



## BRIDGE TO MIDDLE SCHOOL ACTIVITY REQUEST FOR QUOTATION

Issuance Date: 8/9/2024  
Tender Number: 20240803  
Activity Title: **Support Implementation of Distance Learning**  
Total estimated Cost: \$300,000 – \$399,999  
Deadline for Receipt of Questions: 8/15/2024  
Deadline for Questions Reply: 8/16/2024  
Closing Date and Time: 9/1/2024  
Offer to be submitted by email to: [morocco.bmsprocurement@fhi360.org](mailto:morocco.bmsprocurement@fhi360.org)

### Instructions to Bidders

As part of the implementation of the Bridge to Middle School Project (“Bridge”), Family Health International (hereinafter referred to as “FHI 360”) is seeking technical and financial proposals from national organizations specializing in digital and distance learning for the services detailed below.

For more information on FHI 360, please visit our website: [FHI 360](https://www.fhi360.org).

Please take the time to read and understand these Terms of Reference, as failure to provide a complete response will result in your submission being deemed non-compliant and eliminated without further consideration.

## BACKGROUND

Over the past decade, the Government of Morocco’s Education Vision 2030 and the Framework (Al-Itar) Law No. 51.17 have led to significant achievements in the education sector, allowing the national system for education, training, and scientific research to pave the way for a comprehensive education reform to achieve the objectives of the 2022-2026 Roadmap committed to quality public education for all. In this context, the Ministry of National Education, Preschool Education and Sports (MoE) has made sweeping and positive changes in the education sector. Enrollments have risen, teacher qualifications have improved, important curricular reforms have been enacted, and programs have addressed critical gaps in instructional quality, improving students’ mastery of Reading and Math in the primary grades. However, this ambition has yet to be fully realized. Test scores on international assessments have lagged, and girls (especially those in rural areas) and children with disabilities still face challenges in accessing equitable quality education. Finally, the COVID-19 pandemic has led to learning loss across the globe, including in Morocco.

The Bridge to Middle School Activity (“*Bridge*”) is a five-year project (2022–2027) funded by the United States Agency for International Development (USAID) in Morocco. The goal of the program is to improve the performance of the Ministry of National Education, Preschool and Sports (MOE) central directorates, regional education academies (AREFs) in three pilot regions (Marrakech-Safi, Béni-Mellal Khénifra, and Tangier-Tétouan-Al Hoceima), 12 provincial directorates (PDs), and 90 pilot schools in employing evidence-based pedagogies that promote continuous learning in select content areas, emphasizing critical-thinking skills.

*Bridge* has three objectives jointly contributing to this goal:

- **Objective One:** Enhance the Moroccan education system’s ability to improve learning outcomes in middle school (Grade 7–9) Arabic, English, and selected Science subjects (Physics/Chemistry, taught as one subject, and Life/Earth Sciences [Biology and Geology], taught as one subject).
- **Objective Two:** Enhance the Moroccan education system’s ability to improve learning outcomes in upper primary (Grade 4–6) Arabic and Science.
- **Objective Three:** Enhance the Moroccan education system’s preparedness to scale up successful practices in these subject areas and grades.

Family Health International 360 (FHI 360) and its international and local partners, American Institutes for Research (AIR), Amideast, Inclusive Development Partners (IDP), and *Association des Enseignants des Sciences de la Vie et de la Terre* (AESVT) implement *Bridge* in close collaboration with USAID and the Curriculum Directorate within the MOE.

In April 2021, the United States Agency for International Development (USAID)/Morocco conducted an exploratory study<sup>1</sup> of the Moroccan Ministry of National Education, Preschool, and Sport (MOE)’s e-Takwine<sup>2</sup> digital platform. The analysis provided important recommendations to strengthen the MOE’s strategy and capacity for distance education of pre-service training and life-long learning and will benefit various education stakeholders to improve the digital education capacity in the Moroccan education system.

