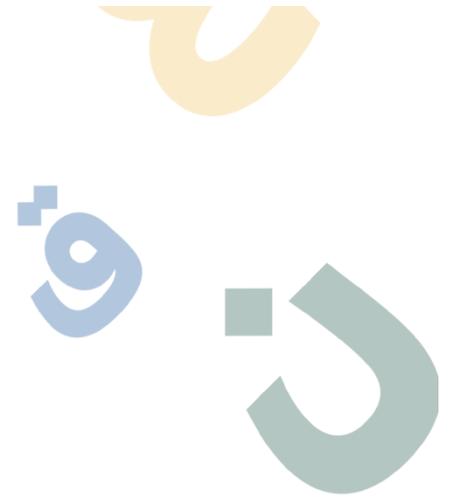


Qatar Foundation International
1225 New York Avenue NW
Suite 500
Washington, DC 20005

SURVEY OF ARABIC
LANGUAGE PROGRAMS

CALL FOR PROPOSALS



**QATAR
FOUNDATION
INTERNATIONAL, LLC**

عضو في مؤسسة قطر
Member of Qatar Foundation

Vision

The Qatar Foundation International (“QFI”) vision is to transform the paradigm of Arabic language education in schools through fostering best practices.

Mission

QFI is an educational organization committed to advancing Arabic language teaching and learning. QFI supports innovative, research-based Arabic language programs in state funded primary and secondary schools and works to increase access to Arabic instruction for educators and students around the world.

Survey of Arabic Language Programs in Primary & Secondary Schools

In this call for proposals, QFI is looking to commission multi-country, large-scale surveys of existing Arabic language programs in primary and secondary schools. All questions should be emailed to arabic@qfi.org

1. Background

Operating since 2009, Qatar Foundation International (QFI) is an educational organization committed to advancing Arabic language teaching and learning. QFI supports Arabic language programs in primary and secondary schools across the world. QFI supports the Arabic language education community through:

- Grantmaking for state-funded primary and secondary school Arabic programs
- Curating and providing access for teachers to high-quality Arabic education resources
- Building and funding professional development, training, and networks for Arabic language teachers
- Initiating and supporting Arabic education research in partnership with universities across the world
- Providing teachers and their students with opportunities to engage in cross-cultural and interdisciplinary Arabic education programs
- Advancing the use of the four key modes of communication in the classroom: interpersonal, interpretive, presentational, and intercultural

In the last 7 years, QFI has expanded its programming to geographies beyond North America that include the United Kingdom and Germany. A survey of existing Arabic language programs in primary and secondary schools is an essential starting point to accurately measure the need for Arabic language and culture programming.

This Call for Research Proposals is to commission a survey of existing Arabic language programs in primary and secondary schools in the following countries:

- United States;
- Canada;
- United Kingdom;
- Sweden (and/or Denmark, Norway, or Finland);
- Germany;
- Spain;
- Italy;
- and Ireland.

2. Objective

A multi-country, large-scale study of this sort is missing from global language education conversations. Arabic language teaching provisions, specifically, are absent.

In the United States, the latest surveys of K-12 language programs that include information regarding Arabic language programs were published in 2017. These surveys were: (a) the American Council on International Education's *The national K-12 foreign language enrollment survey report* (with data collected from 2014-2015) and (b) the American Academy of Arts & Sciences *America's Languages: Investing in language education for the 21st century*. Another more recent report that alludes to the prevalence of Arabic language programs is Black, Cho, & Hancock (2020).

In the United Kingdom, Alcantara Communications published a report in 2016 looking at the *Provision of Arabic in Schools*. Later in 2018, The British Academy published a survey entitled *The British Academy's Language Mapping Pilot Project: Arabic language provision in the UK*. QFI and the British Council commissioned a smaller-scale study in 2022 that did not include holistic quantitative data collection but rather used existing information to look at qualitative factors.¹

To date, there has not been a multi-country investigation and systematic mapping of the provision of Arabic in schools, and other currently existing reports are outdated.

The value of language learning and the benefits of bilingualism are well established, and language education is starting to take a front seat in key policy and decision making. One such example is the recent adoption of the recommendation to member states on the importance of plurilingual and intercultural education for democratic culture by the Council of Europe in February 2022. Although decision makers increasingly recognize that second language learning is important, Arabic is not necessarily a wide-spread language taught in schools.

