



FOREIGN AGRICULTURAL SERVICE

Food Assistance Division
Office of Capacity Building and Development

FY 2016 Food Assistance Proposal
Guidance and Request for Applications

**McGovern Dole International Food for Education
and Child Nutrition Program**

July 16, 2015

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U.S. DEPARTMENT OF AGRICULTURE
Foreign Agricultural Service

Notice of Availability of Funds and Funding Opportunity Announcement for the McGovern-Dole International Food for Education and Child Nutrition (MGD) Program

ANNOUNCEMENT TYPE: Solicitation for Cooperative Agreement

FUNDING OPPORTUNITY NUMBER: USDA-FAS-MGD-16

CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA) NUMBER: 10.608

DATES: Applications must be submitted to the United States Department of Agriculture (USDA) in the Food Aid Information System (FAIS) by 5:00 p.m. Eastern Standard Time (EST) on October 14, 2015. Applications received after this date will not be considered. FAS advises applicants to begin the application process early to allow time to address any difficulties that may arise. There will be no exceptions to this application deadline. Comments regarding this request for applications will be considered to the extent practicable, and should be submitted to ppded@fas.usda.gov.

EXECUTIVE SUMMARY: USDA's Foreign Agricultural Service is expected to award multiple cooperative agreements totaling up to \$200 million under MGD. Applications for cooperative agreements will be prioritized for the following countries: Cambodia, Ethiopia, Guatemala, Haiti, Kenya, Laos, Liberia, Malawi, and Tanzania. MGD helps support education, child development and food security in low-income, food-deficit countries around the globe. MGD provides for the donation of U.S. agricultural commodities as well as financial and technical assistance to carry out school feeding programs to improve food security, reduce the incidence of hunger, and improve literacy, particularly with respect to girls. MGD is implemented by private voluntary organizations, cooperatives, the United Nations World Food Program and other international organizations.

NEW IN 2016

In previous Food Assistance Guidance and Request for Applications, FAS implemented additional requirements with the goal to improve program results management and accountability. However, applicants reported an increase in system complications, numerous requirements, and the need for additional resources, all of which resulted in a significant rise in labor hours necessary to submit proposals.

For 2016, FAS made several changes to improve the Food Assistance Guidance. This solicitation guide aims to increase process efficiency, flow, and applicant satisfaction. The goal is to eliminate waste; reduce variation; and improve the collaborative effort with the applicant. On March 24, 2015, FAS held a public meeting to discuss and seek public comment on program initiatives including the improvements to the application process for USDA Food Assistance Division Programs. Based on the feedback provided, the following changes for proposal submission this year are outlined below:

- The Introduction and Strategic Analysis must be uploaded as a separate attachment and not entered into a textbox in FAIS.

- The Project Monitoring Plan (PMP) must not be submitted during the proposal process. The PMP will be required once awards are announced and negotiations begin.
- Performance indicators for results and activities must be uploaded as a separate attachment in FAIS. [Appendix E – Performance Indicators Illustration](#) provides a template for submitting performance indicators in FAIS.
- A budget summary must be submitted as an attachment.
- Applicants must enter the budget narrative either directly into FAIS or upload the budget narrative as an attachment. For additional guidance on the composition and format of the budget narrative, see [Appendix G – Budget Narrative](#).
- The Special Needs & Distribution Methods section of the proposal in FAIS will allow Applicants to input entries in Rich Text Format.
- Applicants are required to submit an organizational chart that demonstrates their designation of key personnel and structure for program management and implementation.
- Applicants should refer to [Appendix F- Instructions for Submitting Proposals in the Food Aid Information System](#) to confirm which documents are required to be uploaded as attachments.

LIST OF ACRONYMS

CCC	Commodity Credit Corporation
CFR	Code of Federal Regulations
CV	Curriculum Vitae
DUNS	Dun & Bradstreet
FAD	Food Assistance Division
FAIS	Food Aid Information System
FAO	United Nations Food and Agriculture Organization
FAS	Foreign Agricultural Service
FFPr	Food for Progress
FY	Fiscal Year
GDP	Gross Domestic Product
IR	Intermediate Results
ITSH	Internal Transport, Storage, and Handling
M & E	Monitoring and Evaluation
MCHN	Maternal Child Health and Nutrition
MGD	McGovern-Dole International Food for Education and Child Nutrition Program
MT	Metric Tons
NGO	Non-Governmental Organization
NICRA	Negotiated Indirect Cost Recovery Agreement
NIFA	National Institute of Food and Agriculture
OCBD	Office of Capacity Building and Development
OMB	Office of Management and Budget
PER	Public Expenditure Review
PIN	Personal Identification Number
PP	Program Participant
PPP	Private-Public Partnership
PMP	Performance Monitoring Plan
PVO	Private Voluntary Organization
RCT	Randomized Control Trial
RF	Results Framework
SAM	System for Award Management
SF	Standard Form
SFP	School Feeding Program
SMC	School Management Committee
SO	Strategic Objective
UN	United Nations
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
USG	United States Government
WAEMU	West Africa Economic and Monetary Union
WB	World Bank
WFP	World Food Program

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PART I – FUNDING OPPORTUNITY DESCRIPTION

A. Authority

The McGovern-Dole International Food for Education and Child Nutrition Program (MGD) is authorized by the Farm Security and Rural Investment Act of 2002, as amended.

B. Program Objectives

MGD supports education, child development, and food security in low-income, food-deficit countries around the globe. This program provides for the donation of U.S. agricultural commodities, as well as financial and technical assistance, to support school feeding and maternal and child nutrition projects.

MGD's key objective is to reduce hunger and improve literacy among school-aged students, especially girls. By providing school meals, teacher training and related support, MGD helps boost school enrollment, attendance and literacy. MGD also supports maternal and child health and nutrition (MCHN) activities. To increase the use of improved health and dietary practices MGD encourages the inclusion of health and nutrition-sensitive activities such as the use of micronutrient-fortified products in rations, treatments for de-worming and diarrhea, water, sanitation and health (WASH) projects, planting school gardens, and curriculum-based nutrition education. MGD sees adequate nutrition as fundamental to ending hunger and extreme poverty as a path towards healthy growth and better educational performance.

C. Purpose of Funding Opportunity

The United States Department of Agriculture-Foreign Agriculture Service (USDA-FAS) is soliciting applications for its Fiscal Year 2016 MGD. Applications must be submitted to USDA in the Food Aid Information System (FAIS) by 5:00 P.M. (EST) Time on October 14, 2015.

Award, Eligibility and Application and Submission Information are found in [Part II – Award Information](#), [Part III – Eligibility Information](#), and [Part IV – Application and Submission Information](#) of this announcement.

D. Priority Countries and Regions

FAS will give priority consideration to eligible applications for the following countries and regions. For existing projects, FAS expects that proposed activities will build upon current activities reaching, to the extent possible, the same beneficiaries as currently targeted by MGD Program Participants and building on what has been accomplished to date. Applications must focus on implementing activities that move these projects toward sustainability. Furthermore, applications must align with the MGD program-level RFs as mentioned in Section IV, Part II of this announcement and have a strong literacy focus. FAS will consider proposals from all organizations, including current Program Participants and new organizations.

For a list of existing McGovern-Dole projects, please visit:

<http://www.fas.usda.gov/programs/mcgovern-dole-food-education-program/active-mcgovern->

[dole-projects](#). For additional information on the priority countries for this funding opportunity, applicants should refer to [Appendix B - Country Specific Guidance](#).

NEW PROJECTS

Country	Region(s)
Haiti	Cap Haitien, Port-au-Prince and St. Marc

EXISTING PROJECTS

Country	Region(s)
Cambodia	Battambang, Siem Reap, and Kampong Thom
Laos	Savannakhet Province
Ethiopia	Afar, Somali
Kenya	Baringo, Garissa, Mandera, Marsabit, Nairobi (unplanned settlements), Tana-River, Wajir, West Pokot, Turkana
Liberia	Nimba, Grand Gehed, River Gee, Sinoe, Maryland, Grand Kru, Bomi, Gbarpolu, Rivercessand Grand Bassa.
Malawi	Central Region: Lilongwe, Ntcheu, Dedza, Salima, Kasungu; Southern Region: Nsanje, Chikhwawa, Thyolo, Chiradzulu, Mulanje, Phalombe, Zomba, Mangochi
Tanzania	Bunda, Butiama, and Musoma Rural Districts of the Mara Region
Guatemala	Western Highlands (Huehuetango and Totonicapan)

A Memorandum of Understanding (MOU) was signed between USDA and USAID to leverage their respective strengths, experiences, technologies, methodologies, investments and resources (human, in-kind and monetary) in order to facilitate, in collaboration with host country governments, improved student learning outcomes in a manner consistent with each respective agency’s mission.

Aligning USDA's MGD school feeding-based education projects (Results Framework MDG SO1) with USAID's investments in education access and reading will maximize cost-efficiency and efficacy and create a holistic approach to the challenge of ensuring that disadvantaged children are physically, nutritionally, and cognitively fit to succeed in school. A strong USDA-USAID collaboration is likely to increase the impact of U.S. government (USG) investments in education and thereby contribute more significantly to the attainment of the education sector's goals. It is suggested that proposals include or address some or all of the following components in solicitation and evaluation criteria:

- (1) Focus on the "5 Ts": texts, tongue, testing, teachers, and time. (1) Texts: provide ample leveled and decodable materials for reading instruction and practice in languages children speak and understand; (2) Tongue: provide reading instruction in languages children speak and understand; (3) Testing: use continuous assessment to better target instruction as well as system-level assessment to guide policy decisions; (4) Teachers: use an evidence-based approach to reading instruction; and (5) Time: ensure that children receive adequate time for reading instruction (at least 60 minutes a day, five days a week), plus additional time for reading practice and ensure that school feeding does not disrupt instructional time.
- (2) Program coordination: Programming should be well-coordinated and complementary in countries where USDA's MGD and USAID both currently have programming, keeping in mind where they are located, and seeking to leverage lessons learned or best practices where applicable. Where feasible, co-location in designated schools, districts, and regions is desirable in order to leverage resources, to promote cost-efficiency and efficacy, and to increase impact.

FAS will give priority consideration to eligible applications that align with USDA-USAID collaboration, where applicable, and MGD priority countries and regions as listed above.

PART II – AWARD INFORMATION

A. Type of Award

All awards will be made in the form of cooperative agreements. In a cooperative agreement, FAS will be substantially involved in the project. Additional information on cooperative agreements can be found at GPO.gov.

FAS strives to make awards to both new and existing projects each year, based upon the merit of proposals received. In order for an existing project to be competitive, FAS expects the proposal to build upon current activities and accomplishments, reaching, to the extent possible, the same targeted beneficiaries and showing progress toward sustainability. FAS will consider awarding proposals from all eligible organizations, including current program participants (PP) and new organizations for both new and existing projects.

B. Estimated Funding

FAS expects to award an estimated \$200 million in FY 2016. This value may change based on the annual appropriation.

C. Estimated Award Size

Cooperative agreements provided under MGD normally range from \$10-\$20 million for a 3-year award. FAS encourages proposals for 5-year implementation, which are expected to range from \$20-\$35 million.

D. Expected Number of Awards

FAS typically funds 7-9 McGovern-Dole program awards annually.

E. Anticipated Start Date

Funded projects are anticipated to start in September 2016.

F. Period of Performance

For new programming, FAS seeks proposals for implementation up to a **5 year period**, except where indicated under Country Specific Guidance.

PART III – ELIGIBILITY INFORMATION

A. Eligible Applicants

1. Applicants must meet eligibility requirements stated in the McGovern-Dole Program Regulations (7 CFR 1599.3) as follows:

§1599.3 Eligibility Determination

(a) An entity will be eligible to become a participant only after FAS determines that the entity has:

(1) Organizational experience in implementing and managing awards, and the capability and personnel to develop, implement, monitor, report on, and provide accountability for activities in accordance with this part;

(2) Experience working in the proposed targeted country;

(3) An adequate financial framework to implement the activities the entity proposes to carry out under McGovern-Dole Program. In order to determine whether the entity is financially responsible, FAS may require it to submit corporate policies and financial materials that have been audited or otherwise reviewed by a third party;

(4) A person or agent located in the United States with respect to which service of judicial process may be obtained by FAS on behalf of the entity; and

(5) An operating financial account in the proposed targeted country, or a satisfactory explanation for not having such an account and a description of how a McGovern-Dole Program agreement would be administered without such an account.

(b) In determining whether an entity will be eligible to be a participant, FAS may consider the entity's previous compliance or noncompliance with the provisions of this part and part 1599 of this title. FAS may consider matters such as whether the entity corrected deficiencies in the implementation of an agreement in a timely manner and whether the entity has timely and accurately filed reports and other submissions that are required to be filed with FAS and other agencies of the United States.

2. Applicants must also meet eligibility requirements stated in the MGD Regulations (7 CFR 1599.3) as follows:

- An entity (including subcontractors/subgrantees) will be considered ineligible if they have been designated by the US Government as debarred or suspended in procurements funded by the United States Federal Government or otherwise prohibited by applicable United States law or executive order or United States policies. USDA will review inter alia:

- i. US State Department, Terrorist Exclusion List:
<http://www.state.gov/j/ct/rls/other/des/123086.htm>

- ii. US Department of Treasury, Specially Designated Nationals List:
<http://www.treasury.gov/resource-center/sanctions/SDN-List/Pages/default.aspx>
- iii. General Services Administration, System for Award Management (SAM):
<http://www.sam.gov>

B. Cost Sharing

Cost sharing is not required for eligibility but is encouraged to maximize program impacts and elicit in-country sustainability. Applicants must identify and explain any cost sharing in the budget narrative. Applicants must also document these non-FAS cash or non-cash contributions accordingly on the Standard Form 424 (SF-424) associated with their proposal submission, as per 7 CFR 1599.4(d) (7). If an award is made, the applicant will be responsible for obtaining these resources. These resources will not be borne by FAS funding.

C. System for Award Management

Applicants must include a valid DUNS number in the organizational unit section of Block 8 of SF-424. All sub-recipients listed in the proposal must have a current DUNS number. Organizations that do not have a DUNS number can receive one at no cost by using the web-based form available at <http://fedgov.dnb.com/webform>.

In addition to having a current DUNS number, Applicants must be registered in the System for Awards Management (SAM) prior to submitting an application to this solicitation. Instructions for registering in SAM can be found at <https://www.sam.gov>. If awarded a grant, a Program Participant must maintain an active SAM registration number with current information throughout the duration which it has an active federal award or an application under consideration. To remain registered in the SAM database after the initial registration, the Program Participant is required to review and update the registration every 12 months from the date of initial registration to ensure the information is accurate.

PART IV – APPLICATION AND SUBMISSION INFORMATION

A. Content Guidance and Criteria

Each proposal application must include the following sections: (1) Introduction and Strategic Analysis; (2) Project-level Results Framework(s); (3) Plan of Operation and Activities; (4) Graduation and Sustainability; (5) Organizational Capacity and Staffing; (6) Budget; (7) Commodity Management; and (8) Monitoring and Evaluation. Applicants are advised to review the FAS guidance for each of these sections. Each of the listed sections will require data to be directly entered into FAIS or provided as an attachment. More detailed information on the contents of each section is provided below. All Applicants must refer to the MGD Regulations, 7 CFR 1599.4, which outline the application process. Each proposal will be reviewed and evaluated on its quality and technical merit.

I. Introduction Summary

The Introduction section for all McGovern-Dole proposals must include the following:

Introduction and Strategic Analysis

Criteria Review – 10 Percent

Introduction Summary

Provide a one-paragraph summary of the proposed project. The summary should include the duration of the project, estimated costs, number of direct beneficiaries and the main focus of the intervention.

Strategic Analysis

Proposals must include a comprehensive analysis of the existing needs, challenges, opportunities, and constraints that may impact the implementation of a project in the recipient country. This section should explain the strategy behind the proposed method of intervention and describe how the project will implement this strategy. The specific activities proposed should be described according to the guidance in [Section III - Activities](#). The strategic analysis will be evaluated based on how well the project is aligned with host government laws, policies and programs; how well the proposed project will coordinate with USG, multilateral, private sector, or other stakeholder development strategies or frameworks; and how the proposed program will complement and not duplicate existing projects and programs. This section should cite sources and/or provide an explanation of the analyses undertaken.

The following must be included in this section:

- Identify the targeted beneficiaries, regions, and specific needs of the targeted population and the rationale on why they were chosen.
- Describe any current programs, policies, and strategies of other stakeholders (recipient government, USG, other donors, private sector, etc.) to promote primary education & literacy and reduce the incidence of hunger through school feeding.
- Explain the working relationship with and support from the recipient government and the collaboration done to develop the proposed project, as well as how the project would leverage other development resources to achieve their results.
- Identify specific in-country constraints that could obstruct the project's efforts to address the identified needs.

Additionally, applicants are required to address the following points per 7 CFR 1599.4 under this section:

- **Explanation of Need:** According to 7 CFR 1599.4 (c) (1) and (2), USDA requires an explanation of the need for food aid in the targeted country and how the applicant's proposed activities would address that need; as well as an explanation of the need for a school feeding program in the targeted country. Additionally, information regarding (1) the country's current school feeding operations, if they exist, the length and sessions of a typical school year, and current funding resources; and (2) Teacher training, parent-teacher associations, community infrastructure, and health, nutrition, water and sanitation conditions must be provided.
- **Local Capacity Building:** According to 7 CFR 1599.4 (c) (5), methods that the applicant proposes to use to involve indigenous institutions as well as local

communities and governments in the development and implementation of the activities in order to foster local capacity building and leadership.

Commitment to Education: According to 7 CFR 1599.4 (c) (7), applicants must provide a statement verifying the commitment of the government of the targeted country to work, through a national action plan, toward the goals of the World Declaration on Education for All ([Jomtien Declaration](#), and the follow-up [Dakar Framework for Action](#) of the World Education Forum).

Organizational Capacity and Staffing

Criteria Review – 10 Percent

The Applicant must clearly demonstrate its organizational capabilities to develop, manage, implement, monitor, report on, and provide accountability for the proposed project in the target country (7 CFR 1599.3(a)(1)). Information provided should include the applicant's project management capability and current and past experience in implementing food aid (7 CFR 1599.4(c) (4)), education, or health and nutrition projects, including its experience within the target country (7 CFR 1599.3(2)).

Applicants should propose an overall staffing pattern that demonstrates sound technical expertise and experiences required for efficient and effective project administration and management. The staffing plan should demonstrate a solid understanding of key technical and organizational requirements and an appropriate mix of skills, while avoiding excessive staffing. FAS may request changes to the final staffing plan during award negotiation or project implementation as necessary. The applicant must attach an appropriate and adequate project organizational chart. The organizational chart must include and duly note key personnel positions and the roles and responsibilities of each position. Key personnel positions are deemed essential to the successful operation of the project and completion of all proposed activities and deliverables. The applicant should refer to their internal administrative policies for determining key personnel, but these may include positions such as the following: Chief of Party/Country Director, Monitoring and Evaluation Specialist, Education/Literacy Program Manager, Health and Nutrition Manager, Logistics Manager and Finance Director. The Applicant must specify their key personnel in the appropriate FAIS section and provide the percentage allocation of each position to the proposed project for these positions.

The Applicant must identify any subrecipient that would be involved and provide a description of each subrecipient's responsibilities and its capability to perform those responsibilities. Subrecipient means a non-Federal entity that receives donated commodities, FAS-provided funds, program income, sale proceeds, or other resources from the recipient for the purpose of implementing in the target country activities described in the agreement and that is accountable to such recipient for the use of such commodities, funds, program income, sale proceeds or resources. Additionally, Applicants must identify any governmental or nongovernmental entities in the recipient country that will be involved in the project and explain how the project will strengthen or increase the capacity of the entities identified to continue to carry out school feeding and improve educational outcomes once MGD funding

ends.

Curriculum Vitae for Chief of Party or Country Director

As part of the proposal, the applicant must attach the CV for the lead project manager (e.g. Chief of Party, Country Director, etc.) for the proposed project. This person should provide the major oversight for the proposed project. The CV must clearly demonstrate the lead project manager's relevant work experience and qualifications. CVs for other designated key personnel are not required during proposal submission; however, they will be required after award announcements are made.

In-Country Registration

Applicant must disclose its registration status in the targeted country. If the Applicant is not registered, it must include a plan to become registered and a timeline to complete the registration process (7 CFR 1599.4(c)(3)).

Past Performance Records

Applicants should attach past performance records for no more than three grants or contracts implemented by the organization. Applicants are encouraged to include past performance records of grants or contracts that are similar to the scope and size of programming in the applicant's proposal, including those of grants or contracts implemented in the proposed country and/or specifically mentioned in the applicant's introduction section of the proposal. Applicants are strongly encouraged to submit past performance record for grants or contracts other than for past or active MGD and Food for Progress awards.

AD-3030

All domestic applicants that are corporations should complete, sign, and attach the one-page AD-3030 form: "Representations Regarding Felony Conviction and Tax Delinquent Status for Corporate Applicants" (A corporation is defined as any entity that has filed articles of incorporation in one of the 50 States, the District of Columbia, or the various territories of the United States including American Samoa, Federated States of Micronesia, Guam, Midway Islands, Northern Mariana Islands, Puerto Rico, Republic of Palau, Republic of the Marshall Islands, or the U.S. Virgin Islands. Corporations include both for profit and non-profit entities. An unsigned AD-3030 will not be accepted). Applicants can download a form at: <http://www.fas.usda.gov/grants/forms/default.asp>.

Guidance for Audited Financial Statements

Applicants should attach the organization's most recent audited financial statements. If the applicant is subject to the audit requirements contained in the Single Audit Act Amendments of 1996 ([31 U.S.C. 7501-7507](#)) and revised OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations," the submitted financial statements should contain this supplemental document.

Graduation and Sustainability

Criteria Review – 15 Percent

According to 7 CFR 1599.4 (c) (8), applicants must explain (1) how the benefits of education,

enrollment, and attendance of children in schools in the targeted communities will be sustained when assistance under MGD terminates, (2) the estimated period of time required until the targeted country or the applicant would be able to sustain the program without additional assistance under MGD.

Applications should include a detailed timeline that shows the project's progression towards graduation with measurable and achievable targets at each stage, including work with public, private, and/or local partners. If the graduation of a school feeding activity to the recipient country or eligible organization is not imminent, the Applicant must explain the barriers to graduation, and how proposed activities will sustain other program benefits to targeted communities of the recipient country once the provision of commodities and assistance to the recipient country ends.

If the application is proposing to continue an existing project, it must be clear if the proposed project will carry forward activities with the same beneficiaries towards the same long-term goals as the prior project, and build upon previous results, demonstrating progression towards sustainability and graduation. Furthermore, the Applicant should demonstrate any prior successes regarding graduation of food assistance or education projects, especially those funded by USG agencies.

II. Project-Level Results Frameworks

Criteria Review – 10 Percent

All Applicants are required to submit, as an attachment, a project-level Results Framework (RF). An RF is a graphical representation of the project's theory of change, describing the cause-and-effect linkages outlined in the strategic analysis. The project-level RF must clearly identify and articulate how the proposed project will contribute to USDA MGD RF, as shown in [Appendix D - McGovern-Dole Results Framework and Illustrative Examples of Foundational Results](#).

Project-level RFs should:

- Serve as a graphical representation of the set of intermediate results that must be attained in order to achieve the highest level result or Strategic Objective (SO)
- Identify intermediate results (IR) which are necessary and sufficient to achieve the SO
- Identify critical assumptions
- Provide a cause-and-effect theory of change citing existing research, as appropriate
 - Activities lead to achievement of initial results
 - Lower-level results support achievement of higher-level results
- Create the basis for measuring, analyzing and reporting on results
- Contain well-defined results
- Provide a framework for designing and conducting evaluations

RFs should contain well-defined results. Results should be:

- A statement of result, not a process or activity
- Unidimensional, generally one element per result statement
- Precise and clearly understood as a stand-alone document that does not require additional references (i.e., indicators or other project documents for definition)
- Measurable and objectively verifiable so that it can be monitored and used for management purposes

Finally, the RF should reflect sound, causal thinking. The project logic should follow a chain of cause and effect relationships. This includes activities that lead to specific outputs which lead to initial results or intermediate results which, in turn, lead to the strategic objective of the project. There should be no significant causal gaps or large leaps from one level in the causal hierarchy to the next. Proposed activities should be sufficient to achieve the identified results and all activities should align with selected results. If activities do not align with results, these should be reconsidered and the budget should be revised to include activities that directly support results.

A superior proposal will identify a cause and effect relationship between activities, outputs, and results that are evidence-based and reference existing literature on effective strategies for achieving desired outcomes.

Applicants should use the MGD program-level RFs as the basis of their project-level RFs. When constructing a project-level RF, Applicants should include all activities and results that the proposed project will address. Projects are not required to reach every result in the program-level RF. However, Applicants should not eliminate mid-level results when including low and high-level results in their project-level RFs. Additionally, Applicants may add results that are not included in the program-level RFs to their project-level RFs if their strategic analysis justifies why the additional result is included. Applicants may not change the specific title of any existing result from the program-level RFs when including it in their project-level RF.

The project-level RF should identify which results are being targeted by the proposed project and which are being targeted by another organization. In such cases where results are being targeted by another organization, the strategic analysis should identify a strong and realistic relationship between the project and external partner, especially with results that are strategic to achieving the highest-level results. For existing projects, the project-level RF should identify results that have been achieved during the preceding project period(s).

The proposal must also include a discussion of critical assumptions. Critical assumptions are defined as external conditions that are necessary for success of the project, over which the project implementers have little or no control. Critical assumptions that have a high probability of occurring, and if realized, would prohibit the project from achieving its desired results, are defined as “killer assumptions.” Generally, projects should not have killer assumptions.

For additional information on Results Oriented Management in FAS's food assistance programs, see [Appendix C - Manual for the Use of Results Frameworks and Indicators](#).

[Appendix D - McGovern-Dole Results Framework and Illustrative Examples of Foundational Results](#) includes the illustrative project-level RFs and an example a project-level framework.

III. Activities

Criteria Review – 15 Percent

The Plan of Operation must include a list of each of the activities that would be implemented, with a brief statement of the objectives to be accomplished under each activity and a detailed description of the activity, including the steps involved in its implementation and the anticipated completion date, per 7 CFR 1599.4.

The Activities section is evaluated based on the quality and technical merit of the content submitted, including in-depth description of each activity, and how each activity will be implemented. It is important to demonstrate how the activities will address the needs as identified in the Strategic Analysis section (see above – [Section I – Introduction and Strategic Analysis](#)). The activities should accurately capture the project scope, beneficiaries, and deliverables. Furthermore, this section must detail how these activities will lead to the results as stated in the project-level RF. The activities should not only identify the project's targeted interventions, but also demonstrate how the project will complement existing efforts. Thus, the section should distinguish which activities will be implemented only by the Applicant, and those that will be implemented in coordination with other partners. Applicants must provide a brief description of the capacity of all subrecipients and their role in project implementation.

For guidance on how to enter activity descriptions in FAIS please see [Appendix F- Instructions for Submitting Proposals in the Food Aid Information System – Activities](#).

IV. PVO Budget

Criteria Review – 10 Percent

As per 7 CFR 1599.4(b)(6), the applicant must submit a budget that details the amount of any sale proceeds, income, and FAS-provided funds that the applicant proposes to use to fund the administrative costs; inland transportation, storage and handling costs; and activity costs. In order to assess the overall cost effectiveness of a proposal, FAS requires all Applicants to provide the following budgetary materials:

- A budget summary (see table below) that presents the proposed overall funding for Administrative, ITSH and Activity expenses, and shows funding amounts for the specific line items that make up those expense categories.
- A budget narrative that demonstrates in greater detail the composition of each line item, the budget's overall cost effectiveness, and an adherence to applicable cost principles.
- If applicable, a current Negotiated Indirect Cost Rate Agreement (NICRA) that details the organization's current indirect rates.
- A completed and signed SF 424.

