

**SKILLS DEVELOPMENT ACTIVITY**  
**USAID/Southern Africa Office of Economic Growth**

**SECTION C: PROGRAM DESCRIPTION**

**C.1 EXECUTIVE SUMMARY**

USAID/Southern Africa's FET skills development program will provide support for the dynamic reforms and rapid changes taking place in South Africa's Further Education and Training (FET) sector. The FET sector is a vocationally-oriented level of secondary-tertiary education that resides at the "junction" of primary/secondary education and university-level studies. There are 50 public FET colleges with 216 satellite campuses located throughout South Africa's nine provinces. They enroll approximately 406,000 students at present, mostly youth aged 18 – 25 years.

With effect from January 2007 the National Certificate (NCV) has replaced the NATED courses (N1 – N3) at FET Colleges. The NC(V) is a new qualification at Levels 2 in 2007, 3 in 2008 and 4 in 2009. Unlike the NATED courses which are trimester courses, the vocational qualification is year long. The qualification will also provide an opportunity to enter higher education studies subject to appropriate subject combinations.

Courses are open to both full and part time students. Examples of subjects taught include business studies (accounting, financing, marketing, and management), social sciences, engineering, general education, art/music, information and communications technology (ICT), tourism, interior design, hair care, cosmetology, catering, and hospitality. USAID's support will be defined and implemented in close collaboration with the South African National Department of Education (DoE) and will form part of the Education Strategic Objective Agreement (or the successor USAID document called the "Bilateral Assistance Agreement" which is proposed to replace SOAGs in 2008) between USAID and the DoE.

The objective of the program is to support South African efforts in strengthening the FET college sector to:

1. Create and sustain career-enhancing education and training programs that are responsive to the current and future skills needs of South Africa's local, regional, and international employers.
2. Support networks of South African public and private civil society stakeholders as they identify skills needs and create and sustain equitable, effective skills development programs, especially for youth.<sup>1</sup>

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<sup>1</sup> These objectives fall under USAID's Economic Growth Program Element 6.3 Workforce Development, specifically Program SubElement 6.3.4: Technical/Vocational Training for Employment and Program SubElement 6.3.2: Partnership Development.

Strong South African commitment is evident in the FET sector: in 2005 the DoE began investing over \$230 million to upgrade both infrastructure and human resources of the FET colleges. Resources are devoted to recapitalizing the FET colleges based on the programs they offer, supporting the provincial education departments and colleges to improve the output and placement of FET college students, supporting the expansion and use of ICT in teaching and learning at colleges, and improving the quality of the programs offered. While other South African Government Departments and Ministries may be key players in the USAID-supported skills development program, as well as supportive non-governmental and private sector partners and the FET colleges themselves, the DoE will be the principal USAID partner for the program.

## **C.2 PROGRAM OVERVIEW AND BACKGROUND**

### **C.2.1 Introduction**

USAID/Southern Africa seeks to implement a \$6,764,000 project over three years to assist South Africa to create and sustain career-enhancing education and training programs that are responsive to the current and future skills needs of South Africa's local, regional, and international employers. The focus of the program and activities will be on the Further Education and Training sector, through FET colleges and their students, lecturers, and support staff, in collaboration with the DoE and private sector organizations.

Support will be provided to selected FET colleges in consultation with the DoE and the colleges themselves. The aim is to increase employability of students and create a better match between skills offered by the FET colleges and those needed by future employers. It is anticipated that the main emphasis areas of the program will be to:

- Assist youth to increase their knowledge and understanding of the opportunities afforded by the FET colleges, e.g. college programs of study, job placement opportunities, and other supports;
- Assist FET colleges and their students to successfully transition to the new National Certificates (Vocational) programs, referred to as the “NCV programs” which include “basic skills” components in literacy, numeracy, and life orientation;
- Assist selected FET colleges to provide a wide range of support and referral services to students;
- Assist FET colleges with recruitment, retention, and “through-put” of students, ensuring a successful academic experience for FET students;
- Build capacity of FET colleges to link with business, industry, and other advanced education and training programs;
- Provide staff development for FET lecturers, allowing them to link classroom experiences with practical, employer-based learning experiences – for themselves and for their students;

- Help FET colleges build capacity to partner with programs that create and incubate small enterprises;
- Assist FET colleges to track progress of students after they leave the colleges, feeding into monitoring and evaluation of overall impact of FET programs;
- Support youth in colleges to be further engaged in HIV and AIDS prevention and treatment measures, as well as to be educated themselves in measures of prevention;
- Assist colleges to emphasize, standardize and expand current HIV and AIDS programs through student support and counseling centers; and
- Provide targeted technical support to the DoE and selected FET colleges to develop support services for students and outreach to potential employers.

### **C.2.2 Background**

Unemployment is extremely high in South Africa, particularly for the huge youth population. Young men and women between the ages of 15 and 24 represent the largest segment of the population yet fewer than 15% of this age group are employed compared with nearly 60% of persons aged 45-54 years. Recent AfroBarometer public opinion surveys of 2,400 South Africans conducted in January-February 2006 show that 63% of South Africans rate unemployment as the absolute highest priority for government to address (nearly triple the percentage of the second, third, and fourth rated issues of housing, poverty and HIV/AIDS).

The South African Government sees the single greatest impediment for both the public infrastructure and the private investment programs as the shortage of skills—including professional skills such as engineers and scientists, managers such as financial, personnel and project managers; and skilled technical employees such as artisans and IT technicians. The shortfall is largely due to the policies of the apartheid era and the slowness of the education and skills development institutions to catch up with the current acceleration of economic growth.

From Nelson Mandela's first state of the nation speech, political leaders in South Africa have lamented the skills shortage and sought to remedy the situation – with little success. Inadequate education, rising emigration, and the AIDS scourge pose serious obstacles for South Africa as it strives to address the skills crisis.

Upon closer examination, unemployment in South Africa is due in part to an imbalance between supply and demand for jobs as well as to poor coordination between the education and employment sectors. Superimposed on this situation is a catastrophic HIV/AIDS pandemic. Many studies confirm that education and economic growth are mutually inter-dependent. A prosperous economy provides countries with much needed resources to strengthen and expand existing school facilities, and a solid education system helps to generate the capacities and talents to stimulate and sustain economic growth. Development organizations as well as national policymakers are increasingly concerned with how job skills—literacy, numeracy, basic knowledge, and ICT skills—translate into employment and serve as an enabling tool for improvement in other sectors. Simply increasing the level of schooling of the general population does not necessarily lead to a booming

economy. Thus, future skills development programs need to focus on *what* is being taught in schools and other institutions, the quality of this education and training and *how* these skills connect to other sectors such as the economy, health, and the environment. These *what* and *how* queries must also be balanced with an understanding of the profound impact that the HIV/AIDS pandemic will have on any human capacity development initiative undertaken in Southern Africa.

The South African education system compares unfavorably with other countries in global rankings. In the latest World Economic Forum's Network Readiness Index (NRI) which measures the degree of preparation of 115 nations to participate in and benefit from ICT developments, South Africa ranked in the lower third in the quality of math and science education (105<sup>th</sup>), engineers and scientists (90<sup>th</sup>), and education systems (81<sup>st</sup>). Educational quality remains a major challenge in South Africa despite significant strides that have been made in educational access and equity since the end of apartheid.

### **C.2.3 Key South African interventions supporting Skills Development**

Following are some of the key interventions addressing skills development currently underway in South Africa:

The *South African Government and the Department of Education* list the following key measures to address the skills challenge in the educational sphere:

- The QUIDS UP (Quality Improvement, Development, Support and Upliftment Programme) program aimed at achieving high levels of literacy and numeracy in the lowest grades;
- The Maths and Science (Dinaledi – see below) program for 529 high schools to double maths and science high school graduates to 50,000 by 2008;
- An upgraded career guidance program; and
- A huge upgrading of the Further Education and Training colleges.

*ASGISA and JIPSA lay the foundation and direction for skills development in South Africa:* South Africa is undertaking a massive “skills revolution”, with an initiative set to harness priority skills vital for the country’s accelerated and shared growth. Called the **Joint Initiative on Priority Skills Acquisition** (JIPSA) and a critical building block in terms of the **Accelerated and Shared Growth Initiative of SA** (ASGISA), the initiative is aimed at identifying skills that are critical to growing the economy to six percent by 2014. ASGISA identified six factors that constrain growth in the country and skills shortage was one of the key focus areas that needed urgent attention. JIPSA is a high-level task team and its job is to identify urgent skills needs and advise on ways to respond to these challenges. South Africa’s Deputy President is leading the ASGISA initiative and chairs the JIPSA task team as well. Already, several urgent interventions have been identified, such as mentoring programs and overseas placement of trainees to fast-track their development. JIPSA notes that established educational institutions such as universities, FETs and schools will always be the backbone for the training that JIPSA will need.

<http://www.info.gov.za/asgisa/>

*Sector Education and Training Authorities:* In 2001 the Department of Labour initiated the National Skills Development Strategy and the resultant skills training through a network of Sector Education and Training Authorities (SETAs). There are 23 SETAs, each representing one sector, or industry cluster. Under the general oversight of the Department of Labour's Chief Directorate: SETA Coordination, each SETA is tasked with distributing the money that is raised from Skills Levies back to their sector, developing learning programs that are relevant for its sector and maintaining the highest standards of training. Quality Assurance is conducted via a SETA ETQA (Education and Training Quality Assurance body). The SETAs are responsible for the "Learnership Programs" – pathways to industry related qualifications. Learnerships are contractual agreements between a learner, training provider and employer. In practice, a significant portion of the learning and subsequent assessment is conducted within the workplace. A learner enrolled in a learnership would be funded either through an employer paying an accredited training provider to deliver the training; or through a SETA project. Employers tend to fund "up-skilling" of current workforce while SETA projects tend to target previously unemployed learners.