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<sup>1</sup> <https://www.edu-links.org/resources/MoroccoETakwineLearningManagementSystemLMSStudy>

<sup>2</sup> <https://e-takwine-tanmia.men.gov.ma>

In June 2024 MOE finalized and endorsed its Distance Learning Strategy with key objectives with regard to: ensuring pedagogical continuity in educational and training institutions through the provision of educational and training services in different circumstances and situations, whether normal or exceptional; diversifying the pedagogical and training provision to overcome all forms of disparities and spatial and social disparities; and enhancing the educational digital platforms and environment to further adapt to educational and training curricula.

In 2023–2024, Bridge initiated rounds of discussions with the National Center for Pedagogic Innovation and Experimentation (CNIPE), and the Généralisation des technologies d'information et de communication dans l'enseignement (GENIE) about supporting the implementation of the Distance Learning Strategy in alignment with Bridge objectives. In June 2024, Bridge cocreated a SOW and implementation plan jointly with the relevant MoE stakeholders to guide the process of selecting a national partner organization (subrecipient) through a competitive process to support the implementation of Bridge's distance learning component.

The distance learning subrecipient will lead Bridge's plan for supporting the MoE in implementing the National Distance Learning Strategy in alignment with Bridge's overall objectives. The distance learning subrecipient's overall Scope of Work (SOW) will strengthen capacity to implement the National Distance Learning Strategy, support the development of digital TLMs as well as distance and hybrid trainings through Massive Online Open Courses (MOOCs). The SOW will also support continuous distance learning solutions to facilitate the piloting and scale-up of revised curricula, TLMs and teaching approaches (learner-centered, GESI-sensitive teaching, the use of UDL, the mainstreaming of climate change content across subjects, etc.). Finally, the subrecipient will also engage potential resource partners, particularly within the private sector.

The subrecipient will lead Bridge's distance learning activities and deliverables in alignment with the objectives outlined below.

## **OBJECTIVES**

- Collaborate with MoE's Distance Learning Division in the design and production of the Massive Online Open Courses MOOCs, and with GENIE in the design and development of digital TLMs for Middle School English, Arabic, Physics-Chemistry and Life & Earth Science, and Grade 6 English in alignment with the revised curricula and Bridge's teacher training approach.
- Enhance MoE stakeholders' capacities in digital and distance learning design, production, operationalization, and monitoring including development of multimedia solutions, usage of innovative technologies.
- Support the MoE's continuous efforts to upgrade the architecture of the E-Takwine platform reflecting the centralized (course creation, user management, analytics) and decentralized (course creation, communication, follow up and engagement, etc.) approach. The upgrade should ensure the architecture and modalities required for continuous distance learning solutions to ensure provision of ongoing instructional support to teachers, fostering peer learning and collaboration.
- Develop and support implementation of the capacity-strengthening plans with regard to implementing and sustaining the Distance Learning Strategy at national level

The subrecipient will work in close collaboration with the CNIPE, GENIE, other relevant stakeholders, and the Bridge team to develop and disseminate Distance Learning for the benefit of:

- Middle school teachers in the four subjects covered by Bridge: 1) Arabic, 2) English language, 3) Physics and Chemistry, 3) Life & Earth Science.
- Middle school inspectors in the four subjects covered by Bridge.
- Middle school principals.

## **SCOPE OF SERVICES**

In close collaboration with Bridge and MoE actors, in particular the Centre National des Innovations Pédagogiques (CNIPE), and the Généralisation des technologies d'information et de communication dans l'enseignement (GENIE), and other relevant actors involved in Distance Learning at the central and local levels, the sub-recipient will:

### **Design Phase**

- Collaborate with MOE's stakeholders and partners to establish a plan for the operationalization of the Distance Learning Strategy.
- Determine the needs of teachers, inspectors, schools, and MoE stakeholders engaged with Bridge in alignment with the revised curricula.
- Articulate a Distance Learning teacher training approach, its purpose, target audience(s), and modalities.
- Design a digital and distance learning approach leveraging Bridge's Arabic, English and Science TLMs and teacher professional development resources, and other available resources.
- Establish the plan and protocols for engaging resource partners, especially within the private sector.