Budget Summary

The budget summary should contain all elements shown below and adhere to the same format. It must be uploaded as a proposal attachment in either .xml or .pdf format.

Program (FFPr/MGD):

Organization:

Country:

PROPOSAL BUDGET SUMMARY			
Expense Type	CCC/FAS Cash	Monetization (Mtz)	Total (CCC + Mtz)
ADMINISTRATION			
Salaries			
Benefits			
Office			
Equipment			
Travel			
Professional Services			
Other			
Admin Indirect			
Total Admin:	\$0.00	\$0.00	\$0.00
ITSH			
Salaries			
Benefits			
Warehouse			
Internal Transportation			
Professional Services			
ITSH Indirect			
Total ITSH:	\$0.00	\$0.00	\$0.00
ACTIVITIES			
<i>Activity 1: Insert Description</i>			
<i>Activity 2: Insert Description</i>			
<i>Activity 3: Insert Description</i>			
<i>Activity 4: Insert Description</i>			
<i>Activity 5: Insert Description</i>			
<i>Insert Additional Activities as needed</i>			
Activity Indirect			
Total Activity:	\$0.00	\$0.00	\$0.00
TOTAL DIRECT:	\$0.00	\$0.00	\$0.00
TOTAL INDIRECT:	\$0.00	\$0.00	\$0.00
GRAND TOTAL:	\$0.00	\$0.00	\$0.00

Budget Narrative

Applicants should provide a budget narrative that provides justification for the costs in terms of the proposed project. The account should focus on how each budget line item is required to achieve the results of the proposed project and how the estimated costs for the budget line items were calculated. Additionally, an explanation is required for any cash or non-cash contributions that the applicant expects to receive from non-CCC/FAS sources that are critical to the implementation of the proposed activities or enhance the implementation of the activities. If possible, provide an estimated dollar amount. At a minimum, the budget narrative should be comprised of the following sections:

- Section 1: Introduction
- Section 2: Administrative line items
- Section 3: Internal Transport, Shipping and Handling (ITSH) line items
- Section 4: Activity line items
- Section 5: Additional considerations and cross-cutting expenses

Please refer to [Appendix G – Budget Narrative](#) for additional guidance on entering the budget narrative in the proper format, and the composition of each section.

NICRA

Applicants should attach the organization’s most up-to-date NICRA. If your organization does not have a NICRA, attach a brief note explaining why it does not have this document.

Guidance for SF-424

Applicants must complete, sign, and upload the SF-424. Please note that unsigned SF-424s will not be accepted. Applicants can download a blank form on the FAS website at:

<http://www.fas.usda.gov/grants/forms/default.asp>.

V. Commodity Management

Criteria Review: 10 Percent

The application must clearly describe the appropriateness of each type of commodity selected for the proposed project in the targeted country. The application must include a clear explanation of how the requested commodities will be programmed, prepared and served, including ration size. Additionally, the application must provide information on the nutritional contributions (e.g. calories, protein and micronutrients) of the ration size as well as nutritional benefits for the intended beneficiaries. See [Appendix F – Instructions for Submitting Proposals in the Food Aid Information System](#) lists the commodity-specific information that must be entered in FAIS.

Commodity List

Each proposal must include information on the commodities requested. Applicants must complete the following required information. Please see [Appendix F- Instructions for Submitting Proposals in the Food Aid Information System](#) for entry instructions.

- **Commodity**
- **Package Size/Type**
- **Commodity Usage Type:** Select direct feed or monetization to specify how the commodity will be used. The direct feed option includes take-home rations. Barter and Food for Work are also options, but are considered only under extraordinary circumstances.
- **Quantity MT:** Tonnages should be whole numbers only and in multiples of ten
- **Destination Country**
- **Delivery to US Port (Month & Year)**
- **Estimated Sales per MT:** Monetization programs only.

- **Estimated Proceeds:** Monetization programs only.

Special Needs & Distribution Methods

Each proposal must include detailed information on special needs and distribution of commodities. Each text section has a 5,000 maximum character limit in FAIS. Please use the following guidance when completing this information:

Transportation and Storage

The Applicant must provide a clear description of any port, transportation, storage, and warehouse facilities that would be used with sufficient detail to demonstrate that the facilities would be adequate to handle the requested commodities without undue spoilage or waste, and, in the cases where the applicant proposes to distribute some or all of the requested commodities, a clear description of how they would transport commodities from the receiving port to the point at which distribution is made to the beneficiaries. (7 CFR Part 1599.4(d)(13)). The Applicant must address inland transportation, handling and storage (at all levels) of the donated commodities.

Processing or Packaging

The Applicant must provide information on any reprocessing or repackaging of the requested commodities that would take place prior to the distribution, sale, if monetized, or barter (7 CFR Part 1599.4(d)(14)). Applicants should indicate if no reprocessing or repackaging of the requested commodities will take place.

Duty-Free Entry

The Applicant must indicate that requested commodities for direct distribution will be imported and distributed free from all customs, duties, tolls, and taxes. Additionally, the applicant must provide information on the action it has taken or will take to ensure that any requested commodities for direct distribution will be imported and distributed free from all customs, duties, tolls and taxes (7 CFR Part 1599.4(d)(15)). For any requested commodities that will be monetized, the Applicant must indicate the party responsible for paying any applicable customs, duties, tolls, and taxes.

Economic Impact

The Applicant must include a plan that demonstrates how the requested commodities will be imported and distributed without a disruptive impact upon production, prices and marketing of the same or similar products in the target country. If applicable, the plan must provide information to the extent to which any sale or barter of the requested commodities would displace or interfere with any sales that may otherwise be made by the Applicant or any other entity in the target country (7 CFR Part 1599.4(d) (16)).

Commodity Selection, Ration Justification and Calculation

The Applicant must provide a clear explanation of how the requested commodity and ration size helps address the nutritional and micronutrient deficiencies of the intended beneficiaries. Describe the beneficiaries' age group, the proposed rations, including serving size, to be served in school and whether it will be a snack, drink or meal that combines USDA commodities and locally available foods (provided with non-USDA funds or provided by the community). The

Applicant must explain the intended (per serving) nutritional contribution from the ration such as calories, protein and key micronutrients that are age appropriate. Additionally, Applicants must describe how they ensure that each child receives their portion of food under bulk cooking situations. Applicants must also explain how the commodity selection was determined in the context of other feeding programs in the region or country and for the appropriateness of the local diet. If possible, Applicants should describe other nutrition and health-related interventions such as developing school gardens, deworming campaigns, building latrines and hand washing stations, etc. Once the Applicant has chosen the commodities for the ration, the total amount of each commodity needed for the project should be calculated. Please use the following formula to calculate the number of metric tons (MT) needed for each commodity:

MT of each commodity = (Grams per student per day x Total number of students receiving commodity x the Number of days the ration will be provided) divided by 1,000,000.

An example of this calculation is: An Applicant is intending to provide 50,000 students with 100 grams of Corn Soy Blend (CSB Plus) per student over a 180 day school year term. The total tonnage of CSB Plus required for that year would be 900 MT. The Applicant should ensure that commodities and tonnages are split out by the intended delivery month/year to US port within FAIS.

The calculation must be conducted for each commodity that comprises the ration. If applicable, the Applicant may provide information on any commodities that would be acceptable substitutions for the proposed commodities.

Monetization

If an Applicant proposes to monetize all or a portion of the requested commodities, the Applicant must include information on the proposed commodity sale. Please use the following guidance when entering this information. Note: applicants who do not propose to monetize donated commodities may skip this section.

Impact on Other Sales

The Applicant must provide credible information that demonstrates that commercial markets and local production will not be adversely affected by the sale of commodities.

Private Sector Participation in Sales of Commodity

The Applicant must provide a description on how the commodities will be sold (i.e. open tender, tender with negotiation, direct negotiation) and why this method of sale has been selected. The Applicant must also discuss any constraints that may hinder or aid the sales process, (e.g. number of buyers, number of banks, letter of credit fees, storage facilities at processing plants, etc.).

Sales Proceeds Usage

The Applicant must describe how the proceeds from the monetization will be accounted for as well as allocated among ITSH line-item expenses. Additionally, Applicants must include a statement of how unexpected increases or decreases in proceeds or additional funds due to reduced ITSH costs will be handled.

Assuring Receipt Procedures

The Applicant must describe how it will ensure that payments are received from the sale of the commodity and that the proceeds generated are deposited into a separate, interest-bearing account. The Applicant must provide a description of how the account will be monitored and audited. Additionally, the Applicant should describe any actions needed to safeguard deposits particularly if special banking rules and regulations apply.

Expected Interest Earned

The Applicant must provide the expected interest earned from the monetization proceeds during the life of the project.

VI. Monitoring and Evaluation

Criteria Review – 15 Percent

Applicants must provide an evaluation plan that explains how the applicant proposes to monitor the program and assess project outcomes and impact. Applicants must also provide a table identifying appropriate project standard and custom performance indicators and annual and life of project targets.

Performance Indicators

Applicants must identify and submit a table of both standard and custom performance indicators and annual and life of project targets for each indicator. Applicants should use the format provided in [Appendix E – Performance Indicators Illustration](#) when submitting information on the project's performance indicators. Performance indicators identify how to recognize the success of the project and help to clarify results.

Standard MGD performance indicators are required, where appropriate. See [Annex II: Standard and Illustrative Indicators and Definitions](#) for MGD standard definitions. If a proposal addresses a result that has a corresponding standard indicator, the Applicant must include the standard indicator in the MGD Standard Indicators Summary. Furthermore, Applicants must propose corresponding indicators to measure project performance for each result. USDA does not require a specific number of indicators per result, however the proposed indicators should include an sufficient number of indicators for monitoring the proposed project's performance in achieving each result.

Each project performance indicator must meet a basic level of standard. As defined in the FAS Monitoring and Evaluation Policy, high-quality performance indicators should be direct, objective, adequate, and practical.

Performance indicators that seek to measure progress or outcomes associated with results in the Applicant's proposed results framework must be provided in the performance indicator table in the Results section. Additionally, performance indicators that seek to measure progress or outcomes associated with the Applicant's proposed activities must be provided in the performance indicator table in the Activities section.

If an award is made, the applicant will be required to submit a full performance monitoring plans, which will include additional detail and information regarding indicator definitions, units of measurement, data sources, frequency of data collection, roles and responsibility for data collection, and how and when the data will be used. During agreement negotiation, applicants will also be responsible for describing how the project will ensure and maintain the quality of monitoring data collected by field staff/monitors through the analysis and reporting process. Criteria, defined in the Monitoring and Evaluation Policy, for assessing data such as accuracy, validity, reliability, timeliness, and integrity must be considered. Applicants should discuss the monitoring process to be undertaken to verify and validate the data collected.

Evaluation Plan

According to 7 CFR Part 1599.13, all Program Participants must, as provided in the agreement, submit to FAS an interim and final evaluation of the implementation of the agreement. Applicants must also submit baseline data information for performance monitoring indicators and an evaluation baseline report. All evaluations must be conducted by an independent third party that:

- i. Is financially and legally separate from the participant's organization;
- ii. Has staff with demonstrated knowledge, analytical capability, language skills and experience in conducting evaluations of development programs involving agriculture, education, and nutrition;
- iii. Uses acceptable analytical frameworks such as comparison with non-project areas, surveys, involvement of stakeholders in the evaluation, and statistical analyses;
- iv. Uses local consultants, as appropriate, to conduct portions of the evaluation; and,
- v. Provides a detailed outline of the evaluation, major tasks, and specific schedules prior to initiating the evaluation.

Applicants must submit a draft evaluation plan as an attachment. Each evaluation plan should include a comprehensive approach to evaluating the project's performance and impact. The Strategic Objective of the MGD program is to improve the literacy of school-aged children. As such, all MGD projects must include, as part of their evaluation plan, key evaluation questions that aim to assess the project's effect on improving early grade reading outcomes of school-aged children. The methodology should include a discussion of how the project intends to measure changes in reading outcomes, particularly the use of a context-appropriate early grade reading assessment.

The evaluation plan should be developed as a stand-alone document that can be shared with key project partners, stakeholders and the public. USDA expects the evaluation plan submitted as part of the application process to be no more than 10 pages (excluding annexes). The applicant must include an evaluation plan that includes, at a minimum, the following information:

Introduction

Provide a brief description of the purpose of the evaluation plan and how it will be used by the

project and its partners.

Project Overview

Provide a summary description of the project strategy including the project strategic objectives and expected results. The Project-Level Results Framework should be included here. Provide a brief description of the project activities and corresponding targeted project beneficiaries. The project overview will provide important context to the evaluation plan and methodology proposed.

Baseline Study

Baseline data will be collected for two purposes: (1) to measure progress on performance indicators and (2) to assess project outcomes and impacts using evaluation methods. The evaluation plan should provide a description of the organization's plan to establish performance indicator baseline information and targets for which the project will regularly measure performance every six months of the fiscal year in required progress reports. The baseline information for performance indicators and evaluation assessments must be measured and established prior to the start of project activities. Please also describe data collection techniques and methodologies proposed for establishing baseline information for evaluation activities.

The evaluation plan should describe the quantitative and qualitative evaluation methods that will be used throughout the length of the project (i.e. an evaluation design may include a randomized control trial (RCT), propensity score matching (PSM) design, repeat cross-sectional designs, or panel studies and also may include direct observations, key informant interviews, and secondary data analysis). These methodologies should be described in detail including sample design, expected sample sizes, and key informants. The methodological description of the baseline should also be linked to the midterm and final evaluations. For example, the evaluation plan should describe in detail if the project plans to use a PSM design with data collected at the baseline, midterm and final stages.

Midterm Evaluation

Provide a description of the project's midterm evaluation strategy and activities. The evaluation plan should identify the purpose and scope of the evaluation, preliminary key evaluation questions, methodology, selection of the evaluation team, and key audience for the evaluation. These questions should be organized according to standard evaluation criteria of relevance, effectiveness, efficiency, sustainability, and impact. The evaluation plan should include a timeline for the conduct of key evaluation activities and a description of how the project plans to utilize the evaluation findings and recommendations.

Final Evaluation

Provide a description of the project's final evaluation strategy and activities. The evaluation plan should identify the purpose and scope of the evaluation, preliminary key evaluation questions, methodology, and the key audience for the evaluation. The evaluation questions should be organized according to standard evaluation criteria of relevance, effectiveness, efficiency, sustainability, and impact. The evaluation plan should describe the methodology selected and the strengths and weaknesses in the proposed methodology for measuring impact and

assessing attribution. The evaluation plan should include a timeline for the conduct of key evaluation activities and address issues of independence, coordination and the use of participatory methods. The evaluation plan must include a description of the expected qualifications of the evaluation team and provide a list of key stakeholders.

Special Studies (where applicable)

Proposals may include plans to conduct special studies focused on a particular intervention, sector or thematic area that may aid in identifying project effectiveness, impact, or lessons learned complementary to the required midterm and final evaluations. Proposals may also conduct qualitative or anthropologic studies that help to triangulate evaluation information, provide context to evaluation findings, or offer a better understanding of evaluation findings.

Evaluation Management

Briefly describe an evaluation management structure that reflects standards and principles of evaluation independence and credibility. If the organization maintains an evaluation unit, USDA requires that the evaluation is managed by the organization's evaluation unit. If the organization does not have a dedicated evaluation unit the review should be managed by a project staff person or organizational staff person with significant knowledge and expertise concerning evaluation. Ideally, the organization would maintain an evaluation unit that was separated from the staff or line management function of the project being evaluated. Such a structure helps to ensure the independence and impartiality of the evaluation process and report of findings, conclusions and recommendations.

The evaluation plan should also address the roles and responsibilities of the project partners and key stakeholders throughout the evaluation process. Additionally, the evaluation plan should address the regular review and updating of the evaluation plan throughout the life of the agreement, and should describe the project's dissemination strategy for improving the knowledge base and sharing evaluation findings and lessons learned

More detailed descriptions of the roles and responsibilities of the M&E staff should be included in the staffing plan and organizational chart as described in the [Organizational Capacity and Staffing](#) section above

Evaluation Budget

An evaluation budget is directly related to the purpose, scope, timeline, and approach of the evaluation (includes all baseline, midterm and final evaluations). It is dependent on the required skills and expertise, specified deliverables, and any provisions provided by the evaluation commissioners. Costs vary considerably across evaluations--typical budget line items for evaluation include costs for employee salaries, expenses, and per diem; travel (international and in-country); costs for third-party evaluation contractors; costs associated with the development of a beneficiary monitoring system or data collection equipment and tools; and other costs for translators, data processors, meeting space, and support staff. The FAD M&E policy states that Applicants should include monitoring and evaluation key personnel in labor costs. Applicants should consider allocating, at a minimum, three percent (3%) of the project budget toward monitoring and evaluation. The minimum three percent is exclusive of the

Applicants' M&E employee staff costs. For evaluation plans which include the conduct of impact evaluations, USDA expects the M&E costs to range between five to ten percent (5-10%) of the project budget. Evaluation budget information should be included as described in [Appendix G – Budget Narrative](#).

VII. Overall Application Quality

Criteria Review – 5 Percent

The proposal will be evaluated on the consistency of all sections as well as the extent to which it is clearly and concisely written.

B. Other Details

All applicants must complete an Other Details section regarding the results entered in their proposal. Applicants should use the following guidance for this information:

- **Method of Educating the Public:** State the methods of notifying consumers in the recipient country of the source of donated commodities and/or funding for program activities. In cases where beneficiaries will receive commodities directly, describe how they will be educated regarding preparation and consumption.
- **Method of Choosing Beneficiaries:** Briefly identify the criteria and methodology used to target the geographic area(s) and the beneficiary group(s). Criteria and methodology should help to distinguish why some regions or beneficiary groups will receive resources (funds or agricultural products) while others may not. Applicants should consider the following questions when preparing a response:
 - a) Why and with what methodology did you select the particular geographic area(s), institutions, and/or beneficiaries?
 - b) Which sources of information did you use (i.e. government agency survey, computer database, interviews, assessments, etc.)?
 - c) With whom did you collaborate to target particular regions, institutions, or beneficiaries?
- **Target Geographic Area:** List the targeted geographic areas where the proposed activities will take place; the inclusion of maps for illustration are encouraged and can be uploaded in FAIS as an attachment.

C. Method of Submission

The entire application package must be submitted electronically through the proposal entry module of FAS's FAIS, located at: <http://www.fas.usda.gov/fais/webapp/>. For guidance on entering proposals in FAIS, please review [Appendix F - Instructions for Submitting Proposals in the Food Aid Information System](#).

PART V – APPLICATION REVIEW INFORMATION

A. Merit and Criteria

Prior to selecting the recipients of the MGD award, Applicants are evaluated on their responses to the areas of criterion below. The guidance required for each area of criterion is detailed above in [Section A - Application Content Guidance and Merit Criteria](#).

Areas of Criterion	Merit
Introduction Summary and Strategic Analysis	10
Project-Level Results Frameworks	10
Activities	15
Graduation and Sustainability	15
Organizational Capacity and Staffing	10
PVO Budget	10
Commodity Management	10
Monitoring and Evaluation	15
Overall Application Quality	5

I. Negative Factors

USDA seriously considers an Applicant's past performance on both agency and USG-wide programs. To determine suitability for receiving and responsibly managing federal awards, the following negative factors will be considered for each Applicant:

- FAS has terminated an agreement with the organization within the past three years as a result of a violation of the agreement by the organization.
- The organization has failed to pay a single substantial debt, or a number of outstanding debts (not including sums owed to the Federal Government under the Internal Revenue Code) owed to any Federal agency or instrumentality, provided the debt is uncontested by the organization or, if contested, provided that the organization's legal and administrative remedies have been exhausted.
- The organization has failed to submit to FAS, or has submitted more than five business days after the due date, at least two required reports within the past three years. Required documentation includes logmon/semi-annual performance reports, financial reports, evaluation plans, baseline data, interim and final evaluations, A-133 audits, sub-recipient agreements and all other documentation required in the organization's agreement.
- The organization has, on at least two occasions within the past three years, failed to respond, or responded more than five business days late, to a FAS deadline for documents required during a compliance review or during the close-out of an agreement.
- The organization has been designated high-risk by FAS, another Federal Government Agency or external auditor within the past three years and/or the organization's most recent A-133 identifies material weaknesses.
- The organization has experienced a significant commodity loss valued at \$20,000 or greater for which it was responsible during the past three years and/or the organization failed to notify FAS within 15 days of any commodity loss valued over \$1,000 during the past three years.

II. Other Factors

The selection official will consider the following program policy factors in the selection process:

- It may be desirable to select projects for award that build upon existing program activities to reach the benefits of graduation and sustainability.

- It may be desirable to select projects that collectively represent diverse countries, types of projects, and sizes of applicant organizations.
- It may be desirable to select projects for award based on the applicant's past Federal Award performance with respect to achieving program results.

While these factors are not indicators of the application's merit, they may be essential to the process of selecting the application(s) that, individually or collectively, are most likely to achieve the program objectives. Such factors may be beyond the control of the Applicant. Applicants should recognize that very good applications may not receive an award because they do not fit with a set of projects that maximize the probability of achieving FAS's overall food assistance objectives.

B. Review and Selection Process

I. Review Process

FAS will review all complete applications that are submitted by the deadline in FAIS. FAS will invite comments from other U.S. government agencies on its award recommendations, but FAS will make the final determination about which applications to fund.

II. Anticipated Notice of Selection and Award Dates

FAS anticipates notifying Applicants that have been selected for award around early 2016 and finalizing agreements by September 2016.

III. Discussion and Award

Prior to signing the cooperative agreement, FAS will enter into negotiations with all selected Program Participants. These negotiations may include but are not limited to:

- The budget is not appropriate or reasonable for the proposed project;
- Only a portion of the application is selected for award;
- FAS needs additional information to determine that the recipient is capable of complying with the requirements in 7 C.F.R. 1599; and/or
- Special terms and conditions are required.

Failure to satisfactorily resolve such elements of the agreement identified by FAS may prevent a timely signing of agreement.

PART VI – AWARD ADMINISTRATION INFORMATION

A. Award Notices

FAS will notify each Program Participant in writing of the final decision on its application through FAIS. Once the approved Program Participant accepts the award, FAS will begin negotiations with the Program Participant to develop a cooperative agreement. The selection of this funding instrument entails substantial involvement. Substantial involvement exists when responsibility for the management, control, direction, or performance of the agreement is shared by FAS and the Program Participant. The agreement will incorporate the details of the project as approved by FAS and in accordance with the MGD regulations, 7 C.F.R. part 1599. Substantial involvement may include, but is not limited to, the following:

- FAS specifies the manner, method, performance, or timing of the work in an approved work plan;
- FAS review and approval of one stage of work before a subsequent stage may begin during the performance period;
- FAS review and approval of an evaluation plan;
- FAS review and approval of monetization plan, if applicable;
- FAS review and approval of proposed sub-grants and contracts, prior to award;
- FAS participation in the selection and approval of the individuals or organizations that will conduct all required evaluations;
- FAS participation in data collection and analysis for required evaluations and other performance reports;
- FAS approval of an organizational chart identifying the names, roles and responsibilities of all of the participant's key personnel and any subsequent changes or absences; and FAS provides specific direction or redirection of the work during the period of performance.

B. Key Personnel

Upon signature by both parties, FAS requires that a Program Participant receive approval for key personnel in the form of an organization chart, which must be submitted within 30 days. FAS considers any staff that have general management responsibility to be key personnel such as the Chief of Party/Country Director, Monitoring and Evaluation Specialist, Education/Literacy Program Manager, Health and Nutrition Manager, Logistics Manager and Finance Director and critical technical staff who oversee activity implementation. After approval of these staffing positions, the Program Participant must notify FAS within one week of the departure of any key person and must obtain written approval prior to either their absence for more than three months or for a reduction of level of effort equal to or surpassing 25 percent.

C. Budget

While Applicants are required to provide a budget summary and budget narrative as part of their proposal(s), those proposals awarded funding will be required to provide and enter a detailed budget into the FAIS system during the agreement negotiation phase.

D. Administrative Standards and Provisions

The cooperative agreements awarded under the McGovern-Dole program are administered under 7 CFR Part 1599, and 2 CFR Part 200, and 2 CFR Part 400.

In addition, to the above regulations participants in the McGovern-Dole program agrees to:

- Comply with the applicable provisions of 2 CFR Parts 180 and 417, Nonprocurement Debarment and Suspension, and 7 CFR Part 3021, Government Requirements for Drug-Free Workplace (Financial Assistance)
- Comply with 2 CFR Part 25, Universal Identifier and Central Contractor Registration
- Comply with 2 CFR Section 175.15(b), Trafficking in Persons
- Comply with OMB Guidelines to Agencies on Government Debarment and Suspension (Nonprocurement) implemented by FAS is 2 CFR Part 417

- Certify that it is in compliance with and will comply with all applicable laws, regulations, Executive Orders, and generally applicable requirements, including those set out in 7 CFR Section 3015.205(b)
- Certify that it will comply with Foreign Agricultural Service Terrorist Financing Certification for Food Aid Grant Agreements.

E. Audit Compliance

A Program Participant shall submit to FAS, in the manner specified in the agreement, an annual financial audit in accordance with 2 CFR 200.50 and the Single Audit Act. The Program Participant must comply with the timeframes established in those regulations for the submission of their audits to the Federal Audit Clearinghouse. Program Participants must provide a copy of each single audit conducted within the timeframe of the USDA-funded project to FAIS at the time it is submitted to the Federal Audit Clearinghouse. In addition, if FAS requires an annual financial audit with respect to a particular agreement, and FAS provides funds for this purpose, the participant shall arrange for such audit and submit it to FAS, in the manner specified in the agreement.

F. Reporting

An organization receiving funding under MGD will be required to provide the following: semi-annual financial reports, semi-annual performance reports, an evaluation plan, a PMP, a baseline study, a mid-term evaluation, a final evaluation, a work plan, an annual travel plan, organizational chart identifying the names, roles and responsibilities of all of the participant's key personnel and any subsequent changes or absences and sub-recipient and subcontractor agreements as provided in the cooperative agreement. All reports must be submitted using FAIS and organizations must follow a reporting cycle with required deadlines on specific reports. All organizations receiving funding will be required to report against the indicators in the agreement at each reporting cycle. Changes in the original project timelines and adjustments within project budgets must be approved by FAS prior to their implementation.

G. Monitoring and Evaluation

FAS has published a "[Monitoring and Evaluation Policy](#)" which explains the required elements of the monitoring and evaluation protocols for cooperative agreements. A Program Participant shall, as provided in the agreement and in accordance with the terms laid out in the Monitoring and Evaluation Policy and in accordance with 7 CFR 1599 (13)(e), submit to FAS an evaluation plan, a baseline study, a PMP, a mid-term and a final evaluation of the agreement implementation. The Program Participant shall provide to FAS additional information or reports relating to the agreement if requested by FAS.

FAS reserves the right to conduct an evaluation of the project through its own third-party evaluation contractor hired and managed by FAS at any time during the implementation of the project. The evaluation may be funded directly by USDA and will not be included in the funding of this agreement unless otherwise specified in the agreement. The evaluation will be managed by the FAS Monitoring and Evaluation Staff. The Program Participant is expected to take part in such an evaluation to the capacity deemed appropriate by FAS or the FAS managed third-party evaluation contractor.