*NBI's brokering role:* Key partners in bridging the public sector skills programs and the private sector include such players as the National Business Initiative (NBI). Launched by former President Mandela in 1995, NBI has been a leading business coalition focused on the broader role of business in sustainable development over the first decade of democracy in South Africa. Today, the organization is an alliance of forward-thinking South African and overseas companies that are committed to actualizing the NBI vision of a thriving South African society, with a market economy that functions for the benefit of all. The NBI believes that the private sector can make a strategic impact on skills development through a combination of collective partnership initiatives and individual corporate contributions. NBI's Colleges Industry Partnership program is an example of the pioneering role South African companies are playing in skills development. Such a partnership provides an interesting model or approach for USAID-sponsored programs in skills development. NBI is playing a coordination role in JIPSA (see above). Website: [www.nbi.org.za](http://www.nbi.org.za)

*The Human Sciences Research Council (HSRC):* The Human Sciences Research Council is South Africa's statutory research agency dedicated to the applied social sciences. The HSRC provides up-to-date and relevant research studies, surveys and papers that can inform the assessment team and provide detailed background information and statistics. The HSRC is concerned with all aspects of development and poverty alleviation in South Africa, the region and in Africa. HSRC's Education, Science and Skills Development (ESSD) program addresses the critical role that education and skills development plays in fulfilling national knowledge and skills requirements in a competitive global system. Its research scope spans early childhood development through to higher education and the world of work. A recent study, entitled *Managing HIV in the Workplace*, focuses on the complexity of HIV risk dynamics, as well as the challenges of implementing effective intervention programs, and highlights achievements despite resource constraints. The study reflects not only the views and opinions of management, but also the experiences of ordinary employees as participants in HIV/AIDS interventions. HSRC website: <http://www.hsrc.ac.za/>

*The Minister of Education on FET colleges:* South Africa's Minister of Education, pointed out in her May 19<sup>th</sup>, 2006 speech introducing the debate on the Education budget in South Africa, that the government had committed R2 billion for the systematic modernizing and development of the FET college sector. The Department of Education's response in support of JIPSA has been to develop new programs in skill areas that are critical for South Africa's economic development. These are the National Certificates (Vocational) programs. The Minister went on to comment that the increased funding is dedicated to ensuring that colleges have the workshops, infrastructure, equipment, teaching materials, administrative systems, teaching staff and ICT to successfully deliver skills in the programs. She noted that the colleges will be the platform from which South Africa launches a long overdue skills revolution. She pointed out that the evidence shows that the foundation has been laid for a new kind of college that meets the needs of industry and communities and focuses on job creation and the skills agenda, key tasks for South Africa's future success. Website for DoE: <http://www.education.gov.za/>

*Dinaledi Schools as a Model for South Africa:* In 2001, South Africa launched the National Strategy for Mathematics, Science and Technology Education in General and Further Education and Training. One of the strategy's specific goals was to raise participation and performance by historically disadvantaged learners in Senior Certificate mathematics and physical science. As part of this strategy, the government established 488 dedicated mathematics and physical science schools designated Dinaledi Schools. The chosen schools were under-resourced though well performing, and demonstrated potential to improve participation and performance in the target areas. USAID and its institutional contractor provided learning support materials such as mathematics and science kits, relevant in-service teacher training programs and assisted the 488 dedicated schools to develop performance targets linked to school development plans. The tremendous success of these schools has spurred the South African Department of Education to adopt this program with plans to expand it. The initial goal is to double the number of learners leaving grade 12 with advanced certificates in maths and science coursework from 24,000 in 2004 to 50,000 in 2008. The DoE is seeking a new level of excellence in these subjects and feels that such programs are critical if JIPSA is to succeed. The South African Department of Education, in collaboration with the Department of Science and Technology, has agreed to identify schools that do not have mathematics teachers and to take steps to create posts, appoint teachers, and establish the learning environments conducive to higher levels of achievement. From a workforce perspective, the Dinaledi initiative can boost the number of pupils qualified to follow careers in mathematics, science and technology after leaving school and should also provide new opportunities for teaching positions in these areas. Website for DoE: <http://www.education.gov.za/>

*Umsombomvu Youth Fund (UYF):* The Umsobomvu Youth Fund, a national player in youth skills acquisitions and programs, was established by South African government in January 2001 to promote job creation and skills development/transfer among young South Africans between the ages of 18 and 35. USAID/South Africa does not have any current collaborations or partnerships with UYF but sees the Fund's role as both a pivotal and instrumental force in implementing workforce

programs. To carry out its mandate, UYF makes strategic investments to create opportunities for young people to acquire skills, to access job opportunities or to pursue meaningful self-employment opportunities. UYF's strategy is built around four key areas:

- To create and design job creation programs
- To outsource the implementation of these programs to service providers
- To support and work with existing youth initiatives
- To support capacity building for service providers

#### **C.2.4 USAID's involvement**

USAID has been providing financial and technical assistance to the education sector in South Africa since the early 1980s. The educational assistance provided during the apartheid years focused primarily on supporting civil society organizations to improve the quality of basic, further, and adult education for disadvantaged learners. USAID supported training to facilitate long and short-term opportunities for disadvantaged South African students to pursue higher education studies, both locally and in the United States.

When the new South African Government (SAG) came into power in 1994, USAID assisted the DoE in a variety of ways. Early interventions from 1994 to 1998 included a concentrated effort on providing technical assistance to the SAG to develop policies, systems and capacity in targeted areas. Thereafter, from 1999 to the present, USAID focused on assisting the SAG with further policy and systems development and in implementing the various policies which are in line with the priority areas identified above. For example, interventions have included support to refine policies in curriculum, school governance, school funding norms, quality assurance, HIV and AIDS, adult basic education and training, and further and higher education. The implementation of these policies has significantly influenced teaching, learning, assessment, management, and administrative practices in education institutions. The complete translation of policy into practice is still an ongoing process in South Africa.

USAID has supported the DoE to develop the FET sector policy in the past, laying the foundation for future program support. This includes:

1. Policy Development Support (Technical Assistance)
  - a) A program for the transformation of further education and training-White Paper 4
  - b) Transforming Learning and Teaching through Information and Communication Technologies. See website for the White Paper on e-education <http://www.info.gov.za/documents/whitepapers/index.htm>
2. Quality Assurance
  - a) Support to UMALUSI, the Council for Quality Assurance in General and Further Education and Training. Website: [www.umalusi.org.za/](http://www.umalusi.org.za/)



3. FET schools sector (learning support materials, student development, teacher education and training).
- a) Support for the development of the National Mathematics, Science, and Technology Strategy.
  - b) Support to the 488 mathematics science and technology schools (Dinaledi)
  - c) Support to high schools in the Provinces of the Free State and Northern Cape

From 2008 onward, USAID's support will be focused on assisting further education and training institutions to improve their capacity to offer new skills-based programs, which have literacy, numeracy, and life orientation as required components, and supporting schools to implement effective life skills and peer education programs to fight the AIDS pandemic. USAID/Southern Africa's Education team has recently been allocated funding through the President's Emergency Plan for AIDS Relief (PEPFAR) to support the DoE in establishing a national peer education program in South Africa's public school system. **Activities using PEPFAR resources to conduct HIV/AIDS-related interventions in FET colleges should be proposed as an integral part of this program.** The DoE's Social and School Enrichment branch is taking a lead role in coordinating HIV and AIDS policies and activities in schools. USAID is collaborating closely with these DoE colleagues. They will be an important resource to consult in developing HIV and AIDS activities proposed for this FET college-focused activity.

In addition to education-focused activities, USAID's economic growth programs have supported thousands of small, medium and micro enterprise (SMME) projects in South Africa, particularly through the *South Africa International Business Linkages Program (SAIBL)*. SAIBL provides business skills development and links SMME's with larger corporations within the local, regional and international markets. The SAIBL website is: <http://www.africacncl.org/Linkages/saibl.asp>. There may be opportunities for linkages between those enterprises assisted by USAID and the FET colleges with whom the skills development program chooses to partner.

Finally, USAID/Washington has long-standing programs with *US community colleges* that could serve as a resource for current skills development efforts in South Africa. USAID/Southern Africa has first-hand experience in brokering education partnerships that support a wide range of development objectives. Targeted concerns such as economic growth, employment generation, labor productivity, entrepreneurship and business development, microfinance, market linkages and partnerships, social transitions, youth employment, institutional reform, and infrastructure development are all components of the current discussion.

**Applicants should consider whether US community colleges might have a role to play in USAID/Southern Africa's skills development program with FET colleges and if so, describe what role the community colleges would play.**

### **C.2.5 Role of Other Donors**

Other donors in South Africa have worked in the FET sector and some have plans to increase their investments and activities significantly in the coming years. It will be



crucial for the USAID program to fit within the overall scheme of the FET sector and take into consideration both current and planned activities for the future. The European Union plans to invest heavily in skills development in South Africa in the near future, primarily through budget support. Recently the EU and the World Bank proposed the establishment of a development partners' forum for the Education, Training and Skills Development Sector (what they are calling the ETSDS). Initial meetings with representatives of a number of donor organizations were held in early 2007 at the EU offices, and plans were to further conceptualize the role and functioning of the group and begin more regular meetings later in 2007. The German Development agency "GTZ" is very active in skills development and labor market issues. They work with the Department of Labor, SETAs, and training providers. They have worked on quality management system development in some Western Cape FET colleges and are ready to expand to other FETs. GTZ also supports start-up businesses and skills development. Their budget is about 3 million Euros per year. They plan to stay in skills development until 2011. The Danish aid organization "Danida" has been actively supporting FET colleges in partnership with the DoE. The objective of Danida's "Support to Education and Skills Development Programme" is to enhance the ability of the FET colleges to provide education and skills development responsive to the needs of industries, small-, micro-, and medium-sized enterprises, the communities and students. The program consists of two components. 1. The FET Policy Support component supports the documentation and sharing of best practices for development of FET. 2. The Responsive FET College Programmes component assists colleges pilot a number of strategic and innovative interventions to establish best practices for the development of college programs.

It will be important for the Applicant to be up-to-date on the most recent support interventions by donors in the FET college sector.

### **C.2.6 USAID rapid assessment findings**

In February 2007, USAID/Southern Africa hired a team of three expert consultants to conduct a rapid assessment of the state of skills development in South Africa.<sup>2</sup> The FET college sector emerged during the rapid assessment as the institutional setting where the most dramatic and potentially far-reaching changes are taking place in the world of workforce development in South Africa. This finding, combined with USAID's long record of close and productive collaboration in the South African education sector with the DoE as a partner, has culminated in USAID's decision to focus on the FET college sector as a window of opportunity for supporting South Africa's efforts to strengthen skills development and ultimately improve the match between skills of the labor force and those needed by South African public and private sector employers.

The assessment team found that the Further Education and Training sector – a vocationally-oriented level of secondary-tertiary education that resides at the

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<sup>2</sup> The assessment document, "Promoting Relevant Education & Training for Employment – Youth Development and Employment in South Africa's Further Education and Training (FET) College Sector" conducted by the US NGO Education Development Center (EDC) and dated March 2007, is contained as Attachment 1 to this document.

“junction”, so to speak, of primary and secondary education, and university level studies – has the potential to play a significant role in the ‘skills revolution’. A significant governmental investment has merged the more than 150 FET colleges to 50 colleges, and a more recent “re-capitalization” has funded infrastructure and curriculum development. Challenged by both the requirements of a new set of qualification standards and a new curriculum, the FET colleges are also charged with educating and “up-skilling” a new, cohort of students aged 16-22 – the first 25,000 of whom have just been enrolled for the first time this year. The bulk of the current population of FET students appears to be in the 18-22 age range, with many students also between 22-26 years of age.

The team found virtual consensus among all its informants that:

- there is a need for an intentional and systematic approach to helping the young people enrolled in the FET colleges to make informed and realistic career choices;
- there is a need for clear and commonly understood ‘career paths’ for students pursuing ASGISA and JIPSA priority skills. This understanding will need to be shared by business and industry, by training and education programs, and by learners and workers; and,
- there is great potential in the FET college system to help bridge the present gaps – in policy on a national level, and in practice in its 50 colleges operating in some 216 campuses nationwide.