### **Development Phase**

- Use Bridge pilot TLMs to adapt content for Distance Learning modalities, content or reworking it for asynchronous/synchronous learning.
- Ensure learning modalities allow for the provision of ongoing instructional support to teachers and foster peer learning and collaboration.
- Develop additional materials or curate existing materials and adapt for the Moroccan context/audience with Moroccan stories, content, etc.
- In collaboration with Bridge partner IDP, ensure distance learning material and approaches are gender-responsive and adopt UDL principles.
- In collaboration with Bridge partner AESVT, ensure integration of relevant climate change topics in the distance learning materials as needed.

### **Implementation Phase**

- Pilot MOOCs on the e-takwime platform and digital TLMs with pilot schools in Bridge target regions.
- Monitor and evaluate the pilot processes and results and adapt accordingly.
- Present results and learning from the DL teacher training piloted in Bridge target regions.

### **Scale-up Phase**

- Finalize a sustainability plan and prepare capacity-strengthening plans towards implementation and national level.
- Work collaboratively with the ministry on all distance learning activities and deliverables to ensure maximum capacity building.
- Lead digital accessibility, so that Bridge Distance Learning materials are accessible to persons with disabilities and open to the broadest possible groups of teachers in Morocco.
- Design and develop a certification program with support from institutional partners, should this become integral to the digital strategy of the Ministry of National Education.

## **MONITORING, EVALUATION, AND LEARNING**

The subrecipient will contribute to and participate in the Bridge performance monitoring system through:

- Supporting FHI 360 collect any relevant data to inform distance learning and to report on DL indicators.
- Providing narrative contributions, when requested, for outcome-level indicators and lessons learned on distance learning.
- Contributing to the Bridge CLA activities by participating, as requested by FHI 360, in activity, all staff meetings, meetings with USAID and MEN, regular implementing partner meetings, after action reviews, and pause and reflect meetings.

## **EXPECTED KEY DELIVERABLES**

### **Design Phase**

- Plan for operationalization of the Distance Learning Strategy.
- A final design of the DL approach leveraging Bridge's Arabic, English and Science learning and teacher professional development resources, and other available resources.
- A final plan and protocols for engaging resource partners, especially within the private sector.
- A proposed sustainability plan and capacity-strengthening plans for Distance Learning implementation at national level.

### **Development Phase**

Approximately fourteen (14) MOOCs and associated digital TLMs, and continuous distance learning solutions hosted on the e-takwina platform. The final number of MOOCs will be determined during the design phase. The MOOC, illustratively, should include:

- A syllabus including a descriptive overview, and relation to other MOOCs of the syllabus
- Learning objectives
- Units of the various learning sequences (in a form of a learning toolkit) comprising:

- A pedagogical assessment approach (diagnostic, formative and summative)
- Moderation techniques (for example: multimedia and interactive content simultaneously using still or animated images, sound, text, hypertext, video, real characters or avatars, animated and interactive diagrams, interactive simulations, etc.)
- Sequences of lessons, for example, filmed classroom simulations to support learning
- Training assessment at the end of each unit/per MOOC (i.e., exercises, quizzes, MCQs, true/false tests, case studies, etc.)
- Downloadable and printable training resources, including full handouts of MOOC content in pdf and e-book format.
- MOOC usability testing
- Experimentation protocol, questionnaires, surveys, etc.

**Implementation Phase**

- A plan for piloting and Monitoring and Evaluation of the developed MOOCs on the e-takwina platform with pilot schools in Bridge target regions.
- A report and presentation on results and learning from the Distance Learning teacher training piloted in Bridge target regions.

**Scale-up Phase**

- Final sustainability plan and capacity-strengthening plans for Distance Learning implementation at national level.