PART VII – AGENCY CONTACT

For general questions related to MGD, Applicants and other interested parties are encouraged to contact:

Debra Pfaff, Chief
School Feeding and Humanitarian Branch
Food Assistance Division
Office of Capacity Building and Development
Foreign Agricultural Service
U.S Department of Agriculture

Address:

1400 Independence Ave, SW, STOP 1034
Washington, DC 20250

Phone: (202) 720-4221

Fax: (202) 690-0251

Email at: ppded@fas.usda.gov

APPENDIX A - Application Content Checklist for Submitting Proposals in FAIS

I. Application Requirement

- Register with SAM and maintains an active account
- DUNS number for applicant's organization
- DUNS number for all grant sub-recipients

II. Proposal Summary Section

- Past Performance Records* Attached
- CV of proposed Chief of Party or Project Director Attachment
- AD-3030 - *Attachment*
- Letters of Support *Attached* in FAIS (Not Required)

III. Introduction Section

- All required cells are entered for country, project dates, etc.in FAIS
- Introduction and Strategic Analysis uploaded as *attachment*. The document contains the following sections:
 - One paragraph summary of proposed project
 - In-Country Registration Status
 - Organizational Capability
 - Lasting Impact
- Completed *Key Personnel* Section in FAIS
- Organizational Capacity Chart uploaded as *attachment*

IV. Results Section

- Performance Indicators for *Results and Activities* uploaded as *attachment*
- Evaluation Plan* uploaded as *attachment*
- Project Level Frameworks* uploaded as *attachment*

Results Tab

- Each result depicted on the proposal's *Project Level Frameworks* in FAIS has a Result selected

Activities Tab

- All necessary Activities are selected

Mapping Tab

- All activities are mapped to at least one result

Other Details Tab

- Cash and Non-Cash Contributions* section completed
- Sub-recipients* section completed
- Government and Non-Government Agencies* section completed
- Method of Choosing Beneficiaries* section completed
 - Method of Educating Beneficiaries* section completed

- Target Geographic Area* section completed

V. Commodity Section

Commodity Tab

- All proposed commodities are selected including basic information and monetization and direct feed details where applicable

Special Needs & Distribution Methods Tab

- Transportation and Storage* section completed
- Processing and Packaging* section completed
- Duty Free Entry* section completed
- Economic Impact* section completed
- Ration Justification/Other Remarks* section completed and includes program specific information requested in guidance

Monetization Tab (if applicable)

- Impact on Other Sales* section completed
- Private Sector Participation in Sale of Commodity* section completed
- Sales Proceed Usage Activity Implementation* section completed
- Assuring Receipt Procedures* section completed
- Expected Interest Earned* section completed

VI. PVO Budget Section

- Budget Summary* uploaded as *attachment*
- Budget Narrative* completed in FAIS or uploaded as an *attachment*
- Most Recent Audited Financial Statement uploaded as *attachment*
- NICRA uploaded as *attachment*
- SF-424 uploaded as *attachment*

APPENDIX B – Country Specific Guidance

I. Cambodia

McGovern-Dole Targeted Areas: Battambang, Siem Reap, and Kampong Thom

Country Context

Cambodia has emerged from decades of civil conflict and economic stagnation to post remarkable progress in economic growth coupled with human development. Cambodia is governed by a multiparty democracy under a constitutional monarchy. It is rated as a Least Developed Country by the United Nations. Real growth for 2014 is estimated to reach 7.2 percent, driven by the garment, construction, and service sectors. The gross domestic product (GDP), and GDP per capita are \$16.9 billion and \$3,300 respectively.ⁱ Cambodia's per capita gross national income is \$950. Rising global rice prices have driven substantial growth in Cambodia's agricultural sector.

Health and Education Context

One quarter of the population is considered food-deprived. Undernutrition rates are high and have changed little in the past 10 years, with 40 percent of children under 5 stunted and almost 20 percent of women are thin for their height. Micronutrient deficiencies especially iron, vitamin A, and iodine deficiencies are of critical concern. More than half of children under 5 and 44 percent of women of reproductive age are anemic.

In Cambodia, the 2008 National Population Census puts the adult literacy rate at 77.6 percent (15 years old and over). Cambodia's literacy challenge lies in reducing disparities in literacy rates by gender (85.1 percent among males to 70.9 percent among females) and age group, between urban and rural populations (90.4 percent to 74 percent respectively), among ethnic minorities, and those who are most marginalized. During the last few decades, Cambodia has experienced an increase in net primary school enrolment. It rose from 77.8 percent in 1998 to 83.8 percent in 2001 and reached 94.8 percent in 2010. According to data from the United Nations Children's Fund, 92.2 percent of those children went on to complete their primary level education.ⁱⁱ According to the United States Department of Labor, 28.7 percent of children ages 5 to 14 work and 28.3 percent of children combine work and school.ⁱⁱⁱ

Programming Priorities

The McGovern Dole Food for Education Program (MGD) supports education, child development, and food security in low-income, food-deficit countries around the globe. This program provides for the donation of U.S. agricultural commodities, as well as financial and technical assistance, to support school feeding and maternal and child nutrition projects. MGD's key objective is to reduce hunger and improve literacy among school-aged students, especially girls. By providing school meals, teacher training and related support, MGD helps boost school enrollment, attendance and literacy. MGD also supports maternal and child health and nutrition activities.

In Cambodia, the Battambang, Siem Reap and Kampong Thom regions were selected because they have demonstrated low rates of literacy and high rates of malnutrition including stunting. Stakeholders include school communities (school staff, parents, and students) as well as national, regional, and local governments. Often, these stakeholders contribute human and, at times, financial resources and are involved in training, curriculum development, monitoring, and other program activities. Upcoming programs are expected to emphasize improved literacy of school-age children and increased use of health and dietary practices. Other key activities may include the provision of school supplies and materials, school meals, teacher and administrator training, and the construction of wells, latrines, and school gardens.

In fiscal year 2013, MGD funded a \$20 million World Food Programme activity targeting the same regions. The program provided school meals for 153,400 students, training for teachers and school administrators, take home rations for 4,080 students, and support for the construction of wells, kitchens, latrines, and school gardens.

II. Ethiopia

McGovern-Dole Targeted Areas: Afar, Somali

Country Context

Situated in the Horn of Africa, Ethiopia has a population of over 94 million people and faces serious national and transnational challenges. On average, ten percent of its citizens are chronically food insecure, rising to more than 15 percent in years of frequent drought. Categorized as a Least Developed Country, Ethiopia is ranked 173 out of 187 in the 2014 UNDP Human Development Index, with an average per capita income that is less than half the current sub-Saharan average. However, Ethiopia also ranks among the fastest growing economies in Africa and the world. The economy has experienced strong and broad-based growth over the past decade, averaging around 10% per year from 2005-14. Expansion of the services and agricultural sectors account for most of the growth over this period, while the performance of the manufacturing sector, while growing, has remained relatively modest. This impressive and sustained economic growth over the last decade has largely been driven by state-run infrastructure development. Ethiopia is one of the least urbanized countries in the world; only 16 percent of the population lives in urban areas. The majority of the population lives in the highland areas. The main occupation of the settled rural population is farming, while the lowland areas are mostly inhabited by pastoral people who depend mainly on livestock production and move from place to place in search of pasture and water. Eighty-two percent of Ethiopia's population remains dependent on subsistence and rain-fed agriculture, which is the foundation of the economy. The agricultural sector employs 85 percent of the workforce and accounts for 47 percent of the national gross domestic product, which is estimated in 2014 to be \$139.4 billion. Gross National Income purchasing power parity is \$1,380. Rural poverty is exacerbated by persistent lack of rainfall and increased prevalence of droughts.

Health and Education Context

Household food insecurity, hunger, and undernutrition remain critical issues; the poor nutritional status of women and children has been a consistent problem in Ethiopia. Undernutrition is an underlying cause of 53 percent of infant and child deaths. The prevalence of stunting and underweight have decreased over the past decade but still remain high with 44 percent of children under 5 stunted, and 29 percent underweight.

High rates of child undernutrition are caused by a lack of both dietary diversity and micronutrient-dense food consumption. Problematic child feeding practices also contribute to the widespread prevalence of undernutrition. Only one-half of infants are exclusively breastfed and introduced complementary foods at the appropriate time, and only 4 percent of young children are receiving a minimal acceptable diet. One quarter of women of reproductive age are undernourished, leaving their children predisposed to low birth weight, short stature, lower resistance to infections, and higher risk of disease and death. Children in rural areas are more likely to be stunted (46 percent) than those in urban areas (36 percent).

Ethiopia ranks 126th out of 127 countries in the Education for All development index. Ethiopia has a total of 19,382,000 pupils enrolled in primary and secondary education. Of these pupils,

about 14,532,000 (75 percent) are enrolled in primary education. Historically, most Ethiopians have not had formal schooling. It is notable that approximately 22 percent of youth have no formal education and 55 percent of youth have attained at most incomplete primary education, meaning that in total 76 percent of 15-24 year olds have not completed primary education in Ethiopia. The number of female drop-outs is high in the country, especially in the transition from primary to secondary education. Only a quarter of the country's boys and fewer than 20 percent of its girls continue to study beyond primary school. While some advances have been made in recent years in getting students into classrooms, literacy remains low due primarily to poor teaching and lack of materials. Ethiopia's current literacy rate is one of the lowest in Africa; statistics from 2014 indicate that 47 percent of Ethiopian women aged 15-24 are illiterate, compared to 63 percent of men of the same age.

Programming Priorities

To address the McGovern-Dole (MGD) goal of creating sustainable, nationally-owned, school feeding programs, competitive proposals will demonstrate how the Applicant will work with the Government of Ethiopia (GOE) to develop a national school feeding program. Proposals should contain a concrete timeline for handover of schools to the government and sufficient capacity-building of the government to enable the handover. To address the MGD goal of improving health and dietary practices, competitive proposals will include, in the strategic analysis, the nutritional situation of the intended beneficiaries with needs clearly assessed and addressed. De-worming and micro-nutrient support for beneficiaries is strongly encouraged. To address the MGD literacy goal, competitive proposals will demonstrate incorporation of the GOE's education priority of supporting mother-tongue instruction and using evidence-based approaches to improve literacy.

Competitive proposals will have a strong focus on training teachers and school administrators in pedagogical skills as well as providing pedagogical supplies such as appropriate-level textbooks and other reading materials. Competitive proposals will demonstrate strong support from the GOE and a concrete plan for working with the government to sustain the benefits of work done under MGD funding and other United States Government efforts. Furthermore, competitive proposals will address in the strategic analysis whether a gender imbalance exists in the enrollment and attendance rates within the geographic regions selected and propose a solution to it in accordance with the MGD focus on girls.

This solicitation will build on an existing MGD program in Ethiopia. The proposed program target areas are selected both to follow the current MGD program and also because these areas continue to demonstrate low rates of literacy and high rates of malnutrition, including stunting. Key activities in current MGD programming include daily school meals; teacher and administrator training; school gardens; national, regional and local capacity building; provision of school supplies and materials; health and nutrition education; deworming campaigns; and provision of instructional materials. Key stakeholders include national, regional, and local governments; school communities; students; other community members; and parents.

III. Guatemala

McGovern-Dole Targeted Area(s): Western Highlands (Huehuetango and Totonicapan)

Country Context

Guatemala is classified as a Lower Middle Income¹ country with an urban population 51.1 percent of total population (2014)². The main drivers of economic growth are agriculture (13.3 percent), industry (23.5 percent), and services (63.2 percent) (2014 est.)³. Guatemala's gross national income is \$7,130 with gross domestic product (GDP) at \$58.3 billion (2014 est.), GDP growth rate 3.4 percent (2014 est.), GDP per capita including world rank (actual and purchasing power parity-adjusted) at \$7,500 (2014 est.)⁴. Guatemala has one of the most unequal income distributions in the hemisphere. The wealthiest 10 percent of the population receives almost one-half of all income; and the top 20 percent receives two-thirds of all income. The bottom 34 percent of the population lives on less than \$2 a day and 15 percent on less than \$1 a day. Since taking office in 2012, President Otto Pérez Molina has focused on reducing crime, increasing social spending, and enacting reforms to strengthen Guatemalan institutions. Guatemala's next general election is anticipated for late 2015.

Current USDA food assistance consists of McGovern-Dole (MGD) and Food for Progress, valued at \$92,155,870.

Health and Education Context

Guatemala is one of the most food insecure countries in the Western Hemisphere. The population reached 15.4 million in 2013⁵ with 21.5 percent living on less than \$1 per day. Prevalence of stunting is 67.5 percent for children under 5 in Guatemala's Feed the Future target region⁶. Infant mortality rate is at 23.51 deaths per thousand live births⁷. Guatemala has the highest level of chronic malnutrition (49.8 percent) for children less than 5 years of age in the hemisphere. The most vulnerable are the Mayan communities who live in the highlands, where stunting affects almost 70 percent of children under 5, compared to only 36.9 percent among non-indigenous children. In the 2012 "National Agenda for Change," the government committed to tackling malnutrition through the National Zero Hunger Pact, which aims to reduce stunting by 10 percent (from 50 percent to 45 percent) among children under 5 by 2015, focusing primarily on nutrition and health during the 1,000 days from pregnancy to a child's second birthday. The Zero Hunger Pact is being operationalized through the Zero Hunger Plan

¹ World Bank <http://data.worldbank.org/country/guatemala>

² CIA World Factbook

³ CIA World Factbook

⁴ CIA World Factbook

⁵ World Bank, <http://databank.worldbank.org/data/views/reports/tableview.aspx>

⁶ Feed the Future, <http://feedthefuture.gov/country/guatemala>

⁷ CIA World Factbook

2012–2016, which includes specific nutrition interventions such as the promotion of exclusive breastfeeding and increased access to complementary foods, fortified food, and to health and nutrition services and counseling. It also includes programs that address the underlying causes of under nutrition. However, there are often problems with the timely disbursement of funds from the General Office of Community Participation and Support Services to the Parent Teacher Associations, which can halt the school snack program for months.

National literacy rates, defined as those aged 15 and over who can read and write, are at 81.5 percent with males at 87.4 percent and females at 76.3 percent⁸. According to the Guatemalan Government, primary school enrollment rates are at roughly 90 percent and there is nearly equal enrollment of boys and girls. Still, more than 30 percent of students did not pass first grade in 2013. In addition, only about three-fourths of those enrolled in primary school graduate from the 6th grade (80 percent of boys and 73 percent of girls), and the enrollment rate for middle school (7th-9th grades) is less than 40 percent. Even when students are able to complete primary school, many do not acquire the necessary skills to advance. Furthermore, while there are nominal national differences in school enrollment between boys and girls, the enrollment gap between rural and urban areas is significant.

According to the Ministry of Education's Strategic Plan for Education 2012-2016 includes 1) improving classroom management by empowering communities; 2) capacity strengthening of teachers; 3) responding to needs in coverage and quality and 4) accountability. Furthermore, the government is focusing on bilingual reading competencies.

Current USDA school feeding programs include agreements with Project Concern International, Catholic Relief Services, and Save the Children.

Programming Priorities

Competitive proposals will demonstrate substantial contributions to the highest-level strategic objective - Improved Literacy of School-Age Children and Increased Use of Health and Dietary Practices - as outlined in the MGD Results Frameworks.

Please demonstrate a strong focus on literacy and include activities that support improving literacy of school-age children such as training of teachers and school administrators in pedagogical skills, developing and providing improved instructional materials, and providing textbooks and other reading materials to participating schools. If applicable and when appropriate, activities implemented in the region's native language are encouraged.

Please clearly demonstrate strong support from the Government of Guatemala and provide a concrete plan for working with the government to sustain the benefits of work done under the

⁸ CIA World Factbook

MGD funding to achieve functional literacy of students. Applicants are encouraged to work with government agencies such as the Ministries of Education and Agriculture to implement activities and/or develop programs that would contribute to the sustainability of a national school feeding program. For example, using the home-grown school feeding approach; developing activities that support literacy and engage students, particularly girls, outside the classroom; or after-school programs for older students (grades 4-6, ages 10-14) such as 4-H/4-S-type programs. Proposals must include a government-supported plan to sustain the benefits of a national school feeding program as well as provide a concrete timeline for handover of participating schools to the Government of Guatemala.

IV. Haiti

McGovern-Dole Targeted Area(s): Cap Haitien, Port-au-Prince, and St. Marc

Country Context

Haiti is classified as a Low-income⁹ country with total population of 9,996,731 with an urban population 57.4 percent of the total population (2014)¹⁰. Haiti's gross national income is \$1,720 with gross domestic product (GDP) at \$18.54 billion (2014 est.), a GDP growth rate of 3.8 percent (2014 est.), and GDP per capita including world rank (actual and purchasing power parity-adjusted) at \$1,800 (2014 est.). In 2013, the country had 3 percent GDP growth while 78 percent of the country survived on less than \$2 a day and over 50 percent on less than \$1 a day. In rural areas, 88 percent of individuals live below the poverty line and basic services are practically non-existent. The unemployment rate in the formal sector is 41 percent. Almost two-thirds of Haitian households, or 4.7 million people, live in rural areas where agriculture is the main economic activity and source of income.

Health and Education Context

Stunting in Haiti is inversely related to maternal education level, with 34 percent of children whose mothers have no formal education stunted compared to 12 percent of children whose mothers have secondary or higher education. Undernutrition has long been a significant public health problem in Haiti. Among children under 5 years of age, nearly a quarter suffer from chronic undernutrition. The 2005 Demographic and Health 8 Survey found that 23.8 percent of children under 5 years were stunted and 22.2 percent of children under 5 were underweight. Macronutrient intake is below minimum necessary levels, as are key micronutrients.¹¹ To improve nutrition and food security, the Government of Haiti launched Aba Grangou, a national strategic framework to halve the proportion of people suffering from hunger by the end of 2016 and to eradicate hunger and malnutrition by 2025. A national-level Commission for the Fight Against Hunger and Malnutrition provides strategic direction to the nine ministries, the seven autonomous agencies, the Haitian Red Cross, and the 21 government programs working on Aba Grangou. The three strategic focus areas include agricultural investment programs to increase domestic food production; programs for the most vulnerable families, including health, nutrition, and improved water and sanitation infrastructure; and crop storage.

⁹ World Bank <http://data.worldbank.org/country/haiti>

¹⁰ CIA World Factbook

¹¹ Feed the Future, Haiti FY 2011-2015 Multi-Year Strategy

According to a 2012 survey of households' living conditions, enrollment in primary school is at 74 percent. National literacy rates, defined as people age 15 and over who can read and write, are at 60.75 percent with males at 64.3 percent and females at 57.3 percent¹².

Programming Priorities

Competitive proposals must demonstrate substantial contributions to the highest level strategic objectives - Improved Literacy of School-Age Children and Increased Use of Health and Dietary Practices - as outlined in the McGovern Dole (MGD) Results Frameworks. Proposals do not need to cover all Feed the Future regions in Haiti, but need to provide a strong justification(s) for selecting a specific region(s).

To support the MGD literacy goal, proposals will focus on boosting the enrollment, attendance, and retention of primary-school students through to at least grade 6, especially in remote and vulnerable communities. Proposals, to the extent possible, will work with USAID-supported schools and clearly demonstrate how they will collaborate with USAID's basic education programs, including the Tout Timoun Ap Li ("All Children Reading" in Haitian Creole: ToTal) and An n aprann li ak ekri ("Let's learn to read and write" in Haitian Creole: Ann ALE). Proposals will also incorporate activities that focus on providing appropriate pedagogical supplies such as textbooks and other reading materials, as well as training teachers and school administrators in improved pedagogical skills. Competitive proposals will demonstrate strong support from the Government of Haiti, in particular the Ministère de l'Éducation Nationale et de la Formation Professionnelle (Haitian Ministry of Education), and a concrete plan for working with the government and communities to sustain the benefits of work done under the MGD funding, including achieving functional literacy of students.

To support the MGD goal of creating sustainable, nationally-owned school feeding programs, competitive proposals will demonstrate how the applicant will work with the Government of the Haiti to strengthen its national school feeding program, "Programme National de Cantines Scolaires."

To support the MGD goal of increasing the use of health and dietary practices, competitive proposals will focus on appropriate activities in health, hygiene, and nutrition including, but not limited to, training, water and sanitation, and preventative health interventions such as deworming.

¹² CIA World Factbook

V. Kenya

McGovern-Dole Targeted Areas: Baringo, Garissa, Mandera, Marsabit, Nairobi (unplanned settlements), Tana-River, Wajir, West Pokot, Turkana

Country Context

Kenya is a lower middle-income country located in East Africa with a population of 44.35 million and, according to World Bank figures, in 2013 approximately 25% of the population lived in urban areas. About 80 percent of the land area is arid and semi-arid, mainly in the northern and eastern regions. Although it is the most advanced economy in the region, almost half of the population lives in absolute poverty. Kenya ranks 147th out of 187 countries in the United Nations Development Programme Human Development Index. The United Nations categorizes Kenya as a Developing Economy. Kenya's Gross National Income is \$2,157 per capita. Although the share of agriculture in the gross domestic product is declining (from 23 percent in 1999 to 16 percent in 2003), it remains a major sector for the Kenyan economy. About 74 percent of the economically active population works in agriculture and of these about 80 percent are smallholders. Agriculture in Kenya is predominantly rain fed. Since 2008, Kenya has faced severe food insecurity problems attributed to frequent droughts, high costs of domestic food production, displacement of farmers during election violence in 2007, high global food prices, and low purchasing power for a large proportion of the population. Each year 2 to 4 million people are in need of external food aid.

Health and Education Context

Undernutrition contributes to an estimated one-third of all deaths to children under five. More than one-third of children are stunted, and stunting increased from 2003 to 2009. Stunting among male children (37 percent) is higher than in female children (33 percent). Stunting is higher among children whose mothers are malnourished (45 percent), and in rural (37 percent) versus urban areas (26 percent).

Inadequate infant and young child feeding practices also contribute to high rates of under-nutrition, as only one-third of children are exclusively breastfed until 6 months of age, and fewer than one-quarter of children 6-23 months receive a minimum acceptable diet.

Micronutrient deficiencies are widespread and are exacerbated by low consumption of Vitamin A and iron-rich foods. The North Eastern Province (which include the counties of Garissa, Mandera and Wajir), bordered by Somalia and Ethiopia, and characterized by frequent droughts and high levels of poverty and food insecurity, has the highest prevalence of undernutrition in the country. The under-five mortality rate is 73 percent per 1,000 live births, while there is a 35 percent incidence of stunting in this same under-five population.

The Government of Kenya (GOK) approved a National Nutrition Action Plan in November 2012. Kenya plans to roll out 11 evidence-based High Impact Nutrition Interventions and has set the following nutrition targets for 2030: (1) Reduce severe and moderate stunting by one-third; (2) Eliminate iodine deficiency; and (3) Reduce anemia by 30 percent. A Nutrition Interagency

Coordinating Committee serves as the multi-stakeholder and multi-agency platform to coordinate nutrition programs.

Kenya is currently showing strong commitment to funding education. While the free primary education program has increased access to primary education especially among poorer households, ancillary costs of primary education such as school uniforms continue to hinder the educational attainment of many children.

Kenya still ranks ninth highest of any country in the world for children out of school. The poor and girls, especially, have far less chance of making it to school. In 2008, in Nairobi, almost all children from rich households had been to school, whether boy or girl. But 55 percent of poor girls living in the North-East had never been to school, with 43 percent of poor boys in the region in the same situation. This is an improvement since 2003, when 71 percent of poor girls and 56 percent of poor boys in the North-East had never been to school.

The provision of quality education remains a challenge. Primary education is not of sufficient quality to ensure that all children receive basic education. Among young men aged 15-29 years who had left school after 6 years of schooling, 6 percent were illiterate and 26 percent were semi-literate. The figures are even worse for young women, with 9 percent illiterate and 30 percent semi-literate after being in school for 6 years. The proportion of semi-literate or illiterate women after 6 years of schooling has worsened in recent years: In 2003, 24 percent were in this situation, compared with 39 percent in 2008. Overall, adult literacy rate is 86 percent. The long-term effect of neglecting education leaves a huge skills deficit among young people.

Programming Priorities

This solicitation will build on an existing McGovern-Dole (MGD) program in Kenya. To support the MGD goal of creating sustainable, nationally-owned school feeding programs, competitive proposals should specifically address the GOK's Home Grown School Meals Programme (HGSMP). The HGSMP is a cash-transfer program that was established in 2009 to encourage local agricultural production and provide a valuable social service to school-age children in Kenya. In its first year, the HGSMP covered 540,000 children. In subsequent years, the GOK expanded coverage to an additional 50,000 children annually in the semi-arid lands. By the end of 2014, the HGSMP expanded to cover 850,000 children in over 2,200 schools and has become a flagship program for the region. The GOK is in the process of transitioning schools and counties from donor-managed school-feeding programs to nationally-owned and -managed school-feeding programs. Key stakeholders in the process include national, regional, and local governments; school communities; students; other community members; and parents.

The GOK plans to transition the counties of Samburu in 2015 (53,000 children), Tana River in 2016 (51,000 children), East and North Pokot in 2017, and Marsabit in 2018. The GOK has consistently increased resources for the HGSMP, and its budget has steadily increased over the years. Funds approved from Government revenues have increased steadily and significantly, from Kenyan Shilling (KSh) 400 million in 2009/2010 to KSh 900 million in 2013/2014. Similarly, disbursements from the Government's own resources have increased from KSh 390 million in

2009/2010 to KSh 750 million in 2012/2013. School feeding funds are “ring fenced” to protect them from being put into other government use when funding needs increase. This testifies to the strong and continuous commitment of the Government with respect to HGSMP. From 2009 to 2013, a total of KSh 2.2 billion was disbursed to schools.

To support the MGD goal of improving literacy of school-age children, competitive proposals should address MGD strategic objective 1 and all relevant intermediate results, with a special focus on evidenced-based approaches to improving literacy and measuring learning. Competitive proposals should demonstrate strong support from the GOK and a detailed plan for working with the government to sustain the benefits of work done under MGD funding and other United States Government efforts. The GOK’s commitment to universal free education, increased net enrollment, retention, and completion as well as improved learning outcomes should be addressed in proposals submitted. To support the MGD goal of improving health and dietary practices, competitive proposals should include, in the strategic analysis, the nutritional situation of the intended beneficiaries with needs clearly assessed and addressed. De-worming and micro-nutrient support for beneficiaries is strongly encouraged. Applicants must be sensitive to the GOK’s import restrictions in making a commodity selection.

VI. Laos

McGovern-Dole Targeted Areas: Savannakhet Province

Country Context

Laos, one of the world's few remaining communist states, is one of East Asia's poorest countries. Since the collapse of the Soviet Union in 1991, it has struggled to find its position within a changing political and economic landscape. Laos began opening up to the world in the 1990s but, despite tentative reforms, it remains poor and dependent on international donations. It remains a Communist state with a president, prime minister, and national assembly.^{iv} It is classified as a Least Developed Country by the United Nations. Real growth for 2014 was estimated to reach 7.4 percent, driven by agriculture, mainly rice. The gross domestic product (GDP), and GDP per capita are \$34.48 billion and \$5,000 respectively.^v Cambodia's per capita gross national income is \$1,450. Economic growth since the 1990s has reduced poverty levels significantly, but Laos still relies heavily on foreign aid and investment, especially from Japan, China, and Vietnam.^{vi}

Health and Education Context

In Laos, malnutrition among children under 5 years and a persistently high maternal mortality ratio are problematic. The national wasting rate stands at 6 percent. In the aggregate, the level does not represent an alarming situation. However, in certain locations at specific times, the wasting rates can reach 'critical' levels. In June 2010, the province of Attapeu had a global acute malnutrition rate of 18.9 percent. In contrast to wasting, stunting rates are extremely high across most parts of the country. The national average is 40 percent, which, according to international classifications, is 'very high' and constitutes a 'severe public health problem.' However, there are some variations within the country. Upland areas tend to have higher stunting rates than lowland areas and minority ethnic groups have more elevated levels than the majority Lao-Tai communities. The levels of micronutrient deficiencies are also extremely elevated. Over 40 percent of children under 5 and 63 percent of children under 2 suffer from anemia resulting from insufficient iron¹². Almost 45 percent of children under 5 and 23 percent of women between the ages of 12 and 49 suffer from sub-clinical vitamin A deficiency. Twenty percent of the population does not receive sufficient iodine. These micronutrient deficiencies, which can exist without stunting or wasting, lead to problems with motor and cognitive development (anemia), eye sight and the immune system (Vitamin A deficiency), and mental ability (iodine deficiency).^{vii}

Laos' education sector has progressed significantly in recent years. The adult literacy rate is skewed towards males (82.5 percent) while females lag at 63.2 percent (2005 est.).

