

Each applicant must ensure that the proposals are received by the above deadline.

Applicants must follow all instructions in the Solicitation Package. The original, one fully-tabbed copy (Tabs A-F) and eight copies of the application should be sent to: U.S. Information Agency, Ref.: E/PY-00-02, Office of Grants Management, E/XE, Room 568, 301 4th Street, S.W., Washington, D.C. 20547.

Applicants must also submit the "Executive Summary" and "Proposal Narrative" sections of the proposal on a 3.5" diskette, formatted for DOS. These documents must be provided in ASCII text (DOS) format with a maximum line length of 65 characters. USIA will transmit these files electronically to USIS posts overseas for their review, with the goal of reducing the time it takes to get posts' comments for the Agency's grants review process.

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Year 2000 Compliance Requirement (Y2K Requirement)

The Year 2000 (Y2K) issue is a broad operational and accounting problem that could potentially prohibit organizations from processing information in accordance with Federal management and program specific requirements including data exchange with USIA. The inability to process

information in accordance with Federal requirements could result in grantees' being required to return funds that have not been accounted for properly.

USIA therefore requires that all organizations use Y2K complaint systems including hardware, software, and firmware. Systems must accurately process data and dates (calculating, comparing and sequencing) both before and after the beginning of the year 2000 and correctly adjust for leap years.

Additional information addressing the Y2K issue may be found at the General Services Administration's Office of Information Technology website at <http://www.itpolicy.gsa.gov>.

Authority

Overall grant making authority for this program is contained in the Mutual Educational and Cultural Exchange Act of 1961, Public Law 87-256, as amended, also known as the Fulbright-Hays Act. The purpose of the Act is "to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries * * *; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations * * * and thus to assist in the development of friendly, sympathetic and peaceful relations between the United States and the other countries of the world." The funding authority for the program above is provided through legislation appropriating funds annually for USIA's exchange programs, including the Freedom Support Act.

Notice

The terms and conditions published in this RFP are binding and may not be modified by any USIA representative. Explanatory information provided by the Agency that contradicts published language will not be binding. Issuance of the RFP does not constitute an award commitment on the part of the Government. The Agency reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and the availability of funds. Awards made will be subject to periodic reporting and evaluation requirements.

Notification

Final awards cannot be made until funds have been appropriated by Congress, allocated and committed through internal USIA procedures.

Dated: June 7, 1999.

Brian J. Sexton,

Acting Associate Director for Educational and Cultural Affairs.

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UNITED STATES INFORMATION AGENCY

South Africa Teacher Training Program; Notice; Request for Proposals

SUMMARY: The Advising, Teaching and Specialized Programs Division of the Office of Academic Programs of the United States Information Agency's Bureau of Educational and Cultural Affairs announces an open competition for a training program for primary school teachers of math and science in South Africa. The program will target the upper primary level which comprises grades seven through nine. Public and private non-profit organizations meeting the provisions described in IRS regulation 26 CFR 1.501 (C) may submit proposals to design, implement, monitor, and evaluate a primary teacher training program for teachers of math and science in South Africa. The program will comprise three phases: (1) Preliminary consultations in South Africa to discuss a detailed implementation strategy; (2) the development and execution of South Africa-based teacher training workshops; and (3) the development and execution of U.S.-based teacher-training summer institutes. The grant award will be up to \$300,000 for year one, and may be renewed for two additional years pending availability of funds and successful implementation.

Program Information

Overview

In response to President Mandela's efforts to raise the level of math and science education, and in support of the United States-South Africa Binational Commission, USIA and grantee organization will develop, in collaboration with the South Africa Department of Education (DOE), a primary school teacher training project for teachers of math and science. The grantee will work with the DOE, its respective entities, and supporting ministries and organizations that are directly responsible for national education and teacher training.

The project will span a three-year period and will consist of yearly two-week in-country skills development workshops for 100 teachers, followed by

yearly one-month U.S.-based summer institutes for up to 25 master teacher trainers (initial grant for one year only; see "Summary"). At the conclusion of the program approximately three hundred primary school teachers will have participated. Participants will be selected from all 9 provinces and two provinces will host the training workshops.

USIA solicits detailed proposals from U.S. educational institutions and public and private non-profit organizations to develop and administer this program. The Grantee organization will consult regularly with USIA and the South Africa DOE with regard to program development and management. Proposals should demonstrate an understanding of the issues confronting teacher training in South Africa as well as a broad understanding of teacher training models and practices.

