



**USAID**  
FROM THE AMERICAN PEOPLE

September 29, 2006

Cristina Burelli  
Alliance for the Family (AFF)  
1413 K Street, NW  
Suite 1000  
Washington, DC 20005

Reference: AFP-G-00-06-00041-00

Dear Ms. Burelli:

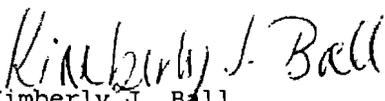
Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the U.S. Agency for International Development (USAID) hereby awards to Alliance for the Family (AFF) (hereinafter referred to as the "Grantee"), the sum of \$125,000.00 to provide support for a program in "Evaluating Democratic Values Education" as described in the Schedule of this award and in Attachment 2, entitled "Program Description."

This award is effective and obligation is made as of the date of this letter and shall apply to expenditures made by the Grantee in furtherance of program objectives during the period beginning with the effective date and ending March 28, 2010. USAID will not be liable for reimbursing the Grantee for any costs in excess of the obligated amount.

This award is made to the Grantee on condition that the funds will be administered in accordance with the terms and conditions as set forth in Attachment 1 (the Schedule), Attachment 2 (the Program Description), and Attachment 3 (the Standard Provisions), all of which have been agreed to by your organization.

Please sign the original and all enclosed copies of this letter to acknowledge your receipt of the award, and return the original and all but one copy to the undersigned.

Sincerely yours,

  
Kimberly J. Ball  
Agreement Officer  
M/OAA/DCHA/AFP

Attachments:

1. Schedule
2. Program Description
3. Standard Provisions

ACKNOWLEDGED: Alliance for the Family (AFF)

BY:

Justin R. Smith

TITLE:

EXECUTIVE DIRECTOR

DATE:

Sept. 28, 2006

Table of Contents

Page

**SCHEDULE** ..... 5

- A.1 PURPOSE OF GRANT ..... 5
- A.2 PERIOD OF GRANT ..... 5
- A.3 AMOUNT OF GRANT AND PAYMENT ..... 5
- A.4 BUDGET ..... 5
- A.5 REPORTING AND EVALUATION ..... 5
- A.6 TITLE TO PROPERTY ..... 6
- A.7 AUTHORIZED GEOGRAPHIC CODE ..... 6
- A.8 COST SHARING ..... 6
- A.9 SPECIAL PROVISIONS ..... 7
  - A.9.1 USAID DISABILITY POLICY . . . . . 7
  - A.9.2 EXECUTIVE ORDER ON TERRORISM FINANCING (FEB 2002) ... 7
  - A.9.3 COUNTRY BY COUNTRY REPORTING . . . . . 7
  - A.9.4 MARKING UNDER USAID-FUNDED ASSISTANCE INSTRUMENTS  
(December 2005) ..... 8

**PROGRAM DESCRIPTION** ..... 14

**STANDARD PROVISIONS FOR U.S., NONGOVERNMENTAL RECIPIENTS** ..... 32

- C.1 APPLICABILITY OF 22 CFR PART 226 (APRIL 1998) ..... 32
- C.2 INELIGIBLE COUNTRIES (MAY 1986) ..... 32
- C.3 NONDISCRIMINATION (MAY 1986) ..... 32
- C.4 INVESTMENT PROMOTION (JANUARY 1994) ..... 32
- C.5 NONLIABILITY (NOVEMBER 1985) ..... 33
- C.6 AMENDMENT (NOVEMBER 1985) ..... 33
- C.7 NOTICES (NOVEMBER 1985) ..... 33
- C.8 SUBAGREEMENTS (JUNE 1999) ..... 33
- C.9 OMB APPROVAL UNDER THE PAPERWORK REDUCTION ACT  
(APRIL 1998) ..... 33
- C.10 REGULATIONS GOVERNING EMPLOYEES (AUGUST 1992) ..... 34
- C.11 CONVERSION OF UNITED STATES DOLLARS TO LOCAL CURRENCY  
(NOVEMBER 1985) ..... 35
- C.12 USE OF POUCH FACILITIES (AUGUST 1992) ..... 35
- C.13 LOCAL PROCUREMENT (APRIL 1998) ..... 36
- C.14 PROTECTION OF THE INDIVIDUAL AS A RESEARCH SUBJECT  
(APRIL 1998) ..... 37
- C.15 COMMUNICATIONS PRODUCTS (OCT 1994) ..... 38
- C.16 COST SHARING (MATCHING) (JAN 2002) ..... 39
- C.17 REPORTING OF FOREIGN TAXES ..... 39
- C.18 USAID ELIGIBILITY RULES FOR GOODS AND SERVICES (April 1998)  
..... 40
- C.19 DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS  
(January 2004) ..... 43
- C.20 DRUG-FREE WORKPLACE (January 2004) ..... 44
- C.21 EQUAL PROTECTION OF THE LAWS FOR FAITH-BASED AND COMMUNITY  
ORGANIZATIONS (February 2004 ..... 46
- C.22 IMPLEMENTATION OF E.O. 13224 - EXECUTIVE ORDER ON TERRORIST  
FINANCING (March 2002) ..... 46

A. GENERAL

1. Total Estimated USAID Amount: \$125,000.00
2. Total Obligated USAID Amount: \$125,000.00
3. Cost-Sharing Amount (Non-Federal): \$246,000.00
4. Activity Title: Evaluating Democratic Values Education
5. USAID Technical Office: DCHA/AFP
6. Tax I.D. Number: 52-1734495
7. DUNS No.: 621235873

B. SPECIFIC

NMS/Org ID:	12508-1148
Commitment Doc. Type/No.:	GDA-DCHA-06-0002
Budget Fiscal Year:	2006
Budget Fiscal End Year:	2007
Fund:	DV
Operating Unit:	GDA
Strategic Objective:	020-002
Distribution:	GDA/W
Team/Division:	GDA
Benefiting Geo Area:	997
Object Class:	252910
Amount:	\$125,000

C. PAYMENT OFFICE

Office of the CFO  
M/FM/CMP  
1300 Pennsylvania Ave, NW  
RM. 7-07  
Washington DC, 20523

**SCHEDULE**

**A.1 PURPOSE OF GRANT**

The purpose of this Grant is to provide support for the program described in Attachment 2 to this Grant entitled "Evaluating Democratic Values Education."

**A.2 PERIOD OF GRANT**

1. The effective date of this Grant is 09-29-2006. The estimated completion date of this Grant is 03-28-2010.

**A.3 AMOUNT OF AWARD AND PAYMENT**

1. USAID hereby obligates the amount of \$125,000.00 for purposes of this Grant.

2. Payment shall be made to the Recipient by Advance in accordance with procedures set forth in 22 CFR 226.

**A.4 BUDGET**

The following is the Grant Budget, including local cost financing items, if authorized. Revisions to this budget shall be made in accordance with 22 CFR 226.

<u>Cost Element</u>	<u>Amount</u>
TOTAL USAID AMOUNT	\$125,000.00
Cost Share Amount	\$246,000.00
Total	\$371,000.00

**A.5 REPORTING AND EVALUATION**

1. Financial Reporting

a) In accordance with 22 CFR 226.52, the SF 269, and SF 272 will be required. The recipient shall submit these forms in the following manner:

(i) The SF 272 and 272a shall be submitted to the Cognizant Technical Officer (CTO) and M/CFO quarterly.

(ii) The SF 269 or 269a (as appropriate) shall be submitted to the CTO and M/CFO quarterly.

b) The SF 270 "Request for Advance or Reimbursement" shall be submitted to the CTO and M/CFO in accordance with 22 CFR 226.22.

c) In accordance with 22 CFR 226.70-72, the original and two copies of all final financial reports shall be submitted to M/CFO and the CTO.

## 2. Program Reporting

AAF shall submit an original and one copy of the performance report to the Cognizant Technical Officer. The performance reports are required to be submitted semi-annually and shall contain the information set forth in 22 CFR 226.51(d).

## 3. Final Report

The Recipient shall provide the Cognizant Technical Officer with a draft of the final report for review and approval. The Recipient shall not disseminate the results of this research without USAID concurrence.

The Recipient shall submit the original and one copy to M/FM, the Agreement Officer (if requested), and the CTO and one copy, in electronic (preferred) or paper form of final documents to one of the following: (a) Via E-mail: [docsubmit@dec.cdie.org](mailto:docsubmit@dec.cdie.org) ; (b) Via U.S. Postal Service: Development Experience Clearinghouse, 8403 Colesville Road, Suite 210 Silver Spring, MD 20910, USA; (c) Via Fax: (301) 588-7787; or (d) Online:

<http://www.dec.org/index.cfm?fuseaction=docSubmit.home>.

### A.6 TITLE TO PROPERTY

Property Title will be vested with the Cooperative Country.

### A.7 AUTHORIZED GEOGRAPHIC CODE

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

### A.8 COST SHARING

The Recipient agrees to expend an amount not less than \$246,000 of the total activity costs.

## A.9 SPECIAL PROVISIONS

### A.9.1 USAID DISABILITY POLICY (DEC 2004)

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

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

### A.9.2 EXECUTIVE ORDER ON TERRORISM FINANCING (FEB 2002)

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

### A.9.3 COUNTRY-BY-COUNTRY BREAKDOWN OF EXPENDITURES

Grantee shall list each country included in the program and the total amount expended for each country under the award for the reporting period in the "Remarks" block on the "Financial Status Report" SF 269 or SF 269A, or on a separate sheet of paper with the "Request for Advance or Reimbursement" SF 270.

**A.9.4 MARKING UNDER USAID-FUNDED ASSISTANCE INSTRUMENTS**  
(December 2005)

(a) **Definitions**

**Commodities** mean any material, article, supply, goods or equipment, excluding recipient offices, vehicles, and non-deliverable items for recipient's internal use, in administration of the USAID funded grant, cooperative agreement, or other agreement or subagreement.