The percentage of out-of-school children decreased from 11.5 percent in 2009 to 4.1 percent in 2012. The primary completion rate rose from 78 percent in 2009 to 95 percent in 2012, with the rate for girls rising from 74 percent in 2009 to 93 percent in 2012. The gender parity index for the primary completion rate also improved from 0.90 in 2009 to 0.96 in 2012. In Laos, 13.1 percent of boys and 17.1 percent of girls aged 5-17 are laborers.^{viii}

The Education Sector Development Framework (2009-2015) is the main education sector policy in Laos. School meals are well aligned with this policy: the expansion of school meals at both pre-primary and primary school levels is mentioned as one of the major objectives for the Ministry of Education. In the National Inclusive Education Strategy and Plan of Action 2011-2015, school meals are also seen as a key element in overcoming barriers associated with remoteness and isolation and in providing school health and malnutrition reduction. The Ministry, which has indicated its strong interest in creating a national school meals program, has established a unit to focus on establishing its own school feeding program and is working with World Food Programme to implement a gradual handover of its programs.

Programming Priorities

The McGovern Dole Food for Education Program (MGD) supports education, child development, and food security in low-income, food-deficit countries around the globe. This program provides for the donation of U.S. agricultural commodities, as well as financial and technical assistance, to support school feeding and maternal and child nutrition projects. MGD's key objective is to reduce hunger and improve literacy among school-aged students, especially girls. By providing school meals, teacher training, and related support, MGD helps boost school enrollment, attendance and literacy. MGD also supports maternal and child health, and nutrition activities.

In Laos, the Savannakhet province was selected due to its low rates of literacy and high rates of malnutrition, including stunting. Stakeholders include school communities such as school staff, parents, and students as well as national, regional, and local governments. Often, these stakeholders contribute human and financial resources and are involved in training, curriculum development, monitoring, and other program activities. Upcoming programs are expected to emphasize improved literacy of school-age children and increased use of health and dietary practices. Other key activities may include the provision of school supplies and materials; school meals; teacher and administrator training; and the construction of wells, latrines, and school gardens.

In fiscal year 2012, MGD funded a \$12.3 million project with Catholic Relief Services targeting the Savannakhet region. The program provided school meals for 38,500 students and supported the establishment of 70 libraries with 49,000 books; training for 589 teachers in Child Centered Teaching methods; and support for the construction and rehabilitation of school buildings, classrooms, kitchens, and latrines. The program also supported inclusive education and literacy instruction for teachers, school administrators, and government officials.

VII. Liberia

McGovern Dole Program Targeted areas: Nimba, Grand Gedeh, River Gee, Sinoe, Maryland, Grand Kru, Bomi, Gbarpolu, Rivercess and Grand Bassa.

Country Context

Liberia has a population of 4.09 million (July 2014 est.) and its population living in urban areas is approaching 50 percent (CIA Factbook). It has an annual population growth rate of 2.1 percent. Most people came from rural communities to urban areas, especially Monrovia, during the years of the war and have not returned since cessation of the conflict in 2003. Hence, Monrovia is heavily populated with 1.8 million and accounts for 28 percent of Liberia's total population. President Ellen Johnson Sirleaf has both chief of state and head of government since 2006.

Liberia's gross domestic product (GDP) for 2014 was estimated at \$3.771 billion and the GDP per capita is \$900 (2014 est.) (CIA Factbook). Real GDP growth in 2014, which was initially projected at 5.8 percent, is estimated to decline to 2.5 percent or less by the end of the year. Liberia is classified as both a least-developed country and a low-income food-deficit country, ranked 174 out of 187 in the 2013 United Nations Development Programme Human Development Index.

Liberia's near and medium-term economic prospects have been adversely affected by the Ebola crisis through its impact on all sectors. Public and domestic private sector investments, particularly in the construction sector, have also been delayed as the government has shifted resources to health and social protection. In the absence of Ebola, growth projections in 2014 reflected a weaker economic outturn compared to the previous year (2013). Growth was driven largely by the expansion in the mining sector (mainly iron ore) as well as increased activities in the construction sector spurred by both public and private investment. Growth in manufacturing continued to be constrained by inadequate electricity and the generally weak business environment.

Health and Education Context

The current Nutrition Profile document on Liberia by USAID reports: Food insecurity is widespread, with every fifth household considered food insecure, mainly affecting poor rural households with informal livelihoods. The highest rates of food insecurity are found in Bomi (55 percent), Grand Kru (46 percent), and River Cess (45 percent) counties. Rates of chronic and acute undernutrition have decreased in the past 6 years, but almost one-third of children under 5 remain stunted and micronutrient deficiencies are highly prevalent. The rate of anemia in children ages 0 to 59 months is 63 percent. Stunting increases with age, peaking at 42 percent in children 36–47 months in age, and affects males (34 percent) more than females (29 percent). Regional disparities are apparent, with stunting lower in Greater Monrovia (27 percent) than in other urban or rural areas (33 percent). By county, large differences in underweight are observed with only 9 percent of children in Montserrado underweight and 25 percent of children in River Gee underweight.

The rate of exclusive breastfeeding has significantly improved in the last 6 years, but only slightly more than half of infants are exclusively breastfed. Poor dietary diversity and diarrheal disease caused by improper hygiene and sanitation contribute to suboptimal nutritional outcomes. Malaria is a critical public health issue, with 45 percent of children testing positive, which accounts for a significant proportion of anemia in children under five.

The education system of the country is divided into five levels, namely, pre-primary, primary, junior high, senior high, and post-secondary. Enrollment is mainly concentrated at the early stages with 40.6 percent of all students enrolled at the preprimary level and 44.8 percent enrolled at the primary level. Enrollment drops dramatically as children grow, with 9.2 percent enrolled in the junior high level and a mere 5.4 percent enrolled in the senior high level.

Regarding attendance, Liberia compares poorly with other post-conflict countries such as Sudan and DR Congo relative to the number of out-of-school children. A review of out-of-school children in 25 countries shows Liberia with the largest number of out of school children, in percentage terms in each country. Approximately 60 percent of all primary school age children are estimated to be out of school children. Of the 40 percent of Liberian children that attend primary school, the graduation rate was just 59 percent in 2014, according to the World Bank.

Nationally, the adult literacy rate (defined as anyone above the age of 15 years who can read and write in any language) is estimated to be only 59 percent, with more literate males (64 percent) than females (55 percent). For young people between the ages of 15 to 24 years, the overall literacy rate is 76 percent. Within this group, the literacy rate for males is 70 percent, compared to 81 percent for females (UIS, 2009).

Government expenditures on education are 2 percent of GDP (UIS, 2009).

Programming Priorities

USDA is soliciting proposals which demonstrate that proposed activities will make substantial contributions to the highest level strategic objectives - Improved Literacy of School-Age Children and Increased Use of Health and Dietary Practices - as outlined in the McGovern-Dole (MGD) results framework.

Proposals will demonstrate strong support from the Government of Liberia and a concrete plan for working with the government to sustain the benefits of work done under MGD funding including achieving functional literacy of students. To support the MGD goal of creating sustainable, nationally-owned school feeding programs, competitive proposals will demonstrate how the applicant will work with the Government of Liberia to organize campaigns for raising awareness about the importance of education and literacy. Proposals will also include a strong school garden component which will be linked to the national agriculture strategy and the national education curriculum.

Schools in Liberia were closed most of the 2014-2015 school year due to the Ebola epidemic. Proposals should incorporate activities that promote best practices for Ebola prevention.

VIII. Malawi

McGovern-Dole Targeted Areas: Central and Southern Regions of Malawi. The districts targeted in the Central Region are Lilongwe, Ntcheu, Dedza, Salima, and Kasungu. The Districts targeted in the Southern Region are Nsanje, Chikhwawa, Thyolo, Chiradzulu, Mulanje, Phalombe, Zomba, and Mangochi

Country Context

Malawi is one of the most densely populated countries in Sub-Saharan Africa, with a total of over 17.3 million people, with 16 percent living in urban areas. The Northern region is the least developed part of the country and is sparsely populated. The Central region has some of the country's most fertile and productive land and is home to more than 40 percent of the population. The Southern region is the most densely populated with about 47 percent of the total population. Malawi's land-locked status and weak transport infrastructure are major disadvantages to the country's economic development. Weaknesses of the transport infrastructure includes poor access to ports, limited air links and freight capacity, limited rail capacity, and poor condition of roads serving manufacturing, mining, and rural producing areas.

Malawi has an agro-based economy with the agriculture sector accounting for over 35.5 percent of gross domestic product (GDP), employing about 84.5 percent of labor force and accounting for 82.5 percent of foreign exchange earnings. Agriculture is characterized by a dual structure consisting of commercial estates that grow cash crops and a large smallholder sub-sector that is mainly engaged in mixed subsistence farming. Maize, the staple food, accounts for 80 percent of cultivated land in the small-holder sub-sector. The main agricultural export crop is tobacco, followed by tea, sugar, and coffee. The gross national income is \$714 per capita. The United Nations categorizes Malawi as one of the Least Developed Countries but a positive sign is the estimated 5.7 percent GDP growth rate in 2014. Malawi also receives food assistance through USAID's Food for Peace Program, primarily to assist over 1.2 million individuals affected by drought and poor harvest.

The macroeconomic challenges faced by Malawi were exacerbated by the revelation in September 2013 of the looting of public funds through the Integrated Financial Management System, known as "cash-gate." Malawi's democratic government was impacted heavily when donors suspended budget support, leading to a widening of the fiscal gap. In response to the scandal, President Peter Mutharika led the government in implementing a comprehensive action plan to correct weaknesses in public finance management.

Health and Education Context

The adult (15 years and older) literacy rate is estimated to be 69 percent in Malawi. Illiteracy of parents impedes the achievement of education for all because these parents are less likely to enroll their children in school than literate parents. The large majority of the population (82 percent) still lives in rural areas where school supply and demand are weaker. The 5-16 year-old age group represents 37 percent of the total population. It is estimated that the primary school age group (6–13 years old) will increase by 20 percent between now and 2018. If

Malawi expects to reach universal primary education before 2018, primary school places for 4.8 million children will be needed in 2018.

Access to Standard 1 in primary education is almost universal but the dropout rate is still very high, leading to only a 35 percent primary completion rate. The poor retention rate in primary education comes from a lack of school demand, in particular among the poorest. Economic difficulties and behavior such as early marriage, pregnancy, and family responsibilities explain the fragility of school demand. The lack of educational capacity (teacher shortage, crowded classrooms, open air or temporary classrooms, and incomplete schools) also has a negative effect on retention. Malawi is characterized by a severe lack of teachers at the primary level, as shown by its high student-teacher ratio of 80:1 in 2007. The student-teacher ratio was 63:1 in 2000; it rose through a combined increase in student enrollment and pupil retention and a reduction in the number of teachers.

The HIV/AIDS pandemic also dramatically affects the development of the education sector, because of the deaths of both teachers and parents. The pandemic also increases teachers' absenteeism and the number of orphans, who are less likely to go to school than children with families. HIV/AIDS occurrences are highest in the Southern region and are concentrated in urban areas. Malawi has the highest malnutrition prevalence in the Southern Africa region, with 47 percent of Malawian children suffering stunted growth. Only six percent of the population has access to an improved sanitation facility. Poor sanitation practices and improper storage of drinking water commonly lead to waterborne illnesses such as cholera. Malawi currently receives food aid from USDA's McGovern-Dole (MGD) and Food for Progress Programs as well as USAID's Food for Peace Program

Programming Priorities

Malawi has faced many political and environmental challenges over the past few years. Malawi lost significant donor support after the "cash-gate" scandal surfaced in 2013. Throughout 2014, the focus was on the Malawian elections and the transition. At the end of 2014 and beginning of 2015, Malawi suffered severe flooding. On January 13, the President of Malawi declared a state of national disaster across 15 districts in the northern, central, and southern regions that were affected by flooding. Heavy rains began in late December and accelerated over the next several days when the southern third of Malawi received 400 percent higher rainfall than average. These challenges have affected the gains made to sustainable school feeding and government handover in Malawi.

USDA is soliciting **2-year** proposals to continue to build upon previous years' accomplishments in the Central and Southern Regions of Malawi supported by MGD. USDA will assess the political and environmental context again in 2 years to determine the government's capacity and timeline to enable handover of some or all schools supported by the MGD Program. Proposals should demonstrate that proposed activities make substantial contributions to the highest level strategic objectives - *Improved Literacy of School-Age Children and Increased Use of Health and Dietary Practices* - as outlined in the MGD results framework.

To support the MGD literacy goal, competitive proposals should demonstrate support of the Government of Malawi's education priority to respond to flooding recovery efforts to rehabilitate and construct school classrooms, provide school materials and pedagogical learning supplies such as textbooks and other reading materials, and training teachers and school administrators in pedagogical skills. Proposals should demonstrate strong support from Malawi's Ministry of Education, Science, and Technology and have a concrete timeline for achieving the literacy goal in MGD-supported schools. To support the MGD goal of improving health and dietary practices, competitive proposals should include activities or partnerships that increase the health, hygiene, and nutritional education to supported beneficiaries. This includes access to water and sanitation, hand washing, de-worming medication, and educational activities on HIV/AIDS and malaria prevention.

This solicitation will build on the existing MGD program in Malawi. Key activities in current MGD programming include daily school meals, teacher and administrator training; school gardens; national, regional, and local capacity building; provision of school supplies and materials; health and nutrition education; deworming campaigns; and provision of instructional materials. Key stakeholders include national, regional, and local governments; school communities; students; other community members; and parents.

USDA requires a baseline be conducted for all MGD Program projects. For any projects awarded in Malawi, USDA will review the results of the baseline study and work with the implementer to address the results and make any needed changes to the project structure. Please note that USDA will not require a midterm evaluation for awarded Malawi projects due to the 2-year implementation period.

IX. Tanzania

McGovern-Dole Targeted Areas: Bunda, Butiama, and Musoma Rural Districts of the Mara Region

Country Context

Tanzania has sustained an average rate of 6-7 percent economic growth since the late 1990s due to sound macroeconomic policies, structural reforms, and growth in the financial services, construction, mining, trade, and telecommunications sectors. The country also has significant potential in the tourism sector. Agriculture accounts for 27.6 percent of gross domestic product (GDP), and employs 76.5 percent of the workforce. Despite these gains, poverty remains prevalent and stagnant and there has been very little impact on the incomes and well-being of the poor. The main development challenge in Tanzania is that growth is not sufficiently broad-based and poverty levels still remain high. The most recent household survey revealed that poverty remains more prevalent in rural areas than in urban areas. The reason for this is likely due to the weak redistributive aspect of growth, especially weak linkages with rural areas where the majority of the population lives. Tanzania's urban population is approximately 30 percent of total population with an estimated rate of urbanization of over 5.36 percent annual rate of change. The United Nations International Children's Emergency Fund estimates that approximately 68 percent of Tanzania's population is living below the international poverty line of less than \$1.25 per day. The United Nations categorizes Tanzania as a Developing Economy. Tanzania's gross national income is \$2,430 per capita.

Health and Education Context

A quarter of adult Tanzanians have no education, and the literacy rate of the population is 67.8 percent. Following implementation of major sector reforms, there have been significant improvements in the provision of basic education. The education system has benefited from a return to policies of free primary education and facilities made available by a range of providers including communities, religious organizations, and the private sector. In mainland Tanzania, primary net enrollment rates have increased from 59 percent in 2000 to 97 percent in 2008. Girls' enrollment is very close to parity with boys' enrollment at all primary education levels. Like other countries undergoing a rapid expansion of its education system, Tanzania is faced with challenges of capacity and education quality. Schools lack sufficient teaching and learning materials at all levels. Classrooms are overcrowded despite double or triple shifts. Increased numbers and multiple age group classes require an effective teaching force to deal with the diversity and size. Yet, the majority of teachers lack adequate qualifications or training, particularly in subjects like science and mathematics.

Child health remains poor in Tanzania. Under-five mortality rates are estimated at 54 deaths per 1,000 live births. Chronic undernutrition is the greatest contributor to under-five mortality and is estimated to cost the country 2.65 percent of its GDP due to lost revenues from poor cognitive and physical development in early life. This is caused primarily by inadequate access to a diverse and quality diet and poor feeding practices at home. Approximately 35 percent of children under 5 years are stunted as measured in 2011. Stunting is attributed to a combination

of factors including maternal malnutrition, inadequate infant feeding practices, and the low quality of health care and poor hygiene.

Over the last 15 years, Tanzania has made a number of important achievements in public health, including a decline in childhood deaths. Between 2003 and 2013, HIV prevalence fell from 7 to 5 percent. More children are fully immunized and sleep under insecticide-treated nets, and more pregnant women are taking preventive treatment to reduce the consequences of malaria in both the woman and her unborn child. However, maternal, newborn, and child health can still be improved, and Tanzania must continue to address HIV/AIDS and other health issues such as tuberculosis, malaria, respiratory infections, and diarrhea. These issues are exacerbated by underlying food insecurity and nutritional deficiencies.

Programming Priorities

USDA is soliciting 5-year project proposals that build on the McGovern-Dole (MGD) Program currently being implemented in the Mara Region of Tanzania. Proposals should demonstrate that proposed activities make substantial contributions to the highest level strategic objectives - *Improved Literacy of School-Age Children and Increased Use of Health and Dietary Practices* - as outlined in the MGD results framework.

To support the MGD literacy goal, competitive proposals will have a strong focus on training teachers and school administrators in pedagogical skills as well as providing pedagogical supplies such as textbooks and other reading materials. Competitive proposals should also have a focus on teacher retention, the reduction of teacher absenteeism, and incentivizing teacher performance. Proposals should demonstrate strong support from the Tanzanian Ministry of Education and Vocational Training and have a concrete plan to achieve the literacy goal in MGD-supported schools.

To support the MGD goal of improving health and dietary practices, competitive proposals should include activities to increase the health, hygiene, and nutritional education to supported beneficiaries. This includes access to water and sanitation, hand washing, de-worming medication, and educational activities on HIV/AIDS and malaria prevention. To support the MGD Program's focus on creating sustainable school feeding programs, competitive proposals should demonstrate how the applicant will work with Tanzanian national and local government officials, school staff, and community members to develop an action plan for school feeding. Proposals should contain a concrete timeline to hand over school feeding activities to the government and/or local communities.

USDA requires a baseline be conducted for all MGD Program projects. For any projects awarded in Tanzania, USDA will review the results of the baseline study and work with the implementer to address the results and make any needed changes to the project structure. Additionally, specific indicators unique to Tanzania may be required of any cooperative agreement. Further, USDA may require a more rigorous evaluation process in cooperation with USAID.

APPENDIX C – Manual for the Use of Results Frameworks and Indicators

INTRODUCTION AND PURPOSE

This manual was developed to guide program participants in their use of results-oriented frameworks and performance indicators when applying for USDA-FAS food aid programs. The goal is to ensure that our integration and implementation of the Results-Oriented Management (ROM) system is transparent, easy to understand, and simple to apply. This policy applies to all entities and organizations that apply to FAS food aid programs.

FAS's adoption of the results-based approach in food aid is being used to strengthen the delivery of more efficient and effective food aid programs through a greater focus on results and accountability of taxpayer resources. This approach also provides a platform for more meaningful program evaluations and opportunities to learn what interventions are working well and why others may not. Increasing demands and resource constraints are perhaps some of the most compelling reasons for using a results-based approach in the management of food aid programs.

FAS expects to improve its ability to measure the impact of FAS food aid programs by: 1) clarifying program strategy; 2) identifying results we expect to achieve; 3) linking measurable indicators to results, and 4) mapping program objectives and results back to the agency's strategic plan. In turn, organizations will be expected to identify results that their project can achieve and verify that they have achieved them.

To this end, FAS has developed results frameworks and measurable indicators for the McGovern-Dole program. The frameworks are key tools in communicating the intent of FAS's food aid programs both internally and externally. Food aid frameworks are also used in support of the "whole of government" effort to coordinate across US Government agencies and focus the conversation on results, rather than process and activities.

This manual service to define key ROM terminology and to explain the McGovern-Dole program-level results frameworks.

McGOVERN-DOLE RESULTS FRAMEWORK EXPLANATION

The McGovern-Dole International Food for Education and Child Nutrition Program legislation seeks to use the procurement of agricultural commodities and the provision of technical assistance to improve literacy and primary education of school-age children in developing countries. McGovern-Dole projects should involve indigenous institutions as well as local communities and governments in developing and implementing the programs to foster local capacity and leadership to achieve lasting results. McGovern-Dole legislation states that programs should be able to graduate from FAS assistance by building the capacity and commitment to manage and implement the project activities after the program terminates.

McGovern-Dole Programs work to provide long-term benefits to its recipients and sustain the benefits to the education, enrollment, and school attendance of children within the target communities. In keeping with key goals of the legislation, the Food Assistance Division of FAS has developed two results frameworks, each of which depicts a development hypothesis or a theory about how the highest-level result (the strategic objective) can be achieved based on a cause-and-effect logic. Each RF shows how the achievement of lower-level intermediate results (IRs) leads to the achievement of the next highest level of results, ultimately achieving the framework's strategic objective (SO). These Program-Level Frameworks provide FAS and its partners with a strategy by which to design projects and assess their effectiveness in achieving the McGovern-Dole program's goals. FAS recognizes that within a particular country context, it may be necessary to address additional intermediate results (IR) that are not included in the Program-Level RFs. Similarly, a particular McGovern-Dole project may not need to address all the IRs in the program-level framework because certain IRs have either been addressed or are being addressed to an acceptable extent by the host government, local partners, or other donors. While results may be achieved over a period of years, FAS expects that the SOs of the two frameworks can begin to be achieved in whole or in part within a 4-6 year time period.

The two results frameworks for McGovern-Dole are:

- **RF 1: Literacy Results Framework:** The strategic objective of this framework is the *Improved Literacy of School-Age Children*. Achievement of this SO is dependent upon the achievement of three "result streams" related to *Improved Student Attendance*, *Improved Quality of Literacy Instruction*, and *Improved Attentiveness*.
- **RF 2: Health and Dietary Practices Results Framework:** The strategic objective of this framework is the *Increased Use of Health and Dietary Practices*, primarily by school age-children but also by those who influence school-age children's health and well-being, such as parents, families, and school staff. The achievement of the SO is intended to support the IR *Reduced Health-Related Absences* in RF 1. RF 2 is complementary to RF 1.

McGovern-Dole Results Framework #1

The strategic objective of this framework is the *Improved Literacy of School-Age Children*. In order to achieve this SO, children need to attend school regularly and consistently, to be alert and attentive in class, and to receive high-quality literacy education. This logic corresponds to

the three IRs leading up to the SO. These three IRs include *Increased Quality of Literacy Instruction*, *Improved Attentiveness*, and *Improved Student Attendance*. The achievement of each of these three results is based on a cause-and-effect logic of lower-level IRs being achieved. The following discussion will describe the logic behind each of the three ‘results streams.’

Results Stream 1: Improved Student Attendance

In order to improve school attendance rates, it is necessary to achieve a set of lower-level intermediate results, which include the following:

- *Increased Economic and Cultural Incentives (or Decreased Disincentives)* may be achieved by any number of activities that ease the economic burden of attending school for children or reduce cultural barriers to attendance by a particular group, such as girls or ethnic minorities. A major component of the McGovern-Dole program is school feeding, which provides meals and rations to students. As illustrated in the framework, *Increased Access to Food* through a school feeding program provides a strong incentive for children to attend school, especially girls. Other examples of incentives include subsidies for books or school uniforms, transportation to school, or a more flexible school year to accommodate the needs of the local community.
- *Reduced Health-Related Absences* is a necessary result for improving the consistency of attendance. If children increase their use of good health and dietary practices—such as hand washing after using latrines, drinking clean water, and eating a nutritious diet—then they will be less likely to be sick and thus absent from school. RF 2 provides a theory of change as to how the use of improved practices can be achieved.
- *Improved School Infrastructure* may be achieved through a wide array of infrastructure projects that could make attending school more practical, more enjoyable, and more acceptable for children. Some examples of this include building or repairing new schools, adding new classrooms, adding kitchens, or creating separate latrines for boys and girls.
- *Increased Student Enrollment* is typically a precursor to attendance, as children usually must be enrolled in order to attend class. In some instances, administrative paperwork, enrollment fees, or other factors can serve as barriers to enrollment. Overcoming such barriers to enrollment, along with the achievement of the other results on the same level in this stream of the RF, is expected to lead to increased attendance.
- *Increased Community Understanding of the Benefits of Education* is a necessary result for improving attendance, since the value and importance that parents and community leaders place on educating their children is an important factor in determining whether children attend school regularly. As such, activities that increase a community’s understanding of, and support for, primary school education should contribute to increased attendance rates.

Results Stream 2: Improved Quality of Literacy Instruction

In order to improve the quality of literacy instruction for school-age children, it is necessary to achieve a set of lower-level intermediate results that include:

- *More Consistent Teacher Attendance* is a necessary result for improving the quality of literacy instruction. Projects should seek to support activities and approaches that promote and incentivize consistent and punctual teacher attendance. Examples of this may include distributing take home rations, additional classroom supplies and awards to teachers that meet attendance and time in instruction project goals, as well as building teacher housing near schools in remote areas.
- *Better Access to School Supplies and Materials* is necessary for quality instruction, since without proper supplies such as paper, pencils, chalk, blackboards, desks, and books, teachers will be limited in how and what they can teach, and students will be limited in their ability to practice and learn new literacy skills.
- *Improved Literacy Instructional Materials* means that teachers have access to higher-quality tools for teaching literacy. Instructional materials may include a literacy curriculum, teacher guidelines, workbooks, pacing guides, and other supplemental teaching materials that use information and communication technology.
- *Increased Skills and Knowledge of Teachers* to effectively teach literacy to children of different skill levels is essential to improve the overall quality of instruction. This result could be achieved through a number of interventions such as enhanced pre-service, in-service, and distance trainings, mentoring, capacity building, and hiring practices that raise the minimum qualifications of teachers.
- *Increased Skills and Knowledge of School Administrators*, such as school principals or superintendents, will support the improved quality of literacy instruction by fostering an environment that promotes quality teaching and that is conducive to student learning and inclusive education. Examples of activities that could achieve this include training administrators how to evaluate literacy instruction and the quality of educational materials, increased collaboration with nearby schools, and enhancing the overall learning atmosphere by reducing pupil-teacher ratios or class sizes where possible.

Results Stream 3: Improved Attentiveness Stream

Hungry children typically have low levels of energy and are unable to concentrate and focus in the classroom. Through its traditional school feeding projects, the McGovern-Dole program seeks to increase access to food for children through provision of snacks, take-home rations, and meals. In doing so, it will reduce short-term hunger and subsequently improve attentiveness.

- *Increased Access to Food* is the result of the school feeding program. The purpose of the school feeding program, as illustrated in the RF, is to both reduce short-term hunger and to provide an incentive for students to attend school. This key component of the McGovern-Dole program supports the achievement of results in two results streams.

RF 1: Foundational Results

To increase the likelihood of achieving the SO and intermediate results, as well as the likelihood of sustaining those results after FAS assistance ends, a set of foundational results that are common to the two McGovern-Dole frameworks has been identified. The achievement of foundational results will help foster the capacity and commitment of the host government, local community groups, and other actors to support the achievement of other results in the framework and eventually graduate from FAS assistance.

Foundational results are defined by three characteristics: (a) they feed into one or more higher-level results, (b) they target critical actors or areas that increase the potential for lasting outcomes, and (c) causal relationships exist between some of the foundational results. In designing and implementing projects, partners are expected to incorporate foundational results into their projects as appropriate.

The foundational results are the following:

- *Increased Capacity of Government Institutions:* This refers to increased knowledge and skills of staff in local ministries and educational institutions to manage and administer activities in support of the results in the framework. Increased capacity also includes the development or attainment of the tools, methods, and procedures necessary to perform the activities.
- *Improved Policy and Regulatory Framework:* This result is focused on the development, implementation, and enforcement of policies and regulations that support the achievement of one or more results in the framework. These could include policies and regulations at the local, regional, or national level.
- *Increased Government Support:* This result refers to increased budgetary support, human resources (e.g., teachers, principals, health professionals, and administrators), and infrastructure (e.g., schools, classrooms, and equipment).
- *Increased Engagement of Local Organizations and Community Groups:* This result is about increasing the knowledge, skills, and opportunities of community members and groups (including parents, PTAs, community leaders, community organizations, and the private sector) to directly support the achievement of results in the framework.