In developing the core set of recommendations to USAID Southern Africa, the assessment team drew on the following more detailed findings:

- Counseling, coaching, social supports and career guidance are missing from current systems, and are needed for FET students. Concrete measures are required.
- FET colleges specifically require increased capacity to link with business, industry, and other advanced education and training programs.
- Staff development and exposure will be required for FET lecturers to link classroom experiences with practical, employer-based learning experiences – for themselves and for their students.
- Youth who leave their home provinces and come to urban centers require links to FET colleges, to jobs, and to other supports.
- Youth need to be further engaged in HIV/AIDS prevention and treatment measures, as well as to be educated themselves in measures of prevention.
- FETs will need expanded capacity to emphasize, standardize and expand current HIV/AIDS programs through student support and counseling centers.
- Initiatives and programs of the national Departments of Education and of Labour need to be better articulated and aligned, and more communication is required between the two, at all levels.

### **C.3 IMPLEMENTATION APPROACH**

### C.3.1 Program Objectives

Findings from the rapid assessment conducted in 2007 were obtained through wide consultation with a variety of South African stakeholders. USAID has adopted the assessment's three primary recommendations as objectives for its skills development program. A fourth has been added to cover priorities for integration of HIV/AIDS and incorporate the availability of PEPFAR resources to augment those dedicated to the skills development program. The objectives are as follows:

**One:** Develop and implement a model-building initiative in a limited number of FET colleges that integrates 1) a “*student-facing*” strategy to prepare life- and work-ready students, through individualized career coaching, along with youth development and career-focused activities and 2) An “*employer-facing*” strategy to develop partnerships and job placement in key industry clusters and SMMEs. Some FET colleges have begun to create Student Support Services Units within their structures, and these two strategies should support the ongoing or emerging work of these units.

Student Support Services Units need assistance to develop their capacity to:

- Provide career coaching and support to students as they enter the college, during their studies, and as they exit into post-college opportunities;
- Strengthen academic support at colleges in order to ensure academic excellence;
- Support students' continued study of the basic skills of literacy, numeracy, and life orientation that are contained within the new NCV curriculum;
- Put measures in place for the enhancement of student retention and throughput;
- Provide the capacity to link the college and learners to practice-based learning experiences and to jobs; and
- Market the college to schools, employers, and the community at large.

The National Department of Education's Strategic Plan 2007 – 2011 lists the establishment of Student Support Services Units in 50 FET colleges by 2008 as one of its performance measures. The DoE's Annual Report 2006/2007 states that Student Support Services Units were established at 18 colleges.

**Two:** Make rapid and effective use of the lessons from the Student Support Services model to improve teaching and learning in the FET system. Rather than wait for full development of the model before sharing results to the full FET system, there could be a concurrent process to capture and disseminate lessons and best practices. This activity would: (1) assist each participating college to rapidly integrate lessons from the model into local curriculum and teaching practices and (2) assist the national and provincial FET staff to

capture rapidly and disseminate system-wide the policy and implementation lessons as they emerge from the model.

This approach, coupled with technical assistance to the FET college directorate (*see Program Objective 3 below*), will enable other colleges to begin to incorporate aspects of the new Units in to their existing programs and, for those colleges that do not provide any student support services at all, to begin to plan for doing so.

***Three:*** Provide expert technical assistance as needed to national and provincial FET leadership and other organizational partnerships on curriculum alignment with skills standards, industry requirements and youth development supports. The current executive leadership of the FET system is very capable and tasked with a great deal of responsibility for a fast-moving set of institutions in a rapidly-evolving policy context. Similarly, current and potential partners in skills development and in national youth development movements are responding to exceedingly high expectations and demanding agendas. Local and/or international technical assistance will complement this activity's development of Student Support Services Units, but will go beyond them to assist the Department of Education, FET colleges, and other partners as needed in designing and implementing the many reforms in the FET sector.

***Four:*** Partner with selected FET colleges to support or develop HIV/AIDS programs with a strong focus on prevention, peer education and/or training of care workers. Most FET colleges have embarked on their own HIV/AIDS programs. Some have developed partnerships with NGOs or HIV/AIDS and youth organizations (e.g. Umsombomvu Youth Fund) with good results. The HIV/AIDS programme to be aligned with that of the Social and School Enrichment and Higher Education Branches in the Department of Education.

This skills development activity will receive approximately \$300,000 of FY08 PEPFAR funds that will be integrated into this program, with the possibility of receiving more resources in subsequent years. The Applicant should review the PEPFAR guidance found on the PEPFAR website ([www.pepfar.gov/guidance/](http://www.pepfar.gov/guidance/)) and propose activities that will achieve FY08 PEPFAR goals for this activity. This is discussed further in the following section C.3.3.

### **C.3.2 Illustrative Program Activities**

The assessment team received many suggestions for the types of skills development assistance that USAID might consider from South African stakeholders. As stated above, USAID/Southern Africa has chosen the FET college sector as the primary focus for a USAID-supported activity. Major recommendations are summarized as follows and form suggestions that the Applicant may consider in conceptualizing activities to achieve the Program Objectives stated above. The DoE has also provided additional input since the assessment was completed in 2007 as to emerging needs in the FET college sector:

### ***Student/worker needs***

1. *Provide counseling, coaching, and support* for those entering the job market. Students should receive career counseling, which should include: assisting with course advising from start through completion, and supporting students as they acquire work-based experience into the first several months of working. Unemployed workers and students need a system that supports them in both finding and staying in jobs through mentoring and coaching.
2. *Provide support to improve FET college student retention and through-put.* Students need to receive adequate academic support throughout their courses of study so that they are able to complete their programs successfully. Students need to master both technical skills and the “basic” skills of literacy, numeracy, and life orientation. Student leadership capacities need strengthening so that student needs are adequately heard and understood.
3. *Support the needs of youth, paying special attention to the needs of those who have left their home provinces* and come to urban centers. They need links to FET colleges and/or to jobs and may have had less access and/or exposure to the potential educational and employment opportunities available to them.
4. *Engage young people in HIV/AIDS prevention and treatment activities,* including providing training for them to be home care-givers and to run prevention programs.

### ***FET Institutional needs and opportunities***

5. *Increase capacity of colleges to link with business, industry and advanced training and education.* Support each college to stimulate labor market engagement and to market the college to the community. Support a cadre of job developers to connect graduates with jobs and other “exit opportunities” including the option of pursuing University-level education. FETs need better labor market information both in order to choose areas for training and to improve potential of successful placement. FET colleges need some organized way to create employer partnerships, beyond placing students in short-term work experiences. FETs ought to be incentivised, not just regulated into improving employer links and career advisement.
6. *Create career counseling, coaching and student services function,* a student support system that provides access to work, self employment and/or higher education, starting at entry, during studies, and on exit. Career counselors and job linkers need curriculum, guides, and systems to improve their performance. Youth development needs to be strengthened in FET colleges. Where they currently exist, student support centers need capacity building in both placement and career advisory functions, and in supporting positive youth development. More student support services are needed in rural FETs.

7. *Support FET colleges to develop and/or implement systems of recruitment, selection and placement, retention, and through-put.* Recruitment is a key area of FET college functioning that needs attention and strengthening. Retention and through-put refer to increasing FET college capacity to provide needed services to ensure that students succeed and are able to graduate from the programs in which they are enrolled.
8. *Support colleges to develop effective academic support initiatives focusing mainly on language, Maths and Maths Literacy.*
9. *Strengthen FET college capacity to track students after they leave FET colleges.* Much more information is needed about what happens to students when they complete their programs at FET colleges and tracking systems need to be developed. This will help to determine the impact of FET programs and whether they are leading to student employment and/or placement in higher learning institutions after they graduate.
10. *Strengthen staff development for lecturers* that links classroom teaching and learning to work experience and models progressive teaching methodologies. Staff and students need a clear understanding of what it means to be “work-ready” in vocational skills, job-getting skills, and job-keeping skills. This should also provide concentrated assistance to those teaching the new foundation and life skills, which include continued study of literacy and numeracy. Lecturers and Departmental managers could benefit from immersion in similar programs in other countries, such as U.S. community colleges. Also recommended were leadership and governance training for boards and technical assistance in financial management.
11. *Provide expert technical assistance as needed to national FET leadership and other organizational partnerships* on curriculum alignment with skills standards, industry requirements and youth development supports. Local and/or international technical assistance will complement this activity’s support for Student Support Services Units and could in addition assist the Department of Education, FET colleges, and other partners as needed in designing and implementing the many reforms in the FET sector. The DoE recommends that the main focus of any assistance should be on the new National Certificates (Vocational) programs. More information about the NCV programs can be found at the South African DoE’s education portal at: [www.thutong.org.za](http://www.thutong.org.za).
12. *Emphasize, standardize and expand current FET HIV/AIDS programs* through student support and counseling centers. All FETs need capacity-building and assistance in tailoring programs to reflect the HIV/AIDS pandemic.

### **C.3.3 Operationalizing the Program Objectives**

While USAID has adopted the major recommendations of the rapid assessment as Program Objectives, the specific suggestions given in the assessment regarding management approach and structure are not to be considered an approach which

the Applicant must adopt in its application. For this reason, the section entitled “Operationalizing the Core Recommendations” from the March 2007 rapid assessment’s final report (contained in Attachment 1 to this document) has been intentionally omitted, so that the Applicant may propose its own approach to achieving the Program Objectives stated in Section C.3.1 above. The Applicant should review the objectives and goals of the program and propose an approach that it feels is appropriate to the South African context.

USAID believes that given the extremely dynamic and fluid nature of the skills development sector in South Africa, and the FET college sector to be supported by this program, it is critical that the specific management approach chosen be developed in collaboration with colleagues in the South African DoE, private sector, and the FET colleges, and that there be buy-in from these players before any activities get underway. Too many programs have been proposed on paper without consultation with local stakeholders, only to be delayed for long periods during which activities inevitably need to be re-tooled (sometimes even completely scrapped and redefined) once project implementers hit the ground.

For these reasons, USAID has chosen the following approach:

1. Based on the stated Program Objectives and priorities, the Applicant should propose a Life of Project (LOP) Action Plan focused on addressing the four Program Objectives listed in Section C.3.1 which will be presented to South African stakeholders upon arrival in-country.
2. The LOP Action Plan should provide as much detail as possible to demonstrate the soundness of the proposed approach and its ability to achieve the stated Program Objectives, but should be understood to be a proposal which will be discussed with South African stakeholders upon commencement of work in-country. The Life of Project Action Plan will include detail on the Applicant’s estimated level of effort, and thus budgets, for both long- and short-term personnel and other resources necessary to implement and achieve the objectives and related activities and targets.
3. One important decision to be made is the selection of which FET colleges will participate in the activity. In its LOP Action Plan, the Applicant should indicate how many colleges it proposes to work with. Some FET colleges have ongoing programs: it will be critical to coordinate activities to get maximum benefit and avoid duplication of efforts. The Applicant may choose to define criteria for selection of colleges to be chosen as partners for this activity if this is helpful in communicating the conditions necessary to successfully carry out the recommended approach or strategies. Final approval of the colleges selected, however, must be made in consultation with the DoE and local stakeholders, as one of the first decisions to be taken upon commencement of work in South Africa.
4. Another decision will be to determine whether the activity will have a specific sectoral or industry focus, which involves the selection of a strategic subset of priority industries to be considered for support. The Applicant shall make



clear whether it proposes to work in priority sub-sectors or take a broader approach, and give a rationale for the proposed approach. The South African DoE has expressed its desire to make the National Certificates (Vocational) programs (these can be found at [www.thutong.org.za](http://www.thutong.org.za)) a focal point of support.

