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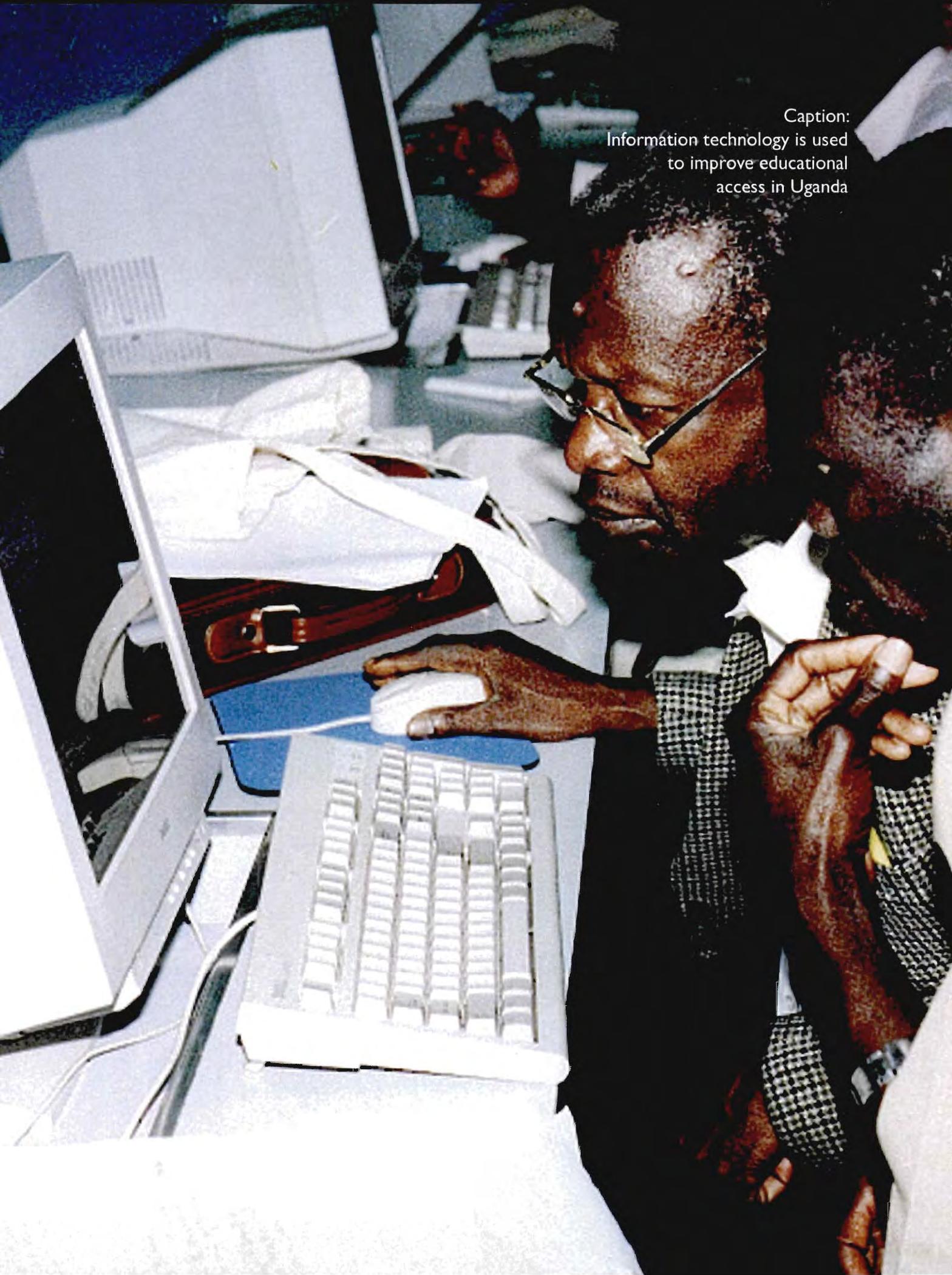
Office of Education Staff & Resource Guide



May 2008

OFFICE OF EDUCATION STAFF & RESOURCE GUIDE

Caption:
Information technology is used
to improve educational
access in Uganda



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OVERVIEW

The mechanisms maintained in EGAT's Office of Education offer technical expertise in support of Missions' efforts in basic education, workforce skills development, higher education, and training. EGAT/ED also oversees several activities to support Missions, including their ability to collect, manage and analyze program and country data; network with partners and constituents; plan and report training activities; and provide health and accident coverage for sponsored exchanges and staff.