McGovern-Dole Results Framework #2

The strategic objective of the second MGD RF is the *Increased Use of Health and Dietary Practices*. This SO is aimed primarily at improving practices of school-age children, as well as those that can have a direct impact on children's health and diet, such as their parents, families, school cooks, and food handlers. The achievement of the SO is intended to link to RF 1 and supports the result *Reduced Health-Related Absences*. The achievement of the SO for RF 2 is predicated on the achievement of six intermediate results that are related to increasing the knowledge of various health and dietary practices and increasing access to the inputs, such as clean water and preventative medicine that are necessary to engage in good health and dietary practices.

Intermediate Results

The intermediate results include the following:

- *Improved Knowledge of Health and Hygiene Practices:* A critical factor in changing behavior related to the use of good health and hygiene practices is to equip beneficiaries with the knowledge of good health and hygiene practices and an understanding of how the practices can reduce the spread of bacteria, viruses, and parasites that cause illness. Activities in support of this result might include training and information campaigns (posters, flyers, etc.) that promote practices like hand washing after using the bathroom, brushing one's teeth after meals, or visiting a doctor for an annual check-up.
- *Increased Knowledge of Safe Food Prep and Storage Practices:* This result seeks to increase cooks' and food handlers' knowledge of food borne illnesses as well as how good food preparation and storage practices (e.g., wiping down countertops and cooking and storing food at the appropriate temperatures) can prevent the transmission of food borne pathogens. Examples of activities to support this result could include training and the production of posters and checklists for display in food preparation and storage locations.
- *Increased Knowledge of Nutrition:* This result aims to increase knowledge and understanding of nutrition and healthy eating practices. The more informed that beneficiaries are about good nutrition, the more likely is it that they will be to eat a balanced and diverse diet with the right nutrients.
- *Increased Access to Clean Water and Sanitation Services:* In order to practice good health and hygiene, beneficiaries need access to clean water and sanitation services. Activities to support this result could include building and maintaining wells and latrines for children's use in targeted schools.
- *Increased Access to Preventative Health Interventions:* Access to preventative health interventions may include things such as access to check-ups with a health professional, access to preventative medicines, and access to basic health and hygiene supplies like toothpaste, toothbrushes, and soap. Examples of activities in support of this result may include the provision of health and hygiene products or making a doctor or nurse available at school.
- *Increased Access to Requisite Food Prep and Storage Tools and Equipment:* In order to practice good food preparation and storage practices, cooks and food handlers may need access to different types of equipment and supplies such as storage containers, ovens, refrigerators, sinks with clean running water, detergents, and cleaning products. Activities that make these available (for example, in a school kitchen) will help achieve this result.

RF 2: Foundational Results

To increase the likelihood of achieving the SO and intermediate results, as well as the likelihood of sustaining those results after FAS assistance ends, a set of foundational results that are

common to the two McGovern-Dole frameworks has been identified. The achievement of foundational results will help foster the capacity and commitment of the host government, local community groups, and other actors to support the achievement of other results in the framework and eventually graduate from FAS assistance.

Foundational results are defined by three characteristics: (a) they feed into one or more higher-level results, (b) they target critical actors or areas that increase the potential for lasting outcomes, and (c) causal relationships exist between some of the foundational results. In designing and implementing projects, partners are expected to incorporate foundational results into their projects as appropriate.

The key foundational results are the following:

- *Increased Capacity of Government Institutions:* This refers to increased knowledge and skills of staff in local ministries and educational institutions in managing and administering activities in support of the results in the framework. Increased capacity also includes the development or attainment of the tools, methods, and procedures necessary to perform the activities.

Improved Policy and Regulatory Framework: This result is focused on the development, implementation, and enforcement of policies and regulations that support the achievement of one or more results in the framework. These could include policies and regulations at the local, regional, or national level.

Increased Government Support: This result refers to increased budgetary support, increased human resources (e.g., teachers, principals, health professionals, and administrators, etc.), and infrastructure (e.g., schools, classrooms, and equipment).

- *Increased Engagement of Local Organizations and Community Groups:* This result is about increasing the knowledge, skills, and opportunities of community members and groups (including parents, PTAs, community leaders, community organizations, and the private sector) to directly support the achievement of results in the framework.

McGovern Dole Foundational Results Matrix

The “Illustrative Examples of Foundational Results” matrix in Attachment A of this document shows how key results in the Literacy Results Framework (RF 1) can be directly supported and enhanced by the achievement of each of the foundational results. In the following table, foundational results are presented horizontally across the top of the page, and results from the main body of the RF are presented vertically. Where the two types of results intersect, a description of possible capacity that can be developed in support of the result is discussed along with a few examples of possible activities that an implementing partner could undertake to build the capacity. The information presented in the following table is not meant to be exhaustive or prescriptive but rather to provide examples and ideas.

The following are definitions for the capacity building results:

Increased Capacity of Government Institutions: This refers to increased knowledge and skills of staff in local and national government to manage and administer activities in support of the results. In addition, increased capacity also includes the development or attainment of the tools, methods, and procedures (i.e. inputs) necessary to perform the activities in support of the results.

- *Improved Policy and Regulatory Framework:* This result is focused on the development, implementation, and enforcement of policies and regulations that support the achievement of results in the framework. These could include policies and regulations at the local, regional, or national level.
- *Increased Government Support:* This result refers to increased budgetary support, human resources (e.g., teachers, principals, and administrators), and school infrastructure (e.g., schools, classrooms, and school equipment).
- *Increased Engagement of Local Organizations and Community Groups:* This result refers to increasing the knowledge, skills, and opportunities of communities (including parents, PTAs, community leaders, community organizations, and the private sector) to directly support the achievement of results in the framework.

STANDARD AND ILLUSTRATIVE INDICATORS

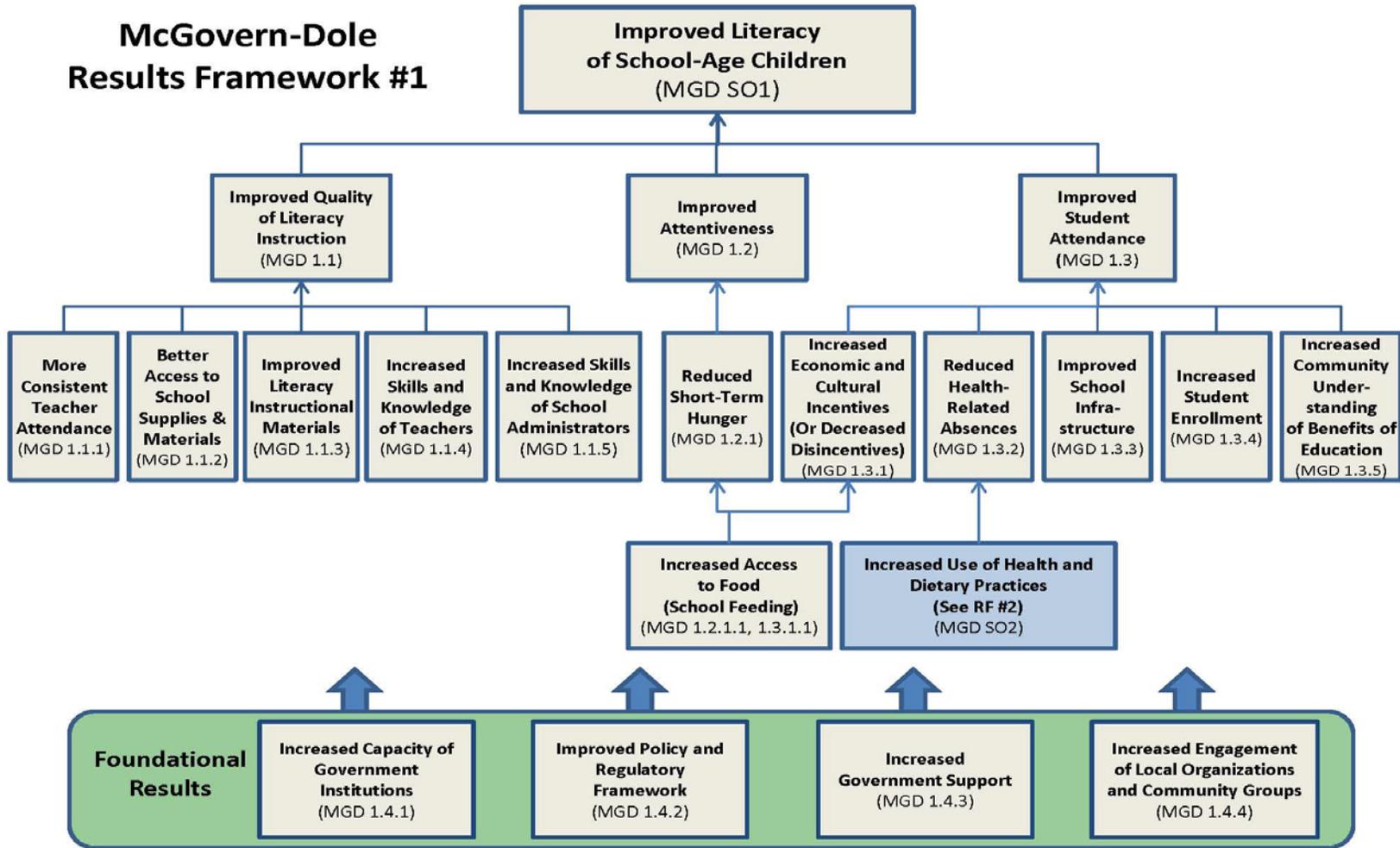
Standard Indicators

Program applicants are required to use the standard indicators developed by FAS when applying to the Food for Progress or McGovern-Dole programs. All projects are required to collect data against the standard set of indicators, if applicable. The standard indicators will allow FAS to report progress among all of its projects across results areas (i.e., literacy, good health and dietary practices, agricultural productivity and trade) or country specific achievements. The standard indicators are available in [Annex II: Standard and Illustrative Indicators and Definitions](#).

Custom Indicators

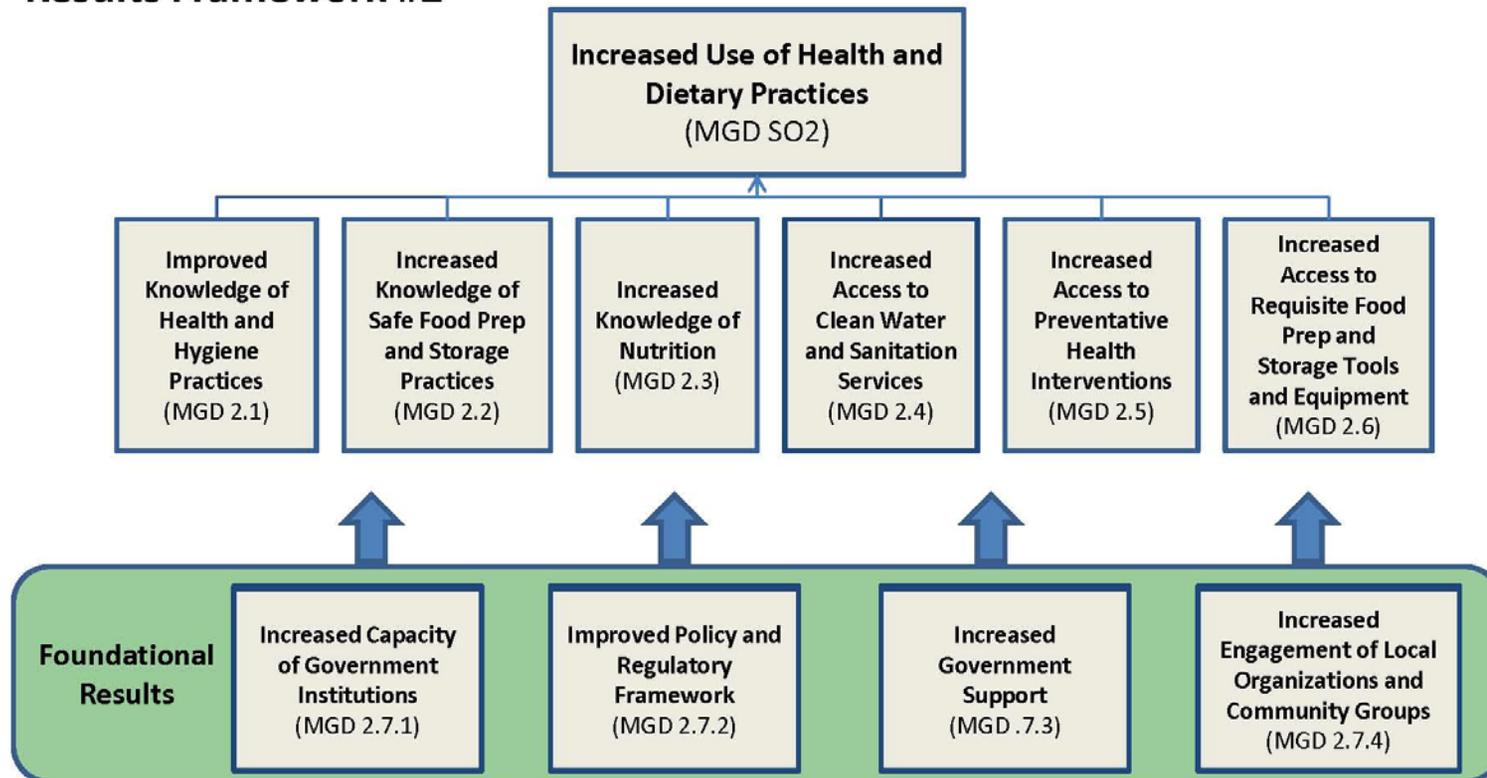
Applicants also may choose to develop custom indicators because the FAS standard indicators alone may not fully address all results. Applicants may design custom indicators using FAS's list of illustrative indicators as a guide. The illustrative indicator lists are intended to provide examples of indicators that implementing partners may use to track progress towards results.

APPENDIX D – McGovern-Dole Results Framework and Illustrative Examples of Foundational Results



A Note on Foundational Results: These results can feed into one or more higher-level results. Causal relationships sometimes exist between foundational results.

McGovern-Dole Results Framework #2



A Note on Foundational Results: These results can feed into one or more higher-level results. Causal relationships sometimes exist between foundational results.

Illustrative Examples of Foundational Results

	Increased Capacity of Government Institutions	Improved Policy and Regulatory Framework	Increased Government Support	Increased Engagement of Local Organizations and Community Groups
More Consistent Teacher Attendance	<p>WHAT: Build local skills, knowledge and tools necessary to monitor teacher attendance and address constraints.</p> <p>HOW: Development of tools, processes and procedures for tracking and reporting; Assessments of constraints and plans to remove barriers/increase incentives.</p>	<p>WHAT: Support the development, implementation and enforcement of policies and regulations that lead to more consistent teacher attendance.</p> <p>HOW: Help school officials draft attendance policies for teachers, including reporting and enforcement procedures.</p>	<p>WHAT: Increase government support for teachers through increased teacher salaries, hiring of more teachers, providing improved benefits to teachers.</p> <p>HOW: Help school officials advocate for more teachers or for increases to teacher salaries.</p>	<p>WHAT: Increase ability of communities, including parents, PTAs, local community groups and the private sector to have an impact on the consistency of teacher attendance.</p> <p>HOW: Train as teacher's aids and/or substitute teachers; increase awareness of attendance through newsletters; empower communities to help address obstacles - e.g. housing, transport.</p>
Better Access to School Supplies and Materials	<p>WHAT: Build local skills, knowledge and tools to ensure students and teachers have the supplies and materials they need, such as books, paper, pencils, chalk, blackboards, etc.</p> <p>HOW: Developing tools and procedures for assessing needs and coordinating procurement and delivery of materials on a timely basis.</p>	<p>WHAT: Development of ministry policies and guidance regarding the minimum ratio of supplies in a classroom to teachers/or students.</p> <p>HOW: Work with school officials to analyze supply needs and build appropriate and practical policies.</p>	<p>WHAT: Increase in government funding for school supplies and materials.</p> <p>HOW: Helping school officials collect and analyze data on essential school supplies, so that they can advocate for increased budgetary support.</p>	<p>WHAT: Increase the capacity of the community to support the availability of classroom supplies and materials.</p> <p>HOW: Teach PTAs how to hold fundraising events and partner with and solicit donations from private companies and organizations.</p>
Improved Literacy Instructional Materials	<p>WHAT: Increase the capability of education staff (e.g. MOE) to revise or strengthen literacy instructional materials.</p> <p>HOW: Provide training to staff on curriculum development or partner with institutions to create supplemental teaching materials.</p>	<p>WHAT: Create or strengthen policies and guidance regarding the quality of literacy education, which would mandate improvements to literacy curricula and instructional materials.</p> <p>HOW: By providing technical support to ministry of education officials on international best practices for youth literacy education.</p>	<p>WHAT: Increases in the budget for development of literacy curriculum and/or the purchase of new books for teachers and students.</p> <p>HOW: Help MOE officials assess the cost to develop or procure the improved instructional material for a district, region or nation.</p>	<p>WHAT: Increase the ability of the community to advocate for improvements to literacy materials, including the curriculum.</p> <p>HOW: By holding town hall meetings to discuss changes to the curriculum and providing an opportunity for community input.</p>
Increased Skills and Knowledge of Teachers	<p>WHAT: Building the capacity of school administrators to provide training and support to teachers.</p> <p>HOW: By working with school administrators to develop teacher assessment tools or by collaborating with school officials to develop a training program for teaching basic literacy to children.</p>	<p>WHAT: Development and implementation of policies regarding the minimum qualifications and/or training required for teachers.</p> <p>HOW: Work with administrators to establish basic skill sets that teachers must have (hiring requirements) or must acquire through in-service training to teach literacy.</p>	<p>WHAT: Increase budgets for training teachers.</p> <p>HOW: Work with officials to assess the cost of training teachers, establishing a teacher training college, developing a new training curriculum, etc., so that they can include it in their budget requests.</p>	<p>WHAT: Increase the ability of communities to advocate for qualified teachers and support the needs of teachers to get the training they need.</p> <p>HOW: Train PTAs on how to advocate for better trained teachers and introduce them to fundraising techniques that they can use to raise money to support teacher training.</p>
Increased Skills and Knowledge of School Administrators	<p>WHAT: Building the capacity of school administrators to give principals and school managers the training and guidance they need to support effective literacy education programs.</p> <p>HOW: By training a cadre of district level school supervisors to be able to train school principals on methods for assessing the strengths of their schools' teachers and ways to coach them to improve.</p>	<p>WHAT: Development and implementation of policies regarding the minimum qualifications and/or training required for principals and school administrators.</p> <p>HOW: Work with ministry of education officials to establish basic skill sets that principals must have (hiring requirements) or must acquire through in-service training.</p>	<p>WHAT: Increase budgets for training principals and/or hiring more qualified principals</p> <p>HOW: Work with officials to assess the cost of training principals, developing a new training course for principals, etc., so that they can include it in their budget requests.</p>	<p>WHAT: Increase the ability of communities to advocate for qualified principals and support the needs of principals to get the training they need.</p> <p>HOW: Train PTAs on how to advocate for better trained principals and introduce them to fundraising techniques that they can use to raise money to support the skills development of principals in their schools.</p>

Illustrative Examples of Foundational Results

	Increased Capacity of Government Institutions	Improved Policy and Regulatory Framework	Increased Government Support	Increased Engagement of Local Organizations and Community Groups
Reduced Short Term Hunger	<p>WHAT: Building the operational and administrative capacity of local partners and/or government to carry out a school feeding program.</p> <p>HOW: Activities may include providing technical assistance to equip local institutions with the skills, tools, and procedures necessary to implement a school feeding program. Development of school feeding plan, procurement procedures, quality control guidelines, financial management tools, etc.</p>	<p>WHAT: Development and implementation of school feeding policy and regulations.</p> <p>HOW: Assistance to draft ration and meal timing guidelines, guidance on targeting programs to areas with highest potential impact on attendance and enrollment, etc.</p>	<p>WHAT: Increasing government resources to provide school-aged children with food.</p> <p>HOW: This may include providing technical assistance to develop budget projections and staffing requirements necessary to carry out school feeding programs in targeted areas.</p>	<p>WHAT: Increase the ability of communities to advocate for and support school feeding programs.</p> <p>HOW: Help establish opportunities for local purchase or donation of food by communities to support the school feeding program.</p>
Increased Economic and Cultural Incentives (or Decreased Disincentives)	<p>WHAT: Building the capacity of local organizations and/or government to provide incentives for school-aged children to attend school.</p> <p>HOW: Providing assistance to conduct assessments of economic and cultural constraints to attendance and develop plans to remove barriers/increase incentives.</p>	<p>WHAT: Development and implementation of policies and guidance that address certain constraints to attendance or to provide incentives for school-aged children to attend school.</p> <p>HOW: This may include assisting the development of government policies/regulations that incentivize attendance or address barriers to non-attendance.</p>	<p>WHAT: Increasing government resources to increase incentives or decrease disincentives for school-aged children to attend school.</p> <p>HOW: Supporting the Ministry of Education or local school authorities to develop budgets that include components that address cultural and economic issues that impact attendance. For example, increasing facilities for female students, providing subsidies for transportation to school, etc.</p>	<p>WHAT: Increase the ability of communities to advocate for and support programs and policies that address barriers to attendance.</p> <p>HOW: Creating forums for parents, communities, and school administrators to discuss barriers to attendance and to develop solutions for overcoming them.</p>
Reduced Health-related Absences*	<p>WHAT: Building the capacity of local communities and/or government to implement programs and activities that support good health and dietary practices.</p> <p>HOW: Develop the capacity of local staff to carry out training on health, hygiene, and nutrition education. Train cooks and food handlers on safe food preparation and storage practices. Provide technical assistance to train ministry staff on procuring and distributing preventative health treatments (mosquito nets, malaria pills, vitamin supplements, etc.).</p>	<p>WHAT: Development and implementation of policies and guidance aimed at reducing the risk of illness for school-aged children.</p> <p>HOW: Provide technical assistance to draft policies and guidance regarding disease vaccinations, water quality in schools, safe food preparation and storage practices for school feeding programs, etc.</p>	<p>WHAT: Increasing government resources to implement programs and activities that support good health and dietary practices.</p> <p>HOW: Provide assistance to government to assess the financial and human resource requirements of implementing good health, hygiene, and dietary programs.</p>	<p>WHAT: Increase the ability of communities to advocate for and support health initiatives, particularly as they relate to school aged-children.</p> <p>HOW: This may include training parents and PTAs in WASH techniques, safe food prep and storage practices, etc. This may also include increasing communities' ability to mobilize and advocate for the procurement and use of preventative measures such as bed nets, malaria pills, etc.</p>
Improved School Infrastructure	<p>WHAT: Building the capacity of local communities and/or government to build and repair school infrastructure.</p> <p>HOW: This may include providing assistance to local officials to develop school maintenance plans. Activities to inform the plan may include a needs assessment, an inventory of the materials needed and resources available, etc.</p>	<p>WHAT: Development and implementation of policies or codes for school infrastructure.</p> <p>HOW: This may include providing assistance to the MOE or local government to develop regulations regarding basic school infrastructure requirements such as separate latrines for girls and boys in schools, running water, kitchens for food preparation, etc.</p>	<p>WHAT: Increasing government resources for building and repairing school infrastructure.</p> <p>HOW: Providing technical assistance to assist ministry officials in assessing the financial and human resource requirements of school construction or repair needs for a district, region or nationally.</p>	<p>WHAT: Increase the ability of communities to advocate for and engage in repairs and building of school infrastructure.</p> <p>HOW: This may include facilitation of joint meetings between government officials and the community to identify infrastructural needs and develop plans to carry out the development or repairs.</p>
Increased Student Enrollment	<p>WHAT: Building the capacity of local organizations and/or government to improve enrollment policies and procedures.</p> <p>HOW: Technical assistance to help conduct assessments of constraints to attendance and to develop strategies to remove enrollment barriers. This may also include providing training and developing materials for school administrators to carry out enrollment campaigns.</p>	<p>WHAT: Development and implementation of policies and guidance aimed at increasing enrollment in school.</p> <p>HOW: Provide assistance to the local or national government to develop laws mandating primary school enrollment for certain age groups, laws that allow for enrollment fee or uniform subsidies for qualifying students, etc.</p>	<p>WHAT: Increasing government resources for efforts aimed at increasing student enrollment, such as enrollment campaigns, enrollment fee or uniform subsidies for qualifying students, etc.</p> <p>HOW: Provide assistance to assess the costs associated with the activities necessary to increase enrollment.</p>	<p>WHAT: Increase the ability of communities to advocate for and engage in enrollment efforts.</p> <p>HOW: This may include holding meetings with parents to explain the enrollment process and the subsidies available to them, involving PTAs in enrollment campaigns, etc. This may also include providing training and developing materials for PTAs to carry out enrollment campaigns.</p>
Increased Community Understanding of the Benefits of Education	<p>WHAT: Building the capacity of government and local organizations to effectively engage communities on the importance and benefits of primary school education for children.</p> <p>HOW: Providing training for school administrators on how to develop and implement a communication and outreach strategy focused on the benefits of education. Provide assistance developing communication materials (e.g. posters, presentations, flyers, newsletters, etc.).</p>	<p>WHAT: Development and implementation of policies and guidance aimed at increasing community understanding and buy-in for primary education.</p> <p>HOW: Provide assistance to develop policies and guidance for school administrators to establish and implement community outreach plans.</p>	<p>WHAT: This includes increased government resources for activities and materials aimed at increasing community members' understanding of the benefits of education.</p> <p>HOW: Providing technical assistance to help assess the costs associated with developing and implementing a communication and outreach plans.</p>	<p>WHAT: Increase the ability of communities to advocate for and engage in education promotion.</p> <p>HOW: This may include assisting PTAs or other local organizations to raise awareness of the importance of education in the broader community. This may involve assisting with developing presentations or printed materials, mobilizing audiences, conducting town hall meetings, etc.</p>

*Note- The highest level result of Result Framework 2 (RF2 -{Increased Use of Good Health and Dietary Practices) contributes to reduced health-related absences. Therefore, elements of RF2 reflected in this row of the matrix.

APPENDIX E – Performance Indicators Illustration

Project Title: McGovern Dole Project Country X

Proposed Start: September 30, 2016

Proposed Project End: September 30, 2020

Indicators				Baseline	Targets					Life of Project
Number	Result	Performance Indicator	Standard or Custom		Year 1	Year 2	Year 3	Year 4	Year 5	
					October 1, 2016-September 30, 2017	October 1, 2017-September 30, 2018	October 1, 2018-September 30, 2019	October 1, 2019-September 30, 2020	October 1, 2020-September 30, 2021	
Results										
1	SO 1	Number of individuals benefiting directly from USDA-funded intervention	Standard #25	0	175,000	175,000	362,000	362,000	n/a	362,000
2	SO 1	Number of individuals benefiting indirectly from USDA-funded intervention	Standard #26	0	820,000	820,000	1,708,000	1,708,000	n/a	1,708,000
3	SO 1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Standard #24	45%	45%	70%	60%	70%	n/a	70%
4	MGD 1.3	Number of students (males/females) regularly (80%) attending USDA supported classrooms/schools	Standard #1	145,000	140,000	140,000	290,000	290,000	n/a	290,000
5	MGD 1.1.2	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	Standard #2	0	1,250	0	2,250	0	n/a	3,500
6	MGD 1.1.1	Percent of teachers in target schools who attend and teach at least 90 percent of the scheduled school days	Custom	75%	75%	85%	85%	90%	n/a	90%
7	MGD 1.3.2	Percent of students who report a decrease in health-related absences	Custom	0%	5%	10%	20%	20%	n/a	20%
...										
Activities										
1	Provide Fuel Efficient Stoves	Number of fuel efficient stoves provided as a result of USDA assistance	Custom	0	75	35	0	0	n/a	110
2	Capacity Building: National Level	Number of Ministry Officials participating in round table discussion on improved school feeding programs	Custom	0	25	25	50	50	n/a	50
3	Establish libraries	Number of school libraries established as a result of USDA assistance	Custom	0	50	50	50	0	n/a	150
...										