5. The NCV programs include required courses in literacy, numeracy, and life orientation. The Applicant shall ensure that programs supported under this activity address acquisition of these “basic skills” as an integral part of program support.
6. The Applicant shall include as part of the LOP Action Plan a strategy for achieving the PEPFAR-supported targets and goals as described in this Scope of Work and guidance related to use of PEPFAR funds.

This program must also follow PEPFAR Guidance and targets. USAID/Southern Africa has requested dedicated PEPFAR funding for FY08 to be integrated into this skills development program targeting FET colleges. The FY08 COP entry described preliminary targets to be supported with \$300,000 of FY08 PEPFAR funds: Support for college students will target youth aged 15 and up with Abstinence and Be Faithful (“AB”) activities (\$220,000 for FY08) and “Other Prevention” activities (\$80,000 for FY08). Anticipated “AB” PEPFAR activities will support training emphasizing strategies to abstain from sexual activities and delay sexual relations until later in life and teach measures to change behavior targeting 1000 students. The “Other Prevention” focus will be on training 50 peer educators aged 15 and up to reach out to 1000 additional students to encourage consistent use of condoms to prevent HIV and STI infection. USAID/Southern Africa anticipates requesting an additional \$700,000 of FY09 PEPFAR funding for the Skills Development Activity.

The PEPFAR website ([www.pepfar.gov/guidance/](http://www.pepfar.gov/guidance/)) contains “ABC Guidance #1 for United States Government In-Country Staff and Implementing Partners Applying the ABC Approach to Preventing Sexually-Transmitted HIV Infections Within the President’s Emergency Plan for AIDS Relief”.

7. The recipient will have 90 days upon commencement of work in South Africa to present the LOP Action Plan of activities to a Consultative Committee (described below in Section C.3.4) and make any adjustments to the plan deemed necessary before work can begin. The recipient is required to obtain written approval of the LOP Action Plan from the designated point of contact in the South African DoE and present this approval to the USAID CTO before s/he is asked to approve the Plan.
8. The application will be judged on the sustainability of the interventions proposed. Given that significant South African resources are being invested in the FET sector, both by the government and the private sector, it is important that USAID’s skills development program capitalize on existing resources to the extent possible and complement rather than substitute for local resources. It is important to USAID, for example, that project resources

not be used to fund staff positions at the FET college level that will last only for the duration of the project, without provision for how they will be absorbed and sustained once USAID support is no longer available.

9. The Applicant should integrate gender into the proposed activities as per South Africa Mission order No. 304, *Integrating Gender into USAID/South Africa's Programs* (Attachment 3 to this document), ensuring that the application:
  - Identifies and analyzes potential gender differences and gender-based constraints and considers gender issues throughout the process;
  - Addresses how gender relations will affect the achievement of sustainable results and how gender will effect and impact on efficient development;
  - Addresses gender issues for men and women as they relate to the statuses of both sexes and to proposed programs and projects.

#### **C.3.4 Partnership with other institutions and industry**

For the skills development program to be successful, partnership with the many players involved in skills development in South Africa - governmental, non-governmental, private sector and other donors - will be essential in designing this program. The task at hand is to identify all the "good ideas" that have garnered support in South Africa among the various stakeholders and identify areas where USAID may bring added value to an initiative or program that has gained acceptance. It will be important to avoid what one partner in the private sector called "innovation overload"; USAID recognizes that a great many activities are underway or planned and we wish to fit into the overall scheme, not burden all involved by suggesting a program that would distract focus from existing priorities.

- The Applicant shall work with the DoE upon arrival in country to establish a Consultative Committee for the early stages of the program, to ensure that key stakeholders, in particular SETAs, industry partners, and FET colleges, have a voice in early decision-making and have access to the same flow of information and progress reports. While it will be understood that the Consultative Committee will be an advisory body and not a decision-making one, given the complexity and rapid changes taking place in the skills development sector, such a body is considered critical for ensuring the best fit of a USAID-sponsored program within the overall context of the South African reality.

#### **C.3.5 Global Development Alliances**

Partnerships and alliances are indicated and emphasized throughout this document. The success and impact of the Skills Development Activity will depend largely on partnerships with a wide range of USAID, South African Government, parastatal and private sector institutions. Partnerships will leverage resources and results, improve the knowledge base, and ensure ownership and sustainability. Important to the overall success of USAID-funded initiatives and interventions, is the promotion of the

Global Development Alliance (GDA) Business Model. USAID is putting great emphasis on the development of sustainable public/private alliances as an important new business model and approach for development. The Global Development Alliance is the main Agency institutional tool for realizing this approach. Under the Skills Development Activity, the recipient of the cooperative agreement will be responsible for assisting USAID/Southern Africa in identifying potential alliances, and in assuring the development of these where feasible and where they create true value addition to the program.

In recognition of the many changes in today's development assistance environment, and in the context of GDA, USAID/Southern Africa strongly encourages (but does not require) the formation of public-private alliances in the implementation of its programs. Official U.S. Government assistance now accounts for only a minority share of the flow of resources from the United States to developing countries. Foundations, private companies, non-governmental organizations (NGOs), and others entities have become increasingly active in financing development efforts in South Africa and elsewhere, and they are often looking for synergies with other similar programs.

Applicants are specifically encouraged to consider potential public-private alliance approaches. By "public-private alliance," USAID means applications (proposals) with material and significant non-federal (e.g. non-USAID) resources offered, in order to more-fully address the development challenges as outlined herein. One criterion that the GDA Secretariat uses to define a "public-private alliance" is at least one-to-one leveraging of USAID's resources with additional non-USG resources. While it is not possible to apply this standard to all activities to be funded by USAID/South Africa, it is preferable whenever possible. Applicants are strongly encouraged to think innovatively and creatively about ways to draw forth significant non-USG resources (cash or in-kind), and to incorporate commitments to such resources into their applications. Public-private alliances are expected to bring together a coalition of organizations and individuals who will jointly define a problem, situation, and solution, thereby capitalizing on the combined knowledge, skills, and expertise of all partners.

Partners could include a wide range of organizations such as: foundations, U.S. and non-U.S. NGOs, U.S. and non-U.S. private businesses, business and trade associations, international organizations, U.S. and non-U.S. colleges and universities, U.S. cities and states, other U.S. Government agencies, civic groups, other donor governments, host country governments, regional organizations, host country parastatals, philanthropic leaders including venture capitalists, public figures, advocacy groups, pension funds and employee-welfare plans, etc.

More information about USAID's Global Development Alliance can be found at <http://www.usaid.gov/gda> .

### **C.3.6 Use of Local Expertise and Indigenous Organizations**

To the maximum extent practicable, the Applicant shall promote the leadership and participation of South African individuals and organizations in the implementation of

activities under the program. In keeping with the principles of designing a program for South Africa, and where the Applicant determines that program content and efficiency of implementation will be beneficial, the Applicant shall seek to sub-contract with local NGOs, local vendors and service providers, and other South African entities in the implementation of the program.

## **C.4 AWARD INFORMATION**

### **C.4.1 Estimate of Funds Available**

Subject to the availability of funds, USAID intends to provide approximately USD \$6,764,000 in total USAID funding for the life of the activity. Resources will come from Economic Growth, Education, and PEPFAR Objectives under the USAID framework. PEPFAR funding carries its own parameters, targets and reporting requirements. The program will initially be funded at a level of USD \$1,764,000 subject to the availability of funds.

Specifically, no award or obligation will be made until funds have been fully allocated and committed through USAID internal procedures for this specific activity. Accordingly, this request does not constitute a commitment on the part of the US Government nor USAID to make an award or to obligate additional monies, and bid and proposal costs (to include all preparation and submission costs) are assumed by the Applicant/Recipient at its own risk.

### **C.4.2 Type of Award**

USAID plans to award a Cooperative Agreement (CA) with the successful applicant for this activity.

### **C.4.3 Start Date and Period of Performance**

The period of performance anticipated herein is three (3) years from the date of CA award. Extensions of the CA may be made based on excellent program performance, Agency and host country requirements, and availability of funds.

### **C.4.4 Cooperative Agreement Personnel**

The successful Applicant shall be responsible for ensuring achievement of results and for all products and reports required under this Cooperative Agreement. The Applicant shall propose long- and short-term expatriate and/or South African national personnel with an appropriate mix of skills, technical expertise, and managerial and administrative experience to accomplish the tasks and achieve the goals and objectives of the program as described throughout. The Applicant should propose which positions are necessary, for what period of time, and budget for their time accordingly.

Those staff members most critical to accomplishing the goals of the workforce skills development program shall be nominated by the Applicant as Key Personnel. From among the proposed Key Personnel, the Applicant shall identify one individual as

Chief of Party (COP) who shall be based in South Africa. The COP shall serve as the Grantee's Representative in South Africa for the purposes of this Cooperative Agreement, shall be physically based in South Africa, and will be responsible for the activities of all long- and short-term personnel. The COP shall be authorized to represent the Cooperative Agreement Implementer in all matters pertaining to the execution of the program, with the possible exception of CA amendments, for which authority shall be delegated at the discretion of the CA Implementer. The Chief of Party shall receive technical direction from the USAID Cognizant Technical Officer (CTO) or his/her designee or officially designated alternate CTO.

The COP is expected to have an advanced degree in a relevant field from an accredited university. S/he is also expected to have at least 10 years experience in implementing/managing skills development programs, preferably in developing countries. Previous experience in South Africa is highly desirable. In addition to his/her qualifications as a workforce skills development expert, the COP shall have: 1) demonstrated strong leadership and program management skills; 2) experience as a Chief of Party or Team Leader in substantive developing country projects, preferably USAID-funded; 3) strong interpersonal skills, including with government and private sector officials at high levels in a developing country setting; 4) excellent analytic, oral communication and writing skills and 5) the ability to work and be based in South Africa.

#### **C.4.5 Substantial Involvement**

USAID/Southern Africa shall maintain oversight and involvement in monitoring and shaping program activities and direction. USAID/Southern Africa shall have substantial involvement in the implementation of the CA as follows:

1. *Life of Project Action Plan:* The CTO shall approve the Life of Project Action Plan and any significant changes or revisions thereto.
2. *Annual Work Plans:* The CTO shall approve the annual work plans and any significant changes or revisions thereto.
3. *Key Personnel:* Pursuant to 22 CFR 226.25(c)(2) and (3) (for U.S. Recipients), or paragraph (b)(2) of the standard provision entitled "Revision of Award Budget" (for non-U.S. Recipients), whereby the Agreement Officer must approve changes in key personnel, the Agreement Officer delegates authority to the CTO to approve any replacement of key personnel, and, if not designated the filling of any key personnel position.
4. *Knowledge Management and Performance Monitoring Plans:* The CTO shall approve the recipient's Knowledge Management and Performance Monitoring Plans.
5. *Monitoring (Site Visits and Periodic Program Reviews) and Direction and Redirection of Activities:* The CTO may conduct site visits and organize and/or participate in periodic program reviews, and may direct or redirect activities because of interrelationships with other Economic Growth or Education Program elements/activities. However, such directed or redirected activities must fall within the scope of activities outlined in the Program Description set forth in the Cooperative Agreement.

