

USAID/BANGLADESH
ANNUAL PROGRAM STATEMENT
FOR USAID/BANGLADESH'S BASIC EDUCATION ACTIVITIES

Attachment 1

Annual Program Statement
2/28/02

The following are questions received in response to the Annual Program Statement for USAID/Bangladesh's Basic Education Activities and answers given:

Questions received on March 12,2002 in response to the APS.

Question 1. Does the USAID definition of basic education include (as per EFA /Dakar declaration) early childhood education opportunities?

Answer 1. For the purposes of this APS, we defined basic education as under age 14. There was no lower limit. (See page 2, Section III. APS Objectives, paragraph 2.0). Though this definition does not exclude early childhood education, it should be read in relationship to other requirements in the APS discussed below.

Question 2. An upper limit of age 14 years is mentioned in the APS - is there a lower age limit, and if so what is it ?

Answer 2. There is no lower limit mentioned.

Question 3. Will interventions which address school readiness issues for children aged 5 plus meet the requirements of the APS ?

Question 4. Will interventions that address home-based early learning for children aged 4 meet the requirements ?

Answers 3 and 4. These two questions are asking us to split hairs on age more than we are willing to do. The issue for this APS is not age, nor is it necessarily a distinction between "school readiness" or "home-based early learning". We refer you instead to the following sentence from para 3 of the same section that you should also consider:

"Activities proposed should target support to existing government and non-formal systems, rather than establish new educational systems, and demonstrate how innovations can be shared and used within the formal system of primary education."

Support can not be assumed to be available for more than three years under any award in response to this APS. Proposals should not focus on establishing and supporting new educational systems that would require longer term support.

Furthermore, improving performance in primary school is a major concern of the APS, and is stated very explicitly in the above sentence. Innovations proposed for funding under the APS must relate to and be usable within primary education systems. USAID's intent is to elicit creative, and innovative applications, so we would not want to automatically rule out a creative, experimental proposal that aimed to improve student performance in primary schools through an innovative pre-primary education activity.

However, the proposal will still have to meet other criteria in the APS. For example, on page 3, section on Results to be Achieved: **"Applications must clearly state the results to be achieved and the methodology the applicant will use to determine if results have been achieved."** The implications of this requirement for a pre-school program would surely be considered in USAID's review of proposals;

i.e., can the impact on primary school performance of an innovative pre-primary program be measured in a three year program?

Question received on March 18, 2002 in response to the APS.

Question 5. The last part of the application made enquiry into the related evidence of similar project/funding in last 8 years. Should it be for the main applicant or include the involved partners?

Answer 5. The APS requires information from applicants that will help us ascertain the capacity and experience of proposed implementers(s). That would include any/all-implementing partners.