

Armed Conflict and Violence Prevention Learning Agenda

Request for Expressions of Interest and Capacity Statements (EOIC)

This request for Expression of Interest and Capacity Statements (EOIC) is administered by the [LASER PULSE](#)¹ (Long-term Assistance and Services for Research Partners for University-Led Solutions Engine) consortium led by Purdue University and funded through USAID's Global Development Lab/Center for Development Research.

LASER, along with USAID's Bureau for Conflict Prevention and Stabilization/Center for Conflict and Violence Prevention (CPS/CVP), and the USAID Global Development Lab Center for Development Research (LAB/CDR), requests **Expressions of Interest and Capacity Statements (EOIC)** to create and implement an **Armed Conflict and Violence Prevention Learning Agenda**. The expected period of performance is 2-3 years, contingent on the availability of funding.

LASER and USAID will use the received EOIC to form a **multi-sectoral team of subject matter experts (SMEs) – to be called the Learning Agenda Implementation Team (LAIT) - comprising selected individual researchers and practitioners (through awards to their respective institutions)** to produce and implement a learning agenda that, 1) establishes the evidence base for effective approaches to armed conflict and violence prevention, 2) identifies opportunities for the investments that would produce new knowledge to fill gaps in the existing literature, and 3) provides USAID with tools, resources, and/or policy and programmatic guidance to incorporate learning agenda findings into their work. The LAIT team will conduct original research into armed conflict and violence prevention and create a learning agenda from the results of the research. Team member roles are defined in Section III below.

¹ LASER PULSE is a five-year USAID-funded consortium that supports the research-to-translation value chain through a global network of universities, government agencies, non-governmental organizations, and the private sector for research-driven, practical solutions to critical development challenges in USAID interest countries (UIC). LASER supports the discovery and uptake of research-sourced, evidence-based solutions to development challenges spanning all USAID technical sectors and global geographic regions.

I. Detailed Information and Deliverables

Background - Requirement/Problem Statement/Objectives

The majority of countries where USAID works suffer from armed conflict and/or violence² which varies in form and intensity within and between countries and regions. That said, USAID's overall capabilities, tools, and structures have not kept up with changing conflict and violence dynamics and resulting disorder, leading to a diverse array of stovepiped communities of practice, separately focused on wartime conflict, violent extremism, organized crime, interpersonal violence, atrocities, human rights abuses, forced migration, and other forms of violent behavior. With the creation of the Center for Conflict and Violence Prevention, USAID aims to become more effective at addressing conflict and violence challenges by identifying evidence on what works in armed conflict and violence prevention, drawing together the disparate communities within USAID that focus on subsets of the armed conflict and violence problem set, and supporting USAID in designing, implementing, and evaluating evidence-informed programming and policies. An illustrative list of types of violence that fall under the new bureau's mandate, includes but is not limited to the following:

- Criminal Violence, including but not limited to:
 - Extortion, racketeering, blackmailing
 - Homicide
 - Interpersonal violence, including gender-based violence, domestic violence, and school bullying
 - Vigilantism / self-defense forces
 - Territorial control by non-state groups
 - Muggings, robberies
 - Trafficking in persons and enslavement
- Political violence, including but not limited to:
 - Terrorism, defined as indiscriminate, civilian-targeted violence in pursuit of a political objective, with the intention to influence a wider audience beyond those targeted (including eco-terrorism, white supremacy, violence extremism)
 - Targeting of ideological advocates (e.g., defenders of human rights, biodiversity, land rights, etc.) by state or non-state actors
 - Violence against the state by non-state actors to achieve a political goal
 - Political suppression by the state (e.g., attacks on journalists, suppression of political participation of a group of class, enforcement of authoritarian practices, freedom of movement violations)
 - Physical integrity rights violations (torture, extrajudicial killing, political imprisonment, and disappearance)
 - State complicity violence
 - Segregation, apartheid, settler-colonialism
 - Genocide and mass atrocities

² For the purposes of this document, "armed conflict" refers to "a contested incompatibility that concerns government and/or territory where the use of armed force between two parties, of which at least one is the government of a state, results in at least 25 battle-related deaths in one calendar year" ([UPPSALA University](#)) and "violence" refers to "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation" ([WHO](#)). An illustrative list of types of violence that are relevant to CVP programming is included in Section 2.