#### **C.4.6 AUTHORIZED GEOGRAPHIC CODE**

The authorized geographic code for procurement of goods and services under this award is 935.

#### **C.4.7 Monitoring, Reporting, and Evaluation**

Monitoring, Reporting, and Evaluation are key program responsibilities which will be conducted by the recipient. Information systems for the Program will be established and supported by project staff. The recipient will collect baseline and monitoring data related to all of the program's interventions and beneficiaries. Data will be disaggregated by types of institutions and partners and by gender.

The recipient will monitor program activities and emerging issues, and ensure that any management and implementation challenges and issues are identified and resolved promptly. Program indicators for respective interventions, as well as methods for collecting relevant baseline information, will be proposed as essential components of the Applicant's program proposal to USAID/Southern Africa. Regular consultation will be provided to seek input from the program's stakeholders, including USAID, as to how to improve program services. The USAID Cognizant Technical Officer (CTO) will also review the program's financial reports. These documents will be carefully reviewed against the approved implementation plan to make certain the program is proceeding according to plan.

Within 90 days of the commencement of work in South Africa, the recipient shall liaise with the USAID/Southern Africa Program Office's Monitoring and Evaluation Specialist, to ensure that a **Data Quality Assessment (DQA)** is conducted at an appropriate time in the project cycle before any information is reported in the Annual Report to USAID/Washington. DQAs are required of all USAID projects and the M&E Specialist at USAID can assist the grantee in conducting the review.

#### **C.4.8 Reporting**

Performance reporting will be in forms mutually agreed with USAID/Southern Africa, in order to facilitate periodic project performance review within the Mission, and to provide performance results in the required formats for submission in the U.S. Government's annual performance report to Washington and for submission to other required reporting systems such as TraiNet. It is anticipated that quarterly (U.S. fiscal year) performance reports, accompanied by quarterly financial summaries will be required of the CA Implementer.

The CA Implementer's final quarterly report will summarize activities, results and financial expenditures for the year. It will be the last performance monitoring report, and will follow the same format as the annual reports. The final report will also assess overall achievement of the project's results, and will incorporate a full financial status report (subject to final adjustments required after the end of the agreement).

The following describes the nature and content of several plans and reports directly related to the planning, implementation, monitoring and evaluation of the CA program. The form of these reports must be compatible with those of other USAID Southern Africa Economic Growth and Education programs and designed to allow careful analysis among the plans, financing and achievements for each project year. The specific timing for delivery of the plans, financial status reports, and performance monitoring reports will be mutually agreed with USAID immediately following the award of the Cooperative Agreement.

1. *Life of Project Action Plan*: To be approved by the South African DoE and USAID within the first 90 days of the Cooperative Agreement. The Life of Project Action Plan will include detail on the Applicant's estimated level of effort, and thus budgets, for both long- and short-term personnel and other resources necessary to implement and achieve the objectives and related activities and targets.
2. *Annual Work Plans*: Year One Plan to be developed in conjunction with the Life of Project Action Plan. Where necessary, revisions to previously agreed-upon targets shall be made in consultation with USAID and the DoE. The Annual Work Plans shall be approved in writing by a designated representative of the South African DoE and subsequently submitted to the USAID CTO for approval.
3. *Quarterly Reports*: No later than 30 days following the close of each quarter, the Grantee will submit 3 copies of a quarterly report to the USAID CTO in English. The reports will summarize progress in relation to agreed-upon objectives contained in the Annual Work Plan, and will specify any problems encountered and indicate resolutions or proposed corrective actions. For each action, the Grantee will designate responsible parties and establish a schedule for completion. The report will list activities proposed for the next quarter noting where they deviate from the approved Annual Plan. The CA Implementer shall obtain CTO approval for a Quarterly Report format within 90 days of commencement of project activities. The CTO will assist the recipient to develop a format for including success stories in the Quarterly Reports at least twice a year.
4. *Quarterly Financial Reports*: For those activities paid through a letter of credit, USAID requires that two financial status report forms be completed and submitted to the CTO on a quarterly basis. Specifically, the SF 269 (long or short form) Financial Status Report and the SF272 Federal Cash Transactions Report (or its replacement the PSC-272 developed by the Department of Health and Human Services) should be submitted to the CTO at USAID South Africa.
5. *Annual Reports*: In September of each year, or on a schedule agreed upon with USAID/Southern Africa, the Grantee will submit an Annual Report of no more than 20 pages, in English, that covers activities of the previous year and progress against specific project indicators. These reports will provide a succinct presentation of Grantee progress in implementation of activities and



achievement of related results and impacts, with supporting discussion as necessary to explain any shortfalls and substantiate achievements. The Annual Reports will provide input for the USAID/South Africa annual reporting and planning with USAID/Washington.

6. **PEPFAR Reporting:** The Grantee shall work with the USAID/Southern Africa Economic Growth and PEPFAR teams upon arrival in-country to clarify specific needs and timelines for PEPFAR (and Economic Growth portfolio) information that will be needed for the Country Operational Plan (COP) and progress reporting. The Applicant will be responsible for providing required information to USAID for annual reporting purposes, and for separate tracking and reporting of PEPFAR funds. Once in-country, the grantee will work with the USAID PEPFAR team to determine the timing and type of information needed for PEPFAR reporting purposes. This information is reported separately from USAID's overall Annual Report and thus it will be crucial to define and prepare for the information requested for PEPFAR Country Operational Plans.

#### **C.4.9 Miscellaneous reporting requirements**

**Implementation Problems:** The CA Implementer shall immediately report to the USAID Agreement Officer and the Cognizant Technical Officer any implementation problems affecting work quality, price or delivery schedules.

**Document Specifications:** All plans, reports and other documentation prepared under this Cooperative Agreement shall be provided in English as a finished document, both in hard copy and electronically (either via electronic hard media such as CDs or flash drives or via email). Documents will be prepared in Microsoft Word, Microsoft Excel and/or Microsoft PowerPoint.

**Ownership:** All plans, reports and other documentation under this Cooperative Agreement shall become the property of USAID/Southern Africa and may not be used for any other purpose than to satisfy the requirements of this CA.

**Report of USAID-funded Property:** In accordance with USAID acquisition regulations, the CA Implementer is required to submit annual inventory reports of all non-expendable, USAID-funded property in the CA Implementer's custody (based on the calendar year). Copies will be submitted to USAID/Southern Africa in a mutually agreed form.

**Quarterly Geographic Inventory of Activity Sites:** (also known as geographic inventory of activities): USAID/Southern Africa is often required to provide to the Embassy or to Washington lists of potential site visits for senior level Embassy or USG staff. We have found that a basic list for each province which includes basic location (e.g. nearest town or crossroads and province) and basic activity information of a few lines, updated quarterly as to suitability for VIP visits (yes or no), helps limit last minute requests for information and other management problems. This is also used for the purpose of mission management for random site visit selection purposes. Standardized Excel format will be provided by the Mission.

**Annual Training Plan:** At the time of the annual work plan submission, the CA Implementer shall submit an annual training plan for all CA-funded training activities. The plan will be a separate document, but the timing of training actions will also be incorporated into the Annual Work Plan. The training plan shall provide a brief justification for the nature and types of training proposed by category of training (in-country, U.S., third country, short or long term), expected cost, types of training programs and potential institutions or other sources; and proposed timing. The CA Implementer shall also be responsible for entering training information into the Agency's TrainNet system, if applicable. USAID understands that this training plan will not include specifics of ad hoc, targets of opportunity or necessary rapid turn around training but should provide some estimate of the levels of training that might be possible during the planning year.

#### **C.4.10 Performance Monitoring Plan**

The Applicant will develop a performance monitoring plan (PMP) for examining the outcome and impact of the program. The Applicant will be responsible for collection, synthesis and analysis required by USAID for performance reporting. While measures and indicators may be developed that are specific to the activities designed, USAID has implemented a system of Standard Indicators which the Applicant should review for applicability to the proposed program. Standard Indicators for Workforce Development activities are listed in Attachment 2 to this document.

#### **C.4.11 Program Evaluation**

USAID/Southern Africa will fund and implement a midterm evaluation of the program early in Year 3 or earlier if projected circumstances change.

#### **C.4.12 Selection Criteria**

The selection criteria to be used in reviewing the proposals are contained in the RFA Section B: Selection Criteria.

#### **C.4.13 HIV/AIDS-Related Requirements**

This agreement will be incrementally funded using FY 2008 PEPFAR funds. The "U.S. Leadership against HIV/AIDS, TB and Malaria Act of 2003" stipulates Congressional requirements relating to use of HIV/AIDS funding.

- USAID issued AAPD 05-04 on June 9, 2005 which developed clauses which are to be included in all instruments which receive HIV/AIDS funds.
- Procurement Executive Bulletin No. 2005-12 setting forth CO and AO responsibilities was issued November 18, 2005 indicating that Missions had to certify that all clauses below are in all instruments which receive HIV/AIDS funding.

## **Condoms**

- Information provided about condoms must be medically accurate.
  - Such information must be consistent with USAID’s fact sheet entitled, “USAID: HIV/STI Prevention and Condoms.”
  - This provision applies to all recipients, including PIOs.
  - This provision must be included in all subawards.

## **Conscience clause**

- A recipient is not required to use a multisectoral (ABC) approach or to participate in a prevention method to which it has a religious or moral objection.
- This provision applies to all recipients, including PIOs.
- This provision must be included in all subawards.

## **No Promotion of Prostitution**

- No HIV/AIDS funds may be used to promote or advocate the legalization or practice of prostitution or sex trafficking.
- This does not restrict the provision of HIV/AIDS prevention, care and treatment to individuals.
- This provision applies to all recipients, including PIOs.
- This provision must be included in all subawards.

## **Policy Opposing Prostitution**

- Organizations receiving USG funds for HIV/AIDS activities must have a policy explicitly opposing prostitution and sex trafficking.
- Applies to both **US and foreign NGOs** and non-exempt PIOs.
- The clause must be included in all subawards.
- The following organizations are exempt from this provision: the Global Fund to Fight AIDS, Tuberculosis and Malaria; the World Health Organization; the International AIDS Vaccine Initiative; and United Nations agencies.

## **Certification**

- Prime recipients of an HIV/AIDS grant or cooperative agreement must provide a certification on behalf of themselves and their sub-partners that they are in compliance with the AAPD 05-04 clauses prior to receipt of award.
- Because of pending lawsuits, the certification is not required of contractors, however this are still supposed to have a “policy” opposing prostitution.