**PERIOD OF PERFORMANCE**

The period of performance of the present scope of work is 36 months. Expected start date: Oct 1, 2024; end date: Sept 30, 2027.

**TOTAL ESTIMATED COST**

The estimated cost for the Distance Learning services is between \$300,000 and \$399,999.

**TECHNICAL QUALIFICATIONS**

1. **Experience in Educational Technology:** The applicant should have a proven track record in educational technology, particularly in designing and producing Massive Online Open Courses (MOOCs) for various subjects, and in developing multimedia solutions for educational purposes.
2. **Expertise in Curriculum Design:** A deep understanding of curriculum design and alignment with educational objectives is essential to ensure that the MOOCs developed meet the educational standards set by the Ministry of Education (MoE).

3. **Knowledge of Teacher Training Approaches:** Familiarity with teacher training approaches in the Moroccan context is crucial to align the MOOCs with the expected teaching methodologies and pedagogical practices.
4. **Technical Proficiency:** Proficiency in using innovative technologies and tools to enhance distance learning solutions is necessary. The applicant should have experience in operationalizing online learning platforms and digital tools for educational purposes.
5. **Capacity Building Experience:** A strong background in capacity building and training programs is required to enhance the stakeholders' skills in MOOC design, production, operationalization, and monitoring. The applicant should be able to provide training workshops and resources to support the professional development of educational personnel.
6. **Collaborative Skills:** The ability to collaborate effectively with MoE's Distance Learning Division, Bridge, and other stakeholders is essential. Strong communication and collaboration skills are necessary to ensure the successful implementation of the distance learning component.

## TECHNICAL PROPOSAL

The technical proposal (excluding CVs) shall not exceed 10 pages. Proposals will be scored on a 100-point scale. Available points for each evaluation factor are given below. Offerors must address each evaluation factor.

The suggested outline for the technical proposal is stated below:

### Organization's Information (maximum 1 page)

- Organization's information, including official registered title, type of business, address, telephone, and website if available.
- Organization's UEI<sup>3</sup> number if available.
- Authorized point of contact with phone number(s) and email address.

### Organization's Technical Capability (maximum 3 pages)

Description of organization, including activities/qualifications carried out like the scope of work requested including description of the organization's past performance.

### Technical Approach (maximum 4 pages)

Present a narrative that describes how the Offeror would implement the tasks and produce the deliverables identified in the scope of work.

### D. Proposed Staff (maximum 2 pages, excluding CVs)

Present a narrative that includes the following:

- Team composition
- Curriculum Vitae of proposed staff
- Completed table with the following information:

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<sup>3</sup> UEI is a US government-provided number, like a tax ID number, that's used to identify businesses eligible for federal grants, awards and contracts.

Proposed Personnel Names	Position under this assignment	Qualifications	Years of professional experience

## FINANCIAL PROPOSAL

Offeror shall complete the Table of Attachment A “Detailed Budget” to allow FHI 360 to compare all quotes and make a competitive selection. The budget should be provided in Excel format with unlocked cells and formulas and a stamped PDF version.

FHI 360 reserves the right to request additional cost information if the evaluation committee has concerns of the reasonableness, realism, or completeness of an Offeror’s proposed price.

Offerors shall provide prices in Moroccan dirhams (MAD).

Prices quoted in this document shall be valid for 90 days, including all taxes and other costs but excluding the VAT tax originated in Morocco.

