

<b>REQUEST FOR QUOTATION</b> (THIS IS NOT AN ORDER)		THIS RFQ <input type="checkbox"/> IS <input type="checkbox"/> IS NOT A SMALL BUSINESS SET ASIDE		PAGE 1 OF 5 PAGES
1. REQUEST NO. SOL-688-15-000004 - 00001	2. DATE ISSUED 12/03/2014	3. REQUISITION/PURCHASE REQUEST NO. REQ-688-15-000002	4. CERT. FOR NAT. DEF. UNDER BDSA REG. 2 AND/OR DMS REG. 1	RATING
5a. ISSUED BY			6. DELIVERY BY (Date) Multiple	
5b. FOR INFORMATION CALL: (No collect calls)			7. DELIVERY <input checked="" type="checkbox"/> FOB DESTINATION <input type="checkbox"/> OTHER (See Schedule)	
NAME			9. DESTINATION	
AREA CODE			a. NAME OF CONSIGNEE USAID/MALI	
TELEPHONE NUMBER			b. STREET ADDRESS c/o US Embassy Bamako	
8. TO:			c. CITY Bamako	
a. NAME			d. STATE	
b. COMPANY			e. ZIP CODE	
c. STREET ADDRESS			f. ZIP CODE	
d. CITY			e. ZIP CODE	
10. PLEASE FURNISH QUOTATIONS TO THE ISSUING OFFICE IN BLOCK 5a ON OR BEFORE CLOSE OF BUSINESS (Date) 01/21/2015 1700 LT		IMPORTANT: This is a request for information, and quotations furnished are not offers. If you are unable to quote, please so indicate on this form and return it to the address in Block 5a. This request does not commit the Government to pay any costs incurred in the preparation of the submission of this quotation or to contract for supplies or services. Supplies are of domestic origin unless otherwise indicated by quoter. Any representations and/or certifications attached to this Request for Quotations must be completed by the quoter.		

11. SCHEDULE (Include applicable Federal, State and local taxes)

ITEM NO. (a)	SUPPLIES/SERVICES (b)	QUANTITY (c)	UNIT (d)	UNIT PRICE (e)	AMOUNT (f)
	Evaluation of Basic Education Bilingual Curriculum in Mali.  The Statement of work is attached.				

12. DISCOUNT FOR PROMPT PAYMENT	a. 10 CALENDAR DAYS (%)	b. 20 CALENDAR DAYS (%)	c. 30 CALENDAR DAYS (%)	d. CALENDAR DAYS	
				NUMBER	PERCENTAGE

NOTE: Additional provisions and representations  are  are not attached

13. NAME AND ADDRESS OF QUOTER			14. SIGNATURE OF PERSON AUTHORIZED TO SIGN QUOTATION		15. DATE OF QUOTATION	
a. NAME OF QUOTER			16. SIGNER		b. TELEPHONE	
b. STREET ADDRESS					AREA CODE	
c. COUNTY			a. NAME (Type or print)		NUMBER	
d. CITY			c. TITLE (Type or print)			
e. STATE			f. ZIP CODE			



## REQUEST FOR QUOTATION No.: SOL-688-15-000004 - 00001

Subject: Evaluation of Basic Education Bilingual Curriculum in Mali

To All potential offerors:

USAID/Mali is seeking a quotation to contract with three (03) local consultants to conduct a study for the Evaluation of Bilingual Curriculum of Basic Education in Mali. The three (03) consultants will work as a team under the supervision of a Team Leader (international consultant) to be contracted by USAID, as detailed in the attached Terms of Reference (ToR).

The objective of this study is to evaluate the curriculum reform of basic education, and the conditions of its implementation with respect to improving the quality of learning in order to orient education authorities and their partners about the strategies and necessary resources for the achievement of the objectives of the curriculum reform.

The work is estimated to **start early February 2015** at the latest and be completed within 60 days (see detailed tentative schedule of activities in the attached ToR).

The USAID intends to award a fixed price purchase order, with advance and final payments in accordance with a schedule to be proposed by the offeror and approved in the award.