The goal of the program is to assist the South Africa DOE in identifying, developing, and implementing a teacher training program for primary school teachers of math and science. The program objectives are to:

- (1) Increase the professional competence of primary school teachers by conducting in-country training workshops and U.S.-based summer institutes;
- (2) Develop a corps of South African educators who will serve as resource facilitators and teacher trainers;
- (3) Expand and/or establish school to school, teacher to teacher partnerships in South Africa at the primary level in order to foster school linkages and enhance teacher training, technology linkages where applicable, and cross fertilization of ideas.

Primary teachers throughout South Africa provide basic academic and life skills development for the students. As in other countries, the development and enhancement of teacher training skills and in-service workshops for primary teachers remains critical to their success and the success of their students. The rationale for the program is that improved math and science instruction at the primary level will increase the abilities of South African primary teachers to provide quality instruction resulting in the improvement of student's academic and life skills.

Guidelines

Program Planning and Implementation

The program will consist of three phases: a review of primary education in South Africa in general, and math and science specifically, and the refinement of a project implementation plan, an in-country training workshop,

and a U.S.-based summer institute. It is anticipated that the grantee will begin phase I of the program no later than August, 1999 and that the grantee, USIA, and DOE, will define a timetable for the remainder of the program as part of discussions in phase I.

Phase I

The grantee organization will work with USIA and the DOE to undertake preliminary work in South Africa to refine a comprehensive project plan for yearly two-week in-service training workshops for approximately 100 teachers of math and science at the primary level. It is anticipated that the DOE will provide the following assistance as part of the overall program:

- (1) Identify and provide training site(s);
- (2) Assist grantee in developing program strategies;
- (3) Provide lodging, meals, and transportation costs for all in-service trainees.

Additional in-kind, or cash contributions, on the part of the DOE may be negotiated as part of phase I.

The project plan should include, but not be limited to:

- (1) Delineation of program responsibility between DOE, USIA, and grantee;
- (2) Country needs assessment and project goals and objectives;
- (3) The development of materials and resources that will enhance current learning programs and reflect practical, inquiry, and experiential learning concepts;
- (4) A mutually agreed upon protocol for selection of participants;
- (5) Monitoring and evaluation components.
- (6) A plan for on-going communications and contact with program participants which emphasizes resource and master teacher trainer linkages.

Phase II

The in-country training workshops will be conducted over a two-week period at appropriate sites selected in conjunction with the DOE. A total of four U.S. and four South African trainers who have demonstrated expertise in professional development, training, and/or content areas will conduct the training workshops. It is anticipated that the trainers will work in pairs sharing their expertise and insights.

The workshop schedule should incorporate time for both individual and group work as well as intensive training on specific approaches to the teaching of math and science education. The

workshop could include field experience or a model school component in order to provide participants with hands-on experience using new teaching techniques and materials. Specific areas that may be addressed in the in-country workshops are:

(1) A review of present attitudes and approaches to teaching math and science, and the introduction of new/current math and science teaching methodologies and approaches that integrate various content areas and continuous assessment techniques;

(2) The design of appropriate lesson plans and learning programs;

(3) The development of teaching materials appropriate for primary classes in South Africa.

Appropriate training materials will be developed by the grantee organization and will be provided to each participant for use during the training and in the classroom after they return to their respective schools. A selection component should be built into an on-going assessment process to identify up to 25 participants who will attend the summer institute to be held in the United States. Those selected should possess leadership potential and a full grasp of the content areas of the workshop.

Phase III

The U.S.-based summer institute for up to 25 primary master teacher trainers should put emphasis on developing the capacities of teacher trainers/educators to assess, train, and mentor teachers of math and science. The program should include a variety of formats, such as discussion sessions, lectures, workshops, and practical application. The emphasis should be on learning math and science through an inquiry model and should integrate knowledge of content areas with knowledge of learning strategies and students. All instruction and materials should include pedagogically and culturally appropriate materials and references relevant to South Africa. The workshop could include field experience or a model school component in order to provide participants with hands-on experience using new teaching techniques and materials. The curriculum for the summer institutes should partially build upon the successes of the previous in-country workshops held in South Africa and promote an understanding of life-long learning. Close communication will be needed among the grantee organization, USIA, participants, and U.S. host.