- Inter- or intra-state conflict
- Conflict between non-state armed groups
- Systemic violence, including but not limited to:
 - Attacks, isolation or discrimination of a group based on their ethnicity, migration status, gender identity or expression, sexual orientation, ability, indigeneity or other identity attribute (race, religion, class, age)
 - ‘Economic violence’ i.e. restrictions on certain groups, identities accessing jobs, industries, employment
 - Intentional state neglect or vacuum of power, usually vis-a-vis a containment strategy
 - Hate speech, disinformation

The purpose of CPS/CVP’s learning agenda is to identify policies and programmatic approaches that will maximize results in USAID’s conflict and violence prevention work. This will be achieved by i) identifying universal elements of armed conflict and violence; ii) reviewing existing evidence on peacebuilding, conflict prevention, and crime and violence interventions; iii) disseminating best practice to USAID staff and external stakeholders; and iv) conducting innovative research in key areas to improve USAID’s operations in armed conflict and violence prevention. The audiences for the learning agenda are: 1) USAID staff involved in policy formation; 2) USAID staff who support the design and implementation of armed conflict and violence prevention programs; 3) USAID staff who support the design and implementation of programs in other technical areas that impact or are affected by armed conflict and violence; 4) implementing partners and partner governments; 5) the U.S. government interagency, and 6) other stakeholders in the armed conflict and violence prevention space, including think tanks, non-governmental organizations, and the private sector.

This learning agenda will contribute to CVP’s goal statement: “USAID becomes more effective at addressing conflict and violence challenges” while also assisting countries in their Journeys to Self-Reliance. Too often, armed conflict and other forms of violence threaten developing countries’ progress along this journey. By unearthing the right evidence to address complex challenges, CVP’s learning agenda will enable Missions and partner governments to implement approaches that reduce risks to violence and conflict and build resiliencies that contribute to self-reliance.

II. Specific Deliverables Required (Ex. work plan, final reports, analyses, etc.)

CPS/CVP envisions three major lines of activity within this program: i) the creation and execution of the Learning Agenda Implementation Plan, in which the LAIT will work closely with USAID staff and other partners to prioritize learning agenda questions that have the most relevance to USAID programming and capacities; ii) evidence reviews on topics prioritized under the Learning Agenda Implementation Plan, including the dissemination of findings; and iii) the identification of new areas of research for USAID. These activities are outlined in greater detail below.

Activity	0: Project Management & Administration
Deliverables	0a: Project Work Plan

Review documents related to the activities in the Work Plan, to be derived from CVP’s Project Appraisal Document (PAD), draft CVP Learning Agenda documents, and other USAID resources, as relevant, on Collaborating, Learning, and Adapting (CLA), learning agendas, and evidence utilization from across the Agency.

The overall work plan should include the expected timeline and cost for each activity and deliverable, as well as a staffing plan for this work. The work plan should be informed by deliverable **1g**, which outlines the various activities and dissemination plans to reach target audiences articulated in the ‘Use’ sections below. CVP expects the LAIT to draft the initial work plan within 30 days of the project start date, with the ability to revise and adapt it during project implementation.

The LAIT should work directly with USAID and LASER for guidance and approvals on format and content for each deliverable. The LAIT should plan to work with other CVP Office staff, under the direction of LASER staff, to plan and implement the Work Plan. All final deliverables must be submitted to LASER, which is responsible for final submission to the USAID LAB/CDR HESN 2.0 Agreement Officer Representative (AOR) and the CPS/CVP Activity Manager.