**Principal Officer** means the most senior officer in a USAID Operating Unit in the field, e.g., USAID Mission Director or USAID Representative. For global programs managed from Washington but executed across many countries, such as disaster relief and assistance to internally displaced persons, humanitarian emergencies or immediate post conflict and political crisis response, the cognizant Principal Officer may be an Office Director, for example, the Directors of USAID/W/Office of Foreign Disaster Assistance and Office of Transition Initiatives. For non-presence countries, the cognizant Principal Officer is the Senior USAID officer in a regional USAID Operating Unit responsible for the non-presence country, or in the absence of such a responsible operating unit, the Principal U.S Diplomatic Officer in the non-presence country exercising delegated authority from USAID.

**Programs** mean an organized set of activities and allocation of resources directed toward a common purpose, objective, or goal undertaken or proposed by an organization to carry out the responsibilities assigned to it.

**Projects** include all the marginal costs of inputs (including the proposed investment) technically required to produce a discrete marketable output or a desired result (for example, services from a fully functional water/sewage treatment facility).

**Public communications** are documents and messages intended for distribution to audiences external to the recipient's organization. They include, but are not limited to, correspondence, publications, studies, reports, audio visual productions, and other informational products; applications, forms, press and promotional materials used in connection with USAID funded programs, projects or activities, including signage and plaques; Web sites/Internet activities; and events such as training courses, conferences, seminars, press conferences and so forth.

**Subrecipient** means any person or government (including cooperating country government) department, agency, establishment, or for profit or nonprofit organization that receives a USAID subaward, as defined in 22 C.F.R. 226.2.

**Technical Assistance** means the provision of funds, goods, services, or other foreign assistance, such as loan guarantees or food for work, to developing countries and other USAID recipients, and through such recipients to subrecipients, in direct support of a development objective - as opposed to the internal management of the foreign assistance program.

**USAID Identity (Identity)** means the official marking for the United States Agency for International Development (USAID), comprised of the USAID logo or seal and new brandmark, with the tagline that clearly communicates that our assistance is "from the American people." The USAID Identity is available on the USAID website at [www.usaid.gov/branding](http://www.usaid.gov/branding) and USAID provides it without royalty, license, or other fee to recipients of USAID-funded grants, or cooperative agreements, or other assistance awards

**(b) Marking of Program Deliverables**

(1) All recipients must mark appropriately all overseas programs, projects, activities, public communications, and commodities partially or fully funded by a USAID grant or cooperative agreement or other assistance award or subaward with the USAID Identity, of a size and prominence equivalent to or greater than the recipient's, other donor's, or any other third party's identity or logo.

(2) The Recipient will mark all program, project, or activity sites funded by USAID, including visible infrastructure projects (for example, roads, bridges, buildings) or other programs, projects, or activities that are physical in nature (for example, agriculture, forestry, water management) with the USAID Identity. The Recipient should erect temporary signs or plaques early in the construction or implementation phase. When construction or implementation is complete, the Recipient must install a permanent, durable sign, plaque or other marking.

(3) The Recipient will mark technical assistance, studies, reports, papers, publications, audio-visual productions, public service announcements, Web sites/Internet activities and other promotional, informational, media, or communications products funded by USAID with the USAID Identity.

(4) The Recipient will appropriately mark events financed by USAID, such as training courses, conferences, seminars, exhibitions, fairs, workshops, press conferences and other public activities, with the USAID Identity. Unless directly prohibited and as appropriate to the surroundings, recipients should display additional materials, such as signs and banners, with the USAID Identity. In circumstances in which the USAID Identity cannot be

displayed visually, the recipient is encouraged otherwise to acknowledge USAID and the American people's support.

(5) The Recipient will mark all commodities financed by USAID, including commodities or equipment provided under humanitarian assistance or disaster relief programs, and all other equipment, supplies, and other materials funded by USAID, and their export packaging with the USAID Identity.

(6) The Agreement Officer may require the USAID Identity to be larger and more prominent if it is the majority donor, or to require that a cooperating country government's identity be larger and more prominent if circumstances warrant, and as appropriate depending on the audience, program goals, and materials produced.

(7) The Agreement Officer may require marking with the USAID Identity in the event that the recipient does not choose to mark with its own identity or logo.

(8) The Agreement Officer may require a pre-production review of USAID-funded public communications and program materials for compliance with the approved Marking Plan.

(9) Subrecipients. To ensure that the marking requirements "flow down" to subrecipients of subawards, recipients of USAID funded grants and cooperative agreements or other assistance awards will include the USAID-approved marking provision in any USAID funded subaward, as follows:

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

(10) Any 'public communications', as defined in 22 C.F.R. 226.2, funded by USAID, in which the content has not been approved by USAID, must contain the following disclaimer:

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

(11) The recipient will provide the Cognizant Technical Officer (CTO) or other USAID personnel designated in the grant or cooperative agreement with two copies of all program and

communications materials produced under the award. In addition, the recipient will submit one electronic or one hard copy of all final documents to USAID's Development Experience Clearinghouse.

(c) Implementation of marking requirements.

(1) When the grant or cooperative agreement contains an approved Marking Plan, the recipient will implement the requirements of this provision following the approved Marking Plan.

(2) When the grant or cooperative agreement does not contain an approved Marking Plan, the recipient will propose and submit a plan for implementing the requirements of this provision within 60 days after the effective date of the award. The plan will include:

(i) A description of the program deliverables specified in paragraph (b) of this provision that the recipient will produce as a part of the grant or cooperative agreement and which will visibly bear the USAID Identity.

(ii) the type of marking and what materials the applicant uses to mark the program deliverables with the USAID Identity,

(iii) when in the performance period the applicant will mark the program deliverables, and where the applicant will place the marking,

(3) The recipient may request program deliverables not be marked with the USAID Identity by identifying the program deliverables and providing a rationale for not marking these program deliverables. Program deliverables may be exempted from USAID marking requirements when:

(i) USAID marking requirements would compromise the intrinsic independence or neutrality of a program or materials where independence or neutrality is an inherent aspect of the program and materials;

(ii) USAID marking requirements would diminish the credibility of audits, reports, analyses, studies, or policy recommendations whose data or findings must be seen as independent;

(iii) USAID marking requirements would undercut host-country government "ownership" of constitutions, laws, regulations, policies, studies, assessments, reports, publications, surveys or audits, public service announcements, or other communications better positioned as "by" or "from" a cooperating country ministry or government official;

(iv) USAID marking requirements would impair the functionality of an item;

(v) USAID marking requirements would incur substantial costs or be impractical;

(vi) USAID marking requirements would offend local cultural or social norms, or be considered inappropriate;

(vii) USAID marking requirements would conflict with international law.

(4) The proposed plan for implementing the requirements of this provision, including any proposed exemptions, will be negotiated within the time specified by the Agreement Officer after receipt of the proposed plan. Failure to negotiate an approved plan with the time specified by the Agreement Officer may be considered as noncompliance with the requirements of this provision.

**(d) Waivers.**

(1) The recipient may request a waiver of the Marking Plan or of the marking requirements of this provision, in whole or in part, for each program, project, activity, public communication or commodity, or, in exceptional circumstances, for a region or country, when USAID required marking would pose compelling political, safety, or security concerns, or when marking would have an adverse impact in the cooperating country. The recipient will submit the request through the Cognizant Technical Officer. The Principal Officer is responsible for approvals or disapprovals of waiver requests.

(2) The request will describe the compelling political, safety, security concerns, or adverse impact that require a waiver, detail the circumstances and rationale for the waiver, detail the specific requirements to be waived, the specific portion of the Marking Plan to be waived, or specific marking to be waived, and include a description of how program materials will be marked (if at all) if the USAID Identity is removed. The request should also provide a rationale for any use of recipient's own identity/logo or that of a third party on materials that will be subject to the waiver.

(3) Approved waivers are not limited in duration but are subject to Principal Officer review at any time, due to changed circumstances.

(4) Approved waivers "flow down" to recipients of subawards unless specified otherwise. The waiver may also include the removal of USAID markings already affixed, if circumstances warrant.

(5) Determinations regarding waiver requests are subject to appeal to the Principal Officer's cognizant Assistant Administrator. The recipient may appeal by submitting a written request to reconsider the Principal Officer's waiver determination to the cognizant Assistant Administrator.

(e) **Non-retroactivity.** The requirements of this provision do not apply to any materials, events, or commodities produced prior to January 2, 2006. The requirements of this provision do not apply to program, project, or activity sites funded by USAID, including visible infrastructure projects (for example, roads, bridges, buildings) or other programs, projects, or activities that are physical in nature (for example, agriculture, forestry, water management) where the construction and implementation of these are complete prior to January 2, 2006 and the period of the cooperative agreement does not extend past January 2, 2006.

[END OF PROVISION]

PROGRAM DESCRIPTION

## Executive Summary

This project aims to measure and increase young children's assimilation of universal relational values—such as respect, friendship, team work, and family cooperation—that underpin democratic virtues and behaviors. The project includes:

- Performing and publishing annual evaluations of a new and remarkably innovative school-based, multi-year course of study in universal relational values, including democratic ones,
- Periodically refining the indicators upon which the evaluations are based,
- Implementing, testing, and fine-tuning a system by which young children use the telephone and internet to supply the underlying data, i.e., their ratings of the quality of the texts and instruction, and their categorizations of how they put lessons into practice,
- Training teachers—and school principals—to provide values education and to help children think about and report on what they have learned and put into practice, and
- After three years of operations in the schools, publishing a report on the lessons learned about a unique approach to democratic values education for children aged eight to eleven, and a self-reporting system for them.

The project involves **Aprendiendo a Querer / AaQ**, a new series of twelve textbooks that present a continuous story about a group of children who confront a series of situations of universal application as they grow up. The program gives young people a variety of tools for responsible decision-making in responding to day-to-day situations. The approach of using a coherent story over the course of several years had never been attempted before the publication of AaQ three years ago.

The estimated 14,500 children (per annual count) will come from Venezuela, Peru, and Mexico, all countries where the project's partners operate. The approximately 30 public and private schools they attend cannot afford to collect and analyze this important data. The 3-year project will cost \$330,000. AFF requests that USAID consider a grant of \$125,000.

