



April 10, 2017

**Subject: APS-688-16-000002 – Amendment # 05**  
**Disability education funding for deaf and blind children in Mali**

Dear Prospective Applicants:

This Amendment is released to provide the following updates to the potential applicants:

- The APS is still open, but the third round is cancelled.
- The closing date for the second round is revised to read July 10, 2017.
- As of March 31, 2017, USAID/Mali has \$500,000 available for the second round.
- USAID/Mali envisions funding one award (Grant/Cooperative Agreement) in a total amount of \$500,000 for a period of two years.
- The round 2 of the APS will focus on the Objective 3: improvement of education delivery systems. This objective focuses on 1) Strengthening availability of data for decision making in order to increase access to quality education for children with disabilities; 2) strengthening education systems to provide sustainable education services inclusive of children with disabilities. Details are provided in Attachment 1 of this amendment.
- The instructions and the evaluation criteria is revised to read as detailed in Attachment 1.

Except for the specific changes transmitted through this amendment, all other terms and conditions of the APS as published remain unchanged.

Sincerely,

Robert P. Schmidt, Jr  
Agreement Officer

## ATTACHMENT 1

### **I. The Objective 3 is revised to read as follows:**

"The GOM has undertaken reforms and policies related to the rights of PWDs. The education legal framework (articles 46 and 47)<sup>1</sup> stipulates that CWD should have access to education. The Ministry of Education also enacted a National Policy on Early Childhood and Special Education in 2011, which integrates the issue of inclusive education. However, although the current Interim Education Plan explicitly highlights the need to mainstream disability issues into the development of the education sector, the National Policy on Early Childhood and Special Education has not been accompanied by sound and comprehensive work plans, dedicated human and financial resources or monitoring mechanisms to ensure their effective implementation. Furthermore, interventions to address exclusion have been hampered by the non-existence of disability-disaggregated data needed to assess, monitor and advance the inclusion of CWD into schools.

Under this APS, the U.S. Government seeks projects that will **in order of priority**:

1. Conduct quantitative and/or qualitative research to provide comparable national data on disability and education and to inform the MOE and stakeholders on how best to develop educational systems that are respectful of and responsive to the learning needs of CWD.
2. Strengthen the monitoring and reporting system of the MOE to systematically collect and analyze national disability data and statistics.
3. Strengthen service delivery systems and policy to ensure that disability inclusive education is sustainable.

Illustrative examples of activities that could be supported through this APS include but are not limited to the following:

- utilization of standard validated data collection methods such as the Washington Group Questions<sup>2</sup> or the approved adapted data collection<sup>3</sup> from the United Nations assessing functionality of children to provide data on disability prevalence rates and schooling years and access
- Implementing a research agenda that help understand (i) how highly effective teachers teach CWD in the Mali context; (iii) what are the best and cost-effective interventions to support equitable access to quality education, and wellbeing for CWD
- Supporting the MOE to develop and use inclusive monitoring and reporting systems that provide reliable information on CWD disaggregated by age, gender and type of disability;
- Providing assistance to the MOE, DPOs and all stakeholders to conduct an evaluation of the National Policy on Early Childhood and Special Education across the four ministries of Education, Social Development, Health, and Ministry of Women and Child Protection;
- Ensuring the participation of DPOs, APEs, AMEs and CGSs in education planning and monitoring;
- Supporting activities that increase budget support and appropriation for inclusive education at the national or subnational level
- Building the capacity of and support DPOs, APEs, AMEs and CGSs to develop and implement advocacy plans (with the education authorities) for a better consideration of CWD; and
- Strengthen and institutionalize referral systems between health, social ,and education services
- Institutionalizing and expanding hub school approaches to scale up and support mainstreaming of inclusive education
- Scaling up disability inclusive assessments such as early grade reading assessment for low vision or blind students
- Developing the capacity of the MOE, and DPOs to create accessible versions of

<sup>1</sup> Loi NO 99-046 du 28 decembre 1999 portant Loi d'Orientation sur l'Education

<sup>2</sup> [https://www.cdc.gov/nchs/washington\\_group/wg\\_questions.htm](https://www.cdc.gov/nchs/washington_group/wg_questions.htm)

<sup>3</sup> [http://www.washingtongroup-disability.com/wp-content/uploads/2016/01/Child\\_Functioning\\_for\\_Children\\_Age\\_5\\_to-17\\_-Oct-2016\\_FINAL.pdf](http://www.washingtongroup-disability.com/wp-content/uploads/2016/01/Child_Functioning_for_Children_Age_5_to-17_-Oct-2016_FINAL.pdf)



- supplementary reading materials and assessment tools for deaf and blind learners; and
- Ensuring a supportive policy environment that improves the reading outcomes for deaf and blind learners.”

**II. Section 2.2.1 paragraph 4 of the APS is revised to read as follows:**

“Concept papers must be prepared in English. For Malian organizations the concept paper may be submitted in French with an executive summary in English. All organizations should provide a one page executive summary both in French and English. Concept papers **should not exceed the maximum number of pages detailed below** and be presented in the following format: (a) a cover page; (b) executive summaries (2 pages); (c) a narrative body and (d) a budget (using the templates provided in Attachment A).

(a) Cover page (1 page limit) - The cover page must include:

- The APS Number;
- The proposed activity title;
- The applicant/organization name;
- The Point of contact/signature authorized representative of the organization (contact name, title, telephone number and email address); and
- The total budget estimate.

(b) Executive Summary (ENGLISH and FRENCH) (2 page limit)

(c) Narrative body (5 page limit) – The proposed concept paper must include:

Problem Statement that:

- Clearly articulates which of the two areas under objective three the project will address
- Presents a specific problem statement, identifying gaps in research, data or systems

Scope of Activities that:

- Proposes research that addresses priority gaps and how research will be used to inform decision making or proposing an approach that is feasible for strengthening national and local leadership, ownership, and collaboration towards greater accountability and effectiveness of inclusive education programs implementation.
- Defines institutions, organizations, structures targeted ‘
- Defines research question to be answered, if applicable
- Defines targeted geographic areas clearly
- Defines who will benefit from the project disaggregated by sex and type of disability if possible if applicable

Proposed Activities that:

- Shows clear link between the problem or gaps identified and the proposed activities.
- Describes the scope of the research or system strengthening activities
- Provides an activity schedule that is well defined and realistic
- describes measurable indicators (beyond the required indicators) that will be used to show the project impact and success
- Shows evidence of linkages with existing disability programs or organizations in Mali.
- Illustrates how PWD and PDOs have been/will be involved in the design, implementation and/or evaluation of the program. Describes potential to Contribute to National systems, policy or data for decision making:

A Demonstration of the applicant's Past Experience that:

- Shows involvement in disability inclusion or be a DPO.
- Previous experience in project management or managing activities related to those proposed in the concept paper.
- Sound understanding of the disability landscape and situation of PWD in Mali.”

**III. The concept paper evaluation criteria is modified to read as follows:**

"The concept papers will be reviewed using the following criteria:

- a. The extent to which the applicant demonstrates understanding of the inclusive education systems, policies, and national regional and community institutions AND/OR research/data gaps in Mali
- b. The technical responsiveness of the concept paper
  - b.1 the likelihood that the proposed approach and activities will help achieve Objective three
  - b.2 The degree to which the implementation plan is realistic.
- c. The extent to which the proposed budget is realistic and consistent with the proposed activities and expected results."