In general, Missions can access the services offered under these mechanisms through buy-ins. Mechanisms within EGAT/ED fall under two broad categories: Indefinite Quantity Contracts (IQCs), which require a broad statement of work for the delivery of supplies and/or services during a fixed period; and Leader with Associates (LWAs), which require a program description for the collaborative support of education partners.

To access an IQC, missions must:

- Prepare a statement of work (SOW), performance-based work statement (PBWS), or statement of objectives (SOO) for a task order detailing the purpose, background, objectives and desired activities, deliverables and/or performance measures, estimated budget, and evaluation factors.
- Submit the SOW and estimated budget to the appropriate cognizant technical officer (CTO) for comment and to ensure that the proposed activities are consistent with the IQC's purpose and the budget is within the IQC ceiling level. Obtain the CTO's written approval of your SOW, PBWS or SOO.
- Give fair consideration as to which IQC firm will undertake the proposed activity. Consider using small business set-asides, when they are the IQC structure.
- Send a formal request to the contracting officer to issue a Request for Task Order Proposal (RFTOP) and then negotiate a task order.

To access a LWA, Missions must:

- Send a draft program description with budget attached, to the EGAT/ED program contact, who serves as the CTO.
- Consult with the CTO to confirm that the targeted LWA's program description accommodates the proposed activity.
- Send a formal request to the contracting officer to negotiate an associate award under the LWA after the program description is reviewed by EGAT/ED.

Once an award is made, it becomes a task order or an associate award. Mechanisms managed in the Office of Education have been pre-competed and, depending on the mechanism, competition or fair opportunity may or may not be required but is encouraged. IQCs, however, require fair opportunity. Task orders or associate award activities can consist of long-term or short-term technical assistance. Activities can be as short as one week and as long as the duration of the underlying contract. Staff members in the Office of Education serve as CTO's of the mechanisms and activities contained in this guide and can advise on specific requirements to assure that program needs are met.

South Africa: Learning to Cope with Loss in South Africa A counselor works with AIDS-affected children at Jabavu Clinic in Soweto.



BASIC EDUCATION

Assistance to Basic Education (ABE) is an Indefinite Quantity Contract (IQC), consisting of two distinct scopes of work. The two award groups are: **ABE-Basic Education (ABE-BE)** and **ABE-Linkages in Basic Education and Health (ABE-LINK)**. They have a combined ceiling of \$2 billion over five years and are available to missions, regional bureaus, and other agency offices to provide technical services and field support for a range of basic education and health programs. ABE-BE targets education and ABE-LINK specifically targets education activities that have health sector involvement. Task orders issued under ABE contracts use both “cost-plus fixed fee” and “firm-fixed price.”

Potential activities will be competed among one of three award categories: ABE-BE large and small businesses, ABE-BE small business set-aside, and ABE-LINK large businesses. Each can be used to access long-term, in-country coordination and short-term technical assistance for a broad range of services such as assessment, design, implementation, monitoring, evaluation, research, surveys, workshops, and training. Building alliances and partnerships, procuring commodities such as textbooks and computers, and school rehabilitation are also included.

ABE-LINK can be used to procure, among other things, medicines and vaccines. The ABE IQC allows for both design and implementation without conflict of interest. Simplified procurement processes enable missions to procure services and goods at less than one-third the time it takes for a full and open competition. The ABE IQC also includes an automatic waiver for local grants under contracts for \$1 million per task order. **End date: September 29, 2010**

ABE-BE promotes equitable access to quality basic education and includes all aspects of education. Task orders may be performed by any one of five ABE-BE contractors and their 43 major and other subcontractors and resource organizations. The task orders may provide technical services dealing with a broad range of education activities related to primary and secondary education; teacher training; education policy dialogue and reform; education finance and administration; school-community development; local capacity building; education in conflict/post-conflict situations; education in predominantly Muslim countries; information and communication technologies; early childhood development; non-formal education; adult literacy; and underserved populations such as girls, youth linguistic or ethnic minorities, orphans and vulnerable children, refugees and internally displaced persons, children in abusive labor situations, street children, and children with disabilities. ABE-BE contracts can be used to access long-term, in-country coordination and implementation, and short-term technical assistance.