Values education has recovered its reputation among teachers and development professionals, but conceptual, perceptual, and financial challenges about investigating its impact remain. This is especially true in Latin America, where evaluation implies distrust, even to school teachers and administrators. This project includes a modest amount of money dedicated to working with them to arrive at understandings and to design solutions. The lessons learned from the entire project, which brings new approaches to values education—theory, teaching, evaluation, data collection—should be of great interest to educators, social scientists, and democracy advocates around the world. The project's teaching of democratic values and its effort to evaluate an elaborate school-based curriculum for little children are both innovative and in line with several of USAID's recent public statements.

**Alliance for the Family /AFF**, is the executing agency. Its partners are the Alberto Vollmer Foundation (Miami) and Alianza Latinoamericana Para la Familia / ALAFA (Caracas), whose NGO affiliates work with schools to improve their curricula and instruction. The two major consultants to the project, Performance Results and Voxiva, are renowned in the fields of evaluation and data collection, respectively.

## Evaluating Democratic Values Education

*A Proposal to the*

**Global Development Alliance / GDA**

**of the**

**United States Agency for International Development / USAID**

**from**

**Alliance for the Family / AFF**

February 23, 2006

### Goal

This project aims to measure and increase young children's assimilation of universal relational values—such as respect, friendship, team work, and family cooperation—that underpin democratic virtues and behaviors.

### Description

The project includes:

- Performing and publishing annual evaluations of a new and remarkably innovative school-based, multi-year course of study in universal relational values, including democratic ones,
- Periodically refining the indicators upon which the evaluations are based,
- Implementing, testing, and fine-tuning a system by which young children use the telephone and internet to supply the underlying data, i.e., their ratings of the quality of the texts and instruction, and their categorizations of how they put lessons into practice,
- Training teachers—and school principals—to provide values education and to help children think about and report on what they have learned and put into practice, and
- After three years of operations in the schools, publishing a report on the lessons learned about a unique approach to democratic values education for children aged eight to eleven, and a self-reporting system for them

The estimated 14,500 children (per annual count) will come from Venezuela, Peru, and Mexico, all countries where the project's partners operate. The approximately 30 public and private schools they attend cannot afford to collect and analyze this important data. Values education has recovered its reputation among teachers and development professionals, but conceptual, perceptual, and financial challenges about investigating its impact remain. This is especially true in Latin America, where evaluation implies distrust, even to school teachers and administrators. This project includes a modest amount of money dedicated to working with them to arrive at understandings and to design solutions. The lessons learned from the entire project, which brings new approaches to values education—theory, teaching, evaluation, data collection—should be of great interest to educators, social scientists, and democracy advocates around the world.

Alliance for the Family /AFF, is the executing agency. Its partners are the Alberto Vollmer Foundation (Miami) and Alianza Latinoamericana Para la Familia / ALAFA (Caracas), whose NGO affiliates work with schools to improve their curricula and instruction.

## Background

### *The Need for Democratic Values in Latin America*

USAID's web pages devoted to democracy in Latin America and the Caribbean open on an alarming note:

There is growing consensus that corruption is leading to a crisis for democracy in this region. ....A 2003 survey by the World Economic Forum of business leaders in 102 countries found that seven of the 10 countries with consistently high measures of political corruption are in Latin America...The 2004 United Nations Development Program Report on Democracy in Latin America draws attention to declining public faith in democracy due to persistent poverty and governments' inability to effectively deliver public services, including security.<sup>1</sup>

The most disturbing element is the **declining public faith in democracy**: while it could be categorized as an *effect* of the crisis today, it may grow to become the overwhelming *cause* of a catastrophe tomorrow. USAID has recently expressed its concern to Congress about the threat of widespread authoritarianism in the region:

Democratic institutions are perceived to be weak; and, many citizens are losing confidence in the way democracy works and are questioning whether democracy is the best form of government.<sup>2</sup>

There are many sectors where the battle for democracy is taking place in Latin America: rule of law, public services, growth with equity, etc. A crucial front is the hearts and minds of the people. To cite one example, trust in others—fundamental to democracy, not to mention economic growth—is lower in Latin America than anywhere else in the world.<sup>3</sup> The Agency is well aware of the need for democratic ideas, emotions, and virtues: *For a democracy to survive and flourish, a critical mass of its citizens must possess the skills, embody the values, and manifest the behaviors that accord with democracy.*<sup>4</sup>

### *School: A Missed Opportunity for Teaching Values*

Social scientists have rediscovered that the development of countries depends not so much on economics as on the formation of human and social capital. Based on the latest theories of development, AFF's new curriculum recognizes that family life creates human capital and generates social capital. It has become obvious that only by forming individuals from birth in values and virtues can societies prosper in all regards. It is extremely important—not sufficient,

<sup>1</sup> United States Agency for International Development / USAID, Democracy & Governance: Latin America and Caribbean Regional front page, [http://www.usaid.gov/our\\_work/democracy\\_and\\_governance/regions/lac/index.html](http://www.usaid.gov/our_work/democracy_and_governance/regions/lac/index.html)

<sup>2</sup> 2006 Congressional Budget Justification for Latin America and Caribbean Regional, United States Agency for International Development / USAID, [http://www.usaid.gov/policy/budget/cbj2006/lac/lac\\_reg.html](http://www.usaid.gov/policy/budget/cbj2006/lac/lac_reg.html)

<sup>3</sup> Source: Latinobarómetro Report, 2004. Cited in **Draft Resolution, Approval Of The Inter-American Program On Education For Democratic Values And Practices**, August, 2005, Organization of American States.

<sup>4</sup> USAID Office of Democracy and Governance, **Approaches To Civic Education: Lessons Learned**, 2002, p. 7.

but necessary, crucial—for children to learn how to work with one another and to respect, even enjoy, one another inside and outside of their families. AFF thinks that this is the start of democracy, that the family nurtures it, and that the family needs schools to help it educate its children.

But most schools limit themselves to facts and processes: “civics.” They lack a coherent intellectual program that leads children, first of all, to deduce **what** democracy entails. For example:

Looking specifically at the views of ... 14- and 17-year olds in ... three countries of the Americas... [a 2002] analysis shows that students in all three countries understand basic ideas about democracy and citizenship, however [sic] some fail to grasp the threats to democracy, such as corruption, nepotism, and control of the media.<sup>5</sup>

Even more scarce are programs that teach children **how** to behave democratically—for two reasons. First, children immediately grasp what researchers eventually conclude: the example of parents, teachers, and school administrators outweighs any text.<sup>6</sup> Second, most courses beg the question of **why** anyone should be “a good citizen” in the first place.<sup>7</sup> Why should I care ... especially if you don’t ... and you seem to be doing just fine? Without inspiration and an intellectual foundation, apparent behavioral changes for the better do not last. As for the **when** of education in democracy, it is obvious that schools should start teaching it in grade 1.<sup>8</sup>

### ***The Need for Evaluating Values Education***

No single course of study can redirect all the influences that play upon children, but it is important to find out what makes a difference in their acquiring democratic values, virtues, and behaviors. It is difficult to evaluate education, and more so when it is a question of values and virtues. Perhaps that is why few have made the attempt to analyze the impact of education in democracy, as USAID has pointed out.<sup>9</sup> The proposed project takes up this challenge in the case of a population that the Agency considers to be particularly neglected, Latin American children in their first years of schooling: *Other areas that it is clear that we need to explore in further detail include very young children....*<sup>10</sup>

<sup>5</sup> Source: Latinobarómetro Report, 2004. Cited in OAS, **Democratic Values**.

<sup>6</sup> Cfr. Reimers and Villegas-Reimers, **Schooling Open Societies in Latin America**, in Lawrence Harrison et al., **Developing Cultures: Essays on Cultural Change**, 2005, Routledge. The essay has many practical insights on democracy, virtues, and schools.

<sup>7</sup> “...civic education programs for adults can have a significant, positive impact on certain key aspects of democratic behaviors and attitudes.... However, **civic education programs appear to have little effect on changing democratic values**, such as political tolerance ... The findings for school-based civic education programs mirror those for adult programs, although **the impact of civics training was generally weaker and more inconsistent for students than for adults** [emphasis added].” USAID, **Lessons Learned**.

<sup>8</sup> OAS, **Democratic Values**: “Recent research on citizenship formation indicates... the importance of developing these competencies at the earliest levels of education.”

<sup>9</sup> “In spite of heavy investment by USAID and other international donors, relatively little is known about the impact of civic education programs on democratic behaviors and attitudes, particularly in developing countries.” USAID, **Lessons Learned**.

<sup>10</sup> *ibid.*

## The AaQ Program for Students and Teachers

### *Introduction*

Young people need a deep, long-term approach to citizenship, since it is a public manifestation of virtues that take time in developing. AFF's partner, ALAFA, has spent fifteen years designing and testing an approach: **Aprendiendo a Querer /AaQ**, an intensive 12-year program that teaches human relations skills based on universal virtues and values. Decision-making techniques, respect (not just tolerance), friendship, team work, family life, HIV/AIDS prevention, avoiding teenage pregnancy, and democratic participation are among the topics. The AaQ program aims to assist parents and teachers in the important job of helping kids understand and use information, skills, and habits necessary for them to become responsible, law-abiding, productive, and engaged citizens.

AaQ is structured as twelve levels of learning, all of which have a corresponding student book and a teacher manual. Each level is comprised of thirty five one-to-two-hour sequenced lessons, which can be inserted within any school system as a one-hour-a-week class. This more than fulfills the USAID best practice regarding session frequency.<sup>11</sup>

The program adapts to specific populations; in fact, it subtly appeals to many different interests. Its modular structure lends itself to use in a wide variety of situations: scout groups, faith-based groups, extra-curricular youth activities, and the family. This proposal, however, focuses on its use in the formal education system. Schools in twelve countries have adopted the program: Peru, Argentina, Colombia, Uruguay, Chile, Ecuador, Costa Rica, Honduras, El Salvador, Nicaragua, Venezuela and México.