APPENDIX F - Instructions for Submitting Proposals in the Food Aid Information System

The Food Aid Information System is an integrated information system that the Food Assistance Division of the USDA's Foreign Agricultural Service manages and administers its food aid programs and interacts with its strategic food aid partners, both within and outside the U.S. government. The Proposal Management process includes the solicitation of food aid proposals, with proposal submission by Program Participants (PP); and proposal evaluation, scoring, and approval operated by FAD.

These guidelines are intended to assist the preparer in submitting a food aid proposal in the McGovern-Dole program as required by [7 C.F.R. Sec. 1599.13](#). All proposals will be submitted through the FAIS. Participants are required to monitor their own progress toward creating and recording data into their proposal. It is important for all Program Participants to submit proposals within the appropriate deadline by completing all applicable sections and verifying all numbers. If applicants have any questions, please seek assistance and send an email to PPded@fas.usda.gov. Below, applicants will find a step-by-step guidance for submitting the proposal in FAIS.

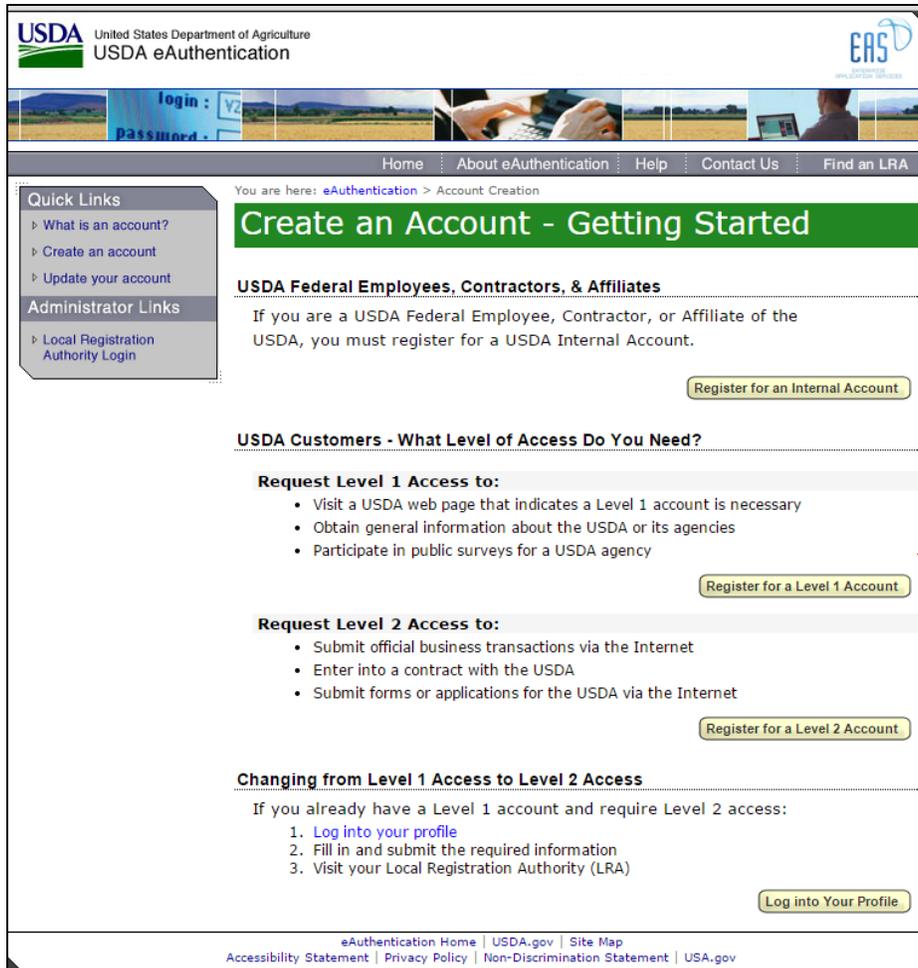
The following instructions use hypothetical examples and are not indicative of one particular country, program, or PVO. It is intended for instructional purposes only. Appropriate screenshots have been included in the manual to aid the user in understanding the functional navigation. A brief orientation of the layout and design of the FAIS interface is provided below.

Important: Applicants should always save their work! If there is no activity by the user, FAIS will time out after approximately 25 minutes.

SECTION 1: REGISTERING FOR AN eAUTHENTICATION ACCOUNT IN FAIS

An eAuthentication account is the primary way for Program Participants to interact with USDA websites. This account gives applicants the ability to identify oneself to the USDA via the User ID and password, and it allows access to FAIS as well as a wide range of other applications across the many USDA agencies and their services. Note: If applicants already have an eAuthentication account and are associated with a particular Program Participant or Private Voluntary Organization (PVO), he or she may proceed to login to FAIS.

1. To register, go to <https://identitymanager.eems.usda.gov/registration/index.aspx>
2. Click on Register for a *Level 1 Account*. Applicants do not need to register for Level 2 Access, nor an Internal Account. Additionally, there is no need to come to the USDA to confirm the account.



3. Once applicants fill out the necessary information, including a username and password, he or she will receive an e-mail from FAS confirming the creation of the account.
4. Once applicants have their eAuthentication account established with the username and password, they should go to the FAIS website: <https://www.eauth.usda.gov/Login/login.aspx>



5. After applicants login, they will be required to complete a one-time registration in FAIS. The system displays "Create New FAIS Account" screen, which will display the username. Please select *Program Participant* as the organization type. All other selections for for U.S.

government personnel only. For Level 1 applicants, the *PIN* and *Confirm PIN* fields will be enabled as part of your eAuthentication, and you must have it to login to FAIS. The Pin should be a minimum of six digits..

You are registered with USDA EAuthentication. To access the FAIS, you are required to confirm to create a new FAIS account.

Account Information

User name: faistestuser
 Last name: FAS
 First name: faistestuser
 Email address: faistestuser@dummy.org

Organization

Organization Type: Program Participant
 Pin:
 Confirm Pin:
 Register

User has to select Organization Type as "Program Participant"

Based on E Authentication Level. PIN & Confirm Pin will be Enabled or Disabled

Organization

Organization Type: <Select>
 Pin:
 Confirm Pin:

- <Select>
- Food Aid Division
- Monitoring & Evaluation Staff
- Office of Country & Regional Affair
- Office of Deputy Administrator
- Office of General Counsel
- Office of Global Analysis
- PCP
- POST
- Program Participant**
- State Department
- US AID

- Next, applicants will be brought to the FAIS User Registration page. The eAuthentication details will be automatically generated in the cells. In the following *Organization Details* page, applicants must complete the following information:

FAIS User Registration

INSTRUCTIONS ?

E-Authentication Details

User name: TESTTEST
 First name: TESTTEST
 Last name: FAS
 Email address: TESTTEST@dummy.org

Organization Details

PP Organization Type: <Select>
 PP Organization: <Select>
 Organization Name:
 Short Name:
 Address Type:

- **Select PP Organization** from the drop-down list. If applicants are associated with a foreign government, or the World Food Program, select *Government* or *World Food Program* respectively. All other program participants, including PVOs, NGOs, etc. must register as a *Program Participant*
- **Select Organization** – This list will be automatically generated based on the *PP Organization Type* selection.
- **Select Address Type** – After a proposal creator selects the address type, either *Main* or *Branch*, the field will be automatically populated with the organization’s address

Organization Details

PP Organization Type <Select>
 PP Organization <Select>
 Organization Name FAD Legacy Other OrganizationType
 Short Name Government
 World Food Program
 Address Type <Select>

Organization Details

PP Organization Type Program Participant
 PP Organization Test Participant Organization
 Organization Name Test Participant Organizat
 Short Name Test
 Address Type Main
 Address Line 1 Address Line 1
 Address Line 2 Address Line 2
 City Washington
 State Province D.C.
 Country United States
 Zip Code 00000
 Email Address Applicant Email Address
 Phone Number (000) 000-0000
 Is Faith Based?
 Is Community Based?

7. **Requested Roles:** For creating and producing proposals, the minimum FAIS permission levels required are *Program Participant Proposal Contributor* or *Program Participant Proposal Creator*. For those persons who are Program Administrators, they must also select the *Program Participant Administrator* box. Applicants may also request other FAIS permissions depending on the organization’s needs. For these requests, please detail these requests in the comments section. The level of permissions requested will be authorized by the FAD staff.

Requested Roles

Program Participant Agreement Contributor (Work on One or More Assigned Sections of an Agreement)
 Program Participant Agreement Executor (Manage Agreement Negotiation with FAD Branch)
 Program Participant Proposal Contributor (Work on One or More Assigned Sections of a Proposal)
 Program Participant Proposal Creator (Manage Proposal Creation and Submission to Participant Director)
 Program Participant Director (Submit Proposals; Negotiate Agreement with FAD Branch)
 Program Participant Administrator (Manage Organization Details; Grant / Revoke Participant User Access)

8. Next, refer to the following cells for the **Personal Details** section:

- **Title:** Mr./Mrs./Ms. etc.; Mandatory
- **Position:** Designation in the organization, e.g. Manager, Program Analyst; Mandatory
- **Phone Number:** Mandatory
- **Phone Extension:** Not Mandatory
- **Fax:** Not Mandatory
- **Email Alerts:** Check this box if e-mail alerts are preferred whenever any workflow action (i.e. submit, request modification) are sought on any process in FAIS; Encouraged
- **FAIS Alerts:** Check this box if system alerts are preferred whenever any workflow action (i.e. submit, request modification) are sought on any process in FAIS; Encouraged
- **Requested Comments:** Please add comments that details which requested roles wanted for the FAIS account; Not Mandatory

The screenshot shows a web form titled "Personal Details". It contains several input fields and checkboxes. The fields are: Salutation (with placeholder "Your Salutation"), Position (with placeholder "Your Position"), Phone (with placeholder "000-000-0000"), Phone Extension (with placeholder "Your Phone Extension"), and Fax (with placeholder "Not Required"). There are two checkboxes: "Email Alerts?" and "FAIS Alerts?", both of which are checked. Below these is a text area for "Requestor Comments" containing the text "Please add me as a Program Participant Creator and Contributor". At the bottom of the form is a "Register" button.

For Users with Unregistered Organizations

If the applicant's organization is not yet registered, please download and fill out the Organization Registration Form, located on the FAIS homepage. Once completed, please attach the file in an Email and send to ppded@fas.usda.gov with the subject line: *Request to Register New Organization*. A FAD Analyst will create the organization record in FAIS, and will notify the applicant once completed so they may select their organization.

Activation of the Account

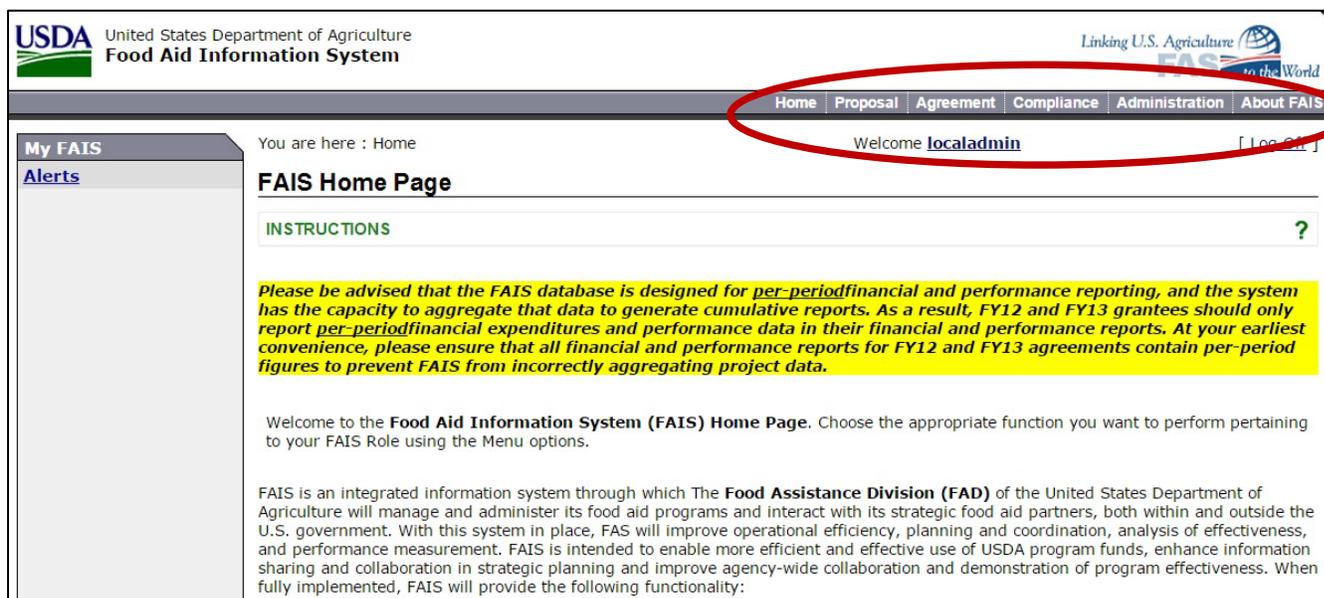
After successfully registers, the applicant will see the following message below regarding the activation of the account. FAD will also receive a notification that a new user has registered, and will approve the account.



Once approved, applicants will be able to login with their respective username and password and will be taken to the FAIS homepage.

FAIS Homepage

Once the applicant is logged in, he or she is taken to the FAIS homepage. Here, users will find links pertaining to the food aid solicitation, this training manual for Program Participants as well as other relevant documents. Please refer to the links and save the files as necessary.



A sitemap index with links is provided horizontally across the top of each page below the menu bar. These links will help in navigating through the hierarchies of each element and to keep track of locations within FAIS. The homepage consists of the following column headings:

- **Home** – This link takes the applicant to the FAIS homepage
- **Proposal** – All proposal and solicitation actions can be found here. This section is explained in greater detail below
- **Agreement** – Database of every agreement associated to the organization
- **Compliance** – Links to the database of the organization’s Monitoring and Evaluation (M&E) reports and other compliance-related actions
- **About FAIS** – Information regarding FAIS including new system enhancements and data releases

In addition, brief instructions are provided on each screen in a green box as shown below. The instructions describe the mechanics of viewing and editing the screens and defined the data fields. Important business rules that must be followed are also included, where appropriate.

FAIS Home Page

INSTRUCTIONS X

Welcome to the Food Aid Information System (FAIS) homepage. This page contains the following information:

- **ANNOUNCEMENTS:** This section consists of several parts:
 - **Overview** of the full FAIS functionality.
 - **How to use FAIS:** Describes the need to register as a FAIS user, and the need to belong to a registered organization.
 - **Recent Updates:** The complete FAIS functionality will be delivered in multiple releases. This section provides an overview of the functionality and enhancements delivered to date.
 - **FAIS Support:** Describes the process for seeking technical support.
- **FOR PROGRAM PARTICIPANT USERS:** Provides links to the **Training Material** and the **User Manual** pertaining to the Program Participant users. Please click on any link and save the file to your computer.
- **FOR NON-PROGRAM PARTICIPANT USERS:** Provides links to the **Training Material** and the **User Manual** pertaining to Non-Program Participant users. Please click on any link and save the file to your computer.

- Text Edit | Html Edit -

Please be advised that the FAIS database is designed for per-period financial and performance reporting, and the system has the capacity to aggregate that data to generate cumulative reports. As a result, FY12 and FY13 grantees should only report per-period financial expenditures and performance data in their financial and performance reports. At your earliest

Important: In FAIS, the system displays a list of validation errors (if any) in red if there are issues with the data the applicant submits. FAIS will not commit the workflow action until the user fixes all validation errors. An example error message:

◦ The Proposal Contributor field is required for each section

SECTION 2: CREATING A PROPOSAL IN FAIS

To begin creating the organization’s food aid proposal, click on the *Solicitation* icon that is located under the *Proposal* tab. The next screen displays the list of solicitations. If the current solicitation year is not displayed, the applicant can find the current program solicitations by searching by *Fiscal Year* and *Program Type*.

Linking U.S. Agriculture to the World

Home Proposal Agreement Compliance Administration About FAIS

Solicitation Proposal [Log Off]

- **Start and End Dates:** Period for accepting proposals against that solicitation
- **Anticipated Award Date:** A proposal submitted against a solicitation should specify a project start date after the Anticipated Award Date

Solicitation List

INSTRUCTIONS ?

Solicitation Search Criteria

Program Type: All

Fiscal Year: 2016 TO 2016

Status: Published

Search

List of Solicitations

ID	Short Description	Fiscal Year	Type	Solicitation Period	Ant. Award Date	Status	Action
17	FY16 FFPr Solicitation	2016	FFPr	04/16/2015 - 10/16/2015	11/16/2015	Published	View
18	FY16 MGD Solicitation	2016	MGD	04/16/2015 - 10/16/2015	11/16/2015	Published	View

Showing 1 to 2 of 2 entries

Filter all columns:

Click on the *View* link for the MGD solicitation for which applicants will create a proposal. This is found under the *Action* column.

The following page allows both a *Program Participant Director* and *Program Participant Proposal Creator* to view a solicitation and to create a proposal for that solicitation. If applicants have *Proposal Contributor* permission levels only, they cannot create a proposal. In this example, the 2016 Food for Education solicitation has been selected. The solicitation information listed below will be based on the award type. Click *Create Online Proposal* to generate a proposal template which the proposal creator will submit once completed.

You are here : [Home](#) > [Proposal](#) > Proposal Creation

Welcome [localadmin](#) [[Log Off](#)]

Create Proposal

INSTRUCTIONS ?

Search and Select Solicitation

Fiscal Year: 2016

Program Type: MGD - Food For Education

Solicitation: FY16 MGD Solicitation

[View Solicitation](#) [Create Online Proposal](#)

Front Page [Home Page](#)

Once created, the proposal record is archived as *In Progress* in the FAIS system. After the applicant logs off, he or she can return to the proposal and work on it at any time. To find it, click on the *Proposal* tab located in the drop-down menu and select *Proposal*.

Linking U.S. Agriculture 

Home **Proposal** Agreement Compliance Administration About FAIS

Solicitation

Proposal

[[Log Off](#)]

Applicants can then search for each created proposal affiliated with the proposal. Click on the *Proposal #* to access the proposal and continue the submission process.

Proposal List

INSTRUCTIONS ?

Search Information

Organization:

Fiscal Year:

Program Type:

Country:

List of Proposals

Proposal #	Program Type	Fiscal Year	Proposal Status	PP Creator	Solicitation #	Country	Submit Type	Organization	Contributors	Action
2016-0004	MGD	2016	In Progress	Name of Proposal Creator	ID #	To Be Decided	Online	Your organization	Every Assigned Contributor will be displayed here	Delete

Showing 1 to 1 of 1 entries Filter all columns:



My FAIS

A left panel titled *My FAIS* displays information describing the applicant's proposal:

- The **Alerts** link displays a database of past FAIS-program actions that transpired to the organization
- **Proposal #** - Proposal identification automatically generated in FAIS
- **Organization** – The name of the organization submitting the proposal
- **Solicitation ID** – This is program number associated with the proposal
- **Fiscal Year** – Proposal year
- **Status** – All unsubmitted proposals will be labeled *In Progress*. This status will change once the proposal is submitted in FAIS
- **Country** – This section will be labeled with the country or region and is entered in the *Introduction* section of the proposal

My FAIS

Alerts

- Proposal #: 2016-0003
- Organization: Your Organization
- Solicitation ID: 18
- Program Type: MGD
- Fiscal Year: 2016
- Status: In Progress
- Country: To Be Decided

Data Navigation

This section provides links to the various sections necessary to complete the proposal. All other functions are arranged as menu items under several menus, access to which is governed by FAIS Roles. Each proposal section is highlighted in greater detail throughout this document. In *Data Navigation*, the following links are displayed:

1. **Print Proposal** – This is the display to which the proposal will be viewed by the reviewers, all information, including links to attachments will be displayed
2. **Download Proposal** – This function downloads the entire proposal as a HTML file. In viewing the proposal, it is recommended to use the *Print Proposal* function instead
3. **Download Proposal Attachments** – This downloads all uploaded documents into a single zip-file
4. **View Proposal Assignment** – This page displays a read-only view of the proposal assignments; i.e., the Proposal Creator and the Proposal Contributor assigned to each proposal section. Applicants cannot make any changes in any of the *View* links
5. **View Applicant Details** - Shows the applicant details in a read-only mode.
6. **View Introduction** – Shows the Introduction in a read-only mode.
7. **View Commodity** - Shows the Commodity section in a read-only mode
8. **View Result** – Shows the results, activities, and the mapping sections in a read-only mode
9. **View PVO Budget** - This page shows the Budget narrative in a read-only mode
10. **Download Budget** – This function was utilized for previous years' budget proposals and is no longer used in FAIS. Refer to the budget guidelines for more information

The following links require data entry:

11. **Proposal Summary** – This is the homepage of the specific proposal where applicants are able to upload attachments and submit for review
12. **Proposal Assignment** – The page where roles are assigned to each of the proposal sections
13. **Applicant Details** - This page where primary applicants of the organization are assigned as contacts for the proposal
14. **Introduction** –Where program dates are selected in addition to country determination key personnel
15. **Results** – This page is for entering the Results, Activities, and Activity Mapping.
16. **Commodity** – This page is for submitting commodity selection and detailed commodity logistics
17. **PVO Budget** – Displays the section to submit the budget narrative

There are multiple sections in each link which require data entry in addition to uploading required attachments. These sections are detailed below.

My FAIS

Alerts

- Proposal #: 2016-0004
- Organization: Your Organization
- Solicitation ID: 18
- Program Type: MGD or FFP
- Fiscal Year: 2016
- Status: In Progress
- Country: To Be Decided

Data Navigation

- 1 ◦ Print Proposal
- 2 ◦ Download Proposal
- 3 ◦ Download Proposal Attachments
- 4 ◦ View Proposal Assignment
- 5 ◦ View Applicant Details
- 6 ◦ View Introduction
- 7 ◦ View Commodity
- 8 ◦ View Result
- 9 ◦ View PVO Budget
- 10 ◦ Download Budget
- 11 ◦ Proposal Summary
- 12 ◦ Proposal Assignment
- 13 ◦ Applicant Details
- 14 ◦ Introduction
- 15 ◦ Result
- 16 ◦ Commodity
- 17 ◦ PVO Budget

SECTION 3: PROPOSAL SUMMARY

This section is the homepage of the applicant's proposal. This page displays:

- **Proposal Information** - Basic proposal information related to the organization
- **Proposal Section Details** – Staff assigned as the *PP Creator* (Proposal Manager) and the various section *Contributors* (Authors). Only one *PP Creator* may be assigned to a proposal, and one *Contributor* may be assigned to a given section. One person may be assigned multiple sections, or as a *PP Creator* and *PP Contributor*
- **Proposal Workflow History** – Shows each proposal review event
- **Workflow Actions** – Shows the actions that can be executed based on the proposal status
- **Attachments** – Link for uploading all of the proposal attachments (Refer to the Attachments portion of this document)

All proposal assignments will be displayed in this section, including changes to proposal contributor contacts and any workflow history that occurred, when a section is submitted for review.

The screenshot shows the 'Proposal Summary' page. At the top, there is a breadcrumb trail: 'You are here : Home > Proposal > Proposal Summary' and a user greeting: 'Welcome localadmin [Log Off]'. Below this is the 'Proposal Summary' title and an 'INSTRUCTIONS' link with a question mark. There are two tabs: 'Proposal Summary' (selected) and 'Attachments'. The 'Proposal Information' section contains several input fields: Organization (Your organization), Solicitation ID (ID #), Proposal Number (2016-0005), Program Type (MGD or FFP), Status (In Progress), and Country (To Be Decided). Below this is the 'Proposal Section Details' table, followed by the 'Proposal Workflow History' table with one entry, and finally the 'Workflow Actions' section with a 'Submit For Review' button. Red arrows on the left point to the 'Attachments' tab, the 'Proposal Section Details' table, the 'Proposal Workflow History' table, and the 'Workflow Actions' section.

Proposal Section Details			
Section Name	Contributor	Status	Comments
Introduction Section	Contributor 1	In Progress	Comments are displayed here
Commodity Section	Contributor 2	In Progress	-
Result Section	Contributor 2	In Progress	-
Budget Section	Contributor 3	In Progress	-

Proposal Workflow History				
User	Date	Action	Status	Comments
Proposal Creator	4/20/2015 01:33:34	Assign	In Progress	Assign Proposal
Proposal Creator	4/20/2015 01:27:19	Create	In Progress	Proposal Creation

Showing 1 to 2 of 2 entries Filter all columns:

Important: FAIS will prevent the proposal from being submitted if all sections (Applicant Details, Introduction, Commodity, Results, Budget, and *all* attachments) are not reviewed and approved by the proposal creator. During the review process, each proposal section must have a status of *Submitted for Review* for the proposal creator to submit.

Proposal Assignment

After the proposal is created, the applicant will be immediately brought to the *Proposal Assignment* page. This section is used to assign the roles for the proposal and manage each particular section. These roles include:

Proposal Creator: The person in the organization assigned as the overall proposal manager. This person will have edit capabilities to all proposal sections and will be the first level reviewer for the various proposal sections if these sections are assigned to other staff members. In order for a person to be assigned this role, that person must be given this role in their FAIS registration profile. This role can be changed at any time.

Proposal Contributor: A staff member who is assigned to write a given section. A section contributor will be given edit capability only to the section(s) to which the person is assigned and has a read-only capability to all other sections. Note: This person may also be the *Proposal Creator* and *PP Director* if there is only one person responsible for producing the proposal.

In addition, there is a **Comments** field that is used to convey any instructions to the persons assigned by the proposal.

Home > Proposal > Proposal Summary > Proposal Assignment Welcome **localadmin**

Assign Proposal

INSTRUCTIONS

Basic Information

Director

PP Creator *

Comments

Section Name	Contributor	Comments
Introduction Section	<Select> *	
Commodity Section	<Select> *	
Result Section	<Select> *	
Budget Section	<Select> *	

The proposal contains four major sections that require an assigned contributor. The sections can be assigned to persons in the applicant’s organization if they are registered in FAIS, and they have their own workflow and statuses as mentioned in the table below. The same person may be selected as contributor for all sections. Each field must have completed with an assigned individual. After the applicant clicks *Assign*, an automated mail is sent out to the contributors assigned to the section. This applies only to contributors who opted for email alerts when they registered.

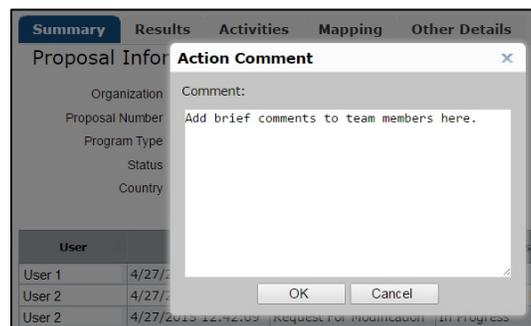
Proposal Section Status			
Status	Status Description	Action Button	UI / Page
In Progress	Proposal is created by a participant director	Create Online Proposal	Create Proposal
	Modification is requested on a proposal section	Request for Modiciation	Section Summary
Submitted For Review	Proposal section is submitted to proposal creator for review by proposal contributor	Submit for Review	Section Summary
Submitted	Proposal is submitted to FAD by participant director	Submit to FAD	Proposal Summary

Important: In each section (Introduction, Commodity, Results, and Budget), the assigned contributor has the decision to click on *Submit for Review*, which is located under *Workflow Actions*. This will send an e-mail alert to the *Proposal Creator* who will then have access to review the section and make any edits. The proposal creator can then request a modification of that section if necessary.

