



## **Gauteng Primary Language and Mathematics Strategy (GPLMS)**

# **CALL FOR PROPOSALS**

## **Evaluation of the GPLMS Foundation Phase Multilingual Mathematics Materials**

**Date issued: 6 June 2014**

**Proposal submission deadline: 26 June 2014**

**On behalf of the Gauteng Department of Education (GDE) and FirstRand Empowerment Foundation (FREF), Tshikululu Social Investments wishes to appoint a service provider to conduct an independent evaluation of multilingual mathematics materials currently being developed as part of the GDE's GPLMS.**

## **1. Background**

The GPLMS uses Lesson Plans and Coaches to strengthen the languages and mathematics learning in close to 1 000 priority Gauteng primary schools. Lesson plans were used in 2012 and 2013 to support teachers. In 2014, the use of lesson plans has continued (with more limited coaching), supported by multilingual learner material.

The Foundation Phase (FP) language policy allows schools to choose the language of teaching and learning (LoLT) of the school, and mathematics instruction should then be carried out in the chosen LoLT(s) of the school. Multiple issues arise in schools as they attempt to fulfil the requirements of curriculum policy.

Lesson plans for teachers (and the associated learner material) have been provided in English medium for mathematics instruction to date. Learner material was translated/versioned in 2013. The experience of 2013 showed that the lesson plans need to be reviewed and that the multilingual learner materials would be strengthened by compiling separate resource packs for each learner.

Funding was sourced for the development of the multilingual resource packs, which now form part of the departmental provision to schools. Teachers receive one copy of the lesson plans (for each day of the year) and the learners receive a copy of the learner resource pack, in the LoLT of the school.

The multilingual resource packs comprise of a learner booklet (with classwork and homework activities), enrichment activity cards, mental maths challenge cards, assessment tasks (in sets per term, printed per teacher in English and electronically available in all languages) and a multilingual glossary (not yet completed, but compiled in 2013 and printed only in English to date, one copy for teachers).

The multilingual mathematics materials have been developed for Terms 1 and 2, and development for terms 3 and 4 will take place later in the year. The materials are being developed by the South African Institute for Distance Education (Saide).

## **2. Objective of the Evaluation**

The purpose of the evaluation is formative – findings from the evaluation will be used to further refine and enhance the multilingual materials under development. Specifically, the evaluation will provide important information on how the materials are being used, if they are being used effectively and if teachers and learners are finding them to be useful in schools.

## **3. Evaluation objective and questions**

The key evaluation question is as follows:

*“Is the multilingual approach adopted in GPLMS schools working in relation to mathematics?”*

Broadly the teachers' and learners' perceptions of the materials need to be gauged and the applicability of the materials in schools needs to be ascertained. This evaluation will provide qualitative evidence which can inform the refining of the GPLMS multilingual materials.

Other issues and questions that should be addressed in the evaluation proposal include:

1. The GPLMS materials are provided in all official South African languages but not all languages are equally represented in the GPLMS schools.
  - a. What sample will the evaluation include? How has this sample been determined?
  - b. Teachers have not had specialised training in the use of the materials – how will the sample reflect a range of take-up on the part of teachers in GPLMS schools?
  - c. For those interested in submitting a proposal, additional information can be provided in relation to GPLMS schools, their LoLTs, ANA results and qualitative ratings as per GPLMS school coaches. If required, please contact Ms Mokibelo Ntshabeleng (contact details provided below)
2. What is the language composition in the sample schools? i.e. in a school which has chosen isiZulu as the LoLT – what is the actual makeup of the class in terms of home language spoken by learners?
3. The coaching model of the GPLMS is currently undergoing change, and therefore minimal or no training has been provided to teachers on the use of the multilingual materials.
  - a. In the absence of training – what works and what does not work when teachers use multilingual materials in their Grade 1 and 3 classrooms? (*Given budget constraints, Grade 2 classrooms will be excluded from the evaluation*)
  - b. What support would enhance the use of the multilingual materials in schools?
4. Multilingual materials have not been used at scale in South African schools.
  - a. How do teachers respond to the multilingual materials?
  - b. What is the teachers' perception of what works and what does not work?
  - c. How do learners respond to the multilingual materials?
  - d. What is learners' perception of what works and what does not work?
5. How are the teachers using the material?
  - a. What are the obstacles to the use of the materials?
  - b. What facilitates the use of the materials?

#### **4. Requirements, roles and responsibilities**

It is required that the service provider demonstrates relevant understanding of the FP CAPS Mathematics Curriculum and FP Language Policy and is able to build on this to evaluate the use of multilingual material in FP schools in the GPLMS project.

The service provider should provide evidence of evaluation experience and references to similar work should be provided. The proposal should include the list of team members and their CVs.

Tshikululu, on behalf of FREF, is responsible for contracting with the service provider and paying all professional fees. The service provider will work with and report to Tshikululu. Formal reporting by the service provider to Tshikululu shall be on a regular basis during the project's contractually agreed duration, or as often as directed by Tshikululu during the project's duration.

In addition, the service provider will liaise with Saide and the GPLMS FP mathematics materials development leader as required in fulfilling their evaluative role. In partnership, these stakeholders will work to identify specific schools based on the agreed sampling method. In addition, the GDE will ensure that the service provider has access and the necessary permissions to enter the schools as required.

#### **5. Timelines**

All proposals must be submitted by 17h00 on 26 June 2014. Please note that late proposals will not be considered.

The appointed service provider will have three months to complete the evaluation, from the date of signing a contract. Specific deadlines will be included in the contract.

## **6. Proposal**

A proposal indicating alignment with the requirements as stated above must be submitted by the deadline. Potential service providers should note that funds available for this evaluation are limited to R200 000, and should design their proposal accordingly (e.g. in terms of sample size, etc.). Proposals submitted should include a budget breakdown according to the various evaluation activities.

## **7. Contract award criteria**

Submitted proposals will be assessed against the following criteria:

- Quality of proposal
  - Relevance to specified requirements (including sampling recommendations);
  - Clear workplan with realistic milestones;
  - Clear deliverables; and
  - Probability of success
- Details of contractor
  - Expertise;
  - Capacity;
  - Project planning and management; and
  - Past evaluation experience in education programmes/projects
- Cost
  - Reasonable and competitive; and
- Strategic approach
  - How the outputs and deliverables will be achieved

Completed proposals, together with supporting documents, should be sent to Ms Mokibelo Ntshabeleng, Tshikululu Social Investments' Monitoring and Evaluation Specialist, at [mntshabeleng@tshikululu.org.za](mailto:mntshabeleng@tshikululu.org.za).

**Please submit all proposals by no later than 26 June 2014 – proposals received after the closing date will not be considered.**

Any questions regarding the request for proposals should be directed to Ms Mokibelo Ntshabeleng by email (as above) or telephone (011 544 0300). Ingrid Sapire (office 011 717 3030, cell 082 352 2271, [ingrid.sapire@wits.ac.za](mailto:ingrid.sapire@wits.ac.za)) should be contacted for technical and content related questions.

Tshikululu reserves the right not to award this contract, in whole or in part.