The **quotation is due by close of business, Mali time on January 21, 2015** and must include the following:

1. A 3-5 page document describing the proposed approach for the work.
2. An illustrative work plan, including an estimated period of performance/calendar.
3. Resume/curriculum vitae.
4. A payment schedule.
5. A Bio data sheet, Form AID 1420-17. The form may be accessed electronically at the following address: <http://www.usaid.gov/forms/>.

The quotation and questions related to the request for quotation, if any, must be sent to: [bamakoao@usaid.gov](mailto:bamakoao@usaid.gov).

Sincerely,

Chitahka N. Floore  
Contracting Officer

## **ATTACHMENT: TERMS OF REFERENCE**

### **THE EVALUATION OF BASIC EDUCATION BILINGUAL CURRICULUM**

#### **I. BACKGROUND AND RATIONALE:**

Since 2001, the onset of the financial operationalization of Ten-Year Education Development (PRODEC), has taken on the overhaul of the Government of the Republic of Mali education system.

A fundamental overhaul of the basic education bilingual curriculum was the desire expressed in the PRODEC to improve the quality of education through the redefinition of the teaching-learning content focused on the development of skills at different levels and types of education and to provide schools with quality and sufficient number of textbooks, teaching materials and other inputs.

This option of the PRODEC was inspired and guided by a series of action research as an improvement factor of academic outcomes. The use of one of the 12 maternal languages (i.e.: Fulani, Songhoi, Bambara...) was firstly the answer to pedagogical imperatives. That is the language spoken at home.

Thus, the PRODEC established as the foundation of the quality of teaching the planning and the development of the curriculum of basic education, bilingual learning program focused on the competence-based approach. In compliance with this expressed will, the Department of Education, through the National Department of Pedagogy, is engaged in the drafting of curricula Levels I, II and III, which were tested in some schools identified for this purpose.

From the analysis of the results of evaluations carried out so far, it appears the following observations:

- Low level of achievement of students in French due to enormous difficulties of transition to the French / second language contrary to the initial hypothesis;
- Low adhesion of teachers in curriculum reform;
- Low adhesion of parents;
- Low level of training of teachers despite multiple direct and indirect training sessions;
- Inadequate and insufficient pedagogic and didactic materials;
- Poor mastery of language mapping by the schools for a successful introduction of the bilingual curriculum;
- The lack of a complete inventory of teachers' linguistic potential;
- The inadequacy of textbooks and didactic materials to the generalization of bilingual teaching.

After the testing of the curriculum in 80 schools, the first phase of generalization began in 2005 in 2,550 schools. Since 2005, its implementation has encountered difficulties. These difficulties were the major factor in the progressive stop of the implementation of curriculum.

With the prospect of reviving the bilingual curriculum, a review operation was performed on simplification programs of Level I in 2010. In 2011, the Ministry of Education began the first phase of the extension of these programs reviewed in Bambara speaking regions schools; in three Education Academies (Kati, Segou and Koulikoro, 13 CAP with a total of 2,400 schools).

Despite these initiatives, to date, the implementation of the curriculum is virtually suspended in several schools. Given the findings listed above, the Ministry of Education decided to conduct this evaluation.

#### **II. OBJECTIVES:**

##### **2.1 General Objective:**

The objective of this study is to evaluate the curriculum reform of basic education, and the conditions of its implementation with respect to improving the quality of learning in order to orient education authorities and their partners about the strategies and necessary resources for the achievement of the objectives of the curriculum reform.

## **2.2 Specific objectives:**

- Analyze the relevancy of the curriculum approach<sup>1</sup> which is competency based chosen by Mali;
- Analyze the relevancy of the bilingual curriculum<sup>2</sup>, which focused on promoting the use of the maternal language of an area and French into the schooling in the Malian multilingual socio political context as improvement strategy of the quality of learning outcomes;
- Analyze the relationship between the curriculum approach and bilingual teaching
- Assess the conditions for the implementation of the curriculum (recruitment, training, management of teachers, availability of textbooks and other teaching materials, monitoring and evaluation, relevance of program content, financing ...);
- Evaluate the financial effectiveness of the curriculum reform,
- Analyze and evaluate the subsequent accompanying measures of the curriculum reform (institutional reform, social and political reform)
- Assess the communication strategy implementation to support the curriculum reform at every level (central, decentralized);
- Analyze the attitude and behavior of actors (civil society, parents, school administration, teachers, intellectuals, trade unions ...) vis-à-vis of curricular reform;
- Evaluate the functionality of the governance mechanism of the reform at every levels (central, de-concentrated and decentralized);
- Analyze the results obtained by students in various tests administered in reading, writing and arithmetic.