### *Students and the AaQ Texts*

#### **Overview**

The textbooks supply knowledge, guide the emotions and inspire appropriate action by presenting a continuous story about a group of children who confront a series of situations of universal application as they grow up and gives them a variety of tools for responsible decision-making in responding to day-to-day situations. At age appropriate levels, the series takes the student from the concept of the human person inserted in a family, through the basics of friendship, which include loyalty, inter-dependability, and respect for property, through the period of peer pressure and adolescence to the high-school years when romance and sex can be confusing and fraught with conflicts.

The creators of AaQ chose to start with upper levels and gradually introduce the program to lower levels—grades, that is, in the context of schools. In the academic year 2000-2001, a few schools adopted the books. Five years later, 40,000 students in 81 schools in 12 countries are following the course, an explosive growth. These students use levels eight through twelve of the program. Texts corresponding to the remaining levels of the AaQ program—one through

---

<sup>11</sup> "... civic education programs are most effective when ... sessions are frequent. There appears to be a "threshold effect" in terms of number of courses, where one or two sessions have little to no impact, but, when the number increases to three or more, significant change occurs." *ibid.*

seven—went to the printers in February of 2006 and will be finished in March, at which time certain schools in Argentina will start using them.

Given competent teachers and supportive parents, children follow a curriculum that incorporates the best practices of education in democracy, as outlined in the following sections. References are made to the USAID publication we have cited in footnotes, **Approaches to Civic Education: Lessons Learned**.

### **The Curriculum Fosters Skills, Values, and Positive Behaviors**

*How then are the citizens of new democracies to gain the skills, values, and behaviors that are thought to be necessary for a stable and effective democracy? One answer to this question is civic education, which essentially seeks to jump-start the process of democratic socialization by promoting support for democratic behaviors and values among ordinary citizens.*

This is precisely the purpose of AaQ. It contains more than concepts. The texts lead young people on a natural path to virtue that proceeds from knowledge to attitudes to skills that are useful for every-day life.

### **The Curriculum Is Relevant**

*Focus on themes that are immediately relevant to people's daily lives: In designing civic education projects, program managers should work to identify an audience's primary concerns, and then show how democracy and governance issues relate to those concerns.*

The text is an ongoing story about the daily life of children who are the same age as the reader. It presents common situations and choices that children have to make at home, at school, and with their friends. In the classroom, the students have to decide what they would do in the same situation that they are reading about. They discover that they are able to contribute solutions. The text presents a wide variety of social and economic settings in order to highlight a story line that is universal, transcending any particular setting. It is profound, but so simple that children spontaneously identify with the characters.

### **The Curriculum Inspires Children to Improve Themselves and Society**

AaQ attempts to accomplish what two Latin American educational experts plead for:

... to democratize education on the basis of the quality of its contents. Poor people should not receive an education that instead of releasing them imprisons them in their same socioeconomic level, because it lacks quality.<sup>12</sup>

The texts have references and sidebars about historical episodes and foreign cultures. They open the mind to universal experiences and a world of possibilities so that boys and girls value what they have, appreciate diversity, and think critically about their lives. Merely presenting a series of personal and societal problems would be counterproductive. Children and adolescents do not want just "to be understood." They want to see a new horizon and ways to reach it.

An important component of the proposed project is to help young children evaluate the AaQ program. An eight year old girl in Latin America who says what she thinks about a book, a teacher, and a program is thinking critically about her world.

<sup>12</sup> Reimers and Villegas-Reimers, **Schooling in Latin America**.

## The Curriculum Bridges the Gap between Men and Women

*Pay attention to gender issues: Women generally face greater obstacles to participation than men in terms of resources and cultural barriers, particularly in the developing world. Programs that address these deeper barriers to participation may be required over and above civic education to reduce the gap between men and women.*

In all the levels of the textbooks—whose principal author is a woman—there is a strong emphasis on the equal capabilities of men and women, and the equal opportunities they should have. Several of the stories have women being chosen by male and female peers to represent them—in the student council, for example. Time and again, the texts highlight the equal virtues of fictional and historical men and women at work, at home, and in the community. What is more, a subtext of the series is that women should be proud of themselves and always try to develop their potential. Many chapters aim at destroying stereotypes.

## Teacher Training

### Context

The preceding paragraphs indicate that the AaQ textbooks are designed to address the most important issues in democratic values education for young children. Like USAID<sup>13</sup>, AFF is well aware that the success of the program depends in great measure on the parents and schools that do the teaching. Although the project partners are a step removed from the implementation of AaQ program, AFF and ALAFA try to have teachers involve parents continuously, especially in the case of the young children. The teacher manuals and courses indicate brief, simple, weekly activities by which parents and guardians can help their children grow in each of the virtues that AaQ addresses. In some cases they have to fill out a short report on the activity in their child's workbook.

As for school principals, they sign a memorandum of understanding regarding their responsibility to ensure quality instruction and assist the students in reporting on the program. The project partners invite the principals and relevant administrators to take the teacher training courses.

Teacher training is what the project partners focus on. Manuals for each level of instruction have been printed. ALAFA offers teacher training courses varying from a 100-hour, university level certification, to cascade training, to courses for a single school or NGO. Teachers charged with transmitting attitudes and values are usually untrained, underpaid, and unnerfed by unending “educational reforms.” They feel ignored, unappreciated, and confused—including about how they are supposed to treat their students.

ALAFA cannot change all of this. It concentrates on:

- Strengthening and sharply defining the teacher's role in the classroom, especially that of being a front-line former of democratic values.

<sup>13</sup> “Bring parents, teachers, and school administrators into school-based programs: School environment and family beliefs and practices are powerful influences on the democratic orientations of children and young adults. Unless civic education programs take account of these forces, they are likely to overwhelm any new messages that are taught.” USAID, **Lessons Learned**.

- Giving them tools to do so—not just giving them demands and lesson plans.

It is extremely important to move them from uncertainty to clarity: clear and simple ideas about the dignity of their students, the democratic attitudes teachers and children should have—freedom, responsibility, respect, honesty—and the friendly atmosphere they have to create. Therefore, in addition to helping teachers assimilate the material, plan lessons, etc., ALAFA concentrates on the following best practices.

### Teachers Bridge the Gap between Men and Women

*Pay attention to gender issues: Women generally face greater obstacles to participation than men in terms of resources and cultural barriers, particularly in the developing world. Programs that address these deeper barriers to participation may be required over and above civic education to reduce the gap between men and women.*

One of the pillars of values education that AaQ embraces is education about one's own identity. Therefore, a recurrent theme of the entire program is to tear down men's double standards whereby infidelity, excess, intolerance, and violence are fine for them but taboo for women. Trainers help teachers to help girls assert themselves and promote democratic values. They learn to subtly convince boys that ethics are not feminine. The methodology is positive: teachers open up opportunities, they do not provoke conflict.

### Teachers Make the Classroom a School of Democracy

*One clear finding from the analysis of school-based programs is that the broader school environment and family beliefs and practices are powerful influences on the democratic orientations of children and young adults [emphasis added].*

The **broader school environment** is the main challenge, according to experts:

The Reimers [husband and wife team cited in footnotes elsewhere] talk about a divorce, and they do well to discuss it: there is a divorce between what teachers tell kids about democracy and how the same teachers treat them.<sup>14</sup>

AFF has reason to believe that thoughtful teachers who study **Aprendiendo a Querer** pause and consider the extent to which they practice what they preach. The proposed project includes a modest effort to ask their students whether or not they do so. That said, the project partners are optimistic: they have found many teachers who, in spite of all the obstacles noted above, enter the training sessions already committed to their students and anxious to change their institutions for the better. To help them, the training sessions convert teachers into students. As they discuss the texts and the manuals, they not only critique the system in which they find themselves, but they also face up to their own beliefs and behaviors. In a friendly atmosphere, the trainers convey to them what their students must think about them and about their democratic values. The true teachers have redoubled their efforts to align their words with their lives.

Again, the project partners consider this the most important challenge regarding teacher training. It includes helping them:

- To create a climate of trust,
- To have participatory classroom activities, and

<sup>14</sup> Carlos Beltramo, ¿Porqué Aprender A Querer?, 2005, manuscript.

- To try to have each child frequently join discussions and take part in the other activities.

### ***Current Reporting and Evaluations***

With the help of an expert firm, AFF has designed surveys, indicators, and evaluation protocols for all levels of the program in order to track changes in knowledge, attitudes, and behaviors of students who follow the AaQ series. The objectives have been:

- To measure the impact of AaQ on children ages 8 to 18 after they complete each level of the program.
- To provide an outcome evaluation of students who have completed multiple years the program.
- To provide an impact and outcome evaluation of program facilitators, mainly teachers, who remain in the school system where the program is being taught.

At this point, all the data comes from the self-reporting of students. The indicators, gleaned from their answers to about fifteen questions, reveal knowledge, attitudes, and behaviors (before and after using the curriculum) concerning, in general terms, body-behavioral dynamics (identity, modesty, health, self-control, etc.), psychosexual personality development, and the intellectual-spiritual dimensions of a variety of choices and actions. The questions vary considerably for each of the twelve levels (or school years) of the program. They are always few in number, intentionally, so as not to overwhelm the students, particularly the young ones. Each survey asks for some basic demographic data.

Until recently, the current users, all of whom are in upper grades, have supplied some paper data on their experiences, but a breakthrough on information has occurred: a pilot project of electronic reporting of more extensive data began with four hundred students in Mexico in December of 2005. These older students fill out an online questionnaire, or use a computerized telephone system to register their responses to the survey questions. Either way, the data is cleaned for any abnormalities and then analyzed. By July of 2006, several hundred other students in Argentina, Mexico and Peru will have used the new system. Again, they are in upper levels of AaQ.

## **Proposed Interventions**

### ***Choosing Schools***

ALAFa is currently choosing the approximately thirty schools that will take part in the proposed project. One objective is to have 14,500 students who are diverse, especially in regard to household income and the type of school they attend, public or private. Another consideration is that in Latin America it is almost always necessary to win over not only students but also parents, teachers, and school administrators to the side of scientific evaluations: they tend to look upon them as tests that they are bound to fail. ALAFa is identifying schools that are more open, and, taking pains not to pose a threat, the project partners will work with the teachers and principals to understand one another, to work together to refine the evaluations in question—and to communicate their importance to students and parents. See Appendix 4 for the agreement with AFF that each school currently signs. It will need slight revisions for the purposes of this project, but will maintain the school's pledge to have every student respond to the AaQ survey.

