



INCLUSIVE EDUCATION INITIATIVE
Transforming Education for Children with Disabilities

The World Bank
Inclusive Education Initiative
Innovations on inclusive learning assessment practices and Utilizing Universal Design for Learning (UDL)

Selection Number: 1273984

Request for Expressions of Interest (EOI)

Background and Context

The [Inclusive Education Initiative](#) is a Multi-Donor Trust Fund managed by the World Bank, with funding from the United Kingdom Foreign, Commonwealth & Development Office (FCDO) and the Norwegian Agency for Development Cooperation (Norad). The development objective of the IEI is to improve the educational participation and learning outcomes of children with disabilities.

The **IEI Innovations Pillar** seeks to contribute to the global knowledge base on catalytic interventions with the potential to transform educational or social systems and practices for improved educational participation and learning outcomes for children with disabilities. This concept note focuses on the thematic area of **Inclusive Learning Assessment Practices and Utilizing Universal Design for Learning (UDL)**.

Equity and inclusion in education for children with disabilities requires the focus to shift from school access to prioritizing learning. It is important to measure learning achievement to respond appropriately to the needs of students with disabilities. Assessments are needed to promote learning and equip teachers with appropriate skills to address classroom diversity, and not exclusively as a tool to measure what is taught. There is a need to rethink assessments- assessment *of* and *for* learning in inclusive schools and classrooms. The lack of understanding of the learning gains and challenges for students with disabilities in classrooms leads to omission from the planning and budgetary processes which has cascading effects, leading to exclusion from policy planning, financing and implementation as well as service provision and support.

Many of these gaps have come into stark focus in responding to the COVID-19 global pandemic, as described in the IEI paper on [Pivoting to Inclusion: Leveraging Learnings from the COVID-19 Crisis for Learners with Disabilities](#). For an inclusive recovery and greater resilience, **Using Universal Design for Learning (UDL) principles** for remote learning options can ensure multiple ways of engagement and assessment for learners to think, develop skills, and grow while at home.

The IEI also recognizes that girls with disabilities face disproportionate and different barriers to accessing education systems emerging from compounded effects of gender and disability norms in their communities. Another significant concern in education equity is the enduring marginalization of children with intellectual and developmental disabilities in mainstream schools in many low and middle-income countries. This a result of widespread stigma, discrimination, and misconceptions; lack of supports and resources available to teachers; and a lack of understanding of the diversity of their learning needs.

Objective

The IEI seeks to identify and analyze innovative solutions to strengthen inclusive learning assessment practices for the successful educational participation and learning of children with disabilities in [low and middle-income countries](#). The IEI is focusing on children with disabilities at the primary school level.

Innovations can come in many forms, including service delivery, resource allocation, availability and use of applications/tools/technologies, behavioral change interventions, and learning materials.

Scope of Work

The IEI is seeking expressions of interest (EOI) in submitting proposals to explore innovations to build a better understanding and improvements in strategies, interventions, and tools that would contribute to inclusive learning assessment practices to respond to needs of children with disabilities with or without the support of educational technology.

Areas of interest under this theme include:

- Needs Assessments: Initial assessments, formative assessments, Individualized Education Plans (IEP). Examples include:
 - o Innovations on what and how to assess: differentiated assessments, multiple assessments, modalities of assessment.
- Outcome Assessments: Formal classroom/school-based assessments to measure student learning outcomes. Examples include:
 - o Capturing learning outcomes of learners with disabilities to inform education planning and resource allocations.
 - o Inclusiveness of assessments and examinations.
- Assessment practices- differentiated assessments, reasonable accommodations in assessments. Examples include:
 - o Reasonable accommodations in classroom, school, national, regional or international assessments.
 - o Overall inclusiveness as well as targeted approach towards including learners with disabilities.
- Role of assistive and accessible technology in facilitating inclusive student assessments.

Successful applicants will analyze the role and impact of the selected innovations in supporting disability-inclusive education. This may include:

- Piloting/analyzing/review of new approaches to tackle entrenched barriers.
- Analyzing impact or creative applications of existing tools, products, resources.
- Testing or evaluating approaches to scale or replicate previously piloted innovations that led to successful outcomes in small-scale programs.
- Testing innovations in service delivery to boost access, affordability, use, impact.
- Interventions or strategies to change attitudes, behaviors, stigma, and community inclusion.

Applicants are strongly encouraged to consider issues of intersectionality and gender equity in their submissions.

[Eligibility of proposed activities](#)

As per relevant World Bank policies, awardees can propose activities such as evaluations and analytical studies, technical assistance, capacity building, and training activities.

Please note, research and development (R&D) of specific technology products, procurement and supply of goods and equipment (e.g., distribution of assistive devices), and construction **are not eligible expenses under this call**.

[Eligible organizations](#)

The IEI seeks expressions of interest from non-profit organizations (registered as such in country of operation) including organizations of persons with disabilities (OPDs), academic institutions, and consulting firms.

[Duration](#)

The duration of the awarded contract is expected to be from June 1, 2021 to September 30, 2022 (15 months).

[Geographical Focus](#)

The Request for Expression of Interest is open to proposals that are global, regional, or country focused. Please note the IEI focuses on [low and middle income countries](#).

[Selection Criteria for Expressions of Interest](#)

- Alignment of proposed innovation with this call (See Annex.)
- Applicant qualifications in the field of disability-inclusive development and inclusive education.
- Technical and managerial capabilities of the firm.
- Qualifications of key staff.

How to submit an expression of interest

- Submit your interest and EOI through the World Bank's EConsultant2 portal at: <https://wbgeconsult2.worldbank.org/wbgec/index.html>. Click on Business Opportunities.
- Selection number and title: 1273984- IEI Innovations – Inclusive learning assessment practices and utilizing principles of Universal Design for Learning (UDL).
- Include a brief summary of the proposed innovation. *Please see Annex below for template.*
- In addition, interested organizations must provide information indicating that they are qualified to perform the services (brochures, description of similar assignments, experience in similar conditions, availability of appropriate skills among staff, etc. for firms; CVs of staff expected to work on this activity). Please note that the total size of all attachments should be less than 5MB. Consultants may associate to enhance their qualifications.

What happens next?

- The IEI will review EOIs and shortlist them for the next round of selection.
- Shortlisted applicants will be formally invited to submit a full proposal.
- Only those firms which have been shortlisted will receive notification.

Timeline of application process

Request for EOIs active: April 5, 2021

Submission of EOIs: April 19, 2021, by 11:59PM US Eastern time

Request for Full Proposals to shortlisted firms: April 26, 2021

Full proposals due by: May 26, 2021, by 11:59PM US Eastern time

Awards announced and contracts issued: June 15, 2021

Have questions?

You can submit questions via the EConsultant2 portal (recommended) or contact iei@worldbank.org.

Annex – Summary of Proposed Innovation

IEI Innovations - Inclusive learning assessment practices and utilizing principles of Universal Design for Learning (UDL)

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Template

Title of Submission:

Lead Organization:

Partner Organizations:

Geographical Scope:

[Clarify if proposal is Global, Regional (*specify*), or country specific (*specify*)]

Provide a brief summary of the proposed innovation

(No more than 350 words)

Primary beneficiaries

(No more than 50 words)