), Series B (\$15M), Series C (\$25M), Series D (30M)

Competitor Profile 2: Schoolology

- Founded 2009
- US Based Virtual Learning Platform and Management System serving schools
- Currently serves 1M users
- Seed Funding (\$1.25M), Series A (\$2.5M), Series B (\$9M), Series C (\$15M)



T21 Country Roll Out plan over five years

Launch	Year 1	Year 2	Year 3	Year 4	Year 5
	    	    	    	    	   
Jordan	Jordan, Nigeria, Pakistan, Turkey, Lebanon	Kenya, KSA, Egypt, Oman, UAE	Bahrain, Morocco, Tunisia, Algeria, Kuwait	Sri Lanka, Qatar, South Africa, Libya, Palestine	Syria, Yemen, Iraq, Iran

Rollout Criteria – Relationships, Revenue/Impact Potential, Risk/Political Stability, Cost

Rollout Countries subject to change



Current Partners and Confirmed Contracts

Location	Partner	Description	Total Beneficiaries
Global	USAID	<ul style="list-style-type: none"> Partner of USAID's Development Innovation Ventures to address unemployment sustainably 	<ul style="list-style-type: none"> MENA region Sub Sahara
Saudi Arabia, Turkey, Pakistan, Sri Lanka, Morocco, Egypt, Tunisia	AllWorld Network	<ul style="list-style-type: none"> Network of fastest growing entrepreneurs and companies 	<ul style="list-style-type: none"> 1000 Entrepreneurs and Companies worldwide 300,000 Youth Thomson Reuters IFC OPIC
Nigeria, Lebanon, Kenya, South Africa	Lababidi Holdings	<ul style="list-style-type: none"> Over 90 years experience successfully operating businesses in Nigeria and Lebanon 	<ul style="list-style-type: none"> 600,000 Youth 200 Companies
Jordan	INJAZ	<ul style="list-style-type: none"> Jordan's premier youth development organization 	<ul style="list-style-type: none"> 300,000 Youth 500 Employers 10,500 Educators 6000 schools 38 Universities and Community Colleges 12 Vocational Training Institutes
	Jordan MOE	<ul style="list-style-type: none"> Jordan Ministry of Education 	<ul style="list-style-type: none"> All Ministry of Education Personnel and affiliates
	Queen Rania Foundation	<ul style="list-style-type: none"> Kingdom of Jordan's premier foundation 	<ul style="list-style-type: none"> All Public School Youth
USA	Harvard University	Harvard Middle East Initiative, researchers and academia	



APPENDIX



The T21 Team

Executive Team

Gozie Nwabuebo (CEO)
Jennifer Lauren
Ishan Dharamsey



H. Ahmed, K. Wells, J. Rafla, R. Meade,
C. Bosch, J. Hess, R. Torbey, S. Lee.,
M. Srinivasan, S. Brandt
V. Yanamandara

Harvard graduates with significant years of professional expertise in MENA and Sub Sahara, education, entrepreneurship, youth and workforce development, management consulting, education, management, media and technology

Board

Dr. T. Al-Barwani	Hilary Rantisi
Awn Kabariti	Samaa Hosny
Ehaab Abdou	Katie Volz
Michael Barth	Bassem Nasir
Anne Habiby	Deirdre Coyle

Technology Team

Over 100 experienced architects, programmers, developers and engineers

Academic faculty (Harvard, MENA), private and public sector employers with global thought leadership and expertise in labor market, entrepreneurship, youth development, human capital, consulting, operations, and technology

Extensive experience in the education sector and in design and implementation of powerful data, instructional, knowledge management products, systems and processes, learning design and highly engaging social media platforms



T21's social learning platform is engaging, easy-to-use, secure and highly customizable and accessible at anytime and anyplace in English and Arabic

Social Networking-Enabled Environment

- Optimize learning via high levels of engagement, motivation and flow
- Provides structure, flexibility and choice, both over content and level of challenge

Engagement, Motivation and Flow (EMF) Based Learning Design

- Social media driven, richly interactive peer environment
- Highly interactive - enables active participation, knowledge exchange and putting learning to practice.
- Personalized
- Mobile and internet accessible

- Integrated online ecosystem delivering career information, skills, mentorship and connections , and employment opportunities
- Concrete and actionable career goal setting for preferred career paths

