

REQUEST FOR QUOTATION (THIS IS NOT AN ORDER)		THIS RFQ <input type="checkbox"/> IS <input checked="" type="checkbox"/> IS NOT A SMALL BUSINESS SET ASIDE		PAGE 1 OF 6 PAGES
1. REQUEST NO. SOL-688-15-000003	2. DATE ISSUED 12/29/2014	3. REQUISITION/PURCHASE REQUEST NO. REQ-688-15-000001	4. CERT. FOR NAT. DEF. UNDER BDSA REG. 2 AND/OR DMS REG. 1	RATING
5a. ISSUED BY			6. DELIVERY BY (Date) 60 Days After Award	
5b. FOR INFORMATION CALL: (No collect calls)			7. DELIVERY <input checked="" type="checkbox"/> FOB DESTINATION <input type="checkbox"/> OTHER (See Schedule)	
			9. DESTINATION	
			a. NAME OF CONSIGNEE USAID/Mali A&A Office	
NAME		TELEPHONE NUMBER		b. STREET ADDRESS
		AREA CODE	NUMBER	c/o US Embassy Bamako ACI 2000
8. TO:				
a. NAME		b. COMPANY		
c. STREET ADDRESS			c. CITY	
			Bamako, Mali	
d. CITY	e. STATE	f. ZIP CODE	d. STATE	e. ZIP CODE
				BP 34
10. PLEASE FURNISH QUOTATIONS TO THE ISSUING OFFICE IN BLOCK 5a ON OR BEFORE CLOSE OF BUSINESS (Date) 01/14/2015 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)
	Mali Education Conflict/Disaster Risk Reduction Study. 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				



USAID | MALI

FROM THE AMERICAN PEOPLE

REQUEST FOR QUOTATION No.: SOL-688-15-000003

Subject: Mali- Education Conflict/Natural Disasters Risk Reduction Study

To All potential offerors:

USAID/Mali is seeking a quotation to contract with three (03) local consultants to conduct a study on the impact of Crisis and Disaster in Mali's Education sector. 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 general objective of this study is to analyze the risks and vulnerabilities related to conflicts and natural disasters affecting the Malian educational system. The work is estimated to **start in January 2015** 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 start of business, Mali time on January 20, 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.

Sincerely,

Chitahka Floore
Contracting Officer

ATTACHMENT: TERMS OF REFERENCE

Mali- Education Conflict/Natural Disasters Risk Reduction Study

1. PURPOSE OF THE CONTRACT

The purpose of the contract is to acquire the services of a contractor to conduct the Mali-Education Conflict/Natural Disasters risk reduction study.

2. BACKGROUND AND RATIONALE

The political situation in Mali has been generally stable over the last decade during which the Government was hitherto to implement reforms relating to the strengthening of the access, to the improvement of the quality and the strengthening of decentralized management of basic education. The occupation of the north of the country by armed groups from January 2012 has very largely eroded this momentum.

The complex crisis (conflict, food insecurity, floods) has severely affected the education sector thus compromising access to education for a significant number of children of school age, estimated at more than 800,000.

As a result of the armed conflict, more than 125,000 school children in the north have moved to neighboring countries and southern Mali. According to the data of the International Organization of Migration (IOM), nearly 44% of the internally displaced girls and boys in the south dropped out of school. One hundred and forty (140) schools and eight (8) buildings of the school administration have been occupied, damaged or destroyed. In addition, it was noted that the presence of mines and unexploded-devices continue to constitute threats to the schools and communities in the areas of fighting. In January 2013, with the extension of the conflict to other communities in the regions of Segou and Mopti the number of children affected by the conflict has increased. A significant number of schools in these regions have remained closed for several weeks.

The vast territory of Mali more than half of which is desert, and its landlocked status inside and outside are amplifying factors of climate risks (random rainfall and often inadequate). The two rivers (Niger and Senegal) - constituting strengths in normal years - have sometimes been sources of aggravation of climate risks.

In the southern regions, the heavy rains cause floods - aggravated by the anarchic occupation of land - with variable magnitude over the years. For example the floods that occurred in 2013 in urban and rural areas affected more than 10,000 people. They have led to the deterioration of the physical condition of school buildings and delayed school start date - classrooms served as temporary shelters for affected population.

In the northern regions of the country, for more than thirty (30) years, exist episodes of drought. The most severe ones result in significant damage to the crops and pastures, food insecurity and the massive movement of people. Parents in their movements drag their children who are therefore unenrolled or lose their chance to be enrolled in school. Unfortunately, the ability of the government to provide appropriate responses to these multifaceted crises has been weak.

It is to recall that the Malian authorities had commissioned a comprehensive analysis of the national capacity to respond to disasters. A multidisciplinary team was deployed in Mali in 2011, and had begun an assessment, which should be followed by the formulation of a national plan of action. The events of 2012 have not enabled the continuation of this activity. The assessment of national capacities is required in order to better define the national strategy for the management of armed conflict and natural disasters in the preparation of the next national plan for education. The current study is an attempt to address this need.

3. OBJECTIVES OF THE STUDY

3.1 General Objective

The objective of this study is to analyze the risks and vulnerabilities related to conflicts and natural disasters affecting the Malian educational system.

3.2 Specific Objectives

- Identify and list the risks of crisis in the country as well as their impact on the population (vulnerabilities/capacity) ;
- Identify the root causes of conflicts and natural disasters and other; (typology of conflicts and disasters, scale of crises) ;
- Analyze the relationship between the different risks and conflicts on the one hand, and their relationship with the educational system on the other hand: (i) the impact of crises on the performance of the educational system (correlation between a number of indicators of education); (ii) the capacity of the system and of the various actors to mitigate the impact and to respond to the effects of a crisis; and (iii) the way in which the educational system contributes to the prevention of conflict and the social disintegration;
- Propose guidelines to improve the mechanism for the management of conflicts and disasters on education.