While the schools in Mexico and Venezuela are still in the selection process, the roster from Peru meets the project's objectives.

### Peruvian Schools Scheduled to Participate

School	City	AaQ students	Type	Typical Family Income
San Norberto	Lima	400	Private	Middle
Reina de las Américas	Lima	400	Private	Lower Middle
Coprodell	Callao	960	Private	Low
various	Lima	2,000	Public	Low
San José Obrero	Trujillo	250	Private	Middle
Santa Rosa	Lima	400	Private	Middle
San Francisco de Borja	Lima	400	Private	Middle
<b>TOTAL</b>		<b>4,810</b>		

### Teacher Training

Unfortunately, a good number of entities that use AaQ cannot afford a course for their teachers. Under this project, however, school systems will receive free training in exchange for their monitoring the student self-reporting. AFF will try to have school principals attend the training sessions along with the teachers, for whom it will be mandatory. Again, the agreement in Appendix 4 needs some revisions but it will have a clause about training that is similar to the current one that spells out time frames and other details. Groups of about 12 teachers will attend a course of 20 hours at a location that will be as convenient as possible. The trainers will have received their own instruction from the co-authors of AaQ, and, as is the current case, all of them will be experienced and accomplished values educators—most will be AaQ teachers themselves. The scope and style of the training have been discussed above.

A total of approximately 400 teachers will undergo the training. During the preparation phase of the project, 272 will take it. Toward the end of the first year of operations, **Year A** in the following chart, the 91 new teachers needed in the following year will receive training. The plan includes the training of an additional 40 teachers at any time, due to turnover. The chart, below, and the budget from which it is drawn assign this task to Year B only for the sake of easy reading.

	Prep. Phase	Year A	Year B
<b>Children</b>	(10,875)	10,875	14,500
Children per teacher	40	40	40
<b>Teachers</b>	272	272	363
<b>New Teachers</b>	272	91	40
Group size	12	12	12
<b>Groups</b>	23	8	3
<b>Cost per group (US \$)</b>	1,000	1,000	1,000
<b>Training cost</b>	22,656	7,552	3,333

The starting point for these figures is the number of students: 14,500 by Year B is an objective of the proposed project. Note that the number of teachers is only an estimate. For each time period, the chart anticipates the number of students who will participate in the following period and lists the number of additional teachers will need to be trained in this period to meet the future need.

The project also contemplates modifying the teacher training courses to encompass an overview of AFF's evaluations of AaQ and each instructor's responsibility in helping students make their periodic electronic reports.

## ***Adaptation of Student Reporting System***

### **Status, Adaptations, and Benefits**

Testing of telephone and internet reporting systems for students aged twelve to sixteen began in Mexico and Argentina in December of 2005. The proposed project will adapt them to the needs of children aged eight to eleven and located in Mexico, Peru, and Venezuela. The current plan is for the Mexicans and Venezuelans to use only the internet, because it will be less expensive than setting up a phone-based system in the latter country, and using the existing one in the former. On the other hand, telephone reporting is ready to go in Peru. The plan is for the Peruvian children to use only the telephone because, with an eye to the future, the project partners want to thoroughly test this way of reporting. The telephone has a far greater reach in Latin America than does the internet. There are a few minor technical matters to be taken care of. For example, the program's centralized website server and corresponding database need to be modified and expanded. More importantly, AFF will determine how to make reporting appealing—perhaps even fun and rewarding—to the children, and how to balance their privacy with the responsibilities of their parents and teachers.

The benefits of AFF's electronic reporting methods are obvious: speed, accuracy, security (via a secure server), order, and ready availability of historical and current data. There is an initial investment in design, testing, and equipment, but the systems are inexpensive to operate.

### **How the Reporting Works**

All the children will receive a brochure with all the necessary information and instructions about internet and telephone reporting. In Mexico and Venezuela they will log onto a secure site, and enter a code that identifies their location, school, and level of AaQ. Various security procedures assure that the data is anonymous, but it allows tracking of a given student's responses from year to year. The children simply check boxes or type in some brief replies to the survey questions, which number fifteen, a few more or less depending on the level of AaQ in question.

The children in Peru will be able to use any tone-based telephone to call a special number and, when prompted by a human operator, to enter the code. Playing the role of one of the characters in the books, the operator asks each question of the survey, giving the child all the time he or she needs to respond by pushing the buttons of the telephone. The expectation is that the role-playing is so enjoyable that the children will talk about it to their school mates, encouraging them to take the survey. These responses immediately and automatically enter the same computer data base that holds the internet replies. All records are tagged as to whether they entered by phone or internet.

## Monitoring of the Anonymous Reporting

Authorized users can access this real-time data via a password-protected website.<sup>15</sup> All the sets of responses, which are anonymous, are categorized by a program code that identifies the respondent's school and location. At any time, then, AFF will be able to know how many students have completed the survey at a given school. The project partners will be in contact with each school to help them make sure children attend the classes and fill out their reports at the end of the AaQ program. AFF will experiment with incentives for the schools, perhaps giving them a discount on the purchase of the AaQ texts. But a subsidy for such discounting is not a part of the current project. In any event, the agreement with AFF that each school signs includes a pledge to have all students fill out the AaQ survey.

## Evaluations

### Overview

*The fact that many questions still remain points to the need for building evaluation and assessment into future civic education programs. If this is done on a systematic basis, the Agency can begin to build a database of civic education programs that have had a demonstrable impact on participants' democratic behavior and attitudes. Many of these programs, once identified, may yield valuable lessons that can be transferred to new country contexts.*<sup>16</sup>

With the help of the expert firm Performance Results, AFF will explore a possible causality between studying AaQ and improving one's knowledge, attitudes, and behaviors with respect to democratic values. AFF expects at least a significant correlation. The research questions are:

- Can a curriculum on democratic values, provided to the same young children for three years, show near and long term effects on attitudes, knowledge, and behaviors?
- Can a values education program positively influence young children in countries with a high incidence of corruption?
- Can young children successfully use a system of electronic self-reporting of survey data?

This project proposes a random assignment, control group/experimental group design using a mix of both quantitative and qualitative data to be solicited from both teachers and students. These randomized trials will be conducted in schools in Mexico, Peru, and Venezuela and will include about 14,500 students, aged eight to eleven, randomly assigned to the classes where the curriculum will be taught. The selection of individuals for both the control and experimental groups will attempt to hold constant such variables as age, sex, income, family structure, religious background, academic achievement levels, and other variables which may influence the presence or absence of democratic values prior to intervention. Most of the data for the evaluation will be self-reported, due to budgetary constraints. It is hoped that most of the children will proceed from one level of AaQ to the next in subsequent years so that AFF eventually has time series data.

<sup>15</sup> See <http://www.allianceforfamily.org/projects/#> to download a presentation of some views of it.

<sup>16</sup> USAID, *Lessons Learned*.

## Surveys

Surveys will attempt, first, to determine how responses to questions show alignment with curriculum content. Information will be obtained on the extent to which specific content knowledge of key concepts and attitudinal shifts have occurred. Further, questions will be asked that will produce information to show whether students have internalized the democratic values taught by asking them how they might respond in hypothetical situations. Additional qualitative information will be asked concerning how students feel the curriculum has been helpful to them in making positive decisions and choices. This information can reveal the degree to which students have internalized and personalized democratic concepts and the degree to which they see behaving democratically or ethically as worthwhile. Appendix 6 has a sample survey for an experimental group; Appendix 7 has the survey for the corresponding control group.

Survey results will reveal “pre” and “post” knowledge of democratic values and “pre” and “post” attitudinal shifts following the classes by students using a **retrospective pretest methodology**. This methodology has been chosen due to current research that shows that when response bias was present, traditional pretest-posttest comparisons resulted in an underestimation of program effects. Rather than taking a pretest at the beginning of the program, the participant answers two questions (or sets of two questions) as part of an end-of-course survey. In the first question, the participant is asked to report what their behavior or attitude had been before the program. The second question asks the student to reflect on what they feel now or what they would do now after the course is completed. This strengthens the respondents’ ability to accurately respond to question that relate to course content because they now have a frame of reference. Simply put, if you ask a child before AaQ whether or not she is a good friend, she will likely say “Yes.” She will say the same after the course, too. No change. On the other hand, if you were to ask her after the course whether or not she had been a good friend a year ago, she very well may say “No,” because she has learned a lot about what it means to be a friend.

Towards the end of a school year, both groups of students, those who participated in the curriculum and those who had not, will respond to a survey by telephone or internet, as described elsewhere. “Participated” refers to those students who attended 85% of the scheduled classes and who completed 60% of the scheduled class work. Those students assigned to the control group will be students who have not attended any character or values education program at any time in any place. Each teacher will complete a different sort of questionnaire intended to shed light on the student responses.

## Data Management

The survey data (responses to survey questions) and all the sample data records enter a single database where various editing and cleaning procedures ensure its accuracy. These include, but are not limited to, the following:

- Determine the completion status of each record,
- Determine the measurement level for each data field (i.e., string or numeric),
- Check and delete unexpected symbols in the data fields (e.g., “,” “+”),
- Identify and delete duplicate records,
- Check the response categories of each categorical variable against the original questionnaire,
- Code the data as specified in the item coding instructions and editing criteria,
- Conduct logic checks to identify and correct outliers (i.e., out of range values),

- Determine whether a blank is a true missing value or a "0" value that was not entered, which is particularly important for calculating means,
- Check and edit variable and value labels to ensure that all the variables and response categories are appropriately labeled,
- Create a data dictionary/codebook for each data file to ensure that data converted into different formats are consistent with one another and that no information is lost in the conversion process,
- Reexamine, verify, and correct any data errors or problems identified through the above procedures.

### Outcomes and Analysis

After the data are cleaned and sorted, it will be examined for aligned responses to curriculum content, shifts in attitudes and behaviors, and correlations demographical variables including country, sex, religion, and household income.