Goal-Oriented Learning Ecology

Seamless and Fully Customizable Design

- Designed to seamlessly integrate with existing platforms.
- Can be white-labeled to use other partners' content.
- Enables organizations to assess and track their impact, and gather their own data



T21's Career Navigation Services will enable students to set concrete goals and develop action plans for achieving their careers of choice

Tools	Description	Benefit for Youth
Labor Market Tools	Youth and educators (teachers, trainers, counselors) will receive detailed information about numerous industries and sectors in their country and the MENA region, growth/decline, current and future demands, careers paths, job functions, skills required, educational pathways, key companies, up-to-date news and facts, and access to experienced professionals within these industries and sectors. T21 will leverage its data experts to gather, analyze , synthesize and provide labor market data from existing and reliable sources. Furthermore, T21 will work closely with stakeholders to continue to collect, integrate and gather labor market data for students.	<ul style="list-style-type: none">▪ Easy access (via internet or mobile) to detailed labor market information▪ Better understanding and decision making capabilities about preferred careers▪ Career pathway diversification opportunities▪ Experiential learning opportunities (e.g. speaking with professionals in different industries, job shadowing)
Career Inventory Tools	Youth will have access to career inventory tools that will enable the students to better understand their personal and career interests (jobs, entrepreneurship), identify their strengths and weaknesses (e.g. skills and academic courses) in pursuing these careers), key challenges and obstacles they face personally and academically in pursuing their preferred careers, and help them develop potential solutions to addressing these obstacles.	<ul style="list-style-type: none">▪ Establish greater relevance between school and career for students▪ Increase student engagement and motivation towards preferred career paths▪ Personalized and tailored information and support for the students
Action Planning Tools	Youth will have access to action planning tools , with which they can work more closely with their counselors, that enable them to set concrete, actionable, measurable and time lined goals towards their employment aspirations	<ul style="list-style-type: none">▪ Better preparation for their employment paths▪ Increased collaboration with guidance counselors



T21's innovative skills curriculum stems from extensive research and design in collaboration with employers, academia and youth

T21 Skills

- ❑ 20 initial core skills delivered online in English and Arabic
- ❑ Required for 21st Century workforce success
- ❑ Considered essential by employers
- ❑ Not delivered adequately by most schools
- ❑ Effectively delivered online & via blended learning approach



Category	Skills
Cognitive	Critical Thinking – Problem Solving – Creativity – Self Efficacy
Professional	Communication – Collaboration – Leadership – Professionalism & Work Ethic – Workplace Norms – Ethics and Responsibility – Time Management – Resume and Cover Letters – Interviewing – Networking
Entrepreneurial	Entrepreneurship
Life	IT Literacy – Media Literacy – Financial Literacy
Language	Business English
Values	Global Citizenship

T21 Pedagogy

Project Based — Collaborative — Higher-Order-Thinking

High Engagement — Personalized and Self-Directed — Relevant Contexts



T21's Innovative Skills Curriculum – Approach

Learn



Think



Act



Case Examples

From an idea

To Development

To Realization

Entrepreneurship

- Fundamentals of entrepreneurship
- Your products or services idea



- Analyze market, customers, competition, revenue, financing staffing, implementing, growth etc..
- Meet with entrepreneurial mentors



- Build your business plan
- Pitch (mentor, investors)
- Garner investors/support
- Implement

Leadership

Find your voice

Be inspired

Exercise Leadership

- Leadership fundamentals
- Understand your personal style



- Hear the voices of inspirational leaders (e.g. Women leaders) across numerous sectors
- Build your confidence