The findings from such a survey will be important to shed light on the realities of Arabic as a language offer in schools. It will focus on two main areas of Arabic language learning: (a) Arabic as a second or additional language, and (b) Arabic as a home language (also referred to as mother tongue or heritage language).

When considering Arabic as a home language, there are numerous existing policies about mother tongue education and the importance of learning opportunities in students' home languages. Arabic is now the second most spoken language in places like Sweden and Denmark. Provisions in formal education policies now allow for (and in some cases requires) the teaching of Arabic in schools. Such policies also exist in places like Italy and Germany, but it is unclear how many schools are implementing such policies. Therefore, this survey's findings will benefit QFI and contribute to school systems and nations exploring Arabic education as a home language.

¹ Shift Insight (2022). Teaching of Arabic in UK schools research report.

3. Eligibility Requirements

A collaborative research proposal by a balanced transnational consortium that includes partners from a minimum of the United States, Canada, the United Kingdom, and Italy or Spain will be accepted.

Applicants should be:

- Public and / or private legal entities.
- Independent from political or commercial interests.
- Not affiliated with entities owned by Qatar Foundation.
- Be primarily active in the field of quantitative research with a focus on education and/or can demonstrate previous background in this type of study.

Applicants must apply as a transnational research project partnership that includes at least the United States, Canada, the United Kingdom, and Italy or Spain. Preference will be given to partnerships that demonstrate a capacity to conduct surveys in all 8 geographical areas listed above. Despite applying as a consortium there must be one lead organization and Principal Investigator (PI) that will receive grant funds and manage the project across all geographies.

4. Timeline

<i>October 31st, 2022</i>	Call for Proposals Released
<i>December 2nd, 2022</i>	Letters of Interest should be submitted no later than this date
<i>January 30th, 2023</i>	Full Applications Due
<i>March 15th, 2023</i>	Winner announced no later than this date

5. Application Procedure

All application materials must be submitted in English. It is the responsibility of the research team to confirm all requirements for conducting research in each country including Institutional Review Board and Protection of Human Subjects (IRB or the equivalent in a specific country) and any other permissions to conduct research in and with schools.

PIs can only participate in one proposal. If someone does not comply, all proposals with that PI will be deemed ineligible.

The Lead PI should complete and submit a *Letter of Interest* on behalf of the research team. Project details may be modified, and co-Principal Investigators may be changed and added upon proposal submission, but the Lead PI cannot change. *Letters of Interest* must be submitted no later than December 2nd, 2022, by emailing arabic@qfi.org. *Letters of Interest* are not required to submit a full application.

The Lead PI should also submit the full application to this same email address (arabic@qfi.org) no later than January 30th, 2023.

Award winners will work closely with and receive support and approval from QFI on their research design (including all tools being created/used) and school recruitment (this includes access to any QFI resources, network, and previous data). Award recipients will receive 75% of the total approved amount at the start of their research. The remaining 25% of the total approved amount will be disbursed upon the receipt and approval of the research outputs and final narrative reporting and financial expenditures.

Award recipients must demonstrate the following in their application:

- Experience and capacity to deliver the research within a timeframe, scope of work, and budget;
- Demonstrate understanding of what a large-scale survey like this entails;
- Quantitative data expertise;
- Experience in undertaking surveys like this or research with schools in the specified countries.

Complete submissions must include:

- Fully completed application (see below)
- CVs of all PIs and researchers involved in the proposed research project that includes past publications and survey-based research (if applicable).
- Letters of support from all partners in the consortium.
- Demonstration of Human Subjects Approval or how you will gain appropriate approval in the various contexts.

Applicants must also submit to a background check.

6. Application

Knowledge & Experience of Consortium

- a) Must provide a complete background information on each member of the consortium.
- b) Describe the consortium's knowledge and experience for conducting large-scale surveys. Demonstrate how your knowledge/expertise, experience and contacts will aid you in the delivery of this research in the countries you have specified. Please be sure to talk about each partner included in the consortium (max 750 words).
- c) Provide a sample of other reports resulting from large scale, multi country surveys conducted within the last 3 years (max 500 words).

Approach & Methodology

Please describe how you would approach this study (max 750 words). You should make sure to:

- Articulate your approach to this study. Specify the methodology and tools you envision designing & utilizing. Include a description of data collection and analysis. Be sure to articulate securing IRB and other permissions.
- Briefly describe possible limitations and how you will mitigate them.
- Be sure to include a timeline of your research with major milestones.

7. Budget

Budgets need to be submitted in the Lead PI’s currency. (Example: if the Lead PI is from an organization based in the United Kingdom, then the budget should be in GBP.)

Budgets ranging from \$100,000 USD to \$300, 000 USD will be considered depending on scope.

Sample budget

<u>Activity</u>	<u>Brief Description</u>	<u>Calculation</u> ²	<u>Total</u>
			Total Sum

Cost Share

<u>Description</u>	<u>Cost</u>	<u>Total</u>
TOTAL		

Other³

<u>Description</u>	<u>Cost</u>	<u>Total</u>

² QFI requires documentation on rates. This could be from the college, university, Local Education Agency, or school district.

³ Please note QFI will not pay for research equipment, software, hardware, etc. However, exceptions could be made upon receiving an award for any special equipment needed for a specific study. Any exceptions must be pre-approved by QFI and will be beyond award monies granted.

TOTAL		

TOTAL BUDGET

Total Personnel	
Total Travel	
Total Other	
TOTAL BUDGET	
Total Cost Share Contribution	

QFI will consider indirect expenses up to 15% of direct project expenses for nonprofit organizations and 25% for universities and colleges. QFI will allow the calculations on all categories of expenses excluding costs associated with fundraising and/or soliciting government officials on legislation or changing public policy. QFI reserves the right to negotiate a rate with the winning consortium depending on the project and budget and, at its discretion, remove certain categories of expenses from the direct project expenses calculation.

Please Note: QFI will give special consideration and preference to organizations that voluntarily choose to provide its indirect costs as a cost share.

8. Evaluation Criteria

Criteria	Factors
<i>RFP Responsiveness & Compliance</i>	Completeness of proposal; suitability of proposal to fulfill QFI's requirements
<i>Project Plan, Methodology, & Timelines</i>	Description of services which meet the identified purpose and scope of the study; quality and clarity of written methodology; description of the proposed approach and timeline to accomplish the work
<i>Technical Capabilities</i>	Capability to accurately, legally, and ethically collect, analyze, and report data
<i>Qualifications & Past Performance</i>	Expertise and experience relative to specific elements of this study; timely completion within prescribed budget
<i>Team Organization & Roles</i>	Credentials, technical competence, and experience of individuals who will fulfil project roles and be responsible for this study
<i>References</i>	Relevant and recent
<i>Project Cost</i>	Deemed to be reasonable; total project cost in comparison to other applicants

Works Cited

AAAS [American Academy of Arts & Sciences] (2017). Retrieved from:

https://www.amacad.org/sites/default/files/publication/downloads/Commission-on-Language-Learning_Americas-Languages.pdf

ACIS [American Councils for International Education] (2017). *The national K-12 foreign language enrollment survey report*. Retrieved from:

<https://www.americancouncils.org/sites/default/files/FLE-report-June17.pdf>

Alcantara Communications (2016). The teaching of Arabic language and cultures in UK schools. Retrieved from:

https://www.britishcouncil.org/sites/default/files/the_teaching_of_arabic_language_and_cultures_in_uk_schools.pdf

Ayres-Bennett, W., Hafner, M., Dufresne, E., and Yerushalmi, E. (2022). *Talking Business: How increasing language education in the UK could benefit the economy*. Retrieved from:

https://www.rand.org/pubs/research_briefs/RBA1814-1.html

Black, C. R., Chou, A., & Hancock, C. R. (2020). *The 2018-19 National Seal of Biliteracy Report*. Retrieved from: <https://sealofbiliteracy.org/doc/2020-National-Seal-of-Biliteracy-Report-Final.pdf>

British Academy. (2018). Language Mapping Pilot Project: Arabic language provision in the UK. Retrieved from:

https://www.thebritishacademy.ac.uk/documents/203/Language_Mapping_Pilot_Project-Arabic_Language_Provision_in_the_UK.pdf

Shift Insights (2022). Teaching of Arabic in UK schools research report. Retrieved from:

https://www.qfi.org/wp-content/uploads/2022/08/British-Council_Arabic-Teaching-Research_Report_v4.pdf

Taylor, A. (2016, April, 7). Finnish was the second language of Sweden for centuries. Now Arabic is overtaking it. *The Washington Post*.

<https://www.washingtonpost.com/news/worldviews/wp/2016/04/07/finnish-was-the-second-language-of-sweden-for-centuries-now-arabic-is-overtaking-it/>