Missions and regional bureaus may access services by identifying activities in a Statement of Work, Statement of Objectives, or Performance-Based Work Statement that will be competitively awarded as a task order among one of two categories:

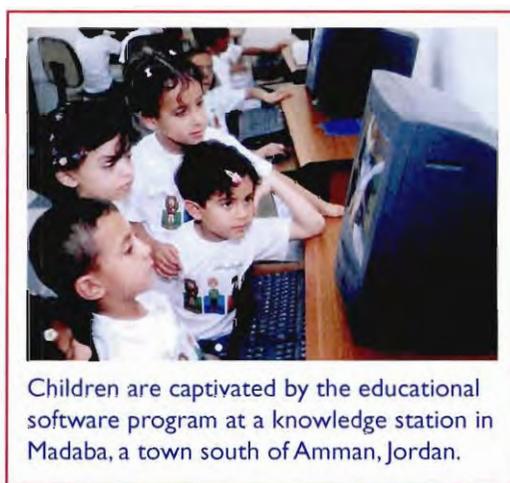
- 1) ABE-BE large and small businesses include American Institutes for Research; Education Development Center, Inc.; Creative Associates International, Inc.; Juarez and Associates, Inc.; and The Mitchell Group, Inc. These contracts share a \$1.1 billion ceiling.
- 2) ABE-BE small business set-aside includes Juarez & Associates, Inc. and The Mitchell Group, Inc. These two contracts share a \$100 million ceiling.

Contact: Rebecca Adams, CTO, at (202) 712-0842, rebeccaadams@usaid.gov

ABE-LINK is an innovative mechanism that enables missions to address their program needs in basic education and respond to cross-sector programming trends between basic education and health. Task orders performed by one of the three **ABE-LINK** contractors or their 57 major and other subcontractors and resource organizations may provide technical services dealing with all aspects of education and a broad range of programmatic areas in school-based health, nutrition, HIV/AIDS, infectious diseases, school-community based initiatives, policy dialogue, cost analyses, management reform, policy ad budget analysis, financing and financing alternative, national assessment of learning outcomes, health and education national accounts, national report cards, and performance audits.

ABE-LINK supports integrated programming in education and health activities such as: testing and evaluating methods to improve the affordability and sustainability of school health programs; strengthening the collaboration between and capacity of education and health NGOs and government ministries to engage in school-based health initiatives, policy formulation and investment planning; training to improve budgeting, expenditure tracking and leakage analysis; and gathering and analyzing data on trends related to the educational performance and health/nutritional status of school-age children. This mechanism is also designed to address social sector reforms, particularly those issues of transparency, accountability, management, decentralization, and governance of investments and delivery systems. Technical assistance for the health sector alone is not permitted under this IQC.

Missions and regional bureaus may activate services by identifying activities in a statement of work, performance-based work statement or statement of objectives that will be competitively awarded as a mission task order among the three ABE -LINK contractors: Academy for Educational Development, American Institute for Research, and Creative Associates



Children are captivated by the educational software program at a knowledge station in Madaba, a town south of Amman, Jordan.

International, Inc. The three contracts share a task order ceiling of \$900 million. ABE-LINK programs resources from all fund accounts (i.e. DA, PEPFAR, CSD, OVC, etc.) The prime contractors for ABE-LINK (large businesses, unrestricted) are Academy for Educational Development (AED), American Institutes for Research (AIR), and Creative Associates International, Inc. (CAII). The major subcontractors include: **AED**—Abt Associates, Inc., Management Sciences for Health, and Save the Children; **AIR**—Catholic Relief Services, EMI Systems, First Voices International, International Rescue Committee, Intra health International, KB Consultants, LLC, Refugee Women in Development, Terra P Group, and World Education; and **CAII** — Christian Children’s Fund, Plan USA, and John Snow.

Contact: Rebecca Adams, CTO, at (202) 712-0842, rebeccaadams@usaid.gov.

EdData II: Education Data for Decision-Making is a Blanket Purchase Agreement (BPA) contract that provides survey expertise to help national and local governments as well as the donor community assess education status and design methods for improvement. Project advisors collaborate with USAID Missions, other donors, and stakeholders to find innovative and cost-effective ways to gather and analyze education data.