## **C.4.14 EXECUTIVE ORDER ON TERRORIST FINANCING:**

The Recipient is reminded that U.S. Executive Orders and U.S. law prohibits transactions with, and the provision of resources and support to, individuals and organizations associated with terrorism. It is the legal responsibility of the contractor/recipient to ensure compliance with these Executive Orders and laws.

This provision must be included in all subcontracts/subawards issued under this contract/agreement.

**C.4.14. USAID DISABILITY POLICY - ASSISTANCE (DECEMBER 2004):**

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

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

**C.4.15. STANDARDS FOR ACCESSIBILITY FOR THE DISABLED IN USAID ASSISTANCE AWARDS INVOLVING CONSTRUCTION (SEPTEMBER 2004)**

(a) One of the objectives of the USAID Disability Policy is to engage other U.S. government agencies, host country counterparts, governments, implementing organizations and other donors in fostering a climate of nondiscrimination against people with disabilities. As part of this policy USAID has established standards for any new or renovation construction project funded by USAID to allow access by people with disabilities (PWDs). The full text of the policy paper can be found at the following website: [http://www.usaid.gov/about/disability/financed\\_construction.html](http://www.usaid.gov/about/disability/financed_construction.html).

(b) USAID requires the Recipient to comply with standards of accessibility for people with disabilities in all structures, buildings or facilities resulting from new or renovation construction or alterations of an existing structure.

(c) The Recipient will comply with the host country or regional standards for accessibility in construction when such standards result in at least substantially equivalent accessibility and usability as the standard provided in the Americans with Disabilities Act (ADA) of 1990 and the Architectural Barriers Act (ABA) Accessibility Guidelines of July 2004.

Where there are no host country or regional standards for universal access or where the host country or regional standards fail to meet the ADA/ABA threshold, the standard prescribed in the ADA and the ABA will be used.

(d) New Construction. All new construction will comply with the above standards for accessibility.

(e) Alterations. Changes to an existing structure that affect, or could affect, the usability of the structure will comply with the above standards for accessibility unless the recipient obtains the Agreement Officer's advance approval that compliance is technically infeasible or constitutes an undue burden or both. Compliance is technically infeasible where structural conditions would require removing or altering a load-bearing member that is an essential part of the structural frame or because other existing physical or site constraints prohibit modification or addition of elements, spaces, or features that are in full and strict compliance with the minimum requirements of the standard. Compliance is an undue burden where it entails either a significant difficulty or expense or both.

(f) Exceptions. The following construction related activities are excepted from the requirements of paragraphs (a) through (d) above:

(1) Normal maintenance, re-roofing, painting or wallpapering, or changes to mechanical or electrical systems are not alterations and the above standards do not apply unless they affect the accessibility of the building or facility; and

(2) Emergency construction (which may entail the provision of plastic sheeting or tents, minor repair and upgrading of existing structures, rebuilding of part of existing structures, or provision of temporary structures) intended to be temporary in nature. A portion of emergency construction assistance may be provided to people with disabilities as part of the process of identifying disaster- and crisis-affected people as "most vulnerable."

#### **C.4.16. MARKING UNDER ASSISTANCE INSTRUMENTS:**

##### *I. BRANDING STRATEGY - ASSISTANCE (December 2005)*

###### **(a) Definitions**

***Branding Strategy*** means a strategy that is submitted at the specific request of a USAID Agreement Officer by an Apparently Successful Applicant after evaluation of an application for USAID funding, describing how the program, project, or activity is named and positioned, and how it is promoted and communicated to beneficiaries and host country citizens. It identifies all donors and explains how they will be acknowledged.

***Apparently Successful Applicant(s)*** means the applicant(s) for USAID funding recommended for an award after evaluation, but who has not yet been awarded a grant, cooperative agreement or other assistance award by the Agreement

Officer. The Agreement Officer will request that the Apparently Successful Applicants submit a Branding Strategy and Marking Plan. Apparently Successful Applicant status confers no right and constitutes no USAID commitment to an award.

**USAID Identity (Identity)** means the official marking for the Agency, comprised of the USAID logo and new brandmark, which clearly communicates that our assistance is from the American people. The USAID Identity is available on the USAID website and is provided without royalty, license, or other fee to recipients of USAID-funded grants or cooperative agreements or other assistance awards or subawards.

**(b) Submission.**

The Apparently Successful Applicant, upon request of the Agreement Officer, will submit and negotiate a Branding Strategy. The Branding Strategy will be included in and made a part of the resulting grant or cooperative agreement. The Branding Strategy will be negotiated within the time that the Agreement Officer specifies. Failure to submit and negotiate a Branding Strategy will make the applicant ineligible for award of a grant or cooperative agreement. The Apparently Successful Applicant must include all estimated costs associated with branding and marking USAID programs, such as plaques, stickers, banners, press events and materials, and the like.

**(c) Submission Requirements**

At a minimum, the Apparently Successful Applicant's Branding Strategy will address the following:

**(1) Positioning**

*What is the intended name of this program, project, or activity?*

Guidelines: USAID prefers to have the USAID Identity included as part of the program or project name, such as a "title sponsor," if possible and appropriate. It is acceptable to "co-brand" the title with USAID's and the Apparently Successful Applicant's identities. For example: "The USAID and [Apparently Successful Applicant] Health Center."

If it would be inappropriate or is not possible to "brand" the project this way, such as when rehabilitating a structure that already exists or if there are multiple donors, please explain and indicate how you intend to showcase USAID's involvement in publicizing the program or project. *For example: School #123, rehabilitated by USAID and [Apparently Successful Applicant]/ [other donors].* Note: the Agency prefers "made possible by (or with) the generous support of the American People" next to the USAID Identity in acknowledging our contribution, instead of the phrase "funded by." USAID prefers local language translations.

*Will a program logo be developed and used consistently to identify this program? If yes, please attach a copy of the proposed program logo.*

Note: USAID prefers to fund projects that do NOT have a separate logo or identity that competes with the USAID Identity.

## **(2) Program Communications and Publicity**

*Who are the primary and secondary audiences for this project or program?*

Guidelines: Please include direct beneficiaries and any special target segments or influencers. *For Example: Primary audience: schoolgirls age 8-12, Secondary audience: teachers and parents—specifically mothers.*

*What communications or program materials will be used to explain or market the program to beneficiaries?*

Guidelines: These include training materials, posters, pamphlets, Public Service Announcements, billboards, websites, and so forth.

*What is the main program message(s)?*

Guidelines: *For example: "Be tested for HIV-AIDS" or "Have your child inoculated."* Please indicate if you also plan to incorporate USAID's primary message – this aid is "from the American people" – into the narrative of program materials. This is optional; however, marking with the USAID Identity is required.

*Will the recipient announce and promote publicly this program or project to host country citizens? If yes, what press and promotional activities are planned?*

Guidelines: These may include media releases, press conferences, public events, and so forth.

Note: incorporating the message, "USAID from the American People", and the USAID Identity is required.

*Please provide any additional ideas about how to increase awareness that the American people support this project or program.*

Guidelines: One of our goals is to ensure that both beneficiaries and host-country citizens know that the aid the Agency is providing is "from the American people." Please provide any initial ideas on how to further this goal.

## **(3) Acknowledgements**

*Will there be any direct involvement from a host-country government ministry? If yes, please indicate which one or ones. Will the recipient acknowledge the ministry as an additional co-sponsor?*

Note: it is perfectly acceptable and often encouraged for USAID to "co-brand" programs with government ministries.

*Please indicate if there are any other groups whose logo or identity the recipient will use on program materials and related communications.*



**Guidelines:** Please indicate if they are also a donor or why they will be visibly acknowledged, and if they will receive the same prominence as USAID.

(d) **Award Criteria.** The Agreement Officer will review the Branding Strategy for adequacy, ensuring that it contains the required information on naming and positioning the USAID-funded program, project, or activity, and promoting and communicating it to cooperating country beneficiaries and citizens. The Agreement Officer also will evaluate this information to ensure that it is consistent with the stated objectives of the award; with the Apparently Successful Applicant's cost data submissions; with the Apparently Successful Applicant's project, activity, or program performance plan; and with the regulatory requirements set out in 22 CFR 226.91. The Agreement Officer may obtain advice and from technical experts while performing the evaluation.

## *II. MARKING PLAN – ASSISTANCE (December 2005)*

### **(a) Definitions**

**Marking Plan** means a plan that the Apparently Successful Applicant submits at the specific request of a USAID Agreement Officer after evaluation of an application for USAID funding, detailing the public communications, commodities, and program materials and other items that will visibly bear the USAID Identity. Recipients may request approval of Presumptive Exceptions to marking requirements in the Marking Plan.

**Apparently Successful Applicant(s)** means the applicant(s) for USAID funding recommended for an award after evaluation, but who has not yet been awarded a grant, cooperative agreement or other assistance award by the Agreement Officer. The Agreement Officer will request that Apparently Successful Applicants submit a Branding Strategy and Marking Plan. Apparently Successful Applicant status confers no right and constitutes no USAID commitment to an award, which the Agreement Officer must still obligate.

**USAID Identity (Identity)** means the official marking for the Agency, comprised of the USAID logo and new brandmark, which clearly communicates that our assistance is from the American people. The USAID Identity is available on the USAID website and USAID provides it without royalty, license, or other fee to recipients of USAID-funded grants, cooperative agreements, or other assistance awards or subawards.

A **Presumptive Exception** exempts the applicant from the general marking requirements for a *particular* USAID-funded public communication, commodity, program material or other deliverable, or a *category* of USAID-funded public communications, commodities, program materials or other deliverables that would otherwise be required to visibly bear the USAID Identity. The Presumptive Exceptions are: Presumptive Exception (i). USAID marking requirements may not apply if they would

compromise the intrinsic independence or neutrality of a program or materials where independence or neutrality is an inherent aspect of the program and materials, such as election monitoring or ballots, and voter information literature; political party support or public policy advocacy or reform; independent media, such as television and radio broadcasts, newspaper articles and editorials; and public service announcements or public opinion polls and surveys (22 C.F.R. 226.91(h)(1)).

Presumptive Exception (ii). USAID marking requirements may not apply if they would diminish the credibility of audits, reports, analyses, studies, or policy recommendations whose data or findings must be seen as independent (22 C.F.R. 226.91(h)(2)).

Presumptive Exception (iii). USAID marking requirements may not apply if they would undercut host-country government “ownership” of constitutions, laws, regulations, policies, studies, assessments, reports, publications, surveys or audits, public service announcements, or other communications better positioned as “by” or “from” a cooperating country ministry or government official (22 C.F.R. 226.91(h)(3)).

Presumptive Exception (iv). USAID marking requirements may not apply if they would impair the functionality of an item, such as sterilized equipment or spare parts (22 C.F.R. 226.91(h)(4)).

Presumptive Exception (v). USAID marking requirements may not apply if they would incur substantial costs or be impractical, such as items too small or otherwise unsuited for individual marking, such as food in bulk (22 C.F.R. 226.91(h)(5)).

Presumptive Exception (vi). USAID marking requirements may not apply if they would local cultural or social norms, or be considered inappropriate on such items as condoms, toilets, bed pans, or similar commodities (22 C.F.R. 226.91(h)(6)).