Activity	1: Co-create CPS/CVP learning agenda with stakeholder input
Deliverables	1a: Draft Glossary of Terms of types of violence under CVP’s mandate 1b: Draft and final data collection tools for user/stakeholder ³ input into learning agenda 1c: Synthesis of user/stakeholder findings 1d: Methodology for prioritizing learning agenda questions 1e: Draft learning agenda questions based on user/stakeholder research 1f: Learning agenda design, to include questions, activities, and dissemination plan 1g: Learning agenda implementation plan
Use	<ul style="list-style-type: none"> ● CVP: Has common language to discuss armed conflict and violence, and understands the needs and priorities of learning agenda users (CPS, Agency, Missions, and external partners) to design responsive learning agenda ● CVP: Inform how we design and implement the CVP’s learning agenda (the products and processes for coordinating utilization-focused evaluation, research, and learning activities, and incentivizing evidence use)

³ Users for the Learning Agenda are 1) USAID staff involved in policy formation; 2) USAID staff who support the design and implementation of armed conflict and violence prevention programs; 3) USAID staff who support the design and implementation of programs in other technical areas that impact or are affected by armed conflict and violence; 4) implementing partners and partner governments; 5) the U.S. government interagency, and 6) other stakeholders in the armed conflict and violence prevention space, including think tanks, non-governmental organizations, and the private sector.

- CPS, Agency, Missions: Socialize CVP learning agenda and create foundation for a participatory and iterative learning agenda process

In partnership with a core team of CVP and LASER, the LAIT should design a learning agenda implementation plan that is participatory, iterative, and focuses on utilization. Prioritized stakeholders in this process will be USAID staff involved in policy formation and USAID staff who design and implement conflict and violence prevention programs, as well as those who work in fragile and volatile settings in other sectors (such as education, health, food security, etc.). The learning agenda implementation plan should also include a strategic outreach plan to engage implementing partners, the U.S. government interagency, and the broader peacebuilding community, including think tanks, non-governmental organizations, academics and the private sector. CVP staff will work with the LAIT to identify appropriate methodologies (interviews, survey, etc.) for different stakeholder groups and to provide the LAIT with necessary introductions. The purpose of consultations is to generate and capture experiential knowledge based on the following illustrative questions (to be considered and finalized by the LAIT and CPS/CVP):

- What types of violence impact development outcomes in the locations where USAID programs?
- What are the questions that, if answered, would help CVP and USAID writ large to be more effective in achieving meaningful results in conflict and violence prevention?
- What existing or ongoing research exists that can help USAID programming become more effective?

The research methodology, research, and synthesis should be developed and implemented by the LAIT, supported by LASER, and cleared by the CPS/CVP Activity Manager, with the potential for iterations on the original proposed method. *Deliverables 1a-c are completed when the CPS/CVP Activity Manager and CDR AOR has reviewed and approved the methodology, data collection tools, and synthesis.*

The LAIT should produce a methodology for filtering and prioritizing learning agenda questions using data from the user research. The methodology should be based on a number of criteria that align with CPS’ and CVP’s mission, resources, and anticipated uses for the learning agenda. *Deliverables 1d/e are completed when the CPS/CVP Activity Manager has reviewed and approved the methodology.*

The LAIT should prepare a draft of the learning agenda design, to include the final learning agenda questions, the activities to answer each question, expected outputs and dissemination plan for these learning products. This process will include collaboration with a core team of CVP staff to align activities and outputs with the Center’s resources and short- and long-term needs. After the LAIT and CVP agree upon the design, the LAIT should produce its plan for implementing the learning agenda within the timeline of the project, to include a framework for monitoring progress against anticipated results. CVP expects the LAIT to complete the deliverables listed under Activity 1 (one) within 4-6 months of the project start date.

Deliverables 1f/g are completed when a draft of the learning agenda design and implementation plan have been approved by the CPS/CVP Activity Manager and CDR AOR.