The Early Grade Reading Assessment (EGRA), the Snapshot of School Management Effectiveness (SSME) and the Education Management Assessment (EMA) are examples of new tools that are available. EdData II provides countries, USAID Missions and the EGAT Bureau with accurate, timely, and accessible qualitative and quantitative education data, analyses, and reports. Services include nationally representative surveys and smaller scale assessments to guide national education policy and planning as well as to calculate education indicators for USAID; support for building in-country capacity for data collection, analysis, and dissemination; and the improvement and standardization of international education statistics.

End Date: September 30, 2009

Contact: Sandra Bertoli, CTO at (202) 219-0483 or sbertoli@usaid.gov. Research Triangle Institute is the prime contractor. For more information, go to www.eddataglobal.org.

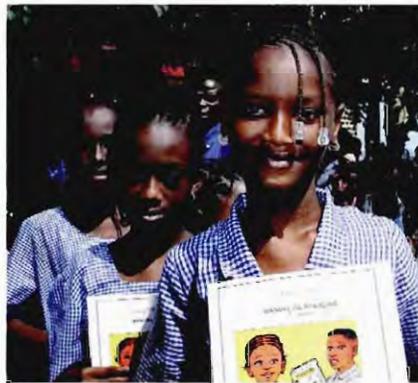
The Educational Quality Improvement Program (EQUIP)

consists of three separate but related Leader with Associate Awards (Cooperative Agreements). Each Leader award focuses on supporting research, identification of lessons learned and best practices, and innovative programming in a general technical area. While all three programs support education quality, EQUIP 1 focuses on the classroom, school and local level; EQUIP 2 focuses on the policy, systems, and management level; and EQUIP 3 focuses on out-of-school children and youth. Each Leader award also allows for Associate Awards as a type of “buy-in” mechanism, enabling USAID bureaus and missions to access technical support quickly and easily where it is appropriate to have a cooperative agreement. Each program uses a mixture of different strategies, activities and approaches to address themes such as: curriculum and materials development; education policy and research; education decentralization and information systems; infrastructure and supply of learning materials; measuring learning outcomes; public demand and support for education; reaching underserved populations; school management and leadership; and teacher quality. The three awards are:

EQUIP1: Building Educational Quality in the Classroom, School and Local Community.

EQUIP1 focuses on school-level changes to increase student learning through improved classroom and teaching quality. Attention will also be devoted to the needs of children in crisis situations, and to the development of local education services designed to meet these needs. EQUIP 1 is responsible for establishing and maintaining the EQUIP Dissemination Center and EQUIP website. **End date: September 2012.**

Contact: John Hatch, CTO, at (202) 712-0147 or jhatch@usaid.gov. American Institutes for Research (AIR) is the prime grantee. For more information, go to www.equip123.net.



Guinea: Fulfilling a Promise for Better Education. Guinean schoolgirls receive language arts textbooks donated by USAID

EQUIP 2: Sustainable Educational Improvement Through Policy, Systems, and Management.

EQUIP 2 is designed to facilitate access to expertise and resources needed to support improvements in educational quality at national, sub-national, and cross-community levels. The Leader activities provide policy analysis and research, strengthen international networks, and build regional and national capacity. The program’s overall objectives are to work in partnership with governments and donor agencies to: 1) formulate and implement education policy; 2) establish and improve educational systems, and build organizational capacity; 3) strengthen management skills in the education system; and 4) expand and improve the collection of data and the use of information in education. **End date: January 2012.**

Contact: Patrick Collins, CTO, at (202) 712-4151 or pcollins@usaid.gov. The Academy for Educational Development (AED) is the prime contractor. For more information, go to www.equip123.net.

EQUIP 3: Youth Trust: Learning & Skill Development Opportunities for Out-of-School Children and Youth.

EQUIP3 focuses on assistance to build the capacity of organizations and agencies that provide relevant skill training for out-of-school children and youth. The envisioned approach is to engage out-of-school and disenfranchised

youth as partners and resources in addressing the social service and economic development needs in communities, while helping them acquire skills needed for productive futures. Activities pursued under this agreement include entrepreneurial skills building, employability development, youth access to microfinance, and private sector involvement to improve youth entry into and success in the workforce. **End date: April 2012**

Contact: Claire Ignatowski, CTO, at (202) 712-1849 or cignatowski@usaid.gov. Education Development Center (EDC) is the prime grantee. For more information, go to www.equip123.net.



