DT Global

Request for Expression of Interest

Numeracy and Learning Institution or Organisation

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

A significant proportion of learners in Grades 9–12 continue to experience difficulties in meeting expected proficiency levels in numeracy. Gaps in foundational and functional numeracy can affect learners' ability to engage successfully with the secondary curriculum, apply mathematical concepts in real-world situations, and transition effectively to higher education, technical and vocational training, and employment.

Strengthening numeracy at the secondary level is therefore critical not only to improving academic achievement, but also to developing learners' capacity to solve problems, interpret and use information, make informed decisions, manage every day and workplace situations, and participate meaningfully in further education, training, employment, and lifelong learning.

In response to this need, the EQUIP Program seeks to strengthen the foundational and 21st century skills of learners in Grades 9–12 through evidence-based, learner-centred, and context-responsive approaches. EQUIP is therefore seeking an experienced Philippine-based institution/organisation with demonstrated expertise in numeracy education, mathematics education, curriculum development, teacher professional development, and school-based instructional support to provide technical assistance in the design, development, and implementation of numeracy interventions in selected EQUIP pilot schools.

Objective of the Engagement

The overall objective of the consultancy is to support EQUIP in designing and implementing an evidence-based Numeracy Skills Development Package for Grades 9–12, with emphasis on

strengthening functional numeracy, improving classroom practice, and building the capacity of teachers and schools to identify and address learner numeracy needs.

Specifically, the institutional partner will:

- strengthen teachers' knowledge and pedagogical practices for teaching and developing numeracy across learning areas;
- support schools in using available learner assessment data to identify numeracy needs and target appropriate interventions;
- develop practical, differentiated, and context-responsive numeracy intervention resources for Grades 9–12 learners;
- promote the integration and application of numeracy in authentic academic, everyday-life, and workplace contexts;
- provide school-based technical assistance, coaching, and implementation support; and
- contribute to the generation of evidence and lessons to inform refinement, replication, and potential scale-up of effective numeracy interventions.

Scope of Services

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

The engagement is expected to cover the following areas:

A. Professional Development, Training Design and Capacity Building

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

- implement the design of a professional development framework for strengthening numeracy instruction and intervention;
- develop a comprehensive teacher training package, including training curriculum, facilitator's guide, participant materials, presentation decks, workshop activities, practice-based exercises, and implementation resources;
- incorporate evidence-based approaches to numeracy instruction and assessment;
- facilitate participatory teacher training, workshops, learning sessions, and other professional development activities;
- provide technical support to teachers in adapting numeracy strategies and resources to different learning areas and learner needs; and
- provide post-training technical support to reinforce application and sustained use of the approaches

B. Development of Numeracy Intervention Resources

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

- practical strategies for developing functional numeracy 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 schools.

C. School-Based technical assistance and coaching

The institution shall support participating pilot schools to:

- identify appropriate numeracy interventions
- develop school-level numeracy intervention plans
- support teachers in implementing differentiated and contextualized numeracy interventions;
- provide coaching and technical assistance to teachers and school leaders
- observe intervention delivery and provide feedback
- support schools in monitoring learner progress and adjusting interventions; and

D. Monitoring, Evaluation, and Learning

The institution shall work with the EQUIP technical team to:

- develop tools for monitoring the implementation and instructional effectiveness of numeracy interventions;
- develop or refine classroom observation and instructional practice instruments;
- establish learner progress monitoring and tracking mechanisms;
- develop coaching and technical assistance documentation templates;
- support the collection and analysis of implementation and learner-level evidence;
- contribute to endline assessment and evaluation activities, as appropriate;
- document good practices, implementation challenges, lessons learned, and recommendations

Expected Deliverables

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

1. Teacher Training Package on Numeracy Instruction, including:
    - training curriculum;
    - facilitator's guide;
    - participant materials;
    - presentation decks;
    - workshop activities and exercises; and
    - implementation resources;
2. Numeracy Intervention Toolkit, including differentiated instructional strategies, lesson/activity exemplars, learner materials, assessment resources, and progress monitoring tools;
3. School-Based Numeracy Intervention and Implementation Guide;
4. Training and Capacity-Building Delivery Report, documenting activities conducted, participation, outputs, feedback, and recommendations;
5. Monitoring, Coaching, and Evaluation Tools, including classroom observation, learner tracking, coaching, implementation monitoring, and endline assessment tools, as applicable;
6. Documentation of Good Practices, Lessons Learned, and Implementation Experience from pilot schools; and
7. Final Consultancy Report, including key findings, recommendations, sustainability considerations, and recommendations for replication and/or scale-up.

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

Location and Travel

The consultancy may be undertaken through a combination of home-based/remote work and school-based activities.

In-country travel may be required to EQUIP's pilot 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 either be arranged directly by EQUIP team or reimbursed in accordance with applicable EQUIP policies and procedures.

Reporting and Coordination

The selected institution will directly report to the Deputy Team Leader and work closely with an Australian institution through the EQUIP Technical Team and designated focal persons from participating pilot schools.

The institution is expected to maintain regular coordination with EQUIP team 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 expertise in numeracy and education systems strengthening.

The institution should demonstrate:

- Strong institutional expertise in mathematics education, numeracy, foundational learning, curriculum and instruction, or related fields;
- Demonstrated experience in designing and implementing numeracy or mathematics intervention programs, preferably at the secondary level;
- Demonstrated experience in designing and delivering teacher professional development and capacity-building programs;
- Experience in coaching, mentoring, or providing school-based technical assistance to teachers and school leaders;
- Capacity to develop high-quality training and professional learning materials.
- Demonstrated experience in curriculum development, learning materials development, instructional design, or education systems strengthening;
- Knowledge of DepEd policies, the K–12/SHS curriculum, learner assessment, and existing foundational learning and intervention programs is highly desirable;
- Experience working with donor-funded education programs, government agencies, development partners, or large-scale education initiatives is highly desirable;
- Availability of qualified technical specialists with relevant expertise in numeracy/mathematics education, curriculum and instruction, teacher professional development, assessment, and/or monitoring and evaluation;

Indicative institutional team composition:

The institution is expected to propose an appropriately qualified team. Depending on the proposed approach, the team may include:

- Lead Numeracy/Mathematics Education Specialist
- Curriculum and instruction specialist
- Teacher professional development/training specialist
- Assessment and learning measurement specialist
- Monitoring, evaluation, research and learning (MERL) specialist
- Other technical specialists as required by the proposed methodology.

The institution may propose a leaner or alternative team structure where it can demonstrate that the required technical competencies will be 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 11, 2026
EOI Close	December 2, 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.