Activity	2: Summarize the evidence on approaches to conflict and violence prevention
Deliverables	2a: Methodology for evidence review 2b: Research output(s) (TBD) 2c: Dissemination of findings tailored to different audiences
Use	<ul style="list-style-type: none"> ● CVP: Understand the current state of evidence to better inform its programs, operations, and strategies ● CVP, CPS, peacebuilding cadre: Use dissemination tools and resources to apply the most relevant research to our work. ● External peacebuilding community: Increase understanding of existing research to align programming with evidence-based approaches.
<p>The purpose of this review is to understand the existing approaches to prevent, reduce, mitigate, and/or manage the types of violence that are relevant to CPS/CVP’s work. The review should examine theories of change that have been empirically shown to be successful or unsuccessful in preventing armed conflict and violence. This review should also include a summary of the contextual issues that supported positive and/or negative outcomes. The review should examine approaches to address the following illustrative list of violence typologies (to be reviewed and revised in consultation with the LAIT and USAID mission staff):</p> <ul style="list-style-type: none"> ● Criminal violence, including but not limited to: <ul style="list-style-type: none"> ○ Extortion, racketeering, blackmailing ○ Homicide ○ Interpersonal violence, including gender-based violence, domestic violence, and school bullying ○ Vigilantism / self-defense forces ○ Territorial control by non-state groups ○ Muggings, robberies ○ Trafficking in persons and enslavement ● Political violence, including but not limited to: <ul style="list-style-type: none"> ○ Terrorism, defined as indiscriminate, civilian-targeted violence in pursuit of a political objective, with the intention to influence a wider audience beyond those targeted (including eco-terrorism, white supremacy, violence extremism) ○ Targeting of ideological advocates (e.g., defenders of human rights, biodiversity, land rights, etc.) by state or non-state actors ○ Violence against the state by non-state actors to achieve a political goal ○ Political suppression by the state (e.g., attacks on journalists, suppression of political participation of a group of class, enforcement of authoritarian practices, freedom of movement violations) ○ Physical integrity rights violations (torture, extrajudicial killing, political imprisonment, and disappearance) ○ State complicity violence ○ Segregation, apartheid, settler-colonialism ○ Genocide and mass atrocities ○ Inter- or intra-state conflict ○ Conflict between non-state armed groups 	

- Systemic violence, including but not limited to:
 - Attacks, isolation or discrimination of a group based on their ethnicity, migration status, gender identity or expression, sexual orientation, ability, indigeneity or other identity attribute (race, religion, class, age)
 - ‘Economic violence’ i.e. restrictions on certain groups, identities accessing jobs, industries, employment
 - Intentional state neglect or vacuum of power, usually vis-a-vis a containment strategy
 - Hate speech, disinformation

The LAIT will distill and apply insights from reviews and syntheses of existing research related to the following illustrative questions:

- What approaches to preventing or mitigating the outbreak, escalation, or recurrence of armed conflict and/or violence exist? Which ones are successful (i.e. contributing to effective programs, operations, or strategies) and which ones are unsuccessful?
- Who has studied this? How has it been studied?
- What are the timelines for successful approaches to yield results?
- What are considered ‘best practices’? Which practices should we strive to adopt in CPS?
- How do USAID’s current programs map to these approaches?

The literature search and review methodology will be developed by the LAIT and cleared by the CPS/CVP Activity Manager. It should include a broad range of literature (academic, white papers, grey literature, Agency documents) from any geographic context. The full parameters of the methodology will be discussed during the learning agenda design phase, and, with approval from the CPS/CVP Activity Manager, iterations on the original method may be made as the search proceeds. *Deliverable 2a is completed when the CPS/CVP Activity Manager and CDR AOR have reviewed and approved the original methodology.*

