DT Global

# Request for Expression of Interest

## Institutional Consultancy for the Design and Implementation of Literacy Skills Development Interventions for Grades 9–12 Learners

## Education Quality for Inclusive Prosperity (EQUIP)

The Education Quality for Inclusive Prosperity (EQUIP) is a critical component of Australia's strategic partnership with the Philippines. It builds on over 30 years of investment by the Government of Australia into the Philippines' education sector and supports the Philippine government's commitment to improve the global competitiveness of the Philippine education and labour market. EQUIP reflects the collective interest of Australia and the Philippines to foster a robust and adaptive education system where learners and graduates can thrive in an increasingly digitalised economy.

EQUIP aims to support the Philippines' inclusive economic growth ambitions by ensuring the labour force is well equipped with skills relevant to meet the needs of the country's rapidly transforming economy. EQUIP aims to promote skills development in senior high school and enable a smooth transition to the labour force, whether immediately upon leaving school or after further education. It will also support Philippine Government agencies improve its policies and practices to support relevant skills pathways for senior secondary school learners.

## Background

The EQUIP Program seeks to strengthen the foundational skills of Grades 9–12 learners as part of its broader support for improved learning outcomes, learner transitions, and readiness for further education, training, and employment. Available literacy data, including Phil-IRI and school-based assessment results, indicate continuing challenges in reading comprehension, functional literacy, and language proficiency among learners.

For Grades 9–12, literacy goes beyond basic reading proficiency. Learners need to be able to comprehend, interpret, analyse, evaluate, and communicate information across learning areas and in academic, technical, digital, workplace, and everyday-life contexts. To support schools in addressing these needs, EQUIP intends to engage a qualified institution or organisation to provide the technical leadership, multidisciplinary expertise, and implementation capacity required to design, develop, pilot, refine, and support the implementation of a comprehensive literacy intervention program for Grades 9–12 learners in EQUIP partner schools.

The engagement will support schools through an integrated literacy intervention that connects learner assessment, appropriate interventions, teacher capacity building, learning resources, coaching, and monitoring. It will strengthen learner literacy skills and teachers' ability to support literacy development across learning areas.

## Objective of the Engagement

To strengthen the capacity of EQUIP partner schools to identify and address the literacy needs of Grades 9–12 learners through targeted, differentiated, and sustainable literacy interventions.

Specifically, the institutional partner will:

- identify priority literacy skills and learner needs based on available assessment data;
- design and pilot differentiated literacy interventions based on identified learner needs;
- develop or adapt teacher and learner resources that address priority literacy skills across learning areas;
- strengthen teachers' and instructional leaders' capacity to use assessment data and integrate literacy across learning areas;
- provide school-based coaching and technical support for the implementation of literacy interventions; and
- monitor learner progress and intervention implementation to support improvement and sustainability.

## Scope of Services

In collaboration with the EQUIP technical team, the selected institution will provide technical expertise in the design, development, capacity building, implementation support, monitoring, and documentation of evidence-based literacy interventions for Grades 9–12 learners.

The engagement is expected to cover the following areas:

### A. Implementation of the Grades 9–12 Literacy Framework and Intervention

The institutional consultant shall translate EQUIP literacy framework into practical school-based interventions for Grades 9–12 learners. Specifically, the institution shall:

- use available assessment data, including Phil-IRI and other relevant school-based assessments, to identify learners' literacy needs;
- develop and implement differentiated literacy interventions based on identified learner needs and the guidance provided in the framework;
- develop or adapt appropriate intervention, assessment, and progress-monitoring tools and materials, as needed;
- support teachers in integrating literacy across learning areas, including Academic and TechPro contexts; and
- support schools in implementing, monitoring, and improving the literacy intervention based on learner progress and implementation experience.