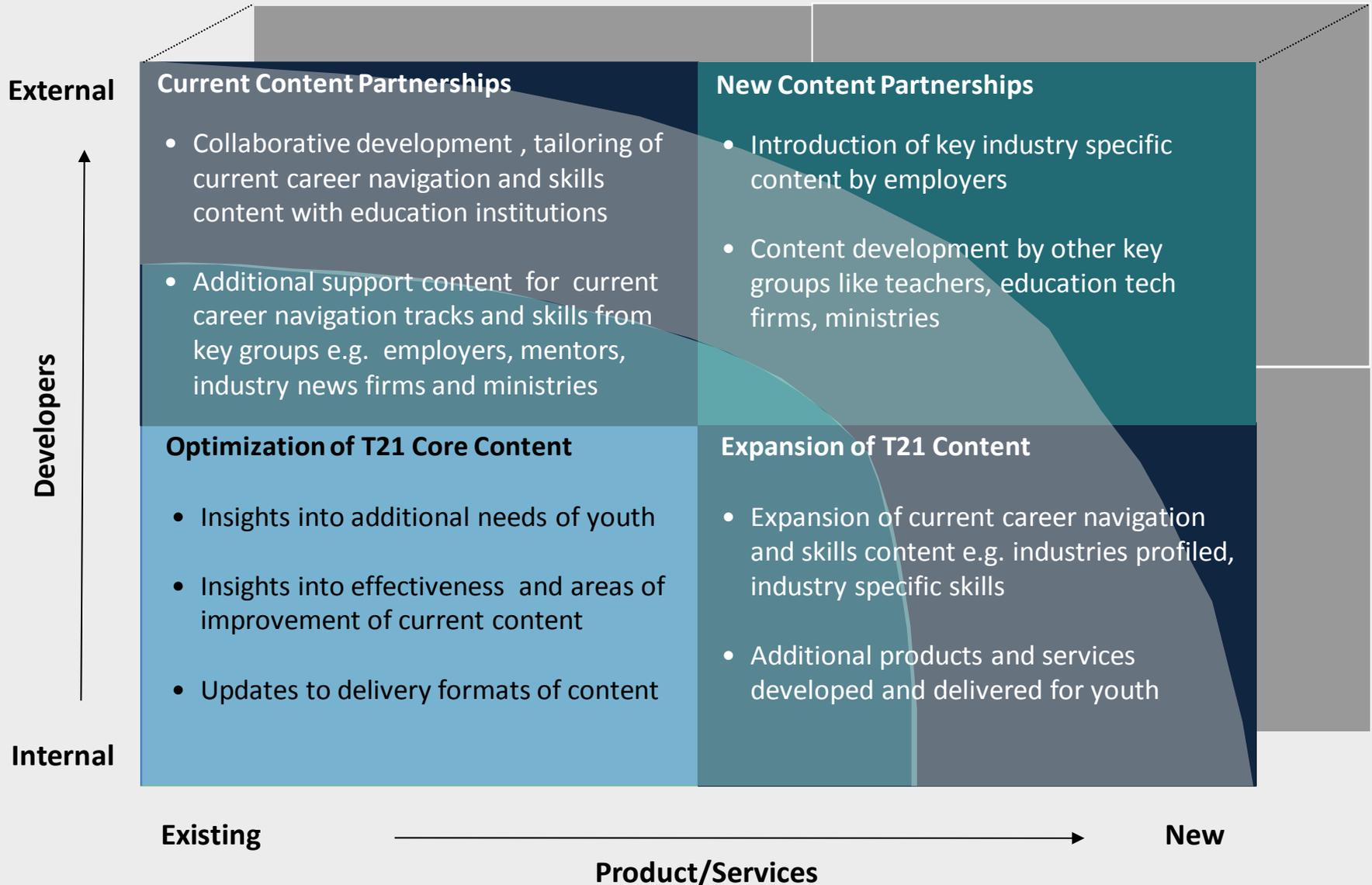


- Execute a community leadership activity of choice



T21 plans to grow its content both internally and externally.

Content Growth Strategy





T21's Mentorship Model

T21 Mentorship Model

Strong Partnerships

Strategically partner with key organizations for mentor sourcing (associations, employers, schools)

Thorough Recruitment

Implement an effective application process to screen and recruit high caliber mentors

