



REQUEST FOR INFORMATION (RFI)

RFI NUMBER : RFI-492-18-OED-001
ISSUANCE DATE : December 13, 2017
RESPONSE DUE DATE & TIME : January 3, 2018; 12:00nn Philippine Standard Time
RESPONSE EMAIL ADDRESS : manila-roaa-rfa@usaid.gov

PROJECT TITLE : Strengthening Inclusive Education for Children in the Philippines

The United States Agency for International Development (USAID) Mission in Manila, Philippines, posts this Request for Information (RFI) to inform the design of an upcoming education project focused on improving the detection, instruction and support for children with hearing and/or vision impairments in the Philippines in order to improve inclusive education and literacy outcomes.

This RFI seeks information from capable local organizations (nongovernmental organizations, universities, consortiums, for-profits) that have existing or past inclusive education related (especially on visual and/or hearing impairments) projects/programs or expertise and which may be interested to partner with USAID in achieving the goals of this future inclusive education project.

This RFI contains four attachments:

1. **Response Requirements.** This details the instructions on how to respond to this RFI.
2. **Summary of the Draft Project Description.** This discusses the goal and objectives of the proposed project.
3. **Summary of USAID Basic Education 2017-2022 Framework.** This presents the theoretical framework of the Basic Education Project for the Philippines, which this inclusive education project will fall under.
4. **USAID's Approach on advancing Disability-inclusive Development.** This contains a briefer on USAID policy on disability and disability-inclusive development. It also includes examples of past activities that USAID has implemented together with Disabled People's Organizations (DPO) and other development agencies.

Please note that responding to this RFI will not give any advantage to or preclude any organization or individual from any solicitation that may be subsequently issued as any/all comments received will be strictly for information gathering purposes only.

Issuance of this RFI does not constitute a solicitation. It does not represent an award commitment on the part of USAID/Philippines, nor does it obligate USAID/Philippines to pay for costs incurred in the preparation and submission of any comments. Information received in response to this RFI shall become the property of USAID and shall become proprietary. Therefore, information that cannot be shared should not be sent.

Comments and questions should be submitted via email to manila-roaa-rfa@usaid.gov, with copies to hjuanillo@usaid.gov no later than the date and time shown above, with a subject line: "Response to RFI-492-18-OED-001".

We look forward to receiving your comments.

Sincerely,

/sgd/
Nathan Hilgendorf
Agreement Officer
Regional Office of Acquisition and Assistance
USAID/Philippines

ATTACHMENT 1**Response Requirements**

Responses to this RFI must be limited to not more than 8 pages double spaced and must include the following:

1. A table that contains the following information—
 - a) Organization name and address
 - b) Organization point of contact, title/position, mobile and landline number/s, email address
 - c) A brief statement that indicates the organization’s interest in proposing as a prime or sub-recipient.
2. A summary of demonstrated organizational capability by providing at least three (3) references to verify that the organization meets the following criteria—
 - a) The organization(s) was either a prime or sub-award recipient or contractor working on related issues.
 - b) The value of the award/contract, or sub-award, was at least USD \$300,000.
 - c) The scope of the work focused on interventions targeting children with hearing and/or vision impairments in the Philippines. Please include the following details:
 - 1) Donor/Funding Organization
 - 2) Project Title
 - 3) Place of Performance
 - 4) Period of Performance
 - 5) Total Value of the Award
 - 6) Role: Prime or Sub-recipient/contractor. If as a sub, include value of sub-award.
 - 7) Description of the effort, interventions and outcomes.

NOTE: Only organizations with at least three (3) past performance references that meet all of the above criteria should respond.

3. Answer the questions below when applicable:
 - a) What are the previous or current game-changing inclusive education interventions that could be supported at the national, regional, provincial, facility, and community levels to bring about improving literacy outcomes for children with hearing and/or vision impairments?
 - b) What are ways in which local capacity can be strengthened to deliver education and training service delivery for children with hearing and/or vision impairments?
 - c) What are the most optimal interventions that can be successfully implemented to improve the detection, instruction and support for children with hearing and/or vision

impairments in the Philippines in order to improve inclusive education and literacy outcomes?