Specific areas that may be addressed in the summer institutes are:

(1) New/current math and science teaching methodologies and approaches (putting theory into practice);

(2) Professional teacher development and evaluation;

(3) The design and implementation of in-service training programs and workshops for teachers;

(4) Leadership training;

(5) A review of existing South African math and science content areas.

(6) The introduction and/or adaptation of existing math and science materials and practices pertinent to local conditions in South Africa.

Appropriate training materials will be developed by the grantee organization and will be provided to each participant for use during the training and in the classroom after they return to their respective schools.

Programs must comply with J-1 visa regulations (post will issue IAP-66 forms). Please refer to Solicitation Package for further information.

Budget Guidelines

Grants awarded to eligible organizations with less than four years of experience in conducting international exchange programs will be limited to \$60,000.

Applicants must submit a comprehensive budget for the entire program. Awards may not exceed \$300,000. There must be a summary budget as well as breakdowns reflecting both administrative and program budgets. Applicant may provide separate sub-budgets for each program component, phase, location, or activity to provide clarification. The total allowable costs for the program include the following:

(1) Costs necessary for the effective administration of the program including salaries for grant organization employees, benefits, and other direct and indirect costs are described in the detailed instructions in the application package. While this announcement does not prescribe a rigid ratio of administrative to program cost, in general, priority will be given to proposals whose administrative costs are less than twenty-five (25) percent of the total requested from USIA.

Proposals should show cost-sharing, including both contributions from the applicant and from other sources.

(2) Program costs, including general program costs and program costs for each South African participant in the U.S.-based summer institutes and South African-based training workshops.

(3) International and domestic airfare; visas; transit costs; ground transportation costs.

(4) Per Diem. For the U.S. program, organizations have the option of using a flat \$160/day for program participants or the published U.S. Federal per diem rates for individual U.S. cities. For activities outside of the U.S., the published Federal per diem rates must be used. Note: U.S. escorting staff must use the published Federal per diem rates, not the flat rate. Per diem rates may be accessed at [Http://www.policyworks.gov/](http://www.policyworks.gov/).

(5) Walk-around and book allowance. Participants are entitled to a walk-around allowance of \$10 per day, plus a participant book allowance of \$150. U.S. staff do not receive these benefits.

(6) Consultants. Consultants may be used to provide specialized expertise or to make presentations. Daily honoraria generally do not exceed \$250 per day. Subcontracting organizations may also be used, in which case the written agreement between the prospective grantee and subcontractor should be included in the proposal.

(7) Room rental. Room rental for group activities should not exceed \$250 per day.

(8) Materials development. Proposals may contain costs to purchase and develop appropriate materials for participants.

(9) One working meal for the program is allowed. Per capita costs may not exceed \$5-\$8 for a lunch and \$14-\$20 per a dinner, excluding room rental. The number of invited guests may not exceed participants by more than a factor of two-to-one.

(10) An international travel allowance of \$100 may be provided to each participant to be used for incidental expenditures during international travel.

(11) All summer institute participants will be covered under the terms of USIA-sponsored health insurance policy. The premium is paid by USIA directly to the insurance company. Administrative costs. Please refer to the Solicitation Package for complete budget guidelines and formatting instructions.

Announcement Title and Number: All correspondence with USIA concerning this RFP should reference the above title and number E/ASX-99-03.

For Further Information Contact: The Office of Academic Programs, Advising, Teaching, and Specialized Programs Division, Fulbright Teacher Exchange Branch, E/ASX, Room 349, U.S. Information Agency, 301 4th Street, SW., Washington, DC 20547, Telephone number (202) 619-4556, fax number (202) 401-1433, and e-mail address jtcox@usia.gov to request a Solicitation Package. The Solicitation Package

contains detailed award criteria, required application forms, specific budget instructions, and standard guidelines for proposal preparation. Please specify USIA Program Officer John Cox on all other inquiries and correspondence.

Please read the complete **Federal Register** announcement before sending inquiries or submitting proposals. Once the RFP deadline has passed. Agency staff may not discuss this competition with applicants until the proposal review process has been completed.

To Download a Solicitation Package Via Internet: The entire Solicitation Package may be downloaded from USIA's website at <http://e.usia.gov/education/rfps>. Please read all information before downloading.

To Receive a Solicitation Package Via Fax on Demand: The entire Solicitation Package may be requested from the Bureau's "Grants Information Fax on Demand System", which is accessed by calling 202/401-7616. The "Table of Contents" listing available documents and order numbers should be the first order when entering the system.