Effective Training

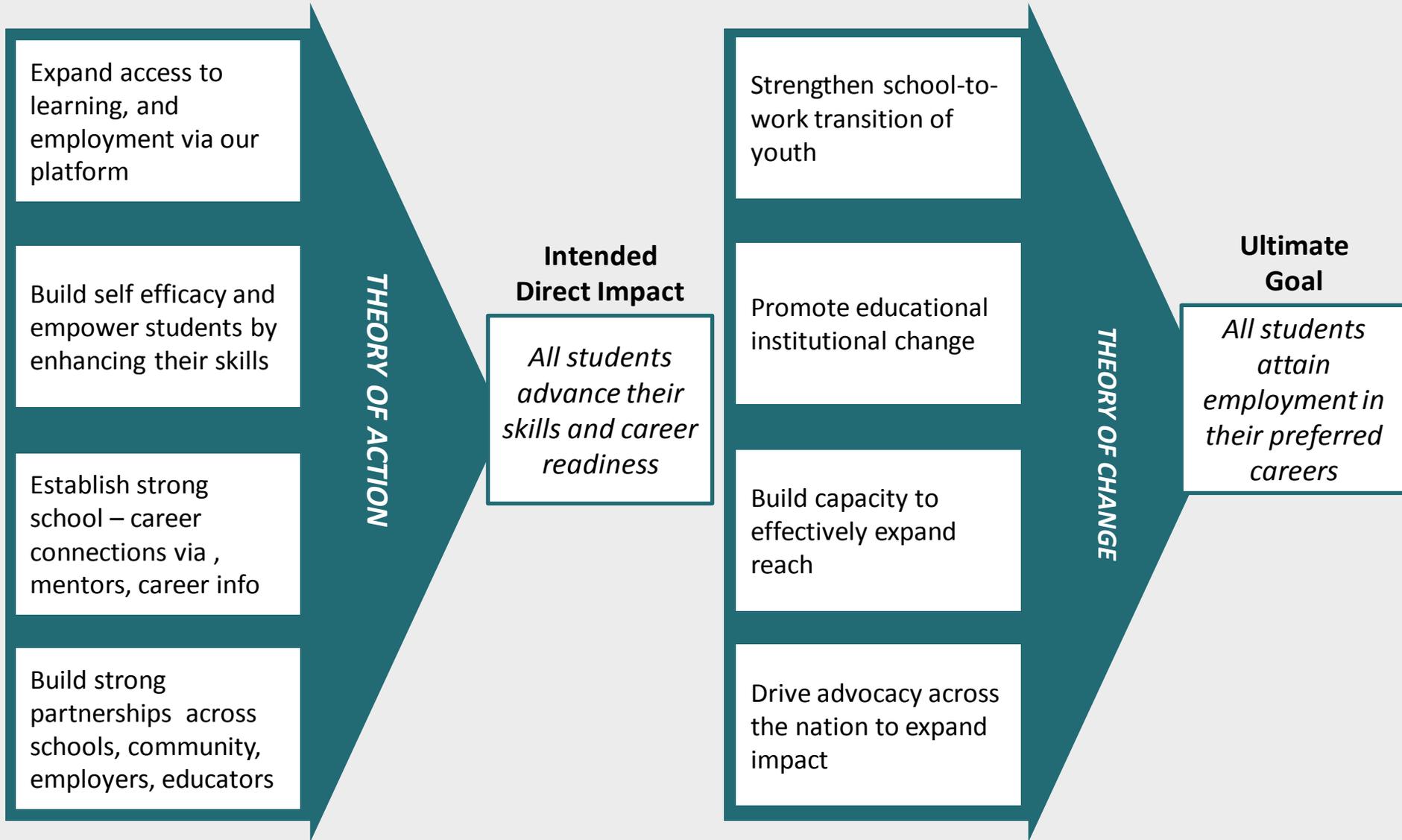
Effectively on-board and train mentors to ensure consistent quality of service for all students

Strong Relationships
On-Going Support and Development
Rewarding
Flexible



T21 will improve enhance education systems and improve employment outcomes via our theory of action

Theory of action emphasizes access, quality content, relevance, and blended learning (collaboration)