Workflow Actions

Submit For Review

The applicant may also add comments regarding any actions or updates regarding the section in question. These comments should be for the organization team members only.



SECTION 4: PROPOSAL APPLICANT DETAILS

This page displays the list of people assigned as the contact for the applicant's proposal. Both a Proposal Creator and PP Director are given the ability to specify each contact by clicking *Create New Proposal Contact* link.

Important: This is a mandatory section and the list of persons is different than the list of PP Creator and PP Contributors. The persons listed do not necessarily play a part in the proposal development nor require an account in FAIS.

To begin, click on *Create New Proposal Contact*.

You are here : [Home](#) > [Proposal](#) > [Proposal Summary](#) > Applicant Summary Welcome [localadmin](#) [[Log Off](#)]

Proposal Applicant Summary

INSTRUCTIONS ?

Participant & Proposal Information

Organization Name:

Address Location:

Address Line 1:

Address Line 2:

City:

State Province:

Country:

Zip Code:

[Create New Proposal Contact](#)

Title	First Name	Last Name	Designation	Email	Phone	Zip	Contact Type(s)	Action
Showing 1 to 1 of 1 entries								Filter all columns: <input type="text"/>

There are five types of required contacts. Applicants must assign a contact type to all individuals or FAIS will reject the proposal when submitted. A single person may be assigned multiple roles by selecting one person from the drop-down menu and checking multiple checkboxes. The contact types are:

- **U.S. Contact:** The organization's primary proposal contact located within the United States
- **Legal Signatory:** The organization's proposal contact with the legal authority to sign proposal documents
- **Donation Country:** The organization's contact in the proposed project country
- **Organization HQ:** The organization's proposal contact at the headquarters or main office of operations
- **Applicant:** The organization's proposal contact who is able to address proposal questions or issues. This is typically the Proposal Director or PP Creator

When a person is selected from the drop-down menu, the person's contact information will be populated from their FAIS registration profile. Only the person's phone number and fax number will be editable for the purposes of this proposal; i.e., the new information will not be stored permanently in the person's registration profile information.

Basic Information

Contact Type

- US Contact
- Legal Signatory
- Donation Country
- Organization HQ
- Applicant Contact

Participant Contacts: <Add New>

Salutation:

First Name:

Last Name:

Middle Initial:

Position:

E-mail:

Phone:

Fax:

PP Address Location:

Address Line 1:

Address Line 2:

City:

State Province:

Country:

Zip Code:

Applicants may select from a drop-down list of all Participant Contacts who are registered with the organization in FAIS, or create a new contact.

Reminder: All listed contact types *must* be included in the proposal. The created records will be displayed on the *Applicant Summary* page.

List of Proposal Contacts							Create New Proposal Contact	
Title	First Name	Last Name	Designation	Email	Phone	Zip	Contact Type(s)	Action
Salutation	First Name	Last Name	Executive Director	Email Address	000-0000	Zip Code	US Contact, Legal Signatory	Edit Delete
Salutation	First Name	Last Name II	Applicant Contact, HQ Director	Email Address I	000-0000	Zip Code	Donation Country, Organization HQ, Applicant Contact	Edit Delete

Showing 1 to 3 of 3 entries Filter all columns:

The following sections details each of the four primary sections required to submit a proposal in FAIS. Refer to the proposal solicitation for specific guidance on producing content.

SECTION 5: INTRODUCTION

Introduction Summary

The *Introduction Summary* page displays summary information and a workflow history about the introduction section, e.g., section submissions and requests for modification. This page also allows for submission of the section for review using the *Workflow Actions* section. Two required subsections exist here and are displayed as tabs:

1. Introduction Details (Country Selection)
2. Key Personnel (Program Administration List)

Introduction Summary **Introduction Details** Program Administration List

Introduction Details

Country *

Anticipated Start Date (MM/DD/YYYY) *

Anticipated Completion Date (MM/DD/YYYY) *

Anticipated Monetization Completion Date (MM/DD/YYYY)

Is This A Continuation Of Previous Program

To begin, click on the *Introduction* link, and the system will display the *Introduction Details* page. Applicants will be able to edit the following details:

- **Country** - Please refer to the solicitation for the list of priority countries and regions. Every country, territory, and region is listed alphabetically
- **Anticipated Start Date** – This date must not be prior to the *Anticipated Award Date* stated in the solicitation
- **Anticipated Completion Date** – This is the tentative date which the program will end
- **Anticipated Monetization Date** – Monetization programs only, this date must fall within the anticipated start and completion dates
- **Check box for a Continuation of a Previous Program** – Check the box if the proposal is an extension of an existing project

Click **Save** to record the details for this section.

Introduction Summary **Introduction Details** Program Administration List

Introduction Details

Country *

Anticipated Start Date (MM/DD/YYYY) *

Anticipated Completion Date (MM/DD/YYYY) *

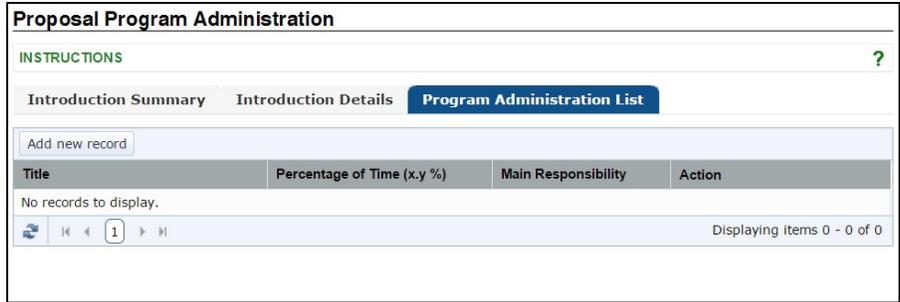
Anticipated Monetization Completion Date (MM/DD/YYYY)

Is This A Continuation Of Previous Program

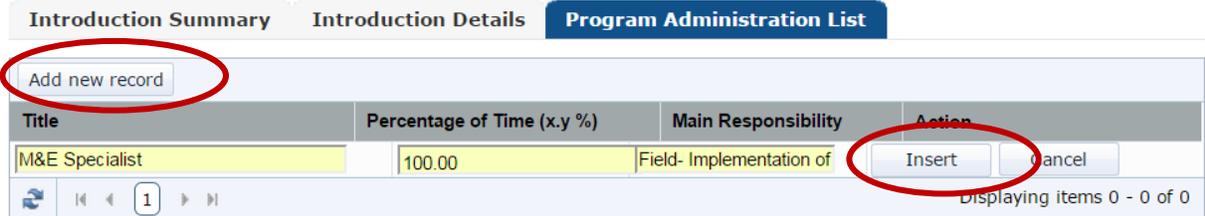
Save

Key Personnel

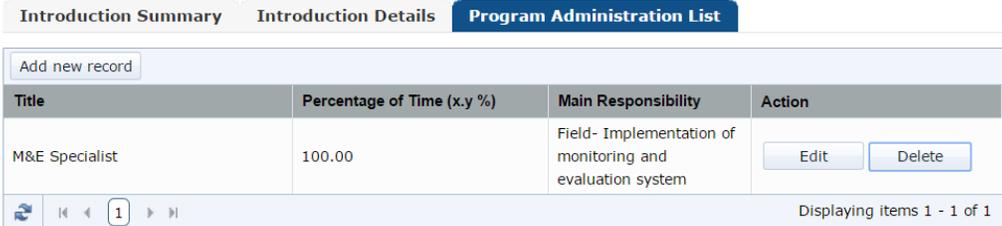
This page lists the project staff participating in project administration roles. Applicant should highlight the technical and management experience of the Chief of Party or Country Director and the proposed management structure of the project which outlines the appropriate positions. Refer to [Organizational Capacity and Staffing](#) for instructions regarding the list of project personnel. In addition, applicants may submit as an attachment an organizational chart detailing the list of key positions.



To create a new entry, click on the *Add New Record* button. Enter the values for each field; e.g., <Executive Director, 100%, corporate support>, in the table and press the *Insert* button.



Use the *Edit* button to enter new values for an existing entry, then click *Update*. Use the *Delete* button to delete an entry from the table. Applicants should not use more than 128 characters for responsibility description.



When complete, including all other sections of the introduction section, return to the *Introduction Summary* tab and click on *Submit for Review*.



If there are no submission errors or omissions, a green box will be displayed stating that all data sections have been recorded.



SECTION 6: RESULTS

FAS has developed program-level results frameworks for the McGovern-Dole programs. In this section, applicants are required to produce a results framework from the tools provided. To begin, click on the *Results* tab located in the Data Navigation panel.

Proposal Result Summary

In the Results Summary page, there are four tabs that require data entry. If any section is omitted, FAIS will reject the applicant's proposal submission. These sections are the following:

1. Results
2. Activities
3. Mapping
4. Other Details



The screenshot shows the 'Proposal Result Summary' page. At the top, there is a header with the title 'Proposal Result Summary' and a green 'INSTRUCTIONS' link with a question mark icon. Below the header is a navigation bar with five tabs: 'Summary', 'Results', 'Activities', 'Mapping', and 'Other Details'. The 'Summary' tab is currently selected and highlighted in blue. A red oval is drawn around the 'Results' tab. Below the navigation bar is a section titled 'Proposal Information' containing a form with the following fields:

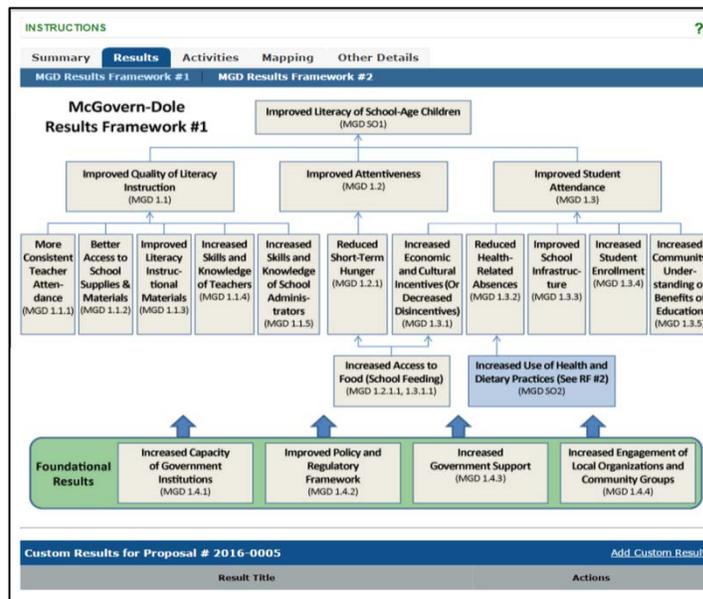
Organization	Your Organization
Proposal Number	2016-0006
Program Type	MGD or FFP
Status	In Progress
Country	Selected Country or Region

Results

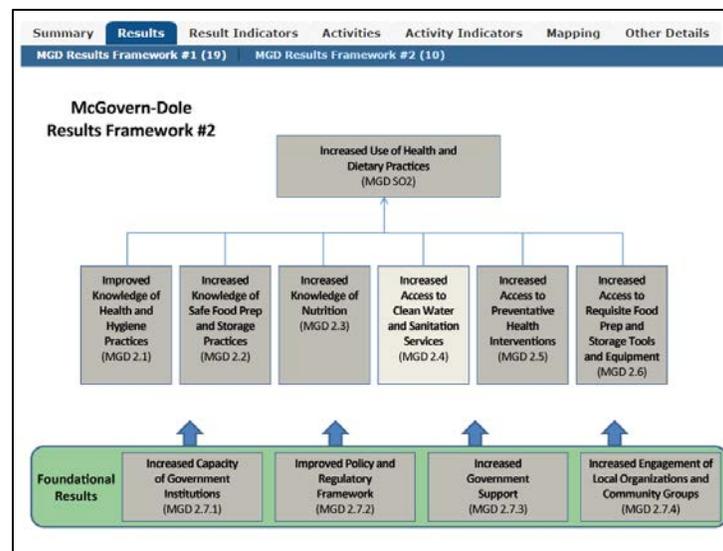
On this page, applicants are required to identify from the Results Framework map all results the project will achieve. FAIS allows the applicant to select results based on a hierarchy that captures the relationships in the McGovern-Dole Program Results Frameworks. The McGovern-Dole program has two Results Frameworks that must be completed by the applicant.

Applicants must contribute to each both of the highest level results in the two program-level results frameworks respective framework the highest-level results: "Improved Literacy of School-Age Children and Increased Use of Health and Dietary Practices. Refer to Section [IV Part A. No. II](#) for more information. To begin, click on the Results tab. Both the McGovern-Dole Results Framework #1 will be displayed, along with a link for Framework #2

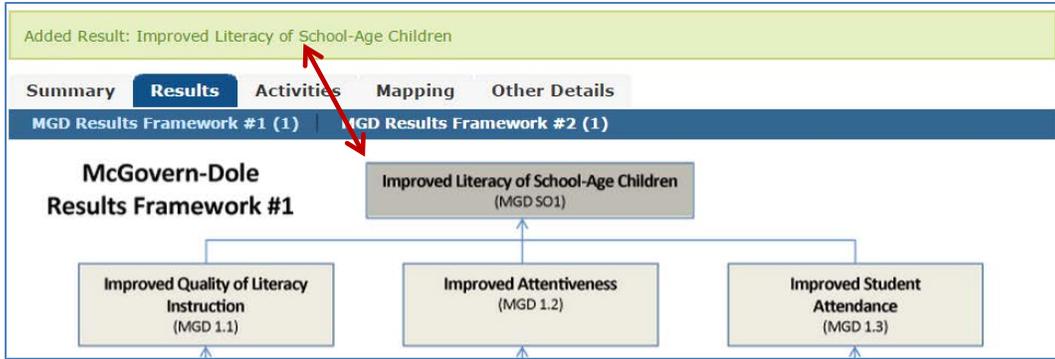
Framework #1



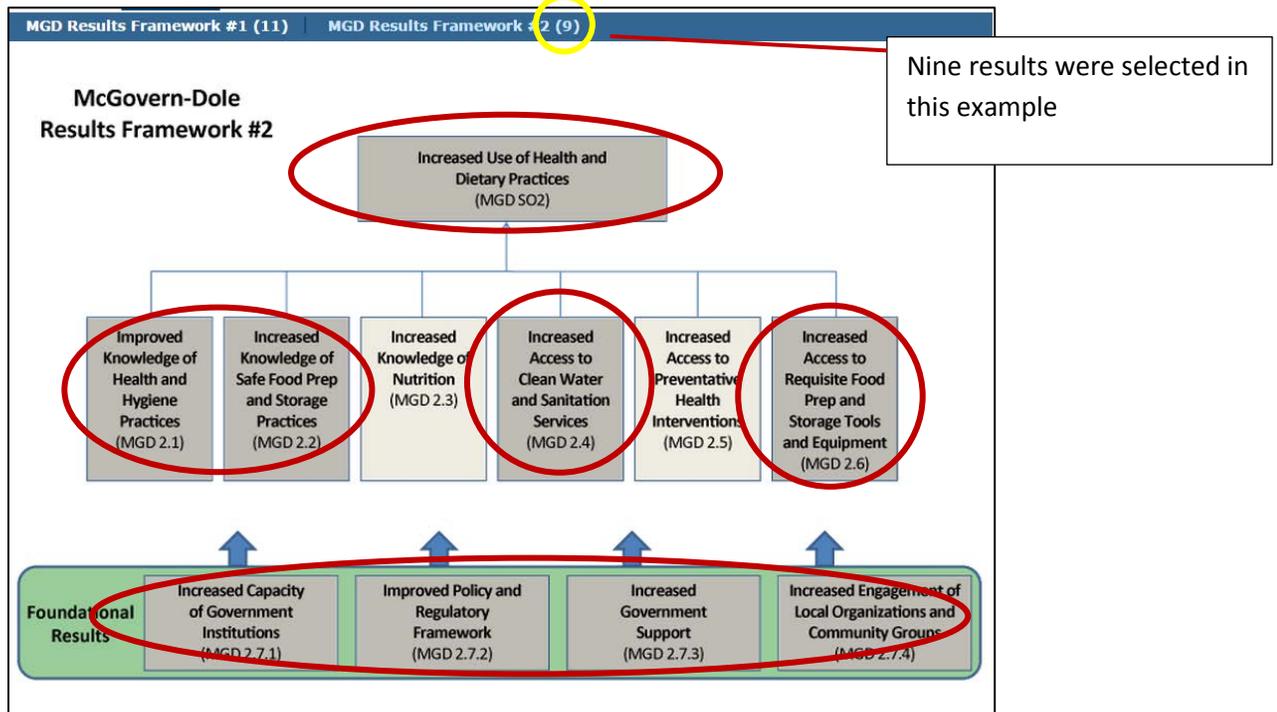
Framework #2



The McGovern-Dole Results Framework #1 (Improved Literacy of School-Age Children) will be displayed, along with a link for the Framework #2 (Health and Dietary Practices). To select each result, click on each result box, which will turn a gray color, with a corresponding green message box.



Select all of the desired results for each Framework. Refer to the example below. A number will be displayed on the Results Framework Link that will display the number of results selected. The selected results will be displayed in the *Mapping* section of the proposal.



Although FAS encourages selecting results from the provided list, applicants may also produce custom results. To add a custom result, click on the *Add Custom Result* link. Refer to [Part IV:A, Section II – Project-Level Results Frameworks](#) of the solicitation for more information. Custom results should be appropriately labeled and should be linked with specific activities.



Click *Save & Close* to record the custom result into FAIS. Applicants may edit or delete the result if necessary.

Custom Results for Proposal # 2016-0005		Add Custom Result
Result Title	Actions	
Result 1.4.5 Custom Result Example	Edit Delete	

Activities

As part of the proposal application (see [Part IV:A, Section III – Activities](#)) the applicant must provide, a complete list of activities, and a map the activities to the appropriate results function to capture the linkage between activities and results. In addition, applicants are required to provide short narratives related to this section which will be detailed below.

Summary	Results	Activities	Mapping	Other Details
List of Proposal Activities				Create New Activity
Activity	Activity Description	Activity Order	Action	

To add an activity, click the *Create New Activity* link located on the activities table.

Refer to the list of activities found in the drop down list. Applicants may produce a custom activity by selecting *Custom Title*, which will produce a cell where the new activity can be recorded.

The field character limits for these cells are: *Custom Title* (64 characters), and *Activity Description* (16,384 characters). The text boxes do not allow for any formatting.

Use the *Activity Order* cell to sort the activities in the table, as desired. Enter whole numbers for *Activity Order* and the list of activities will display in ascending order of the numbers entered. Click *Save* to record the activity into the table. Applicants may edit or delete each activity where necessary.

List of Proposal Activities			
Activity	Activity Description	Activity Order	Action
Applicant's Custom Title	Description Entered Here	1	Edit Delete
Building/Rehabilitation: Kitchens	Description Entered Here	2	Edit Delete
Curriculum development	Description Entered Here	3	Edit Delete

Mapping

This page allows for the connection of the applicant's proposed Activities to the selected Results. Every *Activity* produced must be mapped to a *Result*. Conversely, not every result, including higher level results, requires to be mapped. These linkages should exactly reflect the Project-Level Framework submission. Notice that a single activity may be linked to more than one result as long as all activities are completely mapped. Applicants may create this section by selecting the activities and results already specified for the proposal from the drop-down menus and clicking the *Save* button. Applicants may also edit or delete an existing mapping (relationship) by using the *Edit* or *Delete* links. If there is a *Result* or *Activity* not being displayed, applicants should return to the preceding tabs and review the selection.

You are here : [Home](#) > [Proposal](#) > [Proposal Summary](#) > Result-Activity Mapping Welcome [localadmin](#) [[Log Off](#)]

Proposal Result & Activity Mapping

INSTRUCTIONS [?](#)

Summary Results **Activities** Mapping Other Details

Add/Edit Result & Activity Mapping

Proposal Activity: *

Result:

First, select the activity that were produced in the preceding *Activities* section. All *Custom Activities produced* will be included.

Add/Edit Result & Activity Mapping

Proposal Activity: *

Result:

(A red arrow points to the dropdown menu for the Result field, which is open and shows the following options: Applicant's Custom Title, Building/Rehabilitation: Kitchens, Curriculum development)

Next, select the result that was generated from the *Results* tab. In this drop-down menu, all Custom Results will also be displayed. If a particular *Result* required by the applicant is not located, return to the *Results* tab to review the selection and make any changes.

Any mapped *Results & Activities* can be edited or deleted prior to submission.

Activity	Result	Action
Applicant's Custom Title	Improved Literacy of School-Age Children	Edit Delete
Applicant's Custom Title	Increased Capacity of Government Institutions	Edit Delete
Building/Rehabilitation: Kitchens	Improved Student Attendance	Edit Delete
Building/Rehabilitation: Kitchens	Reduced Short-Term Hunger	Edit Delete
Curriculum development	Improved Attentiveness	Edit Delete
Curriculum development	Improved Quality of Literacy Instruction	Edit Delete

Other Details

The final tab of the *Results* section includes the submission of information regarding the following:

- Cash or Non-cash Contributions
- Sub-recipients
- Government and Non-Governmental Agencies
- Method of Educating the Public
- Method of Choosing Beneficiaries
- Target Geographic Area (Illustrative maps can be uploaded in FAIS as an attachment)

All applicants must complete the *Other Details* section regarding the results entered in their proposal. Note: All fields are mandatory; please refer to [Part IV Section B – Other Details](#) for detailed instructions.

Please fix the following in Result Section and submit again.

- Cash or Non-cash Contributions is required
- Sub Recipients is required
- Government and Non-Government Agencies is required
- Method Of Educating Public is required
- Method of Choosing Beneficiaries is required

Results Other Details

Cash or Non-Cash Contributions

Please Use Times New Roman or Arial Font size 12 or 14

Save

Once each section is completed, return to the *Results Summary* tab and click on *Submit for Review*, located under the *Workflow Actions* display. If there are no submission errors or omissions, a green box will be displayed stating that all data sections have been recorded.

Workflow Actions

Submit For Review

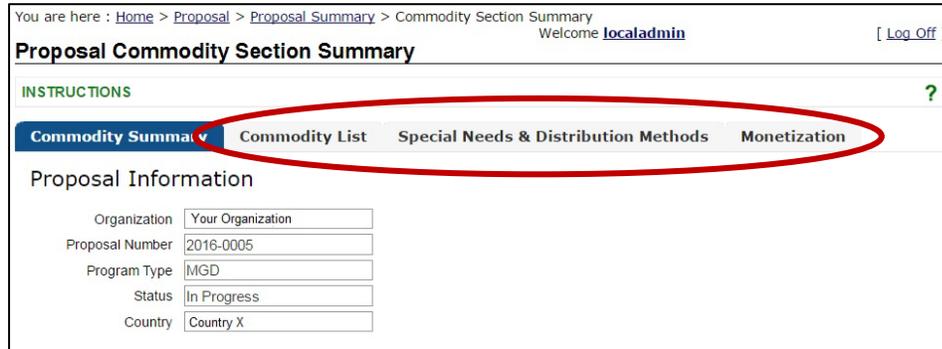
Submit For Review action has been completed successfully

SECTION 7: COMMODITY

Commodity Summary

The *Commodity Summary* page displays summary information about the proposal, and the history for the Commodity section; e.g., section submissions and requests for modification. This page also allows the applicant to submit for review using the *Workflow Actions* section. Three required subsections exist in this section and are displayed as tabs:

1. Commodity List
2. Special Needs & Distribution Methods
3. Monetization



Commodity List

This page lists the commodities for the proposal. To add a new commodity, click on the link *Create New Commodity*. Each programmed commodity must have a corresponding record in this section. **Important:** Refer to [Commodity List](#) under Part V, Commodity Management, for specific guidance on *Commodity sections*.

List of Commodities											Create New Commodity
Commodity	Usage Type	Qty/MT	Pkg. Type	Pkg. Size	Country	Delivery to U.S Port(MM/Year)	Est. Sales/MT (\$)	Kinds of Goods, Svc	Qty. of Goods	Value of Svc (\$)	Action

To begin, enter the *Basic Information* for the commodity:

1. Select the *Commodity Type* from the drop down list.
2. Select the *Usage Type* from the drop down list
3. Enter the *Quantity MT* as required. Values must be in whole numbers only, in multiples of 10
4. Select the *Package Type* from the drop down list.
5. Select the *Package Size* from the drop down list.
6. Select the *Destination Country* from the drop down list.
7. Select the *Month* and enter the *Year of Delivery to U.S. Port* (This date should not fall outside the proposal's start and end date).

Note: All the fields marked yellow with an asterisk are listed are mandatory fields.

Basic Information

Commodity *

Package Size/Type *

Commodity Usage Type *

Quantity MT

Destination Country

Delivery To U.S Port Month & Year *

- Textured Soy Protein
- Tomatoes
- Vegetable Oil
- Vegetable Oil Substitutable
- Vegetable Seeds
- Well Milled Rice Substitutable
- Well Milled, Long Grain Rice 2/7**
- Well Milled, Long Grain Rice 3/15
- Well Milled, Long Grain Rice 5/20
- Well Milled, Medium Grain Rice 2/7
- Well Milled, Medium Grain Rice 3/15
- Well Milled, Medium Grain Rice 5/20
- Wheat Mix
- Wheat Seed
- Wheat Substitutable
- Wheat-Soy Blend
- Whole Green Peas
- Whole Yellow Peas
- Yellow Corn
- Yellow Soybeans

In addition, every commodity available for either direct feed or monetization programs will be displayed in the drop-down list shown above. If the *Commodity Usage Type* selected is Monetization or Barter, those detailed sections listed below will be active.

Basic Information

Commodity *

Package Size/Type *

Commodity Usage Type *

Quantity MT *

Destination Country *

Delivery To U.S Port Month & Year * *

Monetization Details

Estimated Sales Per MT (\$)

Estimated Proceeds (\$)

Direct Feed Commodities

Complete only the basic information required for the commodity. Commodity MT value *must* be whole numbers in multiples of ten. The *Delivery to U.S. Port Month & Year* cells must include a month and year that is inside of the proposal's start and end date

Basic Information

Commodity *

Package Size/Type *

Commodity Usage Type *

Quantity MT *

Destination Country *

Delivery To U.S Port Month & Year * *

Monetized Commodities

If your MGD Proposal includes unique monetization requirements, please fill out the required information as highlighted below.

1. Enter the *Estimated Sales per MT* in the field
2. The estimated Proceeds field get calculated based on the applicant's input
3. The *Delivery to U.S. Port Month & Year* cells must include a month and year that is inside of the proposal's start and end date

Note: The destination for the commodity does not necessarily have to be the same as the project country.

Commodity Table

Once all commodities are recorded, the applicant's records will be displayed in the *List of Commodities* table. Each column will display information appropriate to the level of detail provided. To edit or delete a commodity from the list, click on the links *Edit* or *Delete*.

List of Commodities											Create New Commodity
Commodity	Usage Type	Qty/MT	Pkg. Type	Pkg. Size	Country	Delivery to U.S Port(MM/Year)	Est. Sales/MT (\$)	Kinds of Goods, Svc	Qty. of Goods	Value of Svc (\$)	Action
Well Milled, Long Grain Rice 2/7	Direct Feed	2,000.00	Packaged	50 kg bag	Unknown	1/2017					Edit Delete

Special Needs and Distribution Methods

In the *Special Needs and Distribution Method* tab, please refer to [Special Needs & Distribution Methods](#) under Part V, Commodity Management, for specific guidance on the requirements of this section. Each text section has a 5,000 maximum character limit in FAIS. In FAIS, the user is required to enter detailed information for the following fields:

1. Transportation and Storage
2. Processing or Repackaging
3. Duty Free Entry
4. Economic Impact
5. Ration Justification

Select *Save* to record the entered data. The text boxes utilize a rich-text field (RTF), and this section should have an appropriate format that does not detract from the text language.