The specific outcomes measured by this project will include:

- Students understand the importance of sharing and recognize acts of sharing.
- Students know the personal virtues and character traits that help facilitate good relationships.
- Students acknowledge that diversity adds to the richness of human life.
- Students increase their appreciation for diversity.
- Students increase their belief that the decisions they make today will influence their happiness in the future.
- Students are knowledgeable of gender issues.
- Students find the curriculum relevant.
- The classroom is a school of democracy.

These outcomes have been discussed elsewhere. Student surveys and the corresponding indicators for each level of AaQ already exist, but only Level Four's have been updated to reflect all the outcomes, listed above, associated with the proposed project. See Appendix 5 for the Level Four Logic Model. The corresponding surveys for an experimental group of students and for a control group are in other Appendices.

AFF, with the help of Performance Results, will issue two types of studies.

- Two annual outcome studies will analyze how AaQ has affected students aged eight to eleven after they complete each level of the program. This exercise may point to the need to modify the surveys and reporting methodology from time to time.
- A final evaluation will assess the outcome of three years of AaQ on the students and the usefulness of electronic self-reporting.

## Expected Impact

AFF recognizes that the proposed project is just a start. In the future the project partners would like to be able to gather much more information, written and oral, from parents, teachers, their trainers, school administrators, and neighbors of the children—since democratic behaviors are supposed to impact the community. As it stands, the project will make a significant contribution to the understanding of how to teach young girls and boys democratic values in the classroom where, in so many cases, the words have been irrelevant and the example has been uninspiring, to say the least. The course in question, *Aprendiendo a Querer*, employs a unique methodology: it is an unfolding story, almost a novel about the ordinary life of children. Although the first level of texts was published only a few years ago, systems all over Latin America are now using them. It is important, then, to evaluate the extent to which the schools' confidence in this new approach is justified. The proposed project will also evaluate the extent to which boys and girls can use the telephone and internet to respond to surveys, a way of transmitting data that is most unusual for young children in developing countries.

Forty thousand young people are currently following the AaQ program. The market is much larger. With proceeds from the sale of books, AFF and ALAFA—both civil society organizations—will eventually be able to finance the deepest studies of democratic values education for young people in Latin America. For the present, they look forward to the cooperation of USAID in order to perform the first of these important analyses.

## Convergence with USAID

This document has already cited the views of the Office of Democracy and Governance on these issues, and has indicated that the project partners have learned the same lessons. In addition, AFF respectfully submits that the proposed project is in line with several of the Agency's major interests.

Recent events have brought home in a dramatic way how schools can be used to instill intolerance, ethnic and religious hatred, and blind obedience to authority. Curriculum reform and civic education programs geared to primary and secondary education can make an important contribution in this regard by teaching values such as tolerance and the importance of critical thinking.

—Foreign Aid in the National Interest, 2003, USAID

*"The success of democracy depends on public character and private virtue."*  
- Condoleezza Rice, June 20, 2005

Regarding the Global Development Alliance, reference is made to pages of its **Annual Program Statement, APS No. GDA-05-001**:

- Civic education (p. 21) and basic education, including for democratic values (p. 25): The project goes to the roots of citizenship, and with children, transmitting universal values in steps: self-respect, respect for others, friendship, team work, family life, and political democracy.

- Transparency and accountability (p. 21): The terms usually refer to governments. Once again, the project is cultural: AaQ is a twelve year program of citizenship, transmitting a knowledge of, and passion for, rights and responsibilities. It is a stimulus for young people to demand, one day, that their governments live up to fundamental truths about community life.
- NGO strengthening (p. 21): The project increases the capacity of NGO networks for designing, implementing, documenting, and disseminating innovative practices in education, reporting systems, and evaluations.
- Teacher training (p. 25): AFF reads this as respecting teachers and working with them to reach common objectives. This project includes working with teachers and school principals about values education in general, as well as training them in the AaQ program. It involves understanding one another, working together to refine the programs and evaluations in question—and communicating their importance to students and parents.
- Life-long learning (p. 25): AaQ, in its entirety, is a twelve year program that makes no mention of ages nor school grades. It is modular and flexible: with the proper facilitation, anyone of any age can learn from it, as long as they have a first grade literacy. It is not just for schools, but for community associations, churches, etc.
- Delaying first pregnancy (p. 25): AaQ helps young people to think through, at ages when they are ready, feelings, sex, love, and marriage.
- Various health needs of youth (p. 25): The program talks with children about their bodies, about how they interact with the environment, and about sickness and health, always in ways they can understand, with their parents, and within a framework of values.

## Implementation Schedule

Since it is unknown when any grant may become available, the schedule has deadlines that refer to a **month from the start of the project**. Peru's school year is Mar-Dec and the others are Aug-June, so it is unknown where the first teaching activities will begin. For this reason, the chart refers to **First and Second Country/ies**. The disphase accounts for the deadlines for the evaluations.

Implementation Schedule			
Activity	Deliverable	Detail	Month due, from project start
<b>Choose Schools</b>	10 Schools in Peru		done
	10 Schools in Mexico		2
	10 Schools in Venezuela		1
<b>Train Teachers</b>	Curriculum for teachers is expanded to emphasize student reporting and the importance of evaluating AaQ. 20 hour courses in each country for every teacher.		1
		First Country/ies: Teachers trained for Year A	4
		Second Country/ies: Teachers trained for Year A	10
		First Country/ies: Teachers trained for Year B	16
		Second Country/ies: Teachers trained for Year B	22
		First Country/ies: Teachers trained for Year C	28
<b>Adapt Reporting System</b>	Updated surveys are in place	Given to telephone operators in Peru	2
		On web site for Mexico and Venezuela	2
		Computer server is expanded	2
	Database is modified	Updated evaluation protocols loaded	3
<b>Monitor Anonymous Reporting</b>	Voxiva verifies that children are responding to surveys, and AFF also monitors		Start @ month 12; then every 6 months
<b>Evaluations</b>	Surveys and logic models are updated	Level 4	done
		Levels 3, 5, and 6	1
		All levels	as needed
		1st Annual Evaluation Report	20
		2nd Annual Evaluation Report	32
	Final Evaluation Report	46	

**STANDARD PROVISIONS FOR U.S., NONGOVERNMENTAL RECIPIENTS**

**C.1 APPLICABILITY OF 22 CFR PART 226 (MAY 2005)**

a. All provisions of 22 CFR Part 226 and all Standard Provisions attached to this agreement are applicable to the recipient and to subrecipients which meet the definition of "Recipient" in Part 226, unless a section specifically excludes a subrecipient from coverage. The recipient shall assure that subrecipients have copies of all the attached standard provisions.

b. For any subawards made with Non-US subrecipients the Recipient shall include the applicable "Standard Provisions for Non-US Nongovernmental Grantees." Recipients are required to ensure compliance with monitoring procedures in accordance with OMB Circular A-133.

**C.2 INELIGIBLE COUNTRIES (MAY 1986)**

Unless otherwise approved by the USAID Agreement Officer, funds will only be expended for assistance to countries eligible for assistance under the Foreign Assistance Act of 1961, as amended, or under acts appropriating funds for foreign assistance.

**C.3 NONDISCRIMINATION (MAY 1986)**

No U.S. citizen or legal resident shall be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity funded by this award on the basis of race, color, national origin, age, handicap, or sex.

**C.4 INVESTMENT PROMOTION (JANUARY 1994)**

No funds or other support provided hereunder may be used in a project or activity reasonably likely to involve the relocation or expansion outside of the United States of an enterprise located in the United States if non-U.S. production in such relocation or expansion replaces some or all of the production of, and reduces the number of employees at, said enterprise in the United States. No funds or other support provided hereunder may be used in a project or activity the purpose of which is the establishment or development in a foreign country of any export processing zone or designated area where the labor, environmental, tax, tariff, and safety laws of the country would not apply, without the prior written approval of USAID. No

funds or other support provided hereunder may be used in a project or activity which contributes to the violation of internationally recognized rights of workers in the recipient country, including those in any designated zone or area in that country.

**C.5 NONLIABILITY (NOVEMBER 1985)**

USAID does not assume liability for any third party claims for damages arising out of this award.

**C.6 AMENDMENT (NOVEMBER 1985)**

The award may be amended by formal modifications to the basic award document or by means of an exchange of letters between the Agreement Officer and an appropriate official of the recipient.

**C.7 NOTICES (NOVEMBER 1985)**

Any notice given by USAID or the recipient shall be sufficient only if in writing and delivered in person, mailed, or cabled as follows:

To the USAID Agreement Officer, at the address specified in the award.

To recipient, at recipient's address shown in the award or to such other address designated within the award Notices shall be effective when delivered in accordance with this provision, or on the effective date of the notice, whichever is later.

**C.8 SUBAGREEMENTS (JUNE 1999)**

Subrecipients, subawardees, and contractors have no relationship with USAID under the terms of this agreement. All required USAID approvals must be directed through the recipient to USAID.

**C.9 OMB APPROVAL UNDER THE PAPERWORK REDUCTION ACT  
(APRIL 1998)**

Information collection requirements imposed by this grant are covered by OMB approval number 0412-0510; the current expiration date is 4/30/2005. Identification of the Standard Provision containing the requirement and an estimate of the public reporting burden (including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information) are set forth below.

Standard Provision -----	Burden Estimate -----
Air Travel and Transportation	1 (hour)
Ocean Shipment of Goods	.5
Patent Rights	.5
Publications	.5
Negotiated Indirect Cost Rates - (Predetermined and Provisional)	1
Voluntary Population Planning	.5
Protection of the Individual as a Research Subject	

22 CFR 226 -----	Burden Estimate -----
22 CFR 226.40-.49 Procurement of Goods and Services	1
22 CFR 226.30 - .36 Property Standards	1.5

Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Procurement, Policy Division (M/OP/P) U.S. Agency for International Development, Washington, DC 20523-7801 and to the Office of Management and Budget, Paperwork Reduction Project (0412-0510), Washington, DC 20503.