Presumptive Exception (vii). USAID marking requirements may not apply if they would conflict with international law (22 C.F.R. 226.91(h)(7)).

(b) **Submission.** The Apparently Successful Applicant, upon the request of the Agreement Officer, will submit and negotiate a Marking Plan that addresses the details of the public communications, commodities, program materials that will visibly bear the USAID Identity. The marking plan will be customized for the particular program, project, or activity under the resultant grant or cooperative agreement. The plan will be included in and made a part of the resulting grant or cooperative agreement. USAID and the Apparently Successful Applicant will negotiate the Marking Plan within the time specified by the Agreement Officer. Failure to submit and negotiate a Marking Plan will make the applicant ineligible for award of a grant or cooperative agreement. The applicant must include an estimate of all costs associated with branding and marking USAID programs, such as plaques, labels, banners, press events, promotional materials, and so forth in the budget portion of its application. These costs are subject to revision and negotiation with the Agreement Officer upon submission of the Marking Plan and will be incorporated into the Total Estimated Amount of the grant, cooperative agreement or other assistance instrument.

**(c) Submission Requirements.**

The Marking Plan will include the following:

(1) A description of the public communications, commodities, and program materials that the recipient will be produced as a part of the grant or cooperative agreement and which will visibly bear the USAID Identity. These include:

- (i) program, project, or activity sites funded by USAID, including visible infrastructure projects or other programs, projects, or activities that are physical in nature;
- (ii) technical assistance, studies, reports, papers, publications, audio-visual productions, public service announcements, Web sites/Internet activities and other promotional, informational, media, or communications products funded by USAID;
- (iii) events financed by USAID, such as training courses, conferences, seminars, exhibitions, fairs, workshops, press conferences, and other public activities; and (iv) all commodities financed by USAID, including commodities or equipment provided under humanitarian assistance or disaster relief programs, and all other equipment, supplies and other materials funded by USAID, and their export packaging.

(2) A table specifying:

- (i) the program deliverables that the recipient will mark with the USAID Identity,
- (ii) the type of marking and what materials the applicant will be used to mark the program deliverables with the USAID Identity, and
- (iii) when in the performance period the applicant will mark the program deliverables, and where the applicant will place the marking.

(3) A table specifying:

- (i) what program deliverables will not be marked with the USAID Identity, and
- (ii) the rationale for not marking these program deliverables.

**(d) Presumptive Exceptions.**

(1) The Apparently Successful Applicant may request a Presumptive Exception as part of the overall Marking Plan submission. To request a Presumptive Exception, the Apparently Successful Applicant must identify which Presumptive Exception applies, and state why, in light of the Apparently Successful Applicant's technical proposal and in the context of the program description or program statement in the USAID Request For Application or Annual Program Statement, marking requirements should not be required.

(2) Specific guidelines for addressing each Presumptive Exception are:

(i) For Presumptive Exception (i), identify the USAID Strategic Objective, Interim Result, or program goal furthered by an appearance of neutrality, or state why the program, project, activity, commodity, or communication is 'intrinsically neutral.' Identify, by category or deliverable item, examples of program materials funded under the award for which you are seeking exception 1.

(ii) For Presumptive Exception (ii), state what data, studies, or other deliverables will be produced under the USAID funded award, and explain why the data, studies, or deliverables must be seen as credible.

(iii) For Presumptive Exception (iii), identify the item or media product produced under the USAID funded award, and explain why each item or product, or category of item and product, is better positioned as an item or product produced by the cooperating country government.

(iv) For Presumptive Exception (iv), identify the item or commodity to be marked, or categories of items or commodities, and explain how marking would impair the item's or commodity's functionality.

(v) For Presumptive Exception (v), explain why marking would not be cost-beneficial or practical.

(vi) For Presumptive Exception (vi), identify the relevant cultural or social norm, and explain why marking would violate that norm or otherwise be inappropriate.

(vii) For Presumptive Exception (vii), identify the applicable international law violated by marking.

(3) The Agreement Officer will review the request for adequacy and reasonableness.

In consultation with the Cognizant Technical Officer and other agency personnel as necessary, the Agreement Officer will approve or disapprove the requested Presumptive Exception. Approved exceptions will be made part of the approved Marking Plan, and will apply for the term of the award, unless provided otherwise.

(e) **Award Criteria:** The Agreement Officer will review the Marking Plan for adequacy and reasonableness, ensuring that it contains sufficient detail and information concerning public communications, commodities, and program materials that will visibly bear the USAID Identity. The Agreement Officer will evaluate the plan to ensure that it is consistent with the stated objectives of the award; with the applicant's cost data submissions; with the applicant's actual project, activity, or program performance plan; and with the regulatory requirements of 22

C.F.R.226.91. The Agreement Officer will approve or disapprove any requested Presumptive Exceptions (see paragraph (d)) on the basis of adequacy and reasonableness. The Agreement Officer may obtain advice and recommendations from technical experts while performing the evaluation.

### *III. MARKING UNDER USAID-FUNDED ASSISTANCE INSTRUMENTS (December 2005)*

#### **(a) Definitions**

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

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

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

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

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

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

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

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

#### **(b) Marking of Program Deliverables**

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

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

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

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

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

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

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

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

(9) Subrecipients. To ensure that the marking requirements "flow down" to subrecipients of subawards, recipients of USAID funded grants and cooperative agreements or other assistance awards will include the USAID-approved marking provision in any USAID funded subaward, as follows: *"As a condition of receipt of this subaward, marking with the USAID Identity of a size and prominence equivalent to or greater than the recipient's, subrecipient's, other donor's or third party's is required. In the event the recipient chooses not to require marking with its own identity or logo by the subrecipient, USAID may, at its discretion, require marking by the subrecipient with the USAID Identity."*

(10) Any 'public communications', as defined in 22 C.F.R. 226.2, funded by USAID, in which the content has not been approved by USAID, must contain the following disclaimer: *"This study/report/audio/visual/other information/media product (specify) is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of [insert recipient name] and do not necessarily reflect the views of USAID or the United States Government."*

(11) The recipient will provide the Cognizant Technical Officer (CTO) or other USAID personnel designated in the grant or cooperative agreement with two copies of all program and communications materials produced under the award. In addition, the recipient will submit one electronic or one hard copy of all final documents to USAID's Development Experience Clearinghouse.

**(c) Implementation of marking requirements.**

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

(2) When the grant or cooperative agreement does not contain an approved Marking Plan, the recipient will propose and submit a plan for implementing the requirements of this provision within

**N/A** after the effective date of this provision. The plan will include:

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

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

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

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

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

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

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

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

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

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

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

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



**(d) Waivers.**

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

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

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

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

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

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



**Promoting Relevant Education & Training for Employment**

*Youth Development and Employment in South Africa's Further  
Education and Training (FET) College Sector*

**FINAL REPORT**  
of a  
"Rapid Assessment"  
by  
Education Development Center

Newton, MA  
USA

*USAID/SOUTH AFRICA WEBSITE VERSION*

Erik Payne Butler, Human Investment Institute LLC, team leader (U.S.)  
Brenda Bell, Education Development Center, education specialist (U.S.)  
Chris Murray, Creative Transformations, education and training specialist (S.A.)

**March, 2007**

## **Attachment 2 – Indicators**

### **USAID Workforce Development Indicators**

Skills development leading to employment is one of the South African government's top priorities. In 2005, the USAID/South Africa Mission undertook a strategy-defining exercise in which employment (and creating the conditions necessary to lead to higher employment rates) was named as one of the top priorities for the Mission's technical teams. A new strategy incorporating skills development and job creation activities was submitted to USAID/Washington for approval in late 2005.

Structural changes with US Foreign Assistance in 2006-07 brought a new set of ideas and strategies to USAID. The country strategies submitted in 2005 were replaced by new country categories and a new holistic process designed to merge and harmonize foreign assistance decision making and implementation. South Africa falls into the "Sustaining Partnerships" category.

The Skills Development Activity falls under both the Economic Growth and Education Program Areas. Included below are the relevant definitions for the Economic Growth Program Areas, elements, and sub-elements related to skills development, as well as a set of proposed indicators:

**ECONOMIC GROWTH:** To generate rapid, sustained, and broad-based economic growth.

#### **Program Element 6.3: Workforce Development**

**Definition:** Assist youth and adults in acquiring knowledge and developing skills, attitudes, and behaviors to find legitimate jobs, establish viable self-employment ventures, and stay employed and productive in a changing economy. Create policies, programs, and systems that respond to labor market demands in the formal and informal sectors.

Under the Workforce Development program element are the following **SubElements**:

#### **Program SubElement 6.3.2: Partnership Development**

**Definition:** Increase participation and establish networks among public and private civil society stakeholders to identify work force needs and coordinate efforts to create and sustain equitable, effective workforce development programs, especially for youth. This will be accomplished by building collaborative dialogue and action groups among stakeholders such as business and industry, government, public and private education providers, labor associations, youth groups, and NGOs to plan, design and implement workforce development programs.

#### **Program SubElement 6.3.4: Technical/Vocational Training for Employment**

**Definition:** Create and sustain career-enhancing education and training programs that are responsive to the current and future labor needs of local, regional, and international employers, both formal and nonformal. Generally, these programs certify competence of male and female learners in accordance with industry standards and provide labor market and social support services. In contexts where the private sector is weak, technical/vocational training may be oriented towards self-employment.

Following are the **element-level indicators** for skills development programs which the Applicant should consider in proposing activities for this program:

- Number of persons participating in USG-funded workforce development programs, including technical and vocational education programs and workforce readiness programs.
- Number of persons completing USG-funded workforce development programs, including technical and vocational education programs and workforce readiness programs.
- Number/ percentage of people gaining employment or more remunerative employment as a result of participation in USG-funded workforce development programs.
- Number/ percentage of people transitioning to further education and training as a result of participation in USG-funded workforce development programs.
- Number of workforce development initiatives created through public-private partnerships.
- Number of workforce development opportunities (e.g., internships, short-term trainings, mentoring, etc.) created by private sector partners.
- Number of workforce development policies created or reformed.

### **USAID Education Indicators**

Some of the resources for this program will come from USAID's basic education funding. The Education Program Area falls under USAID's Investing in People Objective. The most applicable indicator for this activity has to do with support for acquisition of basic skills in secondary schools.

**Program Area:** Education

**Program Element 2.1:** Basic Education

**Indicator Title:** Number of Learners Enrolled in USG-supported Secondary Schools or Equivalent Non-School-Based Settings

**Definition:** Number of individuals formally enrolled in USG-supported schools or equivalent non-school-based settings for the purpose of acquiring academic basic education skills or knowledge. This may include individuals receiving USG-supported educational radio and/or TV programs. However, this indicator is intended to capture direct rather than indirect beneficiaries.