Financial Summary

	Launch	FY1	FY2	FY3	FY4	FY5
Registered Users						
Students	2,613	125,193	573,907	1,397,889	2,296,465	3,711,605
Educators	150	5,000	15,000	35,000	50,000	70,000
Mentors	200	574	4,819	7,730	10,945	13,791
Employers	10	100	500	1,000	2,500	7,500
Total	2,973	130,867	594,226	1,441,619	2,359,910	3,802,896
Revenue						
Registration	\$ -	\$ 751,159.35	\$ 3,443,442.70	\$ 12,581,003.02	\$ 20,668,189.42	\$ 44,539,254.52
Hiring Solutions	\$ -	\$ -	\$ 286,953.56	\$ 698,944.61	\$ 4,592,930.98	\$ 7,423,209.09
Data	\$ -	\$ -	\$ -	\$ 6,989,446.12	\$ 11,482,327.46	\$ 18,558,022.72
Certifications	\$ -	\$ -	\$ -	\$ 1,747,361.53	\$ 2,870,581.86	\$ 4,639,505.68
Fundraising	\$ 400,000.00					
Other Revenue	\$ 80,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 480,000.00	\$ 751,159.35	\$ 3,730,396.25	\$ 22,016,755.28	\$ 39,614,029.73	\$ 75,159,992.00
Expenses						
Labor Expense (W&B)	\$ 182,000.00	\$ 390,000.00	\$ 540,000.00	\$ 1,000,000.00	\$ 1,420,000.00	\$ 1,800,000.00
Technology						
Design and Configuration	\$ 100,000.00	\$ 320,000.00	\$ 470,000.00	\$ 920,000.00	\$ 1,120,000.00	\$ 1,620,000.00
Hosting and Ongoing Maintenance	\$ 20,000.00	\$ 80,000.00	\$ 150,000.00	\$ 300,000.00	\$ 450,000.00	\$ 475,000.00
Content	\$ 150,000.00	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00
Rent/Location	\$ -	\$ -	\$ 60,000.00	\$ 80,000.00	\$ 100,000.00	\$ 120,000.00
Education Licenses	\$ 20,000.00	\$ 60,000.00	\$ 160,000.00	\$ 240,000.00	\$ 300,000.00	\$ 360,000.00
Other Expenses (Marketing, Legal, Accounting, Travel etc.)	\$ 20,000.00	\$ 20,000.00	\$ 316,000.00	\$ 548,000.00	\$ 718,000.00	\$ 915,000.00
Total Operating Expenses	\$ 492,000.00	\$ 1,070,000.00	\$ 1,896,000.00	\$ 3,288,000.00	\$ 4,308,000.00	\$ 5,490,000.00
Operating Income	\$ (12,000.00)	\$ (318,840.65)	\$ 1,834,396.25	\$ 18,728,755.28	\$ 35,306,029.73	\$ 69,669,992.00
Income after Taxes		\$ (207,246.42)	\$ 1,192,357.56	\$ 12,173,690.93	\$ 22,948,919.33	\$ 45,285,494.80



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T21: A Social Learning Platform Advancing 21st Century Skills and Career Readiness for Youth

**Recipient: T21 Education Technology Solutions
Award No. AID-OAA-F-14-00015**

Post-Award Conference



Agenda

- **Confirm Basic Award Information**
- **Overview of the Request for Payment Process**
- **Roles: AOR (Technical) (vs) AO (Agreement)**
- **Review of Key Requirements and References**
- **Technical Discussion**



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Fixed Obligation Grant (FOG) Budget

Period of Performance: July 1, 2014 to July 1, 2015 (or submission of final milestone, whichever comes first).

Total USAID Amount: \$80,000





FINANCIAL MANAGEMENT

Office of the Chief Financial Officer (CFO)

Payment Method: Subject to completion of Milestones
(See Attachment 1, Schedule, Section D. "Grant Agreement Milestones")

Payment shall be made to the Recipient by Completion of SF-270 and submission to ei@usaid.gov with Certification of Completion. Please see Attachment 5 of Award.





FINANCIAL MANAGEMENT

- Copy of SF-270 must also be submitted to AOR
- SF-270 supporting documentation must: 1) specify which milestone is being certified as complete, 2) the fixed amount of the milestone completed, and 3) provide supporting documentation confirming the completion of subject milestone.
- Payment will be made within 30 days of receipt of voucher.





Points of Contact

Suhaib Khan
Agreement Officer
M/OAA/SIDP/A
Rm. 506-A, SA-44
Tel: 202-567-5059
E-mail: sukhan@usaid.gov

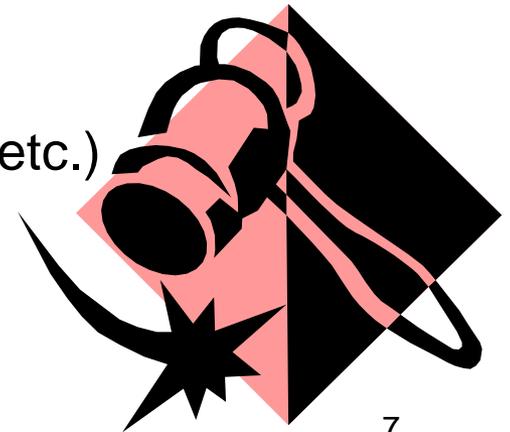
Jodi-Kaye Wade
Agreement Specialist/Negotiator
M/OAA/SIDP/A
Rm. 534-A, SA-44
Tel: 202-567-4161
jowade@usaid.gov