4. EXPECTED OUTCOMES

- A directory of the risks in the country as well as their impact on the population (vulnerabilities/capacity) is completed, including the status of places of conflict and natural disasters that have occurred in Mali;
- The root causes of conflicts and natural disasters and other (typology of conflicts and disasters, magnitude of crises) identified;
- The relationship between the different risks and conflicts, and their relationship with the educational system analyzed;
- The relevance and the effectiveness of the measures put in place by the Government and its partners to address the consequences of conflicts and natural disasters that have occurred evaluated;
- Lessons learned from the response to previous conflicts and disasters - 2012/2013 capitalized, and from other countries that have reduced risk to education from conflict and natural disaster;
- Guidance on improving the mechanism for the management of conflicts and disasters on education is provided.

5. METHODOLOGY

In relationship with the Education en Situation d'Urgence (ESU) working group, UNICEF, and USAID the group of consultants will receive the technical support of the International Institute for Educational Planning (IIEP/UNESCO).

The working group established within the Ministry of National Education (MEN) mission will be: (i) driving with the team of consultants in the analysis of risks of disasters and conflicts and (ii) developing the strategy for the reduction of risks for the education sector.

In consultation with the working group on Education in situations of emergency, the team of consultants will determine the manner of conducting the analysis of the risks of conflict and disaster in the Malian educational system by offering the tools and the techniques that will be used in a manner to ensure the involvement of all the players.

The methodology of work will focus in a first time on a documentary review. This review will make reference to the various reports, studies or other documents on the conflicts, natural disaster, and lessons learned from other countries.

As a result of this first phase of information gathering and basic data, the team will have to do the analysis of vulnerabilities and highlight appropriate strategies to reduce the risks of conflict and disaster in the Malian educational system.

The consultants will provide a first draft of the report for the review of the USAID technical team and the steering committee of the PRODEC2.

6. DELIVERABLES

- An entry meeting to confirm the scheduling and methodology with USAID and the Ministry of Education (MEN);
- An exit meeting with a first draft report before leaving Mali;
- A final report (in French and in English) within 15 days after receiving the USAID comments on the draft covering the expected outcomes in number 4 of this Terms of Reference.

The report must be 50 pages maximum and contain an executive summary of 5 pages maximum. It must provide a roadmap for the Education sector proposing the establishment of concrete actions to cope with the reduction of the risks of conflict and potential disasters in Mali.

7. ROLE AND PROFILE OF THE CONSULTANTS

The three (03) local consultants will work under the supervision of an International Consultant/Team Leader to be contracted by USAID/Mali. They will assist the Team Leader in the planning and organization of the study.

The three (03) consultants will assist the Lead Consultant in planning and implementing the following tasks:

- Task 1: Prepare and Manage the conflict assessment
 - Sub-Task 1.1: Design and select area sample for the study
 - Sub-Task 1.2: Revise and develop instruments and tools for the study
 - Sub-Task 1.3: Train a cadre of assessors
 - Sub-Task 1.4: Pilot the assessments
- Task 2: Conduct the assessment
 - Sub-Task 2.1: Collect data
 - Sub-Task 2.2: Ensure good data quality and analyze results
 - Sub-Task 2.3: Disseminate and communicate assessment results

For the purpose of this study, the local consultants must have the following qualifications:

Training

- ✓ University degree - master or plus in Education, Economics, Statistics, Social Sciences, environment or any other specialty in related disciplines.

Experience

- ✓ Proven experience of at least 5 - 8 years in educational research ;
- ✓ Good knowledge of the institutional landscape and of national policies in Mali and mechanisms of coordination;
- ✓ Good knowledge of the Malian educational system ;
- ✓ Experience in the drafting of documents, in particular in the field of education is very desirable.

Key competencies

- ✓ Good knowledge of the methods of data collection, analysis and presentation of educational data and statistics ;
- ✓ Excellent capacity in the collection and synthesis of quantitative and qualitative information;
- ✓ Knowledge in the organization of a documentary analysis ;
- ✓ mastery of the computer tool (Word, Excel, PowerPoint) ;
- ✓ Good capacity of writing and communication ;
- ✓ Good ability to work in a team in a multicultural environment.

Languages

- ✓ 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.

8. PERIOD/DURATION OF THE CONSULTATION

The total duration of the mission entrusted to the consultant is estimated at 60 calendar days (02 months) from the signature of the contract. The study will also provide a significant contribution to the preparation of the next ten-year Education program (PRODEC 2).

9. ESTIMATED CALENDAR OF ACTIVITIES

Activities	Level of Effort (LOE)
Development of the methodology and a preliminary report of analysis from the available secondary data	7 days
Development and validation of the methodology and tools for collection, processing and analysis of data	12 days
Collection Operations, establishment of a database, processing and analysis of data	29 days
First draft of the report, including: <ul style="list-style-type: none"> • A recommended set of actions to insert in the triennial plan of action of the Sectoral Program of Education and Training (PSEF) with a view to prevent the risks of conflict and natural disasters • A recommended set of indicators for monitoring specific to the risks and incorporate them in the Information System for the Management of Education (SIGE) • Finalization of the report and development of a concerted national strategy of insertion of children not attending school, and school leavers 	3 days
Final report and draft national strategy of insertion of out of school children	9 days

Sample Estimated Level of Effort

Level of Effort (LOE)	Mali			Home base	Total LOE
	Travel	Bamako	field		
Principal International Consultant	3	10	25	3	41
Education Specialist 1	0	10	25	0	35
Education Specialist 2	0	10	25	0	35
Education Specialist 3	0	10	25	0	35