### B. Professional Development and Training Package

In close collaboration with EQUIP's Australian technical partner, the institution shall:

- support the implementation of a professional development framework for literacy instruction and intervention;
- develop a teacher training package, including facilitator and participant materials, presentation decks, workshop activities, and implementation resources;
- integrate evidence-based approaches to literacy instruction and assessment;
- conduct participatory and practice-based training, workshops, and learning sessions for teachers;
- support teachers in adapting literacy strategies and resources to different learning areas and learner needs; and
- provide post-training coaching and technical support to strengthen the application and sustained use of the approaches.

### C. Development of literacy intervention and learning resources

The institution shall develop practical and adaptable resources for the Literacy Intervention Toolkit, including:

- practical strategies for developing functional literacy in academic, everyday-life, and workplace contexts;
- differentiated lesson and activity exemplars;
- learner intervention and practice materials;

- formative and diagnostic assessment tools;
- learner progress monitoring tools;
- teacher guides and instructional resources;
- school-level implementation and intervention planning guides; and
- other resources identified through consultation with EQUIP and partner school

**D. School-based implementation, coaching and continuing professional development**

The institution shall support EQUIP partner schools to:

- develop and implement appropriate school-based literacy intervention plans based on learner needs;
- support teachers in implementing differentiated and contextualized literacy interventions;
- use assessment and learner progress data to improve instruction and interventions;
- support continuing professional development through coaching, technical assistance. LAC sessions, and peer learning;
- observe intervention delivery, provide feedback, and support schools in monitoring learner progress and adjusting interventions as needed.

**E. Monitoring, Evaluation, Learning and Sustainability**

The institutional consultant shall:

- monitor implementation, teacher practice, and learner progress using available assessment and school data;
- use monitoring results to improve the literacy intervention;
- document lessons learned and good practices;
- provide recommendations for sustainability and possible scale-up

## Expected Deliverables

The selected institution will be expected to deliver the following outputs:

1. Literacy Intervention Toolkit, including differentiated intervention strategies, lesson and activity exemplars, learner materials, assessment resources, and progress-monitoring tools;
2. Teacher Training Package and Delivery of training on Literacy Instruction and Intervention, including the training curriculum, facilitator and participant materials, workshop activities, implementation resources, training delivery, and training report.
3. School-Based literacy intervention and implementation guide;
4. Monitoring, Coaching, and Evaluation Tools, including tools for intervention monitoring, learner progress tracking, coaching, and endline assessment, as applicable;
5. Documentation of good practices and lessons learned from implementation in partner schools; and
6. Final consultancy report, including key findings, recommendations, sustainability considerations, and options for replication or scale-up.

All major technical outputs shall be subject to review and validation by EQUIP and relevant stakeholders prior to finalisation.

## Location and Travel

- The consultancy may be undertaken through a combination of home-based/remote and school-based activities.
- In-country travel may be required to EQUIP's partner schools and other locations as needed for consultations, training, coaching, monitoring, validation, and other agreed activities.
- Travel costs directly associated with approved consultancy activities may be arranged directly by EQUIP or reimbursed in accordance with applicable EQUIP policies and procedures.

## Reporting and Coordination

The selected institution will directly report to the Team Leader and work closely with the Deputy Team Leader, EQUIP Technical Team and designated focal persons from partner schools.

The institution will be expected to maintain regular coordination with EQUIP throughout the engagement, including technical consultations, progress updates, review of deliverables, and incorporation of feedback from EQUIP and relevant stakeholders.

## Evaluation Criteria

EQUIP is seeking an established institution, organisation, consultancy firm, academic institution, or similar entity with demonstrated experience in literacy education and school-based interventions.

The institution should demonstrate:

- Strong expertise and experience in literacy and reading education, including foundational and functional literacy;
- Experience in designing and implementing literacy interventions, preferably for secondary-level learners;
- Experience in learner assessment, differentiated instruction, and progress monitoring;
- Experience in developing and delivering teacher professional development, including coaching, mentoring, or school-based technical assistance;
- Capacity to develop or contextualise quality teacher and learner resources aligned with curriculum and identified learner needs;
- Knowledge of the DepEd curriculum, assessment approaches, and literacy programs and interventions;
- Experience working with donor-funded education programs, government agencies, development partners, or large-scale education initiatives is highly desirable;
- Availability of qualified specialists in literacy, curriculum and instruction, assessment, teacher professional development, and monitoring and evaluation.