William Day
AOR
USAID/DIV
RRB 6.07-104
Tel: 202-712-0954
e-mail: wday@usaid.gov



Roles & Responsibilities Agreement Officer

- The Agreement Officer has Sole authority to approve changes in any of the requirements under this fixed obligation grant.
The AO may:
 - Make contractual agreements
 - Make commitments
 - Modify Agreement:
 - Program Description
 - Schedule (Period of Performance, Budget, etc.)
 - Provisions
 - Branding Strategy/Marking Plan
 - Obligate the Government (add funds, etc.)
 - Formally resolve problems





Roles & Responsibilities

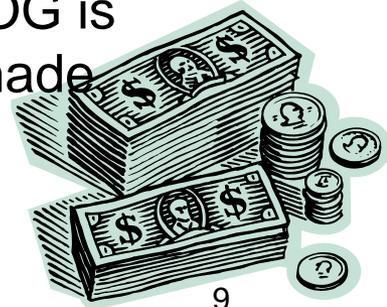
Agreement Officer Representative

- AOR is Empowered to:
 - Monitor financial expenditures
 - Monitor reporting/milestone requirements, review and approve all submitted reports
 - Review/approve workplans
 - Review/approval of key personal changes
 - Communicate with recipient on regular basis
- AOR may **not** take any action which may impact:
 - Agreement schedule and provisions
 - Funds
 - Not empowered to make award, agree to, or sign any agreement or modifications.



Requirements

- Records must be maintained for three years after payment of final milestone
- Title of equipment or property purchased to implement FOG rests with Recipient
- The Fixed Obligation Grant does not include the purchase of any real property. IAW CFR 226, “real property” means land, including land improvements, structure and appurtenances there to, but excludes movable machinery and equipment.
- Any changes to fixed amount or Milestones must be approved by the Agreement Officer
- When submitting final Milestone Recipient must certify FOG is complete and that no further claims for payment will be made
- Award is fully funded





Standard Provisions

- Review and know the Standard Provisions in your Award (Attachment 4)
- Please reference the grant document section, including any relevant standard provisions, when asking an agreement (vs. technical) question to USAID.



Central Contractor Registry (CCR)/SAM.gov

- You must renew and revalidate your registration at least every 12 months. However, you are strongly urged to revalidate your registration more frequently to ensure that CCR is up to date.
- If you do not renew your registration, it will expire. An expired registration will affect your ability to receive contract awards or payments, submit assistance award applications via Grants.gov, or receive certain payments from some federal government agencies.
- CCR has transitioned to: www.sam.gov



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Marking & Branding

- Details of Branding and Marking Plan in Award.



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Important USAID Policy References

ADS 303:

<http://transition.usaid.gov/policy/ads/300/303.pdf>

A&A Policy Directives (AAPDs):

http://transition.usaid.gov/business/business_opportunities/cib/subject.html#a

OMB A-122: Cost principles for NGOs:

http://www.whitehouse.gov/omb/circulars_a122_2004/#attc



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Assistance vs. Acquisition

Acquisition: USAID must use a contract when the principal purpose of the instrument is the acquisition – by purchase, lease, or barter – of **property or services for the direct benefit or use of USAID** or another U.S. Government (USG) entity.

Assistance: USAID must use a grant or cooperative agreement when the principal purpose of the relationship is the transfer of money, property, services, or anything of value to the recipient in order to **carry out a public purpose** of support or stimulation authorized by Federal statute.



Grant vs. Cooperative Agreement

Cooperative Agreement: If the Operating Unit and the AO determine that USAID **substantial involvement** during the administration of an award is necessary for the achievement of the program's objectives, then a cooperative agreement is the appropriate assistance instrument.

Grant: If **substantial involvement is not anticipated** between USAID and the recipient during performance of the proposed program, then a grant is the appropriate assistance instrument.



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Helpful Websites

- ADS: <http://transition.usaid.gov/policy/ads/300/>
- USAID Forms: <http://www.usaid.gov/forms/>
- General Forms: <http://www.gsa.gov/portal/forms/type/TOP>



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Questions?

[Technical Discussion begins.]



Thank you!