HIGHER EDUCATION AND WORKFORCE DEVELOPMENT

Higher Education for Development

(HED), formerly the Association Liaison Office (ALO) for University Cooperation and Development, is a Leader with Associates award that supports multiple partnerships between U.S. and developing country higher education institutions. The partnerships are intended to support Mission strategic objectives and/or the Agency's goals and priorities. HED also provides technical services including short- and long-term training, education (i.e. MA programs in business, public policy, health, agriculture, economics and education) research, applied research, monitoring and evaluation, technical program design, program implementation and policy analysis. Peer review panels are convened by HED to review proposals.

When funded by Missions, appropriate mission and host-country representatives participate in this peer re-

view process. It is also possible for Missions and regional bureaus to "top up" (fund) proposals of particular value to their SO's.

To access the LWA, missions/bureaus must prepare a program description (PD) for an associate award that describes the purpose, background, desired activities, objectives, deliverables and/or performance measures as appropriate, as well as an estimated budget and time frame. The PD must be reviewed by the HED CTO to ensure that the proposed activities are consistent with the Leader PD. Note: HED represents six major U.S. higher education associations with a membership of over 3,800 U.S. colleges and universities.

End date: September 2010

Contact: Martin Hewitt, CTO, at (202) 712-1531 or mhewitt@usaid.gov. For more information on HED and its partnerships go to www.hedprogram.org.

TRAINING

Focus on Results: Enhancing Capacity Across Sectors in Transition (FORECAST)

is an Indefinite Quantity Contract that offers fully integrated and flexible cross-cutting services in support of human and institutional capacity development, including participant training, technical training, management training, academic education, and other sector-specific technical assistance.

Designed specifically for E&E Bureau, FORECAST is available to all other USAID missions and bureaus under two indefinite quantity five-year contracts. FORECAST provides an array of turnkey services for participant training and visitor exchanges, including training

design, visitor/participant selection, procurement and logistics, and the full range of processing services (e.g., language testing, medical certification, HAC enrollment, security risk inquiry, visa processing assistance, and pre-departure orientation). This IQC also supports visitor/participant tracking and reporting, monitoring, evaluation and follow-up and a full-array of interventions to address identified performance gaps in targeted organizations. **End date: May 11, 2010**

Contact: Jim Nindel, CTO, at (202) 712-5317 or jnindel@usaid.gov. The primary contractors are World Learning for International Development and Academy for Educational Development. For additional information on FORECAST, go to www.eebicd.net

OTHER RESOURCES

Education Policy and Data Center

(EPDC) is a web-based resource that provides easily accessible and comprehensive education statistics and analysis in easy-to-use formats. Missions can use the information to help with policy and management decision making. Managed as an associate award under the Education Office's EQUIP II mechanism, EPDC creates cross-, sub-national and national data profiles needed for evidence-based planning, monitoring and evaluation, and results-based management. The center maintains sub-national data on more than 70 countries that is Internet accessible and interactive. While missions cannot buy-in to this activity, they can access country data. There is no cost to missions for reports based on available data; however special mission requests will depend on the availability of funds. **End date: September 2008.**

Contact: Kristi Fair, CTO, at (202) 219-0473 or kfair@usaid.gov. The Academy for Educational Development (AED) is the contractor. For information, contact George Ingram at (202) 884-8000 or at g Ingram@aed.org. For more information, go to www.epdc.org

Education Data and Reporting System

(EdResults) is an Washington-based staff. EdResults allows Missions and other Agency staff to monitor program progress and share information across operating units. The system also archives data, providing comprehensive information over time. Data can be entered into the system by implementing partners, approved by CTOs, and then automatically transferred into other reporting systems for a variety of uses. For example, data entered into EdResults can be sent to contracts and technical officers as well as the Agency's Development Clearinghouse. It also can be used to draft Annual Reports, the Congressional Budget Justification and on-demand requests for mission-specific information. Data collected through EdResults will be compatible with FACTS, the Agency's overall system.

End date: September 2008

Contact: Kristi Fair, CTO, at (202) 219-0473 or kfair@usaid.gov. Aguirre International is the implementing partner. To access the EdResults website, go to www.edresults.net

Global Evaluation and Monitoring

II (GEM II) provides missions and bureaus with design, monitoring, evaluation, and best practices dissemination services for the education and training sector (including basic education, higher education, participant training, human and institutional capacity development, youth, and workforce development) through task orders. As with GEM I, GEM II does not implement activities.