Special Needs & Distribution Methods

Transportation and Storage

B *I* U abc (inherited font) 3 (12pt)     

Please use **Times New Roman** or **Arial** Font Size 12 or 14

Monetization

If the applicant's MGD proposal contains any unique commodity monetization requirements, this section must be completed. The page allows the applicant to enter additional details related to the monetization for the commodities selected for the proposal. The user is required to enter details for the following fields:

1. Impact On Other Sales
2. Private Sector Participation In Sale Of Commodity
3. Sales Proceed Usage Activity Implementation

4. Assuring Receipt Procedures
5. Expected Interest Earned

Enter the value in U.S. Dollars in the *Expected Interest Earned* field (without entering the \$ sign). Click *Save* to record the data. Note: All fields are mandatory; please refer to the guidance on monetization in this solicitation for detailed instructions.

Once each section is completed, return to the *Commodity Summary* tab and click on *Submit for Review*, located under the *Workflow Actions* display. If there are no submission errors or omissions, a green box will be displayed stating that all data sections have been recorded.

Submit For Review action has been completed successfully

Proposal Section Workflow History				
User	Date	Action	Status	Comments
No data available in table				
Showing 0 to 0 of 0 entries			Filter all columns: <input type="text"/>	

Workflow Actions
Submit For Review

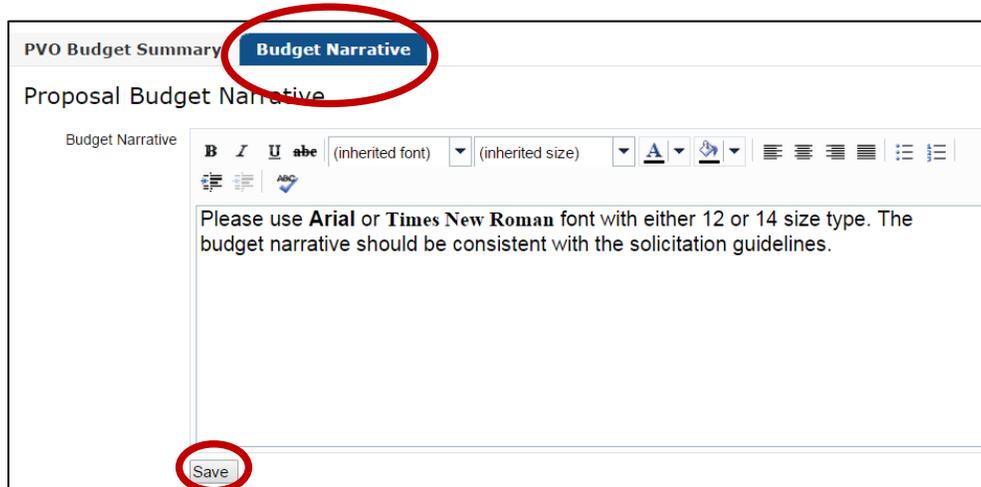
SECTION 8: BUDGET

PVO Budget Summary

Applicants must submit a budget summary corresponding to the example table provided in [Part IV, Section VI – Budget Summary](#) of this solicitation as an attachment. A budget narrative, either copied into the appropriate FAIS section or uploaded as an attachment, must accompany this summary.

PVO Budget Narrative

If submitting directly in FAIS, applicants are required to submit the budget narrative in the RTF box provided. Applicants can access this section by clicking on the Budget Narrative tab. Graphics are not recommended to be pasted into this section, although tables may be included; be sure to check if the cells are formatted properly as it is reviewed. Please refer to specific guidance in [Appendix G](#) that details how the budget narrative should be structured.



Once complete, click Save, and the following message will appear on the screen.

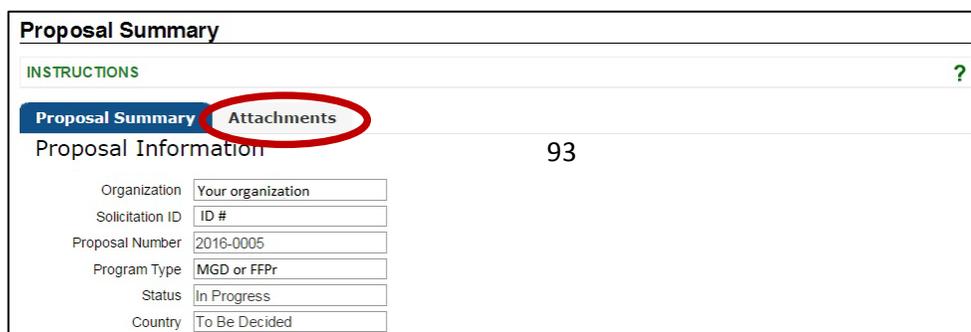
Budget Narrative was saved!

When the applicant is finished with the budget narrative, return to the *Budget Summary Page* and click *Submit For Review*.



SECTION 9: ATTACHMENTS

Use this tab to attach all documents necessary for the proposal. A drop-down list of all required attachments is to upload is displayed. Any documents not in the list below, but supports the proposal can be uploaded here and should be labeled as *Generic*. **Important:** The applicant's proposal will be rejected in FAIS if *any* File Types in the drop-down list are omitted (Excluding Generic). Each file type should be selected and included in the proposal. To access this section, click on the *Attachments* tab that is located in *Proposal Summary*.

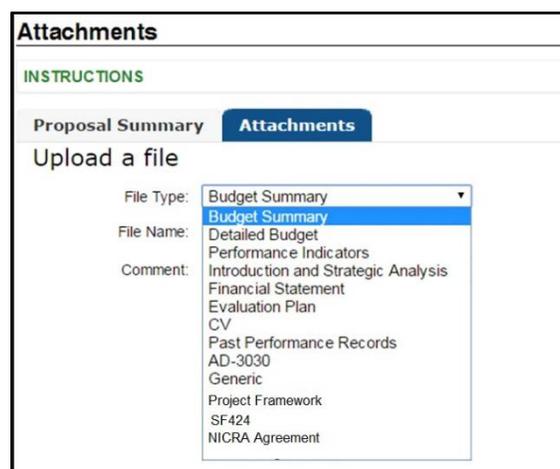


Proposal Information		93
Organization	Your organization	
Solicitation ID	ID #	
Proposal Number	2016-0005	
Program Type	MGD or FFPr	
Status	In Progress	
Country	To Be Decided	

The attachments required to upload in the proposal are the following:

1. Budget Summary
2. Detailed Budget
3. Performance Indicators
4. Introduction and Strategic Analysis
5. Financial Statement
6. Evaluation Plan
7. Curriculum Vitae (CV)
8. Past Performance Records
9. AD-3030
10. Project Framework
11. SF-424
12. NICRA Agreement
13. Generic (Ex. Letter of Support, References)

Refer to the solicitation guidance for more information on each required attachment.



The screenshot shows a web interface titled "Attachments". Under the "INSTRUCTIONS" section, there are two tabs: "Proposal Summary" and "Attachments". The "Attachments" tab is active. Below the tabs, there is a section titled "Upload a file". This section contains three fields: "File Type:", "File Name:", and "Comment:". The "File Type:" field has a dropdown menu open, showing a list of options: "Budget Summary", "Detailed Budget", "Performance Indicators", "Introduction and Strategic Analysis", "Financial Statement", "Evaluation Plan", "CV", "Past Performance Records", "AD-3030", "Generic", "Project Framework", "SF424", and "NICRA Agreement". The "Budget Summary" option is currently selected and highlighted in blue.

To attach a document:

1. Select the *File Type* from the drop down list

2. Select the desired file to upload by selecting *Browse*
3. Add comments or a label describing the file type, this can be the title of the document or a detailed description
4. Select *Upload* to upload the document. Once complete, the document will be listed in the table below

Attachments

INSTRUCTIONS ?

Proposal Summary **Attachments**

List of Attachments

ID	Name	Type	Comment	Action
15171	Proposal Upload Document.doc	Financial Statement	Add Comment Here	Download Delete

Upload a file

File Type:

File Name: No file chosen

Comment:

To delete any document uploaded, click the *Delete* icon.

SECTION 10: SUBMITTING THE PROPOSAL

Once each section (Introduction, Commodity, Results, and PVO Budget) are complete and submitted for review, and all required attachments are uploaded, the food aid proposal is ready to submit in FAIS. Applicants should ensure that each section has been submitted for review. Click on the *Submit for Review* icon listed under *Workflow Actions*.

Proposal Summary Attachments

Proposal Information

Organization

Solicitation ID

Proposal Number

Program Type

Status

Country

Proposal Section Details

Section Name	Contributor	Status	Comments
Introduction Section	Assigned Contributor	Submitted For Review	Comments will be displayed here
Commodity Section	Assigned Contributor	Submitted For Review	-
Result Section	Assigned Contributor	Submitted For Review	-
Budget Section	Assigned Contributor	Submitted For Review	-

Proposal Workflow History

User	Date	Action	Status	Comments
Proposal Creator	4/22/2015 11:28:18	Assign	In Progress	Assign Proposal
Proposal Creator	4/21/2015 03:52:57	Assign	In Progress	Assign Proposal
Proposal Creator	4/21/2015 03:48:58	Create	In Progress	Proposal Creation

Showing 1 to 3 of 3 entries Filter all columns:

Workflow Actions

If FAIS detects any incomplete data, the system will reject the submission and a red message box(s) will list all absences.

1. **Attachments and Applicant Contacts** - Check if every required attachment is uploaded with the appropriate File Type label. For applicant contacts, make sure that every required contact type is included. If one is missing the system will reject the proposal.

Please fix the following in proposal and submit again

Proposal cannot be submitted without SF424, AD-3030, Past Performance Records, CV, Evaluation Plan, Financial Statement, Project Framework, Introduction and Strategic Analysis, Performance Indicators, Detailed Budget and Budget Summary attachments

Proposal should have all proposal contact type(s) (Missing: US Contact, Legal Signatory, Donation Country, Organization HQ, Applicant Contact)

2. **Introduction** – If the monetization completion date cell is blank or falls outside of the start and end dates, and/or the Program Administration list is incomplete

Please fix the following in Introduction Section and submit again

Proposal Country is required

Anticipated Start Date is invalid

Anticipated Completion Date is invalid

Program Administration is required

3. **Commodity** – If any section is left omitted, the following errors are displayed in either screenshots. In addition, make sure the *Commodity Delivery to U.S. Port* is included and falls within the proposal start and end dates

Please fix the following in Commodity Section and submit again

Minimum one commodity should be created for a proposal

Special Delivery, Commodity, Processing, or Packaging Needs is required

Transportation / Logistics / Reprocessing / Repackaging Text is required

Duty Free Entry is required

Economic Impact is required

Please fix the following in Commodity Section and submit again

Delivery To Port Month & Year (5/2016) should be between Anticipated Start (4/2015) and Anticipated Completion (4/2016) Month & Year for the Commodity

4. **Results** – Regarding the results section, the following errors are displayed:

Please fix the following in Result Section and submit again.

- Minimum one Result should be created for a proposal
- Minimum one Activity should be created for a proposal
- Cash or Non-cash Contributions is required
- Sub Recipients is required
- Government and Non-Government Agencies is required
- Method Of Educating Public is required
- Method of Choosing Beneficiaries is required

5. If there are errors with the **submission date**, the following message will appear. However, this will not prevent the submission of the proposal from occurring.

Warning: Anticipated Start Date (Date will be listed here) **should be greater than Anticipated Award Date**

Once all errors have been resolved, click *Submit for Review*. If successful, and no submission errors exist, the Proposal Creator will be given the next options for final submission. Both the Proposal Creator and Director will then have the following available options:

Workflow Actions		
Submit To USDA	Request For Modification	Reject

- **Submit to USDA** – This is the final step in submitting the proposal, the proposal creator or director may unsubmit a report if necessary
- **Request for Modification** – If there any changes that need to be made in the proposal, a request will be made and FAIS will generate an e-mail to all assigned contributors. Each section should be submitted and approved by the Proposal Creator or Director
- **Reject** – Proposal submission to FAIS is cancelled. **Important: Applicants cannot return to a canceled proposal and can only view the data that was recorded.** Proposals are only canceled by the Proposal Creator or Director and should be done only if the organization is certain that the proposal will be abandoned

If the proposal is canceled, the following message will appear:

Reject action has been completed successfully

If the proposal is submitted successfully, the following message will appear:

Submit To USDA action has been completed successfully

Applicants may return to the *Proposal List*, and the proposal status for the proposal will be listed as *Submitted*. **Note:** Applicants cannot delete any submitted proposals and the link is made inactive.

Proposal List

INSTRUCTIONS ?

Search Information

Organization: Organization Name ▾
 Fiscal Year: 2016 ▾
 Program Type: ALL ▾
 Country: ALL ▾

List of Proposals

Proposal #	Program Type	Fiscal Year	Proposal Status	PP Creator	Solicitation #	Country	Submit Type	Organization	Contributors	Action
2016-0006	FFP or MGD	2016	Submitted	Name of Creator	ID #	Country X	Online	Name of Organization	All Contributors will be listed here	Delete

Prior to the submission deadline, if applicants must return to the proposal and make any revisions, click on the *Withdraw* link located under *Workflow Actions*, located in the Proposal Summary page. After the proposal is withdrawn, the applicant has access to make changes to all sections of the proposal. The applicant must submit the proposal using the same links as mentioned earlier.

My FAIS You are here : Home > Proposal > Proposal Summary Welcome localadmin [Log Off]

Alerts

- Proposal #: 2016-0006
- Organization: Your Organization
- Solicitation ID: 18
- Program Type: FFP or MGD
- Fiscal Year: 2016
- Status: Submitted
- Country: Country X

Data Navigation

- Print Proposal
- Download Proposal
- Download Proposal Attachments
- View Proposal Assignment
- View Applicant Details
- View Introduction
- View Commodity
- View Result
- View PVO Budget
- Download Budget
- Proposal Summary
- Proposal Assignment

Proposal Summary

INSTRUCTIONS ?

Proposal Information

Organization: Organization Name
 Solicitation ID: ID #
 Proposal Number: 2016-0006
 Program Type: FFP or MGD
 Status: Submitted
 Country: Country X

Proposal Section Details

Section Name	Contributor	Status	Comments
Introduction Section	Contributor Name	Submitted	
Commodity Section	Contributor Name	Submitted	
Result Section	Contributor Name	Submitted	
Budget Section	Contributor Name	Submitted	

Workflow Actions

[Withdraw](#)

If the award letter is accepted by the PVO applicant, a draft agreement is generated in FAIS. Applicants may consult their FAS Analyst for more information and instructions regarding this process.

APPENDIX G – Budget Narrative

The budget summary and this narrative is an applicant's opportunity to demonstrate a strong understanding of cost principles, as well as to detail the cost-effectiveness of this particular proposal. Additionally, the budget narrative is the justification of 'how' and/or 'why' a line item is necessary in supporting implementation and the achievement of results. In crafting the budget narrative, please ensure that it clearly corresponds to the associated budget summary. In the interest of consistency, USDA requests that applicants, to the extent possible, adhere to the following outline when creating a budget narrative:

Program (FFPr/MGD):

Applicant:

Country:

SECTION 1: INTRODUCTION

This section should, at a minimum, address the following points:

- The applicant's financial capacity and level of familiarity with federal cost principles.
- The applicant's cost application methodology.
- The overall cost-effectiveness of the proposed budget.
- Summary of how various budget components will contribute to successful implementation and achievement of results.

SECTION 2: ADMINISTRATION

Use this section to clearly articulate and detail each applicable Administrative line item as contained in the budget summary, including:

- Salaries
- Benefits
- Office
- Equipment
- Travel
- Professional Services
- Other
- Administrative Indirect

Narratives for each line item above should identify:

- All subcomponents of the line item
- The amount budgeted for each subcomponent
- The manner in which calculations were made

SECTION 3: INTERNAL TRANSPORTATION, SHIPPING AND HANDLING (ITSH)

Use this section to clearly articulate and detail each applicable ITSH line item as contained in the budget summary, including:

- Salaries
- Benefits
- Warehouse
- Internal Transportation

- Professional Services
- ITSH Indirect

Narratives for each line item identified above should identify:

- All subcomponents of the line item
- The amount budgeted for each subcomponent
- The manner in which calculations were made

SECTION 4: ACTIVITIES

Use this section to clearly articulate and detail each Activity line item as contained in the budget summary. For example, each activity should be expanded upon in the following manner:

Example

Activity 1: Insert Activity Name:

Total Budgeted: \$_____.

- *What is the nature of expenses under this activity?*
- *Identify the subcomponents of this activity, the amount budgeted for each, and how calculations were made.*
- *Is there pass-through to another entity identified as a subrecipient?*
- *Are staff salaries/benefits included? What percentage of staff time is being charged?*

SECTION 5: ADDITIONAL CONSIDERATIONS & CROSS-CUTTING EXPENSES

In this section, at a minimum, applicants should address the following:

- 1) Please explain in detail the overall Monitoring & Evaluation (M&E) budget, including the overall percentage of the total budget dedicated to M&E and its components, such as:
 - a. Funds budgeted for HQ M&E Staff
 - b. Funds budgeted for Field M&E Staff
 - c. Funds budgeted for 3rd Party evaluations
 - d. Funds budgeted for the creation and/or support of M&E tools and systems
 - e. Any additional costs associated with M&E activities
- 2) Describe in detail all funds budgeted for subrecipients, the proposed nature of these agreements, and a clear explanation of under which line items in the budget these sub-contracts or sub-grants reside.
- 3) Briefly comment upon the budget's dispersal of staff salaries and benefits between Administration, ITSH and Activity line-items, and provide justification.

In addition, please explain in greater detail:

- 4) Any cost-sharing arrangements identified in the proposal.
- 5) Cost escalations expected during this project, and the manner in which they are accounted for in the budget.
- 6) The indirect rates applied the proposed budget and their base of application across Administrative, ITSH and Activity expenses. If different indirect rates are applied to subrecipient expenses, please indicate and explain.

APPENDIX H – Glossary of Terms¹³

- **Agreement Executor:** The person in the organization that carries out the terms of the agreement.
- **Applicant** – The person or entity that makes the formal application for the food aid proposal.
- **Barter:** The method of exchanging commodities for goods, services, or activities.
- **Baseline Data:** initial data that serves as the basis of comparison for measuring project results.
- **Beneficiary:** Recipient of funds or other benefits, including food aid.
- **Capacity Building:** Development process by leaders, coalitions and other agents of change that brings about changes in sociopolitical, policy-related, and organizational factors to enhance local ownership for and the effectiveness and efficiency of efforts to achieve a development goal.
- **Commodity:** Any good or service which has monetary value, including any crops which are internationally traded on spot, or derivatives markets.
- **Commodity Credit Corporation (CCC):** A Government-owned and operated entity that was created to stabilize, support, and protect farm income and prices. CCC also helps maintain balanced and adequate supplies of agricultural commodities and aids in their orderly distribution.
- **Contributor:** In FAIS, a person nominated by the proposal creator or director to work on a section of a proposal.
- **Consumer:** Any person reliant on purchases to meet their basic requirements, including food purchases.
- **Corporation:** An entity that has filed articles of incorporation in one of the 50 States, the District of Columbia, or the various territories of the United States.
- **Cost Sharing:** Arrangement under which costs of a program are shared by FAS and the organization.
- **Critical Assumption:** external conditions that must hold in order for the results in a results framework to be achieved. These assumptions are beyond the control of the implementing organization.
- **Crop Production:** Activities related to the cultivation and harvest of plants for food or non-food use.
- **Custom Indicators:** additional performance indicators that are not included in FAS's list of standard indicators. These indicators can be drawn from or based upon FAS's list of illustrative indicators.

¹³ Various definitions are derived from the following:
[European Commission-FAO](#), (2012). Food and Nutrition Security Working Glossary, GCP/RAS/247/EC.
[FAO-STAT \(2015\)](#). Concepts and Definitions. Food and Agriculture Organization of the United Nations.
[Capacity Building Results Framework](#), (2009) World Bank.

- **Direct Beneficiary:** people or organizations that are directly affected by the proposed project.
- **Direct Feed:** Process of food aid commodities transferred directly to intended recipients, including school feeding programs.
- **Duty Free Entry:** Permission given by a government for an entity to export goods into the country without having to pay tax.
- **eAuthentication:** The system used by USDA agencies to enable customers to obtain accounts that will allow them to access USDA Web applications and services via the Internet.
- **Food Assistance Division:** Main division responsible for the food aid portfolio of the USDA, including the Food for Progress and McGovern-Dole food aid programs.
- **Food for Work:** A method to distribute food aid. The payment of food as wages (in whole or in part) in return for work programs designed to create or rehabilitate community or public assets.
- **Financial Services** – Standard activity indicators in Food for Progress which focus on economic assistance from the finance industry.
- **Food Aid Information System:** An integrated information system through which the Food Assistance Division (FAD) of the USDA manages and administers its food aid programs, while interacting with its strategic food aid partners, both within and outside the U.S. government.
- **Food Insecurity:** Exists when people are at risk of, or actually are consuming food of inadequate quality, quantity (or both) to meet their nutritional requirements.
- **Food Safety:** All measures taken during food production, processing, transport and handling, cooking, consumption and disposal which limit the risks of food borne illness in an individual or group.
- **Food Security:** Exists when all people, at all times, have physical, social and economic access to food which is consumed in sufficient quantity and quality to meet their dietary needs and food preferences, and is supported by an environment of adequate sanitation, health services and care, allowing for a healthy and active life.
- **Foundational Results:** results for all FAS Results Frameworks which are defined by three characteristics: they feed into one or more higher-level results; they target critical actors or areas that increase the potential for lasting outcomes; and a causal relationships exists among some of the foundational results.
- **Household:** Any household for which the primary livelihood activity, and/or the largest source of income is derived from agricultural activities.
- **Household Income:** The sum of all receipts, in money or in kind, which are received regularly and are recurring, including food.
- **Hunger:** Result when people do not have access to the amount of dietary energy needed for their normal level of activity, often leading to undernutrition or stunting.
- **Hygiene:** Any and all practices related to limiting the spread of disease from any source, and are pertinent to food handling, preparation, consumption, and disposal practices.
- **Illustrative Indicators:** Example indicators provided by FAS.

- **Indicator:** A specific variable, or combination of variables, that gives insight into a particular aspect of a situation. It is a value that can be used to evaluate or assess different types of impact.
- **Indirect Beneficiary:** people or organizations that are indirectly affected by the proposed project (i.e., family members of direct beneficiaries).
- **Internal Transport, Shipping and Handling (ITSH):** Movement of Title II food aid to storage and distribution sites, storage of the food aid, and distribution of the food aid in all emergency programs and in non-emergency programs in least developed countries (LDCs) that meet the poverty and other eligibility criteria established by the International Bank for Reconstruction and Development for financing the International Development Association.
- **Intervention:** Targeted action to improve a situation or condition.
- **Lean Season:** A period during the calendar or agricultural year when food is in short supply, and as a result is consumed in smaller quantities.
- **Legal Signatory:** Person in the entity or organization responsible to sign the agreement contract or other legal document with the USDA.
- **Macroeconomic:** Large-scale or general economic factors within a region or country, including national productivity, price levels, inflation, and market disruption.
- **Malnutrition:** All deviations from adequate nutrition resulting from an inadequacy of food (or excess food) relative to need. This includes acute malnutrition (wasting), chronic malnutrition, growth retardation, micronutrient deficiencies, and over-nutrition.
- **Micronutrient:** All vitamins and minerals required by humans for normal physical and cognitive development.
- **Monitoring and Evaluation (M & E):** A continuing function to provide management and main stakeholders of an ongoing intervention with early indications of progress, or lack thereof, in the achievement of results. Whereas *evaluation* is the systematic and objective assessment of an on-going or completed project or program, including the design, implementation and results.
- **Negotiated Indirect Cost Rate Agreement (NICRA):** The ratio between the total indirect expenses and some direct cost base. It is a device for determining fairly and conveniently within the boundaries of sound administrative principles, what proportion of indirect cost each program should bear.
- **Outputs:** the immediate and tangible results of a projects' inputs, such as number of children fed, number of schools built, number of trainings provided, etc.
- **Performance Indicators:** directly measure achievement of results. These indicators can be either FAS standard or illustrative indicators or custom indicators. Performance indicators are essential for monitoring program performance.
- **Performance Indicator:** Quantifiable measures that an entity uses to measure or associate performance in terms of meeting its strategic or operational goals.
- **Performance Monitoring Plan (PMP):** A document to devise and manage the collection of performance data which includes plans for data analysis, reporting, and use.
- **Performance Record:** Results of past programs undertaken by the applicant that is similar to the type and size of programming in the applicant's proposal.

- **Private Public Partnership:** Arrangements between the public and private sectors with certain service obligations of the public sector are provided by the private sector, with clear agreement on shared objectives for delivery of public infrastructure and/ or public services.
- **Poverty:** Encompasses different dimensions of scarcity that relate to human capabilities including consumption, food security, health, education, food security, and decent work. It is commonly measured by income per capita.
- **Program-level RF:** FAS's graphical representation of the set of low- and mid-level results that lead to the achievement of a program's strategic objective.
- **Program Participant (PP):** Person(s) authorized by the participant organization to create Food Aid proposals and negotiate Food Aid agreements.
- **Project-level RF:** a graphical representation of the linkages between activities and results, which lead to the achievement of a highest level result.
- **Randomized Control Trial (RCT):** A study design that randomly assigns participants into an experimental group or a control group.
- **Results Framework (RF):** An RF should illustrate how results contribute toward the highest level result (SO).
- **Results Oriented Management:** A strategic course of action within the USDA that focuses on higher-level program results such as the outcomes and the impact of programs, while also monitoring program activities, inputs, and outputs.
- **Result Stream:** A level within the FFPr and MGD results frameworks used to analyze, describe, and improve the flow of information or materials required for the applicant in creating a product or service.
- **Sanitary-Phytosanitary (SPS):** Measures to protect animals, plants, or human from diseases, pests, or contaminants.
- **Sanitation:** The provision of facilities and services for the safe disposal of animal and human waste.
- **Standard Indicators:** a common set of mandatory indicators identified by FAS that must be used by all projects that address results, if applicable.
- **Strategic Objective (SO):** highest level result in a results framework.
- **Subrecipient:** A third-party recipient that receives a sub-award—a portion of an award that is distributed by the recipient (pass-through entity) of the original award to conduct a portion of the project works in compliance with the sponsor's terms and conditions.
- **Undernutrition:** Aggregate measure of all forms of inadequate food intake at the population level, arising from the deficiency of one or more nutrients.
- **Value Chain:** The full range of activities that firms, farms and workers do to bring a product from its conception to its end use and beyond. This includes suppliers to end market buyers; as well as the support markets that provide technical, business and financial services to the industry; and the business environment in which the industry operates.
- **Vulnerability:** A function of exposure, susceptibility, and resilience to shocks, leading to the possibility of negative outcomes. Individual and household vulnerability is determined by the inadequacy of their adaptive mechanisms, coping mechanisms or accumulated capital or food.

ⁱ Cambodia. (n.d.). Retrieved June 8, 2015, from <http://data.worldbank.org/country/cambodia>

ⁱⁱ Statistics. (n.d.). Retrieved June 8, 2015, from http://www.unicef.org/infobycountry/cambodia_statistics.html

ⁱⁱⁱ Cambodia. (n.d.). Retrieved June 8, 2015, from <http://www.dol.gov/ilab/reports/child-labor/cambodia.htm>

^{iv} Laos. (n.d.). Retrieved June 8, 2015, from <https://freedomhouse.org/country/laos#.VXW7Jc9VhBc>

^v Laos. (n.d.). Retrieved June 8, 2015, from <https://www.cia.gov/library/publications/the-world-factbook/geos/la.html>

^{vi} Bertelsmann Stiftung, BTI 2014 — Laos Country Report

^{vii} Lao PDR country strategy 2011- 2015. (n.d.). Retrieved June 8, 2015, from <http://www.wfp.org/content/lao-pdr-country-strategy-2011-2015>

^{viii} Report on the National Child Labour Survey 2010 of Lao PDR. (2013, January 18). Retrieved June 8, 2015, from http://www.ilo.org/ipecc/Informationresources/WCMS_202334/lang--en/index.htm