- d) How would your organization contribute to improving the access and quality of education of children with hearing and/or vision impairments? What would your organization do to implement these interventions?

ATTACHMENT 2

Summary of the Draft Project Description

The “Strengthening Inclusive Education for Children in the Philippines” project will focus on improving the detection, instruction and support for children with hearing and/or vision impairments in the Philippines in order to improve inclusive education and literacy outcomes. The project will apply international standards and approaches and build on domestic experiences and practices to ensure that children with hearing and/or vision impairments can be enrolled in mainstream schools and teachers are trained in leading inclusive classrooms.

Goal and Objectives

The goal of the “Strengthening Inclusive Education for Children in the Philippines” Project is to support the Government of the Philippines to provide quality and inclusive education for all.

The project will expand and scale up detection, instruction and support for with hearing and/or vision impairments. The “Strengthening Inclusive Education for Children in the Philippines” project will support the Department of Education to ensure that learners who are deaf/hard of hearing and/or blind/low vision will have access to quality education by addressing their individual and unique learning needs. Through partnerships with regional, provincial and local governments, and working with local disabled people's organizations (DPOs) and private sector partners, the project will provide technical assistance to assess learners with special needs and strengthen teacher’s capabilities in responding to the needs of these learners within the regular education classroom.

As a key activity under Education Project 2017-2022, the “Strengthening Inclusive Education for Children in the Philippines” project will support the achievement of the objectives below:

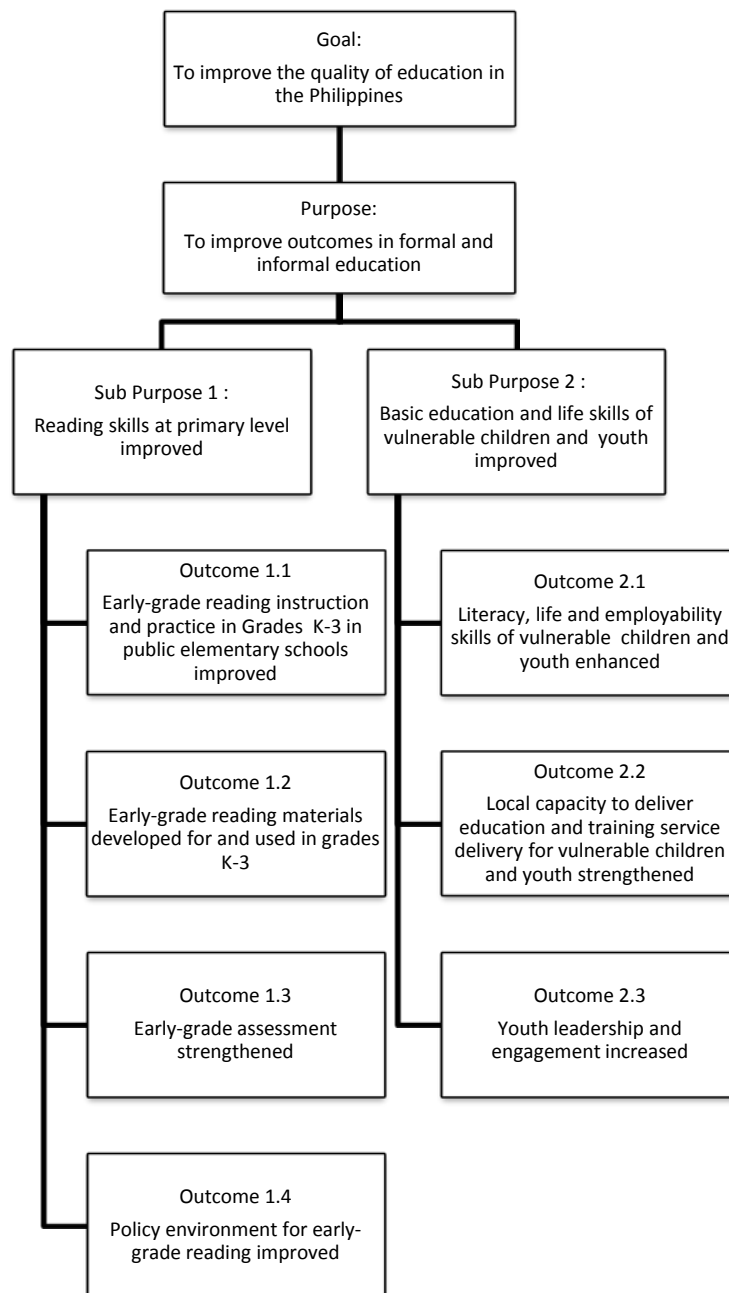
- Objective 1** – Improve parental attitudes to provide tangible support to children with hearing and/or vision impairments
- Objective 2** – Strengthen the quality of education received by children with hearing and/or vision impairments
- Objective 3** – Advance the policy environment governing inclusive education for children with hearing and/or vision impairments