### **PEPFAR Guidance and Targets for this Activity**

USAID/Southern Africa has requested dedicated PEPFAR funding for FY08 to be integrated into this skills development program targeting FET colleges. Support for college students will target youth aged 15 and up with Abstinence and Be Faithful ("AB") and "Other Prevention" activities. The PEPFAR website ([www.pepfar.gov/guidance/](http://www.pepfar.gov/guidance/)) contains "ABC Guidance #1 for United States Government In-Country Staff and Implementing Partners Applying the ABC Approach to Preventing Sexually-Transmitted HIV Infections Within the President's Emergency Plan for AIDS Relief". Anticipated PEPFAR activities will support training emphasizing strategies to abstain from sexual activities and delay sexual relations until later in life and teach measures to change behavior targeting 1000 students. The "Other Prevention" focus will be on training 50 peer educators aged 15 and up to reach out to 1000 additional students to encourage consistent use of condoms to prevent HIV and STI infection.

### Attachment 3 – USAID/South Africa Mission Order on Gender 2006

Order No: 304	Effective Date:	Responsible Office: PPDO
Ref.: ADS 200 and 300 series	Supersedes: MO 304, dated 02/07/1995	
Subject: INTEGRATING GENDER INTO USAID/SOUTH AFRICA’S PROGRAMS		

#### I. Purpose

The purpose of this Mission Order is to establish Mission policy on the integration of gender into all relevant Mission programs and activities and to provide guidance for implementing the Mission's gender strategy.

#### II. Policy

Consistent with Agency policy and provisions on gender analysis and integration contained in Series 200 and 300 of the Automated Directives System (ADS)<sup>3</sup> and other USAID guidance on gender issues, USAID/South Africa, through this Mission Order, clarifies and systematizes its policy on gender and establishes procedures and mechanisms to ensure effective integration of gender issues throughout its programs.

This policy is guided by USAID’s conceptual framework for mainstreaming gender, as summarized below:

- Identifying and analyzing potential gender differences and gender-based constraints and integrating or mainstreaming gender issues throughout the planning, implementation, monitoring and evaluation of programs and projects.
- Addressing how gender relations will affect the achievement of sustainable results and how gender issues will impact on effective and efficient development.
- Assessing gender issues for men and women as they relate to the status of both sexes and to proposed programs and projects.

#### III. Terms

Terms used in this Mission Order are defined as follows:

- **Gender** refers to “the economic, social, political, and cultural attributes and opportunities associated with being male and female.”<sup>4</sup>
- **Gender integration** means “taking account of both the differences and the inequalities between men and women in program planning, implementing, and assessing.”<sup>5</sup>

<sup>3</sup> ADS 201.3.8.4 and 302 5 14, available at the website: [www.usaid.gov/pubs/ads](http://www.usaid.gov/pubs/ads).

<sup>4</sup> *DAC Guidelines for Gender Equality and Women’s Empowerment in Development Co-operation*, Organization for Economic Co-operation and Development, Paris, 1998.

<sup>5</sup> *A Guide to Gender Integration and Analysis: Annex to ADS 200 Series*  
<http://www.usaid.gov/pubs/ads/200/ppcrefindx2.htm>

- **Gender Analysis** is the “methodology applied to development problems to identify and understand the dimensions and relevance of gender issues and gender-based constraints and to undertake measures to ensure gender mainstreaming.”<sup>6</sup> Gender analysis should be included in any other analysis, evaluation or assessment being conducted and should include looking at the differences between men’s and women’s roles, rights, opportunities and constraints.

#### **IV. Rationale**

The Strategic framework for Africa includes gender in Section V under Crosscutting Themes and Emerging Concerns. The Africa Bureau is developing a new set of gender guidelines to assist missions, implementing partners, and central bureaus in better integrating gender-sensitive programming throughout their portfolios in both transformational development and fragile states.

Gender is not a separate topic to be analyzed and reported on in isolation. It is a priority area of concern that should be addressed in a cross-cutting manner in all USAID/South Africa programs in accordance with Agency guidelines. The USAID/South Africa strategy statement (FY 2007 – 2012) addresses gender under section D: Cross-cutting Themes:

**Gender:** South Africa has become a regional leader in policies and actions aimed at advancing gender equity and equality. The country’s Constitution, National Framework for Women’s Empowerment and Gender Equality, Office on the Status of Women, and Commission on Gender Equality exemplify national commitment to integrate gender into the national policy discourse. Implementation remains problematic and women are more affected than men by historic social imbalances. For example, unemployment among women is 31.4%, compared to 22.41% for men. USAID’s programs in South Africa respond to some of the most pressing development realities resulting from current gender relations and pursue opportunities for advancing gender-equitable development as they arise. Programs in the education and health sectors address specific gender-differentiated gaps affecting the advancement of girls and women as well as men and boys while engaging all in interventions aimed at transforming norms and practices to promote gender equality. Economic growth programs include attention to gender equity in economic opportunities and access to productive resources, while programs focused on governance and service delivery strive to include women and address gender concerns in decisions about public resources and services and improved access to justice. A 2004 Gender Assessment and subsequent training and technical assistance have identified specific steps for integrating gender into current and planned programs. These include retaining a strong focus on gender and building USAID staff and partner capabilities in this area.

It is USAID/South Africa policy that gender be included in all relevant program and activity design, procurement and reporting documents. Specific guidelines for implementing this policy are set out in Section V (Procedures) below.

#### **V. Procedures**

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<sup>6</sup> Ibid.

<sup>5</sup> AR reporting may change in the near future from guidelines contained in ADS 203.3.8

**1. Strategic Plans.** It is Mission policy that all analyses conducted for development of strategic plans shall incorporate a gender analysis. Based on such analyses, the strategic plan narrative shall specifically note: (1) the impact of gender differences and relations on development in South Africa, (2) the implications of gender-related issues for achieving the results outlined in the Results Framework, and (3) the strategies and illustrative activities planned to address gender-related issues and disparities. These shall be discussed as an integral part of every strategic or special objective, rather than in a separate section on gender.

Each Results Framework shall incorporate gender in Strategic Objective (SO) and Intermediate Results (IR) statements when gender is a key variable in achieving the results sought and appropriate sex-disaggregated or gender-sensitive performance indicators shall be included.

**2. Annual Reports (AR)<sup>5</sup>.** It is Mission policy that sex-disaggregated and gender-differentiated results and progress made in eliminating gender disparities shall be reported by each Strategic Objective team in the AR in terms of their impact on or contribution to achievement of sustainable IRs and SOs. Significant results shown by gender-sensitive indicators shall be discussed in the narrative.

**3. Activity Identification and Design.** During the activity identification and design process, SOs must determine whether and how gender is relevant. If gender is determined by the SO or activities design team not to be a relevant factor, the team must document that decision, and the reasons for it, in accordance with ADS requirements (refer to sections 303.5.5b and E303.5.5b4).

The following are suggested questions SO teams can use in this process:

- **Who** is the target audience? (Disaggregation by sex and other relevant variables e. g. girls between the ages of 17 to 25 years of age).
- **Why** should the audience be reached? What are the important needs and/or interests of the particular group? Would it make a difference if the particular groups can/cannot participate? What are the implications for achieving proposed results?
- **How** should the audience be reached? What are the constraints that exist and what are the best means to overcome constraints? What are the best means of ensuring participation by the target group? What information is needed to determine effective participation and achievement of results?

All activity approval documents (AADs) shall indicate the relevance and analysis of gender issues and the availability of sex- and gender-disaggregated information to demonstrate the impact of gender on the achievement of proposed results, if any.<sup>7</sup> The human skills and material and financial resources necessary to address gender issues should be identified. The performance monitoring plan (PMP) should include indicators and benchmarks to monitor progress with regard to gender issues.

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<sup>7</sup> Please refer to Mission Order 200.2 on “Activity Planning and Approval Process” dated June 13, 2005 for additional details on Mission policy on the AAD process.

**4. Solicitation and Selection.** Solicitation documents for the implementation of Mission programs and activities shall require attention to gender. If gender has been determined not to be relevant, the document shall state so. The areas or aspects of the program or activity to which gender is relevant shall be clearly indicated, and the proposal shall be required to specifically show how gender issues will be addressed and how results will be determined. If gender is relevant, proposal selection criteria shall include the ability to address gender issues and the appropriateness of the proposed design, activities, resources and costs should be assessed by the Technical Evaluation Committee with regard to gender integration when considering proposals that would lead to awards. The SO teams will ensure that program descriptions in MAARDs leading to new solicitations include appropriate language required by this paragraph.

**5. Assessments and Evaluations.** All assessments and evaluations in which gender is a relevant, contributing factor shall examine the extent to which both sexes participated and how they benefited to improve their situations. Lessons learned with regard to gender shall be highlighted. Scopes of Work for assessments and evaluations shall specifically require attention to gender and ensure that gender expertise is included on the assessment/evaluation team, whenever gender is a relevant factor. Ability to address gender issues shall be a selection criterion in selecting assessment/evaluation teams. The SO teams will ensure that program descriptions in MAARDs leading to new solicitations include appropriate language required by this paragraph.

## **VI. Coordination**

It is Mission policy that gender issues be addressed in a coordinated manner to ensure maximum synergy and impact in all program areas. Measures to facilitate coordination are outlined below.

**Gender Committee:** A cross-sectoral Gender Committee representing all Mission offices and SOs and chaired by the Mission Gender Focal Person or his/her designee shall promote gender awareness, coordination and synergy and shall encourage the integration of gender issues into all Mission programs and activities. The Committee shall be an advising body that will brainstorm, discuss and develop options for gender mainstreaming. The Gender Committee shall regularly review and report important gender-related information to Mission Management, as necessary.

## **VII. Roles and Responsibilities**

SO Teams: USAID/South Africa technical teams make the final decision on integrating gender concerns into Mission programs. Each SO team is responsible for gender integration into its PMP and AR narrative. The SO teams shall revise programs as needed in order to integrate gender aspects within activities.

Program Office: The Program Office is responsible for ensuring gender integration in Mission strategy statements, in accordance with the Agency's Strategic Framework for Africa, and shall oversee any revisions as needed. The Program Office is responsible for reviewing all program and activity documentation to ensure that all Agency and Mission guidance related to developing new programs and activities, including this Mission Order, is



adhered to in full. The Mission Gender Focal Person is a member of the Program Office and is responsible for monitoring compliance to USAID gender regulations.

Mission Gender Focal Person: The Mission Gender Focal Person is responsible for overseeing the gender approach in Mission programs and for assisting, with the support of the Gender Committee and other technical assistance as needed, in the development of the Mission's Gender Strategy and cross-cutting gender activities and action plans. The Focal Person will also assist in integrating gender in implementation mechanisms and evaluation processes. S/he has the responsibility of coordinating the Gender Committee meetings and reporting to the relevant officers.

Gender Committee: The role of the Gender Committee is to encourage awareness and coordination of gender aspects and to oversee implementation of the Mission's gender strategy through the provisions outlined in this Mission Order to ensure that gender issues are adequately identified, analyzed and incorporated into the Mission's strategy and programs. The Gender Committee shall develop a Mission Gender Action Plan and monitor it with the assistance of the relevant Strategic Objective and Office members. The Gender Committee members shall assist their respective team and office members in the development, implementation and monitoring of programs and activities and initial review of solicitation, implementation and procurement documents with regard to addressing gender issues.