## **3 EXPECTED OUTCOMES:**

- The curriculum approach (competence based) and bilingual teaching are clearly defined in the current Malian context;
- The relationship between the curriculum approach and bilingual curriculum which is based on maternal language and French are clarified;
- Specific challenges of bilingualism in Malian socio political and multilingual context are clarified;
- Specific advantages and constraints to each approach are clarified;
- The advantages and constraints for the combination of both approaches are clarified;
- Specific recommendations are formulated; these recommendations should be supported by current opportunities/constraints including the level of financial and human resources in order to improve the quality of learning outcomes;
- Implementation conditions are evaluated;
- Suggestions for successful implementation of the curriculum are made;
- The communication strategy put in place to accompany the reform is evaluated;
- Stakeholders' buy-in in the curricular reform has been analyzed;
- Recommendations to improve the adherence/buy-in of the actors to reform are made;
- The governance of the curriculum reform is evaluated at different levels;
- Recommendations for a better management of the curriculum reform are formulated;
- Students' academic achievement in the various tests administered in reading and writing and arithmetic are analyzed.

## **4 METHODOLOGY:**

- Documentary research (analysis of research reports and activities of existing reports on the subject, analysis of the recommendations of the round tables and forums on the curriculum experiences of some countries in the field).
- Direct observation (classroom practice of teachers, teachers and learners' experiences and feelings...)
- Field surveys (meet actors of yesterday and today, parents, unions, politicians, policy makers, teachers, school administrators, technical and financial partners, and members of civil society, families and communities ...) focus group; questionnaires; Grid literature.

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<sup>1</sup> Competence-based curriculum approach: is an approach to teaching and learning that actively engage the learner in all aspects of acquiring the knowledge, skills and competency needed to demonstrate practice in a specific discipline. It uses teaching and learning strategies that facilitate the development and demonstration of competency.

<sup>2</sup> Bilingual Curriculum: It is the use of two languages in school -by teachers or students or both- for a variety of social and pedagogical purposes. In the context of Mali, it is the use maternal language (i.e Bambara) and French.

## **5 EXPECTED DELIVERABLES:**

- An interim report of 100 pages accompanied by an executive summary of ten (10) pages in ten (10) copies each (including the original);
- An electronic version of the report and executive summary;
- A synoptical report of at least ten (10) pages of the success stories during the implementation of reform.

## **6 ROLE AND PROFILE OF THE CONSULTANT**

The study will be carried out by a team of consultants composed of one (01) international/main consultant assisted by three (3) other specialists of diverse profiles. The team will have an introduction meeting with USAID/Mali Education Office before the beginning of the study and a debriefing after the completion. Additional meetings may be required as needed.

### **(A) Role of the Consultant:**

The Assistant Curriculum Consultants will provide a technical support to the Ministry of Education Curriculum Division under the supervision of the Lead Consultant and will be responsible of the following tasks:

- Task 1: Prepare and Manage the Curriculum evaluation
  - Sub-Task 1.1: Design and Select Sample
  - Sub-Task 1.2: Revise and develop instruments and tools
  - Sub-Task 1.3: Train a cadre of assessors
  - Sub-Task 1.4: Pilot the evaluation
- Task 2: Conduct the evaluation
  - Sub-Task 2.1: Collect data
  - Sub-Task 2.2: Ensure good data quality and analyze results
  - Sub-Task 2.3: Disseminate and communicate evaluation results

### **(B) Profile/Minimum Qualifications of the Consultants :**

- The consultant must demonstrate extensive experience (minimum 10 years) in carrying out similar work; the consultant should have a good knowledge of the Malian education system;
- The consultant must have a strong background in the policy of the utilization of national languages in the African education systems;
- The consultation team must include men and/or women with expertise in social sciences.

### **Languages Required**

- Excellent level in French and good knowledge of English (reading, writing, communication);
- Good knowledge in Bamanankan and/or another national language would be an asset.