**C.10 REGULATIONS GOVERNING EMPLOYEES (AUGUST 1992)**

(a) The recipient's employees shall maintain private status and may not rely on local U.S. Government offices or facilities for support while under this grant.

(b) The sale of personal property or automobiles by recipient employees and their dependents in the foreign country to which they are assigned shall be subject to the same limitations and prohibitions which apply to direct-hire USAID personnel employed by the Mission, including the rules contained in 22 CFR Part 136, except as this may conflict with host government regulations.

(c) Other than work to be performed under this award for which an employee is assigned by the recipient, no employee of the recipient shall engage directly or indirectly, either in the individual's own name or in the name or through an agency of another person, in any business, profession, or occupation in the foreign countries to which the individual is assigned, nor shall the individual make loans or investments to or in any business, profession or occupation in the foreign countries to which the individual is assigned.

(d) The recipient's employees, while in a foreign country, are expected to show respect for its conventions, customs, and

institutions, to abide by its applicable laws and regulations, and not to interfere in its internal political affairs.

(e) In the event the conduct of any recipient employee is not in accordance with the preceding paragraphs, the recipient's chief of party shall consult with the USAID Mission Director and the employee involved and shall recommend to the recipient a course of action with regard to such employee.

(f) The parties recognize the rights of the U.S. Ambassador to direct the removal from a country of any U.S. citizen or the discharge from this grant award of any third country national when, in the discretion of the Ambassador, the interests of the United States so require.

(g) If it is determined, either under (e) or (f) above, that the services of such employee should be terminated, the recipient shall use its best efforts to cause the return of such employee to the United States, or point of origin, as appropriate.

#### **C.11 CONVERSION OF UNITED STATES DOLLARS TO LOCAL CURRENCY (NOVEMBER 1985)**

Upon arrival in the Cooperating Country, and from time to time as appropriate, the recipient's chief of party shall consult with the Mission Director who shall provide, in writing, the procedure the recipient and its employees shall follow in the conversion of United States dollars to local currency. This may include, but is not limited to, the conversion of currency through the cognizant United States Disbursing Officer or Mission Controller, as appropriate.

#### **C.12 USE OF POUCH FACILITIES (AUGUST 1992)**

(a) Use of diplomatic pouch is controlled by the Department of State. The Department of State has authorized the use of pouch facilities for USAID recipients and their employees as a general policy, as detailed in items (1) through (6) below. However, the final decision regarding use of pouch facilities rest with the Embassy or USAID Mission. In consideration of the use of pouch facilities, the recipient and its employees agree to indemnify and hold harmless, the Department of State and USAID for loss or damage occurring in pouch transmission:

(1) Recipients and their employees are authorized use of the pouch for transmission and receipt of up to a maximum of .9 kgs per shipment of correspondence and documents needed in the administration of assistance programs.

(2) U.S. citizen employees are authorized use of the pouch for personal mail up to a maximum of .45 kgs per shipment (but see (a)(3) below).

(3) Merchandise, parcels, magazines, or newspapers are not considered to be personal mail for purposes of this standard provision and are not authorized to be sent or received by pouch.

(4) Official and personal mail pursuant to a.1. and 2. above sent by pouch should be addressed as follows:

Name of individual or organization (followed by letter symbol "G") City Name of post (USAID/\_\_\_\_\_) Agency for International Development Washington, D.C. 20523-0001

(5) Mail sent via the diplomatic pouch may not be in violation of U.S. Postal laws and may not contain material ineligible for pouch transmission.

(6) Recipient personnel are NOT authorized use of military postal facilities (APO/FPO). This is an Adjutant General's decision based on existing laws and regulations governing military postal facilities and is being enforced worldwide.

(b) The recipient shall be responsible for advising its employees of this authorization, these guidelines, and limitations on use of pouch facilities.

(c) Specific additional guidance on grantee use of pouch facilities in accordance with this standard provision is available from the Post Communication Center at the Embassy or USAID Mission.

### **C.13 LOCAL PROCUREMENT (APRIL 1998)**

(a) Financing local procurement involves the use of appropriated funds to finance the procurement of goods and services supplied by local businesses, dealers or producers, with payment normally being in the currency of the cooperating country.

(b) Locally financed procurements must be covered by source and nationality waivers as set forth in 22 CFR 228, Subpart F, except as provided for in mandatory standard provision, "USAID Eligibility Rules for Goods and Services," or when one of the following exceptions applies:

(1) Locally available commodities of U.S. origin, which are otherwise eligible for financing, if the value of the transaction is estimated not to exceed \$100,000 exclusive of transportation costs.

(2) Commodities of geographic code 935 origin if the value of the transaction does not exceed the local currency equivalent of \$5,000.

(3) Professional Services Contracts estimated not to exceed \$250,000.

(4) Construction Services Contracts estimated not to exceed \$5,000,000.

(5) Commodities and services available only in the local economy (no specific per transaction value applies to this category). This category includes the following items:

(i) Utilities including fuel for heating and cooking, waste disposal and trash collection;

(ii) Communications - telephone, telex, fax, postal and courier services;

(iii) Rental costs for housing and office space;

(iv) Petroleum, oils and lubricants for operating vehicles and equipment;

(v) Newspapers, periodicals and books published in the cooperating country;

(vi) Other commodities and services and related expenses that, by their nature or as a practical matter, can only be acquired, performed, or incurred in the cooperating country, e.g., vehicle maintenance, hotel accommodations, etc.

(c) The coverage on ineligible and restricted goods and services in the mandatory standard provision entitled, "USAID Eligible Services," also apply to local procurement.

(d) This provision will be included in all subagreements where local procurement of goods or services is a supported element.

#### **C.14 PROTECTION OF THE INDIVIDUAL AS A RESEARCH SUBJECT (APRIL 1998)**

(a) Safeguarding the rights and welfare of human subjects involved in research supported by USAID is the responsibility of the organization to which support is awarded. USAID has adopted the Common Federal Policy for the Protection of Human Subjects, Part 225 of Title 22 of the Code of Federal Regulations (the "Policy"). Additional interpretation, procedures, and implementation guidance of the Policy are found in USAID General Notice entitled "Procedures for the Protection of Human Subjects in Research Supported by USAID", issued

April 19, 1995, as from time to time amended. USAID's Cognizant Human Subjects Officer (CHSO) in AID/W has oversight, guidance, and interpretation responsibility for the Policy.

(b) Recipient organizations must comply with USAID policy when humans are the subject of research, as defined in 22 CFR 225.102(d), funded by the grant and recipients must provide "assurance", as required by 22 CFR 225.103, that they follow and abide by the procedures in the Policy. See also Section 5 of the April 19, 1995, USAID General Notice which sets forth activities to which the Policy is applicable. The existence of a bona fide, applicable assurance approved by the Department of Health and Human Services (HHS) such as the "multiple project assurance" (MPA) will satisfy this requirement. Alternatively, organizations can provide an acceptable written assurance to USAID as described in 22 CFR 225.103. Such assurances must be determined by the CHSO to be acceptable prior to any applicable research being initiated or conducted under the award. In some limited instances outside the U.S., alternative systems for the protection of human subjects may be used provided they are deemed "at least equivalent" to those outlined in Part 225 (See 22 CFR 225.101[h]). Criteria and procedures for making this determination are described in the General Notice cited in the preceding paragraph.

(c) Since the welfare of the research subject is a matter of concern to USAID as well as to the organization, USAID staff consultants and advisory groups may independently review and inspect research and research processes and procedures involving human subjects, and based on such findings, the CHSO may prohibit research which presents unacceptable hazards or otherwise fails to comply with USAID procedures. Informed consent documents must include the stipulation that the subject's records may be subject to such review.

#### **C.15 COMMUNICATIONS PRODUCTS (OCT 1994)**

(a) Definition - Communications products are any printed material (other than non-color photocopy material), photographic services or video production services.

(b) Standards - USAID has established standards for communications products. These standards must be followed unless otherwise specifically provided in the agreement or approved in writing by the agreement officer. A copy of the standards for USAID-financed publications and video productions is attached.

(c) Communications products which meet any of the following criteria are not eligible for USAID financing under this agreement unless specifically authorized in the agreement schedule or in writing by the Agreement Officer:

(1) Any communication products costing over \$25,000, including the costs of both preparation and execution. For example, in the case of a publication, the costs will include research, writing and other editorial services (including any associated overhead), design, layout and production costs.

(2) Any communication products that will be sent directly to, or is likely to be seen by, a Member of Congress or Congressional staffer.

(3) Any publication that will have more than 50 percent of its copies distributed in the United States (excluding copies provided to PPC/CDIE and other USAID/W offices for internal use).

#### **C.16 COST SHARING (MATCHING) (JAN 2002)**

(a) If at the end of any funding period, the recipient has expended an amount of non-Federal funds less than the agreed upon amount or percentage of total expenditures, the Agreement Officer may apply the difference to reduce the amount of USAID incremental funding in the following funding period. If the award has expired or has been terminated, the Agreement Officer may require the recipient to refund the difference to USAID.

(b) The source, origin and nationality requirements and the restricted goods provision established in the Standard Provision entitled "USAID Eligibility Rules for Goods and Services" do not apply to cost sharing (matching) expenditures.

#### **C.17 REPORTING OF FOREIGN TAXES**

(a) Final and Interim Reports. The recipient must annually submit two reports: (i) an interim report by November 17; and (ii) a final report by April 16 of the next year.

(b) Contents of Report. The reports must contain: (i) Recipient name. (ii) Contact name with phone, fax and email. (iii) Agreement number(s). (iv) Amount of foreign taxes assessed by a foreign government [each foreign government must be listed separately] on commodity purchase transactions valued at \$500 or more financed with U.S. foreign assistance funds under this agreement during the prior U.S. fiscal year. NOTE: For fiscal year 2003 only, the reporting period is February 20, 2003 through September 30, 2003. (v) Only foreign taxes assessed by the foreign government in the country receiving U.S. assistance is to be reported. Foreign taxes by a third party foreign government are not to be reported. For example, if an assistance program for Lesotho involves the purchase of commodities in South Africa using foreign assistance funds, any taxes imposed by South Africa would not be reported in the report for Lesotho (or South

Africa). (vi) Any reimbursements received by the Recipient during the period in (iv) regardless of when the foreign tax was assessed plus, for the interim report, any reimbursements on the taxes reported in (iv) received by the recipient through October 31 and for the final report, any reimbursements on the taxes reported in (iv) received through March 31. (vii) The final report is an updated cumulative report of the interim report. (viii) Reports are required even if the contractor/recipient did not pay any taxes during the report period. (ix) Cumulative reports may be provided if the contractor/recipient is implementing more than one program in a foreign country.