Deadline for Proposals: All proposals copies must be received at the U.S. Information Agency by 5 p.m. Washington, DC time on Friday, July 9, 1999. Faxed documents will not be accepted at any time. Documents postmarked the due date but received on a later date will not be accepted. Each applicant must ensure that the proposals are received by the above deadline.

Applicants must follow all instructions in the Solicitation Package. The original and 10 copies of the application should be sent to: U.S. Information Agency, Ref.: E/ASX-99-03, Office of Grants Management, E/EX, Room 326, 301 4th Street, SW, Washington, DC 20547.

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Review Process

USIA will acknowledge receipt of all proposals and will review them for technical eligibility. Proposals will be deemed ineligible if they do not fully adhere to the guidelines stated herein and in the Solicitation Package. All eligible proposals will be reviewed by the program office, as well as the USIA Office of African Affairs and the USIA post overseas, where appropriate. Eligible proposals will be forwarded to panels of USIA officers for advisory review. Proposals may also be reviewed by the Office of the General Counsel or

by other Agency elements. Final funding decisions are at the discretion of USIA's Associate Director for Educational and Cultural Affairs. Final technical authority for assistance awards (grants or cooperative agreements) resides with the USIA Grants Officer.

Review Criteria

Technically eligible applications will be competitively reviewed according to the criteria stated below. These criteria are not rank ordered and all carry equal weight in the proposal evaluation:

1. *Quality of the program idea:* Proposals should exhibit originality, substance, precision, and relevance to the Agency's mission.
2. *Program planning:* Detailed agenda and relevant work plan should demonstrate substantive undertakings and logistical capacity. Agenda and plan should adhere to the program overview and guidelines described above.
3. *Ability to achieve program objectives:* Objectives should be reasonable, feasible, and flexible. Proposals should clearly demonstrate how the institution will meet the program's objectives and plan.
4. *Multiplier effect/impact:* Proposed programs should strengthen long-term mutual understanding, including maximum sharing of information and establishment of long-term institutional and individual linkages.
5. *Support of Diversity:* Proposals should demonstrate substantive support of the Bureau's policy on diversity. Achievable and relevant features should be cited in both program administration (selection of participants, program venue and program evaluation) and program content (orientation and wrap-up sessions, program meetings, resource materials and follow-up activities).
6. *Institutional Capacity:* Proposed personnel and institutional resources should be adequate and appropriate to achieve the program or project's goals.

7. *Institution's Record/Ability:* Proposals should demonstrate an institutional record of successful training programs, including responsible fiscal management and full compliance with all reporting requirements for past Agency grants as determined by USIA's Office of Contracts. The Agency will consider the past performance of prior recipients and the demonstrated potential of new applicants.

8. *Follow-on Activities:* Proposals should provide a plan for continued follow-on activity without USIA support ensuring that the USIA Teacher Training Program is successfully sustained.

9. *Project Evaluation:* Proposals should include a plan to evaluate the activity's success, both as the activities unfold and at the end of the program. A draft survey questionnaire or other technique plus description of a methodology to use to link outcomes to original project objectives is recommended. Successful applicants will be expected to submit intermediate reports after each project component is concluded or quarterly, whichever is less frequent.

10. *Cost-effectiveness:* The overhead and administrative components of the proposal, including salaries and honoraria, should be kept as low as possible. All other items should be necessary and appropriate.

11. *Cost-sharing:* Proposals should maximize cost-sharing through other private sector support as well as institutional direct funding contributions.

12. *Value to U.S.-Partner Country Relations:* Proposed projects should receive positive assessments by USIA's geographic area desk and overseas officers of program need, potential impact, and significance in the partner country(ies).

Authority

Overall grant making authority for this program is contained in the Mutual Educational and Cultural Exchange Act of 1961, Public Law 87-256, as amended, also known as the Fulbright-Hays Act. The purpose of the Act is "to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries * * *; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations * * * and thus to assist in the development of friendly, sympathetic and peaceful relations between the United States and the other countries of the world." The funding authority for the program above is provided through legislation.

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Final awards cannot be made until funds have been appropriated by Congress, allocated and committed through internal USIA procedures.

Dated: June 4, 1999.

Judith Siegel,

Deputy Associate Director for Educational and Cultural Affairs.

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