Task orders may be for: 1) short-term, one-time services, such as education sector assessments, project design, evaluations, or a combination of the above, or 2) long-term, multi-year services such as ongoing activity monitoring and/or evaluation. Services may be in any of the above listed subsectors or for education sector-related activities within other sectors (such as combined education-health activities or cross-cutting training/capacity development components of activities in another sector.) This efficient, single-award MOBIS mechanism gives missions and bureaus maximum flexibility and rapid response. **End Date: March 11, 2013**

Contact: Ron Raphael, CTO, at (202) 712-5244 or r Raphael@usaid.gov. Tasks funded under this activity are implemented by the prime contractor, Aguirre Division of JBS International Inc., and the sub contractors, Development InfoStructure (DevIs) and Associates for Global Change. For additional information, go to: <http://www.gem2.org>

Global Learning Portal (GLP) is a multi-faceted, educator-focused website designed to access and share knowledge, and to encourage collaboration on education challenges through easy-to use tools and interactive capabilities. The GLP provides project and knowledge management tools to help coordinate with partners and other donors, manage education portfolios, enhance synergies, archive, share and re-use portfolio and project knowledge long after closeout. The GLP can help missions build online tools at a fraction of the cost of a stand alone system. The GLP offers, for example, discussion tools for private, invitation only or public meetings; special search engine for educators; professional development; on-line course tools; communities of practice; content management systems linked to global digital repositories; and on-line journal systems. Teachers can find answers to questions, participate in education communities and discussions, find content and materials, share experiences and materials (e.g. lesson plans, curricula, courses) and search for and interact with colleagues with similar interests. The portal is available in 20 languages including Arabic. Established initially as a Global Development Alliance project, the GLP is administered as a Leader with Associates award to enable Missions to buy-in for customized field services.

Contact: Greg Loos, CTO, at (202) 712-4175 or gloos@usaid.gov. The Academy for Educational Development (AED) is the implementing partner. For more information, contact Rob Schwart at (202) 884-8000. To access the website, go to www.glp.net

Health and Accident Coverage (HAC) provides expanded health and accident insurance coverage for USAID-sponsored exchange visitors and qualifying staff worldwide. HAC insurance is mandated by law for all U.S. participant training and education and cultural exchange visitors, and is also available to Foreign Service Nationals, Third-Country Nationals, and sponsored participants in the U.S. or a third country for USAID-related training activities. The contract offers 5 different HAC plans, three for U.S. training (one plan must be utilized) and two optional plans for third country training. Additional coverage is available for pre-existing conditions. **End date: October 2011**

Contact: Linda Walker, CTO, at (202) 712-1786, or lwalker@usaid.gov. The contractor for HAC is Highway to Health Worldwide. For information, call 1-800-350-2002 or go to the HAC website at www.hthworldwide.com.

Journal of Education for International Development (JEID) is an online peer-review publication for education practitioners, researchers, and policy makers worldwide. Through its online format, JEID provides multi-lingual abstracts and succinct articles linking to more in-depth materials to disseminate information, data, and useful tools which can be used to enhance the quality of education in developing countries. JEID's goal is to promote sustainable development through best practices in education and capacity-building among practitioners. Making information available that can be used to improve education policies, programs, and practices is the journal's key objective. Future issues will focus on human capacity building, alternative educational delivery systems, early childhood development, and literacy. JEID welcomes submissions and individuals willing to participate on peer review panels to evaluate research articles, essays, field evaluations, and data reports. **End date: None**

Contact: Greg Loos, CTO, at (202) 712-4175 or gloos@usaid.gov. American Institutes for Research is the primary contractor. Daniel Olive, JEID editor, can be contacted at (202) 403-5385 or dolive@air.org. Issues of JEID are available at www.epdc.org.

Training Results and Information Network (TraiNet) is the Agency's worldwide database system for planning and reporting information on USAID training and education activities. The system also enables USAID/W and its Missions to interface with the Student and Exchange Visitor Information System (SEVIS) in compliance with Department of Homeland Security requirements. TraiNet is a software application that helps Missions monitor and track their training results. Missions can request contractor assistance in the use of TraiNet. **End date: None**

Contact: Jim Nindel, CTO, at (202) 712-3333 or jnindel@usaid.gov. The TraiNet contractor is Development InfoStructure (devIS). For additional information on TraiNet, go to www.usaidtraining.net.

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