The LAIT should produce research output(s), to be agreed upon during the learning agenda design phase (activity one), based on the literature found in the search. The deliverable(s) should be tailored to specific users and audiences to increase their relevance and applicability to USAID’s work. Illustrative research outputs may include: training, webinars, technical guidance, briefings, and best practices in order to inform and guide policy formulation, *inter alia*. *Deliverable 2b is completed when the CPS/CVP Activity Manager and CDR AOR have reviewed and approved the outputs.*

The LAIT should prepare a dissemination plan for each of the research outputs, including a timeline, expected outputs/outcomes, and resources required. *Deliverable 2c is completed when a draft of the dissemination plan has been approved by the CPS/CVP Activity Manager and CDR AOR.*

CVP expects the LAIT to complete the deliverables listed under Activity Two within 12-18 months of the project start date, with dissemination activities continuing throughout the life of the agreement.

Deliverables	3a: Draft research questions 3b: Draft methodology for new research activities 3c: Implementation plan for research activities
Use	<ul style="list-style-type: none"> ● CVP: Understand gaps in evidence base to inform future investments in research and learning. ● CVP, CPS, Agency: Use new knowledge produced by research activities to inform strategies, programs, and operations to be more effective.
<p>The purpose of this activity is to identify new areas for original research in areas where there is insufficient knowledge that could be fulfilled via the HESN-LASER mechanism. Based on the state of evidence identified during activity two, the LAIT will generate recommendations for new research that will help to fill gaps around effective approaches to conflict and violence prevention. In consultation with CVP and learning agenda users, the LAIT will draft recommendations for new research questions, a suggested methodology for answering them, and an implementation plan for the LAIT to undertake new research activities. This process should emphasize the participation of CPS/CVP staff and other learning agenda stakeholders, and the activities should be designed in a way that integrates opportunities for reflection, iteration, and adaptation. <i>Deliverables 3a-c are completed when the CPS/CVP Activity Manager and CDR AOR have reviewed and approved the research questions, methodology and implementation plan, in that order.</i></p> <p>CVP expects the LAIT to start Activity 3 in the second year of the project, with research to be conducted during years two and three.</p>	

III. Expression of Interest

LASER PULSE and USAID CSA/CVP seek **Expressions of Interest and Capacity (EOIC)** from individuals to work as members of a multidisciplinary team to undertake the design of the Learning Agenda work described in the previous sections, by consolidating information and ideas across disciplines, and translating research into practice. To that end, we seek individuals with subject matter expertise (SME) in one or more of the types of violence listed under [Activity 2](#). The team should comprise members who, between them, have expertise in a wide range of these violence and peacebuilding typologies.

Individuals interested in submitting EOIC are required to register on LASER PULSE Network https://purdue.ca1.qualtrics.com/jfe/form/SV_8AhZcWIGps5kvjP

Please note that LASER does not seek to contract with individuals as consultants. LASER will make a subaward to the institution with which the researcher or practitioners is affiliated for the engagement of the individual in this work. A separate subaward will be made for each team member’s institution.

Learning Agenda Implementation Team (LAIT) roles for team members

1. A Learning Agenda **team leader** with 10+ years of subject matter research in one or more of the types of violence listed under [Activity 2](#), project leadership experience, experience working and/or conducting research in countries impacted by conflict and violence, methodological skills in qualitative and/or quantitative research, and experience

obtaining approvals for human subjects research from an Institutional Review Board.
(Must be an academic researcher)

2. Three or more **core team subject matter experts** who have complementary expertise in one or more of the types of violence listed under [Activity 2](#), and have methodological skills in qualitative and/or quantitative research, including skills in remote data collection and analysis. (Can be academic researchers or NGO staff with significant research experience and expertise)
3. A **monitoring, evaluation, and learning expert**, with strong data collection, analysis, and dissemination skills and experience, including adaptive management methods and application. (Can be academic researchers or NGO staff with significant research experience and expertise)
4. A **strategic communications expert** with skills to disseminate results and support adoption by USAID of evidence generated from the learning agenda, to include facilitation of learning events. This individual should possess high-level writing, visual design, and data visualization skills to produce a wide range of learning products for different audiences (policy briefs, technical guidance, data visualizations, etc. (Can be academic, NGO staff, or consultant)

Team member applicants must have at least Foreign Service Language Proficiency level 4 in English and ideally will have competency in at least one other language, especially Arabic, French, and/or Spanish.