**Indicative Institutional Team Composition**

The institution shall propose an appropriately qualified team to undertake the assignment. The team may include:

- Team Leader / Literacy Education Specialist
- Curriculum and Instruction Specialist
- Teacher Professional Development Specialist
- Literacy Assessment Specialist
- Monitoring and Evaluation Specialist
- Other technical specialists, as needed to support implementation

The institution may propose a leaner or alternative team structure, provided that the required expertise in literacy, curriculum and instruction, learner assessment, teacher professional development, school-based implementation, and monitoring and evaluation is adequately covered.

## How to Apply

Qualified Philippine-based institutions or organizations are invited to submit Expressions of interest to admin@ausequip.ph

Expressions of Interest (EoI) must include:

- A capacity statement addressing the evaluation criteria (maximum 3 pages)
- A list of examples of recent comparable projects/relevant experience, including product/client/date and links to work samples (especially highlighting experience with government, industry or international development clients) (maximum 2 pages)
- Short bios or CVs of key personnel only

- A completed DT Global Due Diligence Preliminary Supplier/Partner Statement (refer to the link below)
- Two references from recent comparable projects
- Organisation details (as per EOI form)

Only complete applications will be considered, and only shortlisted applicants will be contacted.

## EOI Form

| **Organisation Details** | |
|---|---|
| Organisation/Trading Name | |
| SEC Registration | |
| Certificate of Registration (BIR 2303)/TIN | |
| Business Permit | |
| Organisation type (NGO, University, Commercial etc.) | |
| Address | |
| Phone | |
| Website | |
| Primary Contact Details person name | |
| Primary Contact position | |
| Email address | |
| Work number | |
| Other relevant information, as deemed necessary | |

## Process and Timelines

| **Stage 1 – Call for Applications** | |
|---|---|
| EOI Open | November 20, 2026 |
| EOI Close | December 11, 2026 |

## Conflict of Interest

Any conflicts of interest could affect the delivery of the services. There may be a conflict of interest, or perceived conflict of interest, if a DT Global staff member, any member of the Assessment panel and/or any applicant personnel:

- has a professional, commercial or personal relationship with a party who is able to influence the application selection process, such as an Australian Government officer, DT Global staff member or any member of the Assessment panel.
- has a relationship with or interest in an organisation, which is likely to interfere with or restrict the applicants from carrying out the proposed activities fairly and independently or
- has a relationship with, or interest in an organisation from which they will receive personal gain because the applicant receives a sub-contract under this funding.

Tenderers should declare, as part of the tender proposal, any perceived or existing conflicts of interests or that, to the best of your knowledge, there is no conflict of interest. If applicants later identify an actual, apparent, or perceived conflict of interest, they must inform DT Global in writing immediately.

## DT Global's Rights

At any time, DT Global reserves the right to:

- terminate this procurement process or cease to proceed with this procurement process;
- change the structure and timing of the procurement process;

- vary or extend any time or date in this Request for Expressions of Interest;
- require additional information or clarification from any organisation or provide additional information or clarification;
- negotiate with one or more institution/organisation;
- call for new responses;
- reject any response received after the closing time;
- reject any response that does not comply with the requirements set out in this Expression of Interest; and
- terminate negotiations with any institution/organisation at any time for any reason.

## Due Diligence Preliminary Statement by Supplier/Partner

All interested organisations or institutions are required to complete the DT Global Due Diligence Preliminary Supplier/Partner Statement found here: Due Diligence Preliminary Supplier Statement.docx

For any questions about this EOI, please contact admin@ausequip.ph quoting "Numeracy and Learning EOI" in the email subject line.