



INCLUSIVE EDUCATION INITIATIVE
Transforming Education for Children with Disabilities

The World Bank
Inclusive Education Initiative
Innovations to strengthen social determinants of disability-inclusive education

Selection Number: 1273904

Request for Expressions of Interest (EOI)

A. 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 **Social Determinants of Disability-Inclusive Education**.

Children with disabilities face barriers from within and outside the education system that directly or indirectly impact their ability to get an education. Challenging constraints include:

- i. limited family resources and household infrastructure (e.g., digital connectivity), coupled with higher out-of-pocket costs such as school transport and assistive devices;
- ii. inadequate parent/caregiver knowledge and access to information on disability-inclusive education;
- iii. availability of assistive devices and accessible learning materials for learning continuity at home, skills, and know-how to use them;
- iv. community-based services and supports to assist in the education lifecycle of children with disabilities; and
- v. negative social norms about disability in the communities.

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, development investments need to address disability-inclusive social protection and family and community support.

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. These may include safe passage to school, gender-based violence, entrenched societal stigma placing a lowered value on their education, and the lack of appropriate water and sanitation facilities.

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 families and caregivers; and a lack of understanding of the diversity of their learning needs.

B. Objective

The IEI seeks to identify and analyze innovative solutions to demand-side gaps and barriers that hinder 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.

C. Scope of Work

The IEI is seeking expressions of interest (EOI) in submitting proposals to explore innovations in ***one or more*** of the following sub-thematic areas:

- **Inclusive communities:** Address entrenched attitudinal and service barriers to shape inclusive and resilient communities where children with disabilities thrive. Examples include:
 - a. Strengthening community-based services to support children with disabilities and caregivers;
 - b. using bottom-up and community-driven approaches to facilitate inclusive education;
 - c. Tackling attitudes, stigma, and low expectations about the educational outcomes of children with disabilities.

- **Strengthening learning continuity between home and school:** Ensuring that children with disabilities do not lose access to necessary services and supports during school shutdowns and have equal opportunities to continue reading/learning at home as children without disabilities. Examples include:
 - a. Building parent competencies/resources to obtain services or supports for children with disabilities.
 - b. Access to appropriate and accessible learning materials at home in addition to school.
 - c. Training family members in supporting the use of assistive and accessible technologies.

- **Financial resources, service delivery, and social protection:** Solutions to address the concerns of hidden and additional costs of disability-inclusive education at the child or household level. Examples include:
 - a. Social Protection schemes including cash transfers, stipends, and in-kind support.
 - b. Addressing affordability of supports and services, including technology.
 - c. Expanding access to rehabilitation services, assistive/accessible technology service delivery, and services such as speech therapy or counseling.
 - d. Addressing digital inclusion gaps at the household and community levels.

- **Strengthening Parent/Caregiver Knowledge and Involvement:** Building the knowledge, capacity and competencies of parents and caregivers of children with disabilities. Examples include:
 - a. Facilitating peer-to-peer knowledge sharing or parent-teacher communication pathways.
 - b. Behavioral or service delivery interventions to empower parents in making informed choices for children with disabilities and strengthening their educational involvement.
 - c. Tackling attitudes, stigma, and low expectations about the educational outcomes of children with disabilities.
 - d. Training family members in sign language to ensure communication with Deaf children at home and for educational support.

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

- Piloting/analyzing 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.

D. 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.**

E. 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.

F. Duration

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

G. 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](#).

H. 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.

I. 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>
- Selection number and title: 1273904 - IEI Innovations - Social Determinants, Families, Communities.
- 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.

J. 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.

K. 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

L. Have questions?

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

**IEI Innovations - Social Determinants, Families, Communities
Selection Number: 1273904**

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*)