## EVALUATION CRITERIA

### A. Review of technical offers (70 points)

The criteria for assessing technical capabilities are as follows:

Evaluation Criteria	Points
<p>Organization Technical Capability</p> <ul style="list-style-type: none"> <li>Comprehensive description of the available structure</li> <li>Comprehensive description of the available technical resources, including equipment and software, and production facilities</li> </ul>	10
<p>Technical Approach</p> <ul style="list-style-type: none"> <li>Clear MOOCs development plan including experimentation protocol.</li> <li>Clear piloting and monitoring and evaluation plan</li> <li>Clear suggested sustainability plan and capacity-strengthening plans towards Distance Learning implementation at national level.</li> <li>Comprehensive implementation schedule of the Distance Learning phases</li> </ul>	20



<ul style="list-style-type: none"> <li>• Clear plan for engaging resource partners and private sector</li> </ul>	
<b>Proposed Staff</b> <ul style="list-style-type: none"> <li>• Relevant CVs in the subject areas</li> <li>• Availability</li> <li>• Estimations of the required level of Effort</li> </ul>	20
<b>Organization Past Performance</b> <ul style="list-style-type: none"> <li>• Written references</li> <li>• Links for samples of similar work</li> </ul>	20
<b>Total</b>	<b>70</b>

**B. Review of technical (30 points)**

Only offers that have received a technical score of 50/100 or more will be considered in this phase. An evaluation committee will be appointed to analyze the financial offers. This service will be awarded to the offeror who is considered to present the best value for money and who meets the conditions of the request for quotation. FHI 360 will be the sole judge of the proposals submitted under this call for tenders. FHI 360 reserves the right to accept or reject any or all offers, and to cancel the tender process and reject any or all offers for any reason at any time prior to the award of the purchase order, without incurring any liability towards the offeror(s) concerned. During the evaluation, offerors may be requested to provide additional information in writing regarding the content and/or to clarify points in their responses. Bidders shall bear all costs associated with the preparation and submission of bids, and FHI 360 shall not be liable for any such costs, regardless of the conduct or outcome of the bidding process.

**TERMS AND DEADLINE FOR SUBMISSION OF OFFERS**

Offers must be submitted to FHI 360 by email at: [morocco.bmsprocurement@fhi360.org](mailto:morocco.bmsprocurement@fhi360.org) no later than September 1<sup>st</sup>, 2024, by 11:59 PM Rabat, Morocco time. Offers received after the exact date and time will not be considered.

An evaluation committee will review and score the offers within a reasonable deadline, after which bidders will be notified of their status. Requests for clarification regarding this RFQ must be made in writing by email no later than August 15<sup>th</sup>, 2024, by 11:59 PM Rabat, Morocco time to allow sufficient time for any response/modification to reach all bidders before submitting their offers.

All requests must be sent by email to [morocco.bmsprocurement@fhi360.org](mailto:morocco.bmsprocurement@fhi360.org). No clarification will be offered over the phone or in any manner other than by email. Any additional information given to a potential bidder will be considered a modification to this RFQ and will be provided to all other potential bidders.

**AWARD MECHANISM**

FHI 360 plans to award a Standard Cost Reimbursement Grant to the responsive bidder whose technical and financial offer will be evaluated based on the best value offer.

## **PAYMENT**

Payment will be made after acceptance of the deliverables/milestones and the invoice in the required FHI 360 format. Payment will be processed by bank transfer. The payment schedule will be agreed upon during the negotiation phase.

## **NEGOCIATIONS**

Best offer proposals are requested. It is anticipated that a grant will be awarded solely based on the original offers received. However, FHI 360 reserves the right to conduct discussions, negotiations and/or request clarifications prior to awarding a grant.

FHI 360 reserves the right to accept or reject any offer, to cancel the solicitation process and to reject all offers, at any time prior to award, without incurring any liability to bidders or any obligation to notify them of the reasons for FHI 360's action.

## ATTACHMENT A – PROPOSED DETAILED BUDGET

ELEMENTS COST	UNIT	# OF UNITS	UNIT COST	TOTAL UNITS	COST
1. SALARIES					
2. FRINGE					
3. CONSULTANTS					
4. EQUIPMENT					
5. TRAVEL					
6. SUBAWARDS					
7. OTHER DIRECT COSTS					
8. INDIRECT COSTS					
9. OTHER (specify)					
<b>TOTAL</b>			<b>0 MAD</b>	<b>0 MAD</b>	<b>0 MAD</b>