(c) Definitions. For purposes of this clause: (i) "Agreement" includes USAID direct and country contracts, grants, cooperative agreements and interagency agreements. (ii) "Commodity" means any material, article, supply, goods, or equipment. (iii) "Foreign government" includes any foreign governmental entity. (iv) "Foreign taxes" means value-added taxes and custom duties assessed by a foreign government on a commodity. It does not include foreign sales taxes.

(d) Subagreements. The recipient must include this reporting requirement in all applicable subcontracts, subgrants and other subagreements.

(e) For further information see <http://www.state.gov/m/rm/c10443.htm> .

#### **C18. USAID ELIGIBILITY RULES FOR GOODS AND SERVICES (April 1998)**

(This provision is not applicable to goods or services which the recipient provides with private funds as part of a cost-sharing requirement, or with Program Income generated under the award.)

a. Ineligible and Restricted Goods and Services: USAID's policy on ineligible and restricted goods and services is contained in ADS Chapter 312.

(1) Ineligible Goods and Services. Under no circumstances shall the recipient procure any of the following under this award:

- (i) Military equipment,
- (ii) Surveillance equipment,
- (iii) Commodities and services for support of police or other law enforcement activities,
- (iv) Abortion equipment and services,
- (v) Luxury goods and gambling equipment, or
- (vi) Weather modification equipment.

- (2) Ineligible Suppliers. Funds provided under this award shall not be used to procure any goods or services furnished by any firms or individuals whose name appears on the "Lists of Parties Excluded from Federal Procurement and Nonprocurement Programs." USAID will provide the recipient with a copy of these lists upon request.
- (3) Restricted Goods. The recipient shall not procure any of the following goods and services without the prior approval of the Agreement Officer:
  - (i) Agricultural commodities,
  - (ii) Motor vehicles,
  - (iii) Pharmaceuticals,
  - (iv) Pesticides,
  - (v) Used equipment,
  - (vi) U.S. Government-owned excess property, or
  - (vii) Fertilizer.

Prior approval will be deemed to have been met when:

- (i) the item is of U.S. source/origin;
- (ii) the item has been identified and incorporated in the program description or schedule of the award (initial or revisions), or amendments to the award; and
- (iii) the costs related to the item are incorporated in the approved budget of the award.

Where the item has not been incorporated into the award as described above, a separate written authorization from the Agreement Officer must be provided before the item is procured.

- b. Source and Nationality: The eligibility rules for goods and services based on source and nationality are divided into two categories. One applies when the total procurement element during the life of the award is over \$250,000, and the other applies when the total procurement element during the life of the award is not over \$250,000, or the award is funded under the Development Fund for Africa (DFA) regardless of the amount. The total procurement element includes procurement of all goods (e.g., equipment, materials, supplies) and services. Guidance on the eligibility of specific goods or services may be obtained from the Agreement Officer. USAID policies and definitions on source, origin and nationality are contained in 22 CFR Part 228, Rules on Source, Origin and Nationality for Commodities and Services Financed by the Agency for International Development, which is incorporated into this Award in its entirety.

- (1) For DFA funded awards or when the total procurement element during the life of this award is valued at \$250,000 or less, the following rules apply:

(i) The authorized source for procurement of all goods and services to be reimbursed under the award is USAID Geographic Code 935, "Special Free World," and such goods and services must meet the source, origin and nationality requirements set forth in 22 CFR Part 228 in accordance with the following order of preference:

- (A) The United States (USAID Geographic Code 000),
- (B) The Cooperating Country,
- (C) USAID Geographic Code 941, and
- (D) USAID Geographic Code 935.

(ii) Application of order of preference: When the recipient procures goods and services from other than U.S. sources, under the order of preference in paragraph (b)(1)(i) above, the recipient shall document its files to justify each such instance. The documentation shall set forth the circumstances surrounding the procurement and shall be based on one or more of the following reasons, which will be set forth in the grantee's documentation:

- (A) The procurement was of an emergency nature, which would not allow for the delay attendant to soliciting U.S. sources,
- (B) The price differential for procurement from U.S. sources exceeded by 50% or more the delivered price from the non-U.S. source,
- (C) Compelling local political considerations precluded consideration of U.S. sources,
- (D) The goods or services were not available from U.S. sources, or
- (E) Procurement of locally available goods and services, as opposed to procurement of U.S. goods and services, would best promote the objectives of the Foreign Assistance program under the award.

- (2) When the total procurement element exceeds \$250,000 (unless funded by DFA), the following applies: Except as may be specifically approved or directed in advance by the Agreement Officer, all goods and services financed with U.S. dollars, which will be reimbursed under this award must meet the source, origin and nationality requirements set forth in 22 CFR Part 228 for the authorized geographic code specified in the schedule of this award. If none is

specified, the authorized source is Code 000, the United States.

- c. Printed or Audio-Visual Teaching Materials: If the effective use of printed or audio-visual teaching materials depends upon their being in the local language and if such materials are intended for technical assistance projects or activities financed by USAID in whole or in part and if other funds including U.S.-owned or U.S.-controlled local currencies are not readily available to finance the procurement of such materials, local language versions may be procured from the following sources, in order of preference:
- (1) The United States (USAID Geographic Code 000),
  - (2) The Cooperating Country,
  - (3) "Selected Free World" countries (USAID Geographic Code 941), and
  - (4) "Special Free World" countries (USAID Geographic Code 899).
- d. If USAID determines that the recipient has procured any of these goods or services under this award contrary to the requirements of this provision, and has received payment for such purposes, the Agreement Officer may require the recipient to refund the entire amount of the purchase.

This provision must be included in all subagreements which include procurement of goods or services which total over \$5,000.

**C19. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS  
(January 2004)**

- a. The recipient agrees to notify the Agreement Officer immediately upon learning that it or any of its principals:
- (1) Are presently excluded or disqualified from covered transactions by any Federal department or agency;
  - (2) Have been convicted within the preceding three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; commission of any other offense indicating a lack of business integrity or

business honesty that seriously and directly affects your present responsibility;

- (3) Are presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b); and
- (4) Have had one or more public transactions (Federal, State, or local) terminated for cause or default within the preceding three years.

- b. The recipient agrees that, unless authorized by the Agreement Officer, it will not knowingly enter into any subagreements or contracts under this grant with a person or entity that is included on the Excluded Parties List System (<http://epls.arnet.gov>). The recipient further agrees to include the following provision in any subagreements or contracts entered into under this award:

**DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION  
(DECEMBER 2003)**

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

- c. The policies and procedures applicable to debarment, suspension, and ineligibility under USAID-financed transactions are set forth in 22 CFR Part 208.

**C20. DRUG-FREE WORKPLACE (January 2004)**

- a. The recipient agrees that it will publish a drug-free workplace statement and provide a copy to each employee who will be engaged in the performance of any Federal award. The statement must
- (1) Tell the employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in its workplace;
  - (2) Specify the actions the recipient will take against employees for violating that prohibition; and
  - (3) Let each employee know that, as a condition of employment under any award, he or she
    - (i) Must abide by the terms of the statement, and

- (ii) Must notify you in writing if he or she is convicted for a violation of a criminal drug statute occurring in the workplace, and must do so no more than five calendar days after the conviction.
- b. The recipient agrees that it will establish an ongoing drug-free awareness program to inform employees about
  - (i) The dangers of drug abuse in the workplace;
  - (ii) Your policy of maintaining a drug-free workplace;
  - (iii) Any available drug counseling, rehabilitation and employee assistance programs; and
  - (iv) The penalties that you may impose upon them for drug abuse violations occurring in the workplace.
- c. Without the Agreement Officer's expressed written approval, the policy statement and program must be in place as soon as possible, no later than the 30 days after the effective date of this award or the completion date of this award, whichever occurs first.
- d. The recipient agrees to immediately notify the Agreement Officer if an employee is convicted of a drug violation in the workplace. The notification must be in writing, identify the employee's position title, the number of each award on which the employee worked. The notification must be sent to the Agreement Officer within ten calendar days after the recipient learns of the conviction.
- e. Within 30 calendar days of learning about an employee's conviction, the recipient must either
  - (1) Take appropriate personnel action against the employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973 (29 USC 794), as amended, or
  - (2) Require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for these purposes by a Federal, State or local health, law enforcement, or other appropriate agency.
- f. The policies and procedures applicable to violations of these requirements are set forth in 22 CFR Part 210.

**C21. EQUAL PROTECTION OF THE LAWS FOR FAITH-BASED AND COMMUNITY ORGANIZATIONS (February 2004)**

- a. The recipient may not discriminate against any beneficiary or potential beneficiary under this award on the basis of religion or religious belief. Accordingly, in providing services supported in whole or in part by this agreement or in its outreach activities related to such services, the recipient may not discriminate against current or prospective program beneficiaries on the basis of religion, a religious belief, a refusal to hold a religious belief, or a refusal to actively participate in a religious practice;
- b. The Federal Government must implement Federal programs in accordance with the Establishment Clause and the Free Exercise Clause of the First Amendment to the Constitution. Therefore, if the recipient engages in inherently religious activities, such as worship, religious instruction, and proselytization, it must offer those services at a different time or location from any programs or services directly funded by this award, and participation by beneficiaries in any such inherently religious activities must be voluntary.
- c. If the recipient makes subawards under this agreement, faith-based organizations should be eligible to participate on the same basis as other organizations, and should not be discriminated against on the basis of their religious character or affiliation.

**C22. IMPLEMENTATION OF E.O. 13224 -- EXECUTIVE ORDER ON TERRORIST FINANCING (March 2002)**

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