Submission of Expressions of Interest and Capacity (EOIC), and CVs Due Monday, August 24, 2020, 5:00pm EDT

Please indicate the role(s) for which you would like to be considered and discuss your experience and skills as they relate to the selection criteria, and what additional value you would add to the team as a whole in carrying out this work. Make sure to reference past experience carrying out similar or related activities, and address the following as relevant to the role for which you are applying:

- A. The EOIC (Maximum four pages) should include:
 - *No more than three pages*, in the following order, describing which position(s) (team lead, researcher, M&E, communication role, outlined in [section IV](#)) you would like to be considered for:
 - **Sector/subject matter expertise, experience, and skills**, as listed below under ‘Selection Criteria’.
 - **Experience managing or participating in donor-funded development projects**
 - *One page* list of selected peer-reviewed publications, grey literature reports, policy briefs, toolkits, or other resources related to the opportunity (please provide links to these, and clarify who were the intended end users for the results)
 - **Note: Once the team is selected, members will develop a budget for the activity, including expenses for travel, supplies, events, etc.**
- B. CVs (*Maximum 3 pages*) should be tailored to the team role sought, and should include educational credentials, experience, and publications relevant to the subject matter

IV. Selection criteria**A. Learning Agenda Team Leader**

- a. Team Leader applicants must have:
 - i. A position as a faculty member at an academic institution
 - ii. At least 10 years of subject matter expertise (SME) in at least one of the [types of violence listed in Activity 2](#)
 - iii. Publications and reports in relevant SME area(s)
 - iv. Experience conducting research in countries impacted by conflict and violence
 - v. Methodological skills in qualitative and/or quantitative research
 - vi. Project leadership experience
 - vii. Experience working in multidisciplinary teams and/or teams comprising a mix of researchers and practitioners
 - viii. Experience obtaining approvals for human subjects research from an Institutional Review Board
 - ix. FSLP 4 Level in English
- b. Team Leader applicant desired qualifications (will be ranked 1-5, based on the degree to which applicant's submission materials indicate these qualifications)
 - i. Experience in more than one relevant area of SME (see [Activity 2](#))
 - ii. Experience in designing and implementing relevant subject matter learning agenda
 - iii. Familiarity with 'Do No Harm' approaches
 - iv. Experience with gender integration in research and/or program design
 - v. Excellent writing skills: The ability to write clearly, succinctly, coherently, with arguments that are logically connected. Should have a good vocabulary, and use correct grammar, spelling, and punctuation.
 - vi. Proficiency in languages other than English (esp. Arabic, French, or Spanish)

B. Researchers

- a. Researcher applicants must have:
 - i. Subject matter expertise (SME) in at least one of the [types of violence listed in Activity 2](#)
 - ii. Publications and reports in relevant SME area(s)
 - iii. Experience working and/or conducting research in countries impacted by conflict and violence
 - iv. Methodological skills in qualitative and/or quantitative research, including skills in remote data collection and analysis
 - v. Experience working in multidisciplinary teams and/or teams comprising a mix of researchers and practitioners
 - vi. FSLP 4 Level in English
- b. Researcher applicant desired qualifications (will be ranked 1-5, based on the degree to which applicant's submission materials indicate these qualifications)
 - i. Experience in more than one relevant area of SME (see [Activity 2](#))
 - ii. Project management experience (as a leader or team member)
 - iii. Familiarity with 'Do No Harm' approaches
 - iv. Experience with gender integration in research and/or program design

- v. Experience with human subjects research ethics protocols
- vi. Excellent writing skills: The ability to write clearly, succinctly, coherently, with arguments that are logically connected. Should have a good vocabulary, and use correct grammar, spelling, and punctuation.
- vii. Proficiency in languages other than English (esp. Arabic, French, or Spanish)

C. MEL Expert

- a. MEL Expert applicants must have:
 - i. Strong skills in data collection, analysis, and dissemination
 - ii. Excellent writing skills: The ability to write clearly, succinctly, coherently, with arguments that are logically connected. Should have a good vocabulary, and use correct grammar, spelling, and punctuation.
 - iii. Experience with gender integration in research and/or program design
 - iv. Experience with human subjects research ethics protocols
 - v. Experience working in multidisciplinary teams and/or teams comprising a mix of researchers and practitioners (leading MEL applications)
 - vi. Experience working and/or conducting research in countries impacted by conflict and violence
 - vii. FSLP 4 Level in English
- b. MEL Expert applicant desired qualifications (will be ranked 1-5, based on the degree to which applicant's submission materials indicate these qualifications)
 - i. Subject matter expertise (SME) in at least one relevant area: violence, conflict, crime, or peace-building listed above
 - ii. Tools and approaches to support adaptive management
 - iii. Proficiency in languages other than English (esp. Arabic, French, or Spanish)

D. Communications Specialist

- a. Communications Specialist applicants must have:
 - i. Excellent writing skills: The ability to write clearly, succinctly, coherently, with arguments that are logically connected. Should have a good vocabulary, and use correct grammar, spelling, and punctuation.
 - ii. Examples of toolkits, reports, presentations, policy briefs (at least two of these or other relevant kinds of communications materials)
 - iii. Experience working in multidisciplinary teams and/or teams comprising a mix of researchers and practitioners (leading communications creation and dissemination)
 - iv. FSLP 4 Level in English
- b. Communications Specialist applicant desired qualifications (will be ranked 1-5, based on the degree to which applicant's submission materials indicate these qualifications)
 - i. Subject matter expertise (SME) in at least one relevant area: violence, conflict, crime, or peace-building listed above
 - ii. Experience working and/or conducting research in countries impacted by conflict and violence

- iii. Strong visual design experience
- iv. Proficiency in languages other than English (esp. Arabic, French, or Spanish)
- v. Data visualization, experience developing infographics
- vi. Experience with gender integration in research and/or program design

The above criteria will be scored according to the table below, according to how well the applicant meets the requested qualifications, and the ranked importance of each criterion to LASER and USAID.

LASER Rating Definition for Application Evaluation Criteria

Adjectival Rating	Descriptive Statement
Excellent (5)	Outstanding Application in all aspects. Applicant fully meets all capacities and requirements, and convincingly demonstrates that they will address all aspects of the Request for EOIC criteria. Weaknesses, if any, can be easily addressed.
Very Good (4)	Applicant fully meets all capacities and requirements, and demonstrates that they will likely address all aspects of the Request for EOIC criteria. Weaknesses, if any, can be easily addressed.
Good (3)	Applicant meets all capacities and requirements and demonstrates that they will meet the Request for EOIC criteria, but shows some weaknesses, yet the positives of the application outweigh the negatives
Fair (2)	Applicant does not meet all aspects of the capacities and requirements sought in the Request for EOIC, nor is evidence presented indicating the likelihood of successfully meeting the Request for EOIC criteria. Significant weaknesses are demonstrated and clearly outweigh any strengths presented.
Poor (1)	Applicant does not meet the Request for EOIC capacities and requirements, and indicates a strong likelihood of failure to address all aspects of the Request for EOIC criteria.

EOICs and CVs must be submitted by **5:00pm EDT August 24th**, via email to Dr. Betty Bugusu TD@laserpulse.org, copying Pamela McClure pmcclure@purdue.edu.

Address any questions not covered in this document to TD@laserpulse.org by August 14th, 5:00pm EDT.

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