The overall goal is to improve the literacy outcomes of early-grade learners (Kindergarten-Grade 3) with hearing and/or vision impairments.

ATTACHMENT 3

Summary of USAID Basic Education 2017-2022 Framework

USAID/Philippines Office of Education has developed a new Basic Education Project for 2017-2022. The Theoretical Framework is shown below.



ATTACHMENT 4

USAID's Approach on advancing Disability-inclusive Development

- A. USAID's Disability Policy articulates the U.S. Government's commitment to advocate for, outreach to, and include people with physical and mental disabilities to the maximum extent feasible, in the design and implementation of USAID project/activities.**

The objectives of the USAID policy on disability are:

- To enhance the attainment of United States foreign assistance program goals by promoting the participation and equalization of opportunities of individuals with disabilities in USAID policy, country and sector strategies, activity designs and implementation;
- To increase awareness of issues of people with disabilities both within USAID programs and in host countries;
- To engage other U.S. government agencies, host country counterparts, governments, implementing organizations and other donors in fostering a climate of non-discrimination against people with disabilities; and
- To support international advocacy for people with disabilities.

- B. USAID is committed to disability-inclusive development.**

Our approach is twin tracked. First we support disability-specific programs to address targeted needs; and second we seek to integrate disability into our programs. In the Philippines, USAID conducts annual orientation to all of its implementing partners (contractors, cooperators and grantees) on the Disability Policy of the Agency to ensure compliance and set the framework for developing strategies for removing barriers to inclusion.

Specific disability grants are provided to development partners through the annual disability funding mechanism managed by the Center of Excellence in Democracy, Human Rights and Governance (DRG). On an annual basis, notification for funds available to USAID missions around the globe are announced by DRG with the following general objectives: (i) Increase the participation of people with disabilities in USAID programs/activities; and (ii) Strengthen the capacity and leadership of civil society organizations run by and for people with disabilities; herein referred to as Disabled People's Organizations (DPOs). The FY 2016 call for application issued by DRG was exclusively focused in the area of Inclusive Education for Learners with Disabilities. Note that on an annual basis, around November-March, the DRG issues a notification to all USAID mission. If interested, USAID/Philippines will issue a request for application to all development partners to compete for and access disability funding from the DRG.

- C. USAID is working across several fields to further the human rights of persons with disabilities including education, inclusion in political processes, economic empowerment, job training, and improving design of health and emergency services.**

Across these fields, our programs across the globe seek to:

- Improve the quality and accessibility of education for students with disabilities by promoting sign language, Braille, assistive technology and other inclusive education practices.
- Increase the participation of people with disabilities in political processes through national awareness campaigns, use of accessible polling stations and voter materials and open exchange between disability communities and politicians to rewrite election laws to be more inclusive and compliant with the UN Convention on the Rights of People with Disabilities.
- Strengthen organizations run by and for people with disabilities to advocate on their own behalf, design and implement development programs and access direct funding. Programs also support the economic independence of women with disabilities through microcredit programs that provide seed grants for women to start new businesses and invest in their families. Other programs integrate youth and adults with disabilities into the competitive workforce by facilitating job training, creating internship opportunities and educating employers on best practices for hiring people with disabilities.
- Ensure community healthcare providers and disaster response experts include people with disabilities in their programs by employing the principles of universal design.

USAID has made measurable progress in advancing disability-inclusive development such as,

- More than 75 percent of USAID missions, including USAID/Philippines, have undertaken activities and programs that specifically include people with disabilities.
- USAID has provided over 100 grants to 79 organizations in 54 countries. Over half of these awards are to local disabled people's organizations.
- 60 global disability rights libraries have been installed in 12 less-resourced countries allowing web-like access to current practices, tool and resources.

D. USAID/Philippines supports disability-inclusive development through grants provided to Disability People's Organizations (DPO) and other development agencies.

- In partnership with Handicap International, USAID supported the Wheelchair for Mindanao Project (2008-2010). The project achieved the following: (i) the establishment of the Freedom Technology Center, a wheelchair production center that produced wheelchairs custom-fit for the users' disabilities and living conditions; (ii) improved the awareness and facilitated the integration of PWDs into their communities; and (iii) provided wheelchairs to school-age children and facilitated their enrollments to schools.
- USAID in partnership with Leonard Chelshire Disability, promoted inclusive education (2011-2013) in 20 primary and secondary schools in the country. This partnership resulted in: (i)

nearly 700 children with disabilities (CWD) getting assessed and enrolled in mainstream schools; (ii) three IE modules developed in partnership with the Department of Education (DepEd); (iii) 417 teachers trained on IE; (iii) 20 teachers-parents' support groups formed in 22 communities in the country; (iv) improved physical accessibility in 22 partner and extension schools to accommodate the access needs of CWD; and (v) new measures developed to ensure that the IE program is sustained in project locations and extended to other areas.

- USAID supported the work of a local disability people's organization in the Philippines, Bigay Buhay Multipurpose Cooperative (BBMC), in the implementation of the "Support the Employment and Livelihood of Persons with Disability (SELP)" project. The project contributed in reducing poverty and exclusion of persons with disabilities in the Philippines through improved access to gainful employment and livelihood opportunities. Three SELP Centers were established in the cities of Quezon, Cebu and Davao that provided jobs and income-generating opportunities to over 1,200 PWDs.
- USAID partnered with Discovering Deaf Worlds (DDW) in implementing the "Expanding Participation of People with Disabilities in the Philippines (EXPAND)" project. The project strengthened the capacity of Filipino organizations that serve the deaf community and form regional coalitions with other disability organizations. EXPAND provided technical assistance and training for organizational development of the Philippine Federation of the Deaf (PFD) and its 28 member organizations in the country.

E. USAID/Washington D.C. office partners with various international organizations to implement disability inclusive grants in the Philippines

The center of Excellence on Democracy, Human Rights and Governance implements two packages of assistance under the Vulnerable Populations Program. These are the Wheelchair and Victims of the Torture (VoT) programs.

USAID partnered with Management Sciences for Health and Jhpiego in implementing the Wheelchair Services Research and Wheelchair Service Training Package in the Philippines. The research was the first-large scale investigation to assess the experiences of wheelchair users in the Philippines and Kenya. The Wheelchair Service Training package aims to improve the capacity of wheelchair manufacturers and providers on how to adapt the guidelines of the World Health Organization's (WHO's) on assessment, selection and prescription, fitting, product preparation and maintenance/repairs.

USAID supported the Partners in Trauma Healing project of the Center for Victims of Torture in strengthening the capacity of a local organization in the Philippines - the Balay Rehabilitation Center. The capacity building assistance focused on mental health treatment